

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Language and Digital Media**

**Course Title:**

EN2848

**Course Code:**

1 Semester

**Course Duration:**

3

**Credit Units:**

B2

**Level:**

- Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Proposed Area:**  
*(for GE courses only)*

English

**Medium of Instruction:**

English

**Medium of Assessment:**

Nil

**Prerequisites:**

*(Course Code and Title)*

Nil

**Precursors:**

*(Course Code and Title)*

Nil

**Equivalent Courses:**

*(Course Code and Title)*

GE2216 New Literacies in the Information Age

**Exclusive Courses:**

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to study the impacts of computer-mediated communication on the way we interact, use language and think about ourselves. It introduces theories from psychology, media studies and sociolinguistics to explain questions relevant to our everyday relationship with technology. Students will have the opportunity to analyse on-line interaction, both in the classroom and outside of it. Throughout the semester, students will do a project in which they analyse their own on-line interaction and experiment in participating in virtual communities.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	describe and critically analyse the construction of identities and communities in online spaces and apply the knowledge generated to their own practice		X		
2.	describe and critically analyse authentic online interactions and literacy practices in virtual communities/spaces and apply the knowledge generated to their own practice		X	X	
3.	describe and explain the relationship among face-to-face and virtual expressions, identities, communities/spaces, interactions and literacy practice		X	X	
...	identify and compose solutions related to critical, social issues of language and digital media			X	X
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Interactive lectures	Interactive lectures delivered in class with in-class activities and a range of exercises requiring group and individual participation, often conducted in a computer lab and through online communication and collaboration tools	X	X					
Course readings and online sources of engagement	Readings facilitate learning and discussion of online communities, online identities, and issues related to digital media theory, including social and personal engagement in Web 2.0 platforms and social media networks.		X	X	X			
Group activities online	Groups work to design and implement original projects both in-class and out of class using new media tools and practices discussed in course readings (e.g. social networking). Such projects facilitate understanding of online community formation and the possibilities of working together through new media tools in various interfaces.			X	X			
...								

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: _100_%								
Quizzes	X	X					40% (20 each)	
Participation			X	X			10%	
Collaborative Writing		X	X	X			20%	

Assignment								
Final Ethnographic Project			X	X			30%	
Examination: ____% (duration: _____, if applicable)								
<i>* The weightings should add up to 100%.</i>							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes		Shows extensive knowledge of assigned readings and full understanding of important concepts; Can relate concepts from readings to issues raised in class; Accurately and impressively applies concepts to situations in one's own life context.	Shows some good knowledge of assigned readings and an understanding of important concepts; Can relate most of the concepts from readings to issues raised in class; Accurately applies concepts to situations in one's own life context.	Shows limited knowledge of assigned readings and some basic understanding of important concepts; Can relate some of the concepts from readings to issues raised in class; Able to apply a few of the concepts to situations in one's own life context.	Shows very little in terms of knowledge of assigned readings and shows only a very limited understanding of important concepts; Has trouble relating the concepts from readings to issues raised in class; Applies a limited or fairly basic understanding of the concepts to situations in one's own life context.	Shows no knowledge of assigned readings and shows little to no understanding of important concepts; Cannot relate the concepts from readings to issues raised in class; Applies no clear understanding of the concepts to situations in one's own life context.
2. Collaborative Writing		Complete and accurate text covering topics in detail; Demonstrates	Mostly complete and accurate text covering many topics in detail; Demonstrates	Limited but mostly accurate text covering some but not all topics in detail;	Mostly inaccurate text covering few of the assigned topics in detail; Demonstrates little	Inaccurate text not covering the assigned topics in detail; Demonstrates little

		clear adjustment to changing interfaces; Shows quality group communication and strong amounts of group participation in all documents.	some good adjustment to changing interfaces; Shows some group communication and group participation in all documents.	Demonstrates limited adjustment to the changing interfaces; Shows little group communication and limited group participation in all documents.	in terms of any adjustment to the changing interfaces; Shows inadequate group communication and incomplete group participation in all documents.	to no adjustment to the changing interfaces; Shows no group communication and a failure of group participation in all documents.
3. Final Ethnographic Project		Shows extensive understanding of the area of inquiry; Shows full understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Demonstrates a strong understanding	Shows good understanding of the area of inquiry; Shows good understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Demonstrates a good understanding	Shows partial understanding of the area of inquiry; Shows partial understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Demonstrates a partial understanding	Shows inadequate understanding of the area of inquiry; Shows inadequate understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Incomplete demonstration of multimodal texts; Incomplete information is	Shows highly inadequate understanding of the area of inquiry; Shows highly inadequate understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Highly incomplete demonstration of multimodal texts;

		<p>through a variety of multimodal texts; All relevant information is included in discussion and presentation of wiki; The purpose of demonstrating effective English and semiotic use is completely achieved.</p>	<p>through a variety of multimodal texts; Most relevant information is included in discussion and presentation of wiki; The purpose of demonstrating effective English and semiotic use is competently achieved.</p>	<p>through a variety of multimodal texts; Only partial information is included in discussion and presentation of wiki; The purpose of demonstrating effective English and semiotic use is partially achieved.</p>	<p>included in discussion and presentation of wiki; The purpose of demonstrating effective English and semiotic use is not adequately achieved.</p>	<p>Very little information is included in discussion and presentation of wiki; The purpose of demonstrating effective English and semiotic use is not achieved.</p>
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

Attention, collaboration, cybercultures, digital media, identity, online communities, virtual interaction

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Jones, R. H., & Hafner, C. A. (2012). <i>Understanding Digital Literacies: A Practical Introduction</i> . London: Routledge.
2.	
3.	
...	

**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Fielding, N., Lee, R. M., & Blank, G. (Eds.). (2008). <i>The SAGE Handbook of Online Research Methods</i> . Los Angeles: SAGE.
2.	Markham, A. N., & Baym, N. K. (Eds.). (2008). <i>Internet inquiry: Conversations about method</i> . Thousand Oaks, CA: Sage Publications.
3.	Paccagnella, L. (1997). Getting the seat of your pants dirty: Strategies for ethnographic research on virtual communities. <i>Journal of Computer-Mediated Communication</i> , 3(1). Retrieved June 12, 2009, from <a href="http://jcmc.indiana.edu/vol3/issue1/paccagnella.html">http://jcmc.indiana.edu/vol3/issue1/paccagnella.html</a> .
4.	Jones, S. (Ed.). (1997). <i>Virtual culture: Identity and communication in cybersociety</i> . London: Sage Publications.