

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2016 / 2017**

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**Part I Course Overview**

**Course Title:** Writing for new media

**Course Code:** EN4166

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** B4

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

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The ability to communicate complex information to a large, sophisticated audience through the rapidly evolving media of new technology is critical to success in today's global business community. Those with a clear understanding of digital communications and its potential to exchange information, influence opinion and sell products, ideas or services will have the competitive edge. The purpose of this course is to develop students' understanding and application of the written word in the context of interactive, digital media. The course will focus on developing and applying different writing skills required for a range of new media genres that draw on affordances of hypertext, interactivity and multimodality. Students will also learn how new media resources such as wikis are used for collaborative writing. Basic new media writing principles will be examined (in terms of interactive form, grammar and style) alongside the particular challenges faced when writing non-linear content for online and interactive media.

### 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 explain the features of various genres of new media writing and the differences between new media and print writing and apply the knowledge generated to their own new media writing practices.		X	X	
2.	Creatively construct written and/or multimodal communication in English in a variety of static and interactive new media genres.		X	X	X
3.	Participate in interactive and collaborative writing using web-based tools, and apply the knowledge generated to their own new media writing practices.		X	X	X
4.	Creatively combine written language with other elements (graphics, video, sound) to produce effective multimodal documents.		X	X	X
5.	Evaluate new media writing in terms of structure, grammar, style, layout, interactivity and effectiveness and apply the knowledge generated to their own new media writing practices.		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	5	
Interactive lectures	Students attend <b>interactive lectures</b> in which principles and theories of new media writing are evaluated and discussed.	X				X	
Independent reading	Students complete <b>readings</b> which include articles and book chapters on new media writing theories and principles as well as online examples of authentic new media writing which they analyze and evaluate in terms of their own new media writing practices.	X				X	
Writing workshops	Students participate in various in-class and out of class <b>writing exercises</b> designed to create interactive content, using new media platforms like wikis and blogs, directly applying the concepts introduced by the lecturer.		X	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	5		
Continuous Assessment: 100%							
New media writing portfolio		X	X	X		30%	Groupwork: Students prepare a total of five pieces of new media writing
Short evaluative report	X				X	20%	Individual: Students reflect on their collaborative writing experience
Detailed evaluative report	X				X	40%	Individual: Students reflect on a selected new media writing experience
Class participation		X	X	X		10%	Individual: Based on how frequently, actively and constructively students participate.
Examination: _____% (duration: _____, if applicable)							
						100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

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

### Assessment task 1: New Media Writing Portfolio

Outstanding	Excellent use of language with few errors and appropriate to the genre and audience Excellent use of other semiotic modes appropriate to the genre and audience Excellent understanding of the affordances and constraints of the new media
Good	Good use of language with some errors and mostly appropriate to the genre and audience Good use of other semiotic modes mostly appropriate to the genre and audience Good understanding of the affordances and constraints of the new media
Satisfactory	Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience Adequate use of other semiotic modes although at times not appropriate to the genre and audience Adequate understanding of the affordances and constraints of the new media
Marginal	Little evidence of adequate use of language for the genre and audience Little evidence of adequate use of other semiotic modes for the genre and audience Little evidence of adequate understanding of the affordances and constraints of the new media
Failed	Inadequate use of language for the genre and audience Inadequate use of other semiotic modes for the genre and audience Inadequate understanding of the affordances and constraints of the new media

### Assessment Task 2/Assessment Task 3: Short/detailed evaluative report

Outstanding	Excellent understanding of affordances and constraints of the medium/process Excellent description and interpretation of the writing experience, with appropriate reference to concepts and excellent examples from own contribution Uses appropriate in-text citation and referencing techniques to support concepts all of the time Excellent use of language with few errors and appropriate to the genre and audience
Good	Good understanding of the affordances and constraints of the medium/process Good description and interpretation of the writing experience, with appropriate reference to concepts most of the time and good examples from own contribution Uses appropriate in-text citation and referencing techniques to support concepts most of the time Good use of language with some errors and mostly appropriate to the genre and audience
Satisfactory	Adequate understanding of the affordances and constraints of the medium/process Adequate description and interpretation of the writing experience, with appropriate reference to concepts some of the time and some adequate examples from own contribution Uses appropriate in-text citation and referencing techniques to support concepts some of the time Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience
Marginal	Little evidence of adequate understanding of the affordances and constraints of the medium/process Little evidence of adequate description and interpretation of the writing experience Rarely uses appropriate in-text citation and referencing techniques to support concepts Little evidence of adequate use of language for the genre and audience
Failed	Inadequate understanding of the affordances and constraints of the medium/process

	<p>Does not adequately describe and interpret the writing experience</p> <p>Does not use appropriate in-text citation and referencing techniques to support concepts</p> <p>Inadequate use of language for the genre and audience</p>
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**Assessment Task 4: Class participation**

Outstanding	An excellent record of attendance and participation. Attended all classes punctually, always participated actively and constructively in class and group activities.
Good	A good record of attendance and participation. Attended most classes punctually, mostly participated actively and constructively in class and group activities.
Satisfactory	An adequate record of attendance and participation. Attended an adequate number of classes and was adequately punctual, sometimes participated actively and constructively in class and group activities.
Marginal	An inadequate record of attendance and participation. Did not attend an adequate number of classes or was often not adequately punctual, occasionally participated in class and group activities but needs to be more active and constructive in class.
Failed	A poor record of attendance and participation. Often failed to attend class and/or often failed to participate in class and group activities.

### 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.)

New literacies, digital literacies, new media genres, new media writing, affordances, digital tools, web 2.0, attention economy, online identity, hypertext, interactivity, multimodality, curation, collaboration, remix, social networking sites, blogs, wikis, digital video, digital games

#### 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.)

- Albarran, Alan B. and David H. Goff, eds. (2000). *Understanding the Web*. Ames: Iowa State University Press.
- Berkman, Robert I. and Christopher A. Shumway. (2003). *Digital Dilemmas: Ethical Issues for Online Media Professionals*. Ames: Iowa State Press.
- Berners-Lee, Tim. (2001). *Weaving the Web*. New York: HarperCollins Publishers.
- De Wolk, Roland. (2001). *Introduction to Online Journalism*. Boston: Allyn & Bacon.
- Garrand, Timothy Paul (1997). *Writing for multimedia: Entertainment, education, training advertising and the World Wide Web*, Boston: Focal Press.
- Garrison, Bruce (1996). *Successful strategies for computer-assisted reporting*. Mahwah, New Jersey: Erlbaum
- Holz, Shel (1998). *Public Relations On the Net: Winning strategies to inform and influence the media, the investment community, the government, the public and more!* New York: AMACOM.
- Horton, William K. (1998). *Designing and writing online documentation: Hypermedia for self-supporting products*. New York: Wiley.
- Jones, Rodney H., Hafner, Christoph A. (2012). *Understanding digital literacies: A practical introduction*. London: Routledge.
- Korolenko, Michael (1996). *Writing for multi-media: A guide and sourcebook for the digital writer*. New York: Wadsworth.
- McGuire, Mary (1999). *The internet handbook for writers, researchers, and journalists*. New York, The Guilford Press.
- McMillan, Sam (1999). *Writing for the Web and new media*. New York, Sams
- Marlow Eugene, Sileo, Janice (1996). *Electronic public relations*. Wadsworth Series in Mass Communication and Journalism. New York: Wadsworth.
- Reddick, Randy (1997). *The online journalist: using the Internet and other electronic resources*. Fort Worth, Texas: Harcourt Brace College.
- Rich, Carole (1999). *Creating online media: a guide to research, writing and design on the Internet*. Boston: McGraw-Hill.
- Rose, Marshall, T. (1993). *The Internet message: closing the book with electronic mail*. Englewood Cliffs, New Jersey: Prentice Hall.
- Stovall, James Glen. (2004). *Web Journalism*. Boston: Allyn and Bacon.
- Wood, Andrew F. (2001). *Online Communication: Linking Technology, Identity, & Culture*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wysocki, Anne.Frances. Johnson-Eilola, Johndan. Selfe, Cynthia.L. Sirc, Geoffrey. (2004). *Writing New Media: Theory and Applications*. Utah: Utah State University Press.

## 2.2 Additional Readings

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

- Borden, Diane L., and Kerric Harvey, eds. (1998). *The Electronic Grapevine: Rumor, Reputation, and Reporting in the New Online Environment*. Mahwah, NJ: Lawrence Erlbaum.
- Brooks, Brian S. (1997). *Journalism in the Information Age: A Guide to Computers for Reporters and Editors*. Boston: Allyn and Bacon.
- Burke, Colin B. (1994). *Information and Secrecy: Vannevar Bush, Ultra, and the Other Memex*. Metuchen, NJ: Scarecrow Press.
- Callahan, Christopher. (2002) *A Journalist's Guide to the Internet*. Boston: Allyn and Bacon.
- Campbell-Kelly, Martin and William Aspray. (1996). *Computer: A History of the Information Machine*. New York: BasicBooks.
- Ceruzzi, Paul E. (1998). *A History of Modern Computing*. Cambridge: The MIT Press.
- Dizard, Jr. Wilson. (2000). *Old Media / New Media: Mass Communication in the Information Age*. New York: Longman.
- Fidler, Roger. (1997). *Mediamorphosis: Understanding New Media*. Thousand Oaks, CA: Pine Forge Press.
- Garcia, Mario R. (1997). *Redesigning Print for the Web*. Indianapolis, IN: Hayden Books.
- Garrison, Bruce. (1998). *Computer-Assisted Reporting*. 2nd ed. Hillsdale, NJ: Lawrence Erlbaum.
- Gillies, James and Robert Cailliau. (2000). *How the Web was Born*. Oxford: Oxford University Press.
- Gillmor, Dan. (2004). *We the Media: Grassroots Journalism by the People, for the People*. Sebastopol, CA: O'Reilly Media.
- Goldstein, Norm. (2002). *The Associated Press Guide to Internet Research and Reporting*. New York: Perseus Books Group.
- Graziplene, Leonard R. (2000). *Teletext: Its Promise and Demise*. Cranbury, NJ: Lehigh University Press.
- Gunter, Barrie. (2003). *News and the Net*. Mahwah, NJ: Lawrence Erlbaum.
- Hafner, Katie and Matthew Lyon. (1996). *Where Wizards Stay Up Late: The Origins of the Internet*. New York: Simon & Schuster.
- Hall, Jim. (2001). *Online Journalism: A Critical Primer*. Sterling, VA: Pluto Press.
- Hane, Paula J. (2000). *Super Searchers in the News*. Medford, NJ: Information Today.
- Hansen, Kathleen A. and Nora Paul. (2004). *Behind the Message: Information Strategies for Communicators*. Boston: Allyn & Bacon.
- Harper, Christopher. (1997). *And That's the Way It Will Be: News and Information in a Digital World*. New York: New York University Press.
- Kaye, Barbara K. and Norman J. Medoff. (1999). *The World Wide Web: A Mass Communication Perspective*. Mountain View, CA: Mayfield Publishing Company.
- Kawamoto, Kevin. (2003). *Digital Journalism: Emerging Media and Changing Horizons of Journalism*. Lanham, MD: Rowman & Littlefield.
- Kress, Gunter (2003). *Literacy in the New Media Age*. London: Routledge.
- Koch, Tom. (1991). *Journalism for the 21st Century*. Westport, CT: Greenwood Press.
- Lubar, Steven. (1993). *InfoCulture: the Smithsonian Book of the Inventions of the Information Age*. Boston, MA: Houghton Mifflin Company.
- McGuire, Mary and Linda Stilborne, Melinda McAdams, Laurel Hyatt. (2000). *The Internet Handbook for Writers, Researchers, and Journalists*. New York: The Guilford Press.
- Martin, Shannon E. and Kathleen A. Hansen. (1998). *Newspapers of Record in a Digital Age: From Hot Type to Hot Link*. Westport, CT: Praeger.
- Moschovitis, Christos J.P. *History of the Internet*. (1999). Santa Barbara, CA: ABC-CLIO.
- Negroponte, Nicholas. (1995). *Being Digital*. New York: Alfred A. Knopf.
- Nielsen, Jakob and Marie Tahir. (2002). *Jakob Nielsen's 50 Web Sites*. Indianapolis, IN: New Riders Publishing.

- Pavlik, John V. (2001). *Journalism and New Media*. New York: Columbia University Press.
- Postman, Neil. (1992). *Technopoly: The Surrender of Culture to Technology*. New York: Alfred A. Knopf.
- Randall, Neil. (1997). *The Soul of The Internet*. New York: International Thomson Computer Press.
- Reddick, Randy and Elliot King. (2000). *The Online Journalist*. 3rd ed. Fort Worth, TX: Harcourt Brace.
- Salus, Peter H. (1995). *Casting the Net: From ARPANET to Internet & Beyond*. Reading, MA: Addison-Wesley.
- Seib, Philip. (2000). *Going Live: Getting the News Right in a Real-Time, Online World*. Lanham, MD: Rowman & Littlefield.
- Segaller, Stephen. *Nerds 2.0.1: A Brief History of the Internet*. (1998). New York: TV Books.
- Ward, Mike. (2002). *Journalism Online*. Woburn, MA: Focal Press.
- Wendland, Mike. (1999). *Wired Journalist: Newsroom Guide to the Internet*. 3rd ed. Washington, DC: RTNDA.
- Weinberger, David. (2002). *Small Pieces Loosely Joined*. Cambridge, MA: Perseus Press.
- Wickham, Kathleen, ed. (1998). *Perspectives: Online Journalism*. Boulder, Colorado: Coursewise Publishing.