

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester B in 2014 / 2015**

This form is for completion by the *Course Co-ordinator*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title: New Literacies and Language Learning

Course Code: EN6494

Course Duration: One semester

Credit Units: 3

Level: P6

Medium of Instruction: 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 Aims

This course aims to teach students a variety of approaches to the use of digital technologies and new literacy practices for the purpose of language learning, having particular regard to students' own teaching and learning context. Students have the opportunity to experience new literacy practices that draw on digital technologies and evaluate the usefulness of such new literacy practices for language learning purposes.

Course Intended Learning Outcomes (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)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Evaluate how the affordances of digital technologies affect reading, writing and communicating and lead to a range of new literacy practices in digital media	
2.	Evaluate how the affordances of digital technologies can be used in order to promote the learning of language skills	
3..	Evaluate a range of pedagogical approaches to the use of digital technologies for language learning	
4.	Apply knowledge of both pedagogical approaches and affordances of digital tools to their own practices of language teaching and learning	
5.	Design, create and critically evaluate tasks and projects that draw upon digital technologies and associated new literacy practices	

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILOS 1-5	Interactive lectures/guided discussions in which students will identify, describe and evaluate key concepts related to: <ul style="list-style-type: none"> • Creative and innovative new literacy practices for language learning • Instructional design and evaluation of new forms of online language learning resources • Implementing particular new technologies and associated innovative, new literacy practices in the language classroom 	
CILOS 1-5	Assigned readings Self-reflection/Journal/Diary	
CILOS 1-5	Workshops, demonstrations, practical and discussion tasks, in which students will: <ul style="list-style-type: none"> • Experience a range of innovative new literacy practices and discuss how such practices can be applied in their own practice of language teaching and learning • Create online multimedia language learning tasks and projects and discuss how such activities can be applied in their own practice of language teaching and learning 	

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILOS 1-4	Group project to maintain a reflective weblog This assessment task is designed to help students describe and evaluate the use of new literacy	20%	

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	<p>practices in language learning. Students draw on the assigned readings for the course in order to create an online weblog, in which they will:</p> <ul style="list-style-type: none"> • Read and summarize academic articles and online sources about new literacies and language learning • Identify the potential problems of the literacy practices in the context of language teaching and learning and generate a range of creative solutions • Apply the knowledge generated to their own language teaching and learning practices by evaluating the effectiveness of the literacy practices in the students' own teaching and learning context (if applicable) 		
CILOS 1-3	<p>Critical review essay</p> <p>This assessment task is designed to help students understand and critically evaluate approaches to language learning that take account of new literacy practices. Students will be required to:</p> <ul style="list-style-type: none"> • Describe a range of pedagogical approaches that draw upon new literacies in language teaching and learning • Evaluate how the approaches might work in a real life context and what challenges might be faced 	40%	
CILOS 3-5	<p>Individual project to plan and evaluate a technology-enhanced lesson</p> <p>This assessment task is designed to help students develop skills to design, create and critically evaluate a technology-enhanced language lesson. Students will use the concepts and methodologies covered in the course. Students will be required to:</p> <ul style="list-style-type: none"> • Evaluate new literacy practices and their potential application to language learning • Design a language lesson incorporating the selected new literacy practices • Evaluate the potential of the new literacy practices for future lessons 	40%	

Grading of Student Achievement:

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

CILOS ONE TO FOUR: Group project to maintain a reflective weblog

Grade	
A	Makes an excellent contribution, by making own posts and commenting frequently on the posts of others. Posts demonstrate an excellent awareness of blogging conventions, including linking to other web resources. Posts provide a very interesting and critical evaluation of use of new technology in language teaching.
B	Makes a good contribution by making own posts and commenting on the posts of others. Posts demonstrate a good awareness of blogging conventions, including linking to other web resources. Posts provide a critical evaluation of use of new technology in language teaching.
C	Makes an adequate contribution by making own posts and occasionally commenting on posts of others. Posts demonstrate an adequate awareness of blogging conventions, including linking to other web resources. Posts may provide a critical evaluation of new technology in language teaching.
D	Makes a contribution mostly by making own posts but not by commenting on posts of others. Posts do not demonstrate an adequate awareness of blogging conventions and do not provide a critical evaluation of new technology in language teaching.
F	Does not contribute to reflective weblog in any meaningful way.

CILOS ONE TO THREE: Critical Review Essay

Grade	
A	Provides an excellent review of the literature, demonstrating a detailed understanding of the concepts of new literacies and related language learning pedagogy all of the time. Applies the concepts in a critical manner, showing insight into relevant practical and/or theoretical issues.
B	Provides a good review of the literature, demonstrating a detailed and critical understanding of the concepts of new literacies and related language learning pedagogy some of the time. Applies the concepts in a critical manner, at times showing insight into relevant practical and/or theoretical issues.
C	Provides an adequate review of the literature, but more detail and/or critical understanding of the concepts of new literacies and related language learning pedagogy is required. Applies the concepts in a critical manner, but may not show insight into relevant practical and/or theoretical issues.
D	Does not provide an adequate review of the literature, though there is some evidence of understanding of the concepts of new literacies and related language learning pedagogy. Does not apply the concepts in any meaningful way.
F	Does not provide an adequate review of the literature and there is little or no evidence of understanding of concepts of new literacies and related language learning pedagogy. Does not apply the concepts at all.

CILOS THREE TO FIVE: Individual project to plan and evaluate a technology-enhanced lesson

Grade	Literature review 40%	Lesson/Project design and use of technology 40%	Discussion/evaluation of lesson/project 20%
A	Provides an excellent review of approach adopted and specific application of chosen technology in language teaching. Refers to a range of clearly relevant literature. Sources are always appropriately referenced.	Provides an excellent description of teaching context, lesson/project design, and supporting materials, with very clear aims and procedures that match the aims. The lesson focuses clearly on new technology, and uses new technology in an appropriate, creative, and student-centered way.	Provides an excellent, evaluation, with interesting, critical insight into possible problems and solutions.
B	Provides a very good review of approach adopted and specific application of chosen technology in language teaching. Refers to a range of relevant literature. Sources are mostly appropriately referenced.	Provides a good description of teaching context, lesson/project design and supporting materials, with clear aims and procedures that mostly match the aims. The lesson/project focuses on new technology, and mostly uses new technology in an appropriate, creative, and student-centered way.	Provides a good evaluation, with some insight into possible problems and solutions.
C	Provides an adequate review of approach adopted and specific application of chosen technology in language teaching. Refers to some relevant literature. Sources are sometimes appropriately referenced.	Provides an adequate description of teaching context, lesson/project design and supporting materials, with aims and procedures that sometimes match the aims. The lesson/project focuses on new technology, and sometimes uses new technology in an appropriate and student-centered way.	Provides an adequate evaluation of possible problems and solutions.
D	Does not provide an adequate review of approach adopted and specific application of chosen technology in language teaching. Sources are not appropriately referenced.	Does not provide an adequate description of teaching context, lesson/project design and supporting materials. The lesson/project does not focus clearly on new technology, and/or does not use new technology in an appropriate and student-centered way.	Does not provide an adequate evaluation of possible problems and solutions.
F	All aspects of the review are inadequate.	All aspects of the lesson/project design are inadequate.	All aspects of the evaluation are inadequate.

Part III

Keyword Syllabus

Pedagogy

Multiliteracies, Computer-assisted language learning, E-learning, behaviourist instruction, constructivism, computer as tutor, computer as tool, computer as stimulus, autonomy, tandem learning, project-based learning

Technology

New literacies, new media, the Internet, computer mediated communication, blogging, wikis, podcasting, RSS, digital storytelling, social networking, gaming, MOOS, MUDS, MUVES, email, word processor, concordancer

Design

Instructional design, evaluation, multimedia, web design, quiz authoring, web 2.0 tools

Recommended Reading

Text(s)

Ahmad, K., Corbett, G., Rogers, M., & Sussex, R. (1985). *Computers, Language Learning and Language Teaching*. Cambridge: Cambridge University Press.

Beatty, K. (2003). *Teaching and Researching Computer-Assisted Language Learning*. London: Longman.

Boswood, T. (Ed.). (1997). *New Ways of Using computers in Language Teaching*. Alexandria, VA: TESOL.

Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*. Cambridge: Cambridge University Press.

de Szendeffy, J. (2005). *A Practical Guide to Using Computers in Language Teaching*. Ann Arbor, Michigan: University of Michigan Press.

Dudeny, G. (2007). *The internet and the language classroom: A practical guide for teachers* (2nd Ed.). Cambridge: Cambridge University Press.

Dunkel, P. (Ed.). (1991). *Computer-assisted Language Learning and Testing: Research Issues and Practice*. New York: Newbury House.

Egbert, J., & Petrie, G. M. (2005). *CALL Research Perspectives*. Mahwah, NJ: Lawrence Erlbaum.

Felix, U. (1998). *Virtual Language Learning: Finding the Gems amongst the Pebbles*.

Melbourne: Language Australia Ltd.

Felix, U. (Ed.). (2003). *Language Learning Online*. Lisse: Swets & Zeitlinger.

Fotos, S., & Browne, C. (Eds.). (2004). *New perspectives on CALL for second language classrooms*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.

Johns, T., & King, P. (1991). *Classroom Concordancing*. Birmingham: University of Birmingham.

Lamy, M.-N., & Hampel, R. (2007). *Online communication in language learning and teaching*. Basingstoke: Palgrave Macmillan.

Levy, M. (1997). *Computer-assisted language learning: context and conceptualisation*. New York: Oxford University Press.

Levy, M., & Debsky, R. (Eds.). (1999). *WorldCALL: Global Perspectives on Computer-assisted Language Learning*. Lisse: Swets and Zeitlinger.

Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Mahwah: Lawrence Earlbaum.

Pennington, M. (Ed.). (1996). *The Computer and the Non-native Writer: A Natural Partnership*. Cresskill, NJ: Hampton Press.

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press.

Schwienhorst, K. (2007). *Learner autonomy and CALL environments*. New York: Routledge.

Sperling, D. (2000). *The Internet Guide for English Language Teachers*. Upper Saddle River, NJ: Prentice Hall Regents.

Underwood, J. H. (1984). *Linguistics, Computers and the Language Teacher: A communciative approach*. Rowley, Massuchessets: Newbury House.

Warschauer, M. (1995). *E-mail for English teachers*. Alexander, Virginia: TESOL.

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based Language Teaching: Concepts and Practices*. Cambridge: Cambridge Universty Press.

Warschauer, M., Shetzer, H., & Meloni, C. F. (2000). *Internet for English teaching*. Alexandria, VA: TESOL.

White, C. (2003). *Language Learning in Distance Education*. Cambridge: Cambridge University Press.

Wichmann, A., Fligelstone, S., McEnery, T., & Knowles, G. (1997). *Teaching and Language Corpora*. New York: Addison Wesley Longman.

Online Resources

Weblogg-ed (Will Richardson)

<http://weblogg-ed.com/>

Educational technology and life (Mark Wagner)

<http://edtechlife.com/>

Derek's blog

<http://blog.core-ed.net/derek/>

Ewan McIntosh's edu.blogs.com

<http://edu.blogs.com/edublogs/>

Learning technology teacher development blog for ELT (Nik Peachey)

<http://nikpeachey.blogspot.com/>

Larry Ferlazzo's websites of the day

<http://larryferlazzo.edublogs.org/>

Language Learning and Technology

<http://llt.msu.edu/>

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