

EN2848: LANGUAGE AND DIGITAL MEDIA

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Language and Digital Media

Subject Code

EN - English

Course Number

2848

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

GE2216 New Literacies in the Information Age

Part II Course Details

Abstract

This course aims to study the impacts of digitally mediated communication on the way we interact, use language and think about ourselves. It introduces theories from media studies, sociolinguistics, and digital literacies studies to explain

questions relevant to our everyday relationship with technology. Students will have the opportunity to analyse digitally mediated interaction, both in the classroom and outside of it. Throughout the semester, students will do a project in which they analyse the way that digital tools shape the ways in which people read, write and communicate.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Describe and explain key concepts of digital literacies studies and apply these concepts to everyday literacy practices		x		
2	Explain the affordances and constraints of digital tools, platforms, and online communities, and how these affect the way that people read, write and communicate		x	x	
3	Explain the social and cultural dimensions of digital tools, platforms and online communities, and how these affect the way that people read, write and communicate		x	x	
4	Critically assess digital tools and associated literacy practices, for example in terms of algorithmic bias, hidden agendas, surveillance, the attention economy and other ethical issues			x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive lectures	Students will participate in interactive lectures delivered in class with in-class activities and a range of exercises requiring group and individual participation	1, 2	

2	Course readings and online sources of engagement	Students will read relevant texts that facilitate learning and discussion of online communities, online identities, and issues related to digital media theory, including social and personal engagement in online platforms and social media networks.	2, 3, 4	
3	Group activities online	Students will work in groups 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 the way that digital tools shape how people read, write, and communicate	3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Quiz	1	30	Individual: Students explain concepts learnt in class through in-class quizzes.
2	Video essay project proposal	2, 3, 4	10	Group: Students create a proposal for the video essay.
3	Video essay project	2, 3, 4	30	Group: Students conduct research on a platform, tool, or other technology that is changing the way that people read, write, and communicate. They present their findings in the form of a video essay.
4	Analysis paper	1, 2, 3, 4	30	Individual: Students analyse a selection of digital texts and literacy practices by using concepts and frameworks covered in class

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Quizzes (30%)

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

Video essay project proposal (10%)

Criterion

Content (10%)

Excellent (A+, A, A-)

Excellent proposal which provides a very well justified choice of digital tool or platform, and excellent sources that are always clearly relevant, reliable and varied. Excellent use of language with few errors and appropriate to the genre and audience

Good (B+, B, B-)

Good proposal and review, which provides a well justified choice of digital tool or platform, and good sources that are mostly clearly relevant, reliable and varied. Good use of language with some errors and mostly appropriate to the genre and audience

Fair (C+, C, C-)

Adequate proposal and review, which provides an adequately justified choice of digital tool or platform, and adequate sources that are sometimes relevant, reliable and varied. Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience

Marginal (D)

Little evidence of justification in the choice of digital tool or platform. Sources may be irrelevant and/or insufficiently reliable and varied. Little evidence of adequate use of language for the genre and audience

Failure (F)

Inadequate proposal. Fails to justify the choice of digital tool or platform. Fails to identify relevant sources. Inadequate use of language for the genre and audience

Assessment Task

Video essay project

Criterion

Organization/content - Multimedia/visual effects - Language and delivery

Excellent (A+, A, A-)

Able to present information in a clearly organized and creative/original way, using effective signposting with an attention-grabbing opening, an effectively organized body, and a memorable conclusion/ending. Excellent understanding demonstrated through excellent selection of sources, presentation of data, and interpretations

Able to design creative and interesting visuals which effectively and appropriately support the essay and utilize an appropriate pace, variety of multimedia and visual effects, e.g. soundtrack, video clips, pictures, objects, graphs, diagrams, tables.

Able to express and deliver ideas in fluent, accurate English with few errors (of grammar, vocabulary, pronunciation), using appropriate language for the context.

Good (B+, B, B-)

Able to present information in an organized and somewhat creative/original way, using appropriate signposting, with a clear opening, a clear body, and a clear conclusion/ending. Good understanding demonstrated through good selection of sources, presentation of data, and interpretations.

Able to design visuals which appropriately support the essay and utilize an appropriate pace, variety of multimedia and visual effects.

Able to express and deliver ideas in fluent, accurate English with some errors, using mostly appropriate language for the context.

Fair (C+, C, C-)

Able to present information in an adequately organized and creative/original way, using some signposting, with a brief opening, a fairly organized body, and a short conclusion. Satisfactory understanding demonstrated by satisfactory selection of sources, presentation of data, and interpretations.

Able to design visuals which are adequately appropriate, support the documentary fairly well, and utilize a somewhat appropriate pace, somewhat limited and/or somewhat inappropriate range of multimedia and visual effects.

Able to express and deliver ideas in somewhat fluent, accurate English with some errors, using somewhat appropriate language for the context.

Marginal (D)

Little evidence that the student is able to present information in an adequately organized and creative/original way, with a brief opening, a fairly organized body, and a short conclusion. Little evidence of satisfactory understanding, with marginal selection of sources, presentation of data, and interpretations.

Little evidence that the student is able to design visuals which are appropriate, support the essay most of the time, utilize an appropriate pace and range of visual aids. Visuals may be very wordy and/or inappropriate.

Little evidence that the student is able to express and deliver ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.

Failure (F)

Unable to present information in an adequately organized and creative/original way. The body of the presentation is poorly organized. Poor understanding demonstrated by poor selection of sources, presentation of data, and interpretations.

Unable to design appropriate visuals which support the presentation and utilize a range of visual aids. The visuals are very wordy and/or inappropriate.

The essay is difficult to understand because of language issues.

Assessment Task

Analysis paper (30%)

Criterion

Content Organisation Language

Excellent (A+, A, A-)

Able to apply appropriate principles and tools to yield an excellent, complete, and insightful analysis of digital literacy practices

An excellent range of key features of the digital literacy practices are accurately identified, with an excellent description and evaluation supported by excellent examples

Excellent presentation, with findings always presented in a coherent way, references incorporated appropriately, and excellent use of English

Good (B+, B, B-)

Able to apply appropriate principles and tools to yield a good, complete analysis of digital literacy practices

A good range of key features of the digital literacy practices are identified, with a good description and evaluation supported by good examples

Good presentation, with findings mostly presented in a coherent way, references incorporated appropriately, and good use of English

Fair (C+, C, C-)

Able to apply some appropriate principles and tools to yield an adequate analysis of digital literacy practices

An adequate range of key features of the digital literacy practices are identified, with an adequate description and evaluation supported by adequate examples

Adequate presentation, with findings sometimes presented in a coherent way, references incorporated appropriately, and adequate use of English

Marginal (D)

Unable to consistently apply appropriate principles and tools to yield an adequate analysis of digital literacy practices.

Unable to identify an adequate range of key features of the digital literacy practices and/or provide adequate description and examples

Unable to provide an adequate presentation in terms of coherence, incorporation of references, and use of English. Presentation issues sometimes obscure comprehension

Failure (F)

Fails to analyze digital literacy practices, identify key features, provide descriptions and evaluations. Presentation issues frequently obscure comprehension

Part III Other Information

Keyword Syllabus

Digital literacies, new literacies, affordances and constraints, sociotechnical structures, digital tools, platforms, online communities, technology and power

Reading List**Compulsory Readings**

Title	
1	Jones, R. H., & Hafner, C. A. (2021). Understanding digital literacies: A practical introduction (2nd ed.). Routledge.

Additional Readings

Title	
1	Nil