

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of English**  
**with effect from Semester B 2023 / 2024**

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**Part I Course Overview**

<b>Course Title:</b>	New Literacies and Language Learning
<b>Course Code:</b>	EN6494
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	NA
<b>Precursors:</b> <i>(Course Code and Title)</i>	NA
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	NA
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	NA

## Part II Course Details

### 1. Abstract

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.

### 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.	Evaluate how the affordances of digital technologies affect reading, writing and communicating and lead to a range of new literacy practices in digital media		X	X	X
2.	Evaluate how the affordances of digital technologies can be used in order to promote the learning of language skills		X	X	X
3.	Evaluate a range of pedagogical approaches to the use of digital technologies for language learning		X	X	X
4	Apply knowledge of both pedagogical approaches and affordances of digital tools to their own practices of language teaching and learning		X	X	X
5	Design, create and critically evaluate tasks and projects that draw upon digital technologies and associated new literacy practices		X	X	X
		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	<p>Students will identify, describe and evaluate key concepts related to:</p> <ul style="list-style-type: none"> <li>• Creative and innovative new literacy practices for language learning</li> <li>• Instructional design and evaluation of new forms of online language learning resources</li> <li>• Implementing particular new technologies and associated innovative, new literacy practices in the language classroom</li> </ul>	X	X	X	X	X	
Assigned reading	Students will read and reflect on relevant academic articles on the topic of digital literacies and language learning	X	X	X	X	X	
Workshops and demonstrations	<p>Students will:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	X	X	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%								
<p><b>Video essay</b></p> <p>This assessment task is designed to help students understand and critically evaluate new literacy practices. Students will be required to:</p> <ul style="list-style-type: none"> <li>Describe a digital technology that is shaping practices of reading, writing and communicating.</li> <li>Evaluate that technology in terms of its impact on social life and language learning from the perspective of relevant scholarship, mainstream media, and the public.</li> </ul>	X		X	X			50%	
<p><b>Essay and project plan</b></p> <p>This assessment task is designed to help students develop skills to design, create and critically evaluate a digital project for language teaching and learning. Students will use the concepts and methodologies covered in the course. Students will be required to:</p> <ul style="list-style-type: none"> <li>Review examples of inspiring pedagogically oriented academic articles that describe applications of technology to language teaching;</li> <li>Synthesize a set of pedagogical principles to inform the design of digital projects;</li> <li>Create a simple project plan.</li> </ul>		X	X		X		50%	
Examination: 0%								
							100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B,)	Marginal (B-C+, C,)	Failure (F)
Video essay	Organization and content 60%	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 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 present information in an adequately/marginally organized and creative/original way, using some signposting, with a brief opening, a fairly/marginally organized body, and a short conclusion. Satisfactory/marginal understanding demonstrated by satisfactory selection of sources, presentation of data, and interpretations.	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.
	Multimedia and visual effects 20%	Able to design creative and interesting visuals which effectively and appropriately support the documentary and utilize an appropriate pace, variety of multimedia and visual effects, e.g. soundtrack, video clips, pictures, objects, graphs, diagrams, tables.	Able to design visuals which appropriately support the documentary and utilize an appropriate pace, variety of multimedia and visual effects.	Able to design visuals which are adequately/marginally appropriate, support the documentary fairly/marginally well, and utilize a somewhat appropriate pace, somewhat limited and/or somewhat inappropriate range of multimedia and visual effects.	Unable to design appropriate visuals which support the presentation and utilize a range of visual aids. The visuals are very wordy and/or inappropriate.

	Language and delivery 20%	Able to express and deliver ideas in fluent, accurate English with few errors (of grammar, vocabulary, pronunciation), using appropriate language for the context.	Able to express and deliver ideas in fluent, accurate English with some errors, using mostly appropriate language for the context.	Able to express and deliver ideas in fairly/marginally fluent, accurate English with some errors, using failry/marginally appropriate language for the context.	The documentary is difficult to understand because of language issues.
Essay and project plan		Provides an excellent review of the specific application of chosen technology in language teaching. Refers to a range of clearly relevant literature and sources are always appropriately referenced. Provides an excellent synthesis of pedagogical principles and an excellent example of their application in a very clearly articulated and very well-considered project plan. The project uses new technology in an appropriate, creative, and student-centered way.	Provides a good review of the specific application of chosen technology in language teaching. Refers to a range of relevant literature and sources are mostly appropriately referenced. Provides a good synthesis of pedagogical principles and a good example of their application in a mostly clearly articulated and mostly well-considered project plan. The project mostly uses new technology in an appropriate, creative, and student-centered way.	Provides an adequate/marginal review of the specific application of chosen technology in language teaching. Refers to some relevant literature and sources are sometimes appropriately referenced. Provides an adequate/marginal synthesis of pedagogical principles and an adequate/marginal example of their application in an adequately/marginally clearly articulated and adequately/marginally well-considered project plan. The project sometimes uses new technology in an appropriate, creative, and student-centered way.	All aspects of the review are inadequate. All aspects of the project plan are inadequate.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Video Essay	Organization and content (60%)	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 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 present information in a moderately organized and moderately creative/original way, using some signposting, with a brief opening, a moderately organized body, and a short conclusion. Satisfactory understanding demonstrated by satisfactory selection of sources, presentation of data, and interpretations.	Little evidence of ability to present information in an adequately organized and creative/original way, with a brief opening, a moderately organized body, and a short conclusion. Marginal understanding demonstrated by a barely satisfactory selection of sources, presentation of data, and interpretations.	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.
	Multimedia and visual effects 20%	Able to design creative and interesting visuals which effectively and appropriately support	Able to design visuals which appropriately support the documentary and	Able to design visuals which are moderately appropriate, support the documentary	Little evidence of ability to design visuals which are mostly appropriate,	Unable to design appropriate visuals which support the presentation and

		the documentary and utilize an appropriate pace, variety of multimedia and visual effects, e.g. soundtrack, video clips, pictures, objects, graphs, diagrams, tables.	utilize an appropriate pace, variety of multimedia and visual effects.	moderately well, and utilize a somewhat appropriate pace, somewhat limited and/or somewhat inappropriate range of multimedia and visual effects.	support the documentary most of the time, utilize an appropriate pace and range of visual aids. The visuals may be very wordy and/or inappropriate.	utilize a range of visual aids. The visuals are very wordy and/or inappropriate.
	Language and delivery 20%	Able to express and deliver ideas in fluent, accurate English with few errors (of grammar, vocabulary, pronunciation), using appropriate language for the context.	Able to express and deliver ideas in fluent, accurate English with some errors, using mostly appropriate language for the context.	Able to express and deliver ideas in somewhat fluent, accurate English with some errors, using somewhat appropriate language for the context.	Little evidence of ability to express and deliver ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.	The documentary is difficult to understand because of language issues.
Essay and project plan		Provides an excellent review of the specific application of chosen technology in language teaching. Refers to a range of clearly relevant	Provides a good review of the specific application of chosen technology in language teaching. Refers to a range of relevant literature	Provides an adequate review of the specific application of chosen technology in language teaching. Refers to	Provides an marginal review of the specific application of chosen technology in language	All aspects of the review are inadequate. All aspects of the project plan are inadequate.



		<p>literature and sources are always appropriately referenced. Provides an excellent synthesis of pedagogical principles and an excellent example of their application in a very clearly articulated and very well-considered project plan. The project uses new technology in an appropriate, creative, and student-centered way.</p>	<p>and sources are mostly appropriately referenced. Provides a good synthesis of pedagogical principles and a good example of their application in a mostly clearly articulated and mostly well-considered project plan. The project mostly uses new technology in an appropriate, creative, and student-centered way.</p>	<p>some relevant literature and sources are sometimes appropriately referenced. Provides an adequate synthesis of pedagogical principles and an adequate example of their application in an adequately clearly articulated and adequately well-considered project plan. The project sometimes uses new technology in an appropriate, creative, and student-centered way.</p>	<p>teaching. Refers to only little relevant literature and sources are only occasionally appropriately referenced. Provides a marginal synthesis of pedagogical principles and a marginal example of their application in a marginally clearly articulated and marginally well-considered project plan. The project only occasionally uses new technology in an appropriate, creative, and student-centered way.</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.)

##### 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

#### 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.	Pegrum, M. (2019). Digital literacies in language education: Janaina Cardoso interviews Mark Pegrum. <i>Matraga - Revista Do Programa de Pós-Graduação Em Letras Da UERJ</i> , 26(47), Article 47. <a href="https://doi.org/10.12957/matraga.2019.44077">https://doi.org/10.12957/matraga.2019.44077</a>
2.	Sauro, S., & Zourou, K. (2019). What are the digital wilds? <i>Language Learning &amp; Technology</i> , 23(1), 1–7. <a href="https://www.lltjournal.org/item/895/">https://www.lltjournal.org/item/895/</a>
3.	Hafner, C. A. (2020). Digital Literacies for English Language Learners. In X. Gao (Ed.), <i>Second Handbook of English Language Teaching</i> (pp. 1–20). Springer International Publishing. <a href="https://doi.org/10.1007/978-3-319-58542-0_46-1">https://doi.org/10.1007/978-3-319-58542-0_46-1</a>
4.	Belcher, D. (2017). On becoming facilitators of multimodal composing and digital design. <i>Journal of Second Language Writing</i> , 80–85. <a href="https://doi.org/10.1016/j.jslw.2017.10.004">https://doi.org/10.1016/j.jslw.2017.10.004</a>
5.	Reinhardt, J., & Thorne, S. L. (2019). Digital Literacies as Emergent Multifarious Literacies. In N. Arnold & L. Ducate (Eds.), <i>Engaging language learners through CALL: from theory and research to informed practice</i> (pp. 208–239). Equinox Publishing Ltd.
6.	Klimanova, L. (2021). The evolution of identity research in CALL: From scripted chatrooms to engaged construction of the digital self. <i>Language Learning</i> , 25(3), 186–204.
7.	Beckett, G. H., & Slater, T. (2005). The Project Framework: A tool for language, content, and skills integration. <i>ELT Journal</i> , 59(2), 108–116. <a href="https://doi.org/10.1093/eltj/cci024">https://doi.org/10.1093/eltj/cci024</a>
8.	Sharples, M., Arnedillo Sanchez, I., Milrad, M., & Vavoula, G. (2009). Mobile learning: Small devices, big issues. In N. Balacheff, S. Ludvigsen, T. Jong, A. Lazonder, & S. Barnes (Eds.), <i>Technology-Enhanced Learning</i> . Dordrecht: Springer Netherlands.
9.	Chik, A. (2014). Digital gaming and language learning: Autonomy and community. <i>Language Learning &amp; Technology</i> , 18(2), 85–100.
10.	Luzón, M. J., & Pérez-Llantada, C. (2019). Connecting traditional and new genres: Trends and emerging themes. In M.-J. Luzón & C. Pérez-Llantada (Eds.), <i>Science communication on the internet</i> (pp. 1–18). John Benjamins.