

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester B 2022/23**

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**Part I Course Overview**

**Course Title:** Electronic Publishing

**Course Code:** LT3210

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B3

**Proposed Area:**  Arts and Humanities  
(for GE courses only)  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

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

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

**Equivalent Courses:** CTL3210 Electronic Publishing  
(Course Code and Title)

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to

- use mark-up languages for electronic publishing and database modelling;
- introduce students to the basic concepts of WWW and features of Web 2.0;
- introduce students to the basic concepts of linguistic phenomenon of the use of language in the contexts of computer -mediated communication;
- enable students to analyse language data in the contexts of electronic publishing

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Organize and construct static and dynamic information for electronic publishing with various programming language		✓	✓	✓
2.	Hands-on experience in developing and design a website		✓	✓	✓
3.	Describe the history and development of WWW and features of Web2.0.		✓	✓	✓
4.	Observe and discuss language phenomenon in electronic publishing competently and creatively.		✓	✓	✓
		100%			

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

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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.)

Final details will be provided to students in their first week of attendance in this course.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	<p><b>Lecture –</b> Presentation of concepts, illustrations, synthesis of readings, in-class activities. Exercises and Discussion, including:</p> <ul style="list-style-type: none"> <li>Students will use various applications for publishing information online and database editing</li> <li>Students will gain hands-on experience of using various technologies and programming language for developing a user-friendly website.</li> </ul> <p>Students will apply linguistic methodology in the analysis of language and internet</p>	✓	✓	✓	✓			
2	<p><b>Reading –</b> Several online documentations and selected articles for better understanding of each topic</p>	✓		✓	✓			

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

(ATs are 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.

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 60%								
<p><b>Project</b> Publish a user-friendly website including static and dynamic webpages.</p>	✓	✓					30%	
<p><b>Test</b> To test if students have mastered the concepts, theories and programming knowledge for EP.</p>	✓	✓	✓	✓			30%	
<p><b>Examination:</b> 40% (duration: , if applicable) To test if students have mastered the concepts, theories and programming knowledge for EP. (CILO No. 1, 2, 3, 4)</p>								
							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	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Project	Ability to publish a high-quality website	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Test	Ability to demonstrate mastery of the concepts, theories and programming knowledge for electronic publishing	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Examination	Ability to demonstrate mastery of the concepts, theories and programming knowledge for electronic publishing	High	Significant	Moderate	Basic	Not even reaching marginal levels

### 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.)

Electronic Publishing, User-friendly website, Static webpage, Dynamic webpage, HyperText Mark-up Language, eXtensible Mark-up Language, Java Server Pages, Cascading Style Sheet, eXtensible Style sheet Language, Schema, Language and the Internet.

#### 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.	Boardman, M. 2005. <i>The Language of Website</i> . Routledge.
2.	Crystal, D. 2006. <i>Language and the Internet</i> . 2nd Edition. Cambridge University Press.
3.	Keen, A. 2007. <i>The Cult of the Amateur: How Today's Internet is Killing Our Culture</i> . Doubleday Business.

##### 2.2 Additional Readings

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

1.	Prensky, M. 2001. "Digital Natives, Digital Immigrants." <i>On the Horizon</i> , vol. 9 no.5. MCB University Press.
2.	Prensky, M. 2001. "Digital Natives, Digital Immigrants, Part II: Do They Really Think Differently?" <i>On the Horizon</i> , vol. 9 no.6. MCB University Press.
3.	Shortis, T. 2001. <i>The language of ICT: information and communication technology</i> . Routledge.
4.	O'Reilly, T. 2005. "What is Web 2.0 Design Patterns and Business Models for the Next Generation of Software" <a href="http://oreilly.com/web2/archive/what-is-web-20.html">http://oreilly.com/web2/archive/what-is-web-20.html</a>
5.	<a href="http://www.csszengarden.com/">http://www.csszengarden.com/</a>
6.	<a href="http://www.w3schools.com/">http://www.w3schools.com/</a>