

B.A. (Honours) in Contemporary English Studies

Course Title	: New Literacies in the Digital Age
Course Code	: ENG3389
Recommended Study Year	: 3 rd or 4 th Year
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode
Class Contact Hours	: 2-hour lecture per week 1-hour tutorial per week
Category	: Discipline Elective
Prerequisite(s)	: Nil
Co-requisite(s)	: Nil
Exclusion(s)	: Nil
Exemption Requirement(s)	: Nil

Brief Course Description

This course examines multiple ways of making meaning with new forms of literacy mediated by Web 2.0 tools. It focuses on the literacy development related to new literacies readily available in everyday life to enhance efficacious learning in formal settings. This is done through practical hands-on experiences and participatory culture for creativity and collaboration. It engages our digital age learners as empowered producers rather than passive consumers of text to become more dynamic, adaptive, critical and responsive to multiple aspects of learning including personal, academic, social and professional in and out of the classroom, and in the workplace. This ultimately prepares students to effectively cope with the real-world demands in language, creativity, communication, collaboration and technological skills crucial in the 21st century education, while building a sense of control and global identities important for life-long learning across contexts and cultures.

Aims

This course aims to enable students to:

1. Become empowered producers rather than passive consumers of literacy practices as full and responsible participants in our increasingly globalized, knowledge-based and digital economy;
2. Increase awareness of new forms of literacy in the new literacies community;
3. Produce, analyze and evaluate digital and multimodal texts mediated by Web 2.0 communication;
4. Understand and apply the learning principles and procedures related to new literacies in non-formal settings to enhance the development of academic and professional literacies;
5. Design and publish work to an authentic global audience to meet a variety of communicative purposes;
6. Navigate between the real and virtual worlds of diverse cultures to achieve specific communicative purposes;
7. Demonstrate improvement in creativity, communication and collaboration skills in the process of making meaning and literacy development;
8. Develop online literate identity and autonomy at multiple levels including personal, academic, professional or even global levels.

Learning Outcomes

On completion of the course, students will be able to:

1. Actively produce a range of new literacy texts for making meaning through hands-on experiences using Web 2.0 tools (e.g., blogs, wikis, digital story-telling and remix, and podcasts, etc.) supported by social networking or 3D virtual platforms;
2. Critically analyze and evaluate characteristics of a range of new literacies according to social situation and setting using the linguistic, discourse and socio-cultural analytic tools;
3. Creatively adapt and modify new literacy texts to produce academic and professional genres, by utilizing the learning principles and procedures related to new literacies;
4. Work individually and collaboratively to organize and publish new literacy and academic texts for different communicative purposes and audiences;
5. Engage reflectively in critical self-peer reflections individually and collaboratively, with the use of multimodal materials and online social networks.

Indicative Contents

The contents are designed based on a systematic approach to fostering participatory culture comprising a variety of linguistic, discourse and social skills involving both individual expression and community involvement.

Introduction:

1. Historical development of literacy practices

Expressions (i.e., producing new creative forms):

2. Intertextuality
3. Visual impact of texts
4. E-dictionaries
5. Text messaging, weblogging, academic blogging
6. YouTube
7. Digital story-telling and mixing
8. Documentary or film-making

Collaborative problem-solving (i.e., developing new knowledge with the authentic communities):

9. Wikipedia
10. Video gaming
11. Social networking
12. Second Life

Circulations (i.e., shaping the flow of media):

13. Podcast

Affiliations (i.e., memberships in the online communities):

14. Autonomy and identity

Teaching Method

Besides lectures and discussion-leading activities, various other approaches such as case studies, multimodal reflections, observations and role simulations are used to enable students to have a better understanding of the topics. Students will engage actively through *experiential learning*, *inquiry-based* and *Assessment for Learning* pedagogies, and *critical reflection-in-action*, both individually and collaboratively, enhanced by the use of interactive technologies and online social networks.

Measurement of Learning Outcomes

This course consists of 39 hours of university-based interactive seminars as well as study, preparation and assessment time. The learning outcomes will be measured based on the following:

1. In groups of 3-4, students will co-produce a digital story/documentary/film with a topic of student-generated inquiry to be uploaded on YouTube (Outcomes 1 to 5);
2. Engage in reading/viewing throughout the course by subscribing to at least two different RSS websites with a topic of interest, then writing and publishing a blog to show understanding of the topic (individual work) (Outcomes 1 to 5);
3. The final written test will take place in the last week of the term in a computer lab and will cover various topics taught in class (Outcomes 1 to 4).

Assessment

- Attendance and participation (face-to-face and online) (10%)
- Discussion-leading + multimodal collaborative dialogues and reflections in class and via online social networks (20%)
- Assignment #1 (20%): Digital storytelling (group work)
- Oral presentation of Assignment #2 through Mahara (20%)
- Assignment #2 presented through written Mahara (assessed on a Pass/Fail basis, with “fail” resulting in the deduction of one fine letter grade from your final mark, e.g., from B+ to B)
- Final written test (30%)

Required Readings

Lankshear, C., & Knobel, M. (2011). *New literacies: Everyday practices and social learning* (3rd ed.). Maidenhead, U.K.: Open University Press. [E-book on library e-reserve, 3 hours loan period].

Supplementary Readings

Abraham, L. B., & Williams, L. (2009). *Electronic discourse in language learning and language teaching*. Philadelphia: John Benjamins Publishing Company.

Alvermann, D. E., Hinchman, K. A. (Eds.). (2012). *Reconceptualizing the literacies in adolescents' lives: Bridging the everyday/academic divide* (3rd ed.). New York: Routledge.

Benson, P., & Chik, A. (2011). New literacies and autonomy in foreign language learning. In M. J. Luzón, M. N. Ruiz-Madrid & M. L. Villanueva (Eds.), *Digital genres, new literacies and autonomy in language learning* (pp. 63-80). Newcastle, UK: Cambridge

Scholars Publishing.

- Boyd, d. (2008). Why youth [heart] social network sites: The role of networked publics in teenage social life. In D. Buckingham (Ed.) *Youth, Identity, and digital media* (pp. 119-142). Cambridge, MA: The MIT Press.
- Forster, E. M. (1909). *The Machine stops*. Retrieved October 17, 2012 from <http://www.feedbooks.com/book/2073/the-machine-stops>
- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). New York: Routledge.
- Gee, J. P. (2007). *Good video games + good learning*. New York: Peter Lang.
- Gee, J. P. (2014). How to do *discourse analysis: A tool kit* (2nd ed.). New York: Routledge.
- Godwin-Jones, B. (2003). Blogs and wikis: Environments for on-line collaboration. *Language Learning & Technology*, 7(2), 12-16. Retrieved October 17, 2012 from <http://llt.msu.edu/vol7num2/emerging/default.html>
- Godwin-Jones, R. (2012). Digital video revisited: Storytelling, conferencing, remixing. *Language Learning & Technology*, 16(1), 1-9. Retrieved October 17, 2012 from <http://llt.msu.edu/issues/february2012/emerging.pdf>
- Jenkins, H., Clinton, K., Purushotma, R., Robison, A. J., & Weigel, M. (2006). *Confronting the challenges of participatory culture: Media education for the 21st century*. Occasional Paper, Boston, MA: MIT/MacArthur Foundation.
- Jones, R. H., & Hafner, C. A. (2012). *Understanding digital literacies: A practical introduction*. New York: Routledge.
- Knobel, M., & Lankshear, C. (Eds.). (2010). *DIY media: Creating, sharing and learning with new technologies*. New York: Peter Lang.
- Kress, G. (2003). *Literacy in the new media age*. London, U.K.: Routledge.
- Lankshear, C., & Knobel, M. (2011). Digital remix: The new global writing as endless hybridization. In C. Lankshear & M. Knobel (Eds.), *Literacies: Social, cultural, and historical perspectives* (pp. 311-332). New York: Peter Lang.
- Lee, C., & Barton, D. (2009). English and glocal identities on web 2.0: The case of Flickr.com. In K. K. Tam (Ed.). *Englishization in Asia: Language and cultural issues* (pp. 1-20). Hong Kong: Open University of Hong Kong Press.
- National Council of Teachers of English. (2009). *Writing between the lines-and everywhere else*. Retrieved October 17, 2012 from <http://www.ncte.org/topics/betweenlines/>
- The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.
- Rheingold, H. (2012). *Net smart: How to thrive online*. Cambridge, MA: The MIT Press.
- Steven, E. J. (2014). *The emergence of the digital humanities*. New York, NY: Routledge.
- Ware, P., & Warschauer, M. (2005). Hybrid literacy texts and practices in technology-intensive environments. *International Journal of Educational Research*, 43(7-8), 432-445.
- Warschauer, M., Black, R., & Chou, Y. (2010). Online Englishes. In A. Kirkpatrick (Ed.), *The Routledge handbook of world Englishes* (pp. 490-505). New York: Routledge.
- Wilber, D. J. (2010). *iWrite: Using blogs, wikis, and digital stories in the English classroom*. Portsmouth, NH: Heinemann.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.