The Hong Kong Polytechnic University

<u>Subject Description Form</u>

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ELC1A08
Subject Title	Digital literacies and language
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	Digital literacy is the ability to consume, think critically about, and create multimodal digital assets such as images, podcasts and videos. This subject aims to improve students' ability to create, modify, describe, analyse and persuade using digital assets, and therefore involves literacy in both computer skills and language skills, and higher-order thinking skills.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a) communicate their knowledge of the academic field of digital literacies using appropriate concepts and vocabulary; b) describe, analyse, modify, create and persuade using digital assets c) use English to persuade audiences successfully about digital assets in academic and professional contexts.

Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Introduction to the subject, definitions of digital literacy, issues in digital literacy, human nature, relations and development, and the language of persuasion. 2. Blog: About Me – students learn how to describe themselves in a compelling way that persuades readers to value their opinion, thus addressing human relationships; e.g. common values, and shared goals. 3. Images – students learn how to create, modify, describe and analyse still images, resulting in an image suitable for their blog. Includes the cultural aspects of symbols, relating to human relationships. 4. Podcast 1 – students learn how to create, modify, describe and analyse audio podcasts, resulting in a podcast for Assignment 1. The description and analysis should include aspects of human nature, relationships and development, such as drama, community and learning. The podcast may also address issues of digital literacy from the Reading Requirement novels. 5. Podcast 2 – students learn how to reflect on learning, in this case on a podcast, resulting in a reflective blog entry. This further promotes learning to learn and human self-development. For EWR Draft 1, the blog should now contain over 750 words a plan including sections on

About Me, and image analysis.

6. Visualising data using spreadsheets. Analysis and description of graphs in order to persuade an audience. Involves higher-order thinking, for example comparison of data, and judgement of best options. Examples of data on global human development will be used.

7. Video 1 – students learn how to describe and analyse videos. Videos will be analysed in terms of human nature, relations and/or development, such as a TED talk. The video may also address issues of digital literacy from the Reading Requirement novels.

8. Video 2 – students learn how to create and modify a video. Includes the language of videography. Involves audience awareness and persuasion. Topics may include human nature, such as work-life balance, human relations such as in the use of social media, or human development, for example on making the world a better place.

9. Video 3 – students learn how to reflect on their video. Involves learning to learn.
   For EWR Draft 2, students should now have blog entries on 3 more topics: visualizing data, analysis of someone else's video, and analysis of their own video. This meets the 1,500-word requirement.

10. Data privacy, security, legality and ethics, which is related to human nature and relations. Students write a risk assessment related to their studies or career.

11. Lifelong learning using software for self-development; including language-learning apps and online learning systems. Students compare and contrast two systems.

12. Social media, including analysis of the persuasive techniques used and assessment of the reliability of information. Students write a review of a controversial social media post. Involves higher-order thinking in terms of comparison and judgement.

13. Proof-reading and editing for accuracy, clarity, appropriacy, and persuasiveness. Students peer-review another student's blog in class and give feedback.
   For the final submission of the blog and EWR assignment, there should now be four more blog entries, on the last four topics.

Teaching/Learning Methodology *(Note 3)*	The teaching pattern will be a one-hour lecture and a two-hour seminar each week. The methodology will be one of active learning, and include learning-to-learn and lifelong learning skills. Active learning will include class and small-group discussions, and computer-mediated activities such as quizzes and surveys. Assessments will be student-centred in that students will be able to select the content of their images, podcasts and videos, as long as they are digital-literacy-related. Learning-to-learn activities will include activities that help students to become deep, group, goal-conscious and self-regulated learners. Lifelong learning skills will include critical thinking, communication, and information management skills, such as judging social media for bias, and persuasion in communication.

In the lectures students will be taught the content, skills and language relevant to the topic. This will give them the resources to attain Learning Outcomes a and c.

In the seminars they will put these skills into practice and also use their language skills to describe, analyse and persuade.

Before each seminar students will collect data or artefacts necessary in order to carry out the tasks in the seminars. During and after each seminar students will complete blog entries to demonstrate the skills learned and fulfil Learning Outcomes b and c.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Scripted podcast	30%	✓	✓	✓			
2. Scripted video	30%	✓	✓	✓			
3. Blog & EWR	30%+10%	✓	✓	✓			
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assessment will be 100% continuous assessment.

Assessment 1, the scripted podcast, is for students to create a 5-minute podcast relevant to their studies or careers. Students should submit the audio file and the script for marking and feedback. This addresses Learning Outcomes a, b and c.

Assessment 2, the scripted video, is for students to create a short video relevant to their studies or careers, for example an explanation of a topic relevant to their career, such as an engineering project or a health issue. The video must include the student speaking, and students should submit the video and the script for marking and feedback. This addresses Learning Outcomes a, b and c.

Assessment 3, the blog, is reflective online journal about their learning in the subject. It is a collection of entries on the subject topics in the syllabus above. This addresses Learning Outcomes a, b and c. Examples from the novels should be used in the blog, and may also be used in the podcast and video.

Draft 1 of the blog will address the topics covered in the first half of the subject, such as reflections on learning. Draft 2 will have both improvements on Draft 1 and new material covered since the previous submission, for example on video. See Week 9 in the synopsis above for details.

The final version of the blog should contain improvements on Draft 2, based on teacher feedback, and also blog entries covering the final part of the syllabus, such as on lifelong learning and social media. (minimum 1,500 words)

	Each assessment will be graded separately: the podcast, the video and the blog. Blog entries will be graded as one blog. Reflections in the blog on the podcast and the video will be graded as part of the blog. English Reading Requirement – students will select and read one novel related to digital literacies – see the Reading List below. Issues addressed in the novel should be included in the blog. English Writing Requirement – see Assessment 3 above.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	13 Hrs.
	▪ Seminars	26 Hrs.
	Other student study effort:	
	▪ Flipped classroom learning	26 Hrs.
	▪ Homework and assignments	52 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	Students will read one of the following novels for the English Reading Requirement. These novels contextualize digital literacies in their themes, characters, settings and/or plots. Other suitable novels may be added to the subject website. The novels are available from the PolyU library or free online. **Reading List** Brain, Marshall. (2003). *Manna*. BYG Publishing. Genre: Science fiction. Topics: workplace automation, brain-computer interfaces, techno-utopianism and transhumanism. (Free download) 307 pages Doctorow, Cory. (2010). *For the win*. HarperVoyager. Genre: Science fiction. Topics: online role-playing games, virtual worlds, virtual economies and digital sweatshops. PolyU Library Call No: PS3604.O27 F67 2010 (Free download) 506 pages Doctorow, Cory. (2009). *Makers*. Tor. Genre: Science fiction. Topics: maker culture, microinvestment and hardware hacking. (PS3604.O27 M35 2009) (Free download) 416 pages Eggers, Dave. (2013). *The Circle: a novel*. Knopf. Genre: Techno-thriller / science fiction. Topics: social media companies, ubiquitous surveillance, and privacy. (PS3605.G48 C57 2013) 504 pages Gibson, William. (2004). *Neuromancer*. Ace Books. Genre: Science fiction. Topics: hacker culture, artificial intelligence and cyberpunk. (PS3557.I2264 N48 2004) 288 pages Orwell, George. (2003). *Nineteen eighty-four: a novel*. Penguin. Genre: Literary fiction. Topics: ubiquitous surveillance, propaganda,	

censorship, fake news, and media manipulation. (PR6029.R8 N49 2003) ([Free download](#)) 368 pages

Reizin, Paul Z. (2018). *Happiness for Humans*. Grand Central.
Genre: Romantic comedy. Topics: artificial intelligence, intelligent agents, dating apps, and machine sentience. 448 pages

Stephenson, Neal. (1995). *The Diamond Age*. Bantam Spectra.
Genre: Science fiction. Topics: nanotechnology, artificial intelligence, and digital education. 455 pages

Stephenson, Neal. (1993). *Snow crash*. Penguin.
Genre: Science fiction. Topics: virtual reality, the metaverse and cryptocurrencies. (PS3569.T3868 S65 1993) 480 pages

References

Alexander, B. (2011). *The new digital storytelling: Creating narratives with new media*. Santa Barbara, Calif.: Praeger. (QA76.76.I59 A42 2011)

Barton, D., & Lee, C. (2013). *Language Online* (Vol. 9780203552308). London: Routledge.

Carrington, V., & Robinson, M. (Eds.). (2009). *Digital literacies: Social learning and classroom practices*. Sage. ([Available online](#))

Hockly, N., Dudeney, G., & Pegrum, M. (2014). *Digital literacies*. Routledge.

Jones, R. H., & Hafner, C. A. (2021). *Understanding digital literacies: A practical introduction*. Routledge. (P96.M4 J66 2012)

Knobel, M. (2008). *Digital literacies: Concepts, policies and practices*. Peter Lang.

Myers, G. (2010). *Discourse of blogs and wikis*. London; New York: Continuum. (P96.L34 M94 2010)

Serafini, F., & Gee, E. (Eds.). (2017). *Remixing multiliteracies: Theory and practice from New London to new times*. Teachers College Press.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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