Digital You – Expressing Your Perspective in Digital Spaces
LANG2067
3 credits
Pre-requisites: LANG1402 unless exempt. Students exempt from LANG1402 are those who attained Level 5 (with all papers at or above Level 4) or above in English Language in the HKDSE, or equivalent qualification. LANG1406, LANG1407, LANG1408, OR LANG1409 (Depending on school)
Co-requisites: N/A

Name of Course Coordinator: Levi Lam
Email of Course Leaders: lclevilam@ust.hk
Office Hours of Course Leaders: Available by appointment only. Students should contact their section instructor directly with any questions.

Course Description

LANG2067 explores how content and identities are crafted and communicated in digital spaces. It introduces students to key concepts in multimodal digital literacy and critical media practices, enabling them to analyze, produce, and reflect on digital artefacts such as memes, vlogs, podcasts, and videos. By combining critical theory with hands-on practice, students will develop the communicative and digital competencies necessary for academic, professional, and social participation in globalised digital environments.

Course Objectives.

Course objectives include the following.

- enable students to understand the role of digital communication in shaping identity and narratives
- develop critical awareness of digital media's affordances and constraints
- apply multimodal design principles to create impactful digital artefacts
- communicate effectively in English using digital media for various audiences
- reflect on their digital practices and ethical responsibilities as content creators

Course content: This course explores key concepts in digital communication, focusing on digital identity, multimodal meaning-making, and ethical participation in online spaces. Students will examine how messages are crafted and received across different digital platforms and will develop skills to create impactful digital artefacts such as memes, videos, and personal narratives. Through a combination of theoretical discussion and practical tasks, the course guides students through audience analysis, visual rhetoric, content creation, and self-reflection to help them build a credible and engaging digital presence.

Key topics:

- Module 1: Analysing Identity and Digital Spaces. How identities are performed and perceived online.
- Module 2: Understanding Multimodal Literacies and Digital Design and how images, text, and audio interact to create meaning.

- Module 3: Digital Participation and Influence. Exploring influencers, micro-celebrities, and ethical dilemmas in digital communication.
- Module 4: Creating with Purpose. Practical techniques for meme creation, podcasting, and video production.
- Module 5: Communicate effectively through digital platforms and artefacts for academic and public audiences.

Methods of instruction: interactive tutorials support active learning through group discussion, collaborative activities, peer learning, input, practice and feedback.

Intended Learning Outcomes (ILOs)
By the end of this course, students should be able to:

1. Demonstrate the ability to create engaging digital content using various multimodal elements (e.g., audio, video, text, images).
2. Use storytelling techniques to produce digital narratives that are compelling and structured to appeal to specific audiences.
3. Critically analyze digital content, assessing its effectiveness in reaching and engaging target audiences.
4. Use audience analysis and adapt communication strategies to suit different digital platforms and audiences.
5. Identify and apply ethical considerations related to privacy, responsible sharing, and digital footprints in content creation.
6. Work collaboratively on digital communication projects, demonstrating effective teamwork and peer feedback skills.

Assessment and Grading
This course will be assessed using criterion-referencing and grades will not be assigned using a curve.

Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
A1: Production Pitch	15%	Approx. week 4
A2: Promotional Reel	15%	Approx. week 8
A3: Podcast/Vlog Project	35%	Approx. week 12
A4: Peer Evaluation	10%	Week 13
A5: Learning Portfolio	25%	Week 13

* Specific due dates are posted on Canvas. Assessment marks for individual assessed tasks will be released within ten working days of the due date.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
A1: Production Pitch (group presentation simulating a production meeting)	CILO-1, CILO-4, CILO-6	Students propose a digital project idea, analyze their audience, plan roles, and pitch strategies for engagement. This develops skills in multimodal content creation, audience adaptation, and collaboration.

A2: Reel (90-second promotional video for upcoming podcast/vlog)	CILO-1, CILO-4, CILO-6	Students create short-form promotional content tailored to a specific audience, applying multimodal elements and demonstrating teamwork.
A3: Podcast or Vlog (15–20-minute group project)	CILO-1, CILO-2, CILO-4, CILO-6	The main creative output. Students apply storytelling strategies, audience targeting, and collaborative production to produce engaging multimodal digital content.
A4: Peer Evaluation (individual reflection on team contribution)	CILO-6	Students assess the contributions of their groupmates, reflecting on the collaborative process and demonstrating interpersonal and feedback skills.
A 5: Learning Portfolio (individual reflective portfolio including self- and peer-evaluation)	CILO-1, CILO-3	Students curate and evaluate their own and others' digital content, integrating reflections on effectiveness, source credibility, and ethical considerations. Demonstrates critical analysis and content creation awareness.

Grading Rubrics

Detailed rubrics for each assignment are provided on Canvas. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

Final Grade Descriptors:

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates an excellent ability to communicate effectively using multimodal digital content. Work shows a high degree of creativity, critical awareness, and technical proficiency. Ideas are clearly and persuasively presented and show a strong understanding of audience, platform, and ethical considerations. Reflection is insightful and fully integrated with theoretical perspectives from the course. Collaboration is proactive and constructive.
B	Good Performance	Demonstrates a good to very good ability to create and analyze digital content. Work is well-structured, audience-aware, and technically competent, with thoughtful engagement in most areas. Reflection and analysis are clearly linked to course concepts. Demonstrates consistent, cooperative collaboration and some originality in digital expression. Minor weaknesses may be present in cohesion, critical insight, or platform adaptation.
C	Satisfactory Performance	Demonstrates a satisfactory ability to complete digital communication tasks. Work meets basic requirements in

		terms of structure, audience awareness, and multimodal content. Analysis and reflection may be underdeveloped or only loosely connected to course concepts. Collaboration is adequate but may lack consistency or depth. Work may show limited creativity, or minor technical or ethical oversights.
D	Marginal Pass	Demonstrates a minimal ability to engage with course requirements. Digital work lacks clarity, audience awareness, or appropriate structure. Little evidence of theoretical understanding or critical thinking. Reflection and analysis are superficial or incomplete. Contribution to group work may be minimal or uneven.
F	Fail	Fails to meet the minimum requirements of the course. Work is incomplete, lacks coherence or relevance, or does not demonstrate understanding of the course objectives. Little to no evidence of critical engagement, collaboration, or ethical awareness.

Course AI Policy

We encourage students to make use of all the tools available that can help them to communicate more effectively in English. We also expect students to uphold the highest standards of academic integrity. There is no penalty for using or not using GenAI. However, GenAI and other tools cannot be used as a substitute for a student's own work. Students are expected to write their own assessed assignments and to prepare their discussions themselves.

GenAI tools can be very useful for:

- Brainstorming ideas and suggesting sources BUT the information provided may not be accurate or relevant to your assignment.

- Giving suggestions about improving the organization of your writing BUT GenAI tends to suggest very formulaic patterns of writing which may not fit your requirements.

- Giving suggestions about improving your language BUT GenAI may make suggestions for language changes which are not appropriate for the intended context and audience.

- Suggesting simple ways of expressing complex discipline-specific concepts BUT these explanations may be unfamiliar to your audience.

- Providing summaries of long texts BUT important information may be omitted, particularly if the original text is not well-written.

In short, GenAI provides opportunities to enhance your use of English and contains pitfalls which you need to be aware of.

Communication and Feedback
Assessment marks for individual assessed tasks will be communicated via Canvas within ten working days of submission. Feedback on assignments will include strengths and areas for improvement

where relevant. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Resubmission Policy
Resubmissions are not accepted, except in exceptional circumstances.

Required Texts and Materials
Course materials and additional resources are provided via Canvas.

Academic Integrity
Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST – Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism.