Mediated Me – An Introduction to Digital Literacy
LANG1405
3 credits
Pre-requisites: No pre-requisites

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Office Hours of Course Leaders: Available by appointment only. Students should contact their section instructor directly with any questions.

Course Description

LANG1405 is an introductory course that helps students explore the impact of digital media texts (such as podcasts, wikis, and social media like YouTube) on academic, professional and social communication practices.

Course objectives: to enable students to be critical of current digital communication practices; reflective of their communication and participation through digital media; aware of how digital communication can impact language delivery; and reflective of their English language development.

Course content: To achieve this, the course guides students in developing basic knowledge of digital literacy theories and practices and to produce their own digital media texts for English communicative purposes. Students will undertake authentic tasks related to their academic and future careers that enables them to achieve the necessary communication skills in a digital world.

Key topics:

- Module 1: Defining digital literacies and exploring how they have grown and developed.
- Module 2: Analysing and evaluating digital media and looking at how digital growth has led to changes in how we create and interpret digital messaging and artefacts.
- Module 3: Introducing digital literacy and online culture theories, how these can empower people and allow the formation of different online cultures and sub-cultures.
- Module 4: Digital Practices – using digital tools for online communication, collaborative communication, and examining the social and professional impacts of digital literary practice.

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 are expected to be able to:

1. Describe basic terms, concepts and theories related to digital literacies.

2. Identify possibilities and constraints of communicating through digital media texts.

3. Analyze and evaluate current digital communication practices within academic and professional contexts.

4. Use digital tools, such as video editing, audio creation and editing, and wikis, for English communicative purposes across disciplines.

5. Produce digital artefacts (text, audio and video) in English to communicate ideas for academic and professional purpose.

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: Define Scenario + Rationale	10%	Approx. week 4
A2: Group discussion lead	15%	One week from week 6 to 10
A3: Discussion participation	15%	Weeks 6 to 10
A4: Meme/Reel assessment	20%	Approx. week 8
A5: Video + Rationale	20% +20%	Approx. 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
To provide clarity and help you understand the learning progression throughout the course, the table below maps each assessment stage to the specific Course Intended Learning Outcomes (CILOs) it addresses. This mapping offers a clear picture of the skills and knowledge you'll develop at each stage of the assessment.

Assessed Task	Mapped ILOs	Explanation
A1: Define Scenario + Rationale	ILO1, ILO5	In this stage, students are introduced to the foundational concepts and theories of digital literacies (CILO1) as they select and justify their chosen scenario. Additionally, the written definition and rationale serve as digital artifacts that communicate their ideas in English (CILO5).
A2: Group discussion lead	ILO1, ILO2, ILO3	This task assesses students ability to choose a discussion topic related to theories of digital literacy (ILO1), lead a discussion group that will identify possibilities and constraints of digital media (ILO2), and analyse and evaluate current practices in their chosen context (ILO3).

A3: Discussion participation	ILO1, ILO2, ILO3	This task assesses students ability to apply knowledge of digital literacy concepts and theories (ILO1) while discussing a topic chosen by their group leader, identifying possibilities and constraints of digital media (ILO2), and analysing and evaluating current practices in their chosen context (ILO3).
A4: Meme assessment	ILO3, ILO5	The meme creation and its subsequent analysis require students to critically analyze and evaluate how digital communication practices are applied (CILO3). The meme itself is a digital artefact produced in English (CILO5).
A5: Video + Rationale	ILO2, ILO4, ILO5	Crafting a video episode necessitates understanding the possibilities and constraints of digital media (CILO2). The technical process involves using digital tools like video and audio editing (CILO4). The final video episode, along with its accompanying rationale, are digital artefacts in English (CILO5).

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	
B	Good Performance	
C	Satisfactory Performance	
D	Marginal Pass	
F	Fail	

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.