

IV. Materials

In this subject you will be using course materials specially written for ELC1A08 Digital literacies and language by staff of the English Language Centre (ELC). The multimedia materials for this subject can be found on at <https://learn.polyu.edu.hk>. You will be provided with, where copyright allows, authentic texts related to the subject themes. You will also be encouraged to conduct research in search of further source materials.

V. Subject completion requirement

To successfully complete the subject, you have to:

1. complete all assessments
2. fulfil a minimum of 80% attendance

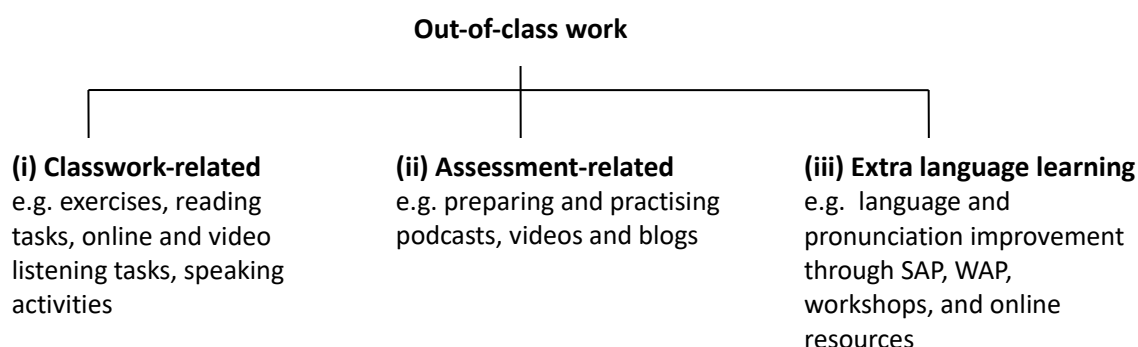
Failure to meet requirement (1) above will result in an overall fail of the subject, and you will have to re-take the subject. Failure to meet requirement (2) will result in downgrading the overall subject grade, and may lead to failing the subject, as stated in Sections VI and VIII. If you have taken this subject previously (either in whole or in part), you must inform your teacher as early as possible.

VI. Attendance and punctuality

You are required to attend at least 80% of the classes and to be punctual for all lessons. Failure to meet the attendance and punctuality requirements normally incurs a deduction from the overall subject grade. This deduction would be 1 sub-grade or more, depending on the degree of unsatisfactory attendance.

VII. Out-of-class work

In line with PolyU policy, you are expected to do 78 hours of out-of-class work for a three-credit subject. This means that, in addition to the three hours of classroom learning, you are expected to do at least six hours of homework in each of the 13 weeks of the subject. This homework can be classwork-related; assessment-related or self-access activities.



VIII. Assessments

There are three assessments that evaluate your achievement of the learning outcomes of this subject. You are required to complete all three assessments in order to pass the subject. The following regulations apply to this subject and to all ELC assessments.

Absence from in-class assessments

1. You must inform the teacher as early as possible if there are circumstances causing you to be absent from an in-class assessment. If the reason is judged to be acceptable, a make-up assessment will be arranged within ten calendar days of the original assessment date.
2. If you are absent from an in-class assessment without informing the teacher in advance, you must contact the teacher within 24 hours of the assessment with an explanation for the absence. You must provide supporting documents (e.g. a doctor's note) for the absence within 3 calendar days after the assessment. Providing the explanation and supporting documents are judged acceptable, a make-up assessment will be arranged within ten calendar days of the original assessment date.
3. No make-up assessment will be given if you are absent from an in-class assessment without an acceptable reason and supporting documents. In such cases, you will be considered to have not taken the assessment and will fail the subject.

Late submission of out-of-class assessments

1. You must inform the teacher as early as possible if there are reasons for you to submit an out-of-class assessment after the deadline.
2. Late submissions, although accepted **within 3 calendar days** after the deadline, are subject to the following downgrading penalties:
 - by 1 sub-grade if the assessment is submitted within 24 hours after the deadline
 - by 2 sub-grades if the assessment is submitted within 48 hours after the deadline
 - by 3 sub-grades if the assessment is submitted within 72 hours after the deadline
3. If you do not submit your assessment within 72 hours, then **you will be considered to have not taken the assessment and will fail the subject.**
4. If you believe that you have a valid reason for a late submission, such as you are suffering from a serious illness, you will not receive a penalty provided that sufficient documentary evidence is provided within 7 calendar days of the assessment submission deadline.

Academic honesty and avoiding plagiarism

The University takes a very serious view against dishonesty and plagiarism in student work, including in-class and out-of-class assessments. Dishonesty and plagiarised work will lead to downgrading or other disciplinary action as described in the Student Handbook (Regulations and Rules section).

Your ELC subject and GenAI tools

The ELC follows the [PolyU policy](#) with regard to the use of GenAI tools. In summary, students are accountable for their own work, and the use of GenAI in student work should be properly acknowledged. You should refer to the assessment section of this Student Information Sheet to check when you may use GenAI tools in this subject.

Please note that for academic integrity and fairness of grading, students' assessment submissions must be their own work. Any student suspected of submitting a piece of work that they are not capable of producing by themselves will be invited to explain their work. If the explanation is unsatisfactory, then the student can be downgraded or failed.

IX. Assessment outline

There are three assessments that evaluate your achievement of the subject learning outcomes, as shown in the table below. You are required to complete all three assessments in order to pass the subject. If, due to extenuating circumstances, you cannot complete a certain assessment on time, you must notify the teacher as soon as possible (in person, by phone or by e-mail) and arrange to do the assessment on another occasion. It is your responsibility to make such arrangements.

("column 1 'Assessment' of row 1 Submission", "column 4 'Weighting' of row 1 'Assessment": 'Weighting', "column 5 'Learning outcomes\nassessed' of row 1 'Assessment": 'Learning outcomes\nassessed'), ("column 1 'Assessment' of row 2 '1. Scripted\npodcast": '1. Scripted\npodcast", "column 2 'Length / Duration' of row 2 '1. Scripted\npodcast": '5 minutes', "column 3 'Timing / Submission' of row 2 '1. Scripted\npodcast": 'Week 6, two weeks\nafter the Podcast 1\nTutorial.", "column 4 'Weighting' of row 2 '1. Scripted\npodcast": '30%', "column 5 'Learning outcomes\nassessed' of row 2 '1. Scripted\npodcast": '1, 2 & 3', ("column 1 'Assessment' of row 3 '2. Scripted\nvideo": '2. Scripted\nvideo", "column 2 'Length / Duration' of row 3 '2. Scripted\nvideo": '5 minutes', "column 3 'Timing / Submission' of row 3 '2. Scripted\nvideo": 'Week 11, three weeks\nafter the Video 2\nTutorial.", "column 4 'Weighting' of row 3 '2. Scripted\nvideo": '30%', "column 5 'Learning outcomes\nassessed' of row 3 '2. Scripted\nvideo": '1, 2 & 3'), ("column 1 'Assessment' of row 4 '3. Blog & EWR": '3. Blog & EWR", "column 2 'Length / Duration' of row 4 '3. Blog & EWR": '2,000 to 2,500 words', "column 3 'Timing / Submission' of row 4 '3. Blog & EWR": 'Week 13 Sunday 23:59', "column 4 'Weighting' of row 4 '3. Blog & EWR": '30% + 10%', "column 5 'Learning outcomes\nassessed' of row 4 '3. Blog & EWR": '1, 2 & 3'])				

The use of GenAI for assessment activities such as brain-storming ideas for content and proof-reading is encouraged. Details and examples will be provided in the lectures. However, use of GenAI should follow the PolyU and ELC policies as explained above.

X. Assessment details

<p>Assessment 1: Scripted podcast (30%) of row 1: You will speak individually. Each student will create a 5-minute podcast about a digital literacy topic that is relevant to their studies or careers. Students should submit the audio file and the script for marking and feedback.</p>	<p>Assessment 1: Scripted podcast (30%) of row 2: You will speak individually. Each student will create a 5-minute podcast about a digital literacy topic that is relevant to their studies or careers. Students should submit the audio file and the script for marking and feedback.</p>	<p>Assessment 1: Scripted podcast (30%) of row 3: Each student will create a 5-minute video about a digital literacy topic that is 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.</p>	<p>Assessment 1: Scripted podcast (30%) of row 4: Each student will create a 5-minute video about a digital literacy topic that is 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.</p>	<p>Assessment 1: Scripted podcast (30%) of row 5: Each student will create a 5-minute video about a digital literacy topic that is 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.</p>	<p>Assessment 1: Scripted podcast (30%) of row 6: 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. 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. This includes the Self-introduction. There should be at least 2 entries. Draft 2 will have both improvements on Draft 1 and new material covered since the previous submission. There should be at least 4 entries in total. The total length should be about 1,500 words. 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. It must include the self-introduction and an entry from a book from the reading list below. In total, there should be at least 5 entries.</p>
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XI. Assessment criteria

Students will be graded according to the following criteria:

<p>Assessment 1: Scripted podcast (30%) of row 1: Speaking ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>	<p>Assessment 1: Scripted podcast (30%) of row 2: Speaking ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>	<p>Assessment 1: Scripted podcast (30%) of row 3: Speaking ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>
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<p>Assessment 2: Scripted video (30%) of row 1: Speaking ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>	<p>Assessment 2: Scripted video (30%) of row 2: Speaking ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>	<p>Assessment 2: Scripted video (30%) of row 3: Speaking ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>
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<p>Assessment 3: Blog & EWR (30% + 10%) of row 1: Writing ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>	<p>Assessment 3: Blog & EWR (30% + 10%) of row 2: Writing ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>	<p>Assessment 3: Blog & EWR (30% + 10%) of row 3: Writing ? individually assessed. Analysis (25%) Clarity (25%) Appropriacy (25%) Persuasiveness (25%).</p>
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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. (PolyU Library Call Number: PS3604.O27 F67 2010)

Genre: Science fiction. Topics: online role-playing games, virtual worlds, virtual economies and digital sweatshops. ([Free download](#)) 506 pages

Doctorow, Cory. (2009). *Makers*. Tor. (PS3604.O27 M35 2009)

Genre: Science fiction. Topics: maker culture, microinvestment and hardware hacking. ([Free download](#)) 416 pages

Eggers, Dave. (2013). *The circle: a novel*. Knopf. (PS3605.G48 C57 2013)

Genre: Techno-thriller / science fiction. Topics: social media companies, ubiquitous surveillance, and privacy. 504 pages

Gibson, William. (2004). *Neuromancer*. Ace Books. (PS3557.I2264 N48 2004)

Genre: Science fiction. Topics: hacker culture, artificial intelligence and cyberpunk. 288 pages

Orwell, George. (2003). *Nineteen eighty-four: a novel*. Penguin. (PR6029.R8 N49 2003)

Genre: Literary fiction. Topics: ubiquitous surveillance, propaganda, censorship, fake news, and media manipulation. ([Free download](#)) 368 pages

Reizin, Paul Z. (2018). *Happiness for humans*. Grand Central. (PR6118.E59635 H37 2018)

Genre: Romantic comedy. Topics: artificial intelligence, intelligent agents, dating apps, and machine sentience. 448 pages

Stephenson, Neal. (1995). *The diamond age*. Bantam Spectra. (PS3569.T3868 D53 2011)

Genre: Science fiction. Topics: nanotechnology, artificial intelligence, and digital education. 455 pages

Stephenson, Neal. (1993). *Snow crash*. Penguin. (PS3569.T3868 S65 1993)

Genre: Science fiction. Topics: virtual reality, the metaverse and cryptocurrencies. 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.