

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	ENGL2B02
Subject Title	New Media: New Meanings
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	
Cluster Area	<p>Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way:</p> <p><input type="checkbox"/> Human Nature, Relations and Development</p> <p><input checked="" type="checkbox"/> Community, Organization and Globalisation</p> <p><input type="checkbox"/> History, Cultures and World Views</p> <p><input type="checkbox"/> Science, Technology and Environment</p>
Requirements intended to fulfil	<p><input type="checkbox"/> China-Study Requirement (CSR) - More than 60% CSR-related content</p> <p><input checked="" type="checkbox"/> Eligible for “English Writing” (EW) designation - include an extensive piece of writing (2,500 words) AND “English Reading” (ER) designation - include a reading of an extensive text (100,000 words or 200 pages)</p> <p><input type="checkbox"/> Eligible for “Chinese Writing” (CW) designation - include an extensive piece of writing (3,000 characters) AND “Chinese Reading” (CR) designation - include a reading of an extensive text (100,000 characters or 200 pages)</p> <p><input type="checkbox"/> Others _____</p>
Medium of Instruction	<p>Please check the appropriate box:</p> <p><input checked="" type="checkbox"/> English <input type="checkbox"/> Cantonese <input type="checkbox"/> Putonghua <input type="checkbox"/> Others (Please specify: _____)</p>
Objectives	<p>The way the world communicates is changing rapidly. The power of new communication technologies is growing and impacting our lives in countless ways. As new technologies advance so do new forms of meaning-making – just think, for example, of the ongoing convergence of telecommunications, television, film, news, teaching and learning, workplace communication and social networking. Communication is all about the negotiation of meaning and the means available to create and interpret meaning are rapidly changing. Alongside these changes, there have been equally exciting new developments in our ability to explain how meaning is created and interpreted.</p> <p>This subject explores new forms of media and how they provide platforms for creating new meanings and, importantly, the subject introduces some of the latest new tools, theories and frameworks with</p>

	<p>which to critically analyse meaning-making in action.</p> <p>Students are expected to be able to:</p> <ol style="list-style-type: none"> 1. understand the history, technologies and theories of new media; 2. understand the components and characteristics of new media and how they are adding to and are differentiated from traditional media; 3. understand the importance of new media and its role in extending the capabilities of human communication; and 4. understand the effects of new media on our ability to create and interpret meaning.
<p>Intended Learning Outcomes (Note 1)</p>	<p>Upon completion of the subject, students will have:</p> <ol style="list-style-type: none"> a) a clear general understanding of new media from a technical perspective, and how new media impacts our potential for meaning-making; b) the ability to critically apply tools, theories and frameworks to analyse how meaning is achieved in new media; c) a critical awareness of how to best utilise new media for more effective communication; and d) developed both a more global and socially responsible perspective to maximize the potential of new media to enhance their creativity and effectiveness.
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<ul style="list-style-type: none"> • Defining new media. In what ways is new media new? • New media described and analysed both technically and as new forms of communication: digital tv/movies, gaming, blogging, mobile communication, the internet, social networking, multi-modal multi-media communication. • Assessing the impact of new media on new forms of meaning-making: social, economic, political and professional uses of new media. • Case studies of new media are investigated using a variety of analytical frameworks to include critical multi-modal discourse analysis, intercultural pragmatics, corpus linguistics. • Advantages and disadvantages of new media (digital democracy versus digital divide/deficit).
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Basic examples, concepts, theories, and analytical tools are explained in the lectures, illustrated by recent research findings and case studies based on real-world new media contexts. Interactive activities based on examples are provided throughout to enable students to develop keen insights into the technology behind new media, and the challenges of meaning-making in new media settings. Students are encouraged to share their own experiences of new media and to critically analyse these experiences.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d		
	1. Two written assignments each 1250 words in length. One examines the broad issues of new media's impact on meaning-making through a critical review of the literature. The second examines the advantages and disadvantages of new media around the globe. (ER/EW)	60%	✓	✓	✓	✓		
2. Oral presentation (15 minutes). Based on a case study critically analysing new meaning-making in a form of new media. (ER/EW)	30%	✓	✓	✓	✓			
3. Writing process activities (EW)	10%	✓	✓	✓	✓			
Total	100 %							
Student Study Effort Expected	Class contact:							
	▪ Lecture (13x 2 hrs)						26Hrs.	
	▪ Seminar (13 x 1hr)						13Hrs.	
	Other student study effort:							
	▪ Assignments plus reading						90Hrs.	
	Total student study effort						129Hrs.	
Reading List and References	<p>Students will be expected to read relevant sections of the following books in the further reading section: Green (2010), Jenkins (2008), and Sinclair (2004). This reading constitutes around 200 pages. The ER activities form an integral component of the term paper.</p> <p>Required reading</p> <p>Creeber, G. and Martin, R. (2008). <i>Digital culture: understanding new media</i>. Oxford: Oxford University Press.</p> <p>Fuery, K. (2008). <i>New media: culture and image</i>. London: Palgrave Macmillan.</p>							

	<p>Recommended reading</p> <p>Bhatia, V. (2004) <i>Worlds of written discourse</i>. London: Continuum.</p> <p>(ER) Green, L. (2010). <i>The internet: an introduction to new media</i>. London: A&C Black Publishers Ltd. (Chapters 5-7)</p> <p>Grundy, P. (2008) <i>Doing pragmatics</i>. London: Hodder Education.</p> <p>(ER) Jenkins, H. (2008). <i>Convergence culture: where old and new media collide</i>. New York: New York University Press. (Chapters 1, 3 & 4)</p> <p>Kress, G. and van Leeuwen, T. (2006). <i>Reading images</i>. 2nd edition. London: Routledge.</p> <p>Lister, M. Dovey, J., Giddings, S., Grant, I., Kelly, Kieran (2008). <i>New media: A critical introduction</i>. London: Routledge.</p> <p>(ER) Sinclair, J. McH. (2004). <i>Trust the text</i>. London: Routledge. (Chapters 2 & 8)</p>
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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.