

MODULE DESCRIPTOR

TITLE	Digital Communication
SI MODULE CODE	77-6499-00S
CREDITS	20
LEVEL	6
JACS CODE	Q310
SUBJECT GROUP	English
DEPARTMENT	Humanities
MODULE LEADER	Sam Browse

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36		164	200

MODULE AIM

This module allows students to explore, theorise and analyse the linguistic features of a range of Internet-based texts and asks students to reflect on the extent to which computer mediated communication has influenced the way that language is used in both on- and off-line environments.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

1. analyse linguistic features in a range of digital texts
2. identify, explain and apply linguistic theories and approaches to digital texts
3. use specified IT applications and strategies in their learning
4. devise and take responsibility for a research project

INDICATIVE CONTENT

- CMC as a Variety of English
- Style and Register Online
- Internet Memes
- Acronyms and Emoticons
- Internet Memes
- Identity on the Internet
- Stance on the Internet
- The Internet and Politeness
- Community on the Internet
- The Language of Online News Reporting
- Spoken Language on the Internet
- Language Change
- Web-Based Digital Literature
- The Language of Videogames

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

The module will be delivered through a series of interactive lectures and workshops. Students will also attend a field trip to a relevant museum or gallery (e.g. Computing History Museum; National Media Museum).

In lectures, , students will be introduced to different types of digital text as well as linguistic theories that could be used to analyse them.

In workshops, students will undertake analysis of data using the theories and methods introduced in the lectures.

Throughout the module students will be asked to consider and discuss - using appropriate linguistic theories - the implications of computer mediated communication for language in use in both social and professional contexts.

Within and outside of lectures and workshops, students will also devise and coordinate their own research project which seeks to investigate the linguistic properties of one or more types of Internet-based text.

Students will participate in the following:

- lectures, workshops and tutorials involving discussion and practical activities as well as reflection on learning
- directed reading
- Blackboard
- problem-based learning
- peer support groups

The assessment package requires students to devise, undertake and write-up a research project. Students will present a summary of their preliminary research on a "Digital Poster". Students will engage with secondary material and present a preliminary analysis of data. The "Digital Poster" will be built using appropriate software (e.g. wiki, PowerPoint, Prezi) and full training will be given in the module on how to use it. The Digital Poster will be used as a formative piece of assessment on which students will receive feedback in preparation for the summative assessment task. Students will write up their research in full in a "Research Essay". A significant proportion of this "Research Essay" will be linguistic analysis and it will also engage with secondary material/theory.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Poster	CW	40%	700	N
2	Essay	CW	60%	3000	N

FEEDBACK

Students will receive feedback on their performance in the following ways

Students will receive regular feedback on their performance from tutors in interactive lectures and workshops.

Students will be given extensive and timely written feedback on their Research Proposal so that they can feed this into their research project and associated formative assessment tasks.

Workshops held towards the end of the module will allow students to receive verbal feedback throughout the research process both from the tutor and from peer support groups.

Written feedback for the summative assessments will be provided at the end of the module by the tutor(s).

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Students will be expected to use a range of different Internet based software and applications including social media sites.

Students will be required to sources their own secondary materials but indicative reading includes:

Naomi S. Baron. (2008) *Always On: Language in an Online and Mobile World*. Oxford University Press.

David Crystal. (2011) *Internet Linguistics: a Student Guide*. Routledge.

David Crystal. (2004) *Language and the Internet*. Cambridge University Press.

Greg Myers. (2010) *The Discourse of Blogs and Wikis*. Continuum.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	01/2016

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	01/01/2016	01/06/2016
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
--	---

Are any staff teaching on this module non-SHU employees?	N
--	---

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
--	--

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
---	---

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
--	---------------

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	

REVISIONS

Date	Reason
June 2016	Large Scale Modification DB3HU04-1516
July 2017	Operational change approved by Humanities Departmental Board 21/06/17