



# LING248

## Social Networking and Cyberlanguage

S1 Day 2015

*Dept of Linguistics*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	3
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Unit Schedule</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	7
<a href="#"><u>Graduate Capabilities</u></a>	9
<a href="#"><u>Changes from Previous Offering</u></a>	13

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

### Unit convenor and teaching staff

Convener

Deanna Wong

[deanna.wong@mq.edu.au](mailto:deanna.wong@mq.edu.au)

C5A514

Monday 2pm to 3pm; Thursday 12pm to 1pm

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

### Credit points

3

### Prerequisites

12cp

### Corequisites

### Co-badged status

### Unit description

In this leading-edge unit we examine and use social media and explore how language and social practices are changing in the contemporary computer-driven world. Issues surrounding online identity will be explored as well as the challenges of linguistic change for education and business practices. Some issues that we discuss are how women and men communicate online, and how online language may vary according to age, ethnicity or context. The unit explores the collaborative processes involved in contemporary education and media. Some issues that we will consider are: Do we know who we are 'talking to' these days? What are the ethical issues involved in using new media: what can you say or do in a text message? Are young people losing the ability to talk face-to-face? You can apply your knowledge of other units in linguistics in this unit, but no previous knowledge of linguistics is necessary or expected. The unit will connect with other areas of your University study and your life experience. You will find that the unit is relevant to business and marketing, to media and communications, to education and psychology, as well as to linguistics.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.

Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.

Critically analyse academic material and deliver written and oral presentations of their findings.

Analyse and apply effective strategies relevant to online community engagement.

Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## General Assessment Information

Assessment tasks, assignments and associated information about criteria and submission requirements will be provided throughout the semester and are posted on the LING248 iLearn site.

### Assignment submission

All assignments will be submitted electronically via the LING248 iLearn page.

The **Short Essay**, and the **CMC Report** are to be submitted to Turnitin via the LING248 iLearn page.

A copy of your **Tutorial Presentation** (either in PPT or PDF format) is to be submitted via the Assignment link on the LING248 iLearn page. Your presentation should be submitted by 5pm on the Friday of the week when you present.

All assignments must be submitted before the cut-off times. Assignments submitted after these times are likely to incur late submission penalties.

Please keep a copy of your assignments in case of misadventure.

All Assignment marks will be available via the LING248 iLearn page on GradeBook.

### Extensions

Extensions are granted only on grounds of serious and unavoidable disruption, and appropriate supporting documentation must be submitted. Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convener.

Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Requests for an extension can be made by submitting a notification of Disruption to Studies via

AskMQ <http://ask.mq.edu.au/> Note that your notification should be submitted within five (5) working days of the disruption beginning.

For the university Disruption to Studies Policy, please see [http://mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://mq.edu.au/policy/docs/disruption_studies/policy.html)

To ensure you provide appropriate documentation, please see the Disruption to Studies Supporting Evidence Schedule [http://www.mq.edu.au/policy/docs/disruption\\_studies/schedule\\_evidence.html](http://www.mq.edu.au/policy/docs/disruption_studies/schedule_evidence.html)

Please note that submitting a notification of Disruption to Studies does not guarantee an extension, and you should consider carefully before making a notification. As a university student, you are expected to plan your time so that all assessments can be submitted in a timely manner. A Notification of Disruption to Studies is for **serious and unavoidable** disruption, not for poor time management.

Requests for an extension made within one week of the due date, or after the due date will only be granted if warranted by the circumstances and supported by appropriate documentation (see the Disruption to Studies Supporting Evidence Schedule link above).

If required, in cases where notification of disruption to studies is applied for and granted an alternative assessment task will be provided.

### Late submissions Penalty

Late submissions will attract a penalty of 5% per day for each day it is late after the due date. This includes Saturdays and Sundays. Assignments submitted after the return of marked materials will not be marked.

In the event of an exceptional circumstance such as a major illness or misadventure, students should submit a notification of Disruption to Studies via AskMQ <http://ask.mq.edu.au/> (please see the extensions policy above).

All information on assessment including the marking criteria will be available via iLearn.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Short Essay</a>	10%	5pm, 13 March
<a href="#">Tutorial Presentation</a>	20%	Weeks 7 to 12
<a href="#">CMC Report</a>	35%	5pm, 1 June
<a href="#">Final Exam</a>	35%	Formal Exam Period

### Short Essay

Due: **5pm, 13 March**

Weighting: **10%**

A 500 word essay contrasting Prensky's (2001) concept of the digital native/ digital immigrant dichotomy with Eshet-Alkali & Amichai-Hamburger's (2004) research into digital literacy.

On successful completion you will be able to:

- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Critically analyse academic material and deliver written and oral presentations of their findings.

## Tutorial Presentation

Due: **Weeks 7 to 12**

Weighting: **20%**

Tutorial Presentation: Finding and Evaluating Computer Mediated Communication

Students will find two different types of CMC based on the same topic. They will then present a critical evaluation of the linguistic content and visual features incorporated in the materials, and articulate how these communicate the shared topic. Students will use relevant research and professional literature to support their critique. The Presentations will be delivered during tutorials, and will be assessed by both peers and tutors.

On successful completion you will be able to:

- Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.
- Critically analyse academic material and deliver written and oral presentations of their findings.
- Analyse and apply effective strategies relevant to online community engagement.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## CMC Report

Due: **5pm, 1 June**

Weighting: **35%**

Report: Modifying language for various online communication types

Students will submit a report outlining an online campaign promoting one of the five aspects of Academic Integrity: honesty, trust, fairness, respect, and responsibility. In their report, students will be required to create and present a set of four different types of computer mediated communication (tweet/text, email, blog, and image-macro meme), and justify their linguistic choices in each context. Justifications for these decisions will be based on the theory and

research discussed in the unit. Length: 1750 words.

On successful completion you will be able to:

- Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.
- Critically analyse academic material and deliver written and oral presentations of their findings.
- Analyse and apply effective strategies relevant to online community engagement.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## Final Exam

Due: **Formal Exam Period**

Weighting: **35%**

Short answer exam based on all readings, lectures, and tutorial materials. The exam will be held during the session 1 formal examination period.

On successful completion you will be able to:

- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.
- Analyse and apply effective strategies relevant to online community engagement.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## Delivery and Resources

1. There is one 2-hour lecture per week for this unit, for which you are required to read one article per week in advance. You are encouraged to participate during the lectures, and to engage with the issues raised. Recordings of lectures on Echo 360 will be available on iLearn.
2. Students attend one 1-hour tutorial per week. Students are expected to participate in tutorial discussions and to share their thoughts and experiences of online communication and practices. In order to participate effectively in tutorials, you will need to demonstrate that you have done the weekly set reading and followed the lectures. There are no

tutorials in the first week of classes.

3. **Please note that 80% tutorial attendance is required.**
4. You will need to access the internet during the unit.
5. Finally, there is no textbook for this unit. However, course content will be supplemented with course readings, references to which will be provided on iLearn. Students are responsible for accessing and reading all assigned reading materials.

## Unit Schedule

Week	Lecture
1	Welcome, setting the scene: Language innovation and change, a 2000 year perspective
2	Just because you can access it, doesn't mean you can use it: Digital Literacy in the cyberage
3	CMC Types #1: Compressing language into tiny spaces: texts and tweets
4	CMC Types #2: Email: familiar formats but new rules?
5	CMC Types #3: Multimodality and remix: Image-macro Memes
6	CMC Types #4: Blogs, Blogs and more blogs: Stimulating engagement in an information-saturated age.
7	And how are we feeling today? Orthographic paralinguistics, emoticons, and emoji
8	CMC = the end of the world! The impact of cyber-communication on RL
9	Social Networks and social networks: participating and belonging online
10	who r u? Creating and expressing identity in online environments
11	Moderation and control in online environments: Creepy Treehouses and Big Brother
12	Don't read the comments! Anonymity and social constraints
13	Revision lecture

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.



When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Critically analyse academic material and deliver written and oral presentations of their findings.
- Analyse and apply effective strategies relevant to online community engagement.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

#### Assessment tasks

- Short Essay
- Tutorial Presentation
- CMC Report
- Final Exam

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Critically analyse academic material and deliver written and oral presentations of their findings.
- Analyse and apply effective strategies relevant to online community engagement.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## Assessment tasks

- Short Essay
- Tutorial Presentation
- CMC Report
- Final Exam

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.
- Critically analyse academic material and deliver written and oral presentations of their findings.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## Assessment tasks

- Short Essay
- Tutorial Presentation
- CMC Report
- Final Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.
- Critically analyse academic material and deliver written and oral presentations of their findings.
- Analyse and apply effective strategies relevant to online community engagement.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## **Assessment tasks**

- Short Essay
- Tutorial Presentation
- CMC Report
- Final Exam

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.
- Critically analyse academic material and deliver written and oral presentations of their findings.
- Analyse and apply effective strategies relevant to online community engagement.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## Assessment tasks

- Short Essay
- Tutorial Presentation
- CMC Report
- Final Exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.
- Critically analyse academic material and deliver written and oral presentations of their findings.
- Analyse and apply effective strategies relevant to online community engagement.
- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## Assessment tasks

- Short Essay
- Tutorial Presentation
- CMC Report
- Final Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcome**

- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## **Assessment tasks**

- Tutorial Presentation
- CMC Report
- Final Exam

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcome**

- Communicate theories of and practice in online community engagement to appropriate audiences, in both academic writing and social network modes i.e. via Text, Tweet, Blog, and Meme.

## **Assessment tasks**

- Tutorial Presentation
- CMC Report
- Final Exam

## **Changes from Previous Offering**

1. The 2014 Tutorial Presentation has been adjusted to:
  - remove the 500 word critique,
  - change the presentation to an individual rather than group presentation
  - introduce the concept of a 10% peer assessment/ 10% tutor assessment split.
2. The 2014 major essay will be replaced with a research report worth 35% and 1750 words in length.