LING248

Social Networking and Cyberlanguage

S1 Day 2018

Dept of Linguistics

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Deanna Wong
deanna.wong@mq.edu.au

Margaret Wood
margaret.wood@mq.edu.au

Credit points
3

Prerequisites
12cp at 100 level or above

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:

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.

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

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

Analyse and apply effective strategies relevant to online community engagement.

Critically analyse academic material and deliver presentations of their findings.

General Assessment Information

Assessment submission

Assessments are submitted to Turnitin as a matter of course, and if required, to a second platform to suit the medium. Instructions for submitting assessments via Turnitin are available here: https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students

Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day

- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.

- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.

- For more information on Special Consideration, see the university website https://students.mq.edu.au/study/my-study-program/special-consideration

- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.

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

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

How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via ASK.mq.edu.au and provide suitable supporting documentation

Access to Marked Assignments

Marked assessments will, in general, be available to students within 2 to 3 weeks of submission. All marked assessments can be accessed via iLearn.

Extensions

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

Assessment Tasks

Name	Weighting	Hurdle	Due
CMC Annotated Bibliography	30%	No	9AM, 9/04/2018
Social Media Comms Report	40%	No	9AM, 14-05-2018
Reflective Blog Posts	30%	No	Specified in description

CMC Annotated Bibliography

Due: **9AM, 9/04/2018**
Weighting: **30%**

You will write a set of five annotations summarising and evaluating a set of articles that examine foundational concepts in sociolinguistics, discourse analysis, and CMC research.

Length: 1500 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 presentations of their findings.

Social Media Comms Report

Due: **9AM, 14-05-2018**
Weighting: **40%**

You will write a report evaluating a specified set of the social media activities.

Length: 1500 words

On successful completion you will be able to:

- 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.
- Show an understanding of, and a critical approach to, the sociolinguistic theories used to explain and investigate online communication.
- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Analyse and apply effective strategies relevant to online community engagement.

Reflective Blog Posts

Due: **Specified in description**
Weighting: **30%**

You will write two reflective blog posts reflecting on how you manipulate and use language in Social Media. One will be due in the early stages of the semester, and the other at the end of the semester.

Part A: Length: 300 words, Due: 9AM, 19-03-2018 (10% weighting)

Part B: Length: 400 words, Due: 9AM, 04-06-2018 (20% weighting).

On successful completion you will be able to:

- 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.
- Analyse and apply effective strategies relevant to online community engagement.

Delivery and Resources

Tutorials

LING248 has six, two-hour tutorials per semester. You must enrol in a specific stream, and attend the classes you are enrolled in. Stream A begins in Week 2 (the week beginning the 5th of March), and continues in Week 4, Week 6, Week 8, Week 10, and finishes in Week 12. Stream B begins in Week 3 (the week beginning the 12th of March) and continues in Week 5, Week 7, Week 9, Week 11, and finishes in Week 13.

Attendance

Students are required to attend 80% of tutorials, and a request for Special Consideration justifying your absences will need to be lodged if your attendance falls below this level. Note that tutors will keep a record of attendance at tutorials. While your physical attendance at lectures is not mandated, you are expected to listen to all lectures via the Active Learning Platform (available via iLearn) in a timely manner.

Readings and Other materials

There is no set textbook for LING248. Instead we will be using unit readings available through the university library home page http://www.mq.edu.au/about/campus-services-and-facilities/library

Referencing for Assessments

Please note that all assessable submissions to LING248 require that version 6 of the APA referencing scheme is used. For more information on the APA v.6 Referencing Scheme, please see http://www.apastyle.org/manual/index.aspx

For answers to common questions about the APA v.6 Referencing Scheme, please see:

http://www.apastyle.org/learn/faqs/index.aspx

Unit Schedule

To be advised.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- 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.
- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Analyse and apply effective strategies relevant to online community engagement.
- Critically analyse academic material and deliver presentations of their findings.

Assessment tasks

- CMC Annotated Bibliography
- Social Media Comms Report
- Reflective Blog Posts

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:

Assessment task

- Social Media Comms Report

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

- 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.
- Critically analyse academic material and deliver presentations of their findings.

Assessment tasks

- CMC Annotated Bibliography
- Social Media Comms Report
- Reflective Blog Posts

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

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

- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Analyse and apply effective strategies relevant to online community engagement.

Assessment tasks

- Social Media Comms Report
- Reflective Blog Posts

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

- 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.
- Demonstrate an insight into the historical patterns of linguistic innovation and change and how these patterns are evidenced in online communication.
- Analyse and apply effective strategies relevant to online community engagement.
- Critically analyse academic material and deliver presentations of their findings.

Assessment tasks

- CMC Annotated Bibliography
- Social Media Comms Report
- Reflective Blog Posts

Changes from Previous Offering

The most significant change in the 2018 offering of LING248 sees the shift from weekly, one hour tutorials to fortnightly, two hour tutorials. The 2018 assessment schedule sees the 2017 assessments expanded to include a Reflective Blog Post task due in the early stages of the semester.

Changes since First Published

Date	Description
21/02/2018	Tutorial dates were corrected in the Delivery and Resources section to reflect the dates for tutorials in different streams.
13/02/2018	Hi Sue, I have deleted that section so that there is no mention of SNGs. I'll manage it via iLearn if needed. Cheers, Deanna