



# LING248

## Social Networking and Online Language

S1 Day 2019

*Dept of Linguistics*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	8

#### **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

Deanna Wong

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

Margaret Wood

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

### **Assignment Submission**

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

### **Late Assignment Submission**

Any request for an extension must be provided with associated documentation via a special consideration request on [ask.mq.edu.au](https://ask.mq.edu.au) before the assignment deadline.

Unless you have been granted an extension based on documented evidence of significant disruption to your studies, the following late penalties apply:

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOTE 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at [ask.mq.edu.au](https://ask.mq.edu.au) and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.

- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration/>
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.
- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

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

## **Access to Marked Assignments**

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

## **A Note About 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
<a href="#"><u>CMC Annotated Bibliography</u></a>	30%	No	9AM, 12-04-2019
<a href="#"><u>Social Media Comms Report</u></a>	40%	No	9AM, 20-05-2019
<a href="#"><u>Reflective Blog Posts</u></a>	30%	No	Specified in description

### **CMC Annotated Bibliography**

Due: **9AM, 12-04-2019**

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. This assignment will be due in Week 7.

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, 20-05-2019**

Weighting: **40%**

You will write a report evaluating a specified set of the social media activities. This assignment will be due in Week 11.

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: Week 3, 9AM, 11-03-2019 (10% weighting)

Part B: Length: 400 words, Due: Week 13, 9AM, 07-06-2019 (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

### Lectures

All LING248 lectures are available via the ECHO360 Active Learning Platform on iLearn. The lectures are released on a weekly basis, and you are expected to have listened to the lectures before attending tutorials.

### Tutorials

LING248 has six, two-hour tutorials per semester. You must register in a specific tutorial, and attend the classes you are enrolled in.

Stream A begins in Week 1 and continues in Weeks 3, 5, 7, 9, and 11. Tutorials 01, 02, 03, and 04 are in Stream A.

Stream B begins in Week 2 and continues in Weeks 4, 6, 8, 10, and 12. Tutorials 05, 06, 07, and 08 are in Stream B.

Please check your registration details to confirm which tutorial you are registered in.

### Attendance

**As there are only 6 LING248 tutorials per semester, 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 necessary, 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. Please see the LING248 iLearn for more details.

### Referencing for Assessments

All sources used in assessments for LING248 must be acknowledged appropriately, and penalties apply for any case where this does not occur.

In LING248, we 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) (<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) (<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) (<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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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 tasks

- Social Media Comms Report
- Reflective Blog Posts

## 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.
- 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

## **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