

Course Specification

University	Suan Dusit University
Campus/Faculty/Program	Faculty of Humanities and Social Sciences English Program

1. General Information

1.1 Course code and title

Course code: 1552658 Course title: ภาษาในสื่อดิจิทัล
Language in Digital Media

1.2 Number of Credits

3 (3-0-6) credits

1.3 Program and Course Type

- 1) Program : English Program
- 2) Course type : Elective course

1.4 Course Coordinator and Course Lecturers

- 1) Course coordinator: Olivia Patricia Laurena
- 2) Course lecturers: Olivia Patricia Laurena

1.5 Semester and Student Year Level

Semester 1 Academic Year 2563 / Year 3

1.6 Prerequisite Courses (if any)

- None -

1.7 Co-requisite Courses (if any)

- None -

1.8 Location (Campus, building and room number)

Suan Dusit University Main Campus, Building 1, Rm. 1206

1.9 Date of Course Modification

25 June 2020

2. Aims and Objectives

2.1 Course Objectives

1. Be able to acquire and apply the knowledge morally and ethically
2. Develop problem solving skills with great consideration of moral, ethical, and social values
3. Devise effective problem-solving skills through the application of the knowledge of the English language
4. Integrate the English language skills and concepts in performing academic and professional tasks
5. Use innovation to develop communication and lifelong learning skills through the collaborative construction of knowledge
6. Have the initiative to help others and work collaboratively to solve problems
7. Be able to think productively and creatively in analyzing and solving issues by employing their knowledge of the English language and technological innovations.
8. Be able to communicate in various communication channels (printed/written or online) Thai and the English language
9. Be able to criticize the veracity of information as to relevance and suitability of use to achieve self-directed learning

2.2 Purpose for course development and modification

To modify and improve the course through the addition of teaching methods that promote active learning. These methods will help ensure that the aims and objectives of the course will be achieved.

3. Course Management

3.1 Course Description

พัฒนาการของภาษาที่ใช้ในสื่อดิจิทัลและข้อควรปฏิบัติในการสื่อสารผ่านสื่อดิจิทัลเปรียบเทียบความเหมือนและความแตกต่างของภาษาที่ใช้ในสื่อดิจิทัลกับภาษาที่ใช้ในสื่อสิ่งพิมพ์ เขียนคำวิจารณ์โต้ตอบเนื้อหาที่เผยแพร่ในสื่อออนไลน์

Development of language in digital media and the etiquette in digital media communication; comparison and contrast between the language of digital media and the language of printed media; written argumentative comments in response to posted content in digital media

3.2 Teaching hours per semester

Lecture Hours	Additional Teaching Hours	Training and Fieldwork	Self- study Hours
45 hours	-	-	90 hours

3.3 Consultation hours

- 1) Group and/or individual consultations may be arranged for 3 hours per week.
- 2) Consultations may also be done through email and social media messaging for convenience.

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4. Student Learning Development

Teaching and Assessment

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Morals and Ethics</u></p> <p>1. Practice self- discipline and punctuality in and responsibility for all the assigned work.</p> <p>2. Be able to acquire and apply the knowledge morally and ethically</p> <p>4. Show sympathy and understanding of others and the diverse cultural and social practices</p> <p>5. Develop problem solving skills with great consideration of moral, ethical and social values</p>	<p>Promote cooperative learning that can help develop problem-solving skills by prioritizing activities that are done by groups to let students learn to share equal responsibility in accomplishing tasks.</p>	<p>Students will be observed for their work behavior by the lecturer and will also be evaluated by their peers</p>	1 – 15	10%
<p><u>Knowledge</u></p> <p>2. Demonstrate metacognitive skills in research and development to achieve self-directed and lifelong learning skills</p> <p>3. Devise effective problem-solving skills through the application of the knowledge of the English language</p> <p>4. Integrate the knowledge of the English language in different fields of study associated with strengthening 21st century skills</p>	<p>Employ simulation and interactive demonstrations in presenting theories and principles of correspondence and the practical application of these concepts</p>	<p>Written formative and summative assessments (individual and group writing tasks, collaborative online tasks and discussions, quizzes and final exam) will be given to the students</p>	1 – 15	60%
<p><u>Cognitive Skills</u></p> <p>2. Integrate the English language skills and concepts in performing academic and professional tasks</p>	<p>Organize activities that use the problem-based learning method to allow students to think logically and learn in a more constructive approach</p>	<p>Students will be observed for their work behaviour by the lecturer as well as their peers on online discussions and will also be assessed</p>	1 – 15	60%

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p>3. Use innovation to develop communication and lifelong learning skills through the collaborative construction of knowledge</p> <p>4. Have the ability to apply the knowledge learned to be able to adapt to the society and in a multicultural environment.</p>		through individual and group tasks		
<p><u>Interpersonal Skills and Responsibility</u></p> <p>1. Have the initiative to help others and work collaboratively to solve problems</p> <p>2. Be able to think productively and creatively in analyzing and solving issues by employing their knowledge of the English language and technological innovations.</p> <p>3. Exhibit independence and responsibility in learning to achieve personal and professional development and become lifelong learners</p>	Organize activities that employ cooperative learning and problem-based learning to encourage students to work collaboratively	Behavioural observation and peer evaluation for group tasks and assignments	1 - 15	40%
<p><u>Analytical, Communicative and IT Skills</u></p> <p>1. Develop computer literacy skills and demonstrate basic mathematical skills.</p> <p>2. Distinguish various information and communication technologies that can be effectively used in learning and information gathering</p> <p>3. Identify various available information and communication technologies (ICTs) that can develop lifelong learning skills</p> <p>4. Be able to communicate in various communication channels (printed/written or online) Thai and the English language</p>	Assign tasks that involve the use of technology in searching for information and encourage students to utilize a variety of technological resources in accomplishing and presenting tasks.	Students will be evaluated through assignments, group presentations, tests, and projects	1 – 15	50%

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
5. Be able to criticize the veracity of information as to relevance and suitability of use to achieve self-directed learning				

5. Lesson Plan and Evaluation

5.1 Lesson Plan

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
1 (3 Hrs.)	Course Introduction	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Explain course syllabus and course requirements - Give a brief introduction of topics that will be covered in the course <p>Activity / Exercise:</p> <p>Group activity Pre-test</p>	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources 	N/A	Olivia Patricia Laurena
2 (3 Hrs.)	Unit 1: Language in the Digital World	<p>Teaching Strategies:</p> <p>Interactive presentation of the following:</p> <ul style="list-style-type: none"> - History and development of language in the digital world - Literacy studies - Understanding language online <p>Activity / Exercise:</p> <p>Reading activity and comprehension exercises Online discussions</p>	<ul style="list-style-type: none"> - PowerPoint slides - Learning materials - Online resources 	Attendance and Participation – 10% Reading activities and Exercises – 10% Presentations and online discussions – 20%	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
3 (3 Hrs.)	Unit 2: Digital literacy (Part 1)	<p>Online class via WBSC-LMS/Microsoft Teams/Line</p> <p>Teaching Strategies: Interactive presentation of the following:</p> <ul style="list-style-type: none"> - Definition of digital literacy <p>Demonstration and practice of the following:</p> <ul style="list-style-type: none"> - Accessing digital resources - Creating digital resources <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Reading activity - Comprehension - Online research 	<ul style="list-style-type: none"> - PowerPoint slides - Learning Materials - Online resources 	<p>Attendance and Participation – 10%</p> <p>Reading activities and Exercises – 10%</p> <p>Presentations and online discussions – 20%</p>	Olivia Patricia Laurena
4 (3 Hrs.)	Unit 2: Digital literacy (Part 2)	<p>Teaching Strategies: Interactive presentation of the following:</p> <ul style="list-style-type: none"> - Definition of digital literacy <p>Demonstration and practice of the following:</p> <ul style="list-style-type: none"> - Accessing digital resources - Creating digital resources <p>Activity / Exercise:</p> <ul style="list-style-type: none"> - Reading activity - Comprehension Online research 	<ul style="list-style-type: none"> - PowerPoint slides - Learning Materials - Online resources 	<p>Attendance and Participation – 10%</p> <p>Reading activities and Exercises – 10%</p> <p>Presentations and online discussions – 20%</p>	Olivia Patricia Laurena
5 (3 Hrs.)		<p>Online via WBSC-LMS</p> <p>Short Test #1 (Unit 1 and Unit 2)</p>		<p>Attendance and Participation – 10%</p> <p>Short Test – 20%</p>	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
6 (3 Hrs.)	Unit 3: Media Literacy (Part 1)	<p>Teaching Strategies: Interactive presentation and demonstration of the following:</p> <ul style="list-style-type: none"> - Familiarization of different digital resources - Examining and analyzing language content in digital resources <p>Activity / Exercise: Reading activity and comprehension exercises Evaluation of digital content</p>	<ul style="list-style-type: none"> - PowerPoint slides - Learning Materials - Online resources 	Attendance and Participation – 10% Reading activities and Exercises – 10% Presentations and online discussions – 20%	Olivia Patricia Laurena
7 (3 Hrs.)	Unit 3: Media Literacy (Part 2)	<p>Online class via WBSC-LMS/Microsoft Teams/Line</p> <p>Teaching Strategies: Interactive presentation and demonstration of the following:</p> <ul style="list-style-type: none"> - Familiarization of different digital resources - Examining and analyzing language content in digital resources <p>Activity / Exercise: Reading activity and comprehension exercises Evaluation of digital content</p>	<ul style="list-style-type: none"> - PowerPoint slides - Learning Materials - Online resources 	Attendance and Participation – 10% Reading activities and Exercises – 10% Presentations and online discussions – 20%	Olivia Patricia Laurena
8 (3 Hrs.)	Unit 4: Types of Multimedia Sources (Part 1)	<p>Teaching Strategies: Interactive presentation of the following:</p> <ul style="list-style-type: none"> - Common forms of multimedia - Examining and analyzing multimedia content <p>Demonstrations – creating multimedia presentations</p>	<ul style="list-style-type: none"> - PowerPoint slides - Learning Materials - Online resources 	Attendance and Participation – 10% Reading activities and Exercises – 10%	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		Activity / Exercise: Reading and listening activities and comprehension exercises Multimedia presentations		Presentations and online discussions – 20%	
9 (3 Hrs.)	Unit 4: Types of Multimedia Sources (Part 2)	Online class via WBSC-LMS/Microsoft Teams/Line Teaching Strategies: Interactive presentation of the following: <ul style="list-style-type: none"> - Common forms of multimedia - Examining and analyzing multimedia content Demonstrations – creating multimedia presentations Activity / Exercise: Reading and listening activities and comprehension exercises Multimedia presentations	<ul style="list-style-type: none"> - PowerPoint slides - Learning Materials - Online resources 	Attendance and Participation – 10% Reading activities and Exercises – 10% Presentations and online discussions – 20%	Olivia Patricia Laurena
10	Short Test 2 (Units 3 and 4)			Attendance and Participation – 10% Short Test – 20%	Olivia Patricia Laurena
11 (3 Hrs.)	Unit 5: Digital Learning Environments (Part 1)	Online class via WBSC-LMS/Microsoft Teams/Line Teaching Strategies: Interactive presentation of the following: <ul style="list-style-type: none"> - Types of digital learning environments - Different types of learning management system (LMS) platforms - Demonstration on the use of LMS 	<ul style="list-style-type: none"> - PowerPoint slides - Learning Materials - Online resources 	Attendance and Participation – 10% Reading activities and Exercises – 10% Presentations and online discussions – 20%	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
		Activity / Exercise: Presentation of different LMS platforms			
12 (3 Hrs.)	Unit 5: Digital Learning Environments (Part 2)	Teaching Strategies: Interactive presentation of the following: - Types of digital learning environments - Different types of learning management system (LMS) platforms - Demonstration on the use of LMS Activity / Exercise: Presentation of different LMS platforms	- PowerPoint slides - Learning Materials - Online resources	Attendance and Participation – 10% Reading activities and Exercises – 10% Presentations and online discussions – 20%	Olivia Patricia Laurena
13 (3 Hrs.)	Unit 6: Social media Language	Online class via WBSC-LMS/Microsoft Teams/Line Teaching Strategies: Interactive presentation and demonstration of the following: - Different types of social media platforms - The language of social media - Texting and text conversations Activity / Exercise: Online searching for resources and discussions	- PowerPoint slides - Learning Materials - Online resources	Attendance and Participation – 10% Reading activities and Exercises – 10% Presentations and online discussions – 20%	Olivia Patricia Laurena
14 (3 Hrs.)		Online via WBSC-LMS Short Test 3 (Units 5 and 6)		Attendance and Participation – 10% Short Test – 20%	Olivia Patricia Laurena

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage)	Lecturer
15 (3 Hrs.)	Unit 7: Netiquette	<p>Teaching Strategies: Interactive presentation and discussion of the following:</p> <ul style="list-style-type: none"> - Importance of netiquette - Guidelines on the use of language in digital media - Examples of violations of netiquette <p>Activity / Exercise: Reading exercises Online research and discussion</p>	<ul style="list-style-type: none"> - PowerPoint slides - Learning Materials - Online resources 	Attendance and Participation – 10% Reading activities and Exercises – 10% Presentations and online discussions – 20%	Olivia Patricia Laurena
16	Final Self-reflection Essay and Final Examination			Final Self-reflection essay – 20% Final Exam 20%	Olivia Patricia Laurena

5.2 Assessment and Evaluation

1) Grading Breakdown:

Attendance and Participation	10%
Reading activities and Exercises	10%
Presentations and Online discussions	20%
Short tests	20%
Final Self-reflection essay	20%
Final Exam	20%

2) Grade Evaluation: Norm-Referenced Criterion-Referenced

Grading Criteria

Score	Grade
85-100	A
79-84	B ⁺
73-78	B
67-72	C ⁺
61-66	C
55-60	D ⁺
50-54	D
0-49	F

6. Learning Resources

6.1 Primary Textbook / Documents

Laurena, O. (2020). *Language in Digital Media*. Bangkok: Suan Dusit Graphic Site.

6.2 Essential References

- Barton, D., & Lee, C. (2013). *Language online: Investigating Digital Texts and Practices*. London: Routledge.
- Evans, M. (2009). *Foreign-Language Learning with Digital Technology*. London: Continuum International Publishing Group.
- Stockwell, G. (2015). Digital Media Literacy in Language Teaching. *Journal Of Korean Language Education*, (36), 361-381. doi: 10.17313/jkorle.2015..36.361

6.3 Recommended Books and Reference Material

- Hobbs, R. (2011). *Digital and Media Literacy: Connecting Culture and Classroom*. California: Corwin.

- Wiley, J., & Hemmerich, J. (2020). Literacy - Learning from Multimedia Sources. Retrieved 7 January 2020, from <https://education.stateuniversity.com/pages/2185/Literacy-LEARNING-FROM-MULTIMEDIA-SOURCES.html>
- CrashCourse. (2018). Introduction to Media Literacy [Video]. Retrieved from <https://www.youtube.com/watch?v=AD7N-1Mj-DU>

7. Course Evaluation and Improvement

7.1 Student course evaluation strategies

- 1) Confidential teacher evaluation done by the students
- 2) Evaluation of each learning domain done by the students

7.2 Teaching evaluation strategies

- 1) Confidential Teacher Evaluation Form
- 2) Student self-evaluation form

7.3 Teaching Improvement Process

Course and teaching evaluation results will determine appropriate improvements for the course and the teaching strategies

7.4 Standard verification of student achievement

Verification of student learning outcome is done through behavioral observation, test scores, activities and presentations.

Learning Outcome	Evaluation Methods		
	Behavioral Observation	Tests / Exams	Activities / Presentations
Morals and ethics	✓	✓	✓
Knowledge		✓	✓
Cognitive Skills	✓	✓	✓
Interpersonal skills and responsibility	✓	✓	✓
Analytical, Communicative and IT skills		✓	✓

7.5 Action plan for verifying and improving course effectiveness

- 1) Verification is done following the standards in 7.4.
- 2) In the event that the student scores do not verify the effectiveness of the course, students are allowed to improve their scores as deemed necessary.

Rubrics for Presentations

Content	Incomplete parts and incomplete details 1point	Barely complete with few important parts missing 2points	Nearly complete, with some details missing 3points	Complete and clear; presented what was required 5points
Organization	Main points are not clear and need a lot of explanation Click to edit level 1point	Click to edit Main points need clarity and extra explanation level 2points	Main points are somewhat clear; some points not organized 3points	Main points are clear and well-organized 5points
Language Use	Use of language is inappropriate Often mumbles or cannot be understood with more than three mispronounced words 1point	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting Speaks clearly and distinctly most of the time with no more than two mispronounced words 2points	Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly nearly all the time with no more than one mispronounced word 3points	Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly all the time with no mispronounced words 5points
Presentation	The presentation is not complete with multimedia objects and information 1point	The presentation is barely complete with multimedia objects and information 2points	The presentation is somewhat complete with multimedia objects and information 3points	The presentation is complete with multimedia objects and information 5points

Rubrics for Written Work

Criteria	4	3	2	1
Focus & Details	There is one clear, well-focused topic. The main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. The main ideas are clear but are not well supported by detailed information.	There is one topic. The main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Knowledge of the content	Extensive knowledge and/or experience with the topic is/are evident.	Knowledge and/or experience with the topic is/are evident.	Knowledge and/or experience with the topic is/are limited.	Knowledge and/or experience with the topic is not evident.
Word Choice	Uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	Uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone	Uses words that communicate clearly, but the writing lacks variety.	Uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Writing Conventions	All sentences are well constructed and have varied structure and length. Makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. Makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interferes with understanding.	Sentences sound awkward, are distractingly repetitive or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.