Module/Course Title: Language in Digital World					
Module/ course code	**Student workload** 8,5 hours per week	**Credits** (ECTS) 3 CU x 1,5 = 4,5 ECTS	**Semester** 6th	**Frequency** 3 CU x 16 = 48	**Duration** 16 meetings

1	**Types of courses** Elective coursework		**Contact hours** 3 CU x 50 minutes = 150 = 2,5 hours per week	**Independent study** 3 CU x 120 minutes = 360 minutes = 6 hours	**Class size** 20 students
2	**Prerequisites for participation (if applicable)** -				
3	**Learning Outcomes**				

Course Description:
This course offers an introduction to a number of linguistic frameworks currently used to analyse digitally-mediated communication which includes chat shows, websites, blogs, social media, and online newspapers to demonstrate how language is used and how media texts are produced and understood. Students will be equipped with an outline of the practical steps and ethical guidelines for gathering linguistic data from social media sites and online platforms. These will further be given more resonance through several illustrative case studies. The interdisciplinary approach prompted in this course involving (critical) Discourse Analysis, Semiotics, Digital Ethnography and other relevant linguistic enterprises will help students understand the ways that media has changed languages and in particular, the influence of new media on contemporary language practices.

Programme Learning Outcomes:
PLO 1   Graduates are expected to take roles as creative industry players with their competence in the fields of language, literature and culture to produce innovative and competitive works

PLO 2   Graduates are expected to be research assistants or novice scholars furnished with critical thinking to solve problems faced in society

PLO 3   Graduates are expected to be able to play a role as academicians, namely activists in the world of education who are intellectual and professional.

Intended Learning Outcomes:
ILO 1   Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics

ILO 2   Students are able to uphold the values of independence, belligerence and entrepreneurship in cooperating with the society and environment

	ILO 4 Students are able to examine the development of linguistic, literary and cultural phenomena to generate diverse perspectives and critical ideas in the global and digital era
	ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts
	ILO 6 Students are able to use media and technology into their learning and research activities

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Elaborate the linguistic frameworks currently used to analyse language found in social media contexts.
2. Outline the practical steps and ethical guidelines needed for gathering linguistic data from social media sites and platforms.
3. Relate the relevant linguistic frameworks with empirical linguistic phenomena found in social media context.

4	**Subject aims/Contents**
	Meeting 1: **What is social media?**
	Students are able to:
	• define social media.
	• demonstrate the understanding of social media sites and their place in the wider historical evolution of computer-mediated communication.
	• outline the 'social' characteristics of social media.
	Meeting 2: **What might a linguist say about social media?**
	Students are able to:
	• characterize social media as an object of study for linguists.
	• revisit the working definition of 'language'.
	• identify different levels and aspects of language which can be studied.
	• explicate the distinction between text and context.
	Meeting 3: **Ten Reasons Why Studying the Online World Is Crucial for Understanding Language**
	• Students are able to elaborate the importance of undertaking language-focused online research
	Meeting 4: **What does it mean to research?**
	Students are able to:
	• elaborate the basic principles that underpin research design.
	• identify the differences in research across academic disciplines.
	• delineate the relevant methodology(ies) of undertaking language-focused online research
	Meeting 5: **What are Internet research ethics?**
	Students are able to:
	• elaborate why ethics are important.
	• discuss the ethical access and the right to privacy.
	• discuss the researcher's relationship to their project's participants.
	• demonstrate an understanding of ethical aspects of archiving and using materials.
	Meeting 6: **Quiz**
	Reviewing Meeting 1 - 6

Meeting 7: **Analysing discourse: Qualitative approaches**
Students are able to:
- explain the nature of discourse.
- examine what kinds of questions qualitative research can answer.
- explain how to collect, select and analyse qualitative data.
- compare different frameworks for discourse analysis, including conversation analysis, multimodal discourse analysis, critical discourse studies and computer-mediated discourse analysis.

Meeting 8: **Mid-Term (individual case-method project)**
- Students are given a pre-determined audio-visual data (e.g. YouTube video) and then asked to analyse it using the relevant frameworks of discourse analysis (conversation analysis, multimodal discourse analysis, critical discourse studies and computer-mediated discourse analysis).

Meeting 9: **What are ethnographic approaches?**
Students are able to:
- demonstrate an understanding of ethnographic approaches.
- elaborate common principles of ethnographic approaches.
- outline the steps to take when undertaking a project using ethnographic methods.

*(Informing students about the final project and weekly consultation)

Meeting 10: **This is me: Writing the self online**
Students are able to:
- evaluate the concept of identity and language online
- apply a techno-biographic approach to language and identity
- evaluate the construction of glocal identities in public online spaces

Meeting 11: **Stance-Taking through Language and Image.**
Students are able to:
- observe the expression of stance in online writing spaces
- investigate the stance-taking practice through photo sharing online
- examine two case studies of multimodal stance-taking on Flickr
- take into account the researcher's stance

Meeting 12: **Collecting social media materials for quantitative projects**
Students are able to:
- formulate quantitative research questions.
- classify types of variables.
- apply quantitative tools for eliciting data.
- collect data for a corpus linguistics project.
- understand metadata.

*(Project consultation #1)

Meeting 13: **Working with social media data**
Students are able to:
- determine how to organise data.
- identify the challenges of concordancing social media texts.
- annotate social media corpora.
- analyse social media texts using concordancing software.
- use visualisation tools and social networks.

*(Project consultation #2)

	Meeting 14: Flows of language online and offline Students are able to: • observe the offline presence of internet language • discuss public enregisterment of internet language • discuss the commodification and indexicality of internet language *(Take home Quiz covering meeting 9 – 14) *(Project consultation #3) **Meeting 15: Final project discussion** • Students are able to present their project, provide feedback to other students' project and improve their project. **Meeting 16: Submission of final project**	

5	Teaching methods
	Lectures, discussions, project-based, collaborative learning

6	Assessment methods
	1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions and complete all necessary readings, but they are also expected to interact with peers based on given topic(s) of discussion. **2. Assignment** The structured assignment will be given on weekly basis in the form of summary writing of the assigned chapter of the textbooks. Score will be provided based on the key points and 2 critical questions related to assigned chapter that students write in the summary. **3. Quiz** Quiz enables students to identify gaps in knowledge or in other words to identify how well the students know the concepts discussed in the each meeting. It is thus important for the students to take Quiz 1 and 2 along the semester. Score will be provided based on the answer key for the quizzes. **4. Individual project (Midterm)** Students are given a pre-determined audio-visual data (e.g. YouTube video) and then asked to analyse it using the relevant frameworks of discourse analysis (conversation analysis, multimodal discourse analysis, critical discourse studies and computer-mediated discourse analysis). The score will be given based on the accuracy of the framework that the students adopt and the lucid analysis of the given data. **5. Team-based Project (Final)** Through co-authorship in group essay, the students are able to improve their teamwork abilities and collaborative thinking. The group will work started from Week 9 and follow the steps of composing the essay as stated in the project guideline. What follows is summary of the Assessment: {{TABLE}}

Assessment Task	Task Type	Due	Weighting
Attendance and participation	Formative	Throughout the semester	10%
Quiz	Formative	Week 6 & 14	15%

Structured Assignments (Summary writing)	Formative	Week 2 – 5, 7, 9 - 14	20%
Midterm project	Formative	Week 8	25%
Final project (mini research)	Formative	Week 16	30%
TOTAL			100%

7	**This module/course is used in the following study programme/s as well** N/A
8	**Teachers** 1. Muhammad Rozin, M.A.
9	**Resources** 1. Zappavigna, M., Barton, D., Page, R., Unger, J. W. (2014). *Researching Language and Social Media: A Student Guide*. United Kingdom: Taylor & Francis. 2. Lee, C., Barton, D. (2013). *Language Online: Investigating Digital Texts and Practices*. United Kingdom: Taylor & Francis.