

**Course:** DMED 540 English for Digital Media 2

**Term:** Spring 2025

**Instructor(s):** Elisabeta Aida Osian Ph.D

**Email:** Elisabeta\_Osian@thecdm.ca

### *Acknowledgement of Coast Salish Peoples and Land*

We respectfully acknowledge the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), səliwətał (Tsleil-Waututh) peoples on whose unceded traditional territories our campus resides.

### **Course Description**

This course is designed for linguistic-specific purposes (Digital Media academic and professional environments in Canada) and is fundamental for enhancing comprehension of various topics in the field of Digital Media. In the spring semester, we will cover both ESP<sup>1</sup> and EAP<sup>2</sup> components to attend to your overall needs for a contextual and structural understanding of terminology. It covers vocabulary analysis, broad and three-tier vocabulary approaches, and practical writing and speaking activities. We will also focus on building your reading and listening comprehension to a projected level (depending on your entry level), and on helping you operate with specific lexical selections to generate your future writings or presentations in MDM and your future careers. The measure for becoming effective readers/listeners and communicators is your ability to transfer knowledge into your work by carefully selecting sources, and incorporating them appropriately, while applying critical thinking skills.

### **Course Objectives**

#### **Throughout the course, you will:**

- Acquire a wide range of vocabulary related to media, digital and otherwise - ESP;
- Compare and contrast types of texts/lectures and identify specific registers - EAP;

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<sup>1</sup> English for Specific Purposes - in higher education, ESP is designed to ease the transition of second language learners into their professional environments. ESP covers jargon, vocabulary and current methodologies in your industry.

<sup>2</sup> English for Academic Purposes -in higher education, EAP is designed to enhance academic language, current writing trends and research methodologies used in specific universities and lines of study. In pre-MDM, your EAP curriculum is specifically tailored to suit the MDM program.

- Research bibliographical data and compile relevant information for specific tasks - EAP;
- Get a better understanding of your abilities to paraphrase and quote; develop your critical thinking skills - EAP;
- Learn to use digital media terminology in authentic contexts - ESP;
- Generate complex ideas and provide detailed reasoning in brief writing/speaking prompts;
- Improve your research skills and your understanding of academic conduct in Canada, learn how to use AI tools constructively and maintain academic integrity - EAP.

### Students' goals:

Note: This part will be completed in class during our first week. You will discuss your personal goals and needs related to this course in groups and articulate up to five additional goals you would like to achieve throughout the semester.

### Course Format

The course will run for 13 weeks with 3.15-hour weekly classes. This is not a lecture-based course; it is a functional language one. Therefore the materials and activities planned for the class are communicative and involve active learning. The system doesn't intend to teach hard (technical) skills; the focus is on the operating language in the authentic materials to improve your technical communication skills. **All activities, assessments and materials are subject to change, according to the current group's needs.**

### Course pre-requisites

A minimum of upper-intermediate English proficiency is required to take this course. (i.e. IELTS Academic overall - 6.5). You should also have an upper-intermediate ability to operate with Digital Media terms.

## Tips for successful completion of the course

- Cover the reading and listening materials thoroughly;
- Whenever comprehension becomes an issue, ask the instructor for more information; There are no wrong questions.
- As far as assignments are concerned, they must be handed in due time. You can extend **one** assignment **per stage**, and extensions will only be granted for medical and emergency reasons.

## Extra materials

Throughout the course, you will sometimes be assigned reading and listening tasks. Every course will have a vocabulary selection and you will be asked to practice it and collect it in word-banks.

## Schedule

Week	Stage	Focus	Tasks and assignments
1	Analyzing and identifying purpose in digital media real-world contexts.	Building comprehension in digital media contexts.Strategies for advancing your skillsets.	In-class activities and feedback.
2		Making inferences and predictions in reading/listening.	In-class activities and feedback.
3		Reading strategies using visualizations, selecting relevant sources, annotating - the context of mobile games (terminology).	In-class activities and feedback.
4		Switching comprehensible input - starting with familiar topics.  *Guest speaker and conversation panel.	In-class activities and feedback. <b>Journal entry 1 (ungraded)</b>
5	Identifying and evaluating reasoning in digital media authentic contexts.	Context clues, prior knowledge and the structure of an idea.	In-class activities and feedback.
6		Steps in critical reading. (Digital Media topics)	In-class activities and feedback.
7		Reading week - classes cancelled	
8		Steps in critical listening. (Digital Media topics)  *Guest speaker and conversation panel.	In-class activities and feedback.

9	Evaluating sources in conducting re-search.	Research and sources part 1	In-class activities and feedback.
10		Research and sources part r2 *Field trip - TBD	In-class activities and feedback.
11		Academic integrity. Rules of conduct at SFU	In-class activities and feedback.
12		Reviewing vocabulary in context.	Review and <b>Journal entry 2 (ungraded)</b>
13	Wrap up	Final oral exam	Individual oral exam (25-30 min)

## Evaluation

Improving your vocabulary in any field can be a very demanding task. To a greater extent, in the field of Digital Media, vocabulary covers almost every field which is undoubtedly affected by the new media and technologies. This is why this course aims to briefly touch on as many (digital) media topics as possible and create a balance between lexical banks deriving from multiple areas and the ones stemming from the new digital trends. The following methods are designed to offer you a balanced assessment at the end of the term:

### Motivation, participation, attendance 20%

Throughout the semester, you will be graded according to your willingness to participate in discussions, peer reviews, self-correction and attitude toward your instructor and peers. You should limit your device time to in-class activity requirements and always be present and active.

### Final oral exam 80%

The final assignment will be a teacher-led conversation based on a series of readings and listenings that have been previously assigned. You will be graded on comprehension, applied critical thinking skills, vocabulary use, cohesiveness and coherence in expressing your ideas. Four weeks before the final oral exam, you will receive a detailed rubric and the list of assigned reading and listening comprehension materials. The whole exam preparation (reading, listening and taking notes) should amount to no more than 6 hours.

*\*The rest of the assignments are formative, and they will not receive a grade per se. They will, however, be accounted for on the base of completion.*

**Total 100%**

### Grading Profile

A+	95-100	Exemplary expectations
A	90-94	Exceeding expectations
A-	85-89	Meet expectations
B+	80-84	Approaching expectations
B	75-79	
B-	70-74	Below expectations
C	60-69	Far below expectations
F	0 – 59	Fail (Students must retake the course).

### Policies (Simon Fraser University)

#### Accommodations

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably the first week of class, if you will require any accommodations on these grounds.

The Centre for Accessible Learning (CAL) will make every effort to assist students with disabilities in achieving their educational goals.

<https://www.sfu.ca/students/accessible-learning/establishing-accommodations/accommodation.html>

### **Academic Integrity: Your Work, Your Success**

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what academic dishonesty means, where you can find resources to help with your studies and the consequences of cheating.

Each student is responsible for their conduct as it affects the university community. Academic dishonesty, in any form, destroys the university's values. Furthermore, it is unfair and discouraging to most students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

### **Inappropriate use of technology in coursework**

If you are using generative AI to produce content that will be part of your graded work in the course, you must be transparent about your tools. Undeclared use of the tool/technology will be considered a violation of the academic integrity policy. Be aware that any tool used will require you to evaluate the output for accuracy and be responsible for making the appropriate corrections.

### **Graduate Studies Notes**

Important dates and deadlines for graduate students are found here: [http://www.sfu.ca/dean-gradstudies/current/important\\_dates/guidelines.html](http://www.sfu.ca/dean-gradstudies/current/important_dates/guidelines.html).