

Course: DMED 540 English for Digital Media I

Term: Fall semester 2024

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Acknowledgement of Coast Salish Peoples and Land

We respectfully acknowledge the x^wməθk^wəy̓əm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish), səliwətał (Tsleil-Waututh) peoples on whose unceded traditional territories our campus resides.

Course Description

In this course, you will get accustomed to the current English language practices in different context-based situations, approached from a digital media perspective. The classes are designed on the principles of lexical banks, and the main objective is to restructure and enhance your vocabulary skills in authentic contexts.

The materials and vocabulary items will cover various topics (subject to change) filtered through the jargon of several Digital Media sub-fields. We will zoom in on the new trends in practical Agile teamwork, application description and critical reviews, game story-telling, reviews, social media and many other authentic technical spaces. This course will allow you to identify/clarify/use specialized language in context and apply critical thinking when operating with the above-mentioned terminology. We will focus on developing all four language skills in real-world scenarios - reading, listening, writing and speaking and we will cover three stages as follows:

- **Digital Media lexical themes: idiomatic expressions used in team interactions and project work;**
- **Digital Media lexical themes: writing story-telling sequences, game reviews, and dialogues;**
- **Digital Media lexical themes: organizing and explaining ideas, writing good problem statements and compelling solutions.**

Course Objectives

Throughout this course, you will:

- Acquire a wide range of “employable” vocabulary related to media, digital and otherwise and use it correctly in written and spoken exercises;
- Practise using lexical items by generating contexts on your own and completing in-class writing tasks;
- Develop your critical thinking skills by learning how to operate with current terminology in context and shifting cultural perspectives;
- Improve your comprehension through listening and reading materials from digital media, current trends and practices.
- Learn to organize and explain your ideas by way of journal entries, generating stories, and incorporating your culture’s folklore into a story pitch;
- Develop a specific communicative set of skills necessary for the job market in an English-speaking country;

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 and articulate five additional goals you would like to achieve throughout the semester.

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Course Format

The course will run for 13 weeks with 3-hour weekly modules. *This is not a lecture-based course; it is a practical language; therefore, the materials and activities planned for a class are communicative and involve active learning. The course doesn't intend to teach hard skills and focuses on the operating language in authentic materials.*

Course pre-requisites

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

Tips for successful completion of the course

- The motivation, participation and attendance grade (20%) should be taken seriously throughout the semester.
- Your published journal entries will be featured on our blog. They will also count toward the final grade, so focus on delivering engaging entries and writing about digital media topics you are passionate about.
- We will be designing structural word maps each class, so using these maps outside the classroom in informal conversations will help you solidify the understanding and the correct usage of the new terms;
- Using English as the general communication language is suggested during your in-class and team interactions to further develop your spoken skills.
- As far as assignments are concerned, they must be handed in due time. You can extend **one** assignment **per semester**, and extensions will only be granted for medical and emergency reasons for which you must provide written proof.

Tasks and assignments

You will complete **graded** and **ungraded** assignments, plus **three mandatory journal entries** per semester with your reflections about digital media trending topics. Some ungraded assignments are optional, but you are advised to complete them because they are designed to restructure and strengthen the knowledge you will receive throughout the week. All assignments are linked with the previous and future topics, contributing to a good learning flow.

Schedule

Week	Theme	Focus	Tasks and assignments
1	<i>Digital Media lexical themes: idiomatic expressions used in team interactions and project work</i>	Assessing and improving your communication style	N/A
2		Team communication [Agile] hub - practical exercises and lexical intake	In-class written practice, listening and reading
3		Conflict resolution scenarios and simulations. Guest speaker (theme-based conversation club)	In-class written practice, listening and reading
4		Biases and logical fallacies in workplace communication - practical scenarios.	Journal entry 1
5	<i>Digital Media lexical themes: writing storytelling sequences, game reviews, and dialogues</i>	Storytelling glossary - visual narrative and engagement	In-class written practice, listening and reading
6		Writing for games - folklore and oral storytelling methods Field trip Roedde House - Halloween stories	In-class written practice, listening and reading

7		Writing for games - dynamic dialogue writing Guest speaker (theme-based conversation club)	In-class written practice, listening and reading
8		Writing for games - reviews and instruction-based writing	Journal entry 2
9	<i>Digital Media lexical themes: organizing and explaining ideas, writing good problem statements and compelling solutions</i>	From abstract ideas to clear communication - connecting ideas through transitions	In-class written practice, listening and reading
10		Connecting your audience to your ideas - identifying critical information in communication Guest speaker (theme-based conversation club)	In-class written practice, listening and reading
11		Connecting meaning and emotion in communication - practical exercises	In-class written practice, listening and reading
12		Connecting problems with solutions - cohesion and coherence in workplace communication *Discussion-based assignment - complete a series of readings/listenings and participate in a peer-led discussion followed by an instructor-led discussion. You will receive a grading rubric and detailed instructions before the exam.	Journal entry 3 Final assignment delivery
13		<i>Wrap up</i>	Review content, get final feedback.

Evaluation

Improving your **vocabulary** in any field can be a very demanding task. To a greater extent, the vocabulary herein covers practical instances you will encounter in MDM. This course

also aims to briefly touch on as many real-life [digital media] workplace scenarios as possible and strike a balance between lexical banks and their actual use - a concept called “living language.” The following methods of evaluation have been incorporated to offer a wide range of assessments:

Motivation, participation and attendance [weight 20%]

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

Journal entries [weight 30%]

You will write one journal entry (JE) per stage (a total of three per semester) and share it with our instructional assistants and blog administrators. The writing specifications will be explained in the first week of class. The entry will be published online on the pre-mdm blog (<https://blogs.thecdm.ca/premdm/>) under a category of your choice after a brief editing session. The digital media topic will be your choice (examples: Social Media and Influencers, Life in pre-MDM, Student Wellness and Self-care, etc.)

Final Assignment [weight 50%]

The final **discussion-based assignment** will require both individual and group work. It will be graded according to task achievement, effective command of the language, fluency, accuracy, coherence, cohesion, and critical thinking. You will receive detailed criteria and a grading rubric during the semester.

**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 use 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.