

ENC 1136 Multimodal Writing/Digital Literacy

Instructor: Ashley Tisdale
Location: Online (Zoom link on Canvas)
Meeting Times: M6 Synchronously on Zoom
WF Asynchronously on Canvas

Email: astisdale@ufl.edu
Website: Canvas
Office Hours: W/R 7-8
Zoom Link on Canvas

Course Description

This course introduces students to the intricacies of multimodal writing as well as digital literacy and digital creativity. In general, multimodal writing refers to the act of writing through multiple modalities to reach its purpose—for instance, combining images, text, video, etc in a single piece of writing in order to say something new. As more and more academic, professional, civic, and personal documents rely on various media forms such as hyperlinks, videos, and podcasts, it becomes crucial for students to understand that contemporary writing means more than just putting words on a page.

Students will learn how to compose and circulate multimodal documents in order to convey creative, well-researched, carefully crafted, and attentively written information through digital platforms and multimodal documents. This course promotes digital writing and research as central to academic, professional, civic, and personal expression while making students aware of the power and consequences of their own writing.

COVID-19 Statement: This course will be held entirely online due to the impact of COVID-19. We will meet synchronously on Zoom on Monday from 12:50-1:40 for discussion. Wednesdays and Fridays will be offered asynchronously such that you will participate in Canvas activities, peer reviews, discussion boards, and digital work days. I will send out instructions on how to access our class meetings on Zoom before the start of the semester to prepare you for the course.

If you experience any issues related to COVID, please contact me as soon as possible, and we will work together to accommodate your situation. To participate in this course, you will need to have access to a reliable internet source. Please let me know if you experience any difficulties in doing so, and I can recommend locations that have access to reliable internet. In the case that you experience any Canvas-related problems, please email me as soon as you can with the IT-ticket so we can work on getting in your work, especially if you encounter issues submitting an assignment.

Course Objectives

Multimodal writing objectives are designed to teach students how to compose, revise, and circulate information in digital forms. This course emphasizes:

- Applying composing processes to digital forms
- Demonstrating invention/creativity approaches when working with digital resources & tools
- Choosing which digital tools best serve contextual needs
- Creating documents in six different forms that contribute to multimodal production (see assignments below)
- Using problem-solving methods to navigate digital tools
- Appraising methods for self-guided learning about emerging digital tools (i.e. learning how to learn)

General Education Objectives: Composition (C)

Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

Please note: these General Education Objectives for Composition (C) were developed for an academic print culture. This course will exceed these objectives by introducing theoretical and pragmatic objectives that acknowledge changes from literacy to digital literacy (electracy) that affect how writers

write, how readers read, and how information moves. Such concepts will include address of mobility, scalability, circulation, visual rhetoric and visual literacies, and access.

The official General Education Objectives and the additional digital literacy objectives will be met throughout this course by way the project assignments and course materials. Each of the writing assignments (described in detail below: Born Digital Written Assignment, Image/Text Assignment, Audio Essay Assignment, Video Production Assignment, Web Scripting Assignment, and a Final Multimodal Project) requires careful attention to distinctions between format, style, and method. Each assignment will require students to adapt their writing to specific, situational purposes and contexts. In each assignment, students will be required to not only to employ skills in organizing their writing, articulating their theses, supporting their claims with strong evidence, and displaying proficiency in analyzing their writing and others' writing for errors in logic, they will also be required to be able to explain their reasons form making those choices in their writing. That is, students will learn not only how to write, but to explain why they write as they do. To this end, students will be asked not only to display these skills in their written work, but to articulate their understanding of why they make the written/rhetorical choices they do in order to better understand their own writing processes and successful writing practices.

IMPORTANT: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

IMPORTANT: A minimum grade of C is required for general education credit.

Program Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Subject Area Student Learning Outcomes: Composition

Outcomes	Definition	Course Assessment
Content	Select and apply writing process strategies, including how to discover a topic, how to develop and organize a text, and how to adapt writing style and format to different audiences, purposes, and context.	Through reading and course discussions, the course will introduce students to key concepts in contemporary writing practices and digital literacy skills. They will be asked to demonstrate these skills through the writing projects and will be assessed on their abilities to successfully implement these practices in their own digital writing.
Critical Thinking	Compare various genres of writing. Critique complex texts in writing using valid claims and persuasive evidence. Analyze texts for rhetorical competency.	Throughout the course, students will be provided models that demonstrate various digital writing practices. Students will be required to analyze these concepts and then demonstrate their use in their own writing and articulate the reasons why and how they employed those concepts.
Communication	Compose written texts for scholarly or professional purposes. Communicate using accepted conventions of standard written English and apply the techniques that produce effective texts.	This course is founded in the need for students to better understand the nature of digital communications, and the assignments are designed to provide practice in and assessment of those conventions. Students will participate in peer evaluation and graded assessment of their skill sin

		digital communication throughout the course.
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Course Textbook(s) and/or Other Assigned Reading

Note: This course is being proposed in conjunction with larger efforts at UF to make Adobe Creative Cloud available to all students. Thus, many of the "readings" assigned in this class will be on-line tutorials for using the digital tools needed to compose, produce, and circulate the assigned documents. These tutorials are available from Adobe, UF's subscription to Lynda.com, and other on-line sources. Because the course focuses on hands-on, active production, the focus of readings often will be tutorials and student work for critique. The other readings are linked in the syllabus.

Main Texts: (* indicates that you must have a copy -- digital copy is fine)

**Writer/Designer: A Guide to Making Multimodal Projects* by Cheryl Ball, Jennifer Sheppard, and Kristin Aroloa. (Bedford/St. Martin's, 2018). ISBN: 978-1457600456

**The New Media Writer*. Sean Morey. (Fountainhead, 2014). ISBN: 978-1598717808

* *Style: Lessons in Clarity and Grace*, 12th Edition. Joseph M. Williams and Joseph Bizup. Pearson, 2017. ISBN: 978-0134080413

Available Through Online Free Access

Adobe Creative Cloud Across the Curriculum (Online Textbook for Digital Literacy **Courses**), Taylor. (Adobe, 2017) [available at: <http://scalar.usc.edu/works/everywhere-all-the-time-adobe-creative-cloud-across-the-curriculum/index>]

"Ten Things to Know about Multimodal Composing." Traci Gardner.
<https://community.macmillan.com/community/the-english-community/bedford-bits/blog/2015/07/21/ten-things-to-know-about-multimodal-composing>

"Multimodality: Simple Really," Gunther Kress

(All other texts listed below in the schedule will be posted as links on Canvas.)

Assignments

All assignments will be explained in detail on Canvas and during class time. Assignments are designed to fulfill the University of Florida's General Education Composition and Writing Requirements as an E6 course. Thus, writing assignments total 6,000 words of graded written production.

IMPORTANT: The instructor will evaluate and provide feedback on all of the written assignments with respect to grammar, punctuation, clarity, coherence, and organization

1. *Born Digital Written Assignment*—1,000 words, 10% of Final Grade This assignment adapts the form of a literacy narrative to a digital literacy narrative. In a traditional written essay, describe your digital literacies. How do you engage with digital and multimodal texts? Do you write digitally? Do you read digitally? Think of this assignment as a self-assessment of your digital literacies.

NOTE: the following five assignments should focus on a single subject; thus, you will want to pick a subject that both interests you and that is dynamic enough to provide content for multiple assignments. Much of the information you convey in each of these assignments will be repeated in each assignment, but will be adapted for delivery and circulation through different media. You may want to consider selecting a topic that ties to disciplines you wish to engage throughout your academic, professional, and personal lives. Your instructor will provide more details about how to select a subject.

2. *Image/Text Assignment*—1,000 words, 10% of Final Grade. Multimodal writing requires understanding relationships between images and texts. For this assignment you will write and produce a short zine-style essay that incorporates still images as a central function of the document's objectives of conveying information. During class sessions, you will consider various ways that text and image interact, examining a range of image/texts including memes, image essays, web pages, and so on. This assignment asks you to consider those relationships in how you write and what kind of images you include when conveying information

to an audience. Zoom Class time will introduce Adobe Indesign and Spark as applications through which you should produce this document.

3. *Audio Essay Assignment*—1,000 words, 10% of Final Grade This assignment requires you to develop 3-5 podcast episodes about the subject you are working with. Episodes may be as long as fifteen minutes or as short as three minutes. If you opt to produce shorter episodes, you will need to produce multiple episodes to total at least ten minutes of program time. If you opt to produce a longer episode, you must produce a minimum of ten minutes of program time. Please do not submit more than fifteen minutes of program time. The assignment will require scripting and revising episodes, recording episodes, revising and editing episodes, rendering episodes, and posting episodes. Details of using Adobe Audition for recording and producing podcasts will be addressed in class.
4. *Video Production Assignment*—1,000 words, 10% of Final Grade. For this assignment you will write, record, edit, and produce a short video about your subject. The video must be at least five minutes long but should be no more than ten minutes long. Class time will introduce Adobe Spark Video, Adobe Premiere Rush, and Adobe Premiere Pro as production software for this assignment.
5. *Web Scripting Assignment*—1,000 words, 10% of Final Grade. For this assignment, you will write, design, and build a web page that provides information about your subject. The web page will include written text as well as visual elements of your choice. Class time will introduce multiple approaches for web scripting, including the use of Adobe Dream Weaver.
6. *Final Multimodal Project*—1,000 words, 30% of Final Grade. The final assignment for the course brings together the previous assignments addressing your subject in order to create a digital portfolio project that represents your semester’s work in total. This portfolio will extend an assignment to provide a more expansive representation of the subject you have researched and written about all semester. While this assignment is cumulative, it is also intended to provide you a professional-caliber representation of your digital and multimodal skills that can be used in applying for scholarships, jobs, and other opportunities. It should form the foundation of a growing digital portfolio of your multimodal work throughout your academic career.

As an example, students may wish to extend their Image/text assignment to develop a more comprehensive digital zine that features image/texts, audio files, and video files. Alternatively, students may wish to expand their web design project to provide a more comprehensive web presence to represent their research.

Workshop Participation—20% of Final Grade

Because much of the class will address social dynamics of multimodal writing and the class will offer workshop and collaborative time, your participation is crucial. Outlined below is how your participation will be evaluated.

Workshop Participation/Preparation Rubric: Consistent participation, preparation and a positive attitude are a vital part of learning and effective workshopping.

Category	Excellent A+/A	Good B+/B	Satisfactory C+	Needs Improvement C
Contributions	Routinely provides useful ideas when participating in Zoom workshops.	Usually provides useful ideas when participating in Zoom workshops.	Sometimes provide useful ideas when participating in Zoom workshops.	Rarely provides useful ideas when participating in workshops. May refuse to participate or is frequently absent from class.
Attitude	Student is always respectful of his or her self, others, and teacher, has a positive attitude. Critical comments are constructive. Creates a sense of safe collaboration in workshops.	Often has a positive attitude about workshop tasks. Usually treats others and self with respect.	Often or occasionally has a positive attitude about the tasks and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.

Preparedness & Focus	Always logs in and shows up to Zoom meeting on time; follows all workshop procedures, has materials with them at computer. Consistently stays focused on workshop tasks. Self-directed and highly motivated.	Very rarely late, almost always brings needed material to workshops, almost always follows Zoom preparedness. Focuses on workshop tasks and what needs to be done most of the time.	Sometimes logs in late to meeting. Usually follows workshop procedures. Focuses on the workshop task and what needs to be done some of the time.	Frequently late to class, rarely brings needed materials and/or is rarely ready to get to work by the start of class. Has difficulty focusing on workshop procedures.
Quality of Work	Provides work of the highest quality that reflects the student's best efforts. Provides workshop feedback that genuinely helps other workshop participants.	Provides quality work that reflects effort from the student.	Provides work that meets the requirements, but more effort or time could have been given.	Provides sloppy work that reflects very little effort or does not turn in any work.
Behavior	Student is engaged in workshops. Zoom video remains on throughout the entirety of the period.	Student is engaged in workshops most of the time. Zoom video remains on throughout the entirety of the period	Student is distracted and not engaged in workshop activities some times. Zoom video remains on throughout the entirety of the period, but student may be busy doing other things in the background.	Student frequently misses workshops or does not participate in workshops or does not provide valuable input to workshop activities.

Grading Scheme

Born Digital Written Assignment	10%	
Image/Text Assignment	10%	
Audio Essay Assignment		10%
Video Production Assignment	10%	
Web Scripting Assignment		10%
Final Multimodal Project	30%	
Workshop Participation	20%	

IMPORTANT: Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course

Grading Scale

Passing Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67

For more information about UF Grades and Grading Policies, see: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading Rubric

	Satisfactory (Y)	Unsatisfactory (N)
Content	Digital documents exhibit evidence of expression of ideas supporting to the document's topic with a degree of complexity to serve the document's purpose and successfully provide that evidence to the document's audience. The document will display critically evaluation and synthesis of external resources when applicable and appropriate.	Digital documents display unclear development of the central topic, including underdeveloped expression of ideas. Documents may not include adequate use of external resources or insufficient application of such resources.
Organization and Coherence	Textual portions of digital documents display identifiable, readable structure for presenting theses, content, and research. Digital documents must also display logical or easy-to-follow navigation to guide readers through the document. Similarly, integration of multimodal components (i.e. images, video, sound) must be compatible with the document's overall organization.	Digital documents lack clearly-identifiable organization and/or navigation of content. Documents may lack a sense of cohesion of association between ideas and document components.
Argument and Support	Digital documents present ideas, claims, and evidence clearly. Connections between claims and evidence are distinct. The document does not provide generalization, instead offering concrete, specific information.	Digital documents provide generalizations and offer little or no support or evidence to a claim. Documents rely on summaries or thin narratives as the primary means of expression with no critical component.
Style	Digital documents employ writing styles that support the particular context, genre, discipline, and purpose of the document in order to best address the document's audience. Style should be addressed from the sentence level through the entire document.	Digital documents employ significant use of word choice inappropriate for the context, genre, or discipline. Document uses too many overly long, short, or awkward sentences. Documents may also use words incorrectly.
Mechanics	Papers will feature correct or error-free presentation of ideas. While documents may contain minor spelling, punctuation, or grammatical errors, such errors must be minimal and not distract from the document's purpose or readability.	Digital documents contain significant mechanical or grammatical errors that impede the reader's understanding of the document or the errors impede the document's ability to fulfill its purpose or undermine the writer's credibility.
Design	Digital documents employ design strategies appropriate to the context, genre, purpose, and audience expectations and needs. Some degree of aesthetic creativity may be addressed, as well.	Design elements impede the reader's ability to navigate the document or understand the document's content. Aesthetic considerations may be addressed, as well, depending upon the context.

Weekly Schedule of Topics

All readings that are not located in the main textbook section of the syllabus are linked below. Major textbooks are abbreviated after their first appearance on the schedule.

UNIT 1: MULTIMODALITY

(Our first week will be held entirely synchronously at 12:50pm. For all other weeks, we will meet only meet on Zoom on Mondays at 12:50pm.)

Week 1: Introduction: What is Multimodal Composition?/Digital Literacy

- M 8/31: Syllabus// Digital Orientation//Digital Literacies pt. 1
- W 9/02: Ball et al. Chapter 1 "What are Multimodal Projects?"
- F 9/04: Adobe, From Everywhere All the Time (FEAT): Chapter 1//Digital Literacies pt. 2//**Spark Tutorial**

Week 2: Multimodal Rhetoric/Writing about Writing

- M 9/07: NO CLASS – Labor Day

- W 9/09: Gunther Kress, "Multimodality: Simple Really" // [The Language of Multimodal Texts](#)
- F 9/11: (Multimodal) Rhetorical Analysis: [Backpacks versus Briefcases](#)// Ball et al. Chapter 2 "How Does Rhetoric Work in Multimodal Projects?"

FRIDAY 9/11 : Born Digital Essay Due at 11:59pm

UNIT 2: IMAGES

Week 3: How Do I Do That: Learning How to Learn/Analyzing Images

- M 9/14: Morey, "Visual Rhetoric"
- W 9/16 Locating Tutorials
- F 9/18: Williams and Bizup (W&B): "Style as Choice," "Understanding Style," "Correctness"

Week 4: Print Texts/Making Digitally

- M 9/21: Making [Zines](#).
- W 9/23: FEAT Chapter 3//Using digital to make print// InDesign and Digital Publishing
- F 9/25: **Photoshop, Illustrator, Edge, Lightroom Tutorials**//Tinkering Day

*Week 5: Audience Considerations***UNIT 3: AUDIO**

- M 9/28: Development and Peer-Response Workshop// Ball et al. Chapter 7 "Drafting and Revising Your Project"
- W 9/30: W&B: "Clarity," "Actions"//Issues of Accessibility
- F 10/2: NO CLASS – Homecoming

FRIDAY 10/2: ImageText Assignment Due at 11:59pm

Week 6: Aural Media

- M 10/5: FEAT Chapter 6, [The Growth of Podcasts & Why It Matters](#) Introduction to Aural Media//[Why Do Audio Stories Captivate?](#)//[The Pen is Easier Than the Mic](#)
- W 10/7: Rhetorically Analyzing Podcasts//Discussion of [Selected Podcasts](#)
- F 10/9: **Audition Tutorial**// Planning Podcasts

Week 7: Making Podcasts

- M 10/12: [How Not to Write for Radio](#)// Ball et al. Chapter 6: "How Do You Design and Revise with Multiple Audiences?"
- W 10/14: W&B: "Emphasis,"//Continuity & Narrative//[Tinkering](#) Day
- F 10/16: Development and Peer-Response Workshop

FRIDAY 10/16: Podcast Assignment Due at 11:59pm

UNIT 4: VIDEO

Week 8: Image + Sound

- M 10/19: FEAT Chapter 5//[Selected viewings](#) from Kairos: On Multimodal Composing
- W 10/21: Rhetorical Modes in Video//Film Vocabulary
- F 10/23: Gifs & Animating Images: [Never Gonna Gif You Up](#)//**Gif-Making Tutorial**

Week 9: Mental Breaks & Creative Refreshment

- M 10/26: **Premiere Tutorial**//**Spark Tutorial**
- M 10/28: Circulation of Videos
- F 10/30: W&B: "Clarity and Form," "Motivation," "Shape"

Week 10: Making Videos

- M 11/2: Development and Peer-Response Workshop
- W 11/4: Tinkering Day//**Video Assignment Due at 11:59pm**
- F 11/6: FEAT Chapter 7//[Guide to Visual Hierarchy](#) (of Websites)

*Week 11: Video Response***UNIT 5: WEBSITES**

- M 11/9: Writing with **Dreamweaver (Tutorial)**
- W 11/11: NO CLASS – Veterans Day
- F 11/13: HTML tinkering

Week 12: Writing Websites

- M 11/16: Design & [Text/Font](#)
- W 11/18: Website Accessibility//HTML tinkering

- F 11/20: W&B: “Global Coherence”

Week 13: Designing Websites

- M 11/23: Development and Peer-Response Workshop
- W 11/25: NO CLASS – Thanksgiving Break
- F 11/27: NO CLASS – Thanksgiving Break

UNIT 6: FINAL PROJECTS

Week 14: Post-Project Considerations

- M 11/30: [Assessing the Efficacy of the Rhetorical Composing Situation](#)
- W 12/2: [Selected viewings](#) from Kairos: On Multimodal Composing & “[Conclusions](#)” // [Website](#)
Assignment Due at 11:59pm
- F 12/4: SEO, [Bibliocircuitry & the Design of the Everyday Alien](#)

Week 15: Finishing Touches and Ending in Style

(We will flip this week: Monday will be asynchronous and Wednesday will be synchronous)

- M 12/7: W&B: Development and Peer-Response Workshop
- W 12/9: Presentations on Canvas (synchronous class for last day)

FRIDAY 12/11: Final Project Due at 11:59pm

Links and Policies

Course Policies

1. You must complete all *assignments* to receive credit for this course.
2. **Attendance-** Attendance is mandatory although exemptions can be made for religious holidays, medical or family emergencies, COVID-related situations, and university-sponsored events such as athletics and band. Please provide documentation in advance or contact me immediately when you're able in case of an emergency Vis-à-vis the University attendance policies, you are allowed up to six absences of a fifty minute class. After the sixth absence, you will fail this course.
3. **Paper Format & Submission-** All assignments will be submitted on Canvas through the appropriate media formats. Please double space all papers.
4. **Late Material-** Extension requests must be sent at least 3 days in advance (before the due date). I will go over your reason and decide if an extension is needed.
5. **Tardiness-** Please show up to the Zoom discussion on time—we will oftentimes go over instructions and details about the schedule at the very beginning of class. Tardiness will be defined as being more than 5 minutes late. Three tardies= 1 absence.
6. **Preparation & Participation-** Come prepared. This means having the reading easily accessible (if possible) located near you on a different screen or browser, and having come prepared with comments for discussion ahead of time. Participation livens up the class and produces more fruitful discussions, and I'd like to hear from everybody in the class. Please try to contribute at least once per class meeting.
7. **Disruptions-** It's very easy to get distracted while on Zoom, so please try to avoid looking down at your cell phone or visiting different browsers or activities. Please make sure you have your video on. I will write you down without warning if you are visibly distracted, and two instances of this = 1 tardy. Also remember that people come from all types of backgrounds and have gone through all types of experiences. It is our job to make this a welcoming environment. Any disruptions will have you dismissed from the class.

UF Policies

UF Policy on Attendance

UF's policies on attendance can be found here. This course is in accordance with the UF attendance policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

UF Course Evaluation Policy

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Accommodations for Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Campus Resources: Health and Wellness U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.
University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

University Writing Program / Writing Studio

If you would like more guidance with writing, please visit the University Writing Program's website to set up a remote appointment to work with a writing tutor. This is a great resource for all of your classes: www.writing.ufl.edu

Career Resource Center

Reitz Union, 352-392-1601. Career assistance and counseling is available through this website: <http://www.crc.ufl.edu/>

Library Support

<http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.