

## ENC 1136: Multimodal Writing & Digital Literacy

ENC1136 (Section 9122, Class 23684, SP20)

MWF:3 (9:35-10:25a)

Room: M: WEIL 408D / WF: WEIL 408E

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OH: TBA



### COURSE DESCRIPTION

Multimodal Composition teaches digital literacy and digital creativity. This course teaches students 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, civic, and personal expression.

### COURSE OBJECTIVES

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

- Applying composing processes in digital forms
- Demonstrating invention/creativity approaches when working with digital resources and tools
- Choosing which digital tools best serve contextual needs
- Creating documents in six different forms that contribute to multimodal production (see 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)

### REQUIRED MATERIALS

Note: Many of the “readings” assigned in this class will be online tutorials for using the digital tools needed to compose, produce, and circulate the assigned documents. Because the course focuses on hands-on, active production, the focus of readings often will be tutorials and student work for critique.

All texts will be provided on our course website on Canvas.

## 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 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 (**not** 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.

## COURSE POLICIES

1. You must complete all *major assignments* to receive credit for this course.
2. *Attendance*: As this is a lecture, discussion, and in-class work course, you'll have to be in the class to do the best you can do. You are allowed up to six **periods** of unexcused absences. If you reach seven absences you will fail the course. Arriving late to class two times will amount to one unexcused absence.
3. *Paper Format & Submission*: Papers should be submitted with standard, 1-inch margins, double spacing, and 12-point Times New Roman font. All papers will be submitted electronically, via Canvas.
4. *Late Papers/Assignments*: There are *absolutely no* late paper submissions. If you need an extension for an appropriate reason, come talk to me in advance of the due date.
5. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course (save things on a cloud server in case of severe computer issues). Save all returned, graded work until the semester is over.
6. *Academic Honesty and Definition of Plagiarism*. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
7. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give the instructor.
8. For information on UF Grading policies, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
10. *Course Evaluations*. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course:  
<https://evaluations.ufl.edu/evals/Default.aspx>. I'll ask that you wait to complete them until we have a chance to talk about them in class, as they are important.
11. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
12. *Classroom Behavior and Netiquette*: You'll need your laptops in class on occasion, though I'll let you know which days you'll be needing them so that you can prepare in advance. What you get out of this class will directly result from the energy you put into it in the classroom, so please use the time in the classroom wisely.
13. *UF's policy on Harassment*: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equitydiversity/resources/harassment/>
14. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

## ASSIGNMENTS

All assignments will be explained in detail in class. 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

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### **Web Scripting Assignment** 100 points (10%) / 1000 words

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.

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### **Born Digital Written Assignment** 100 points (10%) / 1000 words

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.

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### **Image/Text Assignment** 100 points (10%) / 1000 words

Multimodal writing requires understanding relationships between images and texts, a subject you will address in class. 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 include images when conveying information to an audience.

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### **Audio/Video Production Assignment** 200 points (20%) / 1000 words

For this assignment you will write, record, edit, and produce a short video about your subject. The video must be at least eight minutes long, but should be no more than ten minutes long.

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### **Multimodal Project** 200 points (20%) / 1000 words

This assignment 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 the web 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.

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### **Critical Assessments (x4)** 50 x 4 = 200 points (20%) / 250 x 4 = 1000 words

Multiple times throughout the course you will be asked to critically assess and reflect both your own work as well as others. You will pick one aspect to critique and in conversations with our readings on aspects of multimodal composition that we have covered in class and respond accordingly.

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### **Homework and Class Participation** 200 points (20%)

Throughout the course the instructor will assign homework assignments as needed (example: grammar practice) in order to ensure students' mastery over both material and concepts. As this course is one that relies on class discussion, **daily** participation is *expected*.

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### **Workshop Participation**

Each assignment has a workshop component that is worth up to 30% of the assignment's points. 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.

## GRADING SCHEME

Assignment	Points	Words
Web Scripting	100	1000
Born Digital	100	1000
Image/Text	100	1000
Audio/Video	100	1000
Multimodal Project	200	1000
Critical Assessments (x4)	50 x 4 = 200	250 x 4 = 1000
Homework/Participation	200	N/A
<b>Total</b>	<b>1,000</b>	<b>6,000</b>

## GRADING SCALE

A	4.0	930+	B	3.0	830-869	C	2.0	730-769	D	1.0	630-669
A-	3.67	900-929	B-	2.67	800-829	C-	1.67	700-729	D-	0.67	600-629
B+	3.33	870-899	C+	2.33	770-799	D+	1.33	670-699	E	0.00	0-599

**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 RUBRIC

	Satisfactory (Y)	Unsatisfactory (N)
<b>Content</b>	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.
<b>Organization and Coherence</b>	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.
<b>Argument and Support</b>	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.
<b>Style</b>	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.
<b>Mechanics</b>	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.
<b>Design</b>	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.

## PARTICIPATION/WORKSHOP RUBRIC

Category	Excellent – A+/A	Good – B+/B	Satisfactory – C+	Needs Improvement – C
<b>Contributions</b>	Routinely provides useful ideas when participating in workshops.	Usually provides useful ideas when participating in workshops.	Sometimes provide useful ideas when participating in workshops.	Rarely provides useful ideas when participating in workshops. May refuse to participate or is frequently absent from class.
<b>Attitude</b>	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.
<b>Preparedness and Focus</b>	Always comes to class on time, follows all workshop procedures, brings needed materials to workshops. Consistently stays focused on workshop tasks. Self-directed and highly motivated.	Very rarely late, almost always brings needed material to workshops, almost always follows classroom. Focuses on workshop tasks and what needs to be done most of the time.	Sometimes late to class, often brings materials but sometimes does not. 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.
<b>Quality of Work</b>	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.
<b>Behavior</b>	Student is engaged in workshops.	Student is engaged in workshops most of the time.	Student is distracted and not engaged in workshop activities sometimes.	Student frequently misses workshops or does not participate in workshops or does not provide valuable input to workshop activities.

## COURSE SCHEDULE

### UNIT 1: Introduction

#### **Week 1:**

**M: 1/6** Introductions and Syllabus

Arola et al. "What are Multimodal Projects?"

**W: 1/8** Multimodal Composition

Hoeschmann and Poyntz "What is Media Literacy" ; Jones and Hafner "Mediated Me" ;  
Arola et al. "Analyzing Multimodal Projects"

**F: 1/10** Digital/Media Literacy

Prensky "Digital Natives, Digital Immigrants" ; Boyd "Literacy..."

#### **Week 2:** Digital Creativity: Composing, Producing, Circulating

**M: 1/13** Intro to Digital Culture

Goldsmith "Let's Get Lost"

**W: 1/15** Production

Stewart "Launching the Imagination" ; Burgess and Green "How YouTube Matters",  
"YouTube's Cultural Politics"

**F: 1/17** Circulation

de Certeau "The Practice of Everyday Life" ; Adorno "Culture Industry Reconsidered"

#### **Week 3:** Learning How to Learn & Critical Literacies

**M: 1/20 NO CLASS – HOLIDAY**

**W: 1/22** What is Critical Literacy

**F: 1/24** On Research [Library Day]

Blair "The Rhetoric of Visual Arguments"

### UNIT 2: The Digital Citizen

#### **Week 4:** Visual Rhetoric and Elements/Principles of Design

**M: 1/27** On Visual Rhetoric

Dorosz and Watson "Designing with Color"

**W: 1/29** On Elements/Principles of Design

Jones "Understanding Visual Hierarchy in Web Design"

**F: 1/31** Workday: Photoshop, or Indesign, or Spark

Vee "Computer Programming as Literacy"

#### **Week 5:** Coding and the Digital Presence

**M: 2/3** Intro to Coding

Goldsmith "The Walking Dead"

**W: 2/5** On Digital-Social Media

**F: 2/7** Webpage Workshop

Ong "Orality and Literacy: Introduction"

**due: Web Scripting Assignment**

**UNIT 3:** On Literate/Visual Culture

**Week 6:** The Traditional Textual Essay

**M: 2/10** "Traditional Literacy"

**W: 2/12** Workday: Editing/Clarity

**F: 2/14** On Planning/Researching

Evans and Hall "What is Visual Culture?" ; Arola et al. "Why is Genre...?"

**due: Critical Assessment #1**

**Week 7:** On Genre

**M: 2/17** Form & Function

"Guide to Visual Hierarchy" ; Arola et al. "How Do You..."

**W: 2/19** Compositional Aesthetics

"Good and Bad Design, Good and Bad Taste"

**F: 2/21** Written Workshop

**due: Born Digital Written Assignment**

**Week 8** On Images

**M: 2/24** Workday: Photoshop, or Indesign, or Spark

Davidson "The Language of Internet Memes" ; Steed "On Just Joking"

**W: 2/26** Affect and Virality

**F: 2/28** Image/Text Workshop

Ong "The Orality of Language"

**due: Image/Text Assignment**

**Week 9:** Spring Break

**M: 3/2** NO CLASS – SPRING BREAK

**W: 3/4** NO CLASS – SPRING BREAK

**F: 3/6** NO CLASS – SPRING BREAK

**UNIT 4:**

**Week 10:** On Sound

**M: 3/9** Aural Culture/Orality

Wen "Inside the Podcast Brain"

**W: 3/11** Workday: Audition

**F: 3/13** On Collaboration

*F for Fake* (1973)

**due: Critical Assessment #2**

**Week 11:** On Moving Images

**M: 3/16** Workday: Photoshop, or Indesign, or Spark

**W: 3/18** DD? Digital Tricks Presentations I

Arola et al. "Designing Your Project"

**F: 3/20** DD? Digital Tricks Presentations II

Arola et al. "Drafting and Revising Your Project"

**Week 12:** On Planning, Storyboarding, Execution

**M: 3/23** Workday: Premiere

**W: 3/25** Workday: Premiere

**F: 3/27** NO CLASS – GCO CONFERENCE

Boyd "Inequality..." ; Lievrouw "Alternative and Activist New Media"

**Week 13:** On Editing

**M: 3/30** On Vlogging

Goldsmith "I Shoot Therefore I Am"

**W: 4/1** Workshop: Audio/Visual

Goldsmith "Lossy and Joggy"

**F: 4/3** Workshop: Audio/Visual

**due: Audio/Video Production Assignment**

**UNIT 5:** The End

**Week 14:** Conferences / Workshop

**M: 4/6** Conferences A / Workshop

**W: 4/8** Conferences B / Workshop

**F: 4/10** Conferences C / Workshop

**due: Critical Assessment #3**

**Week 15:** Presentations / Workshop

**M: 4/13** Workshop

**W: 4/15** Presentations I

**F: 4/17** Presentations II

**due: Multimodal Project**

**Week 16**

**M: 4/20** Presentations III

**W: 4/22 LAST DAY OF CLASS** – Course Evaluations

**due: Critical Assessment #4**

**IMPORTANT:** I reserve the right to adjust the schedule/assignments as needed to accommodate course goals and to better meet student needs.