ENC 1136: Multimodal Writing & Digital Literacy
Section 045A/ Class # 19453 / Fall 2021

Instructor: Alexander Slotkin
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Office Location: TBD
Office Hours: W, 10:00 – 12:00pm

Classroom: ARCH 0116
Course Website: Canvas
Class Meetings: MWF
Class Period: 7 (1:55 – 2:45pm)

"Untitled (Cockatoo with Watch Faces)," circa 1949.

COURSE DESCRIPTION

Much of what we read and write in our personal, academic, professional, and civic lives draws from multiple modes of communication. How often, for example, do we come across text-based webpages embedded with GIFs, memes, or even *YouTube* videos? And who hasn't used different fonts or styles when writing their résumé? We need to develop an expanded understanding of writing that reflects how we write in our day-to-day lives, both inside and outside the classroom. In this course, we will learn to write multimodally within digital spaces to convey creative, well-researched, carefully crafted, and attentively written information—a remarkably marketable skill.

Multimodal writing refers to any text characterized by several different modes of communication (e.g., photographs, words, sounds, or even hyperlinks) aimed at meeting a rhetorical goal, such as persuading a someone to join you for coffee □. Digital literacy, on the other hand, refers to the ability to write through virtual (electronic) platforms and/or "our fingers, our digits" (Haas, 2007, p. 84). All digital texts are multimodal. Accordingly, this course promotes the idea that multimodal *and* digital writing and research are central to academic, civic, and personal expression.

Because multimodal writing teaches rhetorical flexibility, digital literacy, and digital creativity, students in this course can expect to practice different types of writing. We begin with a focus on crafting and deciphering digital and multimodal texts, culminating in a formal written rhetorical analysis. Unit Two explores how writers make meaning using images and language before designing and creating a zine on a topic of your choice—a topic you will become an expert on by the end of the semester. Afterward, we will work on adapting our knowledge of design to virtual spaces by building and publishing a webpage on your topic before filming and/or recording an informative video essay or mini podcast series. Lastly, students will create an ePortfolio demonstrating their ability to communicate across various digital platforms, which may serve as a useful writing sample for a scholarship, internship, or graduate school application.

See Haas, A.M. (2007). Wampum as hypertext: An American Indian intellectual tradition of multimedia theory and practice. *Studies in American Indian Literature, 19*(4), pp. 77-100.

COVID-19 Statement

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones:

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including

best practices like frequent hand washing. Following these practices is our responsibility as Gators.
- o Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- o Hand sanitizing stations will be located in every classroom.

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
  - o Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - o If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

- If I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all students remotely via *Zoom*; I will give students clear instructions about joining online synchronous sessions.

I am also aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

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 inventive/creative approaches to working with digital resources and tools;
- Choosing which digital tools best serve contextual needs;
- Using problem-solving methods to navigate digital tools;
- Creating documents in ways that are multimodal;
- And appraising methods for self-guided learning about emerging digital tools (i.e. learning how to learn).

General Education Objectives

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. 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. This means that written assignments must meet minimum word requirements totaling 6000 words.

Subject Area Student Learning Outcomes: Composition

At this end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- **Content:** 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 writing projects and will be assessed on their abilities to successfully implement these practices in their own digital writing.
- **Communication:** This course is founded on 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 skills in digital communication throughout the course.
- **Critical Thinking:** 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.

General Education Learning Outcomes

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts

Ball, Cheryl E., Jennifer Sheppard, and Kristin L. Arola. *Writer / Designer*. 2nd ed., Bedford/St. Martin's, 2018.

Note: Many of the "readings" assigned in this class may 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. All other materials will be provided via course reserves or online in Canvas.

Assignments   Points   /1000

Please note that these are abbreviated descriptions. See the "Assignments" tab on Canvas for more information on each assignment, including grading rubrics.

Class Participation & Homework   **50**
Homework/Classwork & Participation (i.e., presence, attentiveness, and contributions)

Discussion Posts (x4), 200 words each (800 total)   **100**
Throughout the semester, students will be asked to complete four short analytical writing assignments. These assignments are designed to help you complete an upcoming paper assignment; they are not busywork. As such, your posts should be clear, concise, and carefully edited.

Peer Review Letters (x4), 200 words each (800 total)   **100**
Students will be expected to peer review one another's work according to a standard set of guidelines we draw up as a class. You should aim to read your peers' work as seriously as the *peer*-reviewed, scholarly articles we read.

Rhetorical Analysis, 800 words   **125**
For this assignment, students will be expected to compose a rhetorical analysis of a multimodal text (broadly construed) of their choice in the form of a standard essay.

Please Note: The following *four* assignments will focus on a single subject of your choice. Thus, you will want to pick a subject that both interests you and 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, therefore, selecting a topic that ties to disciplines you wish to engage throughout your academic, professional, and personal lives. I will provide more details about how to select a subject.

Zine, 1000 words   **125**
For this assignment you will write and produce a short zine-style essay that incorporates still images as a central mode for conveying information. This assignment asks you to consider the relationships between text and images in how you write and include images when conveying information to an audience. The zine will focus on the subject you intend to work with throughout on the next two assignments.

WebText, 700 words   150

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.

Podcast/Video Essay and Transcript, 900 words   150

This assignment requires you to develop two podcast episodes *OR* one video essay on the subject you are working on. The length of each podcast episode should be between three and five minutes long and will require students to combine audio and text. Students who elect to create video essays must produce a video (the combination of text, audio, and visuals) that is between five and ten minutes in length. The textual component of each type of project will be your transcripts or storyboards. All students will be required to practice scripting, recording, revising, editing, rendering, and posting audio or audio-visual texts.

Final Multimodal Portfolio, 1000 words   200

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. This portfolio will extend the webtext 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.

Grading Scheme

Assignments	Words	Points
Class Participation & Homework	N/A	50
Discussion Posts	4 x 200 = 800	4 x 25 = 100
Peer Review Letters	4 x 200 = 800	4 x 25 = 100
Rhetorical Analysis	800	125
Zine	1000	125
Webtext	700	150
Podcast/Video Essay and Transcript	900	150
Final Multimodal Portfolio	1000	200
Total	*6000*	*1000*

Course Policies

You must complete all assignments to receive credit for this course.

Attendance

Because we will be incrementally building writing skills together throughout the semester, all of what we do in and for class is important and difficult to make up. You are therefore required to attend class, review course material, and complete all writing assignments. ***Attendance will be taken based on your participation, as well as your presence.***

Failure to be present and attentive in class will be counted as an absence. Students who accrue four or more absences will earn a lowered course grade (e.g., an "A" will become an "A-," an "A-" will become a "B+," and so on). ***More than six absences will result in failure from the course.*** Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (e.g., for emergencies or major illness) as you would for any job.

The university exempts from this policy ***only*** absences involving university-sponsored events (e.g., athletics and band) and religious holidays. Any absence related to university-sponsored events and religious holidays must be discussed with me prior to the date that will be missed. ***Absences due to illness may be excused if I am presented with a doctor's note.*** For more information on UF's attendance policies, please see: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Please Note: If you are absent, it is your responsibility to make yourself aware of syllabus due dates and assignments. You will ***not*** earn credit for any activity you miss due to absence. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness
Students who enter class after attendance is taken are late, which disrupts the entire class. *Three instances of tardiness count as one absence*.

Preparation and Participation
Come to class prepared. Read and think carefully about the texts we will be discussing before each class. *Reading the text in preparation for class is required, not optional*. If you come to class prepared, you will find class discussion and activities much more interesting than if you come to class unprepared. Additionally, coming to class prepared will help you to take better notes, a major benefit when completing writing assignments. Students are expected to contribute constructively to each class session.

Etiquette
Students are expected to behave with respect, both to each other and to the instructor. Beside your own intellectual growth, this course is also about what we do together as members of the UF community. Inappropriate language or tone of voice, interruptions, dominating class discussion, and other behaviors that might impede the creation of a safe and comfortable learning environment will not be tolerated. We cannot discuss and debate ideas without respect for our friends and their intellectual growth. Treat your peers' writing as seriously as the articles and/or books we might read.

Policy on Recording Classes
A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:

1. For the student's own personal educational use;

2. In connection with a complaint to the University where the recording is made;

3.   And as evidence in, or in preparation for, a criminal or civil proceeding.

Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.

A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.

A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

A recording of a class lecture may not be published without the consent of the lecturer.

- **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
- A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UF's Policy on Sexual Harassment
The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed toward any and all members of the community: https://titleix.ufl.edu/policy-statement/.

Paper Format and Submission
Unless explicitly stated, all papers must be submitted as either an MS Word (.doc or .docx) or PDF (.pdf) document to Canvas. Final drafts should be polished and presented in a professional manner. Additionally, all papers (unless explicitly stated otherwise) must be written in 12-point Times New Roman/Arial font and double-spaced with 1-inch margins. Sources used _must_ be cited in accordance with the APA style guide.

Late Submissions
Late submissions will incur a ten-point penalty for each day they are late. All assignments and projects are due by their designated due date and time. I may consider extenuating circumstances, but you must contact me in writing at least twenty-four hours before the assignment is due and provide relevant documentation.

Paper Maintenance Responsibilities

Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Academic Honesty and the Definition of Plagiarism

UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing;
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted;
3. Submitting materials from any source without proper attribution;
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

Accommodations

Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/), which will provide appropriate documentation to give your instructor early in the semester.

Students in Distress

Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: https://counseling.ufl.edu/

A student with an increased risk for severe illness from COVID-19, as determined by the CDC (Links to an external site.), can register with the Disability Resource Center to request a temporary course modification and/or academic accommodation. The student will need to provide medical documentation that identifies their diagnosis and their medical provider's concerns related to possible COVID-19 exposure. Students should be mindful that remote course access is not always a feasible modification for every course. The DRC will work in partnership with the student's instructor to determine a reasonable modification that meets the course requirements while considering the student's concerns for exposure. Students can begin the process to register with the DRC by completing the form located on the DRC website (Links to an external site.). For questions, please contact the DRC at 352-392-8565 or drc@ufsa.ufl.edu

The following is a list of campus resources, as well as their contact information and/or location, should you need it:

U Matter We Care	**Website:** http://umatter.ufl.edu **Email:** umatter@ufl.edu **Phone:** 352-294-2273 (CARE)
Dean of Students	**Website:** https://dso.ufl.edu/ **Location:** 202 Peabody Hall **Phone:** 352-392-1261
Counseling and Wellness Center	**Website:** https://counseling.ufl.edu/ **Location:** 3190 Radio Road **Phone:** 352-392-1575
Field and Fork Pantry	**Website:** https://fieldandfork.ufl.edu/ **Location:** Near McCarty B **Phone:** 352-294-2208
Student Health Care Center	**Website:** http://shcc.ufl.edu/ **Location:** Multiple locations **Phone:** 352-392-1161

Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. See https://writing.ufl.edu/writing-studio/ to learn more.

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). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.

For information on UF Grading policies, see:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: https://evaluations.ufl.edu/evals/Default.aspx

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.)

Course Schedule

The course schedule below is subject to change. I will notify students of any changes to the schedule well in advance. Students should check their emails and Canvas regularly for important updates. Readings and/or assignments should be completed **before** coming to class.

Date	Topics and Activities	Readings and Assignments
Unit 1: Writing Multimodally & Digitally		
Week 1: Introductions		
M 8/23	-Introduction to Multimodal Writing and Digital Literacy -*Introduce Rhetorical Analysis*	- *Writer/Designer* CH 1 (hereafter "*WD*") (pp. 3-11) -SKIM "The Language of Multimodal Texts" Canvas
W 8/25	-Discuss Multimodal Writing -Explore Multimodal Texts	-*WD* CH 1 (pp. 12-20; 22-23)
F 8/27	-Identifying and Analyzing Assemblages	-"Backpacks Vs. Briefcases: Steps Toward Rhetorical Analysis" Canvas (pp. 45-57)
Week 2: Rhetoric and Multimodal Writing		
M 8/30	**-Discussion Post #1 Due by Beginning of Class** -Share Discussion Post #1 -Discuss and Define Rhetoric	-*WD* CH 2 (pp. 34-43)
W 9/1	-Discuss the Rhetorical Situation -Rhetorical Analysis Activity	-*WD* CH 2 (pp. 44-50)
F 9/3	-What Makes Design Rhetorical? -Design Analysis Activity	-"Never Gonna GIF You Up: Analyzing the Cultural Significance of the Animated GIF" Canvas (pp. 1-9) -*WD* CH 3 (pp. 60-67)
Week 3: Genre		
M 9/6	-Introduce Genre -Discuss Genre's Influence on Rhetoric and Multimodality	-*WD* CH 3 (pp. 67-76; 83)
W 9/8 **Asynchronous**	- Genre Continued	-"Shitty First Drafts," Canvas (pp 1-2) -At Least ¾ of Paper Due Tomorrow (600 words, +/- 50)
F 9/10 **Synchronous**	- Peer Review	-Read *WD* CH 4 (pp. 86-89) **-Peer Review Letter Due @ 11:59pm**
Unit 2: Image-Text		
Week 4: Beginning a Long-Term Multimodal Project		
M 9/13 **Asynchronous**	**-Multimodal Rhetorical Analysis Due by Beginning of Class** - *Introduce Zine Assignment*	-*WD* CH 4 (pp. 90-91) -"Introduction to Zines" Canvas (pp. 4-12) -Begin brainstorming topic(s)

W 9/15	-Practice Reading Visual Texts	-*WD* CH 4 (pp. 92-95) -"Introduction to Zines" Canvas (pp. 13-26; 30)
F 9/17	-Audience Analysis Activity	-*WD* CH 5 (pp. 118-119) -Explore the *Queer Zine Archive Project*
Week 5: Design(ing Content)		
M 9/20	**-Discussion Post #2 Due by Beginning of Class** -One on One Conferences	-Excerpt(s) from "Print, Space, and Closure," Canvas -"A Graphic Designer's Guide to Visual Hierarchy," Canvas
W 9/22	-Writing in (White) Space	-*WD* CH 5 (pp. 120-127) -SKIM "Thinking With Type: Letter, Text, Grid," Canvas
F 9/24	-Case Study Analysis	
Week 6: Workshopping		
M 9/26	**-Individual Meetings**	-*WD* CH 6 (pp. 160-165)
W 9/29	-Workshop	-At Least ¾ of Zine Due Tomorrow (700 words, +/- 50)
F 10/1	-Peer Review	**-Peer Review Letter Due @ 11:59pm**
Unit 3: Webtext		
Week 7: HTML & WordPress		
M 10/4	**-Zine Due by Beginning of Class** *-Introduce Webtext Assignment* -Website analysis	-"HTML Tutorial: Introduction, Basic, Elements, Attributes, Headings, Paragraphs, Styles, Formatting" Canvas
W 10/6	-HTML Tutorial -WordPress Introduction	-Complete "HTML Exercises: Attributes, Headings, Paragraphs, Styles, Formatting," Canvas -"HTML Accessibility," Canvas
F 10/8	**Homecoming / No Class**	
Week 8: Social Media		
M 10/11	**-Discussion Post #3 Due by Beginning of Class** -Website Wireframe Exercise	-"How to Make the Internet an Experience Accessible to Everybody," Canvas -"Accessible Social Media," Canvas
W 10/13	-Digital Accessibility	-"Social Media Classroom Activities," Canvas
F 10/15	-Social Media Activity	
Week 9: Workshopping		
M 10/18	-Tips and Tricks for Internet Writing	
W 10/20	-Workshop	-At Least ¾ of Webtext Due Tomorrow (500 words, +/- 50)
F 10/22	-Peer Review	**-Peer Review Letter Due @ 11:59pm**

Unit 4: Audio, Visuals, and Texts		
Week 10: Introduction to Podcasts and Video Essays		
M 10/25	**-Webtext Due by Beginning of Class** -NYT The Playlist Activity -Sound and Video Activity	-"Inside the Podcast Brain: Why Do Audio Stories Captivate?," Canvas -"The Video Essay," Canvas
W 10/27	*-Introduce Podcast/Video Essay Assignment* -Share and Discuss Playlists -Look at examples of podcasts and video essays	*-WD* CH 6 (pp. 147-160; 166-170)
F 10/29	-In class analysis of video essay and podcast narratives	*-WD CH* 7 (pp. 181; 191-196) - Read & Watch "Video Essays: Storyboards," Canvas (3:10)
Week 11: Storytelling and Composition		
M 11/1	-Watch "F for Fake (1973) – How to Structure a Video Essay" -What makes for a good script or storyboard?	-Read at least three of the tips from "The Journey From Print to Radio Storytelling: A Guide for Navigating a New Landscape," Canvas
W 11/3	-Scripting & Storyboarding	-"The Podcaster's Guide to Transcribing Audio," Canvas
F 11/5	-Scripting & Storyboarding Workshop	-SKIM "Audacity Tutorial," Canvas
Week 12: Production		
M 11/8	**-Discussion Post #4 Due** -Audacity Activity	*-WD* CH 7 (pp. 172-180) -Explore "Podcasts: Sound Strategies for Sonic Literacy," Canvas
W 11/10	-iMovie / Premiere Activity	*-WD* Ch. 7 (pp. 187-190)
F 11/12	-In-Class Workshop	
Week 13: Editing		
M 11/15	**-Individual Meetings**	
W 11/17	-Editing/Clarity	
F 11/19	-Editing Activity	-At Least ¾ of Video/Podcast & Transcript Due Monday (650 words, +/- 50; 3-7 minutes of content)
Week 14: Peer Review		
M 11/22	-Peer Review	**-Peer Review Letter Due @ 11:59pm**
W 11/24	**Thanksgiving Break**	
F 11/26	**Thanksgiving Break**	
Unit 5: Final Portfolios		
Week 15: Portfolio		
M 11/29	**-Audio/Video Project Due** -Podcast/Video Essay Showing *-Introduce Portfolio Assignment*	"ePortfolio: Core Activities and Basic Elements," Canvas "What is Reflection in an ePortfolio," Canvas
W 12/1	-Discuss Readings -Look at Sample Portfolios	

F 12/3	-Workshop	
Week 16: Portfolio		
M 12/6	-End of Semester Reflections **-Eat (Prepackaged) Treats!**	
W 12/8	**Last Day of Class!** -Work on your ePortolfio	**-Final Portfolio Due Monday (12/13) @ 11:59pm**

Grading & Course Credit Policies

Grading for this course will be rigorous. If an assignment or project illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment or project will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, *every* assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive ZERO credit.** Please note that reference, work cited, and bibliography sections/pages do not count toward the word requirement.

More information on UF grading policies may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades.

Grading Scale

A	4.00	93-100 (%)	930-1000 (pts.)	C	2.00	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.00	83-86	830-869	D	1.00	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	00-59	000-599

General Grading Rubric

While different writing assignments are assessed or graded according to individualized criteria—all of which may be found on Canvas—the following is a general overview of the grading criteria I follow:

A	"A" papers far exceed the goal of the assignment. The drafts are thoughtful, the writing is clear, the content is sophisticated and demonstrates critical thinking, and the reflection is candid and shows growth. Since careful editing and proofreading are essential in effective, technical communication, "A" papers must be free (or mostly free) of typos and grammatical or mechanical errors.
B	"B" papers meet and sometimes exceed the goal(s) of the assignment. Perhaps there are some mechanical or organizational issues, or the process is not what it should be, or the thinking could be more developed. Papers in this grade range are adequate and/or complete in content, organization, and style, but need further revision.
C	"C" papers fall short of the goal(s) of the assignment in some way. They might not demonstrate critical thinking, or they might not include part of the process, or fail to

	show significant revision based on feedback. Papers that fall into this grade range are, at a minimum, complete in content and logically ordered. "C" paper may also feature a straightforward but unremarkable style, imprecise word choice, and/or numerous mechanical errors.
D	"D" papers fall significantly short of the goals of the assignment, are missing significant pieces, or show a significant lack of clarity and effort. For "D" papers, the content (and support) is often incomplete and/or the organization is hard to discern. The ideas presented in papers that fall into this grade range are oversimplified or superficial and/or are not organized around a central argument. Attention to style and mechanics in "D" papers is uneven and/or nonexistent.
E	"E" letter grades are typically reserved for missing assignments and plagiarized work. Any paper that is short of the word requirement, does not demonstrate an awareness of the task at hand, and/or is sufficiently deficient across the board in terms of content, organization, mechanics and style will also earn an "E" mark.