ENC 1136: Multimodal Writing/Digital Literacy

SECTION #045A, Class #20919

Fall 2020

Instructor Name: Brianna Anderson
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<mark>**Synchronous (Live Discussion) Class Meetings on Zoom: Wednesdays from 1:55 pm to 2:45 pm**</mark>
Asynchronous Class Activities on Canvas: Mondays and Fridays
Office Location and Hours: On Zoom by appointment. Email me with your availability and I will be happy to schedule a meeting with you.
Course website: Canvas

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.

This class was originally designed as a face-to-face class, but due to the exceptional circumstances with the covid-19 outbreak this year it has been changed to an online class. We will meet synchronously (live) on Zoom every Wednesday during period 7 (except for week 2, when will meet on Friday; see schedule below). On Mondays and Fridays, students will be responsible for completing assigned discussion posts, peer reviews, writing workshops, and other online activities through Canvas. All online activities are due by 11:59 pm on the day of the class.

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 mutimodal 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).

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:

1. **Content**: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
2. **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.
3. **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

REQUIRED MATERIALS

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 other materials will be provided via Course Reserves or Online in Canvas.

COURSE POLICIES

Course Credit: You must complete all *assignments* to receive credit for this course.

Attendance: Because we will only meet synchronously once a week, attendance during our live Zoom discussions is not only mandatory, it is essential. **You are allowed to miss two 50-minute synchronous sessions**. **Each 50-minute absence after three will lower your final grade by 3%.**

- **If a student misses five 50-minute synchronous sessions during a semester, they will fail the entire course.**
- Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.
- When you are absent, it is your responsibility to find out what you've missed and come to the next class prepared; contact a classmate or the instructor to find out what work you've missed. It is also your responsibility to make yourself aware of all due dates.

Tardiness: Being tardy (more than 5 minutes late) 3 times constitutes 1 absence.

Classroom Behavior: I will not tolerate any rude, coarse, or offensive remarks based upon race, gender, ability, or sexual identity, in written assignments or in class discussion. In addition, please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Many of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In-Class Work: You must be present for all in-class activities to receive credit for them. In-class work cannot be made up.

Technology: Due to both the subject of the class and the online format, we will heavily rely on technology throughout the semester. During synchronous Zoom sessions, students should be attentive and on topic. Students should also be conscious and respectful of others when using the microphone, screen sharing, and chat functions during class sessions.

Paper Format & Submission: All papers should be formatted per MLA 8th edition standards (TNR 12, double-spaced, one-inch margins, MLA header, and MLA citations) and submitted to the assignment on Canvas as a .doc or .docx file. **Please note that failure of technology is not an excuse for missing or late assignments, so plan your time accordingly.**

Late Papers/Assignments: Assignments that are submitted late will lose ten percent off their final grade for each day that they are late. After three days, I will not accept late papers. **Note:** No peer review activities will be accepted late. Please be respectful of your classmates' time.

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 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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.

2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

3. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. Plagiarism can occur even without any intention to deceive if you fail to understand and employ proper documentation techniques. When in doubt, ask for help!

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

Wellness/Counseling: 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/

Harassment: 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 towards any and all members of the community: https://titleix.ufl.edu/policy-statement/

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

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.

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

GRADE DISTRIBUTION

(See below for Assignment Details and Grading Scale)

Assignment	Min. Word Count	Point Value	% of Final Grade
Participation	N/A	130 points	13%

Weekly Discussion Posts	10 posts x 150 words = 1,500 words total	10 posts x 12 points each = 120 points total	12%
Digital Trick Presentation and Write Up	200 words	50 points	5%
Twine Game	1,000 words	150 points	15%
Image/Text Project	1,000 words	150 points	15%
Recess Media Podcasts / Video Assignment	1,000 words	200 points	20%
Final Multimodal Portfolio	1,300	200 points	20%
Total:	**6,000 words**	**1,000 points**	**100%**

GRADING SCALE

A	930-1000		B-	800-829		D+	670-699
A-	900-929		C+	770-799		D	630-669
B+	870-899		C	730-769		D-	600-629
B	830-869		C-	700-729		E	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.

ASSIGNMENT DESCRIPTIONS

All assignments will be explained in detail in class, and rubrics will be posted in Canvas.

Participation (13% of final grade)

Students are expected to read/view the assigned materials before class. Consistent participation in class discussions and activities, as well as demonstrated knowledge of the assigned readings, will contribute to this portion of the final grade.

Participation in weekly online writing workshops and peer review activities is also included in this grade.

Digital Trick Presentation and Write Up (200 Words, 5% of final grade)

Technology changes quickly, and many of the platforms and tools that we discuss in this class will likely soon become obsolete. As a result, developing multimodal and digital literacy is less about mastering one particular tool, and more about *learning how to learn*—the ability to find new tools, tutorials, and resources and to teach oneself new skills.

For this assignment, you will find a useful digital tool or technique ("trick") that we do not address in class and share it with your peers during a brief, in-class demonstration. You will also create a short write up with relevant links, screenshots, and resources to post in Canvas, so that your classmates can refer to your trick throughout the semester.

10 Discussion Board Posts (1500 Words, 12% of final grade)

Throughout the semester, there will be numerous assigned readings/viewings for you to respond to. For each discussion board post, you will analyze and reflect on the readings, generate two class discussion questions, and respond to at least two classmates' posts. **(Note: There are 11 opportunities for discussion posts, but students only have to complete 10 of their choice.)**

"Choose Your Own Adventure" Twine Game (1,000 Words, 15% of final grade)

Twine is an interactive story generator that uses HTML, CSS, and Javascript to create adventure games. The player encounters a series of branching paths, and they must choose which path to take as they progress through the narrative. (Think of Netflix's *Black Mirror: Bandersnatch*.)For this assignment, you will use Twinery or another Twine platform to create an interactive game that includes at least 10 "choices" for the reader. This project requires students to script and plot the narrative, use HTML and CSS to create the game, and revise the project based on their peers' feedback.

Image/Text Assignment (1,000 words, 15% of final grade)

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, picture book, or comic** 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.

Recess Media Episodes (Podcast or Video) (1,000 Words, 20% of final grade)

For this assignment, you will research aspects of children's media (literature, film, television, video games, toys, etc.) and generate multimodal projects about your chosen subjects. **You may**

choose to either create 2 short audio podcast episodes or 1 longer video. Each podcast episode must be at least 3 minutes long and no more than 5 minutes each. The video must be at least 5 minutes long (no more than 10 minutes) and include both audio and visual components. All submitted assignments must include a bibliography including at least 3 outside sources. The assignment will require students to compose and revise episode scripts, record episodes, and revise and edit episodes.

Completed projects will be published on RecessMedia.org, a website created by UF's Center for Children's Literature and Culture.

Final Multimodal Portfolio (1,300 Words, 20% of final grade)

The final assignment for the course brings together the previous assignments in order to create a digital portfolio project that represents your semester's work in total. 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.

This portfolio will include three (3) 300-word creator's statements for specific assignments and one (1) 400-word course reflection.

COURSE SCHEDULE

Note: Readings and assignments are subject to change. Pay attention to Canvas and announcements in class.

READINGS AND DUE DATES
Week 1

Monday 8/31	Welcome to ENC 1136. Read the syllabus and make sure that you are familiar with Zoom.
Wednesday 9/2	Zoom Discussion: Course Introduction / What is Multimodal Writing?
Friday 9/4	Read Arola et al. "What are Multimodal Projects?" (Canvas)

Week 2
Unit 1: Interactive Fiction

Monday 9/7	**No class – Labor Day**
Wednesday 9/9	Jones and Hafner "Mediated Me" (Canvas) **Due:** Discussion Post #1
Friday 9/11	Zoom Discussion: Discuss "Interactive Storytelling - Intro to Twine" and "The Temple of No": https://crowscrowscrows.itch.io/the-temple-of-no

Week 3

Monday 9/14	Watch "Harvesting Interactive Fiction" Play "My Father's Long. Long Legs" http://correlatedcontents.com/misc/Father.html **Due:** Discussion Post #2
Wednesday 9/16	Zoom Discussion: Discuss Monday's readings, "A Kiss", and "Queers in Love at the End of the World"
Friday 9/18	Watch "Twine 2.0 Tutorial: The Basics" **Due:** Introductory Twine Game Activity

Week 4

Monday 9/21	Read Making Interactive Fiction: Narrative Design for Writers [Part 1](#) and [Part 2](#) **Due:** Discussion Post #3
Wednesday 9/23	<mark>Zoom Discussion:</mark> Discuss ["Man of Medan Gameplay – Part 1"](#)
Friday 9/25	Watch ["How to Add Images to Twine Games"](#) **Due:** Writing Workshop for Twine Game
Week 5	
Monday 9/28	Read ["Three Solutions to Three Problems in Interactive Fiction"](#) **Due:** Discussion Post #4
Wednesday 9/30	**Due:** Peer Review Workshop: Twine Game Play-through
Friday 10/2	<mark>**Final version of Twine Game due in Canvas by 11:59 pm**</mark>
Week 6	
Unit 2: Image/Text	
Monday 10/5	"How to Read Nancy" by Mark Newgarden and Paul Karasik (Canvas) Read Emily Carroll's ["His Face All Red"](#) **Due:** Discussion Post #5
Wednesday 10/7	<mark>Zoom Discussion:</mark> Discuss ["Introduction to Zines"](#) and [the Queer Zine Archive Project](#)
Friday 10/9	**Due:** Comics Analysis Activity
Week 7	
Monday 10/12	Read Nodelman "Decoding the Images: How Picture Books Work" **Due:** Discussion Post #6
Wednesday 10/14	<mark>Zoom Discussion:</mark> Read Nathalie op de Beeck "Image"
Friday 10/16	**Due:** Photoshop or Adobe Spark Practice Activity
Week 8	
Monday 10/19	Read ["Text](#)," "[Letter](#)," "[Grid](#)" **Due:** Discussion Post #7
Wednesday 10/21	**Due:** Image / Text Peer Review Workshop

Friday 10/23	**Image / Text Project due in Canvas by 11:59 pm**
Week 9	
Unit 3: Audio and Video	
Monday 10/26	Read Wen "Inside the Podcast Brain" and "The Growth of Podcasts and Why It Matters" **Due:** Discussion Post #8
Wednesday 10/28	Zoom Discussion: Browse RecessMedia.org website and listen to sample clips
Friday 10/30	**Due**: Audacity Activity
Week 10	
Monday 11/2	Listen to *1619*, Episode 2 and *Welcome to Nightvale*, Episode 13 **Due:** Discussion Post #9
Wednesday 11/4	Zoom Discussion: Blevins "Podcasts: Sound Strategies for Sonic Literacy" (Canvas)
Friday 11/6	**Due:** Audio/Video Project Research Activity
Week 11	
Monday 11/9	Read "The Video Essay" and watch "F for Fake (1973) - How to Structure a Video Essay" **Due:** Discussion Post #10
Wednesday 11/11	**No Class – Veterans Day**
Friday 11/13	**Due:** Audio / Video Project Scripting Workshop
Week 12	
Monday 11/16	Read Jessica Green's "Understanding the Score" (Canvas) **Due:** Discussion Post #11
Wednesday 11/18	Zoom Discussion: Read "The Video Essay Process" and watch "The Rocket on the Roof"
Friday 11/20	**Due:** IMovie / Premier Activity Day
Week 13	
Monday 11/23	Audio / Video Project Peer Review Workshop
Wednesday 11/25	**No Class – Thanksgiving Break**
Friday 11/27	**No Class – Thanksgiving Break**
Week 14	

Wrapping Up and Final Reflections	
Monday 11/30	**Audio/Video Project due in Canvas by 11:59 pm**
Wednesday 12/2	Zoom Discussion: "What is Reflection in an E-Portoflio?"
Friday 12/4	Final Portfolio Workshop
Week 15	
Monday 12/7	Final Portfolio Peer Review
Wednesday 12/9	Wrapping Up and Course evaluations
Friday 12/11	**No Class – Reading Days**
Week 16	
Monday 12/14	**Final Portfolio due in Canvas by 11:59 pm**