ENC 1136 Multimodal Writing & Digital Literacy

"Communicating through Play"

(Section 9006, Class# 19220)

Fall 2025

Instructor Name: Lillian Marie Martinez

Course Meeting Times & Locations: Zoom, MWF (12:50-1:40 PM)

Office Hours & Locations: Zoom, T 11-1 PM or by appointment

Course Website: Canvas

Instructor Email: martinez.lmarie@ufl.edu

Course Description

This course teaches students how to compose and circulate creative, well-researched, carefully crafted, and attentively written multimodal documents on digital platforms.

Digital writing and research are central to academic, civic, and personal expression. From Sunday Comics to Dungeons & Dragons Podcasts, our increasingly technological age continuously merges print media, visual media, and digital media to engage audiences around the world. We will focus on multimodal texts that require digital interactivity, or those that communicate through "play" (e.g. comics, video games, websites, and dungeons and dragons).

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;
- Using digital media as a form of communication, focusing on audience understanding, navigation, and experience;
- Demonstrating inventive and creative approaches when working with digital resources and tools;
- Choosing which digital tools best serve contextual needs;
- Creating documents in a variety of 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)

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.

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 problem

Required Materials

- Zoe Thorogood, *It's Lonely at the Centre of the Earth*
- Shaun Tan, *The Arrival*

Assignments

- Pen Pals 10% (750 words)
- Webomic Strip 10% (500 words)
- Videogame Menu 10% (750 words)
- Snack Content 10% (750 words)
- Zine 10% (1000 words)
- Digital Literacy & Dragons 20% (1250 words)
- Portfolio Website 20% (1000 words)

Assignment Descriptions

Pen Pal Due 9/4, 9/11

Students will write a formal letter (500 words) that invites another student to discuss a topic of interest to them. Recipients will write a response letter (250 words) to the sender that critical engages with the topic introduced to them. Student letters will be printed and brought to class to be hand delivered to their recipients in sealed envelopes.

Webcomic Strip Due 9/18

Using Sunday comics, webtoons, and webcomics as inspiration, students will create a webcomic strip of three to five panels. They will write an accompanying essay that explains their creative choices (500 words). This essay should reference assigned primary and secondary course readings to discuss how their creative choices rhetorically echo their comic's content.

Videogame Menu Due 9/30

Students will create secondary media for an imagined video game. This secondary media may include heads up displays, maps, character designs and descriptions, bestiaries, music, menus, etc. Students will write an accompanying essay (750 words) addressing: 1) why their secondary media is necessary for their imagined game's story; 2) how their secondary media aids in revealing the game's genre and themes; and 3) how it rhetorically appeals to their imagined audience.

Snack Content Due 10/9

We live in an era of bite-sized content perfect for quick consumption during our daily routines! So, let's make some ourselves! Students will analyze existing short form content online and create a YouTube short. This project will center on the students' area of interest and fit one or more of the following categories: education, entertainment, comedy, blogs, and/or gaming. Student will submit an accompanying landscape analysis (750 words) on their chosen area of interest.

Zine Due 10/23

Students will create a Zine, or a handmade book, focused on a topic of interest to them. Students will use both images, text, textures, and sounds to inform their audience about their chosen topic. The Zine should include at least 250 words of text. Students will write an accompanying essay (750 words) discussing their creative progress and rhetorically analyzing two pages of their Zine.

Digital Literacy & Dragons Due 11/13

As their final creative assignment, students will showcase their skills in various media to create a Dungeons & Dragons style encounter for a group of up to 4 players. Whether with an enemy, a friendly face, a shopkeep, or a new area, students will write a script (1000 words) for their encounter. Their script should include text, reference images, and sounds. Students will also complete character sheets including a class, rolled stats, adventuring items, and character lore (250 words). Students will play through their games during Unit 3, "Transmedia Storytelling."

Portfolio Website 12/9

Students will create an online portfolio on WordPress that documents their multimodal adventures through ENC1136. This website should be public-facing, accessible, and rich with rhetorical analysis. Students will include: 1) a biographical statement (250 words); 2) a creator statement that discusses an overarching theme or themes of the student's work (500 words). Students will write a reflection (250 words) on the work they've completed during the course to submit alongside their Portfolio website link.

Course Schedule

This course schedule is subject to change.

Unit 1 From Print to the Internet	
Week 1	
F 2/22	*Course Introduction: Playful Engagement*
Week 2	
M 8/25	*Multimodal Expression* University of Michigan, "The Language of Multimodal Texts"
W 8/28	*Business Letters & Formal Emails*

	Purdue University, "Writing the Basic Business Letter"
F 8/28	*Business Letters & Formal Emails* Purdue University, "Writing the Basic Business Letter"
Week 3	
W 9/3	*Finding Your Rhetorical Situations* Laura Bolin Caroll, "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis"
F 9/5	*Iconotexts: How Comics Engage Readers* Scott McCloud, *Understanding Comics*, Ch. 2 & Ch. 3 Choose 2: *Calvin and Hobbes, Action Comics #1, Nancy, Mickey Mouse, Garfield, Peanuts, Spy vs. Spy, Dick* Tracy, and/or *Popeye* **Due:** Pen Pal Letter
Week 4	
M 9/8	*Iconotexts: How Comics Engage Readers* Scott McCloud, *Understanding Comics*, Ch. 2 & Ch. 3 Choose 2: *Calvin and Hobbes, Action Comics #1, Nancy, Mickey Mouse, Garfield, Peanuts, Spy vs. Spy, Dick* Tracy, and/or *Popeye* **Due:** Pen Pal Letter
W 9/10	*Iconotexts Go Digital: Webcomics & Webtoons* Choose 1: Alice Oseman, *Heartstopper* Rachel Symthe, *Lore Olympus*
F 9/12	*Iconotexts: Experimenting with Expression* Shaun Tan, *The Arrival* **Due:** Pen Pal Response
Unit 2 Exploring Digital Worlds	
Week 5	
M 9/15	*Video Games: Digitizing the World*
W 9/17	*Video Games: Digitizing the World*

	Jaroslav Svelch, *Player Versus Monster*, "Taming the Monster" & "The Art of the Monstrous"
F 9/19	*Video Games: Levels, Soundscapes, and Storytelling* Zach Whalen, "Play Along: An Approach to Videogame Music" **Due:** Webcomic Strip
Week 6	
M 9/22	*Video Games: Genre Storytelling*
W 9/24	*Video Games: Merging Genres* Sandfall Interactive, *Clair Obscur: Expedition 33* (Act 1 Footage)
F 9/26	*Snack Content: Storytelling on the Go* Dal Yong Kim, *Understanding Korean Webtoon Culture: Transmedia Storytelling, Digital Platforms, and Genres*, "Webtoons' Digital Sphere: Snack Culture and Binge-Reading"
Week 7	
M 9/29	*Snack Content: Webcomic Storytelling on the Go* **Choose 1:** singNsong, UMI, Sleepy-C, *Omniscient Reader* Chugong, Disciples, h-goon, *Solo Leveling*
W 10/1	*Snack Content: The Rhetorics of Online Educators* Sage the Bad Naturalist & Hannah Fry **Due:** Videogame Menu
F 10/3	*Snack Content: Planning Your Niche*
Unit 3 Transmedia Storytelling	
Week 8	
T 10/6	*Zine: Merging Mediums* Esther Watson & Mark Todd, *Whatcha, Mean What's a Zine?*, "Introduction" – "Zine Together"
W 10/8	*Zine: Autobiographical Storytelling* Zoe Thorogood, *It's Lonely at the Centre of the Earth*
F 10/10	*Zine: Autobiographical Storytelling* Zoe Thorogood, *It's Lonely at the Centre of the Earth*

	Due: Snack Content
Week 9	
M 10/13	*Zine: Workshop* Lynda Barry, *What is It?*
W 10/15	*Zine: Workshop*
F 10/17	*No Class*
Week 10	
M 10/20	*Digital Literacy & Dragons: Tabletop Gaming* *Dungeons & Dragons* Players Handbook, Dungeon Master's Guide, & Monster Manual (Excerpts)
W 10/22	*Digital Literacy & Dragons: Tabletop Gaming*
F 10/24	*Digital Literacy & Dragons: Live at Madison Square Garden* Dimension 20 Live: Gauntlet at the Garden **Due:** Zine
Week 11	
M 10/27	*Digital Literacy & Dragons: Learning the Rules to Bend the Rules* Square Enix, *Final Fantasy XIV* Player Book & Gamemaster Book
W 10/29	*Digital Literacy & Dragons: Learning the Rules to Bend the Rules* John Harper, *Blades in the Dark* Player Kit
F 10/31	*Digital Literacy & Dragons: Genre, Audience, and Goals*
Week 12	
M 11/3	*Digital Literacy & Dragons: Creating Our Encounters* Janet H. Murray, *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*, "Agency"
W 11/5	*Digital Literacy & Dragons: Character Creation & Rolls* Janet H. Murray, *Hamlet on the Holodeck: The Future of Narrative in Cyberspace*, "Immersion"
F 11/7	*Digital Literacy & Dragons: Character Creation & Rolls*
Unit 4 From the Classroom to the Internet	
Week 13	
M 11/10	*Portfolio Website: What is Public Facing Research?* **Due:** Digital Literacy & Dragons
W 11/12	*Portfolio Website: Workshop*

F 11/14	*Portfolio Website: Creating Accessible Scholarship* University of Minnesota, "Learn the 7 Core Accessibility Skills"
Week 14	
M 11/17	*Portfolio Website: Workshop*
W 11/19	*Digital Literacy & Dragons: Playing Our Campaigns*
F 11/21	*Digital Literacy & Dragons: Playing Our Campaigns*
Week 15	
M 12/1	*Individual Conferencing*
W 12/3	*Multimodal Expression: Choose Your Modality* **Due 12/8:** Portfolio Website

Grading Scale & Assessment Rubric

A: 94-100 (4.0)

A-: 90-93 (3.67)

B+: 87-89 (3.33)

B: 84-86 (3.0)

B-:80-83 (2.67)

C+: 77-79 (2.33)

C: 74-76 (2.0)

C-: 70-73 (1.67)

D+: 67-69(1.33)

D: 64-66(1.0)

D-: 60-63 (.67)

E: 0-59 (0)

Note: A minimum grade of C is required for general education credit. A grade of C− is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. Grades will NOT be rounded up at the end of the semester. For further information on UF's Grading Policy, see: http://www.isis.ufl.edu/minusgrades.html

Assessment Rubric	Satisfactory	Unsatisfactory

Content	Documents exhibit evidence of expression of ideas supporting 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 critical evaluation and synthesis of external resources when applicable and appropriate.	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 & Coherence	Textual portions of documents display identifiable, readable structure for presenting theses, content, and research. 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.	Documents lack clearly identifiable organization and/or navigation of content. Documents may lack a sense of cohesion of association between ideas and document components.
Arguments & Support	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.	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	Documents employ writing styles that support the particular context, genre, discipline, and purpose of the document in order to	Documents employ significant use of word choice inappropriate for the context, genre, or discipline. Document uses

	best address the document's audience. Style should be addressed from the sentence level through the entire document.	too many overly long, short, or awkward sentences. Documents may also use words incorrectly.
Mechanics	Documents 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.	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	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.

UNIVERSITY POLICIES AND RESOURCES

Completion

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

Attendance:

More than six (6) absences will result in automatic failure of the course. Only those absences involving university-sponsored events (such as athletics and band) and religious holidays are exempt from this policy with documentation. I will consider documented extenuating circumstances on a case-by-case basis. For further information on university attendance policy, please see: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies

Paper Format & Submission

All papers will be submitted through Canvas in an accepted electronic file format (.doc, .docx, .rtf) unless otherwise explicitly stated. Papers should be formatted in accordance with MLA formatting (Times New Roman 12pt, double-spaced, one-inch margins, MLA header, and MLA citations).

Late Papers/Assignments

Papers received late will be docked a third (1/3) letter grade for each day they are late. Papers later than three (3) days will earn a 0, save for any extenuating circumstances.

Students requiring accommodation
Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at http://gatorevals.aa.ufl.edu/students . Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via http://ufl.bluera.com/ufl Links to an external site.. Summaries of course evaluation results are available to students at http://gatorevals.aa.ufl.edu/public-results/

University Honesty Policy
University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this

course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see
https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code

In-class recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide 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. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. 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.

Procedure for conflict resolution
Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Carla Blount, Program Assistant, in the Department office (4008TUR). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office

(http://www.ombuds.ufl.edu Links to an external site.; 352-392-1308) or the Dean of Students Office (http://www.dso.ufl.edu ; 352-392-1261).

Resources Available to Students:

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 352-392-1575.

- Counseling and Wellness Center: http://www.counseling.ufl.edu ; 352-392-1575.

- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.

- University Police Department: http://www.police.ufl.edu/ ; 352-392-1111 (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; https://elearning.ufl.edu ; 352-392-4357.

- Career Connections Center: Reitz Union; http://www.career.ufl.edu/ ; 352-392-1601.

- Library Support: http://cms.uflib.ufl.edu/ask

- Academic Resources: 1317 Turlington Hall; 352-392-2010; https://academicresources.clas.ufl.edu

- Writing Studio: 2215 Turlington Hall; http://writing.ufl.edu/writing-studio/