

ENC 1136: Multimodal Writing / Digital Literacy

Spring 2020 Course Syllabus

Class / Section Number: 23692 / 9125

Location: WEIL 408A

Schedule: T 10:40 am – 11:30 am; R 10:40 am – 12:35 pm

FACULTY CONTACT INFORMATION

Instructor: Faith Boyte

E-mail: fboyte@ufl.edu

Office: Turlington Hall 4307

Office Hours: TR 1:30 pm – 2:30 pm

The best way to contact me is through e-mail. Please make sure that you put the course number (ENC 1136) in the subject line and that you send from your UFL e-mail account. Please allow a response time of one day to all e-mails.

If you would like to meet with me but cannot make it to my office hours, I am happy to arrange a time that works for both of us.

COURSE DESCRIPTION

Multimodal composition teaches digital literacy and digital creativity. Multimodal composition refers to the act of producing documents that use more than one modality to achieve its purpose. Modalities frequently used in multimodal writing include “visual, audio, gestural, spatial, or linguistic means of creating meaning” (Selfe 195).

As more and more academic, professional, civic, and personal documents rely on various media forms, it becomes crucial for students to understand that contemporary writing means more than just putting words on a page. Today, people consume written documents from many sources besides the traditional books, newspapers, and magazines. Written content is distributed on the web and conveyed via audio (podcasts) and video (*YouTube*, *Vimeo*, etc.).

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. While *multimodal* does not necessarily mean *digital* (medieval illuminated manuscripts are multimodal, for example), this course focuses on the relationship between digital literacies and multimodal writing. This course promotes digital writing and research as central to academic, professional, 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).
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REQUIRED TEXTS & MATERIALS

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 will be on-line tutorials for using the digital tools needed to compose, produce, and circulate the assigned documents. These tutorials are available from Adobe, UF's subscription to Lynda.com, and other on-line sources. Because the course focuses on hands-on, active production, the focus of readings often will be tutorials and student work for critique.

COURSE CREDIT POLICIES & GRADING

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

To satisfy the General Education requirement and the receive University Writing Requirement credit, a student must pass the course with a “C” or better **and** meet the assignments' minimum word requirements, totaling 6,000 words.

General Education Objectives

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. 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.

General Education Learning Outcomes

At this 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, and methodologies used within the subject area.
- **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 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.

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 the writing projects and will be assessed on their abilities to successfully implement these practices in their own digital writing.
- **Communication:** 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 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.

Grading Scale

A	4.0	93-100	930-1000	C	2.0	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	3.0	83-86	830-869	D	1.0	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	0-59	0-599

Grading Rubric

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

	Satisfactory (Y)	Unsatisfactory (N)
Content	Digital documents exhibit evidence of expression of ideas supporting to the document’s topic with a degree of complexity to serve the document’s purpose and successfully provide that evidence to the document’s audience. The	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.

	document will display critically evaluation and synthesis of external resources when applicable and appropriate.	
Organization and Coherence	Textual portions of digital documents display identifiable, readable structure for presenting theses, content, and research. Digital documents must also display logical or easy-to-follow navigation to guide readers through the document. Similarly, integration of multimodal components (i.e. images, video, sound) must be compatible with the document's overall organization.	Digital documents lack clearly-identifiable organization and/or navigation of content. Documents may lack a sense of cohesion or association between ideas and document components.
Argument and Support	Digital documents present ideas, claims, and evidence clearly. Connections between claims and evidence are distinct. The document does not provide generalization, instead offering concrete, specific information.	Digital documents provide generalizations and offer little or no support or evidence to a claim. Documents rely on summaries or thin narratives as the primary means of expression with no critical component.
Style	Digital documents employ writing styles that support the particular context, genre, discipline, and purpose of the document in order to best address the document's audience. Style should be addressed from the sentence level through the entire document.	Digital documents employ significant use of word choice inappropriate for the context, genre, or discipline. Document uses too many overly long, short, or awkward sentences. Documents may also use words incorrectly.
Mechanics	Papers will feature correct or error-free presentation of ideas. While documents may contain minor spelling, punctuation, or grammatical errors, such errors must be minimal and not distract	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

	from the document's purpose or readability.	or undermine the writer's credibility.
Design	Digital documents employ design strategies appropriate to the context, genre, purpose, and audience expectations and needs. Some degree of aesthetic creativity may be addressed, as well.	Design elements impede the reader's ability to navigate the document or understand the document's content. Aesthetic considerations may be addressed, as well, depending upon the context.

ASSIGNMENT DESCRIPTIONS (TOTAL POINTS POSSIBLE: 1000)

Participation, Homework, and In-Class Activities (200 points)

Students are expected to read / view the assigned materials before class. Be certain to bring materials and assigned texts to each class. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will contribute to this portion of the final grade.

Participation in writing lessons, presentations, peer review workshops, homework, and in-class activities is also included in this grade. Because much of the class will address social dynamics of multimodal writing and the class will offer workshop and collaborative time, your participation is crucial.

Born Digital: Writing on Digital Literacies (1,000 words; 100 points)

This assignment adapts the form of a literacy narrative to a digital literacy narrative. In a traditional written essay, describe your digital literacies. How do you engage with digital and multimodal texts? Do you write digitally? Do you read digitally? Think of this assignment as a self-assessment of your digital literacies.

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

Image / Text Zine (1,000 words; 100 points)

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. The document will focus on the subject you intend to work with throughout your assignments. This assignment asks you to consider those relationships in how you write and include images when conveying information to an audience.

Podcast and Transcript (1,000 words; 100 points)

This assignment requires you to develop 1-5 podcast episodes about the subject you are working with. Episodes may be as long as fifteen minutes or as short as three minutes. If you opt to produce shorter episodes, you will need to produce multiple episodes to total at least

ten minutes of program time. If you opt to produce a longer episode, you must produce a minimum of ten minutes of program time. Please do not submit more than fifteen minutes of program time. The assignment will require scripting and revising episodes, recording episodes, revising and editing episodes, rendering episodes, and posting episodes.

Video Essay (1,000 words; 100 points)

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

WebText Assignment (1,000 words; 100 points)

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.

Final Portfolio (1,000 words; 300 points)

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

COURSE POLICIES

Attendance

Attendance in this class is mandatory. You are permitted **three (3)** unexcused absences without penalty. However, each subsequent unexcused absence after three (3) will lower your final grade by a third (**1/3**) letter grade (ex. A to A-, B- to C+). **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.

Absences will be excused in accordance with UF policy, including for illness, religious holidays, military obligation, or university-sponsored events. Absences related to university-sponsored events and holidays must be discussed with the instructor **prior to the date that will be missed.** If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: **Three (3)** instances of tardiness count as **one (1)** absence. Arriving after attendance is taken means you are late.

For further information on university attendance policy, please see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some 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 Technology

While it is acceptable to take notes on a laptop, being distracted, or causing distraction, by doing non-class work is not, and you will be required to shut down your laptop. All other electronic devices are not permitted, except as specifically announced by the instructor beforehand. You will be expected to print out and bring in hard copies of the readings, which will be made available through Canvas. Texting in class is extremely rude and is not permitted.

Paper Format & Submission

Unless explicitly stated, all papers will be submitted as either an MS Word (.doc or .docx) documents or a PDF (.pdf) to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Revisions

I allow revisions of **two** formal assignments. You will only be allowed to revise assignments that receive a B- or below. The revised grade will completely replace the original.

Revisions are due within two weeks of the date that I hand back graded assignments. If you wish to revise, you must:

1. schedule an appointment with me to discuss your plan for revision;
2. have a meeting with a Writing Studio tutor;
3. and re-submit your assignment with a revision memo (see separate instructions on Canvas).

If you plagiarize and receive a B- as the penalty, you will not be allowed to revise the paper.

Late Papers / Assignments

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse. However, if you require an extension, please send me an e-mail at least 24 hours in advance of the assignment's due date.

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.

Examples of Plagiarism from the Current UF Student Honor Code: 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:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- 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.
- Submitting materials from any source without proper attribution.
- 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.

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

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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Accessibility / Disability

Students with accessibility needs 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.

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.

Counseling and Wellness

Students who are in distress or who are in need of counseling or urgent help: please contact U Matter We Care [<http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE)] 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/>.

U Matter We Care: <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE)
 Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261
 Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208

Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161

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/>

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 or [Habitat for Humanity](#).)

SCHEDULE OF CLASSES AND ASSIGNMENTS

I reserve the right to change the course schedule this semester; I will always notify you in advance of any changes and will post revisions on Canvas.

Unless otherwise noted, all readings are due on the day they appear on the schedule, and all homework assignments are due by 11:59 pm on the day they appear on the schedule.

WD = *Writer / Designer*, 2nd ed.

CNV = Canvas

Date	Readings	Assignment Due
Unit 1: Introduction to Multimodal Writing & Digital Literacy		
Week 1: Multimodal Writing & Digital Literacy		
T 01/07	Introduction to the Course Syllabus	
R 01/09	<i>WD</i> , Chapter 1: "What Are Multimodal Projects?" U of Michigan, "The Language of Multimodal Texts," CNV	
Week 2: Rhetorical Analysis & Multimodal Writing		
T 01/14	<i>WD</i> , Chapter 2: "How Does Rhetoric Work in Multimodal Projects?" Carroll, "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis," CNV	Meme / GIF Assignment due Wednesday at 11:59 pm
R 01/16	Davison, "The Language of Internet Memes," CNV Miltner and Highfield, "Never Gonna GIF You Up: Analyzing the Cultural Significance of the Animated GIF," CNV	Rhetorical Analysis Assignment due Sunday at 11:59 pm
Week 3: Stop Motion Filmmaking & Composition		
T 01/21	<i>WD</i> , Chapter 3: "Why is Genre Important in Multimodal Projects?" <i>Stop Motion Magazine</i> , " The History of Stop Motion ," CNV Penn State U, " Stop Motion: A History and a Process ," CNV Tomlinson and Kuthy, "Animating Imaginary Worlds: Animation Principles," CNV	Stop Motion Assignment: Video Description due Wednesday at 11:59 pm

R 01/23	<p>Stop Motion Workshop</p> <p>Tomlinson and Kuthy, “Animating Imaginary Worlds: Creating Cut-Out Animation,” CNV</p> <p>Tomlinson and Kuthy, “Tutorial: Invisible Thread-and-Tape Hinges for Cut-Out Puppets,” CNV</p> <p>Tomlinson and Kuthy, “O!Snap Tutorial,” CNV</p>	<p>Born Digital: Writing on Digital Literacies due Monday at 11:59 pm</p> <p>Stop Motion Assignment: Final Video due Monday at 11:59 pm</p>
Unit 2: Image / Text Zines		
Week 4: Introduction to Visual Rhetoric, Comics, and Zines		
T 01/28	<p>Stop Motion Video Presentations</p> <p><i>WD</i>, Chapter 4: “How Do You Start a Multimodal Project?”</p> <p><i>Seeing and Writing</i>, “Reading Visual Texts,” CNV</p>	<p>Subject / Theme Selection due Wednesday at 11:59 pm</p>
R 01/30	<p>McCloud, “Stories for Humans,” CNV</p> <p>Newgarden and Karasik, “How to Read Nancy,” CNV</p> <p><i>High and Mighty</i>, “Newspaper Comics (with Hayes Davenport),” CNV</p> <p>The Public, “An Introduction to Zines,” CNV</p>	<p>Image / Text Zine: Proposal due Monday at 11:59 pm</p>
Week 5: Creating an Image / Text Zine		
T 02/04	<p>Image / Text Zine Presentations</p> <p><i>WD</i>, Chapter 5: “How Do You Design and Revise with Multiple Audiences?”</p> <p>“Thinking with Type: Letter, Text, and Grid,” CNV</p>	<p>Image / Text Zine: Rough Draft due Wednesday at 11:59 pm</p>
R 02/06	<p>Image / Text Zine Workshop</p> <p>Image / Text Peer Review</p>	<p>Image / Text Zine due Monday at 11:59 pm</p> <p>Response Paper #1 due Monday at 11:59 pm</p>

Unit 3: Podcasts (and Transcripts)		
Week 6: Introduction to Playlists & Podcasts		
T 02/11	<p><i>WD</i>, Chapter 6: “Working with Multimodal Assets and Sources”</p> <p>“NYT The Playlist,” CNV</p>	Annotated Playlist Assignment due Wednesday at 11:59 pm
R 02/13	<p>Annotated Playlist Presentations</p> <p>Wen, “Inside the Podcast Brain: Why Do Audio Stories Captivate?,” CNV</p> <p>“The Growth of Podcasts and Why It Matters (Infographic),” CNV</p>	Podcast and Transcript: Proposal due Monday at 11:59 pm
Week 7: Storytelling & Composition in Podcasts		
T 02/18	<p><i>NPR</i>, “Six Questions of Storytelling,” CNV</p>	Podcast and Transcript: Outline due Wednesday at 11:59 pm
R 02/20	<p>Podcast and Transcript Presentations</p> <p><i>Join the Party Podcast</i>, “The Podcaster’s Guide to Transcribing Audio,” CNV</p> <p>“Audacity Tutorial,” CNV</p> <p>Podcast and Transcript Workshop</p>	Podcast and Transcript: Rough Draft due Monday at 11:59 pm
Week 8.1: Podcast Peer Review		
T 02/25	<p><i>WD</i>, Chapter 7: “Working with Technologies”</p> <p>Podcast and Transcript Peer Review</p>	<p>Podcast and Transcript due Friday at 11:59 pm</p> <p>Response Paper #2 due Friday at 11:59pm</p>
Unit 4: Video Essays		
Week 8.2: Introduction to Filmic Rhetoric & Video Essays		
R 02/27	<p><i>F for Fake</i> (1973) Screening</p> <p>Thompson Writing Center, “Writing about Film,” CNV</p> <p>U of Hertfordshire, “The Video Essay,” CNV</p>	
Week 9: Spring Break		
T 03/03	Spring Break: No Class!	
R 03/05	Spring Break: No Class!	

Week 10: Scripting & Storyboarding in Video Essays		
T 03/10	<p>Mikkelsen Library, “Video Essays: The Process,” CNV</p> <p>Edith Cowan University, “How to Do a Video Essay,” CNV</p>	
R 03/12	<p>Video Essay Presentations</p> <p>Scripting and Storyboard Workshop</p> <p>Mikkelsen Library, “Video Essays: Storyboards”</p>	<p>Video Essay: Script due Friday at 11:59 pm</p>
Week 11: Production & iMovie Workshop		
T 03/17	<p>Video Essay Production and iMovie Workshop</p>	<p>Video Essay: Storyboard due Wednesday at 11:59 pm</p>
R 03/19	<p>iMovie Workshop</p> <p>Video Essay Peer Review</p>	<p>Video Essay due Monday at 11:59 pm</p> <p>Response Paper #3 due Monday at 11:59 pm</p>
Unit 5: WebTexts		
Week 12: Introduction to WebTexts		
T 03/24	<p>“Guide to Visual Hierarchy (Infographic),” CNV</p> <p>“Understanding Visual Hierarchy in Web Design,” CNV</p> <p>U of Minnesota, “Web Accessibility Core Skills,” CNV</p>	<p>WebText: Proposal due Wednesday at 11:59 pm</p>
R 03/26	<p>HTML Workshop</p> <p>“How to Make the Internet an Experience Accessible to Everybody (Infographic),” CNV</p> <p>“HTML Accessibility,” CNV</p> <p>“HTML Tutorial: Introduction, Basic, Elements, Attributes, Headings, Paragraphs, Styles, and Formatting,” CNV</p> <p>“HTML Exercises: Attributes, Headings, Paragraphs, Styles, Formatting,” CNV</p>	<p>WebText: Outline due Monday at 11:59pm</p>

Week 13: Social Media Accessibility & Workshops		
T 03/31	WebText Presentations Buck, " Social Media Classroom Activities ," CNV U of Minnesota, " Accessible Social Media ," CNV	
R 04/02	WebText Workshop	
Week 14.1: WebText Peer Review		
T 04/07	WebText Peer Review	WebText Assignment due Wednesday at 11:59 pm Response Paper #4 due Wednesday at 11:59 pm
Unit 6: Final Portfolios		
Week 14.2: Introduction to Final Portfolios		
R 04/09	Final Portfolio Development and Peer-Response Workshops	Personal Logo due by Monday at 11:59 pm
Week 15: Final Portfolio Workshops & Presentations		
T 04/14	Development and Peer-Response Workshops	
R 04/16	Final Portfolio Presentations	
Week 16: Reflections & Final Submission		
T 04/21	End-of-Semester Reflections	
R 04/23	Reading Day: No Class!	Final Portfolio due Tuesday at 11:59 pm