Syllabus
Multimodal Writing/Digital Literacy

Creativity + Technology = Magic

ENC1136 - 0444 - 23269

Fall 2019

Instructor: Emily Brooks (emily081390@ufl.edu)

T/R 8-9/9 MAT 108

Office Hours: T7/R8 TUR 4323 or by appointment

Course Description

Multimodal writing is writing through multiple modes: images, text, video, etc. We encounter multimodal writing daily on many social media sites, from hyperlinks, images, captions, videos, etc. Multimodal composition teaches digital literacy and digital creativity. This course teaches students to compose and circulate multimodal documents in order to convey creative, well- researched, carefully crafted, and attentively written information through digital platforms and multimodal documents. This course promotes digital writing and research as central to academic, civic, and personal expression.

Course Objectives

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

· Applying composing processes in digital forms

· Demonstrating invention/creativity approaches when working with digital resources and tools

· Choosing which digital tools best serve contextual needs

- Creating documents in six different forms that contribute to multimodal production (see below).
- Using problem-solving methods to navigate digital tools
- Appraising methods for self-guided learning about emerging digital tools (i.e. learning how to learn)

Program Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Subject Area Student Learning Outcomes: Composition

Outcomes	Definition	Course Assessment
Content	Select and apply writing process strategies, including how to discover a topic, how to develop and organize a text, and how to adapt writing style and format to different audiences, purposes, and context.	Through reading and course discussions, the course will introduce students to key concepts in contemporary writing practices and digital literacy skills. They will be asked to demonstrate these skills through the writing projects and will be assessed on their abilities to successfully implement these practices in their own digital writing.

Critical Thinking	Compare various genres of writing. Critique complex texts in writing using valid claims and persuasive evidence. Analyze texts for rhetorical competency.	Throughout the course, students will be provided models that demonstrate various digital writing practices. Students will be required to analyze these concepts and then demonstrate their use in their own writing and articulate the reasons why and how they employed those concepts.
Communication	Compose written texts for scholarly or professional purposes. Communicate using accepted conventions of standard written English and apply the techniques that produce effective texts.	This course is founded in the need for students to better understand the nature of digital communications, and the assignments are designed to provide practice in and assessment of those conventions. Students will participate in peer evaluation and graded assessment of their skill sin digital communication throughout the course.

Course Textbook(s) and/or Other Assigned Reading

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 online. Because the course focuses on hands-on, active production, the focus of readings often will be tutorials and student work for critique.

Texts:

All open-access and available on course schedule

Assignments

All assignments will be explained in detail in class.

IMPORTANT: The instructor will evaluate and provide feedback on all of the written assignments with respect to grammar, punctuation, clarity, coherence, and organization

Multimodal Artifact Analysis Infographic (1000 words)

For this assignment, students will select a multimodal artifact and construct a visual rhetorical analysis. This analysis will be presented in the form of an infographic series. NOTE: the following five assignments should focus on a single subject; thus, you will want to pick a subject that both interest 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 (1000 words)

For this assignment you will write and produce a short zine-style essay that incorporates images as a central function of the document's objectives of conveying information. This assignment asks you to consider the interactions of images and text in how you write and include images when conveying information to an audience. Class time will introduce Canvas as an application through which you should produce this document.

Podcast and Transcript (800 words)

This assignment requires you to develop a podcast episode about the subject you are working with. The assignment will require scripting and revising, recording, revising and editing, rendering, posting, and transcribing episodes. Details of using Audacity for recording and producing podcasts will be addressed in class.

Video Production (600 words)

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. Class time will introduce iMovie as production software for this assignment.

Webtext (600 words)

For this assignment, you will write, design, and build a web page that provides information about your subject. The web page will include written text as well as visual elements of your choice. Class time will introduce multiple approaches for web scripting, including the use of Atom.

ePortfolio (4*200 words = 800 words)

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. It should include the multimodal work and reflective posts.

Blog Posts (18*100 words = 1,800 words)

For each unit, there will be numerous assigned readings/viewings to respond. For each blog post, you will analyze and reflect, generate two class discussion questions, and respond to at least two classmates.

Final Course Reflection (300 words)

You will write one final reflective blog post about the course in response to instructor-provided prompts.

Course Activities

Though not full assignments, there are many maker activities that will help in learning multimodal skills. These activities include: memes, animated GIFs, stop-motion videos, mini-zines, 3D prototypes, and playlists.

Participation and Attendance

Because much of the class will address social dynamics of multimodal writing and the class will offer workshop and collaborative time, your participation is crucial.

Grading Scheme

Multimodal Artifact Analysis 10%

Image/Text Zine   10%

Podcast and Transcript 10%

Video Production.   10%

Webtext 10%

ePortfolio 10%

Blog Posts 18%

Course Reflection   2%

Course Activities 15%

Participation and Attendance   5%

Grading Scale

Passing Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67
S	0

Grading Rubric

	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 document will display critically evaluation	Digital documents display unclear development of the central topic, including underdeveloped expression of ideas. Documents may not include adequate use of external resources or

	and synthesis of external resources when applicable and appropriate.	insufficient application of such resources.
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 of 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 from the document's purpose or readability.	Digital documents contain significant mechanical or grammatical errors that impede the reader's understanding of the document or the errors impede the document's ability to fulfill its purpose or undermine the writer's credibility.

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.

Course Policies

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

2. Attendance: Students are permitted 3 50-minute absences (Double-period classes on Tuesdays count as 2 absences) without penalty to attendance grade, though students are still responsible for turning in all work on time, whether or not they are physically present in class. After 3 absences, students overall grade will drop a letter point at each absence. Students will automatically fail if they miss the equivalent of 2 weeks of class (failure at the sixth 50-minute absence).

3. Tardiness: Latecomers receive partial absences, and must see me after class to have their presence marked from absent to tardy. If tardiness becomes an issue, 3 tardies will equal 1 absence.

4. Please be courteous to your fellow classmates during course discussion by refraining from distracting non-course-related web browsing, or working on reading/assignments from another course. Please also follow all computer lab rules including any food/drink policies.

5. 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/

6. Assignment Format & Submission: All assignments will be posted to Tumblr, and the Tumblr links will then be posted to Canvas for grading.

7. Policy on environmental sustainability. Whenever possible, I will use paper-sparing electronic media to distribute our course materials.

8. Late Assignments: If you need an extension to a deadline, it is imperative you discuss this with me in office hours and via email well before the deadline. Late assignments will not be accepted and extensions are never granted after the deadline.

9. 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.

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:

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

b. 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.

c. Submitting materials from any source without proper attribution.

d. 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.

10. 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 your instructor early in the semester.

11. 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/

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

13. 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.

14. 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

15. For safety, students should enter the following numbers into their phone and familiarize themselves with the services available from both resources:

a.   University of Florida Police Department: 352-392-1111 (for non-emergencies; for emergencies, call 9-1-1). http://www.police.ufl.edu/

b.   The Student Nighttime Auxiliary Patrol: 352-392-SNAP (7627). http://www.police.ufl.edu/community-services/student-nighttime-auxiliary-patrol-snap/

16. If you, or anyone you know, is experiencing food insecurity, the Pantry is a resource to visit. There is no proof of need required in order to shop at the Pantry; you must only bring in your valid UFID card. For more information: https://pantry.fieldandfork.ufl.edu/

Schedule

Unit 1: Introduction to Multimodal Writing and Digital Literacy

Week 1: Multimodal Writing/Digital Literacy

8/20: Introduce syllabus, discuss digital reading and public multimodal writing practices **HW**: Sign up for Tumblr, sign up and design autobiography cover with Canva, post to course Tumblr

8/22: Share autobiography covers and icebreakers **HW**: Read and blog "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis" and "The Language of Multimodal Texts"

Week 2: Multimodal Writing/Digital Literacy

8/27: Introduce multimodal analysis assignment, in-class digital literacy review and finding resources **HW**: Draft multimodal analysis

8/29: [Marston L308] Canva infographics tutorial **HW**: Finish multimodal analysis and read and blog "The Language of Internet Memes" "Never Gonna GIF You Up" and "Zoetropes, Phenakistoscopes & Flip-Books Were The Original GIFs" Add your favorite GIFs and memes

Unit 2: Creativity + Technology = Magic

Week 3: Memes, GIFs

9/3: CLASS CANCELLED Hurricane Dorian

9/5: [Marston L308] GIF tutorial **HW**: 1) Read and blog stop motion "The Earliest Stop Motions are Weirdly Wonderful" "The History of Stop Motion – In A Nutshell" "Stop Motion a History and A Process and watch "Evolution of Stop Motion History" "Animating Imaginary Worlds" and 2) read and blog "Introduction to Zines"

Unit 3: Paper and Print

Week 4: Stop Motion and Zines

9/10: Discuss GIFs/memes and zines readings and responses, mini-zine activity **HW**: Finish and blog mini-zine and read and blog "Bibliocircuitry the Design of the Alien Everyday"

9/12: [Smathers Library East 2nd Floor] View paper magic demos (AR, QR, Anaglyph), zoetropes, flip books in Special Collections **HW**: Blog special collections GIFs, and read and blog "Thinking With Type: Letter, Text, Grid, Extras"

Extra Credit: make magic memes, create and upload stop-motion, create and upload Post-It Flip book

Week 5: Canva Design

9/17: Introduce zine assignment, Discuss Bibliocircuitry, Stop Motion, Thinking With Type, and design tips, brainstorm and draft zine content **HW**: Finish zine dummy and read "Canva Creativity Course L1-7" OPTIONAL: Canva for Beginners

9/19: Zine Work Day **HW**: Work on zine and read/watch and blog "What is Critical Making?" and "Why you should make useless things" TED Talk

Unit 4: Prototypes and Play

Week 6: 3D Modeling

9/24: Peer workshop zines, paper circuit activity, introduce prototype activity, discuss critical making **HW**: Sign up for free Tinkercad account and do "Tinkercad Starters" project

9/26: [Marston L308] Tinkercad tutorial **HW**: Finish 3D model and read and blog Kairos "On Multimodal Composing" Sign up for free Sketchfab account

Week 7: VR/AR & 3D Printing

10/1: Bring smartphone or checkout iPad from Marston Science Library, play with Sketchfab VR/AR, discuss multimodal composing **HW**: Upload model to Sketchfab and then share to Tumblr

10/3: [Marston L308] 3D printing **HW**: Sign up for free Spotify account and read/listen and blog any "NYT The Playlist" and create your own annotated playlist

Unit 5: Playlists and Podcasts

Week 8: Playlists

10/8: Guest Speaker: Sam Putnam from Marston Science Library, Share playlists, discuss annotations **HW**: Read and blog "Inside the Podcast Brain" and Podcast Infographic

10/10: Discuss podcasts reading, introduce podcast assignment **HW**: Draft podcast script and listen and blog "Welcome to Night Vale 13: A Story About You" and War of the Worlds Radio Drama

EXTRA CREDIT: Listen and blog Interesting Podcasts OR Fiction Podcasts

Week 9: Podcasts

10/15: Discuss radio drama and podcast, peer review podcast scripts **HW**: Record podcast episode, design logo, read and blog "The Podcasters Guide to Transcribing Audio" and "Audacity Podcasting Tips"

10/17: Introduce video assignment and edit and transcribe podcasts **HW**: Finish podcast episode, send to me to upload to Spotify, then upload Spotify link to Tumblr, watch and blog "Creativity Everything" Prezi and "Creativity Everything" Free School promo video and write video script

Unit 6: Pre- and Post-Production

Week 10: Video Scripting and Recording

10/22: [One Button Studio] Recording shifts **HW**: Work on video

10/24: Discuss "Creativity Everything" and video projects **HW**: Work on video

Week 11: Video Editing

10/29: [Architecture Computer Lab] Skype AMA with Gator Alum Michael Sneeden and Chroma key iMovie **HW**: Finish video editing and upload to Vimeo/Tumblr

10/31: Happy Halloween! Video screenings **HW**: Read and blog "Guide to Visual Hierarchy", "Guide to Web Accessibility", "HTML Accessibility", "HTML Tutorial: Home,

Introduction, Basic, Elements, Attributes, Headings, Paragraphs, Styles, Formatting"
and "HTML Exercises: Attributes, Headings, Paragraphs, Styles, Formatting"

Unit 7: Programming and Posts

Week 12: HTML

11/5: Discuss visual hierarchy and accessibility in web design, analyze website, practice HTML, in-class outline of website **HW**: Finish HTML

11/7: [Marston L308] Filezilla Tutorial **HW**: Read and blog "Social Media Classroom Activities" and "Accessible Social Media"

Week 13: Social Media

11/12: Discuss readings and activities **HW**: Work on website

11/14: Social Media Discussion **HW**: Read and blog "ePortfolio: Core Activities and Basic Elements" and "ePortfolio Reflections"

Unit 8: Portfolio and Presentation

Week 14: Portfolio

11/19: Discuss ePortfolios and reflections **HW**: Draft portfolio content

11/21: Wordpress Tutorial **HW**: Finish portfolio draft

Week 15: Portfolio

11/26: Portfolio peer review **HW**: Finalize portfolio

11/28: Thanksgiving

Week 16: Presentation

12/3: Final portfolio presentations **HW**: Final course reflections