

# ENC1136: Multimodal Writing and Digital Literacy

Class #18716, Section 045A, Fall 2022

**Instructor:** Emily Hunsaker

**Office Location:** TUR4339 and on [Zoom here](#)

**Class Location:** WEIL 408E

**Office Hours:** Wednesdays 12:00-2:00

**Class Schedule:** MWF per. 8 (3:00-3:50)

**Instructor Email:** [ehunsaker@ufl.edu](mailto:ehunsaker@ufl.edu)

## Course Description:

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Multimodal Writing and Digital Literacy teaches digital literacy and digital creativity. This course teaches students to compose and circulate multimodal documents 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:

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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)

## General Education Objectives:

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- This course 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:

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

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

## Texts:

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### Required:

Any editions, including e-books, are acceptable.

Allie Brosh – *Hyperbole and a Half*

David Wiesner – *Tuesday*

Scott McCloud – *Understanding Comics*

### Recommended:

*Gone Home* (game) Available for purchase from [itch.io](https://itch.io), [Steam](https://store.steampowered.com/), and other sellers. Alternatives to purchasing the game will be provided.

## Assignments (see below for Assessment Rubric):

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### Participation 10% of final grade

You will earn these points by contributing to class discussions, demonstrating knowledge of assigned readings, and participating in in-class activities and group work.

### 5 Discussion Board Posts 1500 words, 10% of final grade

Each discussion board post will have a different purpose, but most of them will involve brainstorming for the upcoming major assignment. Most will require both an original post and a response to at least one classmate.

### Peer Reviews 8% of final grade

Before submitting each major assignment, you will spend one class period receiving feedback from a classmate and providing feedback in return. The grade for this assignment will be based on two major criteria: 1) coming to class with a completed draft ready for review and 2) providing careful and helpful feedback to your partner. The assignments that we will review are as follows: Platform Game, Twine Game, Imagetext assignment, Video Essay.

## **Portfolio Website** 5% of final grade

At the end of the semester, you will compile each of the following assignments into a website that showcases your work. This is an assignment in and of itself because you will design this website yourself, but this assignment is also intended to provide you with a professional-caliber representation of your digital and multimodal skills that can be used to apply for scholarships, jobs, and other opportunities. It should form the foundation of a growing digital portfolio of your multimodal work throughout your academic career. When you first publish the website early in the semester, you will post the link to a discussion board on Canvas so that everyone will have access to all the published content in each website, even as the whole is under construction. This will help you practice developing a live website as you would outside of this class, and it will also allow you to learn from your classmates.

### | **Digital Literacy Narrative** 700 words, 7% of final grade

Before we begin learning about the multimodal composition, you will write a traditional essay reflecting on your experience with digital and multimodal literacies. How do you engage with digital and multimodal texts? Do you write digitally/multimodally? Do you read digitally/multimodally? Think of this assignment as a self-assessment of your digital literacies.

### | **Platform Game** 5% of final grade

You will use Flowlab Game Creator to develop your own platform game. To meet this course's requirements, it will need to be story driven, using textboxes and visual elements to help the player progress through the story. You will develop your game, then revise it based on peer feedback.

### | **Twine Game** 600 words, 10% of final grade

You will use Twinery to develop your own "choose your own adventure" game, which is a text-based genre. You will write your game narrative in second person, creating multiple branches for your player/reader to choose. Twinery allows you to visually lay out these choices so you can see all the options and how they connect, but your player/readers will only see the options that they choose. For this assignment, your game will include at least 10 "choices" for the player/reader. You will script and plot the narrative, use HTML to create the game, and revise the project based on peer feedback.

### | **Imagetext Assignment** 10% 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 zine, blogpost, picture book, or comic that incorporates still images as a central function of the document's method of conveying information. The content of this project should relate to your field of study. During class sessions, you will consider various ways that text and image interact, examining a range of imagetexts including memes, image essays, webpages, comics, and so on. This assignment asks you to consider those relationships in how you write and include images when conveying information to an audience. You will draft and revise the project based on peer feedback.

| **Video Essay** 1,000 Words, 18% of final grade

For this assignment, you will create a video about some aspect of your field of study. You will script, revise, record, and edit your video based on peer feedback. Your written script will count toward the wordcount. In preparation for this assignment, we will use class time to learn about textual analysis and video editing tools, discuss the texts, workshop topics, and discuss examples of video essays. The video essay will also include a bibliography with at least 3 scholarly sources.

| **Creator Statements** 1500 words, 12% of final grade

After some units, you will write a creator statement reflecting on the creative process behind that unit's work. You will write 3 of these at 500 words each.

| **Course Reflection** 700 words, 5% of final grade

At the end of the semester, you will write a short reflection on your development as a creator over the course of this class. This reflection will pair with the Digital Literacy Narrative that you wrote at the beginning of the semester. The two will combine to show how your knowledge and skills developed through this course. You may choose any form for this reflection, although you will need to submit 700 written words.

## Assignment Breakdown

Assignments	Words	%
<b>Participation</b>		10
<b>5 Discussion Board Posts</b>	1500	10
<b>Peer Review</b>		8
<b>Portfolio Website</b>		5
<b>Digital Literacy Narrative</b>	700	7
<b>Platform Game</b>		5
<b>Twine Game</b>	600	10
<b>Imagetext Assignment</b>		10
<b>Video Essay</b>	1000	18
<b>Creator Statements</b>	1500	12
<b>Course Reflection</b>	700	5
<b>Total</b>	<b>6000</b>	<b>100</b>

## Course Policies:

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

### Attendance:

- You will fail the course if you accrue **six** unexcused 50-minute absences.
- Being tardy **three** times constitutes **one** absence. If you come in after I take attendance, you must see me after class so I can change the absent mark to a tardy.
- When you are absent, it is your responsibility to find out what you missed and come to the next class prepared; contact a classmate or the instructor to find out what work you missed. It is also your responsibility to make yourself aware of all due dates.
- You must be present for all in-class activities to receive credit for them. Most in-class work cannot be made up after an unexcused absence.
- You may view UF's attendance policy here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### COVID-19 Statement:

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

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](https://one.ufl.edu) for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

### Classroom Behavior:

I will not tolerate any rude, coarse, or offensive remarks either in written assignments or in class discussion. Please keep in mind that students come from diverse 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.

### 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/about/title-ix-rights/>

## **Submissions:**

Traditional papers should be submitted with standard 1-inch margins, double spacing, and 12-point Times New Roman font. Traditional papers submitted on Canvas may be .doc, .docx, or .pdfs. **The .pages filetype will not be accepted.**

All submissions are due either as hard copies at the beginning of class or on Canvas at the assigned deadline. The mode of submission is included in each assignment's instructions.

Late submission will not be accepted without prior agreement. Failure of technology is not an acceptable excuse. If you require an extension, please send me an email at least 24 hours in advance of the assignment's due date, although an extension is never guaranteed.

## **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:**

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.

UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

## **Accommodations:**

Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) which will provide appropriate documentation. 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.

## Policy on environmental sustainability:

Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing assigned texts as electronic editions or used physical copies when they are available. 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.)

## Grade Appeals:

In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at [cblount@ufl.edu](mailto:cblount@ufl.edu) 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/>.

## Additional Resources:

Students who are in distress or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to you.

[Field and Fork Pantry](#) – UF offers **free groceries** to students. If you're having a hard time budgeting enough to cover groceries, you can place an online order at the link and go pick up a bag of food. It's free and all you need is your UFID. No one will ask you if you "need" it; they will just hand you free food.

[UF Counseling Services](#) – UF offers a variety of **counseling options** for students, all of which are listed here. You can poke around this website to see what each option entails, but the first step is always to call 352-392-1575 for a brief consultation to figure out what kind of counseling would best suit your needs.

[UMatterWeCare](#) – This is a **catalog of UF student resources** sorted by concerns. If you need help with something and you don't know where to go, click that link and select your area of concern to find the resource you need. Some of the "Connect with Resource" links are broken or send you in loops, but the websites, emails, and phone numbers for each resource are still listed and functional.

[The Writing Studio](#) – This is a fabulous **resource for writing improvement**. If you can get a paper done a few days before the due date, schedule an appointment with the Writing Studio (the link has instructions) and they will teach you how to improve it before you turn it in. I will leave you comments on your submitted papers with tips on how to improve for next time, but if you bring it to the Writing Studio, you can improve it *before* you submit it. Not only will you improve your grade on the paper(s) you bring to them, but they will teach you how to make those same improvements to future papers on your own.

For information on UF Grading policies, see:

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

## Assessment

### Grading Scale

A	4.00	93.0% +	B	3.00	83.0-86.9%	C	2.00	73.0-76.9%	D	1.00	63.0-66.9%
A-	3.67	90.0-92.9%	B-	2.67	80.0-82.9%	C-	1.67	70.0-72.9%	D-	0.67	60.0-62.9%
B+	3.33	87.0-89.9%	C+	2.33	77.0-79.9%	D+	1.33	67.0-69.9%	E	0.00	0.0-59.9%

### Assessment Rubric

	Satisfactory	Unsatisfactory
<b>Content</b>	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 and synthesis of external resources when applicable and appropriate.	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.
<b>Organization and Coherence</b>	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.
<b>Argument and Support</b>	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.
<b>Style</b>	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.
<b>Mechanics</b>	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
<b>Design</b>	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.



## Tentative Schedule

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Always check Canvas for the most up-to-date dates and deadlines.

### Unit 1: Introduction

Week 1 (8/22)		
	Read before class	Due
M	No class	
W	Syllabus	No assignments due
F	University of Michigan - Supplement 1: Language of Multimodal Texts (files)	No assignments due
Week 2 (8/29)		
	Read before class	Due
M	No readings	No assignments due
W	Laura Bolin Carroll - Backpacks vs. Briefcases: Steps toward Rhetorical Analysis (files) Rhetoric St. Joseph's (files)	Discussion 1 pt 1*
F	Digital Literacy Narrative assignment prompt	Discussion 1 pt 2*
Week 3 (9/5)		
	Read before class	Due
M	No Class	
W	Dale Jacobs – <i>Graphic Encounters</i> Ch 1 Introduction (files)	No assignments due
F	Peruse Madeline B. Gangnes – <a href="#">The (De)collected War of the Worlds</a> Peruse Brianna Anderson – <a href="#">Environmental Comics Digital Database</a>	Digital Literacy Narrative*

## Unit 2: Videogames

Week 4 (9/12)		
	Read before class	Due
M	Platform Game assignment prompt Twine game assignment prompt	Discussion 2: <i>Gone Home</i> due Tuesday night
W	Play or watch playthroughs of <i>Gone Home</i>	No assignments due
F	No readings	Discussion 3: Posting your website
Week 5 (9/19)		
	Read before class	Due
M	Peer Review: Platform Game draft due one hour before class	No assignments due
W	No readings	No assignments due
F	No readings	Platform Game
Week 6 (9/26)		
	Read before class	Due
M	Twine Game assignment prompt	No assignments due
W	Creator Statement assignment prompt	No assignments due
F	Peer Review: Twine Game draft due one hour before class	No assignments due
Week 7 (10/3)		
	Read before class	Due
M	No readings	No assignments due
W	Note: Digital day and office hours. No class meeting. Work on Twine Game and Creator Statement.	Twine Game Creator Statement: Video Games
F	No class	

**Unit 3: Imagetexts**

Week 8 (10/10)		
	Read before class	Due
M	Imagetext assignment prompt Scott McCloud - <i>Understanding Comics</i>	No assignments due
W	No readings	Disc 4: Memes! Pt 1
F	No readings	Disc 4: Memes! Pt 2
Week 9 (10/17)		
	Read before class	Due
M	Read through Disc 4: Memes! Conversations with My Cat: " <a href="#">Feeling Connected</a> " – Webtoon Pongo: " <a href="#">New Beginning</a> " – Webtoon	Disc 5: Imagetext assignment topic pt 1
W	The Public - <a href="#">Introduction to Zines</a>	Disc 5: Imagetext assignment topic pt 2
F	Allie Brosh - <i>Hyperbole and a Half</i>	No assignments due
Week 10 (10/24)		
	Read before class	Due
M	David Wiesner - <i>Tuesday</i>	No assignments due
W	<a href="#">Peer Review: Imagetext assignment due before class</a>	No assignments due
F	No readings	Imagetext assignment Creator statement: Imagetext

## Unit 4: Videography and Analysis

Week 11 (10/31)		
	Read before class	Due
M	Read Video Essay assignment prompt	No assignments due
W	University of Hertfordshire - <a href="#">The Video Essay</a> <a href="#">JOEY'S HOW TO: VIDEO ESSAY</a> <a href="#">Minecraft, Sandboxes, and Colonialism</a>   Folding Ideas	No assignments due
F	Augustana Mikkelsen Library - <a href="#">The Process</a> Augustana Mikkelsen Library - <a href="#">Storyboarding</a> (video)	No assignments due
Week 12 (11/7)		
	Read before class	Due
M	No readings	Discussion 4: Storyboard
W	No readings	No assignments due
F	No class	
Week 13 (11/14)		
	Read before class	Due
M	<a href="#">Peer Review: Video Essay due before class</a>	No assignments due
W	No readings	No assignments due
F	No readings	Video Essay Creator Statement: Videography and Analysis

**Unit 5: Portfolio**

Week 14 (11/21)		
	Read before class	Due
M	Note: Digital day and office hours. No class meeting. Read for next week.	No assignments due
W	No class	
F	No class	
Week 15 (11/28)		
	Read before class	Due
M	Read Portfolio Website assignment prompt	No assignments due
W	Toptal - <a href="#">Guide to Visual Hierarchy</a> Interaction Design Foundation - <a href="#">Visual Hierarchy</a>	No assignments due
F	University of Minnesota - (Accessibility) <a href="#">Seven Core Skills</a> Usablenet - <a href="#">How to make the Internet an experience accessible to everybody</a>	Discussion 5
Week 16 (12/5)		
	Read before class	Due
M	No readings	No assignments due
W	No readings	Portfolio Website Course Reflection
F	Reading day – No class	