ENC 1136: Multimodal Writing/Digital Literacy

Instructor: Toluwani Odedeyi
Class Meeting Days/Times: MWF/10:40 -11:30 am (TURB 310)
Office Hours: Wednesday 12pm – 1pm, Friday 12pm – 1pm; Turlington 4359
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Course Description

In today's fast-paced digital world, writing goes far beyond words on a page. From social media content and podcast storytelling to video captions, images, and interactive infographics, we constantly engage with communication modes that blend text, sound, image, and video. ENC 1136 explores the multiple modes we use to make meaning, connect with audiences, and navigate the digital landscape. In this course, students will learn to compose and circulate multimodal texts that are creative, well-researched, and rhetorically effective. You'll experiment with transforming traditional essays of your interest into podcasts, blog posts, zines, or short videos, thereby developing your creative, technical, and rhetorical skills along the way. This course will help you become a more flexible, confident communicator in both academic and real-world digital spaces.

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)

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 problems.

Required Texts

Ball, Cheryl E., Jennifer Sheppard, and Kristin L. Arola. Writer / Designer. 2nd ed., Bedford / St. Martin's, 2018.

Assignment Descriptions (Total Points Possible: 1000)

Digital Literacy Narrative (800 words; 100 points)

In this paper, students will write about their digital literacy. Reflect on your background and understanding of digital literacy, your digital literacy practices, and your interactions with digital technology and texts.

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 (1000 words, 100 points)

For this assignment you will write and produce a short zine-style essay that incorporates still images as a central mode for conveying information. This assignment asks you to consider the relationships between

text and images in how you write and include images when conveying information to an audience. The zine will focus on the subject you intend to work with throughout the next two assignments.

Podcast/ Video Essay (1000 words; 150 points)

This assignment requires you to develop two podcast episodes and one video essay on the subject you are working on. The length of each podcast episode should be between three and five minutes long and will require students to combine audio and text. Students must produce a video (the combination of text, audio, and visuals) that is between five and ten minutes in length. The textual component of each type of project will be your transcripts or storyboards. All students will be required to practice scripting, recording, revising, editing, rendering, and posting audio or audio-visual texts.

WebText Assignment (1000 words; 150 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 (1200 words; 200 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. This portfolio will extend the webtext 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.

Peer Review (4 @25 points = 100 points)

For the digital literacy narrative, zine, webtext, podcast and video students will review each others' papers to provide helpful feedback for the final draft.

Discussion Posts and Preparation Activities (10@ 20 points = 200 points, 1000 words)

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills.

Course Policies

Attendance is required. The policy of the University is that if a student misses more than **six periods** during the fall/spring semester, the student will fail the entire course. You will earn a lowered course grade if you accrue **four** absences. The University exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Three instances of tardiness count as one absence.

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

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

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

        University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at https://sccr.dso.ufl.edu/students/studentconduct-code/.

        Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

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 Work

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing. In general, students are expected to contribute constructively to each class session.

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

Mode of Submission

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. All papers will be submitted as MS Word (.doc, .docx) documents 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. Sources used _must_ be cited in accordance with the APA style guide.

Late Assignments

Late submissions will incur a ten-point penalty for each day they are late. All assignments and projects are due by their designated due date and time. I may consider extenuating circumstances, but you must contact me in writing at least twenty-four hours before the assignment is due and provide relevant documentation.

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.

Students with Disabilities

Students with disabilities 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.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

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

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. They are currently offering online appointments. See https://writing.ufl.edu/writing-studio/ to learn more.

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 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/.

Schedule of Classes and Assignments

This schedule is only a guide and is subject to change.
WD = Writer / Designer, 2nd ed.

Date	Read/View for Class
Week 1	**Introductions**
F 8/22	Syllabus Watch Video: "What is Multimodality"
Week 2	**Unit 1: Rhetoric, Writing Multimodally and Digitally**
M 8/25	WD, Chapter 1: "What Are Multimodal Projects?" U of Michigan, "The Language of Multimodal Texts," **Introductory post due**
	Digital skill survey due
W 8/27	WD, Chapter 2: "How Does Rhetoric Work in Multimodal Projects?" TW: Online Tools **Multimodal Collection Due** **Rhetorical Analysis Due**
F 8/29	Understanding Genre Read "Multimodal Genre Analysis", (pp.111-112)

Week 3	Unit 2: Image and Text
M 9/1	Peer Review of Digital Literacy Narrative
W 9/3	WD, Chapter 4: "How Do You Start a Multimodal Project? Read "Introduction to Zines" Read "A Brief History of Zines" **Digital Literacy Narrative Due**
F 9/5	Read "Understanding Visual Arguments" Image Text/Zine Activity

Week 4	Zine Activism & Designing
M 9/08	Read "Soulful Activism in the Art of Zine-making"
W 9/10	Read "A Graphic Designer's Guide to Visual Hierarchy," Analyzing Visual Texts Read Zine Collection
F 9/12	WD, Chapter 5: "How Do You Design and Revise with Multiple Audiences?" Image Text/Zine Workshop Image Text/ Zine Presentations
Week 5	Unit 3: Audio, Videos and Text
M 9/15	Peer Review of Zine
W 9/17	How Words, Audios and Videos Work Together **Zine due**
F 9/19	Read WD "Working with Multimodal Assets and Sources"
Week 6	Podcasting
M 9/22	Read "Simplifying Podcasts" Analyzing Podcasts
W 9/24	WD, Chapter 7: "Working with Technologies" Examples of Podcasts and Video Essays TW: Audio and Video Editing
F 9/26	Mock Podcast Practice
Week 7	Storytelling with Videos
M 9/29	Read "How to Do a Video Essay"
W 10/1	The Discourse of YouTube and TikTok Analyzing Videos Examples of Video Essays
F 10/3	Remix Activity: Text to Video
Week 8	Videos
M 10/6	Video Essay and Podcast Presentations Podcast and Video Workshop(iMovie)
W 10/8	Peer Review of Podcast
F 10/10	Peer Review of Video
Week 9	Unit 4: WebTexts
M 10/13	**Podcast and Video Due** Read "Web Page Design" WordPress Introduction

W 10/15	Website Analysis "HTML Tutorial: Introduction, Basic, Elements, Attributes, Headings, Paragraphs, Styles, and Formatting," "HTML Exercises: Attributes, Headings, Paragraphs, Styles, Formatting,"
F 10/17	Sample web pages review
Week 10	**Social Media**
M 10/20	#Hashtagging: Multimodality and Civic Engagement
W 10/22	**Social Media Campaign due** Social Media Activity
F 10/24	Social Media Activity
Week 11	**From Draft to Web**
M 10/27	WebText Workshop
W 10/29	WebText Presentations
F 10/31	Peer Review of WebText
Week 12	**Unit 5: Portfolio**
M 11/3	Discuss Final Portfolio **WebText Due**
W 11/5	Portfolio Workshop
F 11/7	Portfolio Sample reviews
Week 13	**Drafting and Design**
M 11/10	Portfolio Drafting
W 11/12	Portfolio Review Reflection, peer and self-assessment
F 11/14	Portfolio Presentation
Week 14	**Digital Portfolio and Professionalization**
11/17	Needs for Portfolio
11/19	LinkedIn Optimization
11/21	Digital roles to be considered
Week 15	**THANKSGIVING BREAK**
Week 16	**Final Recap and Reviews**
12/1	**Portfolio Due**
12/3	Final Class

Grading

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit**.

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

Assessment 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, mechanics and design. 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 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.	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
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.