

# ENC1136: Multimodal Writing and Digital Literacy

Class #28516, Section 8WS1, Fall 2024

Instructor: **Emily Hunsaker**

Office Location: **TBD and on Zoom by request**

Class Location: **WEIL 408E**

Office Hours: **Tuesday per. 8 (3:00-3:50)**

Class Schedule: **Tuesday per. 7 (1:55-2:45)**

**Thursday per. 9 (4:05-4:55)**

**Thursday per. 7-8 (1:55-3:50)** Instructor Email: [ehunsaker@ufl.edu](mailto:ehunsaker@ufl.edu)

## Course Description:

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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:

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

- Applying composing processes in digital forms;
- Using digital media as a form of communication, focusing on audience understanding, navigation, and experience;
- Demonstrating inventive and creative approaches when working with digital resources and tools;
- Choosing which digital tools best serve contextual needs;
- Creating documents in a variety of forms that contribute to multimodal production (see below);
- Using problem-solving methods to navigate digital tools;
- Appraising methods for self-guided learning about emerging digital tools (i.e. learning how to learn)

## Required materials:

[bird world](#) by leon chang

Apple Quest Monsters by splendidland - either [the free version](#) or [the paid deluxe version](#)

## **Assignments** (see below for Assessment Rubric):

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### **Resume Packet**

This assignment will be composed of three elements:

- 1) The Master Resume will include all your experiences that might be relevant to any position you might pursue in the future. This will form the basis of all future resumes, CVs, and applications.
- 2) The Specific Resume will be a version of your Master Resume shortened and tailored to a specific position. To create an effective revision of the Master Resume, we will consider purpose and audience, including AI resume scanning.
- 3) The Statement of Intent will be a short paragraph detailing how your experiences meet specific elements of the position to which you are applying. When completing an application, a statement like this is for your own notes. You can adapt it into a cover letter or letter of intent, and you can review it to prepare for an interview weeks after submitting an application.

### **Portfolio Website**

At the end of the semester, you will compile the semester's assignments into a website that showcases your work. You will design this website yourself and leave the course 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. You will design it to your own goals, employing design and rhetorical audience to suit your intended audience.

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 they are 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.

### **Zine**

Multimodal writing requires understanding relationships between images and texts, a subject we will address in class. For this assignment, you will write and produce a zine that incorporates still images as a central function of the document's method of conveying information. During class sessions, you will consider various ways that text and image interact, examining a range of imagetexts as models. 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 with informal peer feedback.

## Twine

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 and design the game, and revise the project based on peer feedback.

## Videogame Media

Videogames are, among other things, storytelling media. They often use plot to motivate the player to keep playing. While creating a videogame from scratch is beyond the scope of this course, creating a story is well within our abilities. You will imagine a new videogame and create secondary media to tell part of its story. The type of media you create will be entirely up to you. We will look at examples such as world maps, character designs and descriptions, music, invented screenshots, and more. We will use this assignment to discuss intended and imagined audiences, defining the difference between the two. We will focus on crafting submissions with those audiences in mind.

## Creator Statements

Each creative project will be accompanied by a creator statement. In this statement, you will reflect on the creative process behind the work and detail how you made choices to meet the assignment requirements. You will describe how you made design and rhetorical choices with audience in mind.

## Biographical Statement and Explanation

Near the end of the semester, you will write a Biographical Statement to post on your Portfolio Website. This statement will be carefully crafted with purpose and audience in mind. You will consider your career goals outlined in the Resume Packet, your creative growth detailed in your Creator Statements, and your long-term goals for the future of this Portfolio Website. With those elements in mind, each student will craft a statement that best suits their own needs.

Accompanying this Statement, you will submit a short explanation detailing the rhetorical choices you made and how they support your goals.

## Course Reflection

This assignment complements the Creator Statements, but while each of those asks you to reflect on one assignment, the Course Reflection asks you to reflect on your development as a creator over the span of the entire semester.

## Participation

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

## Emails

Professional emails are a necessity in many careers. At the beginning of the semester, we will learn common professional email etiquette and formatting. Throughout the semester, you will employ these skills to write multiple emails proposing your plans for upcoming assignments.

## Discussion Posts

Throughout the semester, discussion posts will ask you to reflect on prior lessons or readings to prepare for the next class meeting. I will use your submissions to these assignments to guide our in-class activities and discussions.

## Peer Review Responses

Before submitting most major assignments, 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 in the form of a 250-word statement.

## Minor Assignments

In addition to the above assignments, there will be a few small submissions, mostly for logistical purposes. For example, posting the link to your portfolio website will be included in this category.

## Assignment Breakdown

Assignments	Words	%
Resume Packet	250	6
Portfolio Website	N/A	6
Zine	N/A	6
Twine Game	N/A	6
Videogame Media	N/A	6
Creator Statements - 3 at 550 words each	1650	15
Biographical Statement and Explanation	350	3
Course Reflection	500	5
Participation	N/A	4
Emails – 5 at 250 words each	1250	15
Discussion Posts – 5 at 250 words each	1250	15
Peer Review Responses – 4 at 250 words each	1000	12
Minor Assignments	N/A	1
<b>Total</b>	<b>6250</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.
- A double block counts as **two** 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 me 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.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Accommodations:

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 instructors and discuss their access needs as early as possible in the semester.

### 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. Media we will discuss and write about may engage controversial topics and opinions. Diversified student backgrounds combined with provocative media 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 on Canvas at the assigned deadline.

Late papers 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, including AI, 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.

## AI Statement

Where students use generative artificial intelligence (AI) and AI-assisted technologies in the writing process, students should only use these technologies to improve readability and language. Applying the technology should be done with human oversight and control, and students should carefully review and edit the result, as AI can generate authoritative-sounding output that can be incorrect, incomplete, or biased, and student performance will be assessed accordingly. If a student submits content that they themselves did not write, that is considered plagiarism (see above). AI and AI-assisted technologies should not be cited as an author. Authorship implies responsibilities and tasks that can only be attributed to and performed by humans.

## 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.

For information on UF Grading policies,

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

## 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.a.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.a.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>

## General Education Criteria

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### General Education Objectives:

A minimum grade of C is required for general education credit.

**Composition (C):** 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, and fulfill 6,000 of the university's 24,000-word writing requirement. 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.

**Humanities (H):** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Find these general education subject area objectives here: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

**The Writing Requirement (WR)** ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. 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. Find more information about the (WR) requirements here: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/writing-requirement/>



## 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.

## Subject Area Student Learning Outcomes

	Composition	Humanities
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.	Identify, describe, and explain the history, underlying theory and methodologies used.
Critical thinking	Compare various genres of writing. Critique complex texts in writing using valid claims and persuasive evidence. Analyze texts for rhetorical competency.	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
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.	Communicate knowledge, thoughts and reasoning clearly and effectively

Find all SLOs here: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>

Find more information on UF grading policies here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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

### Unit 1: Introduction and Professional Development

Week 1 (8/19)		
	Read before class	Due
T	No class	
R	Syllabus	No assignments due
Week 2 (8/26)		
	Read before class	Due
T	Laura Bolin Carroll - Backpacks vs. Briefcases Rhetoric St. Joseph's (files) Portfolio Website Prompt	W: Objectives Disc
R	University of Michigan - Supplement 1: Language of Multimodal Texts (files) Digital Literacy Narrative assignment prompt	F: Portfolio link
Week 3 (9/2)		
	Read before class	Due
T	Finding a job listing**	
R	Email Prompt Resume Packet Prompt Guides and Examples **	F: Job Listing Email
Week 4 (9/9)		
	Read before class	Due
T	AI Resume scanning** Resume Examples	
R	Peer Review Assignment Instructions What makes a Successful Peer Review **	M: Resume Reading response Disc
Week 5 (9/16)		
	Read before class	Due
T	Career Showcase Website**	M: Draft – Resume Packet
R	No assigned readings	W: Resume Peer Review Response F: Resume Packet

## Unit 2: DIY Media

Week 6 (9/23) - Career Showcase		
	Read before class	Due
T	Zine Prompt Whatcha Mean What's a Zine: The Art of Making Zines and Mini-Comics "How to Make a Zine" - skip "Working with Collaborators" and "Licensing"	W: Guest Lecturer Disc F: Zine Email Pitch
R	No assigned readings	
Week 7 (9/30)		
	Read before class	Due
T	Imagetext examples	F: Zine
R	No assigned readings	F: Zine Creator Statement

## Unit 3: Choose Your Own Adventure

Week 8 (10/7)		
	Read before class	Due
T	Twine Game Prompt Introduction to Game Analysis - Clara Fernández-Vara Choose your own adventure examples**	M: CYOA Reading Disc W: Twine Email Pitch
R	HTML Basics ** How to Look at Videogames - Jeff Holmes	
Week 9 (10/14)		
	Read before class	Due
T	No assigned readings	W: Draft - Twine
R	No assigned readings	R: Twine Peer review response Friday is a holiday

## Unit 4: Videogame Media

Week 10 (10/21)		
	Read before class	Due
T	The Bizarre World of Fake Video Games Videogame Media Prompt	M: Twine Game
R	Apple Quest Monsters bird world Skyrim packet	M: Twine Creator Statement W: VGM Reading Disc
Week 11 (10/28)		
	Read before class	Due
T	No assigned readings	M: VGM Email Pitch
R	No assigned readings	
Week 12 (11/4)		
	Read before class	Due
T	No assigned readings	M: Draft – VGM W: VGM Peer Review Response F: Videogame Media F: VGM Creator Statement
R	No assigned readings	

## Unit 5: Course Wrap-Up and Portfolio

Week 13 (11/11)		
	Read before class	Due
T	Review Portfolio Prompt Biographical Statement and Explanation Prompt Design Principles: Visual Hierarchy (7min video) Toptal - Guide to Visual Hierarchy Links to an external site. (infographic)	
R	University of Minnesota - (Accessibility) Seven Core Skills (Click through the first five links: Alternative text Contrast Headings Links Lists Read the "Impact" and "Dos and Don'ts" tabs for each. Usablenet - How to make the Internet an experience accessible to everybody	W: Portfolio Email Pitch F: Biographical Statement and Explanation
Week 14 (11/18)		
	Read before class	Due
T	No assigned readings	M: Draft – Portfolio
R	No assigned readings	W: Portfolio Peer Review Response F: Portfolio
Week 15 (11/25)		
No Class - Winter Break		
Week 16 (12/2)		
	Read before class	Due
T	No class meeting – Individual meetings	W: Course Reflection
R	Reading day – No class	