

# ENC1136: Multimodal Writing and Digital Literacy

Spring 2025

## Course Information

Section: 1922                      Course Number: 16550                      Location: VIRTUAL

Course Meeting Link: [paste here]

Course Meeting Times: MWF | Per. 7 (1:55-2:45 PM)

## Instructor Information

Instructor: Karen Libby

Contact: [kmlibby97@ufl.edu](mailto:kmlibby97@ufl.edu) (Please contact me via UF Outlook email, not Canvas)

Office Hours: Virtual W & F 12:30-1:30 PM or by appointment

Office Link: [paste here]

## Description

Multimodal Writing and Digital Literacy teaches literacy and creativity through text, image, video, and audio. We will also, though, look at what multimodality means and discuss the various theories underlying the very notion of the multimodal. While some assignments may require an essay, all assignments will involve interrogating and working with different modes that will scaffold into the more creative and digital projects. This course aims to introduce these forms and synthesize them in order to create a larger whole. Students will learn to dabble in these various forms and to write/compose rhetorically effective, multimodal projects. 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. Some elements of the course will be unfamiliar, such as creating a zine, but the goal of the course is to critically work with and through experimenting with multimodality.

Readings will include examples of the texts we will be recreating as well as research/analyses of multimodal expression. Assignments will include professional emails, short essays, creative assignments such as sequential art, zines, and blog posts, and video essays.

## 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;
- 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

### Composition *or* Humanities *and* Writing Requirement

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). To see more on General Education objects, [follow this link](#).

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

*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. Students will learn proper usage of grammar, punctuation, clarity, coherence, and organization.

The University *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 be completed, totaling 6000 words written.

#### **Penalties for Not Meeting Minimum Word Count:**

**Writing Requirement Credit:** If an assignment does not meet the minimum word count, the student will not receive credit for the University's Writing Requirement (WR) for this course. The student can resubmit the assignment to meet the word count within one week of receiving

feedback or by April 28, whichever comes first. The instructor will provide the due date for the revised submission in their feedback.

**Grade Eligibility:** Assignments that do not meet the minimum word count are not eligible for full credit. The maximum grade an assignment can receive is proportional to the percentage of the word count it meets. For example, if the minimum word count is 1000 words and the submission is 900 words, the maximum possible grade is 90%. If the assignment earns 85% based on the rubric, the final grade will be 85% of 90%, which is 76.5%. Note: While assignments under the word count can be resubmitted for writing credit, they will not be regraded. The original grade remains unchanged.

## General Educated 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.

## Materials

### Required Texts

N/A. Readings, such as stories, excerpts, articles, or other media will be available electronically through Canvas, Course Reserves, and/or the UF library database.

## Assignments and Grade Distribution

Category/Unit	Words Toward Composition Credit	Points
<b>Foundations</b>	0	0
Introduction Email	250	40
<b>Sequential Art</b>	0	0
Instructions or Narrative: Visuals	0	25
DB: Plan	250	25
<i>Sequential Imagetext &amp; Creator Statement</i>	500	100

DB: Video Tutorials	100	10
Sequence Video	0	50
<b>Zine</b>	0	0
Zine Analysis	500	50
DB: Zine Proposal	250	25
<i>Zine &amp; Creator Statement</i>	500	100
<b>Public-Facing Research</b>	0	0
Research Proposal	300	50
DB: Check-In	250	25
Draft & Peer Review	200	50
<i>Research Paper</i>	1000	100
DB: Pick a Blog Post	150	25
Article/Blog Comparison	500	50
<i>Blog Post</i>	500	50
DB: Check-In/Plan	250	25
<i>Video Essay</i>	0	100
<b>Participation</b>	0	0
Self-Evaluation 1	300	50
Self-Evaluation 2	300	50
	6000	1000

## Foundations

Students will learn the expectations of professional writing through submitting a **Professional Introduction Email** to the instructor, stating their goals for the course, existing interests, and any access needs.

## Sequential Art

In this unit, students will learn to use visuals and text to communicate meaning. Students will decide whether to write an Instruction Manual or a Narrative Comic as a practice in conveying meaning through multiple modalities. Students will first submit the **text elements of their Instruction Manuals or Narrative Comics**, then they will revise their submissions. The final submission should include visuals and text in a piece of **Sequential Art with a Creator Statement**. Instruction manuals are expected to be clear, detailed, and technical, depicting all necessary steps to accomplish a simple task. Narrative comics are expected to clearly, and with detail, depict emotion, action, and interaction of a moment in time. Artistic elements of visual assignments will not be graded on perceived mastery of art and design; rather, they will be graded on communication meaning and clarity.

## Zines

Students will continue exploring the balance of text and image in the zine—or, mini-magazine—unit. After reading some examples of zines, participating in a zine workshop and writing a short **Zine Analysis**, students will create their own **Zines** and submit them to the instructor along with **Creator Statements**.

### Multimodal Research

Students will continue learning about the translations between types of writing through the presentation of academic research into blog posts. The **Research Proposal** will state the intended topic of the research and begin synthesizing sources. Students will then write a short academic **Research Report** on a topic of their choosing, making an argument based on research from 3-5 scholarly sources. Prior to final submission of the paper, students will take part in **Peer Review**. Students will then revise and shorten their academic research into a **Blog Post**, showing the importance of their research to a public, nonexpert audience. The class culminates with a final **Video Essay** on the same topic, combining written word, visuals, and audio.

### Participation and Engagement

Although this section of ENC1136 is virtual, students are expected to be as engaged as if we were meeting in a physical classroom. As mentioned in the Course Policies, students are expected to have webcams turned on for the majority of class time, with expectations for extenuating circumstances, short breaks, and lecture recordings. Students are also expected to respond to instructor prompts and questions using their microphones or the Zoom chat box. When called upon, students are expected to respond. When given in-class activities or small-group discussions, all students are expected to participate. Students are expected to complete assigned readings and tasks prior to the class meeting for which they are listed. Student engagement will be evaluated by the instructor at midterm and end-of-term upon submission of two **Student Engagement Self-Reflections**.

### In-Class Activities and Short Homework

Activities assigned for in-class completion and preparatory at-home activities in lieu of assigned readings are expected to be completed. These activities may not have immediate grades attached to them, but completion (or lack thereof) will contribute to students' **Engagement and Participation** grades.

## GRADING

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>
100-93 (4.0)	92-90 (3.67)	89-87 (3.33)	86-83 (3.0)	82-80 (2.67)	79-77 (2.33)	76-73 (2.0)	72-70 (1.67)	69-67 (1.33)	63-66 (1.0)	62-60 (0.67)	59- (0)

For university grading policies, [see this link](#). See below for my general grading rubric:

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<b>A</b>	An “A” grade indicates that the project showcases insightful thought through complex analysis backed up by textual evidence, clear thesis, smooth integration of evidence through quoting/paraphrasing of primary and secondary texts, consistent use of clear language (transitions, diction, spelling, grammar). The project generates interest and shows commitment on the part of the writer. The organization of the project supports its argument. If materials are referenced, proper MLA citation style is used. There is a strong, argumentative conclusion. “A” papers are outstanding.
<b>B</b>	A “B” grade paper has many of the qualities of an “A” grade but needs polishing to get it to an “A.” The thesis and argument are clear but may be less complex. Textual evidence is used to support the argument but is not always well-integrated or fitting with the thesis. Language may have lapses in clarity but is still understandable. The project attempts to generate interest and commitment. Organization is clear but may have lapses. If materials are referenced, MLA citation is attempted. Conclusion may rely on summary. “B” papers are papers that express a solid argument but do so less consistently than those awarded an “A.”
<b>C</b>	A “C” paper is satisfactory. The project has a thesis and argument, but they are unclear and/or less developed. Thesis may also be stating a fact rather than positioning an argument. Evidence is insufficient or does not support the thesis. There are major lapses in clarity that begin to impact the understandability of the paper. Papers may rely on summary rather than analysis. Conclusion is unclear and relies on summary. Organization may be confusing. Paper may have insufficient citation practices. “C” papers are satisfactory but need further polishing to make their arguments persuasive.
<b>D</b>	A “D” paper is unsatisfactory. Thesis and argument, if present, are weak, unargumentative, and unsupported. There is little evidence to support the thesis, and citation practices are unsatisfactory. Paper is significantly unclear and/or difficult to follow. “D” papers fail to fulfill a major component of the assignment.
<b>E</b>	An “E” paper is significantly unsatisfactory. Project is incomplete, plagiarized or obtained from an outside source, and/or does not meet the requirements of the assignment.

## Course Policies

### COVID-19

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.uf](http://one.uf) 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.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up the work.

### Virtual Sessions

This session of ENC1136 is a virtual, synchronous class, meaning we will meet at our scheduled class times virtually on the Zoom web conferencing platform. Students are expected to stay engaged and aware throughout class sessions. Virtual meeting expectations include:

- Students keep video *on* for the majority of class.

- Students respond regularly to discussion prompts and questions using their voices or the Zoom chat box.
- If waiting to speak verbally, students use the “raise hand” function in Zoom.
- The instructor will not record Zoom sessions without prior warning. If a session needs to be recorded, students may turn off their cameras for the duration of the recording.

## Attendance

In a course with discussion-style instruction, your presence is necessary! Students who miss more than six classes without justified excuses cannot pass the class. Excused reasons for absence include illness, religious holiday, university-sponsored sport or related travel, Title IX-related incident, legal obligations, personal or familial emergency, [and other situations noted here](#). Notify me of absences ASAP when seeking an excuse. Documentation may be requested, and excuses may require completion of a make-up task.

In the event of missed classes without an excuse or documentation, students must reach out ASAP to the instructor to discuss making up class content and removing the unexcused absence. Ideally, students should reach out as soon as they know they will not be attending a class. In emergency cases, students should reach out as soon as they are able to do so. Students who reach out in a timely manner (within a day or two of the missed class, or before the next class meeting, except in exceptional cases) may work with the instructor to determine a reasonable make-up activity, of which adequate completion may erase the unexcused absence. This policy is liable to change at the instructor’s discretion in cases of continued patterns of truancy.

## Tardiness

Arriving late to class disrupts the discussion. If you arrive after attendance is taken, see me after class to confirm your attendance. 3 tardies equals 1 absence.

## Late Assignments

If you want to request an assignment submission extension, communicate the request **by five p.m. the day before the assignment is due**. Early notice for extensions allows me to adjust my grading schedule appropriately. Extension requests will be approved or denied on the instructor’s judgement.

Late papers without an agreed extension will receive 10% deducted points for each day late. All late work must be submitted within one week of the original deadline, or by the first day of Finals Week, whichever comes first. **No work will be accepted after April 28<sup>th</sup>.**

## Environmental Sustainability

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

of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

## University Policies

### Academic Honesty

Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, [click here](#).

#### *Plagiarism*

Part of the academic honor code includes the prohibition of plagiarism and generation of assignments via outside entities. The honor code defines plagiarism and use of outside entities as:

(e) Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another person or Entity. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. 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.
3. Submitting materials from any source without proper attribution.
4. 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.

(f) Submission of Academic Work Purchased or Obtained from an Outside Source. A Student must not submit as their own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic work in any form generated by an Entity; academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.

Plagiarism and use of outside entities are not accepted in this class, and incidents of either will be reported to the Student Conduct and Conflict Resolution office as academic misconduct.

### Sexual Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. [Full policy can be found here](#).



## Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted [online here](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students [online](#).

## Student Academic and Crisis Resources

### University Writing Studio

The [UF Writing Studio](#) offers tutoring appointments for UF undergraduate and graduate students. Students bring writing drafts to their appointments and receive constructive feedback and tutoring from trained studio tutors, usually other undergraduate students. Students may make up to two appointments per week.

### Disability Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact the [Disability Resources Center](#) for information about available resources for students with disabilities.

I strive to create an equitable, welcoming class environment. While I must receive documented DRC accommodations to make major changes to the class, I encourage students to come talk to me about *any* access needs, even ones without associated diagnoses. I will do what I can to best ensure all students have the resources necessary to thrive in my class.

### Hitchcock Field & Fork Food Pantry

[The Hitchcock Field & Fork Pantry](#) offers free grocery staples and fresh produce to all UF students, faculty, and staff experiencing food insecurity. Field & Fork defines food insecurity as “A person experiences food insecurity when they can't access food in either the *amount* or *nutritional quality* that meets their needs.” No proof of insecurity is required to receive resources, no questions are asked, but **GatorONE ID cards are needed**.

## Counseling and Wellness Center

[The Counseling and Wellness Center](#) offers mental health support and resources to students, including support with college-related struggles and general mental health services. More info at (352)392-1575.

## Aid-A-Gator Financial Assistance

"Funds from [Aid-a-Gator](#) are intended to be a grant, not a loan, to help our students in need to cover costs related to unanticipated travel, additional technology requirements, or other needs related to an emergency situation. To apply for emergency funding, undergraduate students, graduate students, and post-doctoral fellows should complete [this form](#). Maximum Aid-a-Gator grants will be \$500."

## Student Health Care Center

"All registered UF students paying the tuition-included student health fee are eligible for [Student Health Care Center \(SHCC\)](#) services. The SHCC provides care at many levels, and charges vary depending on the services provided. Insurance is not required to access SHCC services; however, coverage is mandated by UF."

## Office of Victim Services

Students who have experienced a crime, assault, or harassment are invited to contact the [UFPD Office of Victim Services](#), a free and confidential service that provides victim-survivors with emotional support, counselling referrals, victim advocacy, accompaniment to criminal justice processes, and more. Victim-survivors are not required to make a police report or press charges to access OVS resources.

## Alachua County Crisis Center

[The Alachua County Crisis Center](#) is a non-UF-associated, non-GDP-associated help center for Alachua County residents experiencing traumatic events or crisis. ACCC services include: 24/7 crisis phone line at (352) 264-6789; appointment, walk-in, and group crisis counselling; on-demand crisis intervention; national suicide hotlines; local disaster information; community education; and more.

## Peaceful Paths Domestic Abuse Network

[Peaceful Paths](#) is a domestic violence center that serves survivors in Alachua and nearby counties. Services include "emergency shelter, 24-hour helpline, victim advocacy, children's programming, economic empowerment education and support, crisis counseling and support groups, community awareness and intervention, and violence prevention programs."

## Course Schedule

NOTE: course schedule is subject to change. Readings and activities in the center column labelled “Read” or “Do” must be completed *before* class meets for the day. Assignments in the rightmost column are due at 11:59pm on the day, unless scheduled otherwise in Canvas.

Dates	Daily Topics& Tasks to Complete Before Class	Assignments Due
Week 1	Intro	
M. 1/13	Syllabus Week	
W. 1/15	Syllabus Week	
F. 1/17	Classroom & Professional Etiquette	<b>[Drop/Add Ends]</b>
Week 2	Foundations	
M. 1/20	<b>[School Holiday]</b>	
W. 1/22	<i>Read:</i> “Supporting Multimodal Literacy: Supplement 1” and <a href="#">“Writing in Five Modes”</a>	
F. 1/24	<i>Read:</i> “Backpacks Versus Briefcases”	Introduction Email
Week 3	Sequential Art	
M. 1/27	<i>Read:</i> Excerpts from <i>Kindred</i> novel and comic	
W. 1/29	<i>Read:</i> Canon Eos instruction manual excerpts	
F. 1/31	<i>In Class:</i> Creating Sequential Images	Instructions/Narrative: Images
Week 4		
M. 2/3	<i>Do:</i> DB: Combining Image and Word <i>In Class:</i> Plagiarism and Academic Honesty	
W. 2/5	<i>Making Comics</i> excerpts	
F. 2/7	<i>Understanding Comics</i> excerpts	Sequential Art & Creator Statement
Week 5		
M. 2/10	<i>Watch:</i> <a href="#">“How to Tie a Tie”</a> and [movie clip]	
W. 2/12	<i>Do:</i> DB: Video Tutorials	
F. 2/14	N/A	Sequence Video
Week 6	Zines	
M. 2/17	<i>Read:</i> “Whatcha Mean What’s a Zine?” and selection of zines	
W. 2/19	<i>Read:</i> Analysis of zine	
F. 2/21	<i>Read:</i> “An Introduction to Zines and Zinemaking”	Zine Analysis
Week 7		
M. 2/24	DB: Zine Proposal	
W. 2/26		
F. 2/28		
Week 8	Student Conferences	
M. 3/3	Individual conferences	Self-Evaluation 1
W. 3/5	Individual conferences	

F. 3/7	Individual conferences	Zine & Creator Statement
Week 9	Research Prep	
M. 3/10 W. 3/12 F. 3/14		Research Proposal
Week 10	Spring Break	
M. 3/17 W. 3/19 F. 3/21		
Week 11	Multimodal Research	
M. 3/24 W. 3/26 F. 3/28	Read: <a href="#">“Resilience 2.0”</a> Do: DB: Research Paper Check-In	
Week 12		
M. 3/31 W. 4/2 F. 4/4	Read: <a href="#">“How to Write a Blog Post”</a>	Research Paper Draft Research Paper
Week 13		
M. 4/7 W. 4/9 F. 4/11	Read: <a href="#">“#Love and Terrorism,”</a> then Do: DB: Article/Blog Comparison Do: DB: Pick a Blog Post to Bring into Class Read: <a href="#">“Loaded Broccoli Cheese Bacon Soup”</a>	Blog Post
Week 14		
M. 4/14 W. 4/16 F. 4/18	<a href="#">“Video Essays 101”</a> DB: Video Essay Plan	
Week 15		
M. 4/21 W. 4/23 F. 4/25		Self-Evaluation 2
Finals Week: Apr. 28- May 2		Video Essay

**All assignments must be submitted within one week of the original deadline or by the first day of Finals Week, 4/28, whichever comes first.**