

ENC 1136: Multimodal Writing and Digital Literacy

The Weird and Wonderful World Wide Web

Class 19443, Section 9122, Spring 2023

Lead Instructor:

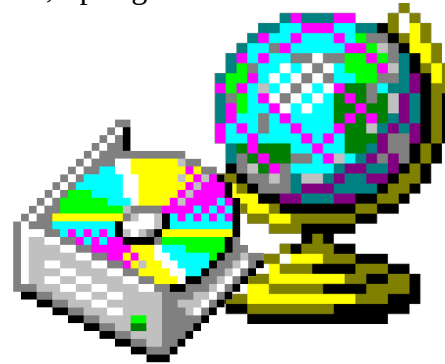
Brooke Whitaker
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Office Hours & Location:

TBD

Class Meeting Times & Locations:

MWF (3:00 PM to 3:50 PM) at WEIL408E



Course Description

Multimodal Composition teaches digital literacy and digital creativity. By the end of this course, students will be familiar with composing and circulating multimodal documents in order to convey creative, well-researched, carefully crafted, and attentively written information through digital platforms and multimodal documents. ENC 1136 promotes digital writing and research as central to academic, civic, and personal expression.

As an overarching theme, this course will focus on the strange and speculative forms of internet-based multimodal creation and community-building. From exploration of hypertext and webtext projects, immersion in independent video games, and engagement with internet-funded-and-shared films, students will gain a better understanding of the ways in which creativity is developed in an interdisciplinary, multimodal environment. In addition, the course will likewise elaborate on ways in which multimodal internet creativity promotes unique, productive forms of community. Coursework will reinforce these means of composition, culminating in a diverse digital portfolio tailored to the student's respective interests.

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 Credit

- 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


All required materials will be provided through Canvas.

Assignment Descriptions (Total Points Possible: 1000)

Participation and Individual/In-Class Activities (200 points)

Participation, both inside and outside of the classroom, is an essential aspect of this course. Students are expected to read and view any assigned materials, as well as engage in class

discussions and workshops. Attendance is mandatory, as class time will be used to share tutorials and explain the intricacies of each assignment.

Digital Reflection Essay (1,000 words; 100 points) 


Did you grow up with the internet? Has it been a constant presence throughout your life? Reflect in a traditional essay on how digital means of creation and information sharing have shaped your research and work. Think about a unifying topic/theme you might want to work with throughout this course, so that your final portfolio can potentially have some cohesion.

Image/Text StoryMap (1,000 words; 100 points) 

Craft a StoryMap using primarily still images and written text. The chosen images must be an essential part of the work. How can the addition of visuals accentuate your writing and help you argue your central claim? How can you create a persuasive harmony between text and image?

Audio/Visual Project (1,000 words; 100 points) 

Using a video editing software of your choosing, write, film, and edit a short video. Make use of varied visuals and audio. How does this multimodal approach change your rhetorical process? The film should be a minimum of five minutes long and a maximum of ten minutes long.

Multimodal Interactive Game (1,000 words; 100 points) 

Using the Bitsy software, create an interactive dialogue-focused game. Have a minimum of four distinct scenes. How can you still present a persuasive, creative story in an interactive, entertainment-based medium? How does that multimodal format change your rhetorical approach?

Multimodal Website (1,000 words; 100 points) 

Write, design, and code your own website (using Neocities) regarding a topic of your choosing. Incorporate the various multimodal elements we've covered (audio, visual, textual, interactive, etc.). Focus on both accessibility and presentation.

Final Portfolio (1,000 words; 300 points) 

Your final work for this course will be a digital, multimodal portfolio that encompasses all of your prior assignments. You will use your website as a place for your digital collection. This assignment will also include a short reflection on your work and your time in this course. 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 ideally form the foundation of a growing digital portfolio of your multimodal work throughout your academic career.

Grading Scale

A	4.0	100% to 94%	C	2.0	< 77% to 74%
A-	3.67	< 94% to 90%	C-	1.67	< 74% to 70%
B+	3.33	< 90% to 87%	D+	1.33	< 70% to 67%

B	3	< 87% to 84%	D	1	< 67% to 64%
B-	2.67	< 84% to 80%	D-	0.67	< 64% to 60%
C+	2.33	< 80% to 77%	E	0	< 60% to 0%

Grading 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, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. 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 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.
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	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.

	organization.	
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.

Grading & Course Credit Policies

General Policies

- You must complete all assignments to receive credit for this course. Each assignment must meet the word count required for that assignment. Writing more for one assignment DOES NOT make up for being under word count for another assignment.
- Works Cited pages, title pages, running headers, and Tables of Contents DO NOT count towards the word count of an assignment.

Attendance

- Attendance will be taken. If you miss six class periods, you will automatically fail the course. If you are unable to make it to class and have a documented excuse, please contact me as soon as possible.
- Please be on time to class. Lateness will be considered a partial absence and will accumulate into a full absence with enough instances.

Policy of Respect:

- This course relies heavily on class discussions. All students should feel free to speak their minds, but should likewise be courteous and understanding of others with differing viewpoints. Any form of inappropriate behavior will result in dismissal from 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/>

UF's Writing Studio

- The University of Florida offers a free service aimed at assisting students of all levels and majors with their writing. The Writing Studio provides one-on-one and workshop sessions by appointment. More information can be found at the following link: <https://writing.ufl.edu/writing-studio/>

Paper Format & Submission:

- Submit assignments via Canvas by 11:59 PM on the date listed in the course schedule.

Late Papers/Assignments:

- If an extension is needed due to illness or other extenuating circumstances, please contact me as soon as possible.

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:

- This course will utilize the Turn-It-In feature on Canvas. The percentage of similarity will be variable for assignments. However, you will most likely want to keep your

assignments below 25% similarity. If your assignment appears to have a high Turn-It-In Score and you believe this is in error, please let me know.

- 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.
 - Student Honor Code:
 - 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.

Students with Disabilities:

- 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 to give your instructor early in the semester.

Students in Distress:

- Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you.
- UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>

Grading:

- For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
- 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 feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>

Policy on 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)

Schedule of Classes and Assignments

	Schedule of Classes & Readings	Assignments
	Unit One: Digital Literacy	
Week One		
M Jan 9	Agenda: <ul style="list-style-type: none"> • Course Introduction/Welcome • Syllabus 	
W Jan 11	Agenda: <ul style="list-style-type: none"> • What is Digital Literacy? 	
F Jan 13	Agenda: <ul style="list-style-type: none"> • What is Multimodal Writing? 	Introductory Discussion Post Due by 11:59 PM
Week 2		
M Jan 16	<i>No class, holiday</i>	
W Jan 18	Readings: <ul style="list-style-type: none"> • Start Jon Bois's 17776 Agenda: <ul style="list-style-type: none"> • Reading and Writing Rhetorically 	
F Jan 20	Readings: <ul style="list-style-type: none"> • Continue 17776 • Le Deuff, <i>Digital Humanities</i>, "The Researcher's Workstation and the History of Hypertexts" Agenda: <ul style="list-style-type: none"> • Introduction to Hypertext Projects 	
Week Three		

M Jan 23	<p>Readings:</p> <ul style="list-style-type: none"> • Finish 17776 <p>Agenda:</p> <ul style="list-style-type: none"> • 17776 Analysis and Discussion 	Discussion Post on Jon Bois's 17776 Due by Class Start
W Jan 25	<p>Readings:</p> <ul style="list-style-type: none"> • Kumar, "The Anomaly of Jon Bois's '17776'" <p>Agenda:</p> <ul style="list-style-type: none"> • Digital and Multimodal Creativity • Hypertext Multimodality 	
F Jan 27	<p>Agenda:</p> <ul style="list-style-type: none"> • Elements of Digital Design 	
Sun Jan 29		Digital Reflection Essay Due by 11:59 PM
	Unit Two: Image/Text	
Week Four		
M Jan 30	<p>Readings:</p> <ul style="list-style-type: none"> • The Bindery, "What is a Zine?" <p>Agenda:</p> <ul style="list-style-type: none"> • Introduction to Image/Text • Elements of Visual Design 	
W Feb 1	<p>Readings:</p> <ul style="list-style-type: none"> • Comics and Zines Examples <p>Agenda:</p> <ul style="list-style-type: none"> • Exploring Comics and Zines I 	
F Feb 3	<p>Readings:</p> <ul style="list-style-type: none"> • Bitz and Emejulu, "Creating Comic Books in Nigeria" • Tsao and Yu, "Animated comics remind medical students of empathy: a qualitative study" <p>Agenda:</p> <ul style="list-style-type: none"> • Exploring Comics and Zines II 	
Week Five		
M Feb 6	<p>Readings:</p> <ul style="list-style-type: none"> • Jayawardene, "StoryMap(ping) Black Urban Experiences: Toward an Africana DH Subfield Through Research and Pedagogy" <p>Agenda:</p>	

	<ul style="list-style-type: none"> • Introduction to StoryMap 	
W Feb 8	Agenda: <ul style="list-style-type: none"> • Working with Interactive Visuals • Thinking Spatially 	
F Feb 10	Readings: <ul style="list-style-type: none"> • StoryMap Examples Agenda: <ul style="list-style-type: none"> • StoryMap Discussion 	Discussion Post on StoryMap Example Due by Class Start
Week Six		
M Feb 13	Agenda: <ul style="list-style-type: none"> • StoryMap Workshop I 	
W Feb 15	Agenda: <ul style="list-style-type: none"> • StoryMap Workshop II 	
F Feb 17	Agenda: <ul style="list-style-type: none"> • Image/Text StoryMap Peer Review 	
Sun Feb 19		Image/Text StoryMap Due by 11:59 PM
	Unit Three: Audio/Visual	
Week Seven		
M Feb 20	Readings: <ul style="list-style-type: none"> • Science and Media Museum, “A Very Short History of Cinema” Agenda <ul style="list-style-type: none"> • Introduction to Audio/Visual • AV Basics 	
W Feb 22	Viewings: <ul style="list-style-type: none"> • Film Examples Agenda: <ul style="list-style-type: none"> • Exploring Stop-motion and Animation 	
F Feb 24	Viewings: <ul style="list-style-type: none"> • Film Examples Agenda: <ul style="list-style-type: none"> • Exploring Traditional and Experimental 	
Week		

Eight		
M Feb 27	Agenda: <ul style="list-style-type: none"> • UF Apps Audio/Visual Software 	
W Mar 1	Readings: <ul style="list-style-type: none"> • Abreu, “What is Film Editing?” Agenda: <ul style="list-style-type: none"> • Filming and Editing Techniques I 	
F Mar 3	Agenda: <ul style="list-style-type: none"> • <i>Tarnation</i> Film Discussion • Filming and Editing Techniques II 	Discussion Post on <i>Tarnation</i> Due by Class Start
Week Nine		
M Mar 6	Agenda: <ul style="list-style-type: none"> • Audio/Visual Project Workshop I 	
W Mar 8	Agenda: <ul style="list-style-type: none"> • Audio/Visual Project Workshop II 	
F Mar 10	Agenda: <ul style="list-style-type: none"> • Audio/Visual Project Peer Review 	
Sun Mar 12		Audio/Visual Project Due by 11:59 PM
Week Ten		
M Mar 13	Spring Break	
W Mar 15	Spring Break	
F Mar 17	Spring Break	
	Unit Four: Multimodal Interactivity	
Week Eleven		
M Mar 20	Readings: <ul style="list-style-type: none"> • Ebert, “Video Games can never be art” • Melissinos, “Video Games Are One of the Most Important Art Forms in History” Agenda: <ul style="list-style-type: none"> • Introduction to Multimodal Interactivity Through Video Games 	
W Mar 22	Readings:	

	<ul style="list-style-type: none"> Anderson, “Extraludic Narratives: Online Communities and Video Games” Agenda: <ul style="list-style-type: none"> Breaking Down a Video Game I 	
F Mar 24	Agenda: <ul style="list-style-type: none"> Breaking Down a Video Game II 	
Week Twelve		
M Mar 27	Agenda: <ul style="list-style-type: none"> Exploring itch.io and Bitsy Games I 	
W Mar 29	Agenda: <ul style="list-style-type: none"> Exploring itch.io and Bitsy Games II 	
F Mar 31	Viewings: <ul style="list-style-type: none"> Bitsy Tutorial Agenda: <ul style="list-style-type: none"> Working with Bitsy 	Discussion Post on Bitsy Game Example Due by Class Start
Week Thirteen		
M Apr 3	Agenda: <ul style="list-style-type: none"> Multimodal Interactive Game Workshop I 	
W Apr 5	Agenda: <ul style="list-style-type: none"> Multimodal Interactive Game Workshop II 	
F Apr 7	Agenda: <ul style="list-style-type: none"> Multimodal Interactive Game Peer Review 	
Sun Apr 9		Multimodal Interactive Game Due by 11:59 PM
	Unit Five: Multimodal Composition	
Week Fourteen		
M Apr 10	Readings: <ul style="list-style-type: none"> Fogden, “What Makes a Good Website?” Agenda: <ul style="list-style-type: none"> Introduction to Websites 	
W Apr 12	Viewings: <ul style="list-style-type: none"> Neocities Tutorial and Examples 	

	Agenda: <ul style="list-style-type: none"> • Exploring HTML 	
F Apr 14	Agenda: <ul style="list-style-type: none"> • Neocities Examples Analysis 	Discussion Post on Neocities Example Due by Class Start
Week Fifteen		
M Apr 17	Agenda: <ul style="list-style-type: none"> • Multimodal Website Workshop I 	
W Apr 19	Agenda: <ul style="list-style-type: none"> • Multimodal Website Workshop II 	
F Apr 21	Agenda: <ul style="list-style-type: none"> • Multimodal Website Peer Review 	
Sun Apr 23		Multimodal Website Due by 11:59 PM
Week Sixteen		
M Apr 24	Agenda: <ul style="list-style-type: none"> • Final Portfolios Workshop I 	
W Apr 26	Agenda: <ul style="list-style-type: none"> • Final Portfolios Workshop II • Course Wrap-up 	
Week Seventeen		
W May 3rd		Final Portfolios Due by 11:59 PM