

ENC 1136: Multimodal Writing and Digital Literacy

Class dates: MWF (face-to-face)

Facility: WEIL 0408E

Section: 9122

Class No. 20309

Office hours: Monday: 9:30am Kimberly Williams Turington 4413 and ZOOM

*We will go over the syllabus weekly for changes and additions

Course Description

Multimodal composition teaches digital literacy and digital creativity. Multimodal composition refers to the act of producing documents that use more than one modality to achieve its purpose. Modalities frequently used in multimodal writing include “visual, audio, gestural, spatial, or linguistic means of creating meaning” (Selfe 195).

As more and more academic, professional, civic, and personal documents rely on various media forms, it becomes crucial for students to understand that contemporary writing means more than just putting words on a page. Today, people consume written documents from many sources besides the traditional books, newspapers, and magazines. Written content is distributed on the web and conveyed via audio (podcasts) and video (YouTube, Vimeo, etc.).

This course teaches students to compose and circulate multimodal documents in order to convey creative, well-researched, carefully crafted, and attentively written information through digital platforms and multimodal documents. While multimodal does not necessarily mean digital (medieval illuminated manuscripts are multimodal, for example).

This course focuses on the relationship between digital literacies and multimodal writing. This course promotes digital writing and research as central to academic, professional, 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
- 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
- Using problem-solving methods to navigate digital tools;
- Appraising methods for self-guided learning about emerging digital tools (i.e. learning how to learn)

Class Theme: Home and Identity

This class will examine the theme of home and its related inner workings that spans identity, geography, and culture through multimodal assignments and its influences on our individual and collective society through meaning-making perspectives. How are communities creating and processing tragedy through acts of resistance and innovation? How are different communities responding to collective and individual care? This course will examine writing, art, and cultural studies through the concepts of tragedy, renewal, and introspection. This course will include essays and assignments that will articulate the aforementioned concepts through multimedia and multi-disciplinary projects.

COVID-19, Omicron, and Pandemic Information

In response to COVID-19, the following practices 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 at no cost and have been demonstrated to be safe and effective against the COVID-19 virus.

- Visit this link for details on where to get your shot, including options that do not require an appointment:
<https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including 3 best practices like frequent hand washing. Following these practices is our responsibility as Gators. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. 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 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Required Texts

All materials will be posted on Canvas or hyperlinked in the course schedule for digital reading. You will need access to streaming or online platforms for film screenings.

Canvas→Files→ENC 1136

Grading & Course Credit Policies

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. You are permitted one extra day after the deadline without penalty. After that date, your grade drops by a letter grade.

Above all, I want you to succeed in this course. **Extensions** are perfectly fine! However, you have to communicate your needs and advocate for yourself (before the submission deadline and not after).

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

General Education Learning Outcomes

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.

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, and mechanics. Conferring credit 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	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

<p>ARGUMENT AND SUPPORT</p>	<p>Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.</p>	<p>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</p>
<p>STYLE</p>	<p>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.</p>	<p>Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.</p>
<p>MECHANICS</p>	<p>Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.</p>	<p>Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.</p>

Assignment Descriptions (Total Points Possible: 1000)

Participation, Homework, and In-Class Activities (100 points)

Students are expected to read assigned materials before session for class discussion and further collaborative engagement. Homework assignments are pointed out in the course schedule below but sometimes the homework assignments will be told in-class. It is your job to secure missed assignments through your peers. During class sessions, we will have group/individual presentations, writing exercises, peer review and more. As an active participant, your engagement is paramount to your growth as a writer and editor.

***Thor Ragnarok* Close Reading (500 words; 100 points)**

In this assignment, students will examine the superhero film and its relationship to home, identity, and culture.

Playlist Essay (800 words; 100 points)

In this paper, students will create and annotate a playlist that defines their idea of home; this includes explanations on family, culture, legacy etc. as it relates to production, lyrics, and instrumentation.

Hometown Podcast (1000 words; 100 points)

Students will create a podcast episode concerning their hometown (e.g. myth, legend, true crime) that will include one interview. Students will write an accompaniment script that will include research and scaffolding on their theme, interviewee, and local story.

Future home (800 words; 100 points)

For this series of assignments, students will write and create a short zine-style essay that incorporates collaging, imagination, and research to craft a proposal that solves a local OR hometown social issue.

Gainesville Multimodal Project (2000 words; 200 points)

In this series of assignments, students will document Gainesville by using investigative photography and audio recording techniques. This will include multiple blog entries and an exchange with another student blogger as well

Writing Self-Assessment (500 words; 100 points)

Reflective writing is richly important for editing and growth. Accordingly, students will analyze their progress in the course thus far. Specifically, students will identify areas of their writing that need work and describe a plan for improvement.

Critical response and video response (800 words; 100 points)

Students will critically analyze and respond to an argument from a chosen reading and then respond to the reading with an accompanying video essay.

Schedule of Classes and Assignments

This schedule is only a guide and is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day. Generally, the bullet points are listed in the order they will occur during the week.

Unit 1: Critical Foundations

Week 1:

Wed, January 5th

- Intro to course, theme, & syllabus
- Icebreaker and home activity

Fri, Jan. 7th

- Read: [Multimodal Literacy Vocabulary](#)
- Read: [Multimodal Communication: Writing in 5 Modes](#)

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Week 2

Mon, Jan. 10th:

- Read: Reading and Responding to Visual Arguments (File section)
- Read: [How to Analyze a Film](#)

Wed, Jan 12th:

- *Thor Ragnarok* Discussion
- Introduction worksheet DUE
- Thor film sheet DUE

Fri, Jan 14th:

- *Thor Ragnarok* critical home response DUE
- Introduce Playlist Assignment and activity
- Read: [Bowie, Bach and Bebop: How Music Powered Basquiat](#)

Unit 2: What is the Sound of Home?

Week 3

Mon, Jan 17th: Rev. Dr. Martin Luther King, Jr. Remembrance

- Holiday

Wed, Jan 19th:

- Bring in a podcast to share with class!

Fri, Jan 21st:

- Playlist Essay DUE
- Listen: [Shirley Manson Podcast](#)
- Introduce Hometown Podcast assignment

Week 4

Mon, Jan 24th:

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- Listen: [Student Podcast: How to Tell a Great Story](#)
- Read: [The Journey from Print to Radio](#)
 - [Podcast Resources](#) (optional)
 - [Government Archive](#) (optional)

Wed, Jan 26th:

- Listen to [Student Podcast: The Art of the Interview](#)

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- **Proposal and interview questions DUE**
- Guest speaker podcasting 101

Fri, Jan 28th:

- **Podcast storyboard DUE**
- Listen: [Podcasting Step by Step: Vulnerability and the Deeper World](#)
- Read: [Podcaster's Guide to Transcription](#)

Unit 3: Gainesville

Week 5

Mon, Jan 31st

- Read: [Susan Sontag: Plato's Cave](#)
- Read: [Understanding Gentrification](#)
- Introduce Gainesville Multimodal Essay Part I
- **Annotations DUE**

Wed, Feb 2nd

- [2021 Photo Essays](#)
- [Image of Reality / Image not Reality: What is Photography?](#)
- **Podcast with transcript DUE**

Fri, Feb 4th

- Read: [Be it Light or Shadow](#)
- Read: [2021 Emerging Photographers](#)

Week 6

Mon, Feb 7th:

- **Proposal DUE with one photo and description**
- Peer Review
- Introduce Gainesville Multimodal Essay Part II

Wed, Feb 9th:

- [The Soundscapes of Your Home](#)
- Read: Sonic Imaginations (FILE)
- **Annotations DUE**

Fri, Feb 11th:

- **Second photo and description DUE**
- In-class office conferences

Week 7

Mon, Feb 14th:

- Read: [Whisper of the Wild](#)
- Read: [The World is Sound](#)

Wed, Feb 16th:

- Read: [The Rise of the UniverCity](#)
- **Annotation DUE**

Fri, Feb 18th:

- Read: [Reclaiming the chocolate city: Soundscapes of gentrification and resistance in Washington, DC](#)
- **Annotation DUE**
- **Third photo and description DUE**

Unit 4: Future Home

Week 8

Mon, Feb 21st:

- **Peer Interview and Reflections in-class**

Wed, Feb 23rd:

- Writing Self-Reflection workshop
- **Peer Response DUE**

Fri, Feb 25th:

- Read: [COVID-19 pandemic and its impact on social relationships and health](#)
- Read: [The COVID-19 Mental Health Content Moderation Conundrum](#)
- Introduce two-part critical response and video essay assignment
- **Annotation DUE**

Week 9

Mon, Feb 28th:

- What is the Video Essay?
- [Read: The Legacy of the Pandemic](#)
- **Annotation DUE**

Wed, March 2nd:

- **Reflective Assignment Due**
- Read: [Are You Living to Work or Working to Live? What Millennials Want in the Workplace](#)

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- **Annotation DUE**

Fri, March 4th:

- Spring break

Week 10

Mon, Mar 14th:

- MEAL Plan
- Counterargument

Wed, Mar 16th:

- Rhetorical analysis refresher
- Read: Rhetorical chapter (file)

Fri, Mar 18th:

- **First page and thesis DUE**

Unit 5: Home Improvement

Week 11

Mon, Mar 21st:

- [Read: The Video Essay](#)
- [Watch: F for Fake](#)
- Video Essay Workshop Part I

Wed, Mar 23rd

- Peer Review
- **Draft Critical Response**
- Video Workshop Part II

Fri, Mar 25th

- **Final Critical Response DUE**
- Watch: [video essays compilation](#)
- Present on engagement with video

Week 12

Mon, Mar 28th

- **Storyboard DUE**
- Video editing

Wed, Mar 30th:

- Introduce Future Home proposal

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Fri, April 1st

- **Final video essay DUE**

Week 13

Mon, April 4th:

- Video presentations and critical essay presentations

Mon, April 6th:

- Zine workshop 101
- Read Zine article (files)

Fri, April 8th

- **Zine workshop 102**
- Read Zine article (files)

Weeks 14

Mon, April 11th

- **Proposal DUE**

Wed, April 13th:

- In-class writing workshop and research

Fri, April 15th:

- **Draft Due**
- Peer Revision

Week 15

Mon, April 18th:

- Final Presentations on zine and Future Home assignment

Wed, April 20th

- Last day
- Evaluations

Classroom Policies

Attendance

Attendance is required. If a student misses more than **six periods** during a semester, they will fail the entire course. Exemptions include 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.

Plagiarism

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

Plagiarism. 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/student-conduct-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.

When attending class, there are a few guidelines we expect you to follow.

- You do not need to ask permission to use the restroom. Please leave and take the time you need.
- It is really important to avoid distractions during class time. This includes closing unnecessary applications on your laptop and putting your phone away. Engage with your peers and respond to your peers with their name.
- If you have trouble with any material, or need extra assistance, I really am happy to help you.

In-Class Work

Papers and drafts are due at the assigned deadline; however, you have a grace day without penalty. After that grace day, your letter grade drops each day until you submit.

If you need extra help or time, contact me ASAP for an extension before the initial deadline. I am happy to grant you that time. I feel and realize the impact of pandemic stress and want you to succeed. However, you have to establish communication about your needs.

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.

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.

Mode of Submission

All papers will be submitted as PDF, MS Word, or (.doc) 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.

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/>.

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. See <https://writing.ufl.edu/writing-studio/> to learn more.

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