

ENC 1136: Multimodal Writing/Digital Literacy

(Section 9123, Class #20312), Fall 2022

Instructor Name: Nathan Stelari

Course meeting times & location: WEIL 408A T 11:45 AM – 1:40 PM and R 12:50 PM – 1:40 PM

Office Location and Hours: TUR 4339/T 2:00 PM – 3:00 PM; R 2:00 PM – 3:00 PM

Course website: TBA

Instructor Email: nstelari@ufl.edu

Course Description:

Multimodal Composition teaches digital literacy and digital creativity. Multimodal Writing takes as its object composing works that involve more than one modality. This may be in the form of text, video, music, etc. 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. Throughout the semester, this course will focus on the use of humor throughout various modalities. This will range from more traditional television comedies such as *Curb Your Enthusiasm* to the newer (and substantially more participatory) forms exemplified by something like the Jerma985 greenscreen streams and the various user-created riffs upon those. Humor will be examined not just as in-itself, but also as a tool for the creation of rhetorical effectiveness.

Course Objectives:

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

- Applying composing processes to digital forms
- Demonstrating invention/creativity approaches when working with digital resources & 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)

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

COVID Statement

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.ufl.edu 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 work.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

Readings will be provided on Canvas.

Recommended Texts: *Graphesis: Visual Forms of Knowledge Production* by Johanna Drucker, ISBN: 978-0674724938

Assignments (see below for Grading Rubric):

Weekly Discussion Posts:

Each week you will be asked to respond to the readings and viewings. These will be due at 11:59 PM on the Monday before class. Each will be about a paragraph in length. For your discussion posts, I ask you to focus on questions about the materials well as connections to anything you have prior knowledge about. Additionally, your responses for the week are not confined only to writing. Sharing images, video, etc. in response to the week's material is highly encouraged.

Discussion Lead:

Once during the semester you will be asked to present on the material for the week. Your presentation should involve a short summary of the material and questions about the material that could help spark discussion. Additionally, you will be asked to turn in a 300 word document to accompany your

discussion. You are not required to cite sources outside of the material for the day, but you may do so. This document should be in MLA format with in-text citations and a works cited page. You will sign up to lead discussions on 09/01.

Digital Literacy Reflection:

This reflection should examine what you already know about digital literacy, multimodality, and comedy. Additionally, include any questions, topics, etc. that you are interested in addressing in this class.

Curb Close Reading:

Examine the episode of *Curb Your Enthusiasm* viewed for this class with particular attention paid to Larry David’s comic character, ideology, and rhetoric.

Podcast Assignment:

You will create with a partner a short podcast about the material you are working on for the semester. A script will be turned in to accompany the podcast. Each party will need to contribute 1000 words to the script (So a 2 person script will be 2000 words long). Indicate in some fashion (such as color coding, listing names next to the text written in transcript fashion, or so on) your contribution to the podcast. Additionally, include a works cited section for the podcast. The podcast should include 5 or more sources.

Zine Assignment:

For this assignment, write a short zine essay using the techniques and aesthetics discussed in class either about comedy or about a work of comedy.

Video Essay Assignment:

Analyze and respond to a reading/viewing from the class with a video essay and accompanying script or explanatory essay.

Multimodal Project:

Use 5 genres learned in the semester or with prior/outside knowledge to engage with a text/media object from the class. Accompany each piece with an explanatory essay detailing your motivations and intentions. Each essay should have in-text citations and a works cited page in MLA style. Include a total of at least 8 sources for the project.

Final Portfolio:

The final portfolio should include your work from throughout the semester along with an accompanying writing/making self-assessment. This reflection should draw upon how you changed or what you learned throughout the semester and should reference the works throughout the semester. The essay portion should be at least 1,000 words. The essay should be in MLA style. The portfolio should also include previous works that can be expanded upon and edited.

Assignment	Word Count	Point Value
Discussion Posts	One Paragraph per Week (Not part of the final word count)	100
Discussion Lead	300 Words	50

Digital Literacy Reflection	500 Words	100
<i>Curb</i> Close Reading	500 Words	100
Podcast Assignment	1000 Words	100
Zine Assignment	500 Words	100
Video Essay Response	800 Words	100
Multimodal Project	1,500 Words	150
Final Portfolio	1,000 Words	200
Total	6,100 Words	1,000

Course Policies:

1. 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 will 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.**
2. *Attendance:* A lowered course grade after **three** 50-minute absences (or equivalent) + automatic failure if a student misses **2 weeks** of class (failure *at* the sixth 50-minute absence).
3. Please be on time to class. Lateness will be considered a partial absence and will accumulate into a full absence with enough instances.
4. While the classroom should be a place for discussion, classmates should be treated with respect and dignity. This applies to the discussion posts or other feedback mechanisms as well.
5. *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/>
6. *Paper Format & Submission:* Submit assignments via Canvas by 11:59 PM on the date listed in the course schedule
7. *Late Papers/Assignments:* Please contact me before the due date if an extension is needed due to illness or other extenuating circumstances. I will provide one (1) 24 hour grace period for an assignment during the semester.
8. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *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.>

- 10. 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.
- 11. *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/>
- 12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
- 13. *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.
- 14. *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/>

15. *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.)

SYLLABUS

Wk	Date	Read/View for Class	DUE
1			
R	08/25	Course Introduction and Syllabus	Introduction Post Due 08/29
2		Multimodality	
T	08/30	Course Introduction Continued Watch “ What is Multimodality? ” “Language of Multimodal Texts” ”	Add/Drop Period Ends Today

R	09/01	“Digital Rhetoric: Toward an Integrated Theory” by James Zappen “Writing in 5 Modes”	Discussion Post #1 due 09/05
3			
T	09/06	<i>Graphesis</i> Ch. 1	Digital Literacy Reflection Due
R	09/08	P.J. Lavakare “Taking science to the people – easier said than done!” Susan Sontag “Notes on Camp”	Discussion Post #2 due 09/12
4		Humor and Ideology	
T	09/13	Henri Bergson “An Essay on the Meaning of the Comic” Alenka Zupancic “Another Bergsonian Turn of the Screw”	
R	09/16	Alenka Zupancic “Figures of Comedy” Julie Webber “The Cultural Set Up of Comedy” <i>Curb Your Enthusiasm</i>	Discussion Post #3 due 09/19
5			
T	09/20	“YouTube Video Parodies and the Video Ideograph” by Tom Ballard Slavoj Zizek <i>The Sublime Object of Ideology</i> pp. 27-35	<i>Curb</i> Close Reading Due
R	09/22	Herzfeld <i>Cultural Intimacy</i> “Introducing Cultural Intimacy” Habermas <i>Postmetaphysical Thinking II</i> (Excerpts)	Discussion Post #4 09/26
6			
T	09/27	Todd McGowan <i>Only a Joke Can Save Us</i> (Excerpts)	
R	09/29	Gilles Deleuze, <i>Cinema II</i> , “From Recollection to Dreams” pp. 55-67	Discussion Post #5 due 10/03 Form Groups for Podcast Assignment
7		Podcasts	
T	10/04	“Podcast Archaeology: Researching Proto-Podcasts and Early Born-Digital Audio Formats” by Andrew Bottomly	
R	10/06	“Podcast Review: You're Wrong About” by Rena Zito Listen to <i>You're Wrong About</i> Episode	Discussion Post #6 due 10/10
8			

T	10/11	“Podcasting Thomas Hardy” By Ellen Stockstill	
R	10/13	“How to tell a Great Story” “The Podcaster’s Guide to Transcribing Audio”	Discussion Post #7 due 10/17
9		Zines	
T	10/18	“Zines Are Not Blogs: A Not Unbiased Analysis” by Jenna Freedman Explore Simmons Zine Library	Podcast/Video Essay Assignment Due
R	10/20	Making Zines Jstor “Independent Voices”	Discussion Post #8 due 10/24
10			
T	10/25	<i>Graphesis</i> Ch. 5	
R	10/27	“Conference Zine”	Discussion Post #9 due 10/
11		Video Essay	
T	11/01	What is a video essay? “Introduction to Video Essays”	
R	11/03	Idubbbz “Getting Away With It” (Content Warning. Will include an in-class warning as well) <i>Graphesis</i> Ch. 4	Discussion Post #10 due 11/07 Zine Assignment Due
12			
T	11/08	“The self-portrait and the film and video essay” by John Conomos “Commercial Culture” by danah boyd	
R	11/10	In Class Conference	Discussion Post #11 due 11/14
13		Streaming	
T	11/15	World of Streaming. Motivation and Gratification on Twitch “Why do people watch others play video games? An empirical study on the motivations of Twitch users”	Video Essay Assignment Due
R	11/17	Chat Speed OP: Practices of Coherence in Massive Twitch Chat Using chat emotes as signals for content themes Jerma Greenscreen	Discussion Post #12 due 11/21

			Annotated Bib Due
14			
T	11/22	Final Portfolio In Class Conferences	MultiModal Project Due
R	11/24	No Class/Holiday	Discussion Post #13 due 11/29
15		Social Media and Larger Internet Humor	
T	11/29	“Playing with politics: Political fans and Twitter faking in post-broadcast democracy” by Jason Wilson “Black Cyberfeminism: Ways forward for intersectionality and digital sociology” by Tressie McMilian Cottom	
R	12/01	Memes as genre	Final Discussion Post due 12/05
16			
T	12/06	Final Class/Wrap Up	

Grading/Assessment Rubric

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

The rubric below is intended as a general guide to how work is graded. “Satisfactory” does NOT mean an “A” grade – “Satisfactory” represents a range of acceptable work from “C” to “A”.

	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.
ARGUMENT AND SUPPORT	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.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	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.
MECHANICS	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.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.