**GEC October 11th 2019**

**Review Comments**

**ENC 1XXX Multimodal Writing/Digital Literacy**

<https://secure.aa.ufl.edu/Approval/reports/13303>

* Requesting: C-Composition & Writing 6000 words.
* Submitter: Sid Dobrin

**Comments:**

* ~~Please clarify for the committee how/where students will actually be required to generate 1000 words of written composition. If they are anticipated in the form of scripts for the audio and video productions, please state so.~~

**I have noted this on the revised syllabus, indicating word counts for each assignment. However, it is important to note that the very idea of “word count” constrains what we mean by writing. It is an archaic and limiting view of writing. Multimodal writing understands the act of writing and the written text to include visual, audio, gestural, spatial, or linguistic means of creating meaning as an inherent part of writing.**

**Each assignment listed on the syllabus identifies the number of written words required to produce that assignment. In some instances, those will be scripts for the audio segments of a piece of multimodal writing, in others the word count will be attributed to the crafting of research and argument that is rendered in modalities other than alphabetic**.

**To clarify:**

* ***Born Digital Written Assignment* (1,000 words): students write a traditional literacy narrative essay.**
* ***Image/Text Assignment* (1,000 words): students create a short digital magazine that includes essayistic writing integrated with images in order to better understand the relationships between alphabetic texts and images.**
* ***Audio Essay Assignment* (1,000 words): students write and record 1-5 podcast episodes. This assignment requires students to conduct research, take notes, and write scripts for their podcasts. This assignment focuses on the classical rhetorical canon of delivery as it pertains to audio delivery.**
* ***Video Production Assignment* (1,000 words): students write and produce a short video essay. This assignment requires students to conduct research, take notes, and write a script for their video essay, as well as write storyboards for the production of the video.**
* ***Web Scripting Assignment* (1,000 words)” students write, design, and build an informational, professional web page. In this assignment, students engage both content writing and writing code to build their pages. (Please note that as scholars such as Anette Vee have argued, writing code is an important form of writing from a compositional perspective). While this assignment is not inherently a coding assignment, it does require introduction to writing code as part of the course’s focus on digital literacy and digital creativity.**
* ***Final Multimodal Project* (1,000 words): students use the projects they have built throughout the semester to compose a more dynamic, informative multimodal document, which may be web-based, video, or audio. They will be required to add an additional 1,000 words of content to the project toward the end of expanding the content, as well as creating a cohesive document that brings together their previous work.**
* ~~The final portfolio project is listed as a 1k word project but described as an “extension” that “revises” prior material produced for the course into a portfolio. Since words from multiple drafts cannot be counted, it is unclear whether that assignment can count for the total words for the class. If by “extending” he means adding new text on additional pages for the web project that could be classified as new writing simply linked to the earlier assignment, that could work, but as described it is not certain that the portfolio assignment’s word count meets the requirements.~~

**Please see final bullet point above. The final project is not merely a “Revision” of previous projects; it is an expansion of which requires additional writing for content, as well as writing to create cohesion among the multimodal projects they bring to the final project.**

~~Items which need to be added to request/syllabus:~~

* ~~There is no honor code statement.~~

**Added—please note this is not identified on the General Education Syllabus Checklist as a requirement.**

* ~~There is no link (that I could find) to the UF grading policies.~~

Added

* ~~The grading scale on the syllabus indicates that the class can be taken S/U, when writing credit classes cannot be taken S/U.~~

**Removed from Grading Scale**

* ~~The syllabus lists the Writing Studio at its old location. It moved to Turlington 2215.~~

**Updated**

* ~~The standard instructor contact information and office hours is not included, presumably because there are going to be multiple instructors. Please provide more information~~

**Currently, we teach three sections of this course with the intention of expanding our offerings. Thus, instructor names, course times, and office hours will be dependent upon individual sections.**

~~Due dates for written assignments within the course schedule~~

**Added to the weekly schedule**

* ~~Please include page numbers or page estimates be included on all readings~~

**Added**

* ~~20% of the grade is workshop participation. This is twice a 1000 word assignment. A rubric should be included for how this is going to be assessed.~~

Added

* ~~The final assignment (30% of the grade) presumably allows students to use any of the formats they have used previously. A sample prompt for this assignment would be helpful.~~

Added

* ~~The word "multimodal" should be explained in the course description. For example, the author could try something like:"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). This course will introduce students to creating written content in multiple modes: web pages, documents with images, podcasts, videos, ..."~~

Added