Cover Sheet: Request 12251

ENC 1XXX Multimodal Writing and Digital Literacy

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Sidney Dobrin sdobrin@ufl.edu
Created	1/24/2018 10:26:33 AM
Updated	9/8/2018 4:46:26 PM
Description of request	This request seeks approval to begin offering Multimodal Writing/Digital Literacy in the Fall 2018 semester as a 1000-level writing course offered by the Department of English in conjunction with CLAS and UF efforts to increase instruction in Digital Literacy/Digital Creativity.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - English 011608000	Sidney Dobrin		1/24/2018
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The CLAS Curriculum Committee recycles, with the following changes requested: 1) remove the second half of the "course objectives" material, starting with "the course will be framed around"; 2) add the university Attendance and Course Evaluation policy statements to the Links and Policies; 3) add a grading scale	2/23/2018
No document changes					
Department	Approved	CLAS - English 011608000	Sidney Dobrin	Requested revisions have been made to the syllabus.	9/4/2018
Proposal-Revised-5-23-18.pdf					5/23/2018
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/8/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/8/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					

No document changes

Course|New for request 12251

Info

Request: ENC 1XXX Multimodal Writing and Digital Literacy
Description of request: This request seeks approval to begin offering Multimodal Writing/Digital Literacy in the Fall 2018 semester as a 1000-level writing course offered by the Department of English in conjunction with CLAS and UF efforts to increase instruction in Digital Literacy/Digital Creativity.
Submitter: Sidney Dobrin sdobrin@ufl.edu
Created: 1/10/2018 12:45:59 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ENC

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

> Response:
> 1

Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

> Response:
> Introductory

• 1000 and 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
Enter the title of the course as it should appear in the Academic Catalog.

Response:
Multimodal Writing and Digital Literacy

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Multimodal Writing/DL

Degree Type
Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation
Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
This course will not be co-listed.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2018

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
Multimodal Composition teaches digital literacy and digital creativity. This course teaches students to compose and circulate multimodal documents in order to convey creative, well-researched, carefully crafted information through digital platforms and multimodal documents. This course promotes digital writing and research as central to academic, civic, and personal expression.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
None

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).

• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This course is being proposed in conjunction with larger efforts at UF to make Adobe Creative Cloud available to all students in order to promote Digital Literacy and Digital Creativity as core to undergraduate education.

To this end, the UF CIO has committed to providing licenses for Adobe Creative Suite for UF students enrolled in this course and instructors teaching this course. The intent of this effort is to eventually provide all UF students with access to the Adobe Creative Suite tools so that they may have access to the tools needed to produce professional-caliber multimodal documents no matter their area of study or career objectives.

The course, Multimodal Writing/Digital Literacy, is designed to provide first-year students with the digital and compositional skills that will support their work throughout their academic and professional careers. The course is offered in the first year in order to maximize the opportunities for students to use and further develop the skills acquired in the class throughout their time at UF. Likewise, given the growing conversations regarding developing e-portfolios at UF, the skills addressed in this class will encourage students to produce dynamic digital documents for inclusion in professional e-portfolios or dossiers whether for UF requirements or as professional credentialing materials.

The University of Florida (UF), the College of Liberal Arts and Sciences (CLAS), and the Department of English have long been leaders in emphasizing the importance of digital learning and in providing access to digital resources for students. A key component of these efforts began when UF established policies requiring all incoming student to have access to a high-end computer. Similarly, in 1994 the development of the Networked Writing Environment (NWE) confirmed CLAS' and the Department of English's commitment to digital writing and digital media production, including offering more than 75 sections of writing classes in the NWE's MOOville networked space. These efforts established CLAS and the Department of English as leaders in the field of digital writing and were enabled by commitments to make digital tools available to all students and by emphasizing the importance of digital education.

Leadership in such efforts was founded on deep investments in faculty, infrastructure, financial aid, and support ranging from grants to develop courses to renovating classrooms to providing Web sites as students, faculty, and staff moved their work online. CLAS has been deliberate about developing the people, places, and spaces that are crucial to a twenty-first century research university. Educators have long pointed out the need for access to these resources to narrow the digital divide, and CLAS and English have continually responded to those calls.

Now we have an opportunity to extend this work with a strategic focus on two key, emerging pieces of the puzzle: digital literacy and digital creativity. Developing a program in digital literacy and digital creativity for CLAS and UF requires more than showing students how to navigate the Web or exchange online messages. We must promote a literacy that helps members of the UF

community—on campus and beyond—become not only critical consumers but also innovative producers of digital knowledge. It is time to show again how responses to a changing technical landscape can be driven by fundamental goals to create future leaders and to improve the lives of citizens on campus, in the region, and across the globe.

This proposal calls for a new course in Multimodal Composition to provide instruction in Digital Literacy and Digital Creativity. The proposal is faculty-driven and student-centered. This course embodies CLAS' overall mission to provide students with "a well-rounded and comprehensive education designed for an increasingly technological and rapidly changing society." This course provides UF with an important opportunity to lead in providing students vanguard educational opportunities

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
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 mutimodal 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)

The course will be framed around a project-driven curriculum in which students produce multimodal writing that incorporate research and skills learned in developing six types of documents:
• Born-digital print documents
• Audio essays and podcasting
• Video production
• Web design
• Presentations
• Mobile app development

The course serves as an introduction to each of these forms, not comprehensive training in each digital application. The course relies upon active-learning methods in which students take responsibility for their own learning, and in turn, developing strategies for learning how to learn.

Course Textbook(s) and/or Other Assigned Reading
Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
Note: This course is being proposed in conjunction with larger efforts at UF to make Adobe Creative Cloud available to all students. Thus, many of the "readings" assigned in this class will be on-line tutorials for using the digital tools needed to compose, produce, and circulate the assigned documents. These tutorials are available from Adobe, UF's subscription to Lynda.com, and other on-line sources. Because the course focuses on hands-on, active production, the focus of "Readings will be tutorials and student work for critique.

Texts:
Adobe Creative Cloud Across the Curriculum (Online Textbook for Digital Literacy Courses),

Taylor. (Adobe, 2017) [available at: http://scalar.usc.edu/works/everywhere-all-the-time-adobe-creative-cloud-across-the-curriculum/index]

Writer/Designer: A Guide to Making Multimodal Projects by Arola, Sheppard, & Ball (Bedford/St. Martin's, 2014).

The New Media Writer. Morey (Fountainhead, 2014).

Gunther Kress, "Multimodality: Simple Really"

Sean Morey, "Visual Rhetoric"

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: Introduction: what is multimodal composition and why do I need it?
Reading: Chapter 1 "What are Multimodal Projects?" in Arola et al.
Reading: Chapter 2 "Analyzing Multimodal Projects" in Arola et al
Reading: Gunther Kress, "Multimodality: Simple Really"
Skills: Introduction to Spark

Week 2: Digital Literacy/Digital Creativity: composing, producing, circulating
Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum
Reading: Chapter 4 "Working with Multimodal Sources" from Arola et al.

Week 3: How Do I Do That: Learning How to Learn
Reading: Chapter 5 "Assembling your Technologies and your Team" from Arola et al.
Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum
Strategies: Reading, Thinking, Writing, and Learning
Skills: Locating tutorials

Week 4: Born Digital Print Texts
Reading from Adobe Creative Cloud Across the Curriculum
Reading: Chapter 6 "Designing Your Project" from Arola et al.
Strategies: Using digital to make print; print logic
Strategies: Born digital is born accessible (issues of accessibility)
Skills: Using InDesign and Digital Publishing,

Week 5: Image/text
Reading: Sean Morey, "Visual Rhetoric"
Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum
Strategies: Making, Finding, Using images
Skills: Using Photoshop, Illustrator, Edge, Lightroom, Spark

Week 6: Audio
Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum
Reading: Chapter 7 "Drafting and Revising Your Project" from Arola et al.
Strategies: Audio Essays, Podcasts
Skills: Using Audition

Week 6: Video
Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum
Strategies: Making, Editing, Circulating video
Skills: Using Premiere, Spark

Week 7: Web Texts

Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum
Strategies: SEO, Circulation, Templating
Skills: Writing with Dreamweaver, Intro to HTML

Week 8: Mobile Apps
Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum
Strategies: Optimizing multimodal projects
Skills: Introduction to writing mobile applications

Week 9: Bringing it all together
Reading: Chapter 8 "Putting your Project to Work" from Arola et al.
Strategies: Developing the Final Project

Week 10-14 Development and Peer-response workshops

Links and Policies
Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.
Please see: syllabus.ufl.edu for more information

Response:

LINKS
Campus Resources:
Health and Wellness
U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
Counseling and Wellness Center:
http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University
Police Department: 392-1111 or 9-1-1 for emergencies.
Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
University Police Department, 392-1111 (or 9-1-1 for emergencies).
http://www.police.ufl.edu/
Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to
Learningsupport@ufl.edu.
https://lss.at.ufl.edu/help.shtml.
Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
http://www.crc.ufl.edu/
Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with
respect to using the libraries or finding resources.
Policy on Course Syllabi
UF, Academic Affairs, February 8, 2016
Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and
tutoring. http://teachingcenter.ufl.edu/
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and
writing papers. http://writing.ufl.edu/writing-studio/
Student Complaints Campus:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
On-Line Students Complaints: http://www.distance.ufl.edu/student-complaintprocess

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade,

and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Born Digital Written Assignment	10%
Image/Text Assignment	10%
Audio Essay Assignment	10%
Video Production Assignment	10%
Web Scripting Assignment	10%
Final Multimodal Project	30%
Workshop Participation	20%

Grading Rubric (under development) will address stages of development from invention through production and circulation. The Rubric will include consideration for innovation, creativity, feasibility, and aesthetics. The rubric will address fundamentals of writing in each project, including cohesion, coherence, and clarity.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
To be determined.

Course|New for request 12251

Info

Request: ENC 1XXX Multimodal Writing/Digital Literacy

Description of request: This request seeks approval to begin offering Multimodal Writing/Digital Literacy in the Fall 2018 semester as a 1000-level writing course offered by the Department of English in conjunction with CLAS and UF efforts to increase instruction in Digital Literacy/Digital Creativity.
Submitter: Sidney Dobrin sdobrin@ufl.edu

Created: 1/10/2018 12:45:59 PM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response: ENC

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

1

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response: XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response: Introductory

• *1000 and 2000 level = Introductory undergraduate*

• *3000 level = Intermediate undergraduate*

• *4000 level = Advanced undergraduate*

• *5000 level = Introductory graduate*

• *6000 level = Intermediate graduate*

• *7000 level = Advanced graduate*

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the

Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response: None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:

Multimodal Writing and Digital Literacy

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:

Multimodal Writing/DL

Degree Type

Select the type of degree program for which this course is intended.

Response: Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response: On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response: No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:

This course will not be co-listed.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response: Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:

2018

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response: No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response: No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:

3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter- graded courses allow students to take the course S/U with instructor permission.

Response: No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*

- *Thesis/Dissertation Supervision [1.0 headcount hr]*

- *Directed Individual Studies [0.5 headcount hr]*

- *Supervision of Student Interns [0.8 headcount hr]*

- *Supervision of Teaching/Research [0.5 headcount hr]*

- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic

Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Multimodal Composition teaches digital literacy and digital creativity. This course teaches students to compose and circulate multimodal documents in order to convey creative, well- researched, carefully crafted information through digital platforms and multimodal documents. This course promotes digital writing and research as central to academic, civic, and personal expression.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response: None

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.

• Use parentheses to specify groupings in multiple requirements.

• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.

• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).

• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP

should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response: None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course is being proposed in conjunction with larger efforts at UF to make Adobe Creative Cloud available to all students in order to promote Digital Literacy and Digital Creativity as core to undergraduate education.

To this end, the UF CIO has committed to providing licenses for Adobe Creative Suite for UF students enrolled in this course and instructors teaching this course. The intent of this effort is to eventually provide all UF students with access to the Adobe Creative Suite tools so that they may have access to the tools needed to produce professional-caliber multimodal documents no matter their area of study or career objectives.

The course, Multimodal Writing/Digital Literacy, is designed to provide first-year students with the digital and compositional skills that will support their work throughout their academic and professional careers. The course is offered in the first year in order to maximize the opportunities for students to use and further develop the skills acquired in the class throughout their time at UF. Likewise, given the growing conversations regarding developing e-portfolios at UF, the skills addressed in this class will encourage students to produce dynamic digital documents for

inclusion in professional e-portfolios or dossiers whether for UF requirements or as professional credentialing materials.

The University of Florida (UF), the College of Liberal Arts and Sciences (CLAS), and the Department of English have long been leaders in emphasizing the importance of digital learning and in providing access to digital resources for students. A key component of these efforts began when UF established policies requiring all incoming student to have access to a high-end computer. Similarly, in 1994 the development of the Networked Writing Environment (NWE) confirmed CLAS' and the Department of English's commitment to digital writing and digital media production, including offering more than 75 sections of writing classes in the NWE's MOOville networked space. These efforts established CLAS and the Department of English as leaders in the field of digital writing and were enabled by commitments to make digital tools available to all students and by emphasizing the importance of digital education.

Leadership in such efforts was founded on deep investments in faculty, infrastructure, financial aid, and support ranging from grants to develop courses to renovating classrooms to providing Web sites as students, faculty, and staff moved their work online. CLAS has been deliberate

about developing the people, places, and spaces that are crucial to a twenty-first century research university. Educators have long pointed out the need for access to these resources to narrow the digital divide, and CLAS and English have continually responded to those calls.

Now we have an opportunity to extend this work with a strategic focus on two key, emerging pieces of the puzzle: digital literacy and digital creativity. Developing a program in digital literacy and digital creativity for CLAS and UF requires more than showing students how to navigate the Web or exchange online messages. We must promote a literacy that helps members of the UF

community—on campus and beyond—become not only critical consumers but also innovative producers of digital knowledge. It is time to show again how responses to a changing technical landscape can be driven by fundamental goals to create future leaders and to improve the lives of citizens on campus, in the region, and across the globe.

This proposal calls for a new course in Multimodal Composition to provide instruction in Digital Literacy and Digital Creativity. The proposal is faculty-driven and student-centered. This course embodies CLAS' overall mission to provide students with "a well-rounded and comprehensive education designed for an increasingly technological and rapidly changing society." This course provides UF with an important opportunity to lead in providing students vanguard educational opportunities

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

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 mutimodal 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)

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

Note: This course is being proposed in conjunction with larger efforts at UF to make Adobe Creative Cloud available to all students. Thus, many of the "readings" assigned in this class will be on-line tutorials for using the digital tools needed to compose, produce, and circulate the assigned documents. These tutorials are available from Adobe, UF's subscription to Lynda.com, and other on-line sources. Because the course focuses on hands-on, active production, the focus of "Readings will be tutorials and student work for critique.

Texts:

Adobe Creative Cloud Across the Curriculum (Online Textbook for Digital Literacy Courses),

Taylor. (Adobe, 2017) [available at: http://scalar.usc.edu/works/everywhere-all-the-time-adobe-creative-cloud-across-the-curriculum/index]

Writer/Designer: A Guide to Making Multimodal Projects by Arola, Sheppard, & Ball

(Bedford/St. Martin's, 2014).

The New Media Writer. Morey (Fountainhead, 2014). Gunther Kress, "Multimodality: Simple Really"

Sean Morey, "Visual Rhetoric"

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1: Introduction: what is multimodal composition and why do I need it? Reading: Chapter 1 "What are Multimodal Projects?" in Arola et al.

Reading: Chapter 2 "Analyzing Multimodal Projects" in Arola et al

Reading: Gunther Kress, "Multimodality: Simple Really" Skills: Introduction to Spark

Week 2: Digital Literacy/Digital Creativity: composing, producing, circulating

Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum

Reading: Chapter 4 "Working with Multimodal Sources" from Arola et al.

Week 3: How Do I Do That: Learning How to Learn

Reading: Chapter 5 "Assembling your Technologies and your Team" from Arola et al. Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum Strategies: Reading, Thinking, Writing, and Learning

Skills: Locating tutorials

Week 4: Born Digital Print Texts

Reading from Adobe Creative Cloud Across the Curriculum Reading: Chapter 6 "Designing Your Project" from Arola et al. Strategies: Using digital to make print; print logic

Strategies: Born digital is born accessible (issues of accessibility) Skills: Using InDesign and Digital Publishing,

Week 5: Image/text

Reading: Sean Morey, "Visual Rhetoric"

Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum

Strategies: Making, Finding, Using images

Skills: Using Photoshop, Illustrator, Edge, Lightroom, Spark

Week 6: Audio

Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum

Reading: Chapter 7 "Drafting and Revising Your Project" from Arola et al. Strategies: Audio Essays, Podcasts

Skills: Using Audition

Week 6: Video

Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum

Strategies: Making, Editing, Circulating video

Skills: Using Premiere, Spark

Week 7: Web Texts

Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum

Strategies: SEO, Circulation, Templating

Skills: Writing with Dreamweaver, Intro to HTML

Week 8: Mobile Apps

Reading: From Everywhere All the Time: Adobe Creative Cloud Across the Curriculum

Strategies: Optimizing multimodal projects

Skills: Introduction to writing mobile applications

Week 9: Bringing it all together

Reading: Chapter 8 "Putting your Project to Work" from Arola et al. Strategies: Developing the Final Project

Week 10-14 Development and Peer-response workshops

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response: LINKS

Campus Resources: Health and Wellness U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-

1575 so that a team member can reach out to the student. Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to

Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Policy on Course Syllabi

UF, Academic Affairs, February 8, 2016

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
http://teachingcenter.ufl.edu/

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
http://writing.ufl.edu/writing-studio/

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaintprocess

UF Policy on Attendance:

"Requirements for class attendance and make-up exams, assignments, and other work in this course
are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."

UF Course Evaluation Policy

https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the
course grade,*

*and the percentage contribution from each. This list should have sufficient detail to evaluate the course
rigor and*

Response:	
Born Digital Written Assignment	10%
Image/Text Assignment	10%
Audio Essay Assignment	10%
Video Production Assignment	10%
Web Scripting Assignment	10%
Final Multimodal Project	30%
Workshop Participation	20%

*grade integrity. Include details about the grading rubric and percentage breakdowns for determining
grades.*

Grading Rubric (under development) will address stages of development from invention through

production and circulation. The Rubric will include consideration for innovation, creativity, feasibility,
and aesthetics. The rubric will address fundamentals of writing in each project, including cohesion,
coherence, and clarity.

Grading Scale:

Passing Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67
S	0

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

To be determined.