2-14-2012

ENC3376: Multimodal Composition. Course Proposal, Effective: 2012: 02: 14

University of South Florida St. Petersburg.

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USF St. Petersburg
NEW Undergraduate Course Proposal Form
(non-Gen Ed)

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<th>Date Submitted</th>
<th>Date/Term Change is Requested to Become Effective</th>
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<tr>
<td>10/07/2011</td>
<td>Fall 2012</td>
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<table>
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<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trey Conner</td>
<td>(727) 873 - 4783</td>
<td><a href="mailto:conner@mail.usf.edu">conner@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

Do the attached changes mirror changes to USF Tampa Curriculum? **No**  **Yes**

Description of Change (attach supporting documents if necessary): ENC 3415 will give students in the major a training in multimodal composition and the electronic literacies that have emerged with multimedia writing practices in fields ranging from technical communication to new media aesthetics.

Estimated Impact on University Resources:

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<tr>
<td>Faculty/Staff</td>
<td>none</td>
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<td>Other</td>
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**APPROVALS** (if Disapprove, Note and attach Comments)

<table>
<thead>
<tr>
<th>Title (print name)</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chair, College Academic Programs Comm.</td>
<td>Phenam Peeples</td>
<td>Yes/No</td>
<td>10/19/11</td>
</tr>
<tr>
<td>College Dean</td>
<td>Frank Biofezza</td>
<td>Yes/No</td>
<td>10/29/11</td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
<td>T. Ainsworth</td>
<td>Yes/No</td>
<td>11-30-11</td>
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USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. Department and Contact Information

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<th>Department</th>
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<tr>
<td>Morgan Gresham</td>
<td>(727) 873 – 4784</td>
<td><a href="mailto:Gresham@mail.usf.edu">Gresham@mail.usf.edu</a></td>
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2. Course Information

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<tr>
<td>ENC</td>
<td>3xxx</td>
<td>Multimodal Composition</td>
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3. 

<table>
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<tr>
<td>Is a permit required for registration?</td>
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<td>Are the credit hours variable?</td>
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<td>Is this course repeatable for credit?</td>
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<td>Maximum Number of Credits?</td>
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4. 

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<td>Lecture</td>
<td>Regular Grading</td>
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3. Prerequisites

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4. Co-requisites None

5. Registration Restrictions

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<td>College</td>
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6. **Course Description (255 character maximum for state submission)**

Compose with still and moving images, color, music, sound, and gesture. Write between modes, media, and genres of texts and events, and use traditional writing processes to create a multimodal project.

7. **Gordon Rule**

<table>
<thead>
<tr>
<th>Does this course meet the <strong>writing</strong> portion of the Gordon Rule?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
<td></td>
</tr>
<tr>
<td>Does this course meet the <strong>computation</strong> portion of the Gordon Rule?</td>
<td>No</td>
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</table>

8. **Justification**

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

Course will deepen students' knowledge of multimodal composition, sharpen their abilities in attentive reading, and strengthen their writing abilities.

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

Multimodal issues, histories, and practices

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

Course meets the demand for upper-level offerings for the English major.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No

e. How frequently will the course be offered? What is the anticipated enrollment?

Once every 1-2 years, with anticipated enrollment of 20-25 students

f. What effect will this new course have on the program (major, minor, cognate, etc.)?

The thematic focus and more rigorous assignments will bring a coherency that was lacking to the major, allowing faculty to differentiate and build from 3000- to 4000-level courses.

g. What effect will this new course have on the students currently in the program?

none

h. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

A masters degree with at least 18 graduate credit hours in the discipline or a related discipline.
9. Other Course Information

A. Objectives

Provide an in-depth examination of multimodal composition issues and practices

B. Learning Outcomes

1. Content / Discipline Skills
   1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities
   2. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions
   3. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)
   4. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)

2. Communication Skills
   1. Demonstrate competence in creating digital, print, oral, and visual communication
   2. Understand and use stylistic and genre conventions
   3. Apply invention/writing-to-learn techniques and recursive composing processes
   4. Compose collaboratively (co-authoring, giving and using feedback)

3. Critical Thinking Skills
   1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing
   2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics
   3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication
   4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions

4. Civic Engagement
   1. Demonstrate awareness and/or advocacy of social justice concerns

a. Major Topics

Multimodality, embodiment, affect, social semiotics, disability

b. Textbooks

Will vary every semester

10. Proposed UG Catalog Language

Compose with still and moving images, color, music, sound, hapticity, and gesture. Write between modes, media, and genres of texts and events, and use traditional writing processes to create a multimodal project.

11. Syllabus

Please provide the syllabus with this form when the course is approved for submission. The syllabus must follow the 'Master Course Syllabus' format (including SLO, description, etc.).
Multimodal Composition
ENC 3416
Syllabus

Course Description
ENC 3416 provides a space for writers to develop responsive reading and composing skills in multiple modalities, and to explore the effects and affects of engaging audience by multiple means, including but not limited to still and moving images, color, music, sound, hapticity, and gesture. Students will explore multimodal composition as a multi-person process that includes analysis, invention, drafting, and revision across and between modes, media, and genres of texts and events, and will both deploy and interrogate traditional writing processes to create a multimodal project. This course investigates multimodal composition as a writing process and design practice that is both rhetorical and creative. Multimodal composition is a diverse set of practices with a long history and an exciting future, and this course offers a study and program of multimodal literacy as a vital means of discovery, scholarship, and play that shapes our experiences impacts many disciplines.

Student Learning Outcomes
5. Content / Discipline Skills
   1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities
   2. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions
   3. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)
   4. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)
6. Communication Skills
   1. Demonstrate competence in creating digital, print, oral, and visual communication
   2. Understand and use stylistic and genre conventions
   3. Apply invention/writing-to-learn techniques and recursive composing processes
   4. Compose collaboratively (co-authoring, giving and using feedback)
7. Critical Thinking Skills
   1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing
   2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics
   3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication
   4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions
8. Civic Engagement
   1. Demonstrate awareness and/or advocacy of social justice concerns

Major Assignments and Grading
You will be required to submit four multimodal précis in response to your readings for class (20%). Each of you will give a ten-minute (maximum) in-class presentation (20%) which you must also submit to the professor in written form. You will also write a five-page rhetorical analysis of material that you choose yourself (20%) and a 10-page research paper (30%). You are also expected to make at least one contribution each week to the online class discussion (10%).

Course Policies
Religious Preference Absence Policy. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor in writing.

Accommodation Policy. Students with documented learning and/or physical disabilities in need of accommodation are strongly encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have regarding note taking, reading assignments, and test taking.

Academic Dishonesty Policy. (from USF Undergraduate Catalog http://www.stpete.usf.edu/ugc/documents/MicrosoftWord-Gr.pdf)

Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule.

Penalties for Academic Dishonesty. Penalties for academic dishonesty will depend on the seriousness of the offense and may include assignment of an “F” or a numerical value of zero on the subject paper, lab report, etc., an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course, suspension or expulsion from the University.

Disruption of Academic Process. Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishment Guidelines for Disruption of Academic Process. Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of “W,” if the student is passing the course, shown on the student record. If the student is not passing the course, a grade of “F” will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University.

Required Texts


electronic handouts (EH)

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<th>Theme</th>
<th>Readings</th>
<th>Major Assignments Due</th>
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<td>Week 1</td>
<td>multimodality and</td>
<td>electronic</td>
<td>online discussion</td>
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<tr>
<td>Week</td>
<td>Subject</td>
<td>Handouts</td>
<td>Discussion</td>
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<td>2</td>
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<td>(Re) chapters 1-3</td>
<td>online discussion</td>
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<td>presentations</td>
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<td>sound and vision</td>
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<td>(MD) chapters 1-4</td>
<td>2nd précis presentations</td>
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<td>(MD) chapters 5-8</td>
<td>Rhetorical Analysis Rough Drafts</td>
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<td>online discussion presentations</td>
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<td>(MD) chapters 9-12</td>
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<td>online discussion</td>
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bridging alphabetic and multimodal texts

Week 11: multimodality and new literacies

Week 12: multimodal narrative and digital storytelling

Week 13: multimodal narrative and documentary work

Week 14: multimodality in professional life

Week 15: multimodality in the disciplines:

Week 16: Portfolio Presentations

handouts (EH)
(MD)
chapters 14-17

electronic handouts (EH)

online discussion 3rd précis presentations

online discussion

online discussion

online discussion

online discussion 4th précis presentations

online discussion presentations
Research Papers Due

Portfolios due
1. Department and Contact Information

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<th>College</th>
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<tr>
<td>crossman</td>
<td>7278734143</td>
<td><a href="mailto:crossman@usfsp.edu">crossman@usfsp.edu</a></td>
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2. Course Information

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<tr>
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- Is a permit required for registration? N
- Are the credit hours variable? N

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Abbreviated Title (30 characters maximum)
Multimodal Composition

Prerequisites
ENC 1102/C-

Corequisites
none

Co-Prequisites
none

Course Description
Compose with still and moving images, color, music, sound, and gesture. Write between modes, media, and genres of texts and events, and use traditional writing processes to create a multimodal project.

3. Gordon Rule

Does this course meet the **writing** portion of the Gordon Rule?
N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
N/A

Does this course meet the **computation** portion of the Gordon Rule?
N
4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification? Course will deepen students' knowledge of multimodal composition, sharpen their abilities in attentive reading, and strengthen their writing abilities.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed? Multimodal issues, histories, and practices

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service? Course meets the demand for upper-level offerings for the English major.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment? no

E. How frequently will the course be offered? What is the anticipated enrollment? Once every 1-2 years, with anticipated enrollment of 20-25 students

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.) no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.) A masters degree with at least 18 graduate credit hours in the discipline or a related discipline.

5. Other Course Information

A. Objectives
Provide an in-depth examination of multimodal composition issues and practices

B. Learning Outcomes
1. Content / Discipline Skills 1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities 2. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions 3. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing) 4. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual) 2. Communication Skills 1. Demonstrate competence in creating digital, print, oral, and visual communication 2. Understand and use stylistic and genre conventions 3. Apply invention/writing-to-learn techniques and recursive composing processes 4. Compose collaboratively (co-authoring, giving and using feedback) 3. Critical Thinking Skills 1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing 2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics 3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication 4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions 4. Civic Engagement 1. Demonstrate awareness and/or advocacy of social justice concerns

C. Major Topics
Multimodality, embodiment, affect, social semiotics, disability
D. Textbooks
Will vary every semester

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
  - N/A

Exit Requirements
  - N/A

Skills and Dimensions
  - N/A
## Course Details

### From Term: 201205  
**Copy**  
**To Term:** 999999

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<td>Division: VVA, Verbal &amp; Visual Arts</td>
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<td>Status: Active</td>
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- **Prerequisite Waiver:**
- **Duration:**

- **Continuing Education**
- **Tuition Waiver**
- **Additional Fees**

- **Prerequisite Check Method:**
  - Basic or None
  - CAPP
  - DegreeWorks

- **Syllabus Exists**

## Repeat Details

- **Limit:**
- **Repeat Status:** NR

## Course Level

### From Term: 201205  
**Copy**  
**To Term:** 999999

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- **CEU or Credit:** 3.00
- **Billing:** 3.00
- **Lecture:** None
- **Lab:** None
- **Other:** None
- **Contact:** None
Course Description

From Term: 201205  
To Term: 999999

Compose with still and moving images, color, music, sound, and gesture. Write between modes, media, and genres of texts and events, and use traditional writing processes to create a multimodal project.

Catalog Prerequisite and Test Score Restrictions

Subject: ENC  
Course Title: Multimodal Composition

Course Test Score and Prerequisite Restrictions

From Term: 201205  
To Term: 999999

And Or '('  
Test Code Test Score Subject Course Level Grade Concurrency ')'