ENGL 182 G SPRING '22 – Multimodal Composition

"Engaging Multimodality through the Analytic of Disability"

Meeting Times: WF 10:30am-12:20pm, OUGL 141

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Office Hours: WF 9am-10am in ART 347



Hello, and welcome to **ENGL 182, Multimodal Composition (Honors)**. This course is part of the UW Expository Writing Program and focuses on the strategies that authors use to design artifacts that consist of more than the printed word. You've heard the term multimedia before --- we're surrounded by many technologies that allow people to tell stories with more than text, such as radio broadcasts, TV shows, movies, and video games. These examples of multimedia can be thought of as "products", "genres", or "texts".

Wait, we know what "media" is, but what are "modes"? In the rhetoric and composition field, modes are understood as **ways of communicating or meaning-making**. The six modes we will consider in this class are: **Linguistic, Visual, Spatial, Aural, Gestural, and Temporal.** We will be thinking about modes in a given "product" in order to reflect on its **design**. Design is engaging in an intentional **process** or attempt at making a work convincing, engaging, or otherwise appealing to the reader/viewer. In our course, we'll be focusing on **the multimodal process** that goes into crafting products.

So, key concepts to keep in mind for this class:

- (Multi)media = products of varying technologies
- (Multi)modal = ways of communicating and meaning-making
- Design = Intent, organization
- Process = The stages of creation and production



Disability as a Lens

Disability will serve as the analytical framework (or lens, perspective, angle) with which we will explore multimodality in this class. The emergence of higher education departments offering courses in disability studies is a very recent change, placing disability as a minority studies field similar to ethnic studies, women's studies, and queer studies. Disability is an important and useful interdisciplinary connecting thread since disability can impact anyone and everyone, and the framework has served as an informative dimension to the aforementioned fields. For the purposes of this class, disability will be the analytic that will inform our approaches to multimodality in the English/composition discipline.

Scholars have differentiated two models with which to analyze disability: the **medical model**, which primarily deals with the physical/mental realities or conditions experienced by the individual, versus the **social model** which aims to critique the societal conditions that create barriers for people with disabilities. I aim to highlight the strengths of both: since I can only speak from the experience of living with epilepsy, I can't offer a comprehensive survey of all features of individual disability but will also emphasize the dimension of **embodied experience** which often gets overlooked in the social model.

Structure of the Course

This composition course will culminate in a **portfolio project** which will reflect what you've learned and created throughout the quarter. The portfolio will contain 3 **Short Assignments (SAs)** and 2 **Major Projects (MPs).** Your first try on these assignments will **not** be graded; follow the instructions, show effort, and your initial draft is good!

The main assessment criteria of this class is **revision:** I want to help you establish a writing/production habit where you're not judging yourself based on the first draft, but instead consulting others to make the final piece the best it could be. The portfolio project is an **archive** of that process, and you'll be graded for the depth of reflection you do of your writing/production process. This is the assignment sequence:



Portfolio

Your portfolio is a culmination of all the writing and designing you'll do this quarter. We will work together so that you can get continual feedback from me, your peers, and the UW writing centers. Your portfolio will contain all 3 Short Assignments (SAs), 2 Major Projects (MPs), and you need to choose **2 SAs** and **1 MP** to revise. Each revised piece will be accompanied by a **2-page reflection**. This is where you will talk about the **process** of creating your SA/MP, and the revisions you made throughout the quarter. **Metacognition** — thinking about how/what we're thinking about — is important in this class and you'll show your thought process as you complete these writing tasks.

A portfolio that does not include all the above will be considered incomplete and will earn a low grade. Please always reach out if you need deadline extensions for your SAs and MPs!



Participation grade

We are still learning in an emergency situation with many uncertainties. We may feel "Zoom-fatigued", and the return to in-person learning might feel strange after nearly 2 years. Let's work together to figure out what it means to participate in this class so that we'll co-learn in a meaningful way, but not burn ourselves out in the process. We will come up with a **collective list of community guidelines** the first week.

<u>Community guidelines</u>

Contribute to the seminar structure by:

1. Being open-minded, dis/agreeing respectfully
2. Not interrupting, giving each other time to think/speak
3. Giving each other insights and responding; contribute!
4. Including everyone in the discussion
5. Being prepared - have slept, eaten, read the material, and ready with questions/comments/critiques

Assessment
We will also come up with **assessment guidelines** together. Every English/writing class we've ever attended had a different idea of what "good" writing is, and that was mainly dictated by the instructor's subjective view. Although writing is indeed a subjective and personal endeavor, I want to co-create these guidelines with you so that they are straightforward and transparent. In the first 2 weeks, we will explore the question "what is good writing?", and I will update this section of the syllabus based on our reflections.

<u>Criteria of good writing:</u>

1. Clear organization and stays on topic
2. Concise and to the point
3. Conscious of audience
4. Utilize evidence and elaborate with "why/how", not just a "what"
5. Metacognition: show awareness of your thinking/writing process
6. Take time to prepare by outlining, organizing ideas
7. Engage in meaningful revision by seeking feedback and revisiting your work often

Reading reflections (3x/week)

Reading reflections are something I like to assign to get students to process and remember what they learned after reading a text. When working with a course text, I want you to write out any realizations, questions, or critiques you have about the piece. Generally I'm looking for **1 full page per reading response (single-spaced)**, but feel free to write more if you'd like. You're not summarizing the text (I read it too), but instead focusing on aspects of the text that interested you and why. Engage with its ideas and contribute your thoughts and questions. No need to worry about grammar, formal language, or style. RRs will assist you in class participation and ultimately your portfolio writing. On **Tuesdays and Thursdays**, you will write one response each addressing one text, and then on **Fridays** you will do a summary response reflecting on your takeaways from that week.

Writer's memos

Writer's memos are like reading responses, but instead of responding to an article, you're responding to your own writing. **Metacognition** is when we show our "thinking about our thinking". After completing an SA or MP, please write a **1 full page (single-spaced)** reflection about your process. What did you struggle with on the assignment, and what revisions do you want to make? What did you enjoy about the assignment? What did you learn? Writer's memos are helpful in the long run: the portfolio reflection pages are sort of like extended writer's memos. Keep a record of your writing process throughout this quarter!

Night in the Woods

I hope you're as excited as I am that a video game will be the central "text" in this class. Throughout this quarter, you will be playing the game "Night in the Woods'' developed by Infinity Fall. **This is part of your Major Project 2**, but it will be spaced out throughout the entire quarter. It's about 10 to 12 hours of gameplay; I recommend setting aside 20-30 min a day. You have the option of doing a replay after Week 7. Here's what to keep in mind:

1. We will play the game in a set schedule, and discuss the game each week

2. You'll keep a **journal** as the main character does. Note the presence of multiple modes in the journal

3. Be prepared to write a **6-8 page paper** on your process of playing the game and your thoughts on its design, storytelling, and engagement with socioeconomic and mental health issues

Student Accommodations Statement

It is important to me that you have a safe and fulfilling experience in my class. If you have already established accommodations with **Disability Resources for Students (DRS)**, please activate your accommodations via **myDRS** so we can discuss how they will be implemented in this course. If you have not yet established services through DRS but have a health condition or disability that require accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan at disability.uw.edu. I am continually aiming for universal design in my courses, so I **always** invite suggestions for making the class more comfortable and accessible for everyone regardless of disability status.

Instructor Accommodations Statement

As a person with occipital epilepsy, I have requested accommodations through my department, and appreciate your understanding. I will mostly sit during class to minimize potential injury. I may experience a “petit mal'' seizure where I might seem inattentive, confuse words, or see visual disturbances. I am somewhat aware during these episodes, so I will raise my hand to ask for a “pause”. I also have an emergency medication that can help prevent a full-blown seizure; please be assured that I am not taking a recreational or illicit substance. The medicine however will make me a bit tired.

Although I’m taking preventative measures, I would appreciate your assistance in the event of a “grand mal” seizure. I ask you:

- **Have no fear**. It can be a jarring event to witness, but my episodes are infrequent and pass quickly
- Kindly move me away from any obstructions, and **call 911**
- **Please do not film the seizure**; no visual record nor sharing is necessary
- Please do not restrain my movements nor put anything in my mouth (despite the widespread belief that this helps)
- Please text my husband Christopher at **360-708-6784** to alert him of the situation. He is a firefighter and very nice

Campus resources



The pandemic is by no means over, and I want to make sure that you know the resources available to you to make living through these circumstances somewhat easier. Many sources of material/physical/mental help are available to students online or via other safely distanced ways. Here are some programs and offices UW offers for various things you might need help with. Your physical/mental/emotional health is important to me---please don’t hesitate to use these resources!

Any Hungry Husky Program

The Any Hungry Husky program helps mitigate the social and academic effects of campus food insecurity. By providing students, staff, and faculty with access to shelf-stable, non-perishable goods and community resources at no cost, this initiative aims to lessen the financial burden of purchasing food and supplement nutritional needs. This resource is for everyone in the UW community. Learn more here: http://www.washington.edu/anyhungryhusky/

Purple Group/Leadership without Borders

Purple Group is a peer support network of undocumented students who meet weekly to foster community building, connect with allies, share resources, participate in workshops, and discuss issues affecting immigrant communities locally as well as across the country and the world. More information here: https://depts.washington.edu/lwb/services/purple-group

Counseling Center

UW Counseling Center workshops include a wide range of issues including study skills, thinking about coming out, international students and culture shock, and much more. Check out available resources and workshops at: https://www.washington.edu/counseling

Gender Neutral Restrooms Locations are listed here:

https://depts.washington.edu/qcenter/wordpress/gender-neutral-bathrooms

Health & Wellness

Health & Wellness provides support, advocacy, consultation, and education to the University of Washington campus community. Services are free for UW students, faculty, and staff. You can work with advocates on your behalf or on behalf of someone you know. Programs include Alcohol & Drug Consultation and Education, Suicide Intervention, Sexual Assault, Relationship Violence, Stalking and Harassment Advocacy, and Student Care Program. For more information: https://depts.washington.edu/livewell/

The Q Center

The University of Washington Q Center builds and facilitates queer academic and social community through education, advocacy, and support services to achieve a socially-just campus in which all people are valued. Fore more information, visit http://depts.washington.edu/qcenter

Odegaard Writing Centers:

The Odegaard Writing and Research Center (OWRC) offers free, one-to-one, 45-minute tutoring sessions for undergraduate, graduate, and professional writers in all fields at the UW. We will work with writers on any writing or research project, as well as personal projects such as applications or personal statements. Our tutors and librarians collaborate with writers at any stage of the writing and research process, from brainstorming and identifying sources to drafting and making final revisions. For more information or to schedule an appointment, please see our website (https://depts.washington.edu/owrc), or come visit us in person on the first floor of Odegaard Undergraduate Library.

The CLUE Writing Center

The CLUE Writing Center offers free one-on-one tutoring and workshops, and is open from 7pm to 11pm Sunday to Thursday in Mary Gates Hall, throughout the regular school year (Fall/Winter/Spring quarters). It's first come, first served --- so arrive early and be prepared to wait if necessary!
CLUE also offers tutoring on a range of other subjects including math, science, and so on. Here is their website:
https://webster-uaa.washington.edu/asp/website/get-hlp/clue/writingcenter



Reading Schedule



Please look at the below schedule as well as each week's **canvas module** to know what readings to focus on each class day as well as assignment due dates. The readings are subject to change, but I will give you advance notice. Also on the schedule are progress markers for the game *Night in the Woods*. The game is in five parts: Prologue and Parts I-IV, and we will be discussing a segment each Friday. You have the option to do a second playthrough: doing so will unlock new elements of the story!

Theme and Readings	**NITW**	**Assignment due**
Week 1: Introductions Day 1: Intros, structure of class Day 2: UW COVID flowchart, community guidelines, assessment	Play until "Part I" screen by 4/7	Thu 3/31: read UW infographic, take notes (response optional)
Week 2: Engaging Multimodality through a Disability Lens Day 3: "The Politics of Staring" - Garland-Thompson Day 4: "We Don't Have a Box" - Valeras	Discuss "Prologue" Over the weekend: Play until "Part II" screen	Tues 4/5: Garland-Thompson response Thu 4/7: Valeras Fri 4/8: Week 2 reflection

Week 3: Refining Accessibility Day 5: “Gains and Losses” — Kress Day 6: Price, Kerschbaum Kairos articles	Discuss “Part I: Home Again” Weekend: Play until “Part III” screen	Mon 4/11: SA 1 Tues 4/12: Kress Thu 4/14: Price/Kerschbaum Fri 4/15: Week 3 reflection
Week 4: Observing Modes in our Environment Day 7: Evans Chapter 8 Day 8: Peer Review Workshop	Discuss “Part II: Weird Autumn” Weekend: Play until “Part IV” screen	Tues 4/19: Evans Thu 4/21: No RR Fri 4/22: Week 4 reflection, peer review worksheet
Week 5: Destabilizing Clock Time Day 9: “Six ways of looking at crip time” - Samuels Day 10: “Everything is down to the minute” - Katzman	Discuss “Part III: The Long Fall” Weekend: Finish game	Mon 4/25: SA 2 Tues 4/26: Samuels Thu 4/28: Katzman Fri 4/29: Week 5 reflection
Week 6: No readings; work on SAs/MP	No in-class discussion, work on SAs/MP Optional replay	Fri 5/6 : MP 1 Mon 5/9: SA 3

Week 7: Problematizing "Rigor" Day 13: "Discursive Interventions" - Anglesey and Hubrig Day 14: EWP rubric Peer review workshop #2	Discuss "Part IV: The End of Everything" Optional replay	Tues 5/10: Anglesey/Hubrig Thu 5/12: No RR (just a skim-read of EWP rubric) Fri 5/13: Week 7 reflection, peer review worksheet Sat 5/14: peer review worksheet
Week 8: Reconsidering Subjectivity Day 15: "Leave Yourself Out…" – Rodriguez Day 16: "Chronic Pain Worlds" – Gonzalez-Polledo	Optional replay	Tues 5/17: Rodriguez Thu 5/19: Gonzalez-Polledo Fri 5/20: Week 8 reflection Saturday 5/21: MP2
Week 9: Portfolio week Day 17: Portfolio building/brainstorming Day 18: Portfolio, peer review workshop #3	Optional replay	Portfolio reflections/activities Sat 5/28: peer review worksheet
Week 10: Office hours (6/1 and 6/3)		Portfolio due: June 7th (strict deadline)