

Multiliteracies Profile Assignment
Due: [INSERT DATE HERE]

Kevin Roozen (2016) claims that writing is writes that a way in which we *create* our identities and become a part of groups (50-51) and that “Writing also functions, as a means of displaying our identities” (51). However, writing is also multimodal and draws on multiple literacies (linguistic, visual, aural, gestural, and spatial) (Ball & Charlton, 2016). As such, we create and display our identities in multiple modes and using multiple literacies. In this assignment, you will multimodally write yourself into being for your instructor and your peers.

The rhetorical situation of this assignment:

1. Rhetor: You are the rhetor.
2. Audience: Myself (an ENC 1101 instructor at UCF who is invested in multiliteracies) and your peers are your audience
3. Exigence: The opportunity from which this communication arises comes from the goals that you articulated at the beginning of this class.
4. Constraints: You are both constrained and afforded different rhetorical opportunities by the medium (What can you include in this format?) and the requirements of this assignment prompt (What do you have to include? What do you have the option to include?)

Required Components:

1. **A digital multimodal profile** that represents you as a multiliterate person. This should include:
 - a. A Picture/Visual Element that you feel like represents you
 - b. A cohesive layout or design that will help readers navigate your text and learn about you.
 - c. Text explaining your linguistic and language identity to your audience (myself and your peers) and why it matters. This can be like an “About Me” section that you might find on a traditional Facebook page, etc. You can use informal language, where you write and express your linguistic identity as you see fit.
 - d. A section explaining the multiple languages that you use in your day-to-day life. This can include your visual literacies (how you compose pictures for Instagram, SnapChat, design signs for a job, etc.), your textual literacies (any other languages or varieties in which you write, how you use hyperlinks, how you do or do not use hashtags, how you text, etc.), and your verbal literacies (any other language or accent varieties that you use, how you speak to your teachers, your friends, or your family). This part of the assignment will move beyond just “I speak/write English.” **You can (and should) use your discussion posts to build this part of the assignment.**
 - e. A narrative section explaining how you developed into the multiliterate person that you are today. Tell your readers how you developed the literate practices which you articulated in the previous section. You may choose to focus on just one or two of your literacies to focus this section. Again, **you can (and should) use your discussion posts to build this part of the assignment.**
 - a. **Optional Components:**
 - i. Depending on your platform, an audio recording demonstrating how you speak different languages

- ii. Depending on your platform, an (appropriate!) song that you feel helps “write” you for your profile viewers. (No hateful lyrics; see syllabus for details about appropriate content). Alternatively, if you only have access to a word processor (Microsoft Word, etc.) but you want to include a song, you could include a screenshot or picture of the song playing in whatever music player you choose.
 - iii. Any playful (and appropriate!) online quizzes that you feel like helps your profile viewers understand your linguistic identity. (Think BuzzFeed etc.)
 - iv. Anything else that you think can add to your multimodal composition that tells myself and your peers about your linguistic identities!
2. **A Supplementary paper (required component) of 2-3 page paper** explaining why you made these rhetorical choices. Please consider your academic audience of myself and your peers here. In this supplementary paper, you are doing two things.
 - a. What is the “thesis” or overall argument of your multimodal profile about your multiliteracies? You will need to connect this back to the secondary sources (readings) that we have done so far this semester. (You will need to cite these).
 - b. Explain your rhetorical choices in your multiliteracies profile. How do those choices make your argument/thesis from the first requirement?

Invention Questions (You do not need to answer all these questions):

- How do you use multiple literacies (visual, textual, audio) etc. to “write”/express yourself to your audience in this assignment?
- What does your audience need to know for these arguments to be effective? (So, if you included a BuzzFeed quiz that says that you are Spock from *Star Trek*, or Chidi from *The Good Place*, what does that assume about what your audience already knows or the popular culture that they consume? If you included a song, what are you assuming about your audience and why?)
- Do you use multiple literacies to express multiple parts of your identity/identities? How so?

Format:

Profile: The multimodal profile can be turned in on whatever platform to which you have access. You can choose to make a profile on a website like blogger, Facebook, Tumblr, etc., but I am not requiring it. You can also create the profile on a Microsoft Word document by arranging elements to resemble a profile (this will give you more rhetorical freedom to compose spatially).

Paper: The paper should be double spaces, 12-point font that conforms to MLA or APA formatting. (No need for a cover page in APA).

You should upload both documents to our Canvas site by class time. If you choose to do both in Word documents, you should name the files: LastName-FirstName-Profile and LastName-FirstName-ProfilePaper respectively. If you choose to create a profile on a website or build your own website, you should turn in the link to the website **and make sure that I have access to the site.**

Additional Resources:

You can see find resources beyond our class on how to properly cite your sources the OWL Purdue's website.

- [APA Citation Style](#)
- [MLA Citation Style](#)

For instructions on inserting images into a Microsoft Word document:

- View Microsoft's explanation [here](#) and select the appropriate version of Word.
- You may also find the following [WikiHow](#) helpful.
- Alternatively, if you learn better by watching something, you can also click [here](#) for a YouTube video.

This assignment meets the ENC 1101 Course Outcomes as listed on [UCF's ENC 1101 website](#).

- **Outcome 1:** Students will be able to read and use scholarly texts to support their writing goals.
- **Outcome 2:** Students will be able to describe and analyze writing processes in order to flexibly adapt them to support their goals.
- **Outcome 3:** Students will learn how to adapt to different writing contexts they need to address.
- **Outcome 4:** Students will consider how social, rhetorical, and technological contexts shape writing conceptions, processes, rules, and learning.

Please download the file below to see the grading rubric. You may also download the assignment to change the font and formatting so that you can read it better by clicking here. [6813-ProfileAssignment-NoComments.docx](#)