Composition Classroom Practices: Developing Multiliteracies through the Wonder of Multimodal Composition

In 2004 Stuart Selber addresses where composition curriculum should go in *Multiliteracies for a Digital Age*. Selber argued, “if students are to become agents of positive change, they will need an education that is comprehensive and truly relevant to a digital age” (p. 234). This education requires students to enhance their multiliteracies but with the continual developments and advances made in technology composition instructors are regularly pushed to decide which software, platform, or device (computer, smart phone, camera, audio recorder, social networking site) best suits the needs of students.

Multimodal composition provides students the opportunity to practice composing in different modes, which can lead to students developing multiliteracies while also appealing to their sense of wonder as they navigate using new or different software, question their relationship to technology, and practice composing in non-alphabetic text. However, it’s difficult to decide which assignments and composition practices will help students develop multiliteracies and engage with the material without falling into the trap of implementing technology in a composition classroom simply for the sake of doing so.

This presentation aims to identify the various pedagogical practices by categorizing them into three separate epistemologies. The categories provide a brief overview of only a few areas of research in multimodal composition, while working toward the development of assignments that aim to appeal to the sense of wonder of instructors and students needed to further develop their writing skills by placing emphasis on the practice, as opposed to the technology used to complete the assignment.