**Contribution to Rhetoric and Composition Jennifer Falcón**

My experience in the classroom has led me to approach my research as an attempt to bridge the gap between theories and practices in digital rhetoric. Specifically, my work in the field adds to the conversations regarding digital composition, digital rhetoric, writing in digital networks and multimodal composition. Scholarship in digital rhetoric pushes the field to think more critically about a user’s relationship with technology, our understanding of the technology we use, and its role in our daily lives. I frame my research and teaching of digital rhetoric based on Aaron Hess and Amber Davisson’s definition found in *Theorizing Digital Rhetoric* (2018) which defines digital rhetoric as “the study of meaning-making, persuasion, or identification as expressed through language, bodies, machines, and texts that are created, circulated, or experienced through or regarding digital technologies” (p. 6).

In my dissertation “Rethinking Multimodality in First-Year Composition: Applying Theories of Digital Rhetoric, Procedural Rhetoric and Electracy to Multimodal Assignments​” I research how multimodal composition assignments are implemented and taught in first-year composition curriculum. I identify digital multimodal composition as one practice that most closely aligns itself with theories in digital rhetoric, procedural rhetoric and electracy, which allowed me to demonstrate how the field of rhetoric and composition can use these three as a framework for implementing and teaching multimodal composition in first-year composition. This framework does not replace current approaches to teaching multimodal composition, rather it builds on common pedagogical practices I identified through analysis of survey and interview data. The goal of my dissertation is to help multimodal composition evolve and reflect more current concepts and practices in digital rhetoric, including those brought forth by procedural rhetoric and electracy.

My own approach to implementing multimodal assignments includes low-stakes digital multimodal assignments to explore digital delivery through social networking sites, using tags to appeal to a specific audience and/or engage with a broader audience, and reflect on the rhetorical choices made to effectively communicate. I presented on these first-year composition assignments and findings at the South Central Modern Language Association conference in 2015 and 2016, WIDE-EMU in 2015, Cultural Rhetorics in 2016, and at the 2017 CCCC Regional Summer Conference at the University of Cincinnati Clermont College. In addition to conference presentations on multimodal assignments I use to introduce network theory, digital delivery and explore online identity, I am currently co-authoring a book chapter that is under review for *Community Action for Social Change: A Digital Archive,* an online book in the *Working and Writing for Change* book series through Parlor Press.

As a researcher I believe it is important to put into practice my own work and the scholarly work of others in the classroom and in the public sphere. My research drives my pedagogy as I continually strive to implement practices that benefit students based on the demands of a 21st century education as I attempt explore the relationship to the technology we use to communicate and delivery information in the courses I teach.