Building off of the title

Continuing the conversation of incorporating multimodal compositions in the writing classrooms.

There are, before we can begin, always the complications to consider.

What is the value of developing multiliteracies? Why use multimodal compositions?

🡪 these are on going debates, and we fall on the side that sees the value, and dare we say necessities of doing so.

The issue thus becomes how?

In an effort to do more than simply have students compose mixing modes. And for high stakes?

So, here is our assignment 🡪 Self-Reflection compositions that are multimodal

Benefits 🡪 low stakes

Develop students study skills/practices

Chance to incorporate visual rhetoric, which depending on curriculum can be difficult

For us specifically, the 2nd comp class we teach at UTEP is a hybrid. Class. We have one day a week face to face.

So their compositions using memes, gifs, etc. give us a sense of what they are struggling with