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| Introduction |

multimodal composing - conscious manipulation of the interaction among various sensory experiences – visual, textual, verbal, tactile, and aural – used in the process of producing and reading texts

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| Ch. 1 Cheryl, Tia, and Tyrell |

Discuss the goals of Cheryl’s class, and some of the problems she encountered.

-assignments were too open ended

-resistance from students

-not enough time for assignments

-”safe” assignments, “wowlessness”

-reflective assignments--not successful

- neglected to include scholarship on multimodal composing to encourage meta thinking about the assignment

Mutt genres (28)

Why is it important to encourage transfer?

Avoiding the five-paragraph video essay

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| Ch. 2 Multimedia Essays |

What is a multimedia essay, and what are the benefits of assigning it?

How is turning an essay into a multimedia essay different than transferring the five-paragraph essay into a video?

“all literacy is multimedia literacy: You can never make meaning with language alone; there must always be a visual or vocal realization of linguistic signs that also carries nonlinguistic meaning.” (39)

thesis vs. idea

“multimedia essays offer abundant creative opportunities coupled with corresponding creative rhetorical challenges.” (50)

Do multimedia essays have to be creative to help students understand and use various technologies?

How would students in a traditional classroom compose multimedia essays?

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| Ch. 3 |

Multimodal does not always mean digital

activity-based multimodal approach

“The genres students acquire – or do not acquire – in writing courses will also shape how they view new situations and contexts” (85)