<https://call-for-papers.sas.upenn.edu/node/61579>

Students reflecting on completed assignments in a composition class allows for instructors to gain insight on the overall effectiveness of these assignments. However, there is a strong possibility that students write what they believe their instructors what to read regarding their feelings towards an assignment. These types of reflection assignments should not be dismissed, or removed from composition curriculum. Rather, students need to have more options made available to them when composing these reflections.

Selfe and Selfe call attention to the practice of “teachers of English who use computers are often involved in establishing and maintaining borders.” The maintaining of borders results in work that reflects this power dynamic. In addition, the emerging need for students to begin to create multimodal pieces, and develop multiple literacies, creates space for the use of Tumblr, a microblogging site, in the classroom.

Tumblr offers many practical, and relatively easy ways to create multimodal compositions. Students that use Tumblr can choose the genre in which they want to compose, and will engage more critically and rhetorically. Using Tumblr to post reflections gives students the opportunity to interact with each other, produce more in-depth reflections, and build multiple literacies.

This paper aims to explore the benefits of multimodal compositions as low stakes assignments that promote rhetorical and critical thinking. These assignments, and the use of Tumblr as a platform, encourage multimodal compositions that aim to break down the borders of power structures in the classroom, while improving the literacies of students.