



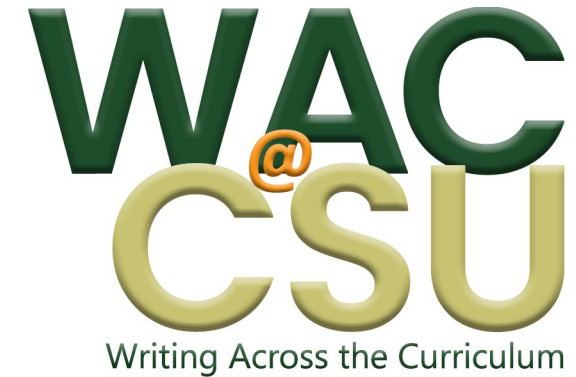
**WAC**  
**@**  
**CSU**

Writing Across the Curriculum

**WAC Week Nov. 6-10**

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# Welcome to WAC Week



## Upcoming Workshops

- **Linguistic Justice in Writing Across the Curriculum**  
Wednesday, November 8<sup>th</sup> | 9:00 to 10:00 am Mountain Time
- **Responding to Student Writing Effectively and Efficiently**  
Wednesday, November 8<sup>th</sup> | 3:00 to 4:00 pm Mountain Time
- **Using Writing to Support Learning, Critical Thinking, and Inclusion at an Emerging HSI**  
Thursday, November 9<sup>th</sup> | 2:00 to 3:00 pm Mountain Time | Zoom and In Person
- **Using Generative AI to Enhance Student Engagement with Course Content**  
Friday, November 10<sup>th</sup> | 9:00 to 10:00 am Mountain Time

Learn more at [writingcenter.colostate.edu/wac](https://writingcenter.colostate.edu/wac).

# Welcome to WAC Week

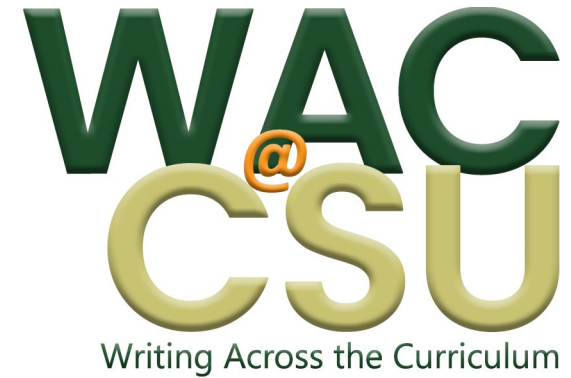
## Small Grant Applications

**Goal:** Develop one or more writing activities or assignments

**Support:**

- Consultation with an experienced writing instructor
- Materials development
- Outcomes assessment appropriate for demonstration of teaching effectiveness

Learn more at [writingcenter.colostate.edu/wac/grants](http://writingcenter.colostate.edu/wac/grants).



# Engaging Students through Multimodal Writing Assignments

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Mike Palmquist  
Colorado State University

# Today's Plan

- Some theoretical framing – mostly about why we might want to care about multimodality
- Principles for multimodal composition
- Discussion



## Some Goals

- First, an Un-Goal. This is not a conversion talk. I'm ambivalent about the hype surrounding multimodality. But I'm intrigued by what it means for writers and faculty members who use writing in their courses.
- Second, I hope you gain a solid understanding of what multimodality is, how assigning multimodal work can benefit our students, and what we're likely to see down the road.
- Finally, I hope you leave this workshop with a practical understanding of how to create multimodal documents.

## Why I'm Not Buying the Hype

- Multimodality is the next link in the chain of “the next big thing.”
- After more than three decades in the field, I've seen plenty of this.
  - Word processing
  - Chat
  - Commenting
  - Hypertext
  - MUDs and MOOs
  - MOOCs
  - And so on . . . .

## Why I'm Not Buying the Hype

- I've been involved in all of these, in very practical terms. **The hype doesn't hold up**, even when we have reason to be excited and intrigued. (That said, everything on the previous slide has had positive impacts on how we assign and respond to writing.)
- With all new “next big things,” **the amount of work to integrate them into courses is problematic**. Displacement of existing assessments, rethinking the course focus, and so on.
- **It takes a while to make new tools efficient and effective**. Take video: The computing power and tools needed in 2000, when I started working seriously with video, was tremendous. Today, we can do better on an inexpensive phone.





# Why I'm Intrigued

The "Look Around" Argument. It's already here.

# Some Examples

## Scholarly Article, Web-based with Embedded Media

Mike Palmquist, Pam Childers, Elaine Maimon, Joan Mullin, Joan, Rich Rice, Alisa Russell, & David R. Russell. (2020). Fifty years of WAC: Where have we been? Where are we going? *Across the Disciplines*, 17(3/4), 5-45.  
<https://doi.org/10.37514/ATD-J.2020.17.3.01>

## A Period of Rapid Growth

Shortly after Walvoord's WAC workshop at Central College, which we might think of as the first *informal* WAC program, the first *official* WAC program was launched at Carleton College, another member of the Associated Colleges of the Midwest. With support from a grant from the Northwestern Foundation, Harriet Sheridan, then dean of the college and past chair of the English department, hosted faculty writing workshops (called "rhetoric seminars") and began training "student rhetoric consultants" (now called "writing fellows") to support the use of writing in classes across the curriculum. Carleton's WAC program has continued to operate, with some changes in its name, since that time.

Other formal WAC programs would follow at institutions such as Beaver College (now Arcadia University), Michigan Technological University, and the University of Michigan.



Video: Carol Rutz discusses how Harriet Sheridan established the first writing fellows program at Carleton College. View the video at <https://youtu.be/pp-wcrlG4e0>.

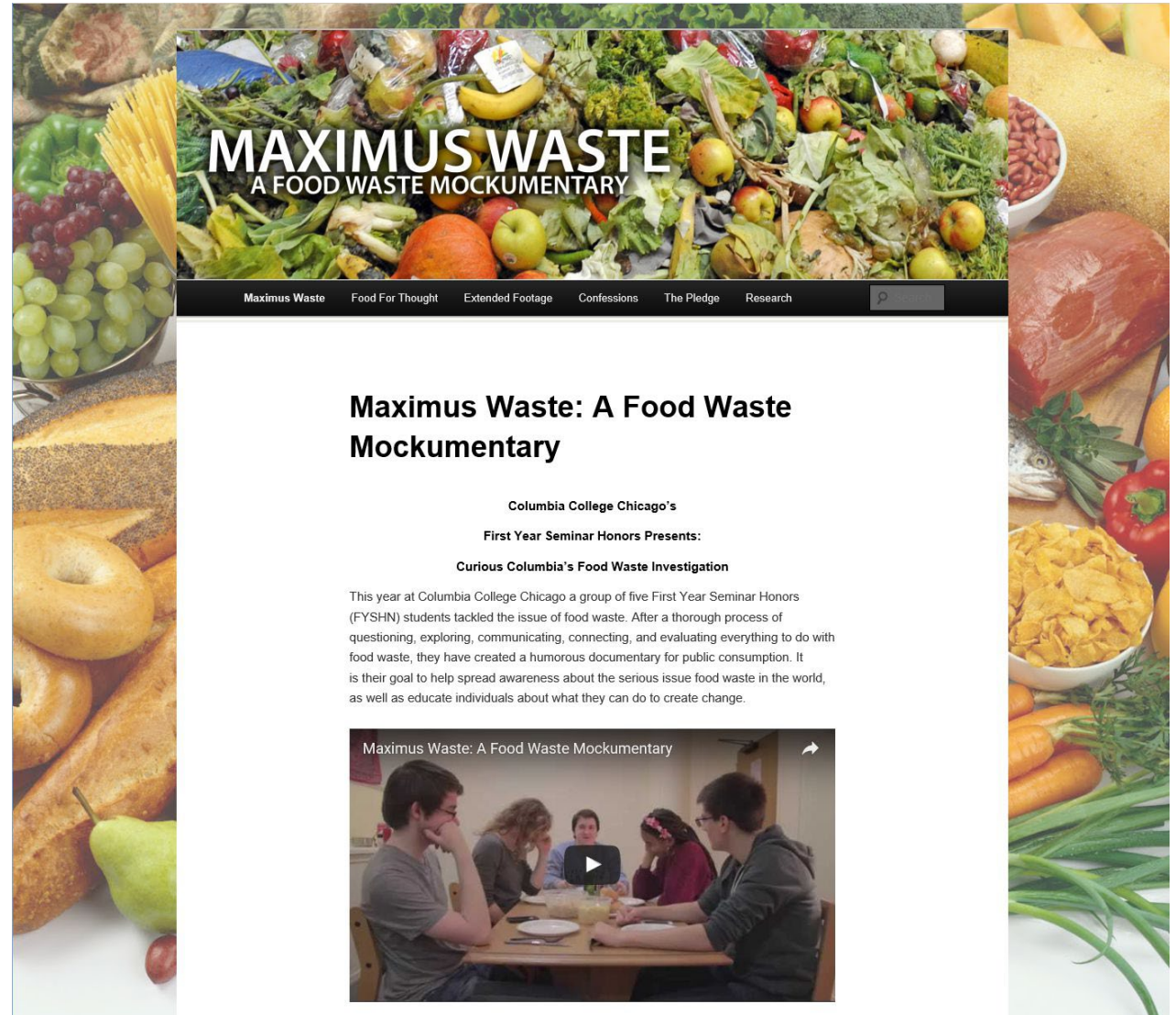
[Previous](#)

[Next](#)

# Some Examples

A collaboratively written multimodal essay, created in PowerPoint

Jack Dorst, Joe Erwin, Sarah Lempke, Lia Miller, and Carson Ruta. (2017). *Maximus Waste: A Food Waste Documentary*, <http://www.foodwaste.cccwriting.org/>



**MAXIMUS WASTE**  
A FOOD WASTE MOCKUMENTARY

Maximus Waste Food For Thought Extended Footage Confessions The Pledge Research

## Maximus Waste: A Food Waste Mockumentary

Columbia College Chicago's  
First Year Seminar Honors Presents:  
Curious Columbia's Food Waste Investigation

This year at Columbia College Chicago a group of five First Year Seminar Honors (FYSHN) students tackled the issue of food waste. After a thorough process of questioning, exploring, communicating, connecting, and evaluating everything to do with food waste, they have created a humorous documentary for public consumption. It is their goal to help spread awareness about the serious issue food waste in the world, as well as educate individuals about what they can do to create change.

Maximus Waste: A Food Waste Mockumentary

# Some Examples

A collaboratively written multimodal essay, created in PowerPoint

Jack Dorst, Joe Erwin, Sarah Lempke, Lia Miller, and Carson Ruta. (2017). *Maximus Waste: A Food Waste Documentary*, <http://www.foodwaste.cccwriting.org/>



**MAXIMUS WASTE**  
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Maximus Waste Food For Thought Extended Footage Confessions The Pledge Research

## College Students vs. Food Waste

Every day students waste food. There is no question about it. In the US alone, about **30%** of college dorm food gets wasted. That accounts to **\$48.2 Billion** worth of food that gets wasted every year. And it is not that students are not aware of the growing food waste trend; many simply feel that there isn't much for them to do about it.

For the past 14 weeks, I have observed students on on my campus every day as they go to eat at the University Center Dining Hall. Here students have a wide range of choices to their disposal. In this all-you-can-eat buffet, students can get various foods that range from comfort food, to pizza, to ethnic food, and a deli. When students fill up their plates, they then go and charge the meal to their card. Students living within the University Center, or UC, get 15 meals a week while students living in other dorms have up to 150 meals throughout the semester.



Many students are aware of their own eating habits. Some of the students I spoke to claim that because of how much they pay, they feel they deserve to get as much food as possible from the dining hall. Many pile their plates full of food and eat very little. Others take samples from the different foods to see what they like and what they don't. All in all, the students all say that they are guilty of wasting food. A common consensus is that the food looks better than tastes.

# Some Examples

## A scholarly article in Kairos

Bethany Monea. (2020).  
Screen Reading: A Gallery of  
(Re)imagined Interfaces.  
Kairos, 24(2).  
<https://kairos.technorhetoric.net/24.2/disputatio/monea/index.html>

## SCREEN READING

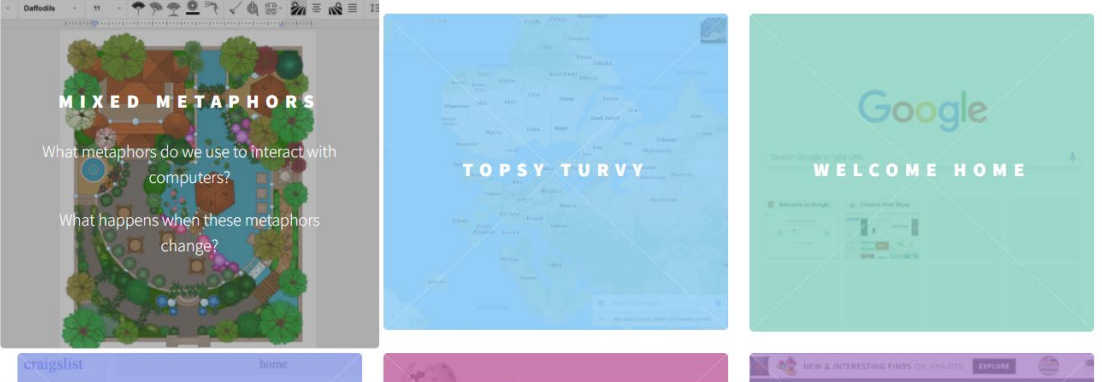
A GALLERY OF (RE)IMAGINED INTERFACES | BY BETHANY MONEA

This is a digital art installation, pedagogical tool, and thought experiment. These speculative, (re)imagined interfaces are intended to disrupt expectations and provoke reflection. They are designed not for interaction but for imagination. They are intended to help us see—and see beyond—the limits of the interfaces that mediate our everyday digital lives. We are surrounded by interfaces; they construct and facilitate every human-computer interaction. However, the development and design process of these interfaces is not neutral. It is embedded within and emerges from a particular cultural and historical trajectory that not everyone may share. Therefore, it is important to ask:

- How are interfaces differently (in)accessible to different people?
- What prior experiences are users of particular interfaces expected to have?
- How can interface designers better acknowledge and embrace the diverse experiences of diverse users?
- How is knowledge and practice shaped by the interfaces we use in workplaces, schools, and social settings?

Carry these questions with you when you encounter these and other interfaces. What ways of thinking, knowing, and being do interfaces invite into our collective experience? What potentials do they exclude from our imagination?

The gallery is open: you are invited to wander, ask questions, and be confused.



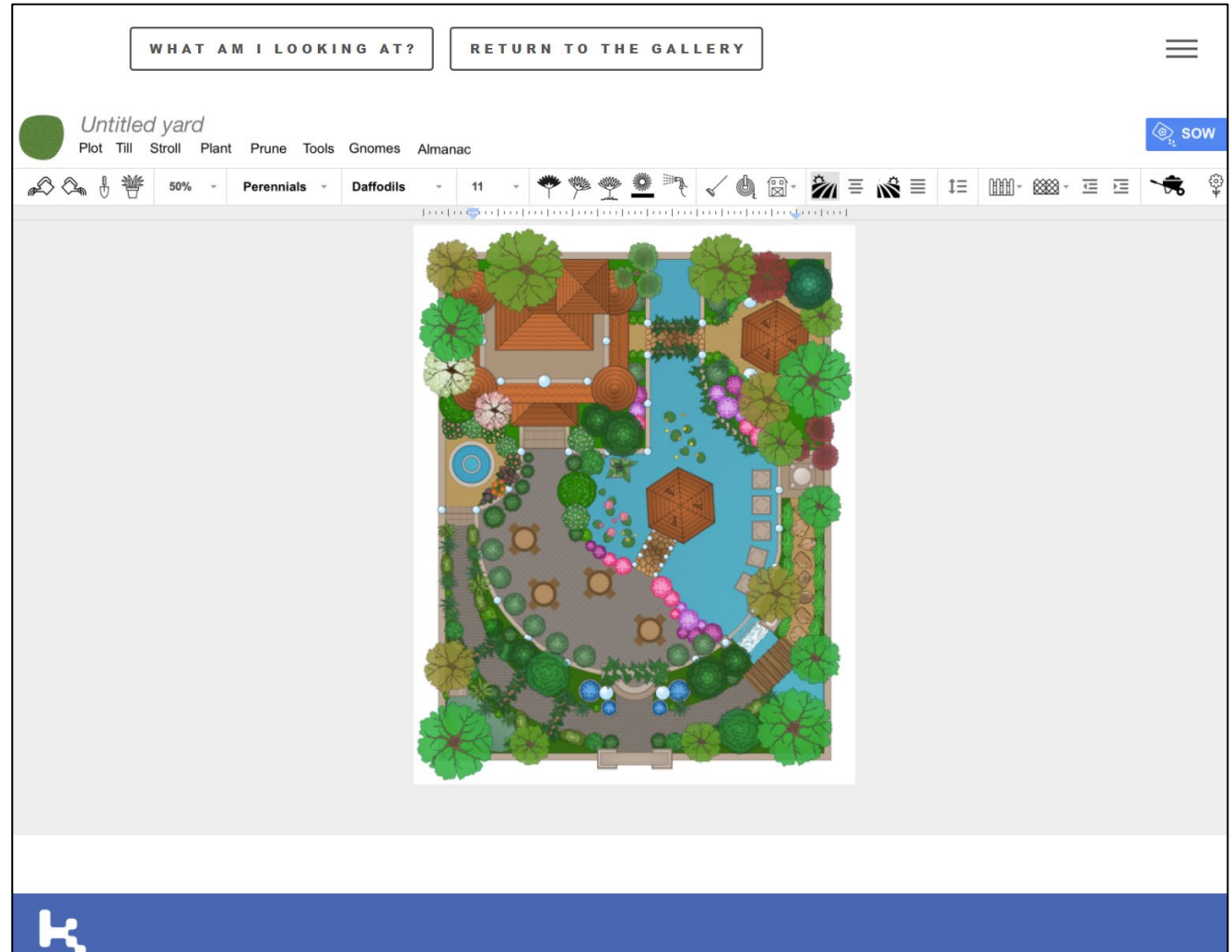
The image displays three examples of reimagined interfaces. The first, 'MIXED METAPHORS', is a garden-like interface with a central pond and trees, with text asking 'What metaphors do we use to interact with computers?' and 'What happens when these metaphors change?'. The second, 'TOPSY TURVY', is a map interface with a blue background and white text. The third, 'WELCOME HOME', is a Google Home interface with a green background and white text. Below these are three smaller interface examples: 'craigslist', 'home', and 'NEW & INTERESTING FINDS ON AMAZON'.

[ps://kairos.technorhetoric.net/24.2/disputatio/monea/mixed-metaphors.html](https://kairos.technorhetoric.net/24.2/disputatio/monea/mixed-metaphors.html)

# Some Examples

A scholarly article in Kairos

Bethany Monea. (2020).  
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<https://kairos.technorhetoric.net/24.2/disputatio/monea/index.html>



# Some Examples

A conference poster presentation

**URL:**  
<http://stelar.edc.org/content/community-based-research-tribal-school-university-partnerships-deepen-indigenized-stem>

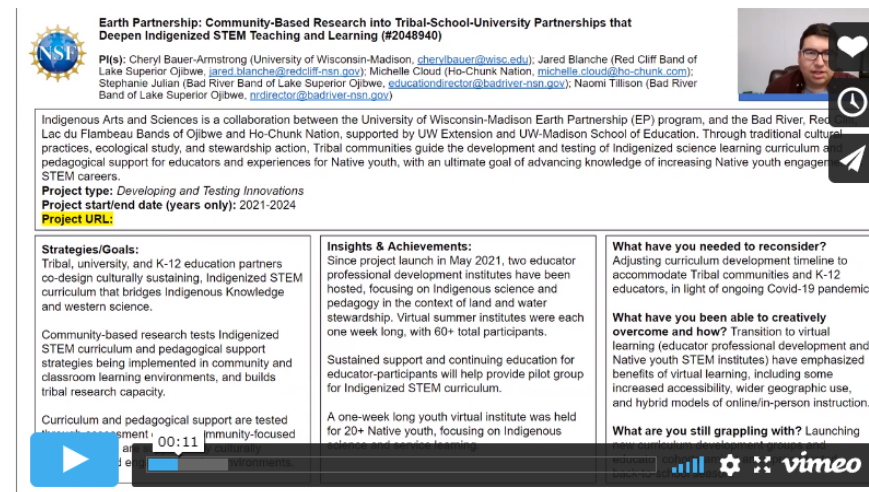
# Community-Based Research into Tribal-School-University Partnerships that Deepen Indigenized STEM Teaching and Learning

2021 ITEST Principal Investigator Meeting Poster

## Earth Partnership: Community-Based Research into Tribal-School-University Partnerships that Deepen Indigenized STEM Teaching and Learning

Award Number:  
2048940

This project addresses the need for greater Native representation in STEM education through co-designing an Indigenized science curriculum for classroom and community-based settings.



**Earth Partnership: Community-Based Research into Tribal-School-University Partnerships that Deepen Indigenized STEM Teaching and Learning (#2048940)**

**PI(s):** Cheryl Bauer-Armstrong (University of Wisconsin-Madison, [cherylbauer@wisc.edu](mailto:cherylbauer@wisc.edu)), Jared Blanche (Red Cliff Band of Lake Superior Ojibwe, [jared.blanche@redcliffnsn.gov](mailto:jared.blanche@redcliffnsn.gov)), Michelle Cloud (Ho-Chunk Nation, [michelle.cloud@ho-chunk.com](mailto:michelle.cloud@ho-chunk.com)), Stephanie Julian (Bad River Band of Lake Superior Ojibwe, [educationdirector@badriver-nsn.gov](mailto:educationdirector@badriver-nsn.gov)), Naomi Tillison (Bad River Band of Lake Superior Ojibwe, [ndirector@badriver-nsn.gov](mailto:ndirector@badriver-nsn.gov))

Indigenous Arts and Sciences is a collaboration between the University of Wisconsin-Madison Earth Partnership (EP) program, and the Bad River, Red Cliff, and Lac du Flambeau Bands of Ojibwe and Ho-Chunk Nation, supported by UW Extension and UW-Madison School of Education. Through traditional cultural practices, ecological study, and stewardship action, Tribal communities guide the development and testing of indigenized science learning curriculum and pedagogical support for educators and experiences for Native youth, with an ultimate goal of advancing knowledge of increasing Native youth engagement in STEM careers.

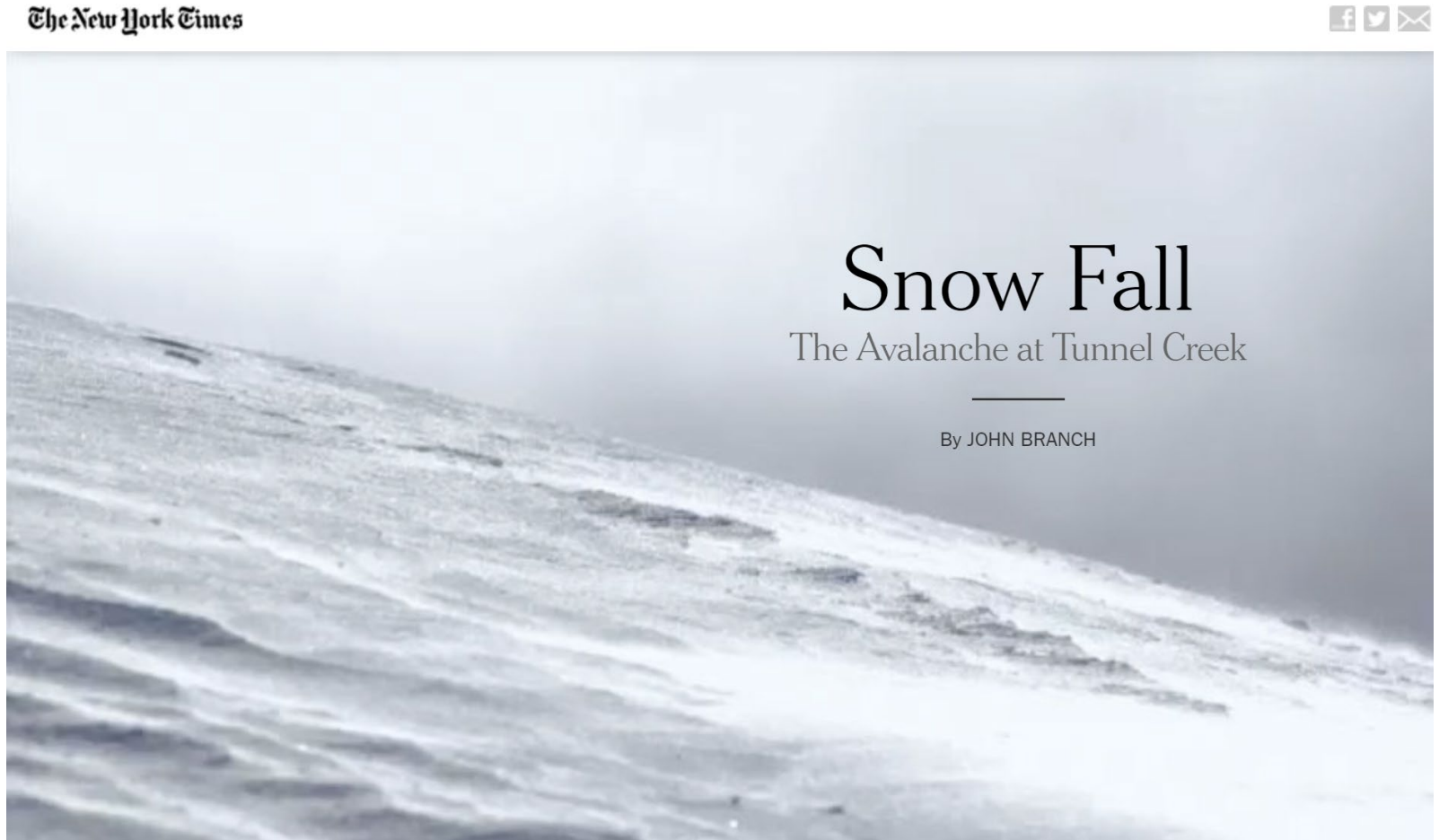
**Project type:** Developing and Testing Innovations  
**Project start/end date (years only):** 2021-2024  
**Project URL:**

<b>Strategies/Goals:</b> Tribal, university, and K-12 education partners co-design culturally sustaining, indigenized STEM curriculum that bridges Indigenous Knowledge and western science. Community-based research tests indigenized STEM curriculum and pedagogical support strategies being implemented in community and classroom learning environments, and builds tribal research capacity. Curriculum and pedagogical support are tested in community-focused settings.	<b>Insights &amp; Achievements:</b> Since project launch in May 2021, two educator professional development institutes have been hosted, focusing on Indigenous science and pedagogy in the context of land and water stewardship. Virtual summer institutes were each one week long, with 60+ total participants. Sustained support and continuing education for educator-participants will help provide pilot group for indigenized STEM curriculum. A one-week long youth virtual institute was held for 20+ Native youth, focusing on Indigenous science and stewardship.	<b>What have you needed to reconsider?</b> Adjusting curriculum development timeline to accommodate Tribal communities and K-12 educators, in light of ongoing Covid-19 pandemic. <b>What have you been able to creatively overcome and how?</b> Transition to virtual learning (educator professional development and Native youth STEM institutes) have emphasized benefits of virtual learning, including some increased accessibility, wider geographic use, and hybrid models of online/in-person instruction. <b>What are you still grappling with?</b> Launching
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00:11 vimeo

# Some Examples from Mainstream Media

John Branch. (2012).  
Snow Fall: The  
Avalanche at Fall  
Creek. *The New York  
Times*.  
<https://www.nytimes.com/projects/2012/snow-fall/>





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Snow Fall: The  
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Snow Fall

TUNNEL CREEK

TO THE PEAK

DESCENT BEGINS

BLUR OF WHITE

DISCOVERY

WORD SPREADS



The avalanche spread and stopped, locking everything it carried into an icy cocoon. It was now a jagged, virtually impenetrable pile of ice, longer than a football field and nearly as wide. As if newly plowed, it rose in rugged contrast to the surrounding fields of undisturbed snow, 20 feet tall in spots.

☛ Saugstad was mummified. She was on her back, her head pointed downhill. Her goggles were off. Her nose ring had been ripped away. She felt the crushing weight of snow on her chest. She could not move her legs. One boot still had a ski attached to it. She could not lift her head because it was locked into the ice.



But she could see the sky. Her face was covered only with loose snow. Her hands, too, stuck out of the snow, one still covered by a pink mitten.

Using her hands like windshield wipers, she tried to flick snow away from her mouth. When she clawed at her chest and neck, the crumbs maddeningly slid back onto her face. She grew claustrophobic.

Breathe easy, she told herself. Do not panic. Help will come. She stared at the low, gray clouds. She had not noticed the noise as she hurtled down the mountain. Now, she was suddenly struck by the silence.

# Some Examples from Mainstream Media

Niko Kommenda. (2021).  
Visualized: Glaciers Then  
and Now. *The Guardian*.  
<https://www.theguardian.com/environment/ng-interactive/2021/apr/29/visualised-glaciers-now-and-then>

**Our disappearing glaciers**  
Glaciers

## Visualised: glaciers then and now

Explore an interactive database that reveals how the climate crisis is reshaping glaciers around the world

**Niko Kommenda**  
Thu 29 Apr 2021 06.00 BST

[f](#) [t](#) [e](#)


The world's glaciers are melting at an ever-increasing pace, with one report suggesting the rate of ice loss roughly doubles every 10 years. Scientists are saying the rapid disappearance of mountain glaciers - separate from the Greenland and Antarctic ice shields - is one of the most dramatic signs of global heating.

Now, a Guardian visualisation makes these stark changes visible to the naked eye. The graphics show the outlines of glaciers from Alaska to the Andes shrinking over the course of just a few decades.

### Losing ground

The graphic shows 90 of the largest and best surveyed glaciers in the world. All glaciers are drawn to the same scale.

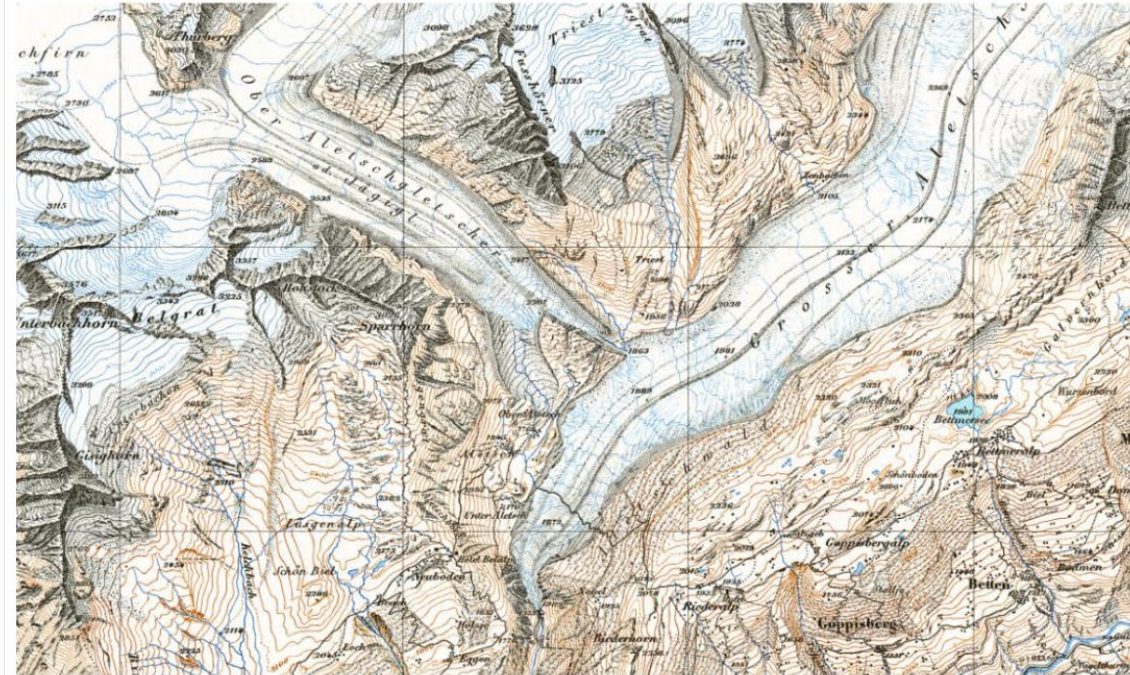
The animation cycles between the oldest and the most recent snapshot of each glacier. Each pair of snapshots is at least 40 years apart. Hover over individual glaciers for more information.



**Trail Glacier**  
Alaska  
Years shown: 1975 2018

# Some Examples from Mainstream Media

Niko Kommenda. (2021).  
Visualized: Glaciers Then  
and Now. *The Guardian*.  
<https://www.theguardian.com/environment/ng-interactive/2021/apr/29/visualised-glaciers-now-and-then>



A map from 1882 showing the Oberaletsch and Grosse Aletsch glaciers in the Swiss Alps. Photo: swisstopo / geo.admin.ch

Glacial melt drives a fifth of global sea level rise, and a 2019 report suggested that up to a quarter of the world's population depended on glaciers functioning as “natural water towers”, storing water in winter and gradually releasing it in summer.

## Data source and methodology

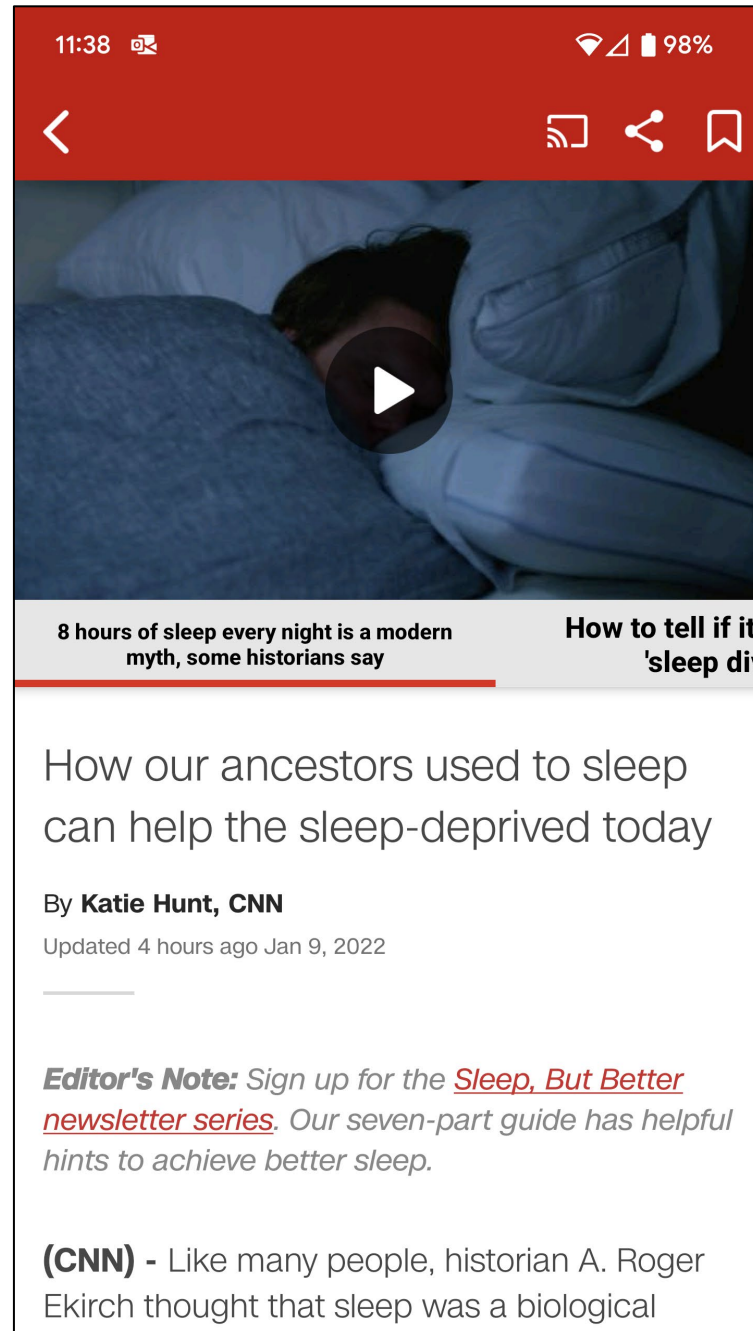
Glacier outlines from [Glims](#). Glaciers were selected for visualisation based on a number of criteria, including rate of ice loss, size and temporal coverage in the database (40 years or more). The analysis aimed to include glaciers from as many world regions as possible.

In a small number of cases, an apparent change in a glacier's shape can reflect methodological differences or errors in how these outlines were processed. However, the glaciers chosen for visualisation were carefully cross-referenced against other data sources.

With thanks to glaciologists Samuel Nussbaumer, Frank Paul and Tobias Bolch who advised on

# Some Examples from Mainstream Media

Katie Hunt. (2022). How Our Ancestors Used to Sleep Can Help the Sleep-Deprived Today. *CNN*. Mobile app.



11:38 98%

8 hours of sleep every night is a modern myth, some historians say

How to tell if it's 'sleep div

How our ancestors used to sleep can help the sleep-deprived today

By **Katie Hunt, CNN**  
Updated 4 hours ago Jan 9, 2022

**Editor's Note:** Sign up for the [Sleep, But Better newsletter series](#). Our seven-part guide has helpful hints to achieve better sleep.

**(CNN)** - Like many people, historian A. Roger Ekirch thought that sleep was a biological

## Rethinking insomnia



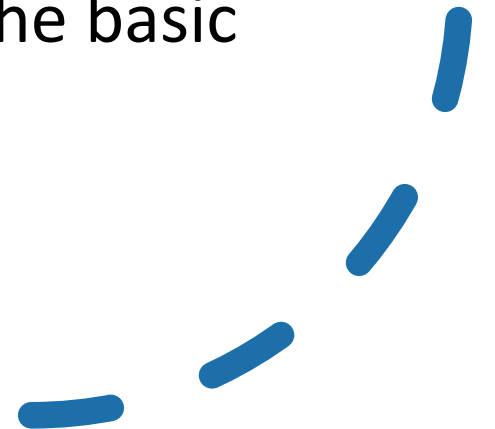
Related Video: Try this routine before sleep to get a good night of rest 07:23

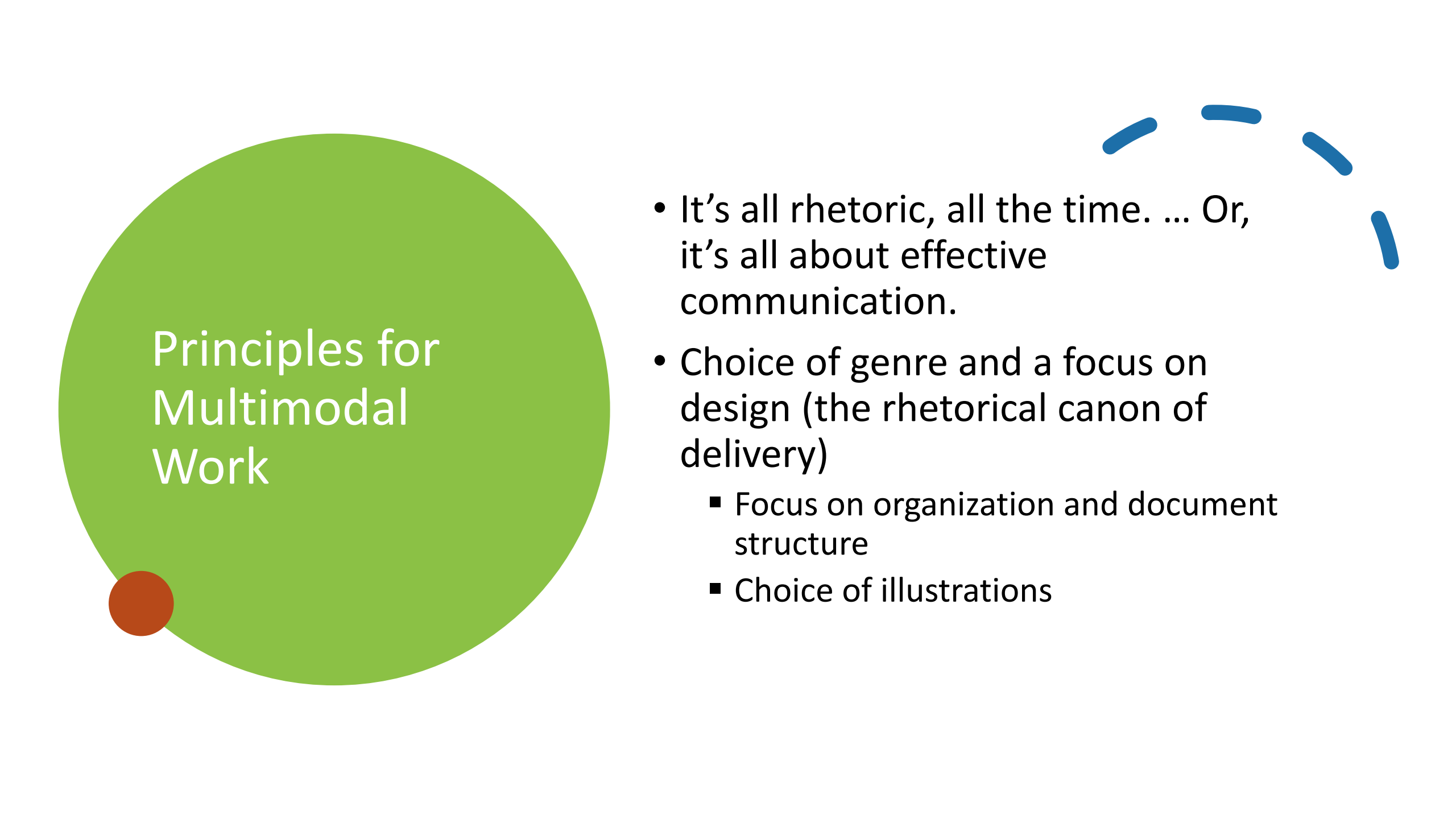
Russell Foster, a professor of circadian neuroscience at the University of Oxford, said Ekirch's findings on biphasic sleep, while not without controversy, had informed his work as a sleep scientist.

Experiments in sleep labs had shown that when humans are given the opportunity to sleep longer, he said, [their sleep can become biphasic](#) or even polyphasic, replicating what Ekirch found in historical records. However, Foster, who is also the director of the Sir Jules Thorn Sleep and Circadian Neuroscience

## Why I'm Intrigued, Take 2

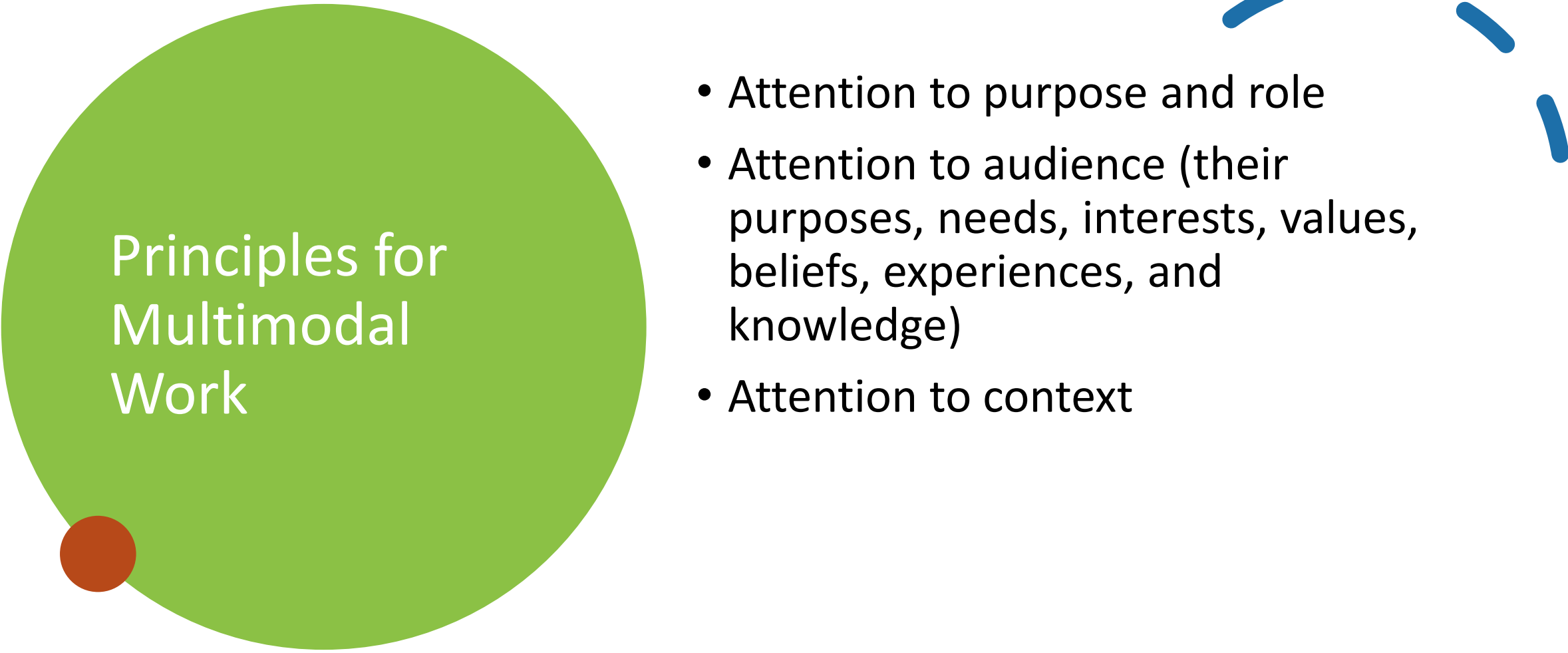
- Once we figure things out (technically and pedagogically), new possibilities open up.
- Technically, we can design and distribute documents in ways that surpass professional production values from four decades ago.
- Pedagogically, we already know how to teach multimodal writing. We just have to look back about 2500 years for the basic principles.





## Principles for Multimodal Work

- It's all rhetoric, all the time. ... Or, it's all about effective communication.
- Choice of genre and a focus on design (the rhetorical canon of delivery)
  - Focus on organization and document structure
  - Choice of illustrations



## Principles for Multimodal Work

- Attention to purpose and role
- Attention to audience (their purposes, needs, interests, values, beliefs, experiences, and knowledge)
- Attention to context

# Why Does This Matter?

- In a composition class, it's as worthy of attention as understanding rhetorical situation, using sources wisely and effectively, developing good arguments, and writing clearly. It involves attention to genre, design principles, and the impact of sources on an audience.
- In a course in another discipline, it's as worthy of attention as understanding the genre conventions of key document types – especially since multimodality will be shaping the dominant genres in coming years (and, really, it has already started to do so).



## Using Multimodality in a WAC Course

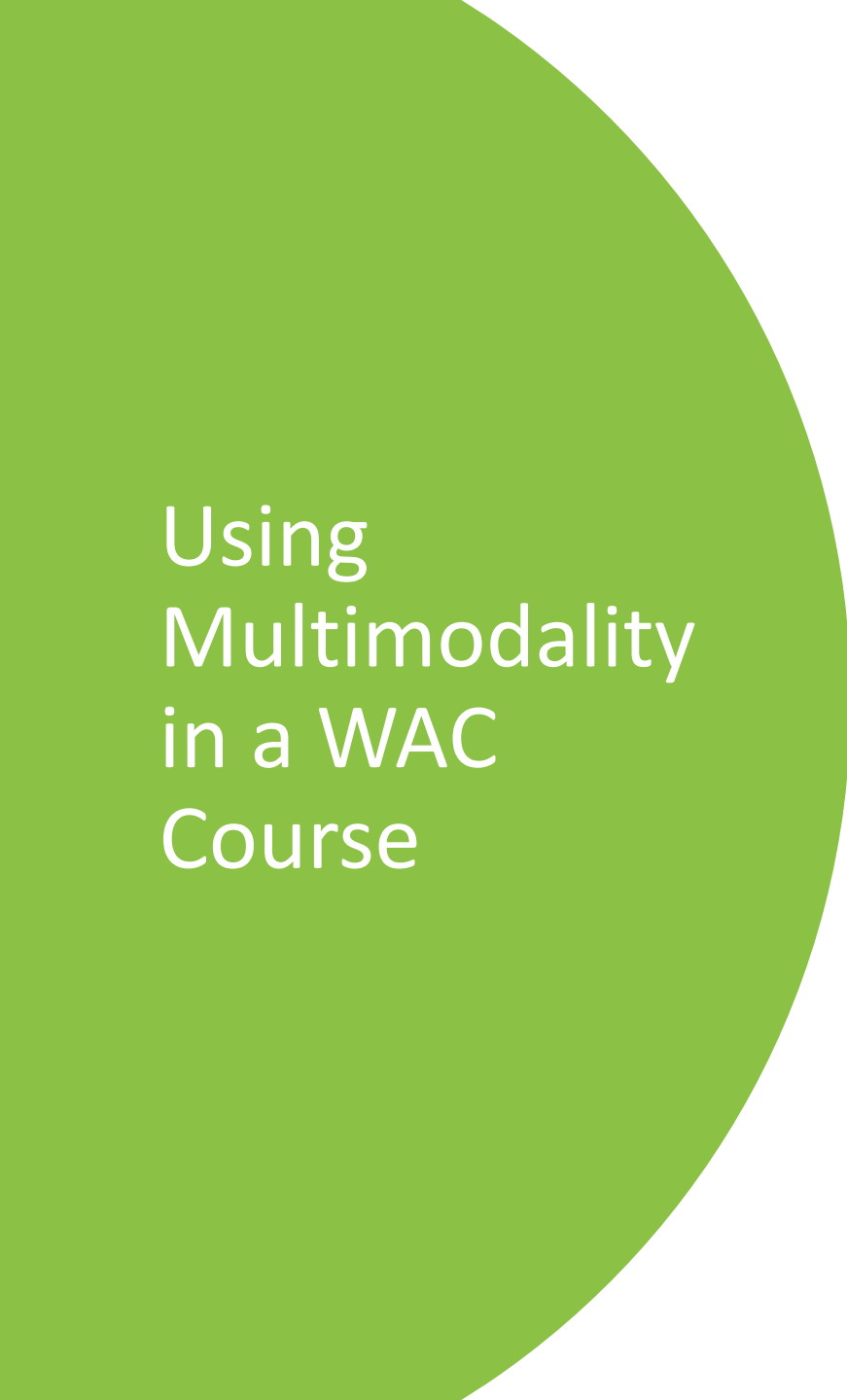
In a course that uses writing to support learning and engagement, get started by asking the following questions:

- How is multimodality used in genres typically published in my field?
- What kind of learning is supported by a given assignment?
- Can I gain the same benefits if students collaborate on the assignment?
- How can I respond effectively and efficiently to a multimodal assignment?

# Using Multimodality in a WAC Course


Then ask:

- Do I need to assign an entire genre? Or can I assign a section or part?
- Do I want students to share the document with the entire class? If so, how? Presentations? A poster session? A shared drive or web site? A folder in the cloud?
- Can I support work on the project through peer review? If so, what will I want students to focus on as they review their classmates' work?



# Using Multimodality in a WAC Course

Finally, ask:

- What skills will success in this assignment require?
  - Do my students have those skills?
  - If not, what resources can I use to help them acquire those skills?
- 



## DIY: Tools

- Word
- PowerPoint
- Publisher
- Adobe's Mobile Apps (e.g., Adobe Express)
- Google Sites, Weebly, Wix, Yola, and Similar Web-Building Apps
- And the list goes on ....

# What's Next?



A QUICK OVERVIEW OF SOME  
BASIC “MULTIMODAL” MOVES



A LOOK AT ADVANCED MOVES,  
WITH EXAMPLES



A DISCUSSION OF TEACHING  
STRATEGIES

# DIY: Some Basic Moves

## **Inserting Images.**

- Option 1. Use the built-in tools in a word processing, presentation, or other program.
- Option 2. Copy and paste from a folder.
- Option 3. Drag and drop from a folder.

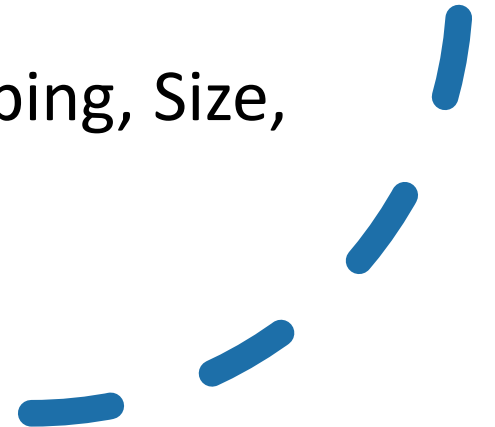
**Key Design Considerations:** Wrapping, Position (fixed or flowed), Borders, Filters

## DIY: Some Basic Moves

### **Embedding Video and Audio.**

- Option 1. Use the built-in tools in a word processing, presentation, or other program to link via the media URL.
- Option 2. Locate the embed code and insert it into a document.
- Option 3. Drag and drop from a folder.

**Key Design Considerations:** Wrapping, Size, Closed Captioning





## Linking: Internal and External

- Option 1. Use the built-in tools in a word processing, presentation, or other program to insert and set option on links.
- Option 2. Paste (or type) a URL into a document.
- Option 3. Drag and drop from a web page or another document.

**Key Design Considerations:** Link formatting (e.g., buttons, URL text, or linked text), targets (open in a new window, replace the existing page)



DIY: Some Basic Moves

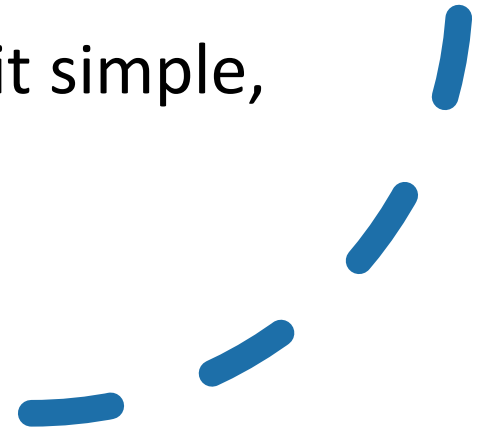


## DIY: Some Basic Moves

### Page Layout and Text Formatting Tools.

- Fonts
- Margins
- Headings and Subheadings
- Columns
- Text Frames (for sidebars, marginal glosses, pull quotes, etc.)

**Key Design Considerations:** Keep it simple, please



# DIY: Some (Somewhat) More Advanced Moves

## **Develop a Website.**

- Option 1. Use WordPress or a similar CMS.
- Option 2. Use Google Sites.
- Option 3. Use a commercial provider such as Wix, Weebly, or Yola.

Compose text; choose images, video clips and sound clips; organize the site; consider links (internal and external); create a design logic.

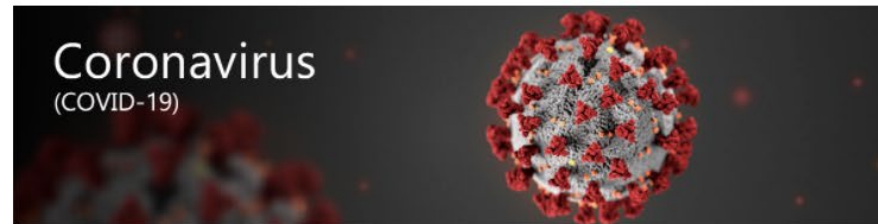
**Key Design Considerations:** Site purpose, site structure, navigation tools, media, site appearance (themes), credits and licensing



# COVID-19 AND ITS IMPACT ON COLLEGE STUDENTS

## The Background

12/8/2020 [0 Comments](#)



In late December of 2019, there was a reported case of new disease in Wuhan, China. This disease was named SARS-CoV-2, which has also been commonly known as Covid-19. Covid-19 is a virus that is rather similar to the common flu, but can end up having different symptoms and

## Author

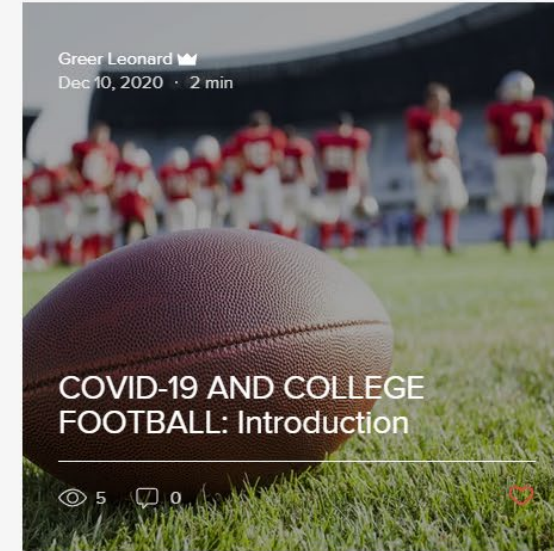
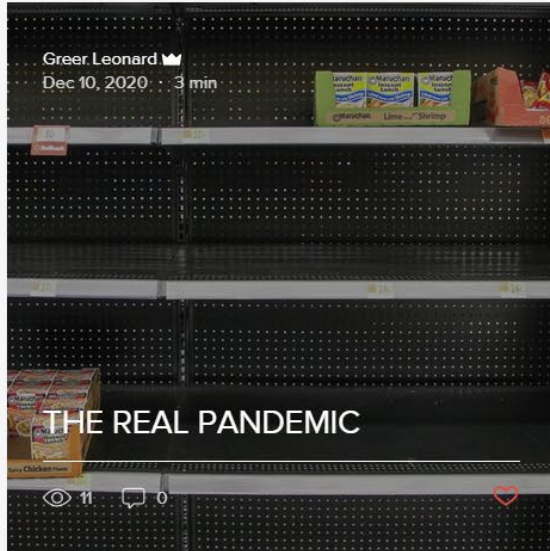
**Dorian Wright**

Health and Exercise  
Science at Colorado  
State University.

### Related Resources:

- [www.jmir.org/2020/9/e21279/](http://www.jmir.org/2020/9/e21279/)
- [journals.sagepub.com/doi/full/10.1177/1090198120969372](https://journals.sagepub.com/doi/full/10.1177/1090198120969372)

# BLOGS & FORUMS



## GREER LEONARD

I am a first year college student at Colorado State University, and wanted to create this blog and forum page to allow fellow students, medical professionals, and anyone to discuss the impact COVID-19 has had on our world. My original document—which was a lengthy essay about the college football shutdown—would be useful for starting a conversation about the reality of the pandemic. Feel free to comment and discuss on my blog posts, whether it be questions on the science of the virus, college football, or anything that adds to a constructive conversation.

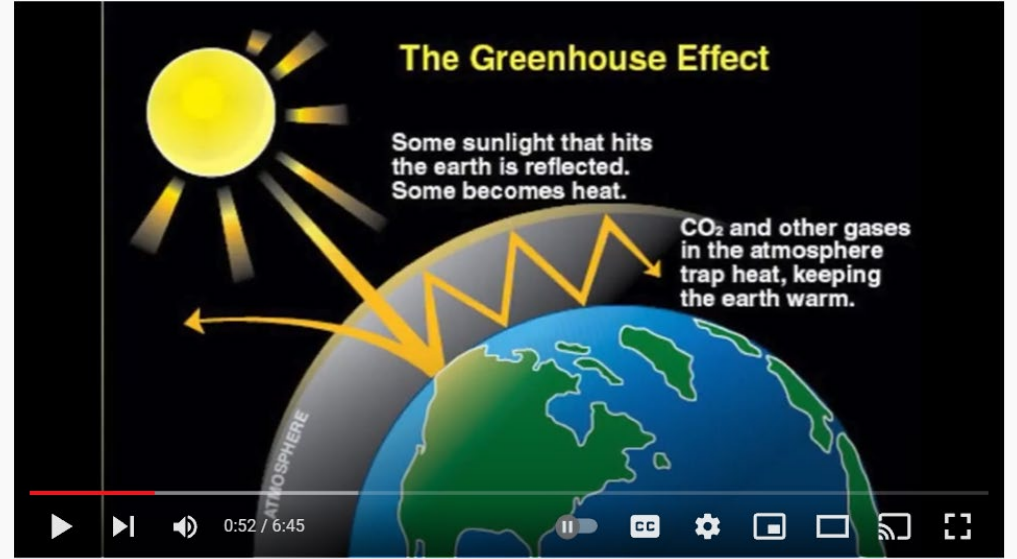
[Let's Chat!](#)

## DIY: More Advanced Moves

### **Produce a Video.**

- Use a camera or phone to record video. Record multiple clips.
- Assemble a set of images. Collect free sound clips from the web or provide your own (e.g., <https://mixkit.co/free-sound-effects/>).
- Consider titles.
- Create an outline.
- Edit with a free or inexpensive video editor such as PowerDirector Essential, Movie Maker Online, Lightworks, Wondershare Filmora, or iMovie.
- Upload to YouTube.
- Edit the closed captions.

**Key Design Considerations:** Purpose, organization, transitions, titles, credits, licensing of content.

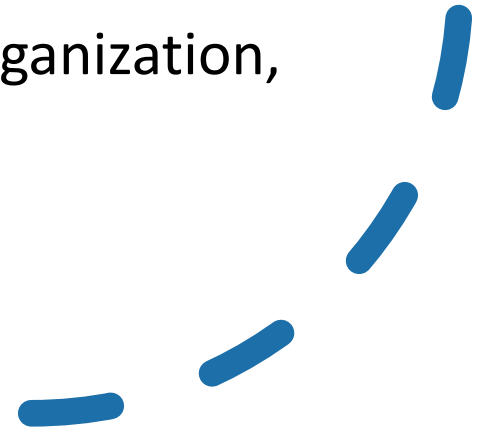


## DIY: More Advanced Moves

### **Insert Media into a Linear Document**

- I often assign a photo essay. This works well with reports and journal articles.
- Target Media: images, video, sound clips, and external links.
- Develop a design theme – everything from colors to fonts to page layout (columns, sidebars, pull quotes, etc.).

**Key Design Considerations:** Purpose, organization, page layout, licensing of content.





One of the rose displays on one of the guest tables. And a close up of the tableware in the picture to the right.

Due to the money they managed to accumulate over the course of decades, my uncle and his fiancée were able to have a wedding ceremony any way they pleased. They had a luxurious wedding in a church in downtown Los Angeles, the ceremony itself costing thousands of dollars and taking the better part of a year to arrange. They invited several hundred people and managed to hire two professional live bands. Thousands of roses were accumulated and arranged upon the tables. The food was prepared by one of America's Top Chefs. This was all due to having waited to get married.



This is the outside view of the church.



Final setup of the wedding hall. To the near right is the display for one of the live bands. Having saved their incomes over the years, a wedding of this magnitude was well within their budget.

The average age when marrying has steadily increased over the past few decades, age 27 for women and 29 for men, up from 23 for women and 26 for men in just 1990. (<http://www.theatlantic.com/sexes/archive/2013/03/getting-married-later-is-great-for-college-educated-women/274040/>) The reason for this would most likely be due to the time it takes in completing an education. This ties in to job opportunities and obtaining a financial safety net, which is one of the most important things to consider in marrying. For women, education level is extremely important, especially since the wage difference is still lower for women than men of the same age. According to the American Community Survey, 2008-2010, the personal income of women with a college degree is at its highest when women *never marry*. Apart from that, their average salary is highest marrying at age 30 or older. This drastically differs from men, who make more money marrying in their 20's. I say this in the assumption that income relates to happiness (which, admittedly, can't be completely true since my parents weren't rich and I was just fine).

One of the chief reasons for my parents' insistence of an early marriage is contraceptive issues. After all, no one can deny that waiting *too* long can have consequences on child birth; however, I would tell them to at least wait until they get to their 30's. Like I mentioned earlier, the American Community Survey states that the highest average salary of married women occurs in their 30's. Generally, women with a college degree marrying in their 30's or older make over \$10,000 more than those in their 20's. Even back in the 90's, if they had waited the extra few years, they would've obtained job security, stable living conditions, and would still be able to conceive without risk.

In marrying early in life, one must make many considerations before doing so. We can all agree that an education and financial security are very important factors. If one doesn't have a stable income, what use is there in trying to find a stable household? After all, just waiting until you're 30 nearly guarantees all the more income than focusing on marriage in your 20's. Then again, the circumstances are all relative; though it can be a general rule that, like all things anyone wants in life, it doesn't hurt to wait.



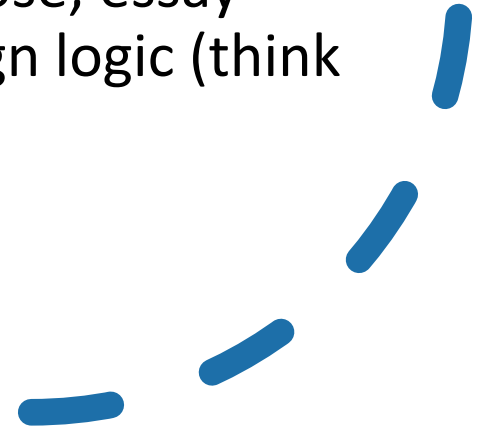


## DIY: More Advanced Moves

### **Create a Multimodal Essay using PowerPoint or Keynote.**

- Think along the lines of website design.
- Choose images, video, sound clips, and external links.
- Develop an overall look and feel.

**Key Design Considerations:** Essay purpose, essay structure, navigation tools, media, design logic (think “theme”), credits and licensing.



# Second Coming

The Resurgence of Heavy Metal

# Introduction

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Heavy metal music has a turbulent history, partly due to its loud, harsh style but especially because of its lyrics. At the height of its popularity in the 1980s, heavy metal's antisocial and violent themes spurred many critics to try to eliminate this genre of music. Ultimately, though, it was the rising popularity of grunge bands such as Nirvana and Pearl Jam in the late 1980s and early 1990s that led to metal's decline. The sold-out stadium tours were all but a memory to the majority of bands that once thrived in the genre. In the past ten years, however, numerous bands and their fans have begun to rekindle the heavy metal flame. By addressing complex social and political issues, incorporating diverse musical styles, and by cultivating a strong sense of community, heavy metal is undergoing a rebirth.

(UN) 2- A TYPE OF HIGHLY AMPLIFIED ROCK MUSIC WITH A STRONG BEAT.  
-OXFORD ENGLISH DICTIONARY

Photo courtesy of Crystal Miller

(Top) Photo  
(Bottom) Photo courtesy

# DIY: More Advanced Moves

## Create a Podcast.

1. **Choose a format.** Monologue, interview, panel discussion
2. **Decide who will participate.** Just you? You and a friend? You and one or more guests? Someone other than you?
3. **Create a script.** If appropriate, learn about your guest's interests and background. Then create an introduction for your guest, a list of interview questions, and potential follow-up questions.
4. **Choose recording tools.** Computer, phone, or audio recorder
5. **Choose editing software.** You can choose everything from professional tools to free apps and web-based tools.
6. **Decide where to publish your podcast.** Many streaming services allow you to upload your podcasts without charge.

**Useful Guides:** NPR ([npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students](https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students)) and Podcast Insight ([podcastinsights.com](https://podcastinsights.com))

# Teaching Strategies

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## Key Questions

How could using multimodal assignments align with your course goals?

- If you are using writing to enhance learning, how can these kinds of assignments help students engage more deeply?
- If you are using writing to prepare for professional, civic, or disciplinary communication, what central lessons do you want students to learn?

# Teaching Strategies

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## Key Questions

How can you design assignments that ...

- Allow you to respond clearly and effectively?
- Keep students focused on the writing situation?
- Help them learn something of value?

# Teaching Strategies

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## Key Questions

How can you help students succeed on the assignment ...

- Without bogging them down in learning technical skills at the expense of other course goals?
- Without turning your class time, office hours, and email/chat time into technical support sessions?
- In ways that help them see that the skills they are learning will have value in their subsequent work?

# One Key Takeaway

It is all about engagement.

Engagement leads to learning.

And learning leads to student success.





# Reaction Comments Discussion

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Visit **WAC@CSU** at

**<https://writingcenter.colostate.edu/WAC>**



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