Welcome to WAC Week

Upcoming Workshops

• Linguistic Justice in Writing Across the Curriculum
  Wednesday, November 8th | 9:00 to 10:00 am Mountain Time

• Responding to Student Writing Effectively and Efficiently
  Wednesday, November 8th | 3:00 to 4:00 pm Mountain Time

• Using Writing to Support Learning, Critical Thinking, and Inclusion at an Emerging HSI
  Thursday, November 9th | 2:00 to 3:00 pm Mountain Time | Zoom and In Person

• Using Generative AI to Enhance Student Engagement with Course Content
  Friday, November 10th | 9:00 to 10:00 am Mountain Time

Learn more at 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.
Engaging Students through Multimodal Writing Assignments

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

Some Examples

A collaboratively written multimodal essay, created in PowerPoint

Some Examples

A collaboratively written multimodal essay, created in PowerPoint

Some Examples

A scholarly article in Kairos

https://kairos.technorhetoric.net/24.2/disputatio/monea/index.html
Some Examples

A scholarly article in Kairos

https://kairos.technorhetoric.net/24.2/disputatio/monea/index.html
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.
Some Examples from Mainstream Media


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 it 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

Some Examples from Mainstream Media


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


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 Eikirch'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 Eikirch found in historical records. However, Foster, who is also the director of the Sir Jules Thorn Sleep and Circadian Neuroscience Institute, did not recommend it for everyone.
• 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
• 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).
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?
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?
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
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

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
The Background

12/8/2020 0 Comments

Coronavirus (COVID-19)

In late December of 2019, there was a reported case of a new disease in Wuhan, China. This disease was named SAR-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 worse outcomes.

Author

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Health and Exercise Science at Colorado State University.

Related Resources:
- [worldnmi.org/2021/01/22/h779/]
- [journals.sagepub.com/doi/full/10.17770/Ol998/]
- [10.1098272]
BLOGS & FORUMS

THE REAL PANDEMIC

THE SCIENCE OF THE SHUTDOWN

COVID-19 AND COLLEGE FOOTBALL: Introduction

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.
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.
THE RELATIONSHIP BETWEEN THE FOSSIL FUEL INDUSTRY AND THE CLIMATE
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.
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.

One of the cases displays one of the guest tables, and a close-up of the tableware in the picture to the right.

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/senial/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 to complete 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, 2009-2010, 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 got 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 $20,000 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 then 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.
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.
Introduction

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 plethora 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 community, heavy metal is undergoing a rebirth.
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](http://npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students)) and Podcast Insight ([podcastinsights.com](http://podcastinsights.com))
Teaching Strategies

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

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

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 they 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
Resources


Ball, Cheryl E., Tia Scoffield Bowen, & Tyrell Brent Fenn. (2013). Genre and Transfer in a Multimodal Composition Class. In Carl Whithaus & Tracey Bown (Eds.), *Multimodal Literacies and Emerging Genres* (pp. 15-36). University of Pittsburgh Press.


Resources


Resources


Resources


