

C-WPA Meeting In Between:
**The New Processes of Composing: Technology,
Multimodality, and Social Networking**

**February 22, 2008
9:30am-4:30pm**

**UNC Charlotte Up Town Center
220 North Tryon Street
Charlotte NC 28202**

Join C-WPA for this one-day workshop, where 3 colleagues will present on “The New Processes of Composing: Technology, Multimodality, and Social Networking.”

In the morning session (10-12 noon) each speaker will present on how they’ve taught new processes of composing in their classrooms, ranging from using newer composing technologies (such as animation, video, and blogs) to teach rhetorical sensitivity, to teaching multimodal research (through Web 2.0 tools and social bookmarking), to investigating new ways of composing cohesive multimodal texts (through, for example, using *Facebook* and *Myspace* as heuristics for text design). Each speaker will also share student examples and discuss how they handled assessment of such non-traditional student work.

After lunch (12-1:30), the speakers will lead small group “hands-on” activities in the afternoon session (1:30-3:30) where you can practice some of these newer processes of composing and discuss ways to integrate similar projects into your own classrooms. See below for more detailed descriptions of each speaker’s talk.

Increasing Rhetorical Sensitivity with Newer Composing Technologies

Paula Rosinski is an assistant professor of Professional Writing and Rhetoric at Elon University, where she served as the Freshman Writing Coordinator before becoming the current Writing Center Director. Paula's research interests include examining how newer technologies can help students gain rhetorical fluency, digital literacy, and writing program development.

Paula will discuss a term-long class project that asked students to “rewrite” the same text in a range of technologies (including clay, pen and paper, hypertext, animation and video) as a way to heighten rhetorical sensitivity. In particular, she will examine the ways in which this project encouraged students to reflect on questions about the rhetorical situation; their planning, composing, and revising processes; and the ways in which the technological mediums affected their message. In the afternoon session, Paula will review, and encourage participants to get

some “hands-on experience” with, some of the widely available software that students used for this project.

Video as Composition: Using *Facebook* and *MySpace* as Rhetorical Repositories for Symbolic-Analytic Work

Tony Atkins, Assistant Professor, University of North Carolina, Wilmington, is Assistant Coordinator of Composition. His PhD is in rhetoric and composition from Ball State University. He currently serves on the Editorial Board for *Kairos: Rhetoric Technology and Pedagogy* and as a publicist for the Graduate Research Network sponsored by the *International Computers & Writing Conference*. His current research focuses on composing with digital technologies and new media writing.

Tony will briefly discuss *Facebook* and *Myspace* as heuristics for designing texts. I will use a student-created video to illustrate a new process of composing. Geoff Sirc, Johndan Johnson-Eilola, and Ann F. Wysocki have routinely argued that collecting digital and cultural artifacts; managing online communications and organizing digital media; and delivering/presenting information requires students to investigate new ways of arranging ideas and composing cohesive multimodal texts. In the afternoon, Tony will discuss the tools necessary to initiate classroom projects that incorporate digital media.

Teaching New Processes for Research-Based Writing in Multimodal Classrooms

Susan K. Miller-Cochran is associate professor of English at North Carolina State University and Director of the First-Year Writing Program. Her research focuses on the uses of technology in teaching writing, especially with second language writers. She is especially interested in the ways that different technologies can facilitate writing, research, and collaboration, both in a classroom and at a distance.

To teach research-based writing effectively in today’s multimedia learning environments, teachers need to be prepared to walk students through the process of locating, evaluating, and incorporating sources into their writing that come from a variety of media. Multimodal resources and web-based applications for facilitating research encourage teachers to rethink the tools they equip students with for finding sources and the methods used for teaching them to evaluate what they find. Susan will demonstrate several Web 2.0 tools for facilitating the research process such as social bookmarking applications and research organization tools that help students engage in collaborative research. In addition, we will discuss possible models for teaching evaluation of multimodal resources.