Rhetorical Reflections: Borderless Communication in a Multimodal World

Co-sponsored by
Bedford/St. Martin's & Georgia Institute of Technology

April 9th, 2010 - 8:00 a.m. – 5:15 p.m.
The Historic Academy of Medicine at Georgia Institute of Technology – Atlanta, GA
Agenda

8:00 AM  Rotunda
Breakfast and Poster Session

Poster Presenters, Marion L. Brittain Postdoctoral Fellowship Program, Georgia Institute of Technology

King Adkins    Jared Johnson    Jennifer Parrott
Olin Bjork     Melanie Kohnen   Manuel Perez-Tejada
Brandy Blake   Crystal Lake     Paulette Richards
Robert Blaskiewicz Danielle Lawson Malavika Shetty
Emma Crandall  Karissa McCoy   Tiffany Tsao
Katherine Crowther Ruth McIntyre Daniel Vollaro
Leigh Dillard  Melissa Graham Meeks Candice Welhansen
Jo Ann Harris  Matt Paproth    Roger Whitson

9:00-9:20  Auditorium
Welcome to the conference — Rebecca Burnett, Georgia Institute of Technology, Director of Writing and Communication and Class of ’58 Professor of Rhetoric; Karita France dos Santos, Market Development Manager for Composition, Bedford/St. Martin's

Welcome to Georgia Tech — Gary Schuster, Georgia Institute of Technology, Provost and Executive Vice President for Academic Affairs and the Vasser Woolley Professor of Chemistry and Biochemistry

9:20-10:10 Auditorium
Plenary Session: The Role of Rhetoric and (New Media) Writing in Universities Today
Andrea Lunsford, Stanford University, Louise Hewlett Nixon Professor of English and Faculty Director of the Program in Writing and Rhetoric

Introduction: Kenneth Knoespel, Georgia Institute of Technology, Interim Dean, Ivan Allen School of Liberal Arts, and McEver Professor of Engineering and the Liberal Arts

The technology that enables social communication may be causing some profound changes in writing, as Dr. Lunsford will explain. But Dr. Lunsford is “not one of the hand-wringers” who believes that student writing has gone into a state of sad decline because of texting and Facebook. On the contrary, as she told Clive Thompson in Wired magazine, “I think we’re in the midst of a literacy revolution the likes of which we haven’t seen since Greek civilization.”

10:10-10:25  Rotunda: Break and posters

10:25-11:30  Session I: Workshops

A. Room A
Borderless Documents and Multi-modal Pedagogy
Ron Balthazar, University of Georgia, and Robin S. Wharton, Georgia Institute of Technology
As the boundaries between and among the various types of rhetorical artifacts (textual, visual, audial, etc.) become ever more porous in a digital culture, the mechanics of composition and the tools we use to create such artifacts are evolving. Electronic composition environments—such as the University of Georgia’s <emma>—allow for a more seamless movement from idea to artifact, even as they blur the line between note, image, comment, and draft. As the relationships among these elements become clearer, so does the meaning of the word "compose" as literally, “to put together.” This workshop will focus on the use of <emma> as a multi-modal composition web application.

B. Room B

**Remediating Multimedia and the Influence of Assignment Sequencing**

**Michael Neal, University of Florida**

Participants will explore several examples of student-authored multimedia projects, specifically emphasizing their generic differences. While some multimodal projects are remediated from print essays, others develop from other genres (e.g., memoirs, documentaries, news reports, radio broadcasts, PSAs, etc.). In this workshop, Neal shows how assignment sequencing within multimedia projects influences their generic expectations and negotiations. Assignment sequencing and explicit attention to remediation can also be used to ensure that student-authored multimedia projects fulfill defined course outcomes.

C. Room C

**Incorporating New Technologies into the Writing Center...Or Not**

**Michael Pemberton, Georgia Southern University**

In this workshop, Pemberton will begin by reflecting on his 2003 *Writing Center Journal* article, “Preparing for Hypertext in the Writing Center...Or Not,” and consider the extent to which his analysis and predictions have proven true (or false) over the years. Using this as an illustrative and, perhaps, cautionary context, participants will work collaboratively to consider—and plan for—the ways in which new technologies, new economic exigencies, and new student demographics will reshape writing center work.

D. Room D

**Multimodality and Rigor: How to Keep Writing from Slipping through the Cracks**

**Rebecca Burnett, Georgia Institute of Technology**

With contributions by Georgia Tech undergraduate students: Lindsay Chatel, Melissa Gerrior, Andrea Jester, Diana Kerckhof, Joanne Ofoli, and Melissa Sattler

Amidst the pizzazz and glitz of multimodal projects, how do you keep attention on the core principles of rhetoric and process? How do you keep writing central in student performance? Participants in this workshop will focus on ways to balance attention to WOVEN (written-oral-visual-electronic-nonverbal) practices and provides examples of assignments, assessments, and multimodal student work in upper-level classes. Participants consider ways to adapt assignments to be more fully multimodal while maintaining strong attention to writing.
11:30  Rotunda: Break and Poster Session
*Please pick up box lunches in the Rotunda before heading to the auditorium for lunchtime session.*

11:45 - 12:45 Auditorium: Lunch and and Keynote Address
E-Book Rhetoric: Dissolving the Borders of Pedagogy, Programs, and Publishing
L. Andrew Cooper, Georgia Institute of Technology, Assistant Director, Writing and Communication Program, Georgia Institute of Technology and Kim Hampton, Bedford/St. Martin's, Editor for Custom Media

Introduction: Jay Telotte, Interim Chair and Professor, School of Literature Communication and Culture, Georgia Institute of Technology

The collaboration between Georgia Tech's Writing and Communication Program and Bedford/St. Martin's Publishing on a custom textbook is quite unlike the current industry norm: the textbook, now entirely an e-book accessible via the web, consists of materials drawn from eight of Bedford's published texts as well as videos, websites, and original content chosen and (re)crafted to convey and reinforce Georgia Tech's emphasis on rhetoric and multimodality. In a sense, the e-book is a specific response to the rhetorical exigencies of teaching and learning communication at Georgia Tech, and as such it points toward the possibility of evolving, synergistic relationships between programs and textbooks—and faculty and publishers—that wouldn't be possible without current options for customizing digital content. The speakers will share the story of this textbook's development, foregrounding approaches to creating classroom resources that other programs might consider and reflecting on ways this type of collaboration might transform pedagogies, programs, and publishing.

1:00 - 1:50  Session II: Workshops:

E. Room A
Context Framing and Intellectual Property Law
TyAnna Herrington, Georgia Institute of Technology

This workshop considers the role of context in shaping intellectual property law: Context can drive choices in intellectual property protections, it can shape interpretations of the law, and it will determine intellectual property law's future applicability as we become more immersed in a digital world. This workshop encourages participants to actively explore intellectual property law and context from these perspectives.

F. Room B
Our Goals, Our Tools: How Technologies are Changing Composition
Mike Palmquist, Colorado State University

Most writing teachers are familiar with the idea that technology should not drive our teaching goals. Instead, we've been told, technology should help us achieve them. In this discussion, Palmquist interrogates this idea by asking what it means for teachers who work in contexts that are strongly influenced by technology. Are we comfortable, for example, suggesting that our teaching goals shouldn't be influenced by the emergence of the Web? Are we so confident, for instance, that technology hasn't influenced what it means to write
and be a writer that we’re willing to use technology only to address a set of (seemingly Platonic) course goals for writing? Drawing on his experiences as a teacher, writing researcher, and designer of Web-based instructional environments, Palmquist will engage participants in a discussion of how we might consider issues such as writing from sources, multi-modal composition, and collaborative work in rhetorical situations that have become strongly shaped by information technology.

G. Room C

Whose English Is It? Misunderstandings, Gaps and Challenges in a Multicultural Classroom

Joanne Harris and Manuel Perez Tejada, Georgia Institute of Technology

Most classrooms today resemble a mini-United Nations with students representing many races, cultures and languages. This begs the question, "Whose English are we teaching?" In a world of many Englishes, teachers encounter numerous cultural pitfalls embedded in English writing conventions. This workshop will focus on the role of multimodality as a way to bridge the gaps in cross cultural communication and encourage multilingual students to understand the principles of rhetoric and process implicit in the different modes of communication.

H. Room D

Faculty Development and Multimodal Composition Pedagogy

Letizia Guglielmo and Laura McGrath, Kennesaw State University

This session will present strategies for planning, conducting, and studying the results of department-based and peer-led faculty development that is designed to support multimodal composition pedagogy. The session will emphasize strategies for creating buy-in and promoting sustainable models of professional development. Participants will be encouraged to consider technology training needs in their own departments, how they can work with available resources and form strategic partnerships, and how faculty development can be a research opportunity for facilitators and participants.

2:00 - 3:00 Auditorium

Panel: Tweet Reflections and Projections: Multimodality and Writing

Program Directions

Panel Moderator, Nick Carbone, Bedford/St. Martin's

Panelists:

- Janet Bean, University of Akron
- Rebecca Burnett, Georgia Institute of Technology
- Christy Desmet, University of Georgia
- Karen Gardiner, University of Alabama
- Angela Hall-Godsey, Georgia State (or Baotong Gu, Georgia State)
- Amy Kimme Hea, University of Arizona
- Roxanne Mountford, University of Kentucky

This panel will operate on a town hall model where the discussion will occur simultaneously via voice from those of us in the room as well as, for those who would like, via Twitter. We’ll have a projector so that everyone can see the tweets as they are made and panelists can address items via Tweet or via voice.
To start, each panelist will make a short—no more than two minutes—opening statement that addresses the following questions from their perspectives and local campus/program points of view:

A. What is the biggest challenge in moving to multimodal pedagogies?
B. What is the biggest opportunity such pedagogies present?

The two-minute opening statement is meant to resemble orally the strictures that Twitter puts on writing of a 144-character limit. The goal is to use a multimodal range of technologies: our voices, our presence, cell phone/laptop connections to Twitter, our tweets, and the projection of those tweets in real time to enact in the session some of the possibilities of multimodal presence and presentation.

For those who have yet to tweet or try Twitter. It's easy:
1. Go to http://twitter.com and create an account.
2. Find a useful Twitter application for your cell phone—Twitter will suggest that as part of your new membership, or you can click their "Help" button and choose the "Mobile" category.
3. During the session, add the following hashtag to your tweets about the session: #gats2010 (for Georgia Tech Symposium, 2010). (Note, the hashtag must include the #.)

3:10 - 4:00:  Session III: Workshops

I. Room A

Making it Real: Service-Learning and Client-Based Pedagogy at Georgia Tech
Daniel Vollaro and Andrea Wood, Georgia Institute of Technology
This session explores innovations and applications in service learning and client teaching, specifically in composition and technical communication classes. The presenters discuss their pedagogical approaches and showcase examples of semester-long multimodal student projects completed for community service organizations and schools. Participants will explore strategies about ways to strengthen their own service-learning projects.

J. Room B

WOVEN through time and space: Teaching the social semiotics of time-based media
Paulette Richards and Candice Welhausen, Georgia Institute of Technology
Time-based media such as Flash animations, “screencasts,” and desktop videos have proliferated with the steady increase in broadband internet connectivity. As a result, the ability to produce time-based media is now a necessary skill for many types of workplace and professional communication such as tutorials, process descriptions, and individual profile videos. This workshop focuses on a simple PowerPoint assignment (creating a Public Service Announcement as a PowerPoint show) that serves to develop students’ critical awareness of how rhetorical uses of time (duration and rhythm) and motion (position, speed, and trajectory) work synergistically with other modalities of communication.

K. Room C
From Shakespeare to Fight Club: Literature and Multimodality in the 21st Century Composition Classroom

Jared Johnson and Matthew Paproth, Georgia Institute of Technology

This workshop focuses on methods of integrating literature into today's composition classroom. Our courses eschew traditional literary analysis essays in favor of assignment sequences that allow students to engage with the texts through multiple modes of communication—including written, oral, visual, and electronic. In addition to speaking in a broader context about how these issues have affected our pedagogical outlook on literature and the composition classroom, participants will look specifically at a number of assignments that puts this pedagogy into practice.

L. Room D

Weaving a Multimodal Thread: Multimodal Assignment Sequences in the Communication & Literature Classroom

Danielle Lawson and Nirmal Trivedi, Georgia Institute of Technology

This workshop explores the use of linked assignment sequences in the communication and literature classroom. Two case studies will be used to discuss a range of questions: How do assignment sequences offer greater opportunities for comprehension and application of course concepts? How do multimodal assignments sequences offer advantages over traditional 'paper-based' assignments?

4:10 - 5:00 Auditorium

Plenary Session: Multimodality and Assessment

Lee Odell, Professor of Composition Theory and Research, Rensselaer Polytechnic Institute

Susan M. Katz, Associate Professor, North Carolina State University

Introduction: Leasa Burton, Senior Executive Editor for Composition, Bedford/St. Martin's

A set of criteria—based on rhetoric, visual semiotics, and graphic design—enables formative assessment of a wide variety of compositions, ranging from videos to more conventional print texts. Drs. Katz and Odell will demonstrate how to apply the criteria in assessing student work, using two examples: a video and a more traditional print text.

5:00 - 5:15 Auditorium

Closing Remarks

Rebecca Burnett, Georgia Institute of Technology

Karita France dos Santos, Market Development Manager for Composition, Bedford/St. Martin's

5:15 Rotunda: Cocktail Party and Poster Session