

WINTER 2020 NEWSLETTER

Writing Intensive Program

C O U R S E S P O T L I G H T S

GENE 3000H

Taught by Tessa Andrews

Q: Why is writing critical to this course?

TA: Students in the sciences often have not had many opportunities to write outside of lab reports, yet scientists spend a lot of time writing. Students in the sciences are also expected to analyze and interpret results and to use evidence to build arguments. These are thinking skills that can be strengthened by writing!

HIST 3400

Taught by Steve Soper

Q: What is one writing convention specific to your discipline that students need to know to write effectively in your class?

SS: I am a strong believer in the convention of writing a good paragraph, beginning with a clear topic sentence and ending with careful, critical analysis of supporting examples or illustrations.

DANC 2010

Taught by Barbara Powers

Q: How does your course support writing as a process?

BP: Writing in Dance Appreciation is gradual—it's a deliberate, mindful unfolding. Students first learn the basic elements of dance, so they share a common language when describing it.

Click [here](#) to read more about each course.

SAVE THE DATES

The Classic Journal:

Open for student submissions until
January 15, 2021.

Learn more [here](#)

Write@UGA 2021:

We are proud to welcome Dr. Asao Inoue as our featured guest speaker for a lecture and workshop on Monday, February 22.

Learn more about the lecture [here](#)
Learn more about the workshop [here](#)



Multimodal Projects in the Disciplines

While discipline-specific writing-intensive courses typically assign alphabetic texts—research articles, literature reviews, and analyses—projects that push the boundaries of traditional modes of composing can offer students meaningful writing experiences. These projects, often referred to as **multimodal projects**, invite students to engage with **aural, visual, gestural, and spatial modes of communication**—and thus consider composing differently, reach new audiences, and demonstrate learning in new ways.

Thinking about a multimodal project for your WIP course?

Here's why it might be time to do so:

Multimodal projects emphasize *writing as a process* more so than traditional texts.

Preliminary Consideration

"For a multimodal project to be meaningful in a discipline-specific context, the rhetorical functions of the project should, therefore, be framed as similar to something a student can expect to do again in the future as a productive member of a particular discourse community" (pg. 47)

Long-term Benefits for Students

The thinking skills students develop "by making rhetorical, design, accessibility and usability, and other necessary choices connected to ethical, effective communication practices upon which one should reflect when creating multimodal projects will likely be utilized throughout their future experiences as critically literate citizens, and, therefore, are still relevant to learning. To facilitate this, more opportunities for students to reflect in order to explain choices and for faculty to give formative feedback on those choices should be provided throughout the process" (49).

Rationale 1: MM Projects Support Disciplinary Writing

"[T]he theory supporting this work really [is] sound" (Shipka, 2006, p. 356), leading to novel opportunities for students to develop rhetorical situation and genre awareness beyond what might be necessary for completing projects comprised of more typical types of writing in the disciplines" (52).

Rationale 2: MM Projects Support Writing as a Process

"The writing process knowledge students use from invention to delivery in primarily alphabetic writing situations is still imperative to multimodal composing, and the nature of multimodal projects oftentimes places greater emphasis on each step of the writing process" (49).

A Few Process-based Considerations:

Students will need:

- Opportunities to explore the genre they are working in to identify conventions and consider the genre's purposes and audiences.
- Time to become familiar with the digital tools they'll need to use.
- Instruction related to media usage and rights.
- Instruction related to accessibility of final products.
- Time to enact best practices regarding usability.
- Strategies to ensure sustainability of digital projects.

Click [here](#) for a Multimodal Project Design Guide