

**Name:** Jennifer Falcon and Jasmine Villa

**Student ID:** 80431835 (JF); 80337323 (JV)

**Program:** Rhetoric and Writing Studies

**Email:** jfalcon3@utep.edu; jvilla4@miners.utep.edu

**Title of Presentation:** “Continuing the Conversation: Empowering Students through Self-Reflective Multimodal Assignments”

**Conference:** WIDE-EMU 15

**Dates:** 10/9 – 10/11

**Location:** East Lansing, MI

**Travel Proposal.**

This proposal seeks travel funding to East Lansing, Michigan to attend and present at WIDE-EMU 2015 Conference. The title of the presentation is “Continuing the Conversation: Empowering Students through Self-Reflective Multimodal Assignments.”

This presentation is a part of a larger panel presentation. Together we will present a jointly authored paper that adds to the discussion of the importance of multimodal composition in the writing classroom. The other members of the panel will add to this discussion, and present their ideas on how to continue developing students’ literacies using multimodal composition. This is specifically important to our work as instructors at UTEP. In RWS 1301, and 1302 we address issues of multimodal compositions in several assignments. This is not only an opportunity for us to present our paper, but to learn from other scholars addressing these specific issues in their classrooms.

This panel will address the issue of whether or not multimodal making is writing, and when viewed as writing how specific assignments that we teach can help students develop multimodal literacies and enhance study skills. Our paper will focus on the practice of students using the social media blog website Tumblr to compose memes, and gifs that provides students agency to apply rhetorical choices to express their thought process. This metacognitive use of Tumblr allows instructors to venture into digital multimodal composition.

**Confirmation E-Mail:**

**Benefits: Professional and Educational**

The Michigan State University Center for Research on Writing in a Digital Environment and the Eastern Michigan University Written Communication program explores how writing is defined. In addition to expanding the definition of writing, the framing question for the conference (“Is \_\_\_\_\_ writing?”) also seeks to address the implications of how

writing classrooms are situated. WIDE-EMU conference provides a space for Jennifer and I to showcase the significance of digital composition and production in relation to how students develop multimodal literacies.

The research completed for the WIDE-EMU 2015 conference supplements Jasmine's academic interests of intercultural and public rhetorics and online identities. Currently, Jasmine is utilizing Tumblr to enhance students' multiliteracies within academia by having students create and work with genres related to their academic fields. As a potential research area for future conferences and publications, Jasmine is highly interested in pursuing additional research pertaining to students' online identities.

This is an area of interest as a potential dissertation topic for Jennifer. She actively uses Tumblr in her RWS 1302 classes as a pedagogical tool that develops students' multiliteracies, and introduces them to visual and digital rhetoric. This paper is the beginning stages of an area of interest for her dissertation, and the opportunity to present and discuss these ideas with other scholars in the field of visual and digital rhetoric will be incredibly beneficial to her work moving forward.

As undergraduate writing instructors, it is invaluable for us to have these discussions in order to pursue different pedagogical practices to apply in our classrooms. This opportunity will allow for us to present our work, explore important concepts related to RWS, and to learn from other emerging and prominent scholars in the field. There is limited scholarship on the metacognitive practices used with Tumblr. In addition to focusing on the practice and process students employ during the creation of multimodal assignments, we are collaborating, as colleagues, to enhance students' understanding of the RWS discourse community. We will continue applying the current pedagogical practices in their classrooms, and are collecting data to supplement future publications.

### **Estimated Budget for Travel Costs**

Funding from the Baker-Hernandez grant is mainly sought to cover the flight to East Lansing, MI, and the hotel. To save on costs Jennifer and I will share a hotel room.

<b>Item</b>	<b>Cost</b>	<b>Notes</b>	<b>Total Requested</b>
Flight	\$566.10 per person  (Total: \$1132.20)	· <u>Depart</u> <u>October 9<sup>th</sup>:</u> El Paso to Chicago; Chicago to Lansing · <u>Return</u> <u>October 11<sup>th</sup>:</u> Lansing to	\$1132.20

		Chicago; Chicago to El Paso · Quoted by Anthony Travel (see attachment*)	
Hotel	\$95/night including tax for 2 nights (\$190.00 total)	Candlewood Suites Hotel at the Henry Center of MSU	\$190.00
Conference Registration	\$0.00		\$0.00
Total			\$1322.20