

Multimodal Composition and Writing Transfer

Edited Collection Call for Proposals

The field of Rhetoric and Writing Studies has witnessed major turns over the past three decades. Two of these major shifts include: (1) redefining writing to encompass multiple modes and modalities of expression, or what has become known as multimodal composition; and (2) emphasizing the role that learning transfer plays in learning to write.

Scholarship and pedagogy in rhetoric and writing have shifted to embrace digital and non-digital multimodal composing practices in research, publications, conferences, and teaching. At the same time, writing programs have been invited to rethink their learning outcomes and course designs after the publication of the *WPA OS 2.0* and *3.0* in 2008 and 2014, respectively (Alexander, Powell, and Greene, 2012; Alexander and Rhodes, 2014; Bowen and Whithaus, 2013; Palmeri, 2012; Selfe, 2007). More recently, the field has become increasingly interested in researching and theorizing how learning transfer is facilitated across writing contexts. Following work done in educational psychology, writing studies scholars have charted different theories and pedagogical approaches to transfer, such as *Writing about Writing* (Downs and Wardle) and *Teaching for Transfer* (Yancey, Robertson, and Taczak). Increasingly, additional questions on writing transfer arise, opening more lines of inquiry for scholars within and outside of writing studies to pursue.

While these shifts toward multimodal composing and writing transfer have happened concurrently, the overlap between these two areas of inquiry has still remained largely underexplored. Building on the important research of scholars such as Yancey, Robertson, and Taczak (2014), Moore and Bass (2017), Anson and Moore (2017), DePalma and Ringer (2011), and many others, the editors of this peer-reviewed collection seek to explore transfer across contexts of multimodal composing and extend early conversations connecting multimodality to writing transfer (DePalma, 2015; DePalma & Alexander, 2015; Rosinski, 2017; Shepherd 2018). We would like to invite proposals for the collection from scholars across academic ranks and institutional types to contribute to the diversity of voices exploring multimodal composition and learning transfer.

In particular, we are interested in conceptual and empirical research proposals that explore the intersections of multimodal composition and writing transfer with the following:

- Various points in the writing curriculum, e.g., first-year writing courses, upper-level writing courses, internships, and graduate courses
- Writing and multiliteracy centers

- Multilingual and/or diverse student populations
- Faculty development
- Non-academic contexts, including civic engagement, social media, and workplace writing
- Programmatic planning: writing majors, minors, and certificates; outcomes and assessment
- Research methods
- Non-digital/analog multimodality
- Online writing instruction and learning

We posit the following questions for interested scholars to ponder as they consider their response to this CFP. We formulated these questions as points of departure for scholars to pursue new and exciting paths of inquiry:

- How do writing transfer theories intersect with what we know about multimodal composing in various contexts?
- How can we facilitate writing transfer across modes and media?
- How do writing transfer theories offer us insights into how writers learn to compose in new modes or in new contexts?
- How does transfer differ in digital and multimodal writing?
- How does writing and learning across modes afford or constrain writing transfer?
How can teachers enhance capabilities and minimize constraints?

We are especially interested in research-driven work from under-represented areas of composition research, such as at two-year and technical colleges, at smaller institutions, at HBCUs and HSIs, and at international institutions. We encourage early-career scholars, graduate students, and people of color to submit proposals.

Proposal Submission Information

Please submit a 500-word proposal explaining your topic and main argument, the research and theoretical base on which you will draw, and your plans for the structure of your article.

August 1, 2020: 500-word proposals due

September 15, 2020: Notification of acceptances

March 1, 2021: Full manuscripts due

June 1, 2021: Editorial feedback to authors

Fall 2021/Spring 2022: Expected volume publication

[Must submit a proposal for full manuscript to be considered.]

Please send submissions and any questions to MultimodalTransfer@gmail.com.

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