

This is supplementary material for Jenn Stewart, Emily Thompson, Anna N. McDonald, and Andrea Schurr's webtext, "Developing Symbiotic Institutional Partnerships: An FYC and Library Collaboration to Increase Multimodal Instruction," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at <http://kairos.technorhetoric.net/28.2/praxis/stewart-et-al/index.html>

What Professors Hope Students Learn

Dominik Heinrici:

And usually my students who claimed that they cannot work creatively find out that they do have a creative spark in them and by having a fun project lets them play around with media, et cetera, I usually have a lot of engagement with the students in the project because they're having fun with it and that makes the anxiety about it much lower.

Sheena Monds:

And I've had students give me a variety of answers. Some of them actually said that they found it easier to compose their written assignments—they were better able to understand things like structure and the construction of an argument when they were putting it together in visual ways or working with film projects first.

I mean obviously students have a wide variety of responses, but one that was pretty consistent was more opportunities to do work that they felt inspired by, not just work that worked to meet a kind of requirement of the class.

Krista McKay:

I try to let them see or hope that they make the connection to the real-world applications—that we live in a multimodal world, they are inundated with multi-modes of communication all the time—and being sound and critical judges of the messages they not only receive but also convey and making deliberate rhetorical choices, whether it be through the tone of the...if it's color choices or images, the use of logic. We try to incorporate charts and graphs and smart art that shows some logical representations visually to try to help them discern multimodal arguments when they encounter them, but also be able to produce them effectively in a variety of settings.

Tiffany Mitchell:

I hope that they learn that the way that we make arguments can happen in a variety of ways. And that visual "enhancements," as I call it sometimes, visual enhancements can help prove a point. It kind of goes back to the age old saying a picture's worth 1000 words, and I want them to see that, as I was just saying, it shouldn't just be there. You shouldn't have to make your reader work for well why is this image in the text? You want them—I want them to see that that images can make a powerful argument, you know. As long as the context is there as long as it fits, an image can make an argument itself.