

[Adsanatham, Chanon. "Integrating Assessment and Instruction: Using Student-Generated Grading Criteria to Evaluate Multimodal Digital Projects." \*Computers and Composition\*, vol. 29, 2012, pp. 152-174.](#)

This article responds to instructors' concerns over the evaluation of diverse multimodal and multimedia genres by arguing that asking students to design their own assessment criteria is a worthwhile venture. In addition to increasing the adaptability of grading criteria and clarity of learning outcomes, students must engage with their target genres and modes and critically reflect on their effectiveness in order to create relevant grading criteria.

[Allan, Elizabeth G. "Multimodal rhetorics in the disciplines: Available means of persuasion in an undergraduate architecture studio." \*Across the Disciplines\*, vol. 10, no. 2, 2013, pp. 1-25.](#)

Abstract: This article argues that composing in multiple modes, especially when accompanied by revision and self-reflection, enhances compositional fluidity and encourages the exercise of personal agency. To illustrate and support their claims, the authors describe and share student work from two non-academic multimodal composing contexts as well as one college writing class.

[Coulter-Harris, Deborah M. "Encouraging a Different View of Writing: Transitioning to a Multi-modal Model in WAC Courses." \*Presentation at International WAC Conference, 2016. Colorado State U, Colorado.\*](#)

Focuses on initiatives used to incorporate multi-modal genres in WAC courses. These initiatives include redesigning curriculum and assignments, implementing professional multimodal professional development workshops, and strategies to educate students and faculty about need for and purpose of multimodality in writing instruction. STEM fields may be interested in final section on "meaningful compression" through integrating visual and alphabetic literacies in scientific writing.

[Gonzales, Laura. "Multimodality, Translingualism, and Rhetorical Genre Studies." \*Composition Forum\*, vol. 31, 2015.](#)

This study, conducted in the first-year composition classroom, focuses on the strategies that multilingual writers deploy in multimodal assignments. Its findings suggest that multilingual students are more likely than native English speakers to take advantage of different modal iterations of the same project to convey additional meanings, often using options afforded by different media to work around problems in language.

[Shipka, Jody. "Negotiating Rhetorical, Material, Methodological, and Technological Difference: Evaluating Multimodal Designs." \*College Composition and Communication\*, vol. 61, no. 1, 2009.](#)

Shipka argues for the benefits of open-ended multimodal assignments designed to encourage rhetorical sensitivity. She also suggests the assessment of student work across modes and media via the evaluation of reflective writing as a means of standardization and rhetorical emphasis. Of particular value to WIC faculty might be her description of these reflective texts, starting from W353 and including questions that prompt students to consider their rhetorical goals, and production choices, and context.