

Technical and Professional Communication Project Proposal

Although revisions have been made to the *WPA Learning Outcomes Statement* to include planks with language for digital and multimodal composing, the document has remained singular in its function. Its attempts to articulate writing program's priorities and provide adaptable curricular foci are evident; however, an actionable plan, for post-secondary educators, to reshape composition instruction is lacking. In the spirit of Adler-Kassner's *The Activist WPA*, to best support different student learning styles, promote social justice and embrace varying communicative practices, a call for a correlative multimodal framework, in FYC, is necessary. Using the Outcomes Statement as a framework has proven inadequate. Recent scholarship has also discussed the institutional constraints that adversely affect a writing program's ability to adopt new frameworks. To reconcile such tensions and bridge the gap between theory and practice, I propose an implementation guide for a multimodal framework (MMIG) in FYC, that extends the foundations set forth in the WPA Outcomes (2014), and provides instructor training within a broader sequence of web-based professional development. The MMIG functions as a chapter of my dissertation, which will argue in favor of multimodality in FYC as being both critical to a student's skill acquisition and university-based interests specific to writing studies.

To be able to *do* something, one has to first learn how. Guides, handbooks, and manuals (which I will refer to as "information products") provide steps for their users to learn how to do or make something. Educators are continually refining their skills by learning about pedagogical theories, methodologies and strategies. Some of their development may be provided through information products that demonstrate *how to teach or create teaching materials*. Ideally, these *how to* resources would support teachers in a foundational understanding of the concepts, as well as move them through simulations to put theory into practice.

In an early iteration of the MMIG, I designed a multi-page presentation, in the Canva application, to organize sections of information needed for effective implementation of the multimodal framework and coordinating instructional support. However, scholarship focused on content management, instructional design, and usability are imperative to the continued development of the MMIG. With these in mind, I will transition a section of the MMIG into a website prototype, with a functional training module. By asking, ***how** can I improve learning outcomes at the university level in creating such training for this framework*, the MMIG is more apt to successfully bridge theory and practice for composition instructors- giving multimodality weight and validity in the classroom. Additionally, I propose a brief literature review, specific to content management, that will contextualize the purpose of the MMIG's training modules. The completion of this proposed project will provide another iteration of the chapter in my dissertation.