
Researching Language and Identity through Multimodal Composition in First-Year Writing

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Abstract

This session presents a scaffolded classroom project that integrates multimodal composition into freshman writing and research instruction. The activity guides students through a structured process to explore the relationship between language and identity using multimodal research practices with a particular emphasis on the integration of linguistic and visual modes within a process-based, scaffolded research project. Existing research reveals that linguistic modes are essential in developing academic voice, argumentation, and coherence, whereas visual modes enhance comprehension and organization by making meaning through images and characters. Grounded in multimodal discourse theory, the study highlights the pedagogical value of integrating visual and linguistic modes in structured research writing, advocating for curriculum designs that reflect multimodal approach as an essential component of academic writing and research.