

On a daily basis, we come into contact with sounds, sights, gestures, and the spaces in which they exist, and we try to make sense of them. Our internet-frenzied society is pervasive in understanding, analyzing, producing, and communicating with multimodal texts. We consume media in the same manner we consume other information: fast. When our students come into contact with media, they also come into contact with effective and useful abilities, which they are able to hone in on in the classroom as they learn to think critically and interact rhetorically.

Digital technologies, in many respects, provide distinct rhetorical situations that go beyond the bounds of traditional printed texts. Students learn to recognize the many facets of each written rhetorical situation and how to meet various demands. Some of the dimensions and demands include topic, audience, purpose, and primary and secondary research, amongst many other rhetorical techniques. Some of these methods include reading, brainstorming, writing to learn and think, drafting, researching, giving and receiving meaningful criticism, rewriting, editing and proofreading, publication, and critical reflection on one's own rhetorical processes.

Among these skills students obtain, they broaden their horizons and begin to understand how to create multimodal projects. Projects that are thematically engaging and enable students to create work encouraging them to make a difference and allow them to advocate for themselves on personal experiences and social inequities. They are also given opportunities to raise awareness of injustices, protests, military violence, and other issues that encourage advocacy and foster a closer classroom community.

Some of these tasks, such as infographics, video submissions, and proposals, show some of the questions we pose as instructors: How do students choose a topic? What criteria do students use to choose a medium? How do they use multimodality to incorporate societal change and advocate for themselves? As a result, as instructors, we can consider how we can provide our students with the necessary abilities and how we can do so in a way that allows them to adopt and transfer those skills and abilities outside of our classrooms.