

This multimodal project, which seeks to explore students' assumptions and expectations about typographic conventions, is based on the First Year Writing Fall Faculty Meeting ("Multimodal Composing: Claims & Implementation," 2014) prompt via Wysocki:

Integration opportunity #1:

The multimodality of linear, alphabetic-text based essays

You can also help students learn to see the multimodality of "traditional" writing by asking them—once they have finished a "traditional" paper—to write in response to the following prompts:

Please write an explanation for the layout of the page (or pages) you are turning in. Why did you choose the typeface(s) you did? Why did you choose the kind and size of paper you did? Why did you use the margins that you did? Why did you put your name where you did? Why did you break paragraphs where you did—and why did you show paragraphs the way you did (that is, if you indented paragraphs or used two returns between them or used a large capital letter in front of each one, why did you make that choice)? Please list and explain every single design decision you made in presenting this work.

The questions above can help students see the choices that "traditional" written composition usually overlooks, and so can start a discussion into when and why students might want to be more attentive to experimenting with audience expectations about differing genres. (Wysocki, *Compose Design Advocate* Instructor's Manual, p.5)