

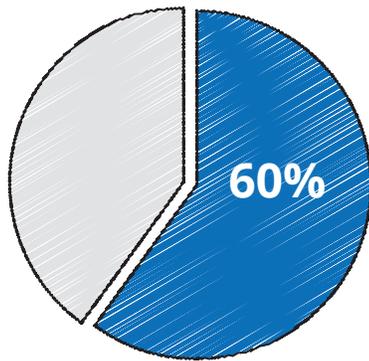
MindTap®

Reading and Composing with Multimedia

Over the past two years, we've conducted extensive research to better understand the role of readings in Composition courses. We've connected with over 250 instructors from a variety of colleges and universities, representing over 300K students, to inform the development of a unique new reader: [MindTap Reading and Composing with Multimedia](#).

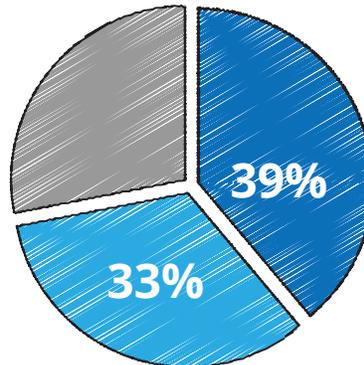
Here's What We've Learned...

Readings are a **key component** of most Composition courses.



60% of instructors use print or online readings in their Composition courses.

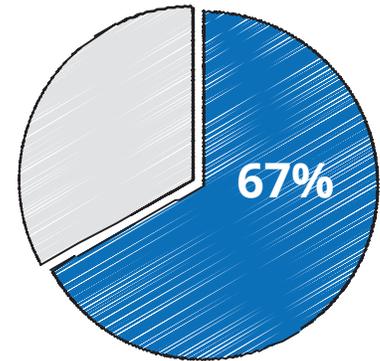
Instructors primarily organize readings by **themes or modes**.



72% organize readings either by themes or modes:

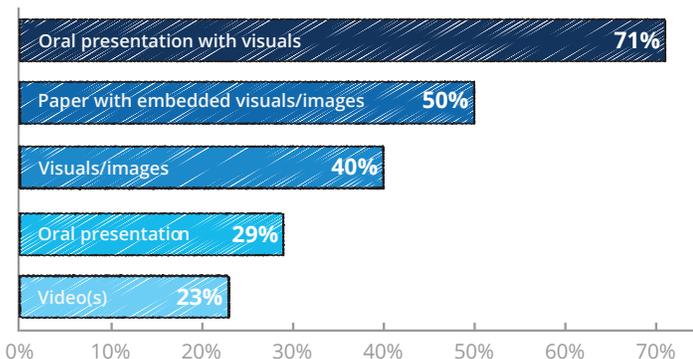
- 39% of participants organize their readings by **themes**: 25% non-fiction and 14% a mix of non-fiction, fiction, and poetry.
- 33% of instructors organize readings by **rhetorical modes**.

Multimodal assignments are becoming **more and more popular** in Composition courses.

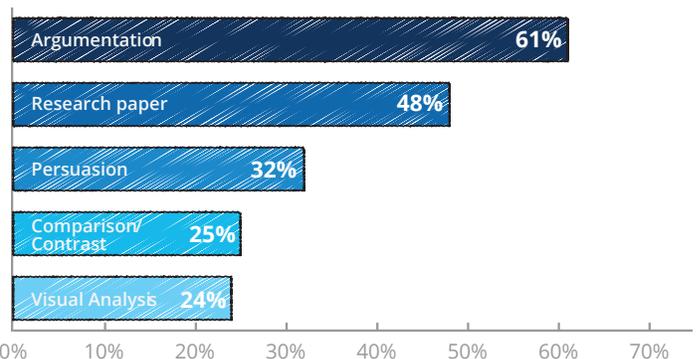


67% include some sort of multimodal component within assignments.

MOST COMMON MULTIMODAL ASSIGNMENT TYPES



MOST COMMON ASSIGNMENTS THAT INCLUDE MULTIMODAL



When we asked instructors what they might like to be able to include in assignments that they currently cannot / struggle to include, **30% specifically mentioned interest in multimodal assignments**.

A few quotes from faculty we've surveyed:



"It is becoming more and more important to communicate through multiple platforms, both in terms of applicable skills and in terms of the kinds of majors that our university is offering... skills that have writing translate in other modes is important."

– Anissa Graham
University of North Alabama



"The biggest challenge remains getting students up to speed and scaffolding skills. For the last 5-10 years, we have been teaching students as if they are digital natives, but just because you are a native does not mean you are proficient in something. Students are very savvy in communicating via text, but they are unable to shift into academic prose."

– Samantha Morgan-Curtis
Tennessee State University



What We're Working On and Have Developed So Far...

Based on the strong interest in MULTIMODAL and a preference for THEMES in terms of organizing readings, we have developed **MindTap Reading and Composing for Multimedia**—a flexible, easy-to-use, affordable resource that *connects the world students live in with the world they compose in*. This unique, fully customizable reader includes:

- Multimodal reading selections and assignments based on meaningful themes like Social Media, Challenging Stereotypes, and Free Speech.
- Readings that feature video and audio options, along with traditional text.
- Strategies and activities for reading and responding to multimodal compositions as well as instructional content to assist students with developing and researching assignments.

Input has been positive so far...



"[I like] the fresh, updated content, the interesting variety of images, alphabetic texts, and videos."

– Suba Subbarao, Oakland Community College

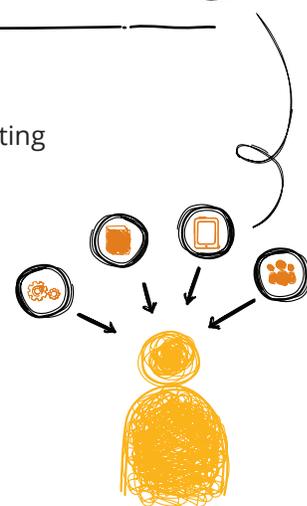
"I really like that this text is offering multimodal examples to illustrate teaching and learning multimodal composition! Bravo!"

– Thomas Dow, Moraine Valley Community College



But, There's Still Work To Be Done...

We are looking for faculty to assist us with further development of this product by piloting and class testing **MindTap Reading and Composing with Multimedia**. Students would receive access to the program at *no cost*, and faculty would receive an honoraria.



Interested? [Contact us at composition@cengage.com](mailto:composition@cengage.com).