

**Writing Bravely: Transformed Practice Through Multimodal Composition in History and
English Language Arts**

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Abstract

Since 1996, the New London Group's seminal document, "Pedagogy of New Literacies," has framed the conversation around these ideas: situated practice, overt instruction, critical framing and transformed practice. This case study explores how a cross-disciplinary digital inquiry and multi-modal composition demonstrated each of those elements and supported the learners coming to a critical understanding that challenged the norms and political conventions of their communities by drawing connections. The networked nature of the assignment allowed the learners to ask profound questions not just of history, but of their own world. Within the context of new literacies, this inquiry demonstrates the possibilities of multimodal composing in supporting our students in authentic disciplinary inquiry and argument.

Keywords: multimodal composing, new literacies, cross-disciplinary inquiry, evidence-based writing, historical argumentation, disciplinary literacy

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