

# *Radical & Multimodal Revision*

1. Rapid Revisions Activity

2. Wildcard Remix Final

Melissa T. Yang, PhD  
Emory Writing Program  
[melissa.yang@emory.edu](mailto:melissa.yang@emory.edu)



# *Radical & Multimodal Revision*

## **Rapid Revisions Activity**

This in-class writing activity allows students to practice radical revision and multimodal composition through a series of timed prompts. Each 5-minute prompt asks students to revise their essay into a radically different form, such as an illustration, a Tweet, or a poem. The lesson wraps up with sharing sessions and a debriefing conversation about concepts of revision, genre, and multimodality.



# *Rapid Revisions Activity*

- **Context:** I use versions of this activity in my English 101 courses, themed on nature and the environment, after students complete the first draft of their first essay and introductory readings on revision.
- **Objectives:** Moving through this series of timed multimodal revision prompts is a fast-paced and low-stakes way to introduce the creative possibilities of multimodality and revision to the composition classroom. In my courses, this activity introduces larger conversations on these key concepts and helps prepare students for their wildcard remix, a multimodal final project.



# Rapid Revisions Activity

- **Emphasis:** Depending on specific learning goals, students can dabble in genres and forms ranging from social media posts (for concise public compositions) to drawings (to emphasize visual rhetorics and representation).
- **Adaptation:** This activity can be adapted for a range of topics, forms, and class lengths. It's easy to change the timing of the prompts, scaffolding, sharing, and debriefing sessions depending on course priorities.



*You are welcome to adapt the following sample slides for your own courses with credit.*



# **RAPID REVISIONS ACTIVITY**

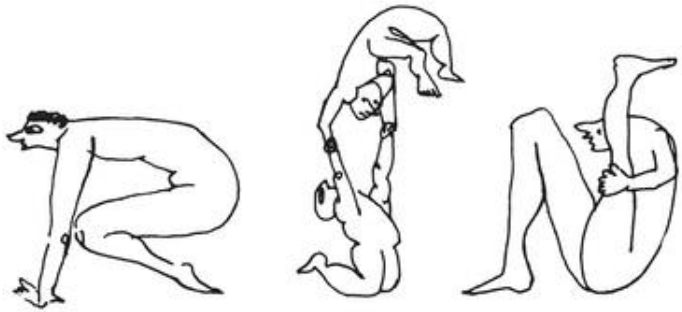
## ***5-minute revision prompt***

**Compose an original visual representation of your essay.**

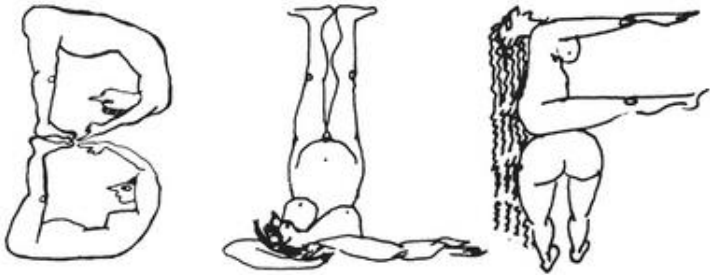
**You may take a photograph, find a photograph you've taken in the past, make an image collage, or illustrate a sketch or diagram. If incorporating found images by others, please cite sources in your freewriting entry.**

**Please save a copy of this to your freewriting entry, **then upload your image as your Zoom background for today's class** if you are able to do so.**





# EXERCISES IN STYLE



RAYMOND QUENEAU

## **RAPID REVISIONS ACTIVITY** **5-minute revision prompt**

Discuss: What makes a strong title?

**Write 3+ new titles for your essay.**

(Please complete each of these writing prompts in a dated entry of your freewriting journal.)

Note: This exercise is inspired by *Exercises in Style* (1947, trans. 1958), a project by a co-founder of the Oulipo, a French “workshop of potential literature” group invested in constrained writing practices. An excerpt from Queneau’s book can be found in our online course materials.

# **RAPID REVISIONS ACTIVITY**

## ***5-minute revision prompt***

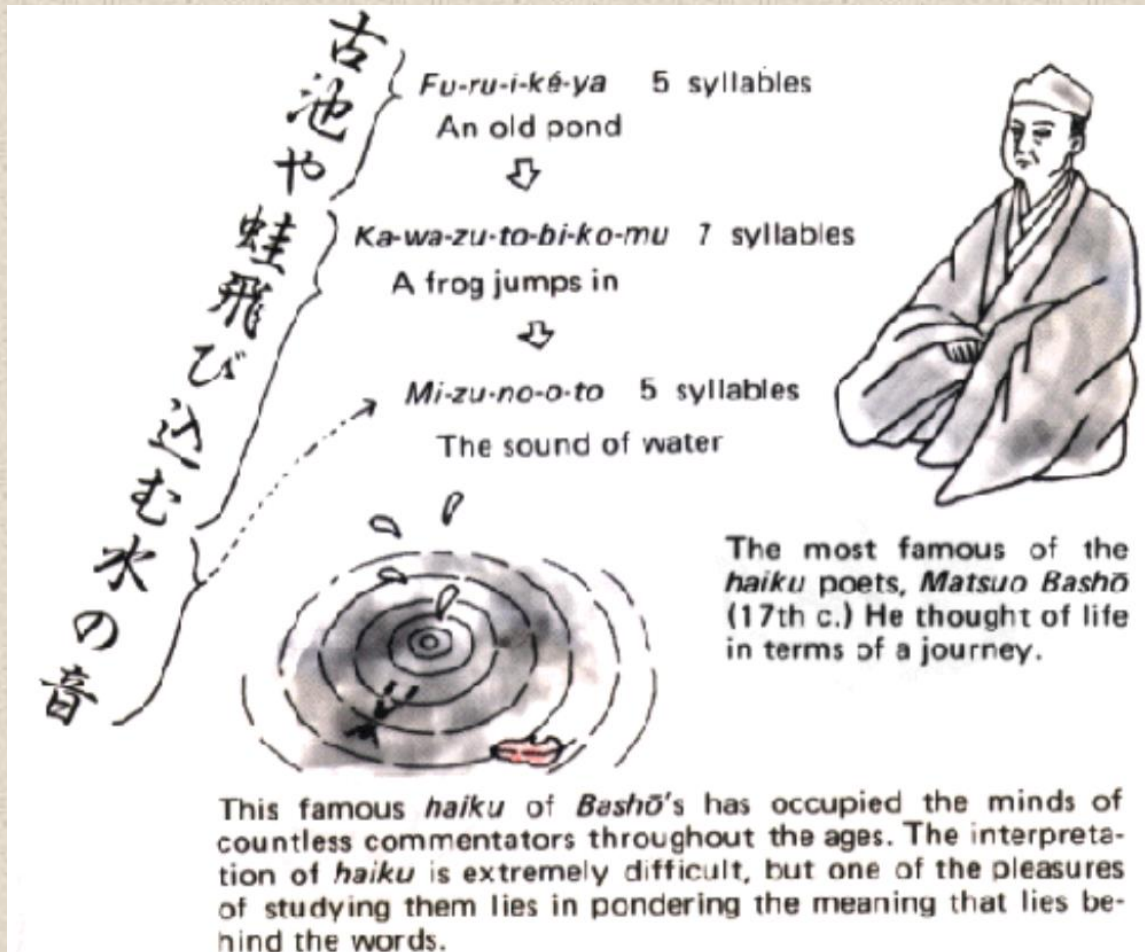


**Summarize your essay in one Tweet**  
with a maximum of 280 characters  
(or 140 characters for an extra challenge).



# RAPID REVISIONS ACTIVITY

## 5-minute revision prompt



Haiku /hai'ku/ *noun*

Japanese poem  
of seventeen syllables  
five, seven and five

**Rewrite your essay as a haiku:**  
Japanese poem with 3 lines,  
usually about nature. The first  
and final line each have 5  
syllables; the middle line has 7.



# RAPID REVISIONS ACTIVITY

## 5-minute revision prompt



**Experimentally adapt your essay into a different form of your choice. Be creative!**

This might be a sketch, a symbol, choreography, a sound effect, a brief video such as a TikTok or Instagram story... anything original that isn't composed in plain text.



# **RAPID REVISIONS ACTIVITY**

## **Sharing & Debriefing**

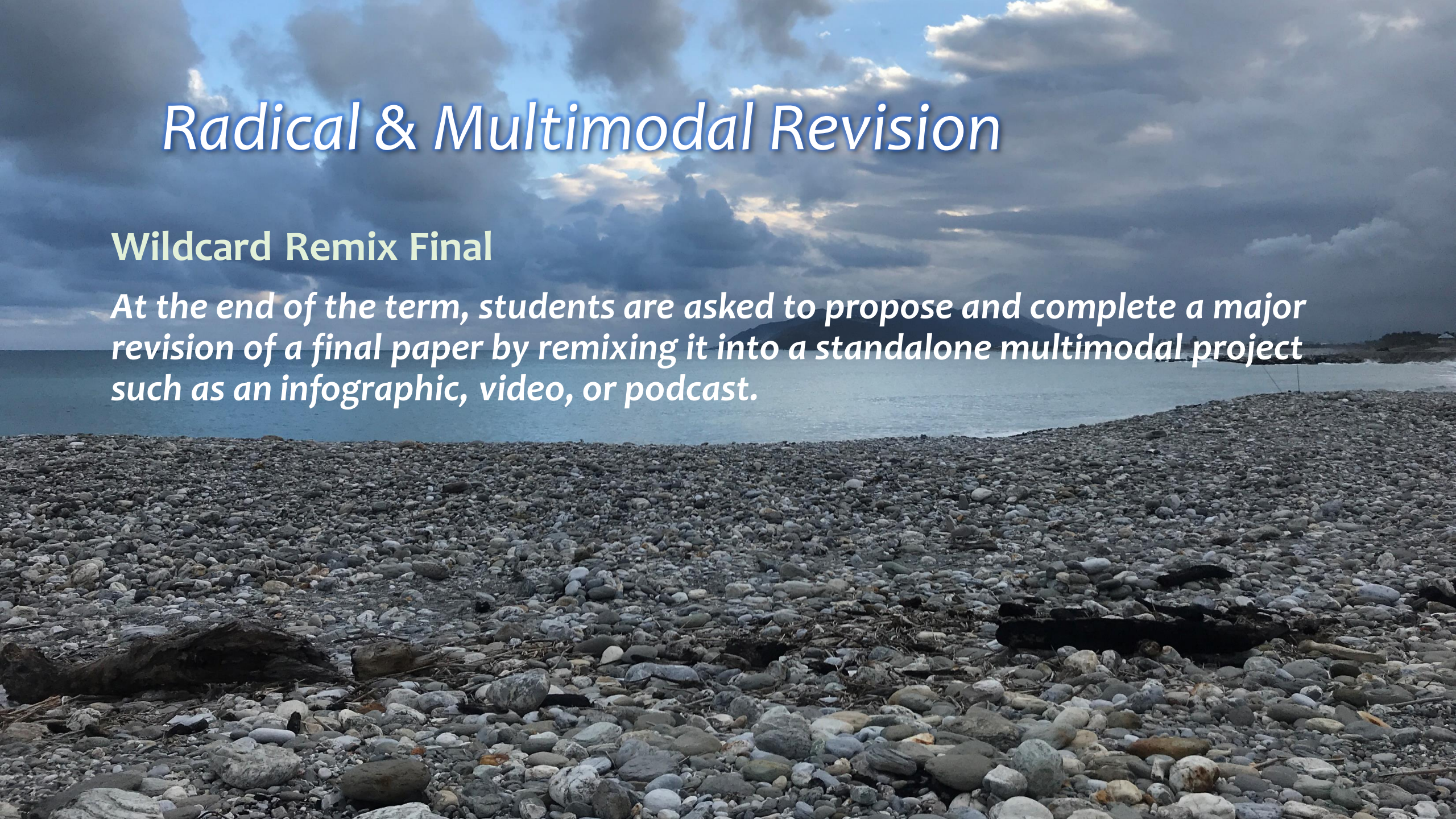
- **Process:** What did you discover while completing these multimodal revisions? What surprised you? What was frustrating or challenging?
- **Products:** How did you feel about the mini-revisions you completed, and how did they impact your understanding of revision as a concept? How about multimodality and genre? What audience(s) can you imagine each of these different modes might reach?
- **Progress:** When you return to revise your written essay, what ideas inspired by this activity might you use to improve your essay? If you want to continue revising a multimodal project that emerged during a mini-revision, what would you like to work on, why, and how?



# *Radical & Multimodal Revision*

## **Wildcard Remix Final**

*At the end of the term, students are asked to propose and complete a major revision of a final paper by remixing it into a standalone multimodal project such as an infographic, video, or podcast.*





# Wildcard Remix Final

“This is a creative re-imagining of your final paper—a radical revision of your written paper in a form that goes beyond text. You are welcome to compose your project in podcast form, for instance, by recording and editing interviews in Audacity, or composing an experimental soundscape. Perhaps you might use iMovie to create a video essay or PSA announcement, or Photoshop to make a collage of images? You could use Canva, Piktochart, or InDesign to make an infographic, or make a creative PowerPoint or Prezi presentation. Or could you make a board game, a Twine game, a painting, or a comic strip?...”

***This project is assigned and assessed in four parts:***

- 1. Proposal**
- 2. Work-in-Progress Presentation**
- 3. Final Project**
- 4. Artist’s Statement**





# *Wildcard Remix Possibilities*

- Since students are welcome to use modes and genres they are familiar with or ones they are curious about but have no experience with, I ask them to discuss their experience and expertise in their proposals and reflections to maximize fair assessment.
- Examples from past students have included an essay about the cultural history of rain remixed as a series of watercolors painted with actual rain and a four-part musical composition inspired by a research project on four cardinal directions in which the wind blows.
- The possibilities are endless, and students are welcome to choose several small projects or one large one, but the time commitment should be similar to the effort of writing a paper. Students are encouraged to take risks and craft artistic and activist projects that will have use value beyond the context of my class.



# *Radical & Multimodal Revision*

The radical revisions activity is a warm-up that opens conversations and begins to prepare students for the major wildcard remix final. Throughout the term, I assign multimodal materials to discuss alongside readings to scaffold this work. These composition activities and rhetorical models also invite students to tune into how diverse forms can illuminate content in dynamic ways.

*Thanks for listening! You can find download these slides and supporting documents on the Emory Writing Program website. Please contact Melissa T. Yang, PhD ([melissa.yang@emory.edu](mailto:melissa.yang@emory.edu)) with any questions or comments.*