Quilts of authorship: A literature review of multimodal assemblage in the field of literacy education

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Abstract

This literature review and narrative vignette draw on Social Symbolic Mediation, Social Semiotics, and Discursive Positioning theories to explore a theoretical model I call Authorship as Assemblage. Specifically, this paper challenges linear pathways to meaning-making by comparing authorship to quilt-making. Quilts afford unique arrangements of assemblage, including the capacity to embed, layer, interweave, and hybridize material. Here, I argue educators need to re-evaluate linear notions of literacy paths in today’s participatory culture.

Keywords

"Authorship as Assemblage"; multimodal authorship; social semiotics; discursive positioning

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Lauren Murray TE 150, Section 3. In the past several years, information technology has become an increasingly integral part of the way people live their lives, influencing such things as communication, artistic endeavors, and methods of teaching and learning. This article presents the author's viewpoint on how technology is implemented in the content area of English language arts and the limited research with regard to it. The general belief is that computers and technology have great potential to improve literacy through interactive programs and easily accessible reading and research materials.