Call for contributions to an edited collection:
Multimodality in Writing. The state of the art in theory, methodology and pedagogy.

Edited by Arlene Archer and Esther Breuer

The volume *Multimodality in Writing. The state of the art in theory, methodology and pedagogy* is to be published in the *Studies in Writing* series. Series Editor Gert Rijlaarsdam: http://www.emeraldinsight.com/products/books/series.htm?id=1572-6304

This volume will present work on the design and production of multimodal texts which involve writing in different ways. The book explores texts, producers of texts, and readers of texts. It showcases new directions in multimodal research and also focuses on teaching multimodal text production and writing pedagogy. The book aims to theorize writing practices and writing pedagogy from a multimodal perspective, and to present and discuss methods of researching multimodality in writing in different educational arenas.

We envisage the contributions employing a predominantly social semiotic multimodal approach to analyzing texts and pedagogical processes. We are interested in providing an international picture of research in this field, as well as showcasing research from different domains and disciplines.

Possible topics could include a range of issues, examples of which are given below.
- Do different target groups respond differently to multimodal elements and do the authors in these areas work according to their intended readership?
- How do terms from writing 'transport' to multimodal texts, such as 'voice' for instance?
- How does the functional division of semiotic labour operate differently in a range of genres and disciplinary or knowledge domains?
- What are the characteristics of multimodal argumentation?
- What are some of the issues in involved in translating multimodal texts?
- How are the relations between image and writing configured in particular texts and disciplines?
- How does awareness of 'multimodality' reconfigure aspects of writing pedagogy?
- Does multimodal writing improve the thinking-through-writing process?
- How to assess multimodal texts?
- What kinds of methodological approaches can augment multimodal social semiotic approaches to analyzing and teaching writing?

Important dates
Submission of a 1000 word chapter proposal:	30 April 2013
Editors' response to proposals	31 May 2013
Submission of final 6000 word chapter	15 December 2013

Submissions
Please submit an electronic 1000 word proposal for your intended contribution by 30 April 2013 and a short biography of each author to both the editors:
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