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Nota di contenuto	Preliminary Material -- Methodological and Pedagogical Approaches to Multimodality in Writing / Arlene Archer and Esther Breuer -- 1 When was Multimodality? Modality and the Rhetoric of Transparency / John Trimbur and Karen Press -- 2 Aesthetics in Digital Texts beyond Writing: A Social Semiotic Multimodal Framework / Elisabetta Adami -- 3 Word Pictures and Painted Narrative: The Systemic-Functional Model Relating the Analysis of Pictorial Discourse, Verbal Discourse and Narrative Form / Michael O'Toole -- 4 Towards a Grammar of System Networks / Robert James McMurtrie -- 5 Image-Writing Relations in Arabic Mathematical Textbooks / Jehad Alshwaikh -- 6 Multimodal Writing in the Newsroom: Paradigmatic, Syntagmatic, and Navigational Variants / Daniel Perrin -- 7 Writing within and across Modes in Filmmaking / Øystein Gilje -- 8 Multimodality, Pedagogic Discourse and Students' Non-Legitimated Writing / Charalampia Sidiropoulou -- 9 Places and Spaces for Multimodal Writing in 'One-to-One' Computing / Anders Björkwall -- 10 Multimodality and Social Interaction: English Learners' Online Writing Practices / Briana Ronan -- 11 Children's Writing as Design: An Examination of Children's Multimodal Texts / Nurit Peled-Elhanan -- 12 Teachers' Use of Writing in Displays of

Sommario/riassunto

Multimodality in Writing attempts to generate and apply new theories, disciplines and methods to account for semiotic processes in texts and during text production. It thus showcases new directions in multimodal research and theorizing writing practices from a multimodal perspective. It explores texts, producers of texts, and readers of texts. It also focuses on teaching multimodal text production and writing pedagogy from different domains and disciplines, such as rhetoric and writing composition, architecture, mathematics, film-making, science and the newsroom. Multimodality in Writing explores the kinds of methodological approaches that can augment social semiotic approaches to analyzing and teaching writing, including rhetoric, Systemic Functional Linguistics, ethnographic approaches, and genre pedagogy. Much of the research shows how the regularities of modes and interest of sign makers are socially shaped to realize convention. Because of this, the approaches are strongly underpinned by social and cultural theories of representation and communication.