

This is supplementary material for Jenn Stewart, Emily Thompson, Anna N. McDonald, and Andrea Schurr's webtext, "Developing Symbiotic Institutional Partnerships: An FYC and Library Collaboration to Increase Multimodal Instruction," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at <http://kairos.technorhetoric.net/28.2/praxis/stewart-et-al/index.html>

## **Student Example**

### **Tiffany Mitchell:**

As a matter of fact, I just had a conference yesterday, and this particular student is writing about how COVID is impacting college students, so their mental health and financial aid and, you know schools not wanting to decrease tuition—all sorts of stuff. And so, this student chose to take a picture of a student who is kind of frustrated, and they're sitting in front of a laptop like "ahh!" like that. I was like this is a great image, but you haven't said anything about this image at all it's just in the text. She's like, "Oh well I took it while—you know I thought it was a perfect depiction of students being frustrated with online learning." I said, yeah that's what I figured you were going for, but you haven't actually told me that. You haven't actually told the reader that. As we were talking about it and she's like, "Oh yeah that makes a lot of sense I need to..." So, I was like, so you can add a caption, or you can meme it, or you can make the image a meme. So she was like, "Yeah I'll add a caption." I was like super. It'll be great once you actually do that, so make sure it fits with the text and it fits in the argument. And I kept reminding her, I was like, look at the magazine articles you see look at the newspaper articles you see, and make sure it actually fits, and it's just not there, just present.