This paper considers Violet, an 18-year-old author, as she writes a young adult gothic novel. Using data from a case study conducted during the third term of Violet’s university education, I explore the atemporal and multimodal nature of her writing across real and virtual spaces. Data was comprised of 4 in-depth interviews and my online correspondence with Violet; and the analysis of Violet’s Pinterest boards, Facebook posts, blog entries, and the text of the novel Violet was writing. Findings suggest that language, for Violet, takes on a multiplicity of forms. She creates texts through the use of words, images, and music in non-linear and unpredictable ways. Violet draws a portrait of a character as a response to a song which brings that character to life in her novel; or, she reads a book and understands the writing she has completed in the past in a new way which moves her to collect a found image online. In this way, texts and language become synaesthetic and unbound, moving across time and space, with one mode prompting another.

Through the lens of Multiple Literacies Theory, the foundation of which is built upon Deleuzian philosophy, Violet’s writing can be understood as rhizomatic, exploding outwards and contracting inwards through the creation and curation of both original and found texts in a variety of assemblages. Her encounters with texts and languages are not made up of discrete ”acts” nor do they proceed in a coherent, linear process; rather, they are defined by multiplicity as she creates her world and the world in which her characters live. Violet’s case, then, helps us to imagine the possibilities that exist for language to move through spaces along unpredictable trajectories, producing collisions of meaning-making and forwards a view of language, and writing, as characterized by multiplicities.

Keywords: writing, rhizome, multimodality.