Interpersonal writing, L2 literacy, and the advanced undergraduate curriculum

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<td><strong>PURPOSE / GOALS</strong></td>
<td>theoretical and pedagogical approach connecting sociocultural perspectives of learning to classroom practice; emphasis on interdependence of language modalities and interactions between language forms, social context, and communication</td>
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<td>roadmap that guides learners to develop competence necessary to communicate effectively and interact with cultural understanding</td>
<td>multimodal act grounded in textual content that entails language knowledge and use, cognitive strategies and processes, and sociocultural awareness</td>
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<td><strong>COMMUNICATION</strong></td>
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“Literacy is the use of socially-, historically-, and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships . . . literacy is dynamic – not static – and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge” (Kern, 2000, p. 16).
Principles of Literacy

- Literacy-oriented instruction encourages learners to interact with the content of texts:
  - Language use
  - Conventions
  - Cultural knowledge

- Through the learning processes of:
  - Interpretation
  - Collaboration
  - Problem solving
  - Reflection / Self-reflection
Pedagogical Acts

- **SITUATED PRACTICE = experiencing**
  - Spontaneous, experiential learning without conscious reflection
  - Examples: idea mapping, journal writing

- **OVERT INSTRUCTION = conceptualizing**
  - Explicit learning / instruction of skills and knowledge needed for competent participation in activities
  - Examples: practicing writing techniques, revising and editing
Pedagogical Acts

- **Critical Framing** = analyzing
  - Relating meaning to social contexts and purposes
  - Examples: peer review, reflecting on the writing process

- **Transformed Practice** = applying
  - Application of new understandings, knowledge and skills to use knowledge and produce language in creative ways
  - Examples: drafting, writing for speaking
L2 Literacy and Interpersonal Writing

Social and individual act that

• engages students in creative, imaginative tasks

• incorporates the conventions and rhetorical moves of specific genres based on model texts

• allows students to write for specific purposes and audiences

• involves interactions with peers and instructor about the writing process and products

• helps students see what is engaging, meaningful, and interesting about their writing
A Model for Incorporating Interpersonal Communication in an Advanced FL Writing Course

- Creative Writing in French
- Learning objectives
- Units: descriptive vignettes, ethnotexts, experimental writing, short story
- Assessment: thematic analysis of model texts, stylistic analysis of model texts, reflective journal on writing process, oral participation, writing portfolio
The moment you go down into the cellar, it hits you. So many apples, neatly stacked on upturned crates. So many memories. Not that this sudden rush of nostalgia was part of the plan. But what can you do? The smell is overwhelming. How could you have strayed so far from the bittersweet taste of childhood?

The wizened ones are the tastiest, a rich flavor locked within the wrinkles of that cheating skin. Not that you’d dream of eating them. That would mean transforming the suggestion of a smell into the reality of a taste. For beyond the wonderful potency of that scent lurks something more profound, something from within. The whiff of a better self. Autumn term. A page of scratchy downstrokes and upstrokes in blue ink. Rain
Module 1 Overview

- Class 1: Introduce the author and “le minimalisme positif” (Critical Framing, Situated Practice)

- Class 2: Analyze thematic content of written version of 4 texts, listen to audio version of each, compare the experience of reading and listening to each (Situated Practice, Critical Framing)

- Class 3: Analyze and compare stylistic and linguistic features of written version of 2 texts, compile a list of what it entails to write a text of this genre (Situated Practice, Overt Instruction)
Module 1 Overview

- Class 4: Writing workshop – brainstorm subjects for the 2 texts students will write and associated lexical field using a graphic organizer (Overt Instruction, Situated Practice)

- Class 5: Peer review of Draft 1 of texts (Critical Framing, Overt Instruction)

- (In place of Class 6): Student-Instructor writing conferences (Overt Instruction)

- Class 7: Read-aloud of Draft 2 of one text, peer commentary on each text (Situated Practice)
Class 5: Peer Review Process and Prompts

- **Written Self evaluation**: motivation for choosing subjects, description of texts, Delermian techniques used, difficulties while drafting, circle favorite part of texts, underline least favorite part, 3 questions for partner

- **Written partner evaluation**: description of texts, Delermian techniques used, identification of most important words or expressions, circle favorite part of texts, underline least favorite part, 3 questions for partner, notes on partner’s questions

- Partnered discussion of texts

- Exchange of peer review task sheet
Conclusions

- writing as more than transcribing ideas; speaking as more than expression of feelings and opinions; reading as more than textual analysis

- interpersonal writing that engages students in creative self-expression through personalized exploration of language, conventions, genre features

- a motivational tool to inspire student engagement with reading and writing literature
Thank you!

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