

Literature at Every Level

Virtual Brownbag Conversation, April 2020

Essential Questions

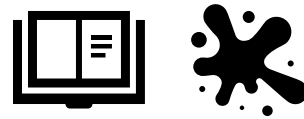


- How do you include literature in introductory-level courses (1001 – 2003)?
- How do you support upper level comprehension and analysis of literature?
- What is (multi)literacy?
- How do high-leverage teaching practices support using literary texts?

Multiliteracies

Defining “literacy”

- More than bound and printed word
- Multimedia and multimodal
- Linguistic, cognitive and sociocultural practice



Meaning design => interaction with content

- Interpretation
- Collaboration
- Problem solving
- (Self) Reflection



High-Leverage Teaching Practices

Choosing your text

1. Student familiarity & interest
2. Unit themes & learning outcomes
3. Linguistic accessibility



Method

1. Activate background knowledge
2. Skim for textual characteristics (genre, visuals, kinds of information)
3. Scan for important details (vocabulary, grammar, meaning)
4. Infer definitions of new vocabulary in context
5. Discuss (dialogic meaning-making; checking comprehension)
6. Create : Interpersonal or presentational modes



Benefits of Both Approaches



- Link lower to advanced levels
- Coherent assessment framework
- Obliges reassessment of traditional approach
- Professional development

Resources

ACTFL Multiliteracies Webinar Series. youtu.be/hNINgNU3eDI

Glisan, Eileen W. and Richard Donato. *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. ACTFL, 2017.

Multiliteracies in the 21st Century. youtu.be/on2XyAlWh64

Paesani, Kate, Heather Willis Allen, and Beatrice Dupuy. *A Multiliteracies Framework for Collegiate Foreign Language Teaching*. Pearson, 2016.

Willis Allen, Heather, and Kate Paesani. "Exploring the Feasibility of a Pedagogy of Multiliteracies in Introductory Foreign Language Courses." *L2 Journal* 2.1, 2010. doi.org/10.5070/L2219064.