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
ACTFL Multiliteracies Webinar Series. [youtube](https://www.youtube.com/watch?v=hNINgNU3eDI)


Multiliteracies in the 21st Century. [youtube](https://www.youtube.com/watch?v=ox2-9yrIk64)
