

## **Roundtable on Pedagogy II** **Innovative Pedagogies for Literary and Cultural Texts**

Chairs:

Sharon Johnson, Virginia Polytechnic Institute & State University

Carol Rifelj, Middlebury College

This panel will explore an issue raised at the Pedagogical Roundtable held in Mobile, AL in 2007: the role of literature in our departments or programs. The discussions last year focused on how we need to highlight the value of literary study at an institutional level. However, many other conversations ensued about how we teach literature today—with varying degrees of success or dissatisfaction. If we believe in the continuing importance of literature, how can we best transmit our commitment to our students? How can we help them become “literate” in all senses of the term? Do we need to find new ways of engaging students in the study of literary and cultural texts?

This panel wishes to create a forum in which to talk about the challenges we face when teaching literary and non-literary texts. We will first benefit from hearing several innovative approaches that our panelists have developed in their courses. The floor will then be open for members of the audience to share their experiences, their frustrations, and their successes. In addition to stimulating discussion and exchange, we also wish to support the new “Forum on Course and Program Development” in the NCFS website.

Panelists’ web pages, materials, and/or paper describing the effective methods they have used will be available on-line two weeks before the Colloquium. At the conference session, the panelists will summarize the main points of their techniques in order to allow the most time possible for discussion

Cheryl Krueger  
University of Virginia.

### How the Teaching of Literature Enhances Language Courses, and Vice-versa

Over the past two decades, there has been a growing emphasis on the importance of content in language courses. Students engage with various text types from the very beginning of their language studies. It is a given in most language programs that students practice critical thinking skills and begin to see the difference between their subjective response to texts and more objective, scholarly perspectives. This has gone a long way to bridge the gap between language and so-called “content” courses. We know what literature can bring to language teaching. Can theories and practices of language teaching in turn inform the teaching of literature? With fewer French courses offered in high schools, we can expect students to start French later, at a different cognitive and social stage of life than those who would have taken French in middle school and high school. It seems inevitable that they will need more language work as they enter advanced literature courses. One option is to provide ongoing language courses. Another is to integrate the teaching of language (and the lessons of language teaching: schema theory approaches to reading; process writing, etc.) in traditional content courses.

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Scott Carpenter  
Carleton College

Advertising Literature

This presentation will address ways of breaking down barriers between what students perceive to be Literature (capital L) and culture (small c). It will draw on experiences from an intermediate level course on poetry and advertising and another course on literary and cultural theory.