Where to begin:
Principles for selecting and sequencing content in collegiate FL curricula

Invited Presentation
Vanderbilt University
October 21, 2011

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The construct of genre
- Definition
  o “staged, goal-oriented, purposeful activity in which speakers engage as members of our culture” (Martin 1984, p. 25)
- Characteristics
  o Culturally embedded, socially situated
  o Purposeful
  o Staged
  o Conventionalized
  o Linguistically realized
- Examples
  o Oral: eulogy, service transaction, joke, introduction of a plenary speaker, sermon
  o Written: newspaper editorial, job application letter, fairy tale, recipe, lease contract

Topological classification of genres
- By context
  o Primary ↔ secondary discourses (Gee, 1998)
- By macro-genre
  o Narrative ↔ expository language (Martin, 2002)
- By socio-semiotic process (Matthiessen, 2006)
- By linguistic realization
  o Congruent ↔ synoptic semiotic practices (Halliday, 1993)
Primary and secondary discourses (Gee, 1998)

<table>
<thead>
<tr>
<th>Primary discourses of familiarity</th>
<th>&lt;-&gt;</th>
<th>Secondary discourses of public life</th>
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</thead>
<tbody>
<tr>
<td>• involve “society of intimates”, i.e. family &amp; friends</td>
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<td>• involve social institutions beyond the family (school, work, government)</td>
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<td>• oral, interactively situated, dialogic</td>
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<td>• oral and written, monologic</td>
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<td>• concrete subject matter</td>
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<td>• abstract subject matter</td>
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<tr>
<td>• literal meaning</td>
<td></td>
<td>• metaphorical and figurative meaning</td>
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<td>• verbal paradigm, focus on process</td>
<td></td>
<td>• nominal paradigm, focus on product</td>
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<td>• familiar participants</td>
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<td>• general or specialized participants</td>
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<tr>
<td>• single perspective</td>
<td></td>
<td>• multiple perspectives</td>
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</tbody>
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Genre-based trajectory of historical discourse (Coffin, 2006)
1. “Recording genres”: Recounting, reporting, and narrating chronological events (e.g., autobiographical recount, historical recount)
2. “Explaining genres”: Presenting and explaining factors and consequences of non-chronological events (e.g., factorial explanation, consequential explanation)
3. “Arguing genres”: Taking a stance and arguing an issue (e.g., exposition, discussion, challenge)

Linguistic progression along genre-based continuum (Byrnes, Maxim, Norris, 2010)
- Increased hierarchical organization of information through increased subordination & decreased coordination
- Increased intra-, rather than inter-, clausal activity via
  - Increased lexical density (content words/clause)
  - Decreased grammatical intricacy (clauses/sentence)
- Increased use of generic and abstract participants, i.e., nouns
- Increased use of relational processes and decreased use of “action” processes, i.e., “being” vs. “doing”
- Increased possibilities for additional meaning making via
  - Metaphorical realizations of meaning at the lexicogrammatical level → grammatical metaphor via nominalizations

Text sequencing criteria
1. Length of sentence
2. Length of clause
3. Lexical density (= content words/clause)
4. Grammatical intricacy (= clauses/sentence)
5. Participants, i.e., nouns (concrete vs. abstract)
6. Processes, i.e., verbs (doing vs. being)
7. Circumstances, i.e., prepositional phrases (simple vs. complex)
8. Taxis (coordination vs. subordination)
9. Theme, i.e., first element in sentence (simple vs. complex)
10. Incidence of grammatical metaphor
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First year
- *Wer ich bin*: Exploring self-identity in the German-speaking world through different roles that young adults assume in society (e.g., student, consumer, traveler, family member, citizen)
  - Language acquisitional foci:
    - discursive level – basic ability to construct descriptive, chronological, causal, contrastive, and analytical discourse
    - sentence level -
      - major syntactic patterns
      - verbal paradigm (present and perfect tenses; *Satzbau*);
      - case system, including with prepositions;
      - coordination and subordination;
      - pre- and post-nominal modification (relative clauses; adjective endings)
      - indicative, subjunctive, imperative mood
    - word level –
      - relevant lexical fields;
  - Sample written assignments: personal letters & emails; personal recounts; personal narratives;

Second year
- *Erwachsenwerden*: Personal stories of coming of age through the ages in the German-speaking world (e.g., the role that nature, love, war, family, education, travel have on coming of age)
  - Language acquisitional foci:
    - discursive level – growing ability to construct descriptive, chronological, i.e., narrative, causal, contrastive, speculative, and analytical discourse
    - sentence level (with differing degrees of emphasis and expectation)
      - major syntactic patterns
      - verbal paradigm (present and perfect tenses; *Satzbau*);
      - case system with prepositions;
      - coordination and subordination;
      - pre- and post-nominal modification (relative clauses; adjective endings);
      - subjunctive mood;
      - passive voice
    - word level
      - relevant lexical fields;
  - Sample written assignments: personal recounts; personal narratives
Third year
- Süße Pein: An examination of the tensions and dichotomies inherent in the literary portrayal of love at different points in German-language cultural production (e.g., courtly love, motherly love, unrequited love, spiritual love)
  o Language acquisitional foci:
    - discursive level
      - expanded ability to construct narrative, causal, contrastive, speculative, and analytical discourse
      - beginning ability to construct figurative, metaphorical discourse
    - sentence level (with differing degrees of emphasis and expectation)
      - major syntactic patterns with emphasis on textual cohesion through foregrounding & backgrounding of information
      - shift from verbal to nominal paradigm;
      - expanded notions of subordination;
      - pre- and post-nominal modification (relative clauses; adjective endings);
      - subjunctive mood;
      - passive voice
    - word level
      - relevant lexical fields;
  o Sample written assignments: personal narratives; plot summaries; film reviews; character analyses

Fourth year
- The exploration of major cultural and existential questions in the German-speaking world (e.g., notions of space, intimacy, Romanticism, terrorism, modernism)
  o Language acquisitional foci:
    - discursive level
      - advanced ability to construct narrative, causal, contrastive, speculative, and analytical discourse with independent research paper as end goal
      - growing ability to construct figurative, metaphorical discourse
    - sentence level (with differing degrees of emphasis and expectation)
      - major syntactic patterns with emphasis on increased complexity and variation through foregrounding & backgrounding of information
      - nominal paradigm - pre- and post-nominal modification (relative clauses; adjective endings; extended adjectival attributes);
      - expanded notions of subordination;
      - subjunctive mood & indirect discourse;
      - passive voice
    - word level
      - relevant lexical fields;
  o Sample written assignments: plot summaries; book reviews; literature review of secondary sources; newspaper articles; conference abstracts; independent research paper
Works Cited


