

Sample Proposal: Workshop 2

Title (10 Words)

Argue, Contend, Exhort: Teaching the Language of Argumentative Writing

Description (300 Words)

As students progress through schooling, argumentative writing becomes the most prominent genre for students to display their knowledge (Christie & Derewianka, 2008). However, research shows that students face linguistic challenges with writing arguments that go beyond traditional grammar errors (Schleppegrell, 2004). In this workshop, participants will experience the flexible tools of systemic functional linguistics (SFL; Halliday, 1994) that can help teachers make the linguistic features of argumentative writing explicit for students so that they can expand their linguistic repertoires and write effective arguments. Through practicing with materials from various courses in higher education, participants will discover how to incorporate these techniques in their own practice:

1. **Entering the dialogue:** University students in many disciplines are frequently expected to write arguments from sources; thus, students need to be able to effectively integrate source texts into their writing. The presenter will engage the participants in activities that can help students understand the rhetorical function of citation in arguments, with special focus on aligning and distancing the writer from the source texts.
2. **Organizing your ideas:** In order to write effective arguments, students must also organize their ideas effectively by following the stages of argumentation (Coffin, 2006) and writing paragraphs that help the writer advance the argument and clearly present their ideas. Using sample texts, the presenters will share two frameworks: Decontextualized-Contextualized-Decontextualized (Coffin & Donahue, 2014) and PEEL (Point, Elaborate, Evidence, Link; Humphrey et al., 2015) to help students write effective paragraphs.
3. **Improving your writing:** In order to improve their arguments, students need feedback that provides them explicit information to guide their revisions. The presenter will share a rubric for a problem-solution text that includes language features that one would expect to find in argumentative genres. Participants will then use the rubric to assess sample student writing and practice providing targeted feedback.

Abstract (50 Words)

Experience a flexible toolkit of grammatical techniques to help students expand their linguistic repertoires and write arguments more effectively. Practice with classroom-tested activities focusing on introducing sources, building and developing effective paragraphs, and giving and understanding feedback. Learn how to adapt these techniques to your teaching context.