**Introducing Transfer of Learning**

*Developed by Nelson Graff*

**MINI MODULE: STUDENT VERSION**

**Module Texts**

Graff, Nelson. “Transfer: A User’s Guide.” *ERWC Online Community,* 2017.

**Reading Rhetorically**

**Preparing to Read**

**Activity 1: Getting Ready to Read**

**Quickwrite:** Consider two activities you do that are similar in some way—two team sports, two classes (such as English and History or Science and Math). Think of a skill you use in both situations; then describe how you use that skill similarly and differently in those two situations.

**Reading Purposefully**

**Activity 2: Annotating and Questioning the Text**

Read the article, “Transfer – A User’s Guide,” annotating the article with connections to your own experience and questions that the article raises for you. Once you have finished reading silently, share your annotations with a partner and add any connections you hadn’t thought of yourself.

**Questioning the Text**

**Activity 3: Thinking Critically**

Once you have compared your annotations with a partner, discuss the following questions:

1. Who is the audience for this article?
2. How can you tell?
3. What is the main idea of the article?
4. What is the author’s purpose?
5. How can you tell?
6. What tools does the author hope you will use in your learning?
7. What strategies has the author transferred from some other activity (other than writing an article) to writing this article?

**Preparing to Respond**

**Discovering What You Think**

**Activity 4: Considering Your Task and Your Rhetorical Situation**

The writing task for this module is to write a letter to another student in your class, using your understanding of **detect**, **elect**, and **connect** to suggest how your classmate can apply skills learned in English class to one of his or her other classes. In this case, you will be doing the work of **detecting** for your classmate, and you will suggest ways that he or she can make **connections** between classes, but it will be up to your classmate to **elect**to follow your advice, so make it convincing.

In order to make your advice convincing and helpful, you will need to interview your classmate to gather information and consider the connections you can help your classmate make. She or he may be more inclined to use your advice if you suggest applying English skills in a class that he or she especially enjoys, or perhaps one in which he or she struggles. Here are some questions you might ask to get started. You will probably need to ask more to get all of the information you need. Make sure you take careful notes of your interview.

* What classes are you taking other than English?
* Which subject do you find the most interesting and enjoyable?
* In which class do you struggle the most?
* What kinds of reading do you do in your class?
* What kinds of writing do you do in your class?
* What other kinds of activities do you do?

Because you want to be helpful to your classmate, try to use your imagination to look for unexpected ways your classmate might use skills from English class to deepen his or her learning in whichever class you choose to advise your classmate about.

**Activity 5: Gathering Relevant Ideas and Materials**

In order to advise your classmate about how to use, in some other class, the skills and strategies you use in English class, it may be helpful for you to brainstorm those skills and strategies. One way to do this is to reflect on particular recent learning experiences in your English class and figure out what skills and strategies you used. For instance, did you annotate to understand a complex text? If so, what kind of annotating did you do? Did you take notes? What kind of notes? Brainstorming in this way will give you more ideas you can use in your letter.

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| **Learning Focus of Recent Experiences in English Class** | **Strategies or Skills Used** | **Challenges and How You Overcame Them** |
| Text(s) read |  |  |
| Text(s) written |  |  |
| Discussion topic(s) |  |  |
| Language study |  |  |
| Other |  |  |

**Writing Rhetorically**

**Composing a Draft**

**Activity 6: Making Choices as You Write**

Keeping in mind the example shared by your teacher, begin writing your letter to your classmate.

**Revising Rhetorically**

**Activity 7: Gathering and Responding to Feedback**

Exchange letters with a student in your class who is not the actual audience for your letter. In order to keep your feedback focused on meaning, first, read the paper without a pen in your hand. Then write your responses to the following questions:

1. If you received this letter, what would you do differently in the class the author describes?
2. How would you do it?
3. How convincing do you find the author’s description of the advantages of changing your behavior in that other class?

**Editing**

**Activity 8: Editing Your Draft – Reading Aloud**

Although your classmates are likely to be more forgiving than some other audiences, they still need to trust you and understand your advice. Because it is easy to get caught up in the meaning of our own writing when we read it silently, we tend to miss any stumbles that our prose may cause readers. To avoid this problem, read your letter aloud—from the end to the beginning—sentence by sentence. Notice any awkwardness or stumbles as you read aloud, and correct the writing which caused that difficulty.

**Activity 9: Reflecting on Your Learning Goals**

In order to reflect on your learning in this mini-module and to express your gratitude for the advice you received, write a brief (100-250 word) thank you note to the author who wrote you that letter of advice. In that note, explain in your own words what you have learned about transfer of learning and how you will apply the advice you received.