



An argumentative approach to drafts: from description to evaluation

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OUTLINE

1. General description of argumentative operations in the descriptive accounts
2. Operation 1: a dynamic construction of the schematization
3. Operation 2: Longitudinal and transversal analyses

1. General description of argumentative operations

Operation 1	Operation 2	Operation 3	Operation 4
Description-narration of the child's situation	Passage from the description - narration to the final evaluation	Passage from the final evaluation to the recommendation	Passage from the recommendation to the perlocutionary effects

Operations 2 and 3

- **Final evaluation:** « the placement in a foster family continues to be beneficial for A ».
- **Recommendation:** it is necessary to pursue the placement (« it seemed wise that the placement sees itself through »)

The argumentative processes in the first and second operations

operation	location	Argumentative process
<u>Operation 1</u> Description-narration of the child's situation	In the different rubrics (« family life », « school », ...)	Schematisation (Grize 1997)
<u>Operation 2</u> Passage from the description-narration to the final evaluation	In the different rubrics + «conclusion» rubric	Clue-based argumentation (Plantin 1996: « argumentation indicielle »)

Operation 1: constructing a schematization (1)

- Changes in the description

- 1: “We must note that M. is not ~~yet~~ questioning the fact that she has been put in the children’s home [SAFE], which explains why we are able to bring her back every time she runs away”.

- Weighing up facts (Garnier 2008)

- 2a (draft): “[...] M. thinks her training course is a good project **but** she does not like boarding during the week.”

- 2b (final version) “[...] M. thinks her training course is a good project, **except for the fact that** she has to board during the week. ”

Operation 1: constructing a schematization (2)

- Handling reported speech (Sitri 2008)

3a: During group activities with the youth worker, she has a habit of attention seeking [...] which has reinforced the children's rejection of her and has led them to be less tolerant of her.


→ 3b (draft): The children express clearly the fact that she disturbs general life in the home or that she puts them in danger [...].

→ 3c (final version): The children express clearly the fact that she disturbs general life in the home. She puts them in danger [...].

→ Dynamic construction of stage 1

Operation 2

- Longitudinal analysis
- Transversal analysis



Operation 2 (longitudinal)

Draft	Final version
[...] there's no need to worry.	[...] there's no longer any need to worry about her physical health .
There are no specific problems at school [...]	There are no specific difficulties noticed at school .
M. D. has some difficulties in Spanish, which she has just started this year.	M. D. is experiencing some difficulties in Spanish, which she has just started learning this year.
M. D. 's placement is very positive.	M. D.'s placement is proving to be very positive for her .

→ focus on the physical subject, the psychic subject (who thinks, desires), the social subject (at school)

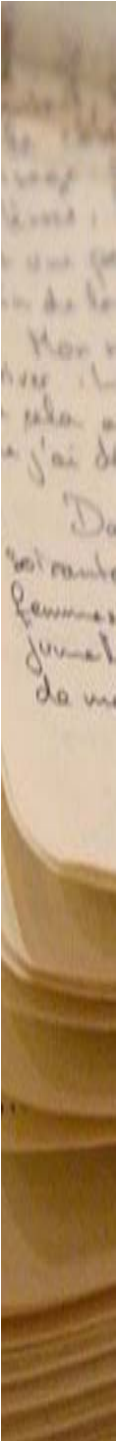
Operation 2 (transversal) :verbal aspect

- Iterative/semelfactive

-passage to a semelfactive aspect

ex : L. s'est montré très conformiste [depuis] mais, paradoxalement, il s'est laissé prendre en flagrant délit dans sa chambre en train de fumer une cigarette [**le /11,**] en fin de soirée ». (L. L.)

- > he was caught red-handed smoking in his room [on the 11th]



Operation 2 (transversal) :verbal aspect(2)

passage to the iterative aspect

ex

« Son assistante familiale était inquiète au sujet d'une prise de poids qui lui paraissait excessive de conduites alimentaires qui lui paraissait anormales (Marine se relevait parfois la nuit pour manger,grignotait **beaucoup**)

Son assistante familiale était inquiète au sujet d'une prise de poids qui lui paraissait excessive de conduites alimentaires qui lui paraissait anormales (Marine se relevait parfois la nuit pour manger,elle grignotait **régulièrement**)

Operation 2 (transversal) :verbal aspect(3)

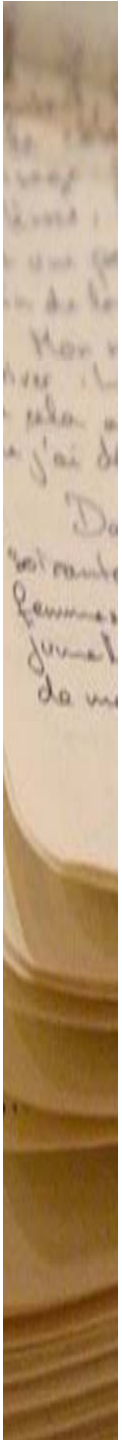
- partitioning of the process (from the absence of boundaries -unfulfilled - towards the partitioning) (Culioli 1999)

open, right boundary

Ex:

« Les parents **se disqualifient** mutuellement » >
« **continuent à se disqualifier** mutuellement»

Parents mutually disqualify each other > Parents continue to disqualify each other



Thanks for your attention !

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écritures

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Exemples in French (stage 1 and 2)

- 1. Il faut noter que Marion ne remet pas ~~encore~~ en cause son placement au SAFE, d'où la possibilité effective que nous avons d'obtenir son retour à chaque fois.
- 2. Mais, en même temps, Manon pense que le BEPA à la MFR est un bon projet ~~mais que~~ [en dehors de la règle de] l'internat [qui] lui pose problème le soir. Elle aimerait [...] rentrer le soir au foyer.

- Le fait qu'elle a accaparé , [...], un éducateur sur chaque temps du collectif a renforcé le rejet des autres et a encore diminué leur seuil de tolérance car ils expriment clairement qu'elle perturbe la vie du collectif ou qu'elle les met en danger [...].

Le fait qu'elle a accaparé , par son agitation et les risques qu'elle encourait, un éducateur sur chaque temps du collectif a renforcé le rejet des autres et a encore diminué leur seuil de tolérance car ils expriment clairement qu'elle perturbe la vie du collectif ~~ou qu'e~~[E]lle les met en danger [...].