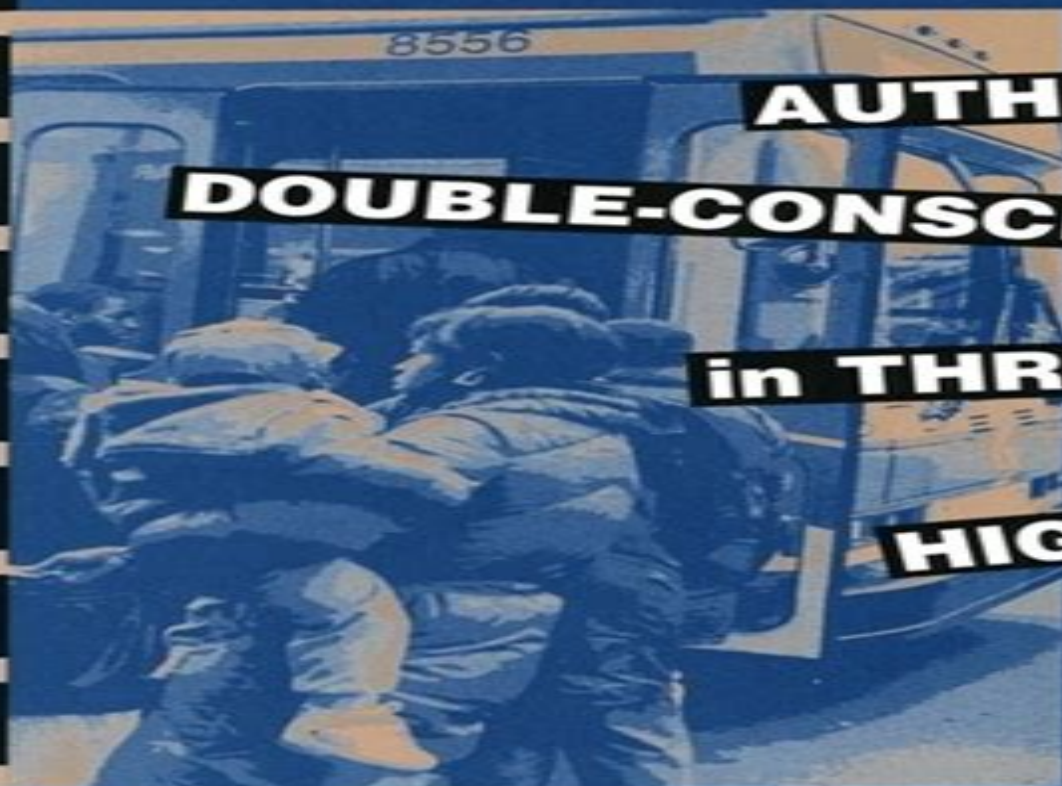


'Round My Way



AUTHORITY and
DOUBLE-CONSCIOUSNESS
in THREE URBAN
HIGH SCHOOL
WRITERS

Eli C. Goldblatt

Round My Way Authority And Double Consciousness In Three Urban High School Writers

John R. Rickford



Round My Way Authority And Double Consciousness In Three Urban High School Writers:

'Round My Way Eli Goldblatt,1995 Round My Way centers around the journal writing of three inner city youth and shares their daily struggles to speak within and across social institutions such as school family and community Invisible Children in the Society and Its Schools Sue Books,2003-06-20 Reports on groups of children and young people who are largely unseen or unheard in the society and its schools Provides basic information and analysis of social conditions in a form accessible and useful to educators Methods of Research on Teaching the English Language Arts James Flood,Diane Lapp,James R. Squire,Julie Jensen,2005-01-15 This text makes available in a concise format the chapters comprising the research methodology section of the Handbook of Research on Teaching the English Language Arts Second Edition An introduction designed to give K 12 teachers an understanding of the basic categories and functions of research in teaching is followed by chapters addressing teacher professionalism and the rise of multiple literacies empirical research longitudinal studies case studies ethnography teacher research teacher inquiry into literacy social justice and power synthesis research fictive representation and contemporary methodological issues and future direction in research on the teaching of English Methods of Research on Teaching the English Language Arts is well suited for use in upper level undergraduate and graduate level literacy research methods courses African American, Creole, and Other Vernacular Englishes in Education John R. Rickford,2013 More than 50 years of scholarly attention to the intersection of language and education have resulted in a rich body of literature on the role of vernacular language varieties in the classroom This field of work can be bewildering in its size and variety drawing as it does on the diverse methods theories and research paradigms of fields such as sociolinguistics applied linguistics psychology and education Compiling most of the publications from the past half century that deal with this critical topic this volume includes more than 1600 references books articles in journals or books and web accessible dissertations and other works on education in relation to African American Vernacular English AAVE English based pidgins and creoles Latina o English Native American English and other English vernaculars such as Appalachian English in the United States and Aboriginal English in Australia with accompanying abstracts for approximately a third of them This comprehensive bibliography provides a tool useful for those interested in the complex issue of how knowledge about language variation can be used to more effectively teach students who speak a nonstandard or stigmatized language variety *Developmental Aspects in Learning to Write* L. Tolchinsky,2012-12-06 Developmental Perspectives on Writing LILIANA TOLCHINSKY University of Barcelona Spain The advent of the sixties is considered a crucial moment for the discovery of writing as an object worthy of intellectual inquiry Havelock 1986 A number of books which came out in that decade set the stage for this turn to writing One of them was the Preface to Plato by Eric Havelock This book published in 1963 was to become a milestone in the discovery of literacy as a field of research Bockheimer 1998 Havelock 1986 referred to three more works that came out at the same time and Bockheimer suggested adding other publications for example La

pensee sauvage by Levi Strauss 1962 The consequences of literacy by Jack Goody and Ian Watt 1963 and La geste et la parole by Laroie Gourham 1964 65 The authors of these books were anthropologists philosophers and sociologists who coincided in highlighting the significance of writing for human development and more specifically for language development They maintained that many institutions ideas beliefs opinions and convictions of the Western world were a by product of an alphabetized mind Writing was for them one of the pillars of subjectivity responsible for the rise of consciousness for our conception of words and for our notion of true and false Amazingly linguists psycholinguists psychologists and educators did not participate in the turn to writing The first I did not give any attention 1 There were some exceptions to this generalization

Research on Composition Peter Smagorinsky, 2006 Covering the period between 1984 and 2003 this authoritative sequel picks up where the earlier volumes Braddock et al 1963 and Hillocks 1986 now classics in the field left off It features a broader focus that goes beyond the classroom teaching of writing to include teacher research second language writing rhetoric home and community literacy workplace literacy and histories of writing Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition including drawing digital forms and other relevant media Research on Composition is an invaluable road map of composition research for the next decade and required reading for anyone teaching or writing about composition today

Our Bodies, Ourselves and the Work of Writing Susan Wells, 2010-01-21 Our Bodies Ourselves first published by a mainstream press in 1973 is now in its eighth major edition It has been translated into twenty nine languages has generated a number of related projects and with over four million copies sold is as popular as ever This study tells the story of the first two decades of the pioneering best seller a collectively produced guide to women's health from its earliest most experimental and revolutionary years when it sought to construct a new female public sphere to its 1984 revision when some of the problems it first posed were resolved and the book took the form it has held to this day Wells undertakes a rhetorical and sociological analysis of the best seller and of the work of the Boston Women's Health Book Collective that produced it In the 1960s and 1970s as social movements were on the rise and many women entered higher education new writing practices came into existence In the pages of Our Bodies Ourselves matters that had been private became public Readers encouraged to trust their own experiences began to participate in a conversation about health and medicine The writers of Our Bodies Ourselves researched medical texts and presented them in colloquial language Drafting and revising in groups they invented new ways of organizing the task of writing Above all they presented medical information by telling stories We learn here how these stories were organized and how the writers drew readers into investigating both their own bodies and the global organization of medical care Extensive archival research and interviews with the members of the authorial collective shed light on a grassroots undertaking that revolutionized the writing of health books and forever changed the relationship between health experts and ordinary women

Feminine Principles and Women's Experience in American Composition and Rhetoric Louise Phelps, Janet

Emig,2020-03-16 In this unique collection the editors and authors examine against a rich historical background the complex contributions that women have made to composition and rhetoric in American education Using varied and at times experimental modes of presentation to portray teachers and learners at work including the very young and the elderly the text provides a generous and fresh feminine perspective on the field **Racial Inequality in Mathematics Education**

Thierry Elin-Saintine,2021-08-26 This book focuses on the math identity construction of 11 Black students High school students perception of what who is a math person constrained and limited their sense of belonging to the community of doers of mathematics This study offers new insights into the racial opportunity gap in mathematics education Writing Home Eli

Goldblatt,2012-04-12 In this engrossing memoir poet and literacy scholar Eli Goldblatt shares the intimate ways reading and writing influenced the first thirty years of his life in the classroom but mostly outside it Writing Home A Literacy Autobiography traces Goldblatt s search for home and his growing recognition that only through his writing life can he fully contextualize the world he inhabits Goldblatt connects his educational journey as a poet and a teacher to his conception of literacy and assesses his intellectual emotional and political development through undergraduate and postgraduate experiences alongside the social imperatives of the era He explores his decision to leave medical school after he realized that he could not compartmentalize work and creative life or follow in his surgeon father s footsteps A brief first marriage rearranged his understanding of gender and sexuality and a job teaching in an innercity school initiated him into racial politics Literacy became a dramatic social reality when he witnessed the start of the national literacy campaign in postrevolutionary Nicaragua and spent two months finding his bearings while writing poetry in Mexico City Goldblatt presents a thoughtful and exquisitely crafted narrative of his life to illustrate that literacy exists at the intersection of individual and social life and is practiced in relationship to others While the concept of literacy autobiography is a common assignment in undergraduate and graduate writing courses few books model the exercise Writing Home helps fill that void and with Goldblatt s emphasis on out of school literacy fosters an understanding of literacy as a social practice

Reclaiming Rhetorica Andrea A. Lunsford,1995-04-15 Women s contribution to rhetoric throughout Western history like so many other aspects of women s experience has yet to be fully explored In pathbreaking discussions ranging from ancient Greece though the Middle Ages and the Renaissance to modern times sixteen closely coordinated essays examine how women have used language to reflect their vision of themselves and their age how they have used traditional rhetoric and applied it to women s discourse and how women have contributed to rhetorical theory Language specialists feminists and all those interested in rhetoric composition and communication will benefit from the fresh and stimulating cross disciplinary insights they offer *Teaching Academic Literacy* , **Relocating Authority** Mira Shimabukuro,2016-01-15 Relocating Authority examines the ways Japanese Americans have continually used writing to respond to the circumstances of their community s mass imprisonment during World War II Using both Nikkei cultural frameworks and community specific history

for methodological inspiration and guidance Mira Shimabukuro shows how writing was used privately and publicly to individually survive and collectively resist the conditions of incarceration Examining a wide range of diverse texts and literacy practices such as diary entries note taking manifestos and multiple drafts of single documents Relocating Authority draws upon community archives visual histories and Asian American history and theory to reveal the ways writing has served as a critical tool for incarcerated and their descendants Incarcerated not only used writing to redress the internment in the moment but also created pieces of text that enabled and inspired further redress long after the camps had closed Relocating Authority highlights literacy's enduring potential to participate in social change and assist an imprisoned people in relocating authority away from their captors and back to their community and themselves It will be of great interest to students and scholars of ethnic and Asian American rhetorics American studies and anyone interested in the relationship between literacy and social justice

Handbook of Instructional Practices for Literacy Teacher-educators Joyce E. Many, 2001-01-01 This volume offers a unique glimpse into the teaching approaches and thinking of a wide range of well known literacy researchers and the lessons they have learned from their own teaching lives The contributors teach in a variety of universities programs and settings Each shares an approach he or she has used in a course and introduces the syllabus for this course through personal reflections that give the reader a sense of the theories prior experiences and influential authors that have shaped their own thoughts and approaches In addition to describing the nature of their students and the program in which the course is taught many authors also share key issues with which they have grappled over the years while teaching their course others discuss considerations that were relevant during the preparation of this particular syllabus or describe how it evolved in light of student input The book is organized by areas within literacy education reading English language arts literature emergent literacy content area literacy literacy assessment and instruction literacy and technology and inquiries into literacy theory and classroom practice It is accompanied by an interactive Web site <http://msit.gsu.edu/handbook> This online resource provides additional information about the authors courses including complete syllabi recommended readings grading rubrics and sample assignments Readers are invited to respond and contribute their own syllabi and teaching experiences to the discourse generated by the volume

Education and the Culture of Print in Modern America Adam R. Nelson, John L. Rudolph, 2010-05-26 Vividly revealing the multiple layers on which print has been produced consumed regulated and contested for the purpose of education since the mid nineteenth century the historical case studies in Education and the Culture of Print in Modern America deploy a view of education that extends far beyond the confines of traditional classrooms The nine essays examine how print educates in settings as diverse as depression era work camps religious training and broadcast television all the while revealing the enduring tensions that exist among the controlling interests of print producers and consumers This volume exposes what counts as education in American society and the many contexts in which education and print intersect Offering perspectives from print culture history library and information

studies literary studies labor history gender history the history of race and ethnicity the history of science and technology religious studies and the history of childhood and adolescence Education and the Culture of Print in Modern America pioneers an investigation into the intersection of education and print culture *Literacy as Conversation* Eli Goldblatt, David A. Jolliffe, 2020-12-22 In *Literacy as Conversation* the authors tell stories of successful literacy learning outside of schools and inside communities both within urban neighborhoods of Philadelphia and rural and semi rural towns of Arkansas They define literacy not as a basic skill but as a rich broadly interactive human behavior the ability to engage in a conversation carried on framed by or enriched through written symbols Eli Goldblatt takes us to after school literacy programs community arts centers and urban farms in the city of Philadelphia while David Jolliffe explores learning in a Latinx youth theater troupe a performance based on the words of men on death row and long term cooperation with a rural health care provider in Arkansas As different as urban and rural settings can be and as beset as they both are with the challenges of historical racism and economic discrimination the authors see much to encourage both geographical communities to fight for positive change *Improving Adult Literacy Instruction* National Research Council, Division of Behavioral and Social Sciences and Education, Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy, 2012-04-26 A high level of literacy in both print and digital media is required for negotiating most aspects of 21st century life including supporting a family education health civic participation and competitiveness in the global economy Yet more than 90 million U S adults lack adequate literacy Furthermore only 38 percent of U S 12th graders are at or above proficient in reading *Improving Adult Literacy Instruction* synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research practice and policy The book focuses on individuals ages 16 and older who are not in K 12 education It identifies factors that affect literacy development in adolescence and adulthood in general and examines their implications for strengthening literacy instruction for this population It also discusses technologies for learning that can assist with multiple aspects of teaching assessment and accommodations for learning There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students proficiencies weaknesses instructional environments and progress which might guide instructional planning *Improving Adult Literacy Instruction* recommends a program of research and innovation to validate identify the boundaries of and extend current knowledge to improve instruction for adults and adolescents outside school The book is a valuable resource for curriculum developers federal agencies such as the Department of Education administrators educators and funding agencies **Interrupting Hate** Mollie V. Blackburn, Katherine Schultz, 2015-04-24 This timely and important book focuses on the problems of heterosexism and homophobia in schools and explores how these forms of oppression impact LGBTQ youth as well as all young people The author shows how concerned teachers can engage students in literacy practices both in and out of school to develop positive learning environments The featured vignettes focus on

fostering student agency promoting student activism and nurturing student allies With a unique combination of adolescent literacy and teacher action projects this book offers a valuable model for educators interested in creating safe learning communities for all students

Mobility Work in Composition Bruce Horner, 2021-03-01 Mobility Work in Composition explores work in composition from the framework of a mobilities paradigm that takes mobility to be the norm rather than the exception to a norm of stasis and stability Both established and up and coming scholars bring a diversity of geographic institutional and research based perspectives to the volume which includes in depth investigations of specific forms of mobility work in composition as well as responses to and reflections on those explorations Eight chapters present specific cases or issues of this work and twelve shorter response chapters follow identifying key points of intersection and conflict in the arguments and posing new questions and directions to pursue Addressing matters of knowledge transfer and meaning translation immigrant literacy practices design pedagogy academic career changes student websites research methodologies school literacy programs and archives Mobility Work in Composition asks what mobility in composition means and how why and for whom it might work It will be of broad interest to students and scholars in rhetoric and composition Contributors Anis Bawarshi Elizabeth Chamberlain Patrick Danner Christiane Donahue Keri Epps Eli Goldblatt Rachel Gramer Timothy Johnson Jamila Kareem Carmen Kynard Rebecca Lorimer Leonard Andrea Olinger John Scenters Zapico Khirsten L Scott Mary P Sheridan Jody Shipka Ann Shivers McNair Scott Wible Rick Wysocki

Literacy, Economy, and Power John Duffy, Julie Nelson Christoph, Eli Goldblatt, Nelson Graff, Rebecca S. Nowacek, Bryan Trabold, 2013-12-30 Following on the groundbreaking contributions of Deborah Brandt's Literacy in American Lives a literacy ethnography exploring how ordinary Americans have been affected by changes in literacy public education and structures of power Literacy Economy and Power expands Brandt's vision exploring the relevance of her theoretical framework as it relates to literacy practices in a variety of current and historical contexts as well as in literacy's expanding and global future Bringing together scholars from rhetoric composition and literacy studies the book offers thirteen engrossing essays that extend and challenge Brandt's commentary on the dynamics between literacy and power The essays cover many topics including the editor of the first Native American newspaper the role of a native Hawaiian in bringing literacy to his home islands the influence of convents and academies on nineteenth century literacy and the future of globalized digital literacies Contributors include Julie Nelson Christoph Ellen Cushman Kim Donehower Anne Ruggles Gere Eli Goldblatt Harvey J Graff Gail E Hawisher Bruce Horner David A Jolliffe Rhea Estelle Lathan Min Zhan Lu Robyn Lyons Robinson Carol Mattingly Beverly J Moss Paul Prior Cynthia L Selfe Michael W Smith and Morris Young Literacy Economy and Power also features an introduction exploring the scholarly impact of Brandt's work written by editors John Duffy Julie Nelson Christoph Eli Goldblatt Nelson Graff Rebecca Nowacek and Bryan Trabold An invaluable tool for literacy studies at the graduate or professional level Literacy Economy and Power provides readers with a wide ranging view of the work being done in literacy studies today and points to ways researchers might

approach the study of literacy in the future

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