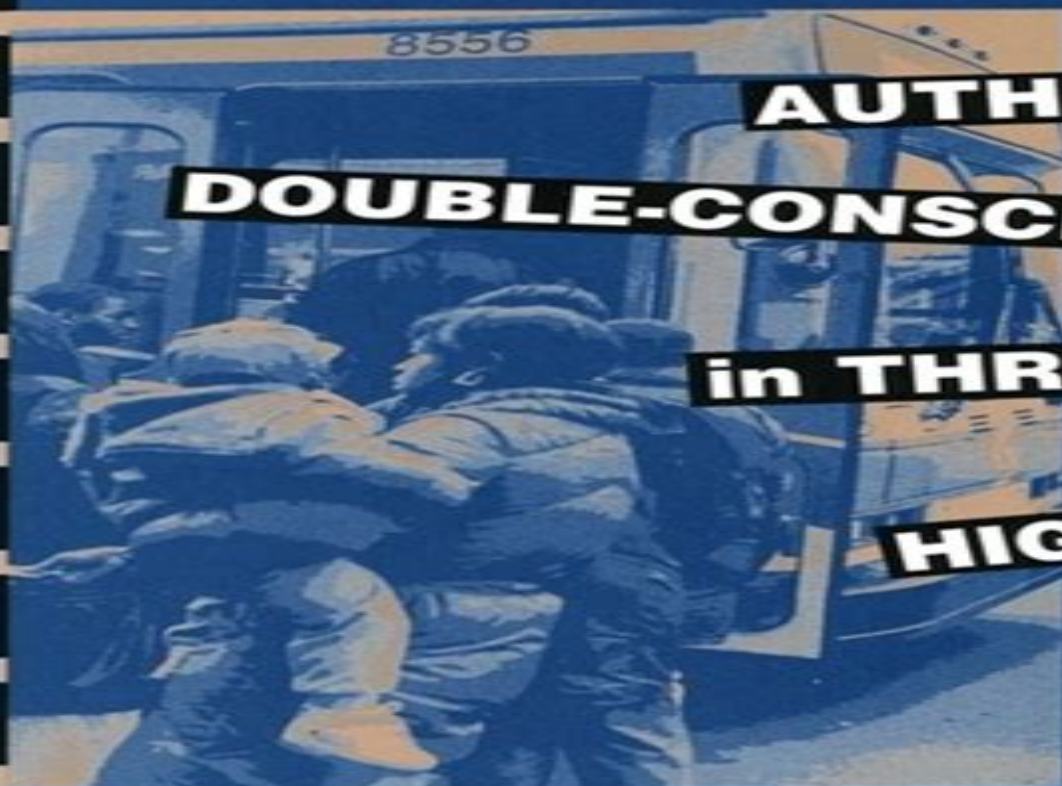


'Round My Way



**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

Eli Goldblatt



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 *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 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 **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

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 sau vage* by Levi Strauss 1962 *The consequences of literacy* by Jack Goody and Ian Watt 1963 and *La geste et la parole* by Laroï 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 psycho linguists psychologists and educators did not participate in the turn to writing The first did not give any attention 1 There were some exceptions to this generalization

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

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

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 through 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

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

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

Literacy in American Lives Deborah Brandt, 2001-05-28 This book addresses critical questions facing public education at the twenty first century

Service-Learning in Literacy Education Valerie Kinloch, Peter Smagorinsky, 2014-03-01 This edited collection will stand as the first volume that specifically describes service learning programs and courses designed as part of teacher education programs in the fields of literacy education secondary English education elementary language arts education and related fields The contributing authors describe the programs they have developed at their universities and or in their local communities providing information about the rationale for their initiative the design of the course the outcomes of the experience and other matters that will help literacy educators develop similar courses and experiences of their own Additionally this edited collection will fill a great gap in the field's knowledge of alternative forms of teacher education It will provide descriptions of service learning initiatives that have been field tested with demonstrable results Thus far the field has produced widely scattered articles in journals covering a variety of disciplines but no definitive collection of papers in which service learning designed to promote literacy instruction is housed in a single volume edited for cross referencing and thematic categorization The two editors have developed courses and received grants to support service learning initiatives at

their universities and believe that others might develop similar programs if they had better understandings of their value and design Their intention with this volume is to promote service learning more broadly among literacy educators

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

Literacy Matters Robert Yagelski, 2000 Literacy can empower students but it may also limit their understanding if taught without regard for the context of their lives Using his encounters with students in high school college and state prison classrooms as well as his own experience Robert Yagelski looks at the sometimes ambiguous role of literacy in our lives and examines the mismatch between conventional approaches to teaching literacy and the literacy needs of students in a rapidly changing increasingly technological world He asserts that ultimately the most important job of the English teacher is to reveal to students ways they can participate in the discourse that shapes their lives and he offers a timely look at how technology has influenced the way we write and read The scope of this fascinating book reaches beyond the classroom and offers insight about what it means to be literate in an economically driven dynamic society Addressing earlier works on the subject of literacy as well as the ideas of theorists such as Foucault this perceptive work has much to offer educators and anyone seeking to understand the nature of literacy itself

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

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

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

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

You Don't Know Jack Kevin D. Cordi, 2019-02-11 Jack and the Beanstalk Little Jack Horner and Jack the Giant Killer are all famous tales and rhymes featuring the same hero a character who often appears in legends fairy tales and nursery rhymes Unlike moralizing fairy tale heroes however Jack is typically depicted as foolish or lazy though he often emerges triumphant through cleverness and tricks With their roots traced back to England Jack tales are an important oral tradition in Appalachian folklore It was in his Appalachian upbringing that Kevin D Cordi was first introduced to Jack through oral storytelling traditions Cordi's love of storytelling eventually led him down a career path as a professional storyteller touring the US for the past twenty seven years In addition to his work as a storyteller Cordi worked a second job in an unrelated field a high school teacher and for many years he kept his two lives separate Everything changed when Cordi began telling stories in the classroom and realized he was connecting with his students in ways he had not previously Cordi concluded that storytelling storymaking and drama

can be used as systems of learning instead of as just entertainment In *You Don't Know Jack: A Storyteller Goes to School* Cordi describes the process of integrating storytelling into his classroom Using autoethnographic writing he reflects upon the use of storytelling and storymaking in order to promote inquiry and learning He argues that engaging with the stories of others discovering that one voice or identity should not be valued over the other and listening especially listening to stories of difference are of utmost importance to education and growth

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