

# **RECLAIMING LITERATURE**

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**A Teacher's Dilemma**

**WILLIAM A. GLASSER**

# Reclaiming Literature A Teachers Dilemma

**Diane Duncan**



## **Reclaiming Literature A Teachers Dilemma:**

**Reclaiming Literature** William Glasser,1994-11-30 This book will be immediately useful and practical for the more traditional instructors of secondary school students and lower division college undergraduates      **Reclaiming Literature** William Glasser,1994-11-30 This book will be immediately useful and practical for the more traditional instructors of secondary school students and lower division college undergraduates      **Twentieth-century Short Story Explication** Warren S. Walker,1993 Contains nearly 6000 entries that provide a bibliography of interpretations for short stories published between 1989 and 1990      **The Hemingway Review** ,1996      Teaching: Dilemmas, Challenges & Opportunities Robyn Ewing,Lisa Kervin,Christine Glass,Brad Gobby,Rosie Le Cornu,Susan Groundwater-Smith,2019-09-26 We have not sought in this book to define best practice for you but have rather challenged you to think about ways in which to teach intelligently insightfully and respectfully How does a teacher deal with a student s challenging behaviour in the classroom Is it fair to adopt information and communication technologies that favour students who have access to sophisticated devices such as tablets in their own home How during the professional experience is an education student to act when his or her beliefs about learning are not congruent with those of the supervising teacher Should students be grouped in terms of their ability These and many more issues arise daily in our early childhood primary and secondary learning environments Teaching 6e takes a holistic approach to classroom teaching and learning It considers the complexities and opportunities embedded in meeting learners needs in diverse and ever changing contexts It encourages pre service teachers to become active learners of teaching how to think like teachers and to consider the fundamental aspects of teaching It directs pre service teachers to useful teaching resources in text in references and online Case studies and reflection opportunities encourage pre service teachers to consider their own strengths and issues the diversity of learning styles in their students their school and wider community as well as government and ethical requirements It raises student awareness of what it really means to teach and how they can do it Students will continue to refer to this well researched and easy to use text throughout their qualification in their professional placement and into their teaching career      *Indigeneity and Decolonial Resistance* George J. Sefa Dei,Cristina Jaimungal,2018-06-13 2019 SPE Outstanding Book Award Honorable Mention To be able to promote effective anti colonial and decolonial education it is imperative that educators employ indigenous epistemologies that seek to threaten replace and reimagine colonial thinking and practice Indigeneity and Decolonial Resistance hopes to contribute to the search for a more radical decolonial education and practice that allows for the coexistence of and conversation among multiple epistemes The book approaches the topics from three perspectives the thought that our epistemological frameworks must consider the body of the knowledge producer place history politics and contexts within which knowledge is produced that the anti colonial is intimately connected to decolonization and by extension decolonization cannot happen solely through Western science scholarship and that the complex problems and challenges facing the world today defy universalist solutions but can

still be remedied Indigeneity and Decolonial Resistance is an excellent text for use in a variety of upper division undergraduate and graduate classrooms It is also a valuable addition to the libraries of writers and researchers interested in indigenous studies and decolonialism Perfect for courses such as Anti Colonial Thought Indigenous Knowledges and Decolonization Education Social Development and Social Justice Research in Education Race Indigeneity and the Colonial Politics of Recognition Marginality and the Politics of Resistance Indigenous Settler Relations Issues for Teachers Education Leadership Reform and Curriculum Innovation Leadership in Social Change Organizations Adaptive Leadership Power Identity and Social Change Equity Anti Oppression in Practice and the Promise of Diversity Addressing Race and Power in Education Settings Strategies and Policies for Narrowing Racial Achievement and Major Concepts and Issues in Education

*Twentieth-century Short Story Explication* ,1989      **Whitaker's Books in Print** ,1998      *Public Education in a Multicultural Society* Robert K. Fullinwider,1996-01-26 This collection of essays deals with philosophical and educational questions about multi culturalism in primary and secondary schools      **Studying Diversity in Teacher Education** Arnetha F. Ball,Cynthia A. Tyson,2011-01-16 Studying Diversity in Teacher Education is a collaborative effort by experts seeking to elucidate one of the most important issues facing education today First the volume examines historically persistent yet unresolved issues in teacher education and presents research that is currently being done to address these issues Second it centers on research on diverse populations bringing together both research on diversity and research on diversity in teacher education The contributors present frameworks perspectives and paradigms that have implications for reframing research on complex issues that are often ignored or treated too simplistically in teacher education literature Concluding the volume with an agenda for future research and a guide for preparing teachers for diversity education in a global context the contributors provide a solid foundation for all educators Studying Diversity in Teacher Education is a vital resource for all those interested in diversity and education research      **Activating and Engaging Learners and Teachers** Carmen Amerstorfer,Max von Blanckenburg,2023-03-13 This book offers a nuanced integrated understanding of EFL learning and instruction and investigates both learner and teacher perspectives on four thematically interconnected parts Part I encompasses chapters on psychological aspects related to teaching and learning and presents the latest research on positive language education teacher empathy and well being Part II deals with EFL teaching methodology specifically related to teaching pronunciation language assessment peer response and strategy instruction Part III addresses aspects of cultural learning including inter and transculturality digital citizenship global learning and cosmopolitanism Part IV concerns teaching with literary texts for instance to reflect on social and political discourse facilitate empowerment imagine utopian or dystopian futures and to bring non Western narratives into language classrooms      **Resources in Education** ,1998      **Choice** ,2004      **Approaches to Teaching the Works of Ngũgĩ wa Thiong'o** Oliver Lovesey,2012-01-01 Ng g wa Thiong o is one of the most important and celebrated authors of postindependence Africa as well as a groundbreaking postcolonial theorist His work written first in

English then in Gikuyu engages with the transformations of his native Kenya after what is often termed the Mau Mau rebellion. It also gives voice to the struggles of all Africans against economic injustice and political oppression. His writing and activism have continued despite imprisonment, the threat of assassination and exile. Part 1 of this volume provides resources and background for the teaching of Ngũgĩ's novels, plays, memoirs and criticism. The essays of part 2 consider the influence of Frantz Fanon, Karl Marx and Joseph Conrad on Ngũgĩ, how the role of women in his fiction is inflected by feminism, his interpretation and political use of African history, his experimentation with orality and allegory in narrative and the different challenges of teaching Ngũgĩ in classrooms in the United States, Europe and Africa.

Christian Faith and English Language Teaching and Learning Mary Shepard Wong, Carolyn Kristjansson, Zoltan Dornyei, 2013-02-15. Ideological and educational, political aspects of the link between language and faith, especially between Global English and Christianity, is a topic of growing interest in the field of English language teaching. This book explores the possible role and impact of teachers and students' faith in the English language classroom. Bringing together studies representing a diversity of experiences and perspectives on the philosophies, purposes, practices and theories of the interrelationship of Christianity and language learning and teaching, it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning/teaching experience. By adding a data-based dimension, the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language.

*Teaching Children's Literature* Diane Duncan, 2013-01-11. Drawing on a series of recently conducted classroom workshops and live interviews with the authors, this inspiring book examines five popular children's authors: Philip Pullman, J.K. Rowling, Michael Morpurgo, Anthony Browne, Jacqueline Wilson, and the genre of comic books. Four genres are explored in detail: the picture book, written narrative, film narrative, and comic books. *Teaching Children's Literature* provides detailed literary knowledge about the chosen authors and genres alongside clear, structured guidelines and creative ideas to help teachers, student teachers, and classroom assistants make some immensely popular children's books come alive in the classroom. This accessible and inspiring text for teachers, parents, student teachers, and students of children's literature includes a variety of discussion, drama, writing, and drawing activities with ideas for Social and Emotional Aspects of Learning, which can be used to plan a unit of work or series of interrelated lessons for pupils aged between seven and fourteen years. Provides detailed literary knowledge about the authors, their works, language, plot, and characterisation, including exclusive transcripts of interviews with three contemporary children's book authors. Shows teachers how pupils can be encouraged to become more critical and knowledgeable about screen, picture, and comic narratives, as well as written narratives. Demonstrates how reading stories can help connect pupils and teachers to a broader pedagogy in ways which promote deeper thinking, learning, and engagement. This lively, informative, and practical book will enable teachers, students, and classroom assistants to plan inspiring and enjoyable lessons which will

encourage them to teach children's literature in an entirely different and inventive way     *Teaching Young Adult Literature* Mike Cadden, Karen Coats, Roberta Seelinger Trites, 2020-04-01 Offers pedagogical techniques for teaching classic and contemporary young adult YA literature and texts about growing to adulthood Addresses issues of selecting classroom texts building cultural awareness responding to censorship and reading both emotionally and critically Gives syllabus suggestions for undergraduate and graduate courses in literature education and library science     Forthcoming Books Rose

Army, 2002-02     **Handbook of Classroom Management** Carolyn M. Evertson, Carol S. Weinstein, 2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers' managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self-regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ability Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management

*John Brown and the Era of Literary Confrontation* Michael Stoneham, 2009-03-25 Radical abolitionist and freedom fighter John Brown inspired literary America to confrontation during his short but dramatic career as a public figure in antebellum America Emerging from obscurity during the violent struggle to determine how Kansas would enter the Union in 1856 John Brown captured the imagination of the most prominent Eastern literary figures following his dramatic though failed raid on Harper's Ferry Impressed by Brown's forthright defense of his attempt to initiate the end of slavery Whittier Whitman Melville Longfellow and Howells responded to the abolitionist with poetic tributes suggesting that Brown was a liberating hero while Emerson and Thoreau celebrated his effort to inspire the nation to a new moral awareness of the common

humanity of all men Responses however were not uniform as these and other figures debated the merits and meanings of Brown s actions This exceptional book sheds new light on how John Brown inspired America s most significant intellectuals to take a public stand against the inertia of moral compromise and social degeneracy bringing the nation to the brink of civil war

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