

Reading Across The Disciplines Wordpress Com

This volume, edited by Grace Voach, explores leading approaches to teaching information literacy and writing studies in upper-level and graduate courses. Contributors describe cross-disciplinary and collaborative efforts underway across higher education, during a time when "fact" or "truth" is less important than fitting a predetermined message. Topics include: working with varied student populations, teaching information literacy and writing in upper-level general education and disciplinary courses, specialized approaches for graduate courses, and preparing graduate assistants to teach information literacy.

"The real genius of this book is that it is written by teachers, for teachers. All of the authors in this book know what classrooms are like. This means that authenticity and integrity pervade every chapter in the book. Teachers will immediately sense this authenticity on their way to realizing that the book offers an endless supply of useful suggestions." -From the Coda by P. David Pearson For those of us who teach comprehension strategies,Comprehension Going Forward is as near to the ultimate PD experience as we can get. Imagine a professional learning community where you could sit in a... Ellen Keene and Debbie Miller swap best practices Stephanie Harvey and Heidi Pitlor discuss the importance of reading aloud to young children Anne Gadowit and Tami McGee share ways to engage comprehension into every subject area Crit Toand and Nancy Cummin apply the strategies to help struggling, English learners, and special-needs students. In Comprehension Going Forward, you'll meet great teachers and researchers for an energetic, personal, and frequently irreverent conversation on what great comprehension instruction looks like, what an amazing range of options it has for all students, and what we can do better. Not only do figures such as Susan Zimmerman and P. David Pearson add to our own chapters, but, like any exciting conversation, they point out their favorite parts of one another's chapters-highlighting discussion topics for teacher study groups along the way. Read Comprehension Going Forward and RSVP to a get-together that no one who teaches reading will want to miss. Enter this powerful, lively conversation about how we can improve all readers' comprehension today and join some of your favorite authors as they reach for a tomorrow where every child reads with deep understanding. "Each author takes the comprehension strategies as a starting point, and then reaches out toward a different set of applications, extensions, and practices. But everyone is connected by the research base on comprehension instruction and by our common goal: to provide every child in America with an "All-Access Pass" to literacy." -From the editor's introduction by Harvey "Smokoy" Daniels

A comprehensive, state-of-the-art examination of the changing ways we measure scholarly performance and research impact.

Think you understand Disciplinary Literacy? Think again. In this important reference, content teachers and other educators explore why students need to understand how historians, novelists, mathematicians, and scientists use literacy in their respective fields. ReLeah shows how to teach students to: Evaluate and question evidence (Science) Compare sources and interpret events (History) Favor accuracy over elaboration (Math) Attune to voice and figurative language (ELA)

Putting the Research on Learning into Practice

Comprehension Instruction

Decolonizing Methodologies

Harnessing Multidimensional Indicators of Scholarly Impact

The Academic Book of the Future

The Future Imaginary in Indigenous North American Arts and Literatures

Navigating the Postqualitative, New Materialist and Critical Posthumanist Terrain Across Disciplines

This edited book presents a cross-disciplinary and international conversation about the discursive nature of 'populist' politics. Based on the idea that language and meaning making are central to the political process, the authors present research originating from disciplines such as sociology, political science, linguistics, gender studies and education, giving credence to the variety and context dependence of both populist discourse and its analysis. Using a variety of different theoretical frames, the volume examines international case studies from Europe, Africa, Asia and the Americas, looking at different modes of populism as well as the interaction of populism with other ideologies and belief systems. The chapters draw on several disciplines, and will be of interest to scholars working in linguistics, political studies, journalism, rhetoric and discourse analysis. Never before was anticipation more relevant to the life and activity of humankind than it is today. "It is no overstatement to suggest that humanity's future will be shaped by its capacity to anticipate. . . ." (Research Agenda for the 21st Century, National Science Foundation). The sciences and the humanities can no longer risk explaining away the complexity and interactivity that lie at the foundation of life and living. The perspective of the world that anticipation opens justifies the descriptor "the post-Cartesian Revolution." If anticipation is a valid research domain, what practical relevance can we await? Indeed, anticipation is more than just the latest catch-word in marketing the apps developed by the digital technology industry. Due to spectacular advances in the study of the living, anticipation can claim a legitimate place in current investigations and applications in the sciences and the humanities. Biology, genetics, medicine, as well as politics and cognitive, behavioral, and social sciences, provide rich evidence of anticipatory processes at work. Readers seeking a foundation for an ticipation will find in these pages recent outcomes pertinent to plant life, political anticipation, cognitive science, architecture, computation. The authors contributing to this volume frame experimental data in language that can be shared among experts from all fields. The major characteristic is the inference from the richness of data to principles and practical consequences. . . . What is most remarkable about the assortment of discipline programs on the market today is the number of fundamental assumptions they seem to share. Some may advocate the use of carrots rather than sticks; some may refer to punishments as "logical consequences." But virtually all take for granted that the teacher must be in control of the classroom, and that what we need are strategies to get students to comply with the adult's expectations. Alfie Kohn challenged these widely accepted premises, and with them the very idea of classroom "management," when the original edition of Beyond Discipline was published in 1996. Since then, his path-breaking book has invited hundreds of thousands of educators to question the assumption that problems in the classroom are always the fault of students who don't do what they're told; instead, it may be necessary to reconsider what it is that they've been told to do—or to learn. Kohn shows how a fundamentally cynical view of children underlies the belief that we must tell them exactly how we expect them to behave and then offer "positive reinforcement" when they obey. Just as memorizing someone else's right answers fails to promote students' intellectual development, so does complying with someone else's expectations for how to act fail to help students develop socially or morally. Kohn contrasts the idea of discipline, in which things are done to students to control their behavior, with an approach in which we work with students to create caring communities where decisions are made together. Beyond Discipline has earned the status of an education classic, a vital alternative to all the traditional manuals that consist of techniques for imposing control. For this 10th anniversary edition, Kohn adds a new afterword that expands on the book's central themes and responds to questions from readers. Packed with stories from real classrooms around the country, seasoned with humor and grounded in a vision as practical as it is optimistic, Beyond Discipline shows how students are most likely to flourish in schools that have moved toward collaborative problem solving—and beyond discipline.

Reclaiming Accountability addresses the challenge of writing programs that have planned, implemented, and/or assessed the impact of large-scale accreditation-supported initiatives. The book reimagines accreditation as a way to leverage institutional or programmatic change. Contributions to the volume are divided into three parts. Part 1 considers how specialists in composition and rhetoric can work most productively with accrediting bodies to design assessments and initiatives that meet requirements while also helping those agencies to better understand how writing develops and how it can most effectively be assessed. Parts 2 and 3 present case studies of how institutions have used ongoing accreditation and assessment imperatives to meet student learning needs through programmatic changes and faculty development. They provide concrete examples of productive curricular (part 2) and instructional (part 3) changes that can follow from accreditation mandates while providing guidance for navigating challenges and pitfalls that WPAAs may encounter within shifting and often volatile local, regional, and national contexts. In addition to providing examples of how others in the profession might approach such work, Reclaiming Accountability addresses assessment requirements beyond those in the writing program itself. It will be of interest to department heads, administrators, writing program directors, and those involved with writing teacher education, among others. Contributors: Linda Adler-Kassner, William P. Banks, Remica Bingham-Risher, Melanie Burdick, Polina Chemshanova, Malkiel Choseed, Kyle Christiansen, Angela Crow, Maggie Debelius, Michelle F. Eble, Jonathan Elmore, Lorna Gonzalez, Angela Green, Jim Henry, Ryan Hoover, Rebecca Ingalls, Cynthia Miecznikowski, Susan Miller-Cochran, Cindy Moore, Tracy Ann Morse, Joyce Magnotto Neff, Karen Nulton, Peggy O'Neill, Jessica Parker, Mary Rist, Rochelle Rodrigo, Talora Roeckers, Shirley K. Rose, Iris M. Saltiel, Wendy Sharer, Terri Van Sickle, Jane Chapman Villa, David M. Weed

Teaching Civic Engagement Across the Disciplines

Teaching Civic Engagement Globally

Killing the Five-Paragraph Essay and Other Necessities

Academic Literacy

Pedagogies for Engagement

From Compliance to Community

This Is Disciplinary Literacy

Using media literacy to reach all students! This book starts by asking, "What does it mean to be literate in today's world, and how can those literacy skills be developed?" The authors answer those questions by providing concrete, innovative ways to integrate media literacy across the curriculum and teach students to be independent, skilled, and reflective thinkers. Through dozens of suggested activities, teaching strategies, lessons, and a companion Website, the authors' unique vision allows schools to: Integrate media literacy into teaching at all grade levels and core content areas Address key education standards Teach 21st-century skills and higher-order critical thinking Engage students by bridging schoolwork with their lives outside the classroom

A thriving and peaceful democracy requires an informed and engaged citizenry, but such citizenship must be learned. Educators around the globe are facing challenges in teaching politics in an era in which populist values are on the rise, authoritarian governance is legitimized, and core democratic tenets are regularly undermined by leaders and citizens alike. To combat anti-democratic outcomes and citizens' apathy, Teaching Civic Engagement Globally provides a wide range of pedagogical tools to help the current generation learn to effectively navigate debates and lead changes in local, national, and global politics. Contributors discuss key theoretical discussions and challenges regarding global civic engagement education, highlight successful evidence-based pedagogical approaches, and review effective ways to reach across disciplines and the global education community. Most importantly, the book provides tangible steps to link democratic education research with action that reflects contemporary global circumstances.

The old saying goes, "To the man with a hammer, everything looks like a nail." But anyone who has done any kind of project knows a hammer often isn't enough. The more tools you have at your disposal, the more likely you'll use the right tool for the job - and get it done right. The same is true when it comes to your thinking. The quality of your outcomes depends on the mental models in your head. And most people are going through life with little more than a hammer. Until now. The Great Mental Models: General Thinking Concepts is the first book in The Great Mental Models series designed to upgrade your thinking with the best, most useful and powerful tools so you always have the right one on hand. This volume details nine of the most versatile, all-purpose mental models you can use right away to improve your decision making, productivity, and how clearly you see the world. You will discover what forces govern the universe and how to focus your efforts so you can harness them to your advantage, rather than fight with them or worse yet- ignore them. Upgrade your mental toolbox and get the first volume today.

AUTHOR BIOGRAPHY Farnam Street (FS) is one of the world's fastest growing websites, dedicated to helping our readers master the best of what other people have already figured out. We curate, examine and explore the timeless ideas and mental models that history's brightest minds have used to live lives of purpose. Our readers include students, teachers, CEOs, coaches, athletes, artists, leaders, followers, politicians and more. They're not defined by gender, age, income, or politics but rather by a shared passion for avoiding problems, and lifelong learning. AUTHOR HOME Ottawa, Ontario, Canada

A breakdown of the economic and social injustices facing Black people and other marginalized citizens inspired by political activist Kimberly Jones' viral video, "How Can We Win." "So if I played four hundred rounds of Monopoly with you and I had to play and give you every dime that I made, and then for fifty years, every time that I played, if you didn't like what I did, you got to burn it like they did in Tulsa and like they did in Rosewood, how can you win? How can you win?" When Kimberly Jones declared these words amid the protests spurred by the murder of George Floyd, she gave a history lesson that in just over six minutes captured the economic struggles of Black people in America. Within days the video had been viewed by millions of people around the world, riveted by Jones's damning—and stunningly succinct—analysis of the enduring disparities Black Americans face. In How We Can Win, Jones delves into the impacts of systemic racism and reveals how her formative years in Chicago gave birth to a lifelong devotion to justice. Here, in a vital expansion of her declaration, she calls for Reconstruction 2.0, a multilayered plan to reclaim economic and social restitutions—those restitutions promised with emancipation but blocked, again and again, for more than 150 years. And, most of all, Jones delivers strategies for how we can effect change as citizens and allies while nurturing ourselves—the most valuable asset we have—in the fight against a system that is still rigged.

Decolonizing Childhoods

Learner-Centered Teaching

Discursive Approaches to Populism Across Disciplines

Dirty Work

Teaching Literacy across Content Areas

Essential Jobs and the Hidden Toll of Inequality in America

Postcolonial Studies Across the Disciplines

Infused with our authors' personal experiences teaching, Literacy in Australia, 3rd Edition is delivered as a full colour printed textbook with an interactive eBook code included. This enables students to master concepts and succeed in assessment by taking the roadblocks out of self-study, with features designed to get the most out of learning such as animations, interactivities, concept check questions and videos. With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text, pre-service teachers will be well-equipped with the knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students.

"From the authors of the bestselling Fact vs. Fiction, this book offers easy-to-implement lessons to engage students in becoming media literacy "digital detectives," looking for clues, questioning motives, uncovering patterns, developing theories and, ultimately, delivering a verdict" --

Academic literacy - prepare to learn is different from traditional courses in that it is task-based: it requires of language learners who are developing their academic literacy to do authentic academic tasks and to solve real academic problems.

Bringing together contributions from various disciplines and academic fields, this collection engages in interdisciplinary dialogue on postcolonial issues. Covering African, anglophone, Romance, and New-World themes, linguistic, literary, and cultural studies, and historiography, music, art history, and textile studies, the volume raises questions of (inter)disciplinarity, methodology, and entangled histories. The essays focus on the representation of slavery in the transatlantic world (the USA, Jamaica, Haiti, and the wider Caribbean, West Africa, and the UK), Drawing on a range of historical sources, material objects, and representations, they study Jamaican Creole, African masks, knitted objects, patchwork sculpture, newspapers, films, popular music, and literature of different genres from the Caribbean, West and South Africa, India, and Britain. At the same time, they reflect on theoretical problems such as intertextuality, intermediality, and cultural exchange, and explore intersections – postcolonial literature and transatlantic history; postcolonial and African-American studies; postcolonial literary and cultural studies. The final section keys in with the overall aim of challenging established disciplinary modes of knowledge production: exploring schools and universities as locations of postcolonial studies. Teachers investigate the possibilities and limits of their respective institutions and probe new ways of engaging with postcolonial concerns. With its integrative, interdisciplinary focus, this collection addresses readers interested in understanding how colonization and globalization have influenced societies and cultures around the world. Contributors: Anja Bandau, Sabine Breock, Sarah Fekadu, Matthias Galler, Janou Gliencross, Jana Gohrnsch, Ellen Grünkemeier, Jessica Hemmings, Jan Hüsgen, Johannes Saim Ismael-Wendt, Ursula Kluwick, Henning Marquard, Dennis Mischke, Timo Müller, Mala Pandurang, Carl Plasa, Elinor Jane Pohl, Brigitte Reinwald, Steffen Runkel, Andrea Sand, Cecile Sandten, Frank Schulze-Engler, Melanie Ulz, Reinhold Wandel, Tim Watson

Jana Gohrnsch and Ellen Grünkemeier are based in the English Department of Leibniz University, Hannover (Germany), where they research and lecture in British studies with a focus on (post)colonial literatures and cultures.

Cultures of Education and Practices of Teaching

Perspectives and Suggestions

We Make the Road by Walking

Comprehension Going Forward

Developing Digital Detectives

Improving Academic Integrity

Beyond Bibliometrics

This book is open access under a CC-BY licence. Part of the AHRC/British Library Academic Book of the Future Project, this book interrogates current and emerging contexts of academic books from the perspectives of thirteen expert voices from the connected communities of publishing, academia, libraries, and bookselling.

This book gives all teachers in grades 5-12 practical strategies for building the unique literacy skills that students need for success in their respective subject areas. Drawing from interviews with leading educators and professionals in science, mathematics, history, the arts, and other disciplines, the authors explain what disciplinary literacy is and discuss ways to teach close reading of complex texts, discipline-specific argumentation skills, academic vocabulary, the use of multimedia materials, lesson plans, practice activities, and recommended online teaching videos. Purchasers get access to a Web page where they can download and print the book's 20 reproducible forms in a convenient 8 1/2" x 11" size.

Written for Higher Education educators, managers and policy-makers, Plagiarism, the Internet and Student Learning combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed. It offers a new way to conceptualize plagiarism and provides a framework for professionals dealing with plagiarism in higher education. Sutherland-Smith presents a model of plagiarism, called the plagiarism continuum, which usefully informs settings. The model was developed from a cross-disciplinary examination of plagiarism with a particular focus on understanding how educators and students perceive and respond to issues of plagiarism. The evolution of plagiarism, from its birth in Law, to a global issue, poses challenges to international educators in diverse cultural settings. The case studies included are the voices of educators and students discussing the complexity of plagiarism in policy and practice, as well as studies plus qualitative empirical research on plagiarism, conducted in Australia between 2004-2006, explain why it has emerged as a major issue. The book examines current teaching approaches in light of issues surrounding plagiarism, particularly Internet plagiarism. The model affords insight into ways in which teaching and learning approaches can be enhanced to cope with the ever-changing face of plagiarism. This book challenges Higher Education educators, managers and po

phenomenon of plagiarism in academic writing. Engaging Minds: Cultures of Education and Practices of Teaching explores the diverse beliefs and practices that define the current landscape of formal education. The 3rd edition of this introduction to interdisciplinary studies of teaching and learning to teach is restructured around four prominent historical moments in formal education: Standardized Education, Authentic Education, Democratic Citizenship Education, Systemic Sustainability Education. These moments serve as the focus with history, epistemology, and pedagogy within the moment. This structure makes it possible to read the book in two ways – either "horizontally" through the four in-depth treatments of the moments or "vertically" through coherent threads of history, epistemology, and pedagogy. Pedagogical features include suggestions for delving deeper to get at subtleties that can't be simply stated or appreciated through reading alone, several strategies to highlight and distinguish important among the search terms and in the Influences section rather than a formal reference list.

Why They Can't Write

Teaching Civic Engagement

An Introductory Guide

From Student to Active Citizen

The Informed Writer

Looking and Learning: Visual Literacy across the Disciplines

Teaching Readers in Post-Truth America

"Academic Literacy is an essential tool for people moving into the tertiary phase of education, to support the achievement of their goals. It covers all the necessary academic skills and competencies for constructive and successful study – not only reading, writing, listening and verbal communication, but also critical thinking, possibly the core skill needed at this level of study. Other skills it aims to develop are: understanding and engaging in academic study; vocabulary; reading for study purposes; argument; paraphrasing and summarising; writing paragraphs; assignment writing; and preparing for examinations. New to the edition : An updated and expanded chapter on developing vocabulary and using dictionaries -- Renewed focus on critical thinking and reflective writing -- A refreshed chapter on writing paragraphs, including reflection on constructing effective paragraphs -- Supplemental text on assignment writing and referencing." --Publisher's description.

This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer to being learner centered teachers than they think, but don't have the full conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen. LCT keeps all of the good features of a teacher-centered approach and applies them in ways that are in better harmony with how our brains learn. It, for instance, embraces the teacher as expert as well as the appropriate use of lecture, while also offering new, effective ways to replace practices that don't optimize student learning. Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning. To enable faculty to navigate this shift, Terry Doyle presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate; and on successful communication techniques. The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked; and on the response from an equal number of regional, national and international conferences at which he has presented on topics related to LCT.

Combining current knowledge of what works in teaching and learning with the most enduring philosophies of classical education, this book challenges readers to develop the skills, attitudes, knowledge, and habits of mind of strong writers.

European colonization of other continents has had far-reaching and lasting consequences for the construction of childhoods and children's lives throughout the world. Liebel presents critical postcolonial and decolonial thought currents along with international case studies from countries in Africa, Latin America, and former British settler colonies to examine the complex and multiple ways that children throughout the Global South continue to live with the legacy of colonialism. Building on the work of Cannella and Viruru, he explores how these children are affected by unequal power relations, paternalistic policies and violence by state and non-state actors, before showing how we can work to ensure that children's rights are better promoted and protected, globally.

Disciplines, Classrooms, Contexts

From Exclusion to Dignity

Poetry and Pedagogy across the Lifespan

The Return of Populists and the People

A Teacher's Guide for Grades 5-12

Where We Are, What's Next

Literacy in Australia

A landmark in the process of decolonizing imperial Western knowledge. Walter Mignolo, Duke University To the colonized, the term "research" is conflated with European colonialism; the ways in which academic research has been implicated in the throes of imperialism remains a painful memory. This essential volume explores intersections of imperialism and research - specifically, the ways in which imperialism is embedded in disciplines of knowledge and tradition as 'regimes of truth.' Concepts such as 'discovery' and 'claiming' are discussed and an argument presented that the decolonization of research methods will help to reclaim control over indigenous ways of knowing and being. Now in its eagerly awaited second edition, this bestselling book has been substantially revised, with new case-studies and examples and important additions on new indigenous literature, the role of research in indigenous struggles for social justice, which brings this essential volume urgently up-to-date.

This volume offers a practical model that teachers in any discipline can use to incorporate informational texts into their classrooms on their own or in collaboration with colleagues in other content areas. We also share suggestions and ideas for initiating and implementing collaboration between teachers of any discipline, even those working at the secondary level with complex schedules and curricula.

In this volume, the authors focus on the importance of inclusive teaching and the role faculty can play in helping students achieve, though not necessarily in the same way. To teach with a focus inclusion means to believe that every person has the ability to learn. It means that most individuals want to learn, to improve their ability to better understand the world in which they live, and to be able to navigate their pathways of life. This volume includes the following topics: best practices for teaching students with social, economic, gender, or ethnic differences adjustments to the teaching and learning process to focus on inclusion strategies for teaching that help learners connect what they know with the information presented environments that maximize learners' academic and social growth. The premise of inclusive teaching works to demonstrate that all people can and do learn. Educators and administrators can incorporate the techniques of inclusive learning and help learners retain more information. This is the 141st volume of the quarterly Jossey-Bass higher education series New Directions for Teaching and Learning. It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

This book, offered here in its first open-access edition, addresses a wide range of writing activities and genres, from summarizing and responding to sources to writing the research paper and writing about literature. This edition of the book has been adapted from the fifth edition, published in 1995 by Houghton Mifflin. Copyrighted materials—primarily examples within the text—have been removed from this edition.

Literacy in the Disciplines

Conversations on Education and Social Change

How We Can Win

Language Development across the Life Span

Reclaiming Accountability

Anticipation Across Disciplines

Prepare to Learn

For democracy to function effectively, citizens must engage together and compromise. Although these skills are critical for a vibrant society, civic engagement education is lacking in America today. This book evaluates the goals, challenges, and rewards of integrating civic education into K-12 and higher education, highlighting best practices.

A groundbreaking, urgent report from the front lines of "dirty work"—the work that society considers essential but morally compromised. Drone pilots who carry out targeted assassinations. Undocumented immigrants who man the "kill floors" of industrial slaughterhouses. Guards who patrol the wards of the United States' most violent and abusive prisons. In Dirty Work, Eyal Press offers a paradigm-shifting view of the moral landscape of contemporary America through the stories of people who perform society's most ethically troubling jobs. As Press shows, we are increasingly shielded and distanced from an array of morally questionable activities that other, less privileged people perform in our name. The COVID-19 pandemic has drawn unprecedented attention to essential workers, and to the health and safety risks to which workers in prisons and slaughterhouses are exposed. But Dirty Work examines a less familiar set of occupational hazards: psychological and emotional hardships such as stigma, shame, PTSD, and moral injury. These burdens fall disproportionately on low-income workers, undocumented immigrants, women, and people of color. Illuminating the moving, sometimes harrowing stories of the people doing society's dirty work, and incisively examining the structures of power and complicity that shape their lives, Press reveals fundamental truths about the moral dimensions of work and the hidden costs of inequality in America.

This book examines the future in Indigenous North American speculative literature and digital arts. Asking how different Indigenous works imagine the future and how they negotiate settler colonial visions of what is to come, the chapters illustrate that the future is not an immutable entity but a malleable textual/digital product that can function as both a colonial tool and a catalyst for decolonization. Central to this study is the development of a methodology that helps unearth the signifying structures producing the future in selected works by Darcie Little Badger, Gerald Vizenor, Stephen Graham Jones, Skawennati, Danis Goulet, Scott Benesinaabandan, Postcommodity, Kite, Jeff Barnaby, and Ryan Singer. Drawing on Jason Lewis's "future imaginary" as the theoretical core, the book describes the various forms of textual representation and virtual simulation through which notions of Indigenous continuation are expressed in literary and new media works. Arguing that Indigenous authors and artists apply the aesthetics of the future as a strategy in their works, the volume conceptualizes its multimedia corpus as a continuously growing archive of, and for, Indigenous futures.

Teaching Readers in Post-Truth America shows how postsecondary teachers can engage with the phenomenon of "post-truth." Drawing on research from the fields of educational and cognitive psychology, human development, philosophy, and education, Ellen C. Carillo demonstrates that teaching critical reading is a strategic and targeted response to the current climate. Readers in this post-truth culture are under unprecedented pressure to interpret an overwhelming quantity of texts in many forms, including speeches, news articles, position papers, and social media posts. In response, Carillo describes pedagogical interventions designed to help students become more metacognitive about their own reading and, in turn, better equipped to respond to texts in a post-truth culture. Teaching Readers in Post-Truth America is an invaluable source of support for writing instructors striving to prepare their students to resist post-truth rhetoric and participate in an information-rich, divisive democratic society.

Collaborating with Informational Text

Essential Lessons for Discerning Fact from Fiction in the 'fake News' Era

Reading, Writing, Thinking, and Doing . . . Content Area by Content Area

Teaching Information Literacy and Writing Studies

Plagiarism, the Internet, and Student Learning

The Teacher's Guide to Media Literacy

Critical Thinking in a Multimedia World

Navigating the Postqualitative, New Materialist and Critical Posthumanist Terrain Across Disciplines is an accessible introductory guide to theories, paradigm shifts and key concepts in postqualitative, new materialist and critical posthumanist research. Supported by its own website, this first book in a larger series is an essential companion to the primary texts and original sources of the theorists discussed in this and other books in the series. Disrupting the theory/practice divide, the book offers a postqualitative reimagining of traditional research processes. In doing so, it guides readers through the contestation of binaries, innovative concepts, and the practical provocations that make up the postqualitative terrain. It orients the researcher in the ontological re-turn also by considering Indigenous knowledges, African, Eastern and young children's philosophies. The style itself is postqualitative through diffraactive engagements by the authors and the website includes some examples of the practical provocations described in the book that give an imaginary of how postqualitative research can be taught and enacted. This book is an

essential resource for novice as well as experienced researchers working both within and across disciplines in higher education.

This book is written primarily for pre-service and in-service teachers of Literacy/English Language Arts, school administrators, literacy graduate education students, and literacy education researchers, and addresses the myriad of questions regarding the implementation of the Common Core State Standards. Classroom teachers and pre-service teachers are currently confronting questions such as how they can teach the Common Core State Standards to make sure they are fully addressing them; how they can have the time to teach students to have deeper understandings of the skills and concepts addressed in the Standards; what they can do to meet the learning needs of diverse students such as English language learners and students with learning disabilities; whether teachers of content areas are required to add reading instruction to their teaching responsibilities; whether the Standards tell teachers what to teach; and whether the document tells teachers how to implement the Standards in the classroom, among others. This book is designed to answer these questions and many others. Each chapter contains instructional practices, examples, vignettes, and illustrations that connect the Common Core State Standards to classroom practices, and thereby provide pre-service and in-service teachers with meaningful, relevant, and practical teaching strategies to prepare culturally, academically, and linguistically diverse students in California and other states of the nation for both career and college. In this regard, readers of this book will find that the authors have provided a pathway to better understand the Common Core State Standards, and will be able to use what they learn in the pages of this book to provide more effective instruction for their students across the disciplines to read, analyse, and critique complex texts and apply knowledge to solve practical, real-life problems.

This book offers insights from a seven-year study into the impact of English as an International Language at a national level, from the effect of rich English input on a previously monolingual people's linguistic repertoire to its effect on the situated language use demanded of speakers who find themselves in a new linguistic environment for which they have not been prepared. The changes described in the book have occurred in a speech community that identifies strongly with the local language, but finds itself increasingly having to use another language to perform daily functions in education and work. Findings describe how the official language and educational policies have not addressed this new linguistic ecology of Iceland. The findings of these studies have larger international practical, educational, empirical, and theoretical implications and should be relevant to anyone interested in the impact of English as an International Language.

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and

education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.

New Directions for Teaching and Learning, Number 141

Effective Strategies that Reach All K-12 Students in the Era of the Common Core State Standards

Beyond Discipline

The Impact of English on Education and Work in Iceland

Using Sources in the Disciplines

Race, History and Changing the Money Game That's Rigged

Academic Literacy 3e

Teaching Civic Engagement provides an exploration of key theoretical discussions, innovative ideas, and best practices in educating citizens in the 21st century. The book addresses theoretical debates over the place of civic engagement education in Political Science. It offers pedagogical examples in several sub-fields, including evidence of their effectiveness and models of appropriate assessment. Written by political scientists from a range of institutions and subfields, **Teaching Civic Engagement** makes the case that civic and political engagement should be a central part of our mission as a discipline.

This dialogue between two of the most prominent thinkers on social change in the twentieth century was certainly a meeting of giants. Throughout their highly personal conversations recorded here, Horton and Freire discuss the nature of social change and empowerment and their individual literacy campaigns.

This book explores poetry and pedagogy in practice across the lifespan. Poetry is directly linked to improved literacy, creativity, personal development, emotional intelligence, complex analytical thinking and social interaction: all skills that are crucial in contemporary educational systems. However, a narrow focus on STEM subjects at the expense of the humanities has led educators to deprioritize poetry and to overlook its interdisciplinary, multi-modal potential. The editors and contributors argue that poetry is not a luxury, but a way to stimulate linguistic experiences that are formally rich and cognitively challenging. To learn through poetry is not just to access information differently, but also to forge new and different connections that can serve as reflective tools for lifelong learning. This interdisciplinary book will be of value to teachers and students of poetry, as well as scholars interested in literacy across the disciplines.

Connecting Across Disciplines

Research and Indigenous Peoples

Improving Writing Programs through Accreditation and Large-Scale Assessments

Volume 2, Upper-Level and Graduate Courses

The Great Mental Models: General Thinking Concepts

Engaging Minds

Understanding Second Language Acquisition