Introduction to Mass Communication: Media Literacy and Culture

Introduction to Mass Communication: Media Literacy and Culture is an integrated program that encourages students to be active media consumers and gives them a deeper understanding of the role that the media plays in both shaping and reflecting culture. Through this cultural perspective, students learn that audience members are as much a part of the mass communication process as are the media producers, technologies, and industries. This was the first, and remains the only, university-level program to make media literacy central to its approach, and given recent national and global turmoil, its emphasis on media use and democracy could not be more timely.

New for the eighth edition, Connect Mass Communication combines contemporary course content and groundbreaking digital tools to create a unique learning environment. With Connect Mass Communication, the Introduction to Mass Communication: Media Literacy and Culture program integrates an interactive eBook with dynamic online activities and assignments that help students study more efficiently and effectively. A new bank of CNN videos helps students learn the impact of media through a cultural and global lens.

Reading, Writing, and Literacy 2.0

Reading, Writing, and Literacy 2.0 - Teaching with Online Texts, Tools, and Resources, K-8

In today’s high-stakes testing environment, integrating technology into the curriculum is often seen as something extra or for use with a few special projects. With the growth in Internet use by even the youngest children, educators urgently need a practical introduction to online literacy and reading comprehension. Reading, Writing, and Literacy 2.0 offers that and more by providing tools and teaching strategies for incorporating online reading and writing into classroom learning, as well as a host of web resources that teachers can draw on to make this happen.

All this without endless hours of searching! Denise Johnson’s book connects to the Common Core State Standards and is organized around the Technological Literacy Assessment of the National Assessment of Education Progress (NAEP), which focuses on three areas that characterize a technologically literate person: knowledge, capabilities, and critical thinking and decision making. This resource provides everything reading teachers need to begin using technology to deepen and enrich literacy learning for all students. In addition, the author maintains a companion blog to update and add helpful teaching links.

Dimensions of Literacy

This popular text, now in its fourth edition, "unpacks" the various dimensions of literacy-linguistic and other sign systems; cognitive; sociocultural; and developmental- and at the same time accounts for the interrelationships among them. Distinguished by its examination of literacy from a multidimensional and interdisciplinary perspective, it provides a strong conceptual foundation upon which literacy curriculum and instruction in school settings can be grounded. Linking theory and research to practice in an understandable, user-friendly manner, the text provides in-depth coverage of the dimensions of literacy, includes demonstrations and "hands-on" activities, examines authentic reading and writing events that reflect key concepts, and summarizes the concepts in tables and figures.

Changes in the Fourth Edition

- Addresses academic language, new literacies/multiliteracies, and their relationship to literacy learning
- More fully develops the developmental dimension of literacy in separate chapters on adult mediation and learner construction
- Expands the discussion of multimodal literacies
- Extends and integrates the discussion of bilingualism and biliteracy throughout the text
- Integrates instructional implications more fully throughout

Writing and Teaching to Change World

The story begins when some committed and curious teachers from the Red Clay Writing Project gathered into a teacher inquiry community to spend a year focusing on and documenting their experiences with one of their most disenfranchised students. By analysing and rethinking what they do in the classroom and why they do it, the authors come to re-imagine who they are as teachers and as human beings. These honest and compelling stories about connecting with one student uncover valuable insights for becoming more responsive to all students.

The book introduces the Oral Inquiry Process and examines its role in fostering critical awareness among educators. Perfect for use in teacher preparation courses and professional learning groups, the text includes prompts at the end of each chapter to support teacher-writer groups, along with a suggested writing exercise.
Bilingual Advantage: Language, Literacy and US Labor Market

The Bilingual Advantage draws together researchers from education, economics, sociology, anthropology and linguistics to examine the economic and employment benefits of bilingualism in the US labor market, countering past research that shows no such benefits exist. Collectively, the authors draw on novel methodological approaches and new data to examine the economics of bilingualism for the new generation of bilinguals entering a digital-age globalized workforce. The authors also pay considerable attention to how to best capture measures of bilingualism and biliteracy, given the constraints of most existing datasets.

Mobile Learning

This book is a wide-ranging exploration of the use of mobile devices for teaching and learning language and literacies. It investigates the particular qualities of mobile devices which open up new educational possibilities, and examines the agendas behind the use of these tools in the developed and developing world alike. A history of the development of the hardware and software leads into a detailed study of how mobile devices can be used to teach language, which language areas and skills are already being taught around the world, and how the teaching of literacy, including digital literacies, can be supported.

Eighteen case studies from across the globe are complemented by 13 vignettes by experienced mobile educators, thus building up a rich picture of contemporary mobile learning as well as sketching an outline of likely future developments.

Negotiating Critical Literacies with Young Children

In this innovative and engaging text, Vivian Maria Vasquez draws on her own classroom experience to demonstrate how issues raised from everyday conversations with pre-kindergarten children can be used to create an integrated critical literacy curriculum over the course of one school year. The strategies presented are solidly grounded in relevant theory and research. The author describes how she and her students negotiated a critical literacy curriculum; shows how they dealt with particular social and cultural issues and themes; and shares the insights she gained as she attempted to understand what it means to frame ones teaching from a critical literacy perspective.

The Common Core State Standards require schools to include writing in a variety of genres across the disciplines. Engaging Students in Academic Literacies provides specific information to plan and carry out genre-based writing instruction in English for K-5 students within various content areas. Informed by systemic functional linguistics-a theory of language IN USE in particular ways for particular audiences and social purposes-it guides teachers in developing students' ability to construct texts using structural and linguistic features of the written language.

Engaging Students in Academic Literacies

This approach to teaching writing and academic language is effective in addressing the persistent achievement gap between ELLs and "mainstream" students, especially in the context of current reforms in the U.S. Transforming systemic functional linguistics and genre theory into concrete classroom tools for designing, implementing, and reflecting on instruction and providing essential scaffolding for teachers to build their own knowledge of its essential elements applied to teaching, the text includes strategies for apprenticing students to writing in all genres, features of elementary students' writing, and examples of practice.
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<th><strong>Chasing Literacy: Reading and Writing in Age of Acceleration</strong></th>
<th><strong>Digital Literacies</strong></th>
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<td>Arguing that composition should renew its interest in reading pedagogy and research, Chasing Literacy offers writing instructors and literacy scholars a framework for understanding and responding to the challenges posed by the proliferation of interactive and multimodal communication technologies in the twenty-first century. Employing case-study research of student reading practices, Keller explores reading-writing connections in new media contexts. He identifies a culture of acceleration—a gathering of social, educational, economic, and technological forces that reinforce the values of speed, efficiency, and change—and challenges educators to balance new “faster” literacies with traditional “slower” literacies. In addition, Keller details four significant features of contemporary literacy that emerged from his research: accumulation and curricular choices; literacy perceptions; speeds of rhetoric; and speeds of reading. Chasing Literacy outlines a new reading pedagogy that will help students gain versatile, dexterous approaches to both reading and writing and makes a significant contribution to this emerging area of interest in composition theory and practice.</td>
<td>With our increasing use of digital and online media, the way we interact with these forms of communication is having an enormous impact on our literacy and learning. In Digital Literacies, Julia Gillen argues that to a substantial extent Linguistics has failed to rise to the opportunities presented by studying language in digital contexts. Assuming no existing knowledge, and drawing from a wide range of research projects, she presents a range of approaches to the study of writing and reading language online. Challenging some of the existing concepts, Digital Literacies traces key ideas through both the history of literacy studies and contemporary approaches to language online, including linguistic ethnography and corpus linguistics. Examples, taken from real life studies, include the use of digital technologies in everyday life, online teenage communities and professional use of Twitter in journalism. Within each chapter, the relevant research methods used are explored and then tied to the theory underpinning them. This book is an innovative and essential read for all those studying and researching applied linguistics, particularly in the areas of literacy and multimodality, at an upper undergraduate and postgraduate level. The title will also be of interest to those working with new media in the fields of Media and Communication Studies, Cultural Psychology, and Education.</td>
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<th><strong>Slow Book Revolution: Creating New Culture of Reading on College Campuses and Beyond</strong></th>
<th><strong>Handbook of Effective Literacy Instruction</strong></th>
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<td>In a world of constant Facebook posts and Tweets, digital distractions and online reading habits are wearing at students’ ability to focus, reflect, synthesize, and think deeply. This professional text, based on a concept introduced by Maura Kelly in the online edition of The Atlantic, delves into the trend toward contemplative reading—otherwise known as the Slow Book movement—explaining what it is, why it’s important, and how you can implement it in various ways and in multiple settings. Author and librarian Meagan Lacy, along with contributions from others in the field, offers insights, advice, and practical tools to help you foster an appreciation of reading in students both during and after college. The first part of the book establishes the importance of the Slow Book movement, while the second and third sections combine case studies and guidance for employing the principles of this method across multiple genres, including fiction, nonfiction, classics, and contemporary works. Chapters build a rationale for the approach, describe its underlying philosophy, and articulate concrete ways to apply the methodology in different venues.</td>
<td>This highly readable handbook synthesizes the best research on K-8 literacy instruction and distills key implications for classroom practice. Noted contributors provide clear recommendations for creating effective, motivating classroom environments; teaching core components of literacy; integrating literacy with content-area instruction; and building a schoolwide literacy program that helps all students succeed. Helpful figures, tables, resource lists, reflection questions, and concrete examples from real classrooms make the book an ideal tool for teacher training and professional development. Numerous reproducible worksheets and checklists can be downloaded and printed in a convenient 8 1/2” x 11” size.</td>
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Developing Word Recognition

v měkké vazbě, 232 stran
vyd. Guilford Publications, VIII/2014
ISBN 9781462514151

běžná cena 740 Kč vč. DPH
v této nabídce 610 Kč vč. DPH

A complete road map for word knowledge instruction in PreK-2, this book focuses on developing the word recognition and phonics skills identified in the Common Core standards for foundational skills. It offers clear-cut instructions for assessing students’ stages of word knowledge development—emergent, beginning, or transitional—and their specific instructional needs. Chapters on each developmental stage are packed with effective learning activities and strategies, plus guidance for fitting them into the classroom day.

Of special value, online-only appendices provide purchasers with more than 50 reproducible assessment and instructional tools, ready to download and print in a convenient 8 1/2” x 11” size.

Designing Early Literacy Programs

v měkké vazbě, 517 stran
vyd. Guilford Publications, 2. vydání, VI/2014
ISBN 9781462514120

běžná cena 825 Kč vč. DPH
v této nabídce 670 Kč vč. DPH

This acclaimed teacher resource and course text describes proven ways to accelerate the language and literacy development of young children, including those at risk for reading difficulties. The authors draw on extensive research and classroom experience to present a complete framework for differentiated instruction and early intervention. Strategies for creating literacy-rich classrooms, conducting effective assessments, and implementing targeted learning activities are illustrated with vivid examples and vignettes.

Helpful reproducible assessment tools are provided. Purchasers also get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2” x 11” size. New to This Edition *Fully restructured around a differentiated instruction model.


*Links instruction to the Common Core State Standards.

Common Core in Content Areas: Balancing Content and Literacy

v měkké vazbě, 172 stran
vyd. Routledge, VI/2014
ISBN 9780415742849

běžná cena 825 Kč vč. DPH
v této nabídce 670 Kč vč. DPH

The Common Core is requiring literacy across the curriculum, but what does that mean for teachers of subjects like math, science, and social studies who have a lot of content to cover? In this essential book, author Jessica Bennett reassures you that you don’t have to abandon all of your great content lessons and start from scratch. Instead, you can reflect on what you’re already doing well and make adjustments and enhancements as necessary. Bennett starts with a clear breakdown of the Common Core ELA Social Studies/History and Science and Technical Subjects Standards for Grades 7-12 and what they actually look like.

She provides a variety of practical strategies and scaffolds that you can use immediately to enhance your curriculum and meet the standards. You will learn how to: *Incorporate a wider variety of texts into your curriculum Teach students to use each text with purpose, whether it is for close reading, support, argumentation, or research *Assign meaningful group work and projects without feeling that they have to take up your whole curriculum Help students navigate their textbooks more effectively and read for information *Use the Common Core to meet the needs of diverse learners *Implement the four As strategy in which students absorb content, analyze information, argue reasons, and apply knowledge *Use writing tasks to strengthen student comprehension of content *Teach various forms of writing and the importance of text citations

And more!

Online by Design: Essentials of Creating Information Literacy Courses

v měkké vazbě, 200 stran
ISBN 9780810891111

běžná cena 1.142 Kč vč. DPH
v této nabídce 940 Kč vč. DPH

As more and more academic libraries consider offering online credit courses or converting face-to-face courses to online, instructional librarians need to quickly get up to speed about online course design and delivery. Even the most seasoned instruction librarian may be intimidated by the thought of converting their classroom course into an online course. Based on both sound research in the area on of online pedagogy and extensive teaching experience, this book includes ideas for: *Creating innovative and interactive information literacy tutorials that engage students.

2. Addressing common pitfalls of online instruction including communicating with students, designing a course that is easy to navigate, and getting the most out of the course management system. *Developing assignments and assessments that work in an online environment *Incorporating the ACRL Information Literacy Competency Standards for Higher Education into the materials development process. A must for both seasoned instruction librarians and those just starting, this book will provide librarians with the practical information needed to move their instruction online and teach a successful course.