

READ 4030: Teaching Reading in Secondary Schools

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In this course we will think together about what it means to read in school, what it means to read outside of school (there are differences), and what it means to “teach” reading to secondary students who have been navigating many forms of literacy for years before we meet them. We will begin by exploring our own reading practices, moving outward toward the ways in which reading in the larger culture is shaped by the social, economic, and deeply gendered conditions that provide the context for a reading life. We will ask not only how well people read, but why they read, what they read, when they read, where they read, how often they read, and why all of these matter when we discuss students’ reading abilities in school settings. And we will talk about the ways that we can assess our students’ reading practices while inviting and supporting their use of multiple reading strategies, both in school and out. Our conversations will be anchored by inquiry, by questions without easy answers. The course will be run largely as a workshop, with participation encouraged and expected.

Reading

Margaret Finders, *Just Girls: Hidden Literacies and Life in Junior High*. New York: Teachers College Press.

Tom Newkirk, *Misreading Masculinity: Boys, Literacy, and Popular Culture*. Portsmouth, NH: Heinemann.

Kylene Beers, *When Kids Can’t Read: What Teachers Can Do*. Portsmouth, NH: Heinemann.

All of these texts are available at the campus bookstore. In addition, we will be reading and discussing a number of shorter articles that will be available on the course WebCT site.

Writing

- A reflective essay on your own reading practices
- An analysis of advertisements in popular magazines and web sites intended for adolescent boys and girls
- An annotated bibliography of web sites that address the teaching of literature
- A reading profile of one of the classes you are observing
- An interview-based study of a reader in one of the classes you are observing

Talk

Clearly we'll be doing a good deal of reading and writing in our time together, but our classroom conversations, in small groups and large, will be the center of our course. It is important that you participate fully in these conversations, even if you're more naturally shy in groups and even if you feel that your own thoughts aren't yet fully formed. Teachers do most of their work in talk, and talk about reading has special characteristics which we will be exploring.

Course Schedule

Date	Topic	Assignment
8/19	Introduction	
8/26	What is Reading?	Reading Log* Rich Patchett Bennett Gee Reading at Risk
9/2	Reading & Gender	Finders Web sites
9/9	Reading and Gender	Newkirk Web sites
9/16	Reading and Discussion	Gender Analysis* Adler/Rougle (3 chapters) Stories

9/23	Reading and Discussion	Hynds McCann/Johannessen (Small group) McCann/Johannessen (Large group) Stories Think piece
9/30	Writing about Literature	Rabinowitz Newkirk Stories Think piece
10/7	Teaching Shakespeare	Bohannon Gibson O'Brien
10/14	Teaching Web sites	Annotated Bibliography*
10/21	Reading Strategies	Beers
10/28	Reading Strategies	Class profile* Beers
11/4	Reading Strategies	Wilhelm
11/11	November Unit	
11/18	November Unit	
11/25	Thanksgiving	
12/2	Assessing Reading	Handouts
12/9	Conclusion	Interview project*

