

READ 4030: Teaching Reading in Secondary Schools

James Marshall

309 Aderhold Hall

(706) 542-3818

marshall56@gmail.com

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 histories and 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

Jim Burke, *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Heinemann.

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.

Ruth Schoenbach *et al.*, *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.

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 revised version of the reading portion of your literacy autobiography
- A short analysis of advertisements in popular magazines intended for adolescent boys and girls
- A reading profile of one of the classes you are observing
- An interview-based case study of a reader in one of the classes you are observing
- Two-three short plans for teaching specific texts that your students might read
- A reflective essay that looks back at your teaching of reading during your unit

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
8/17	Introduction	
8/24	Reading & Identity	Appleman Apol Agee
8/31	Reading & Gender	Finders
9/7	Reading & Gender	Newkirk Ads Analysis*
9/14	Reading in School	GPS Standards in Reading Reading at Risk Hirsch Literature anthologies
9/21	Reading in School	Reading profile of class* Shoenbach et. al.

9/28	Planning	Shoenbach et. al. Probst (Five Kinds) Rabinowitz
10/5	Teaching	Interview with a reader* McCann & Johannessen Hynds
10/12	Assessing	Second plan* Burke
10/19	Integrating Reading & Writing	Third plan* Petrosky Marshall Probst (Dialogue)
10/26	Fall break	
11/2	Reading in the Content Areas	Textbook samples
11/9	In schools	
11/16	In schools	
11/30	A look back	Marshall Appleman Sheridan
12/5	Conclusions	Reflections on teaching*