

READ 6030: Teaching Reading in the Secondary School
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In this course we will examine 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

Burke, Jim (2000). *Reading Reminders*. Portsmouth, NH: Heinemann.

Finders, Margaret. *Just Girls* (1997). New York: Teachers College Press.

Smith, M., & Wilhelm, J. (2002). *‘Reading Don’t Fix No Chevy’s’: Literacy in the Lives of Young Men*. Portsmouth, NH: Heinemann.

Willhelm, J. (1995). *‘You Gotta Be the Book’: Teaching Engaged and Reflective Reading with Adolescents*. Portsmouth, NH: Heinemann.

Schoenbach, R., Greenleaf, C., Cziko, C., Hurwitz, L. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.

All of these texts are available in the campus bookstore or through Amazon. In addition, we will be reading some shorter articles and book chapters that will be available on a course website.

Writing

Three essays of varying length:

- A reading autobiography
- A case study of two readers, one younger, one older, based on interviews that you will conduct
- An instructional project where you will draw upon our readings and discussion to construct a series of plans for a particular classroom setting.

We will be sharing all of these in class.

In addition to the essays, you will be asked each week to post a response to the readings for the week to the course listserv. These should be one or two paragraphs in length. Rather than summarize the readings, these postings should raise questions, express doubts, make connections, or otherwise invite discussion.

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.

Three Dictums

- Real life is real life so I know that there may sometimes be special circumstances when you will be late or absent from class. More than one or two of these, and we'll have to talk. But please always send me an email ahead of time if something has happened to keep you away from class.
- Since we will be reading each others' writing in class, it is very important that you have your assignments completed on the day they are due. This is a courtesy to your colleagues in the class as well as an expectation for the course.
- Please turn off your cell phones and pagers while we are in class together.

Schedule (subject to minor revisions)

Date	Topic	Assignment
8/24	Ourselves as readers	
8/31	Gender and Reading	Finders
9/7	Gender and Reading	Smith & Wilhelm <i>Reading autobiography</i>
9/14	Reading in real life	Short readings
9/21	Reading in school	Short readings
9/28	Reading in school	Schoenbach et al.
10/5	Reading in school	Schoenbach et al. Short readings <i>Case study</i>
10/12	Reading literature	Short readings
10/19	Reading literature	Short readings
10/26	Supporting reading	Wilhelm
11/2	Supporting reading	Wilhelm
11/9	Supporting reading	Burke
11/16	Supporting reading	Short readings
11/30	Testing reading	Short readings
12/7	Conclusions	<i>Instructional project</i>

