

READ 6030: Teaching Reading in the Secondary School
James Marshall, Professor
Language and Literacy Education
309N Aderhold Hall
Phone: 542-3813
Email: marshall56@gmail.com
Office hours: By appointment
Course listserv: READ6030-L@listserv.uga.edu

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

Finders, Margaret. *Just Girls*. Teachers College Press.

Newkirk, Tom, *Misreading Masculinity*. Boynton-Cook.

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

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

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 the course WebCT site.

Writing

Four essays of varying length:

- An analysis of your own reading practices based on a reading log you will keep for a week
- An analysis of two advertisements, one intended for adolescent girls, the other intended for adolescent boys
- An analysis of two readers, one younger, one older, based on interviews that you will conduct with the readers
- An instructional project where you will describe assignments and activities that will support students in their reading for school.

We will be sharing all of these in class.

In addition to the essays, I will periodically ask you to write 1-2 page 'think pieces' about an issue that we will be discussing in class. I'll ask you to post these to the Discussion section of the WebCT site.

Talk

Clearly we'll be doing a good deal of reading and writing in our time together, but our classroom conversations 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.

Two Ground Rules

Real life is real life, so I know there will sometimes be reasons why you are late or absent from class. More than one or two of these and we'll have to talk. Otherwise, please be sure to email me ahead of time if there is going to be a problem getting to class.

Since we will be reading and responding to each other's work in class, it is very important that you bring copies of your completed assignments on the night they are due.

Course Schedule

Date	Topic	Assignment
1/10	Ourselves as Readers	
1/17	Reading & Identity	Reading Log* Reading at Risk Apol Agee
1/24	Reading & Gender	Reading log think piece* Finders
1/31	Reading & Gender	Newkirk
2/7	Reading in School	Ads analysis* GPS Schoenbach <u>et al.</u>
2/14	Reading in School	Schoenbach <u>et al.</u> Probst (Five kinds) Rabinowitz
2/21	Struggling Readers	Wilhelm
2/28	Struggling Readers	Wilhelm
3/7	Reading and Diversity	Interview project* Hull & Petrosky Obgu Delpit
3/21	Talking about Reading	McCann & Johannessen Hynds
3/28	Writing about Reading	Petrosky Probst (Dialogue)
4/4	Assessing Reading	Handouts

4/11	AERA (No class)	
4/18	The Larger Picture	Final project draft* Marshall
4/25	Conclusions	Final project due*