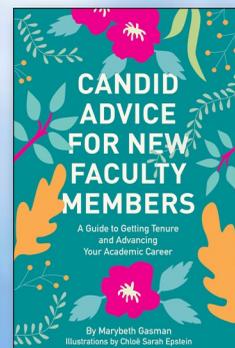
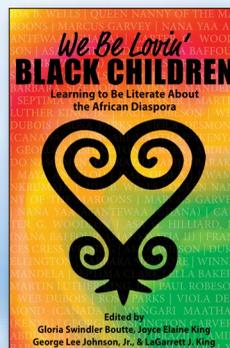
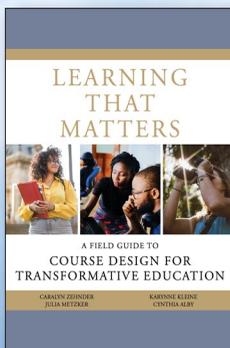
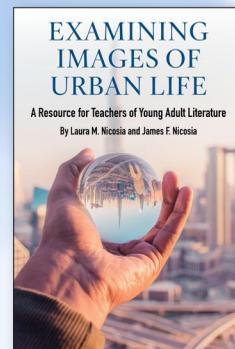
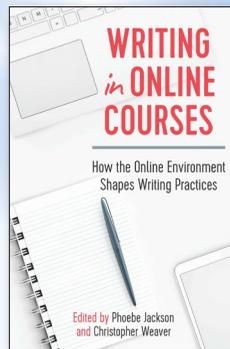
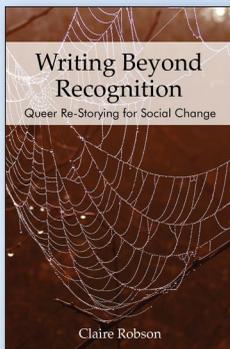
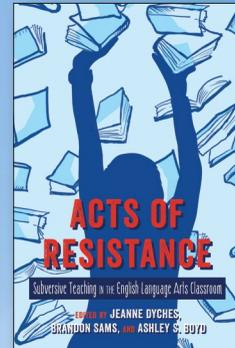
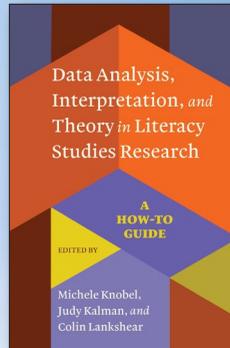
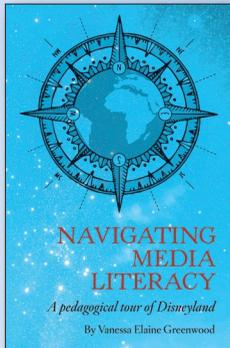


# New Literacy Education Titles from Myers Education Press

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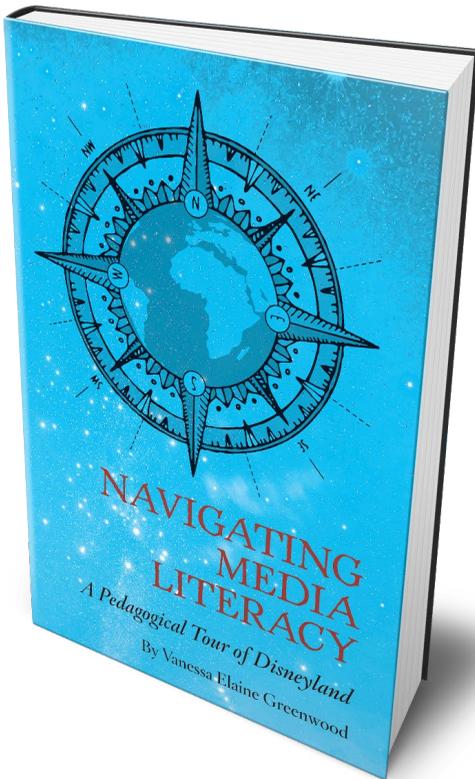
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Use discount code **MYLTRC** to receive  
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(Offer ends 6/30/2021.)

Vanessa E. Greenwood

## Navigating Media Literacy A Pedagogical Tour of Disneyland



August 2020 / 214 pages / 6" x 9"

Paper / 9781975502324 / \$38.95

Cloth / 9781975502317 / \$149.95

E-book / 9781975502348 / \$38.95

*Navigating Media Literacy: A Pedagogical Tour of Disneyland* is an education playbook applied to the vast mediated universe of Disney. Readers of all ages can critically apply media literacy principles while still conscientiously participating as consumer-citizens, media creators, and agents of change. Media literacy is defined throughout this book as an instructional method rather than a political movement. The book counterbalances the frequently myopic critiques of cultural scholars and the critical exemption granted by those across the world who find Disney to be a source of great pleasure. Integrated theory and practical examples allow readers to investigate for themselves and draw their own conclusions based on real inquisitive, observatory, and creative experiences that constitute media literacy (access, analyze, evaluate, create, reflect and act). Each chapter is ideologically mapped to an actual physical realm of Disneyland (e.g., Main Street, USA; Adventureland; Tomorrowland; Frontierland; Fantasyland). Each site provides a pedagogical playground for experimenting with each media literacy concept (e.g., context, audience, language, ownership, representation). The reader will come away with a deeper pedagogical understanding of how to cultivate media literacy using any context or subject—not just Disney. Each chapter includes discursive excerpts from students, along with assignments, discussion prompts, and classroom exercises, making it a valuable resource as a classroom textbook.

*“Navigating Media Literacy is three books in one. Dr. Greenwood offers a coherent argument for media literacy not as a set of skills for evaluating media messages, but as a way of processing all incoming signals through a holistic application of critical thinking. She also gives us the quintessential case history: Disney’s omnipresent, omniverous Black Magic Kingdom of cultural and commercial hegemony. And she presents the playback of a brilliant semester of undergraduate journeying into INeverThoughtAboutThatLand. All in the rarest of academic languages: clear English. Imagine!”*

—Bob Garfield, co-host of WNYC’s *On the Media* and author of *American Manifesto: Saving Democracy from Villains, Vandals, and Ourselves*

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**Vanessa Elaine Greenwood** (formerly Domine) is a full professor in the School of Communication & Media at Montclair State University. She holds BA and MA degrees in Communication Studies and a PhD in Media Ecology. She is the author of *Rethinking Technology in Schools: A Primer* and *Healthy Teens, Healthy Schools: How Media Literacy Education Can Renew Education in the United States*. Her research intersects the fields of communication, technology, and media literacy education.

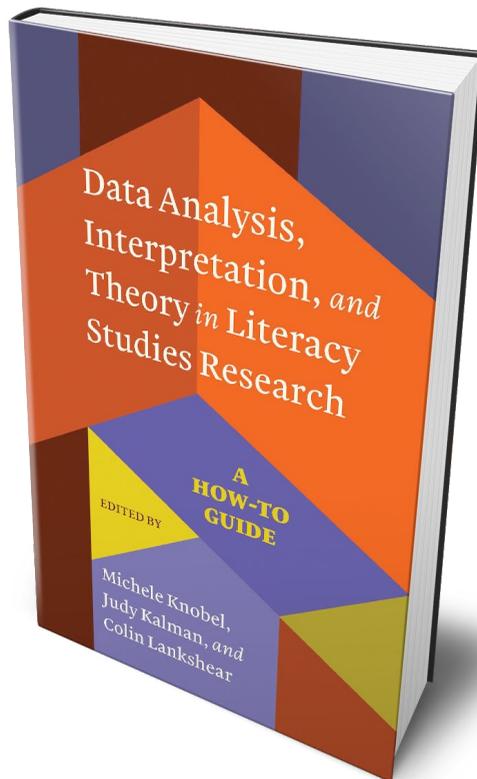
Edited by Michele Knobel, Judy Kalman and Colin Lankshear

## Data Analysis, Interpretation, and Theory in Literacy Studies Research A How-To Guide

Novice and early career researchers often have difficulty with understanding how theory, data analysis and interpretation of findings “hang together” in a well-designed and theorized qualitative research investigation and with learning how to draw on such understanding to conduct rigorous data analysis and interpretation of their analytic results.

*Data Analysis, Interpretation, and Theory in Literacy Studies Research* demonstrates how to design, conduct and analyze a well put together qualitative research project. Using their own successful studies, chapter authors spell out a problem area, research question, and theoretical framing, carefully explaining their choices and decisions. They then show in detail how they analyzed their data, and why they took this approach. Finally, they demonstrate how they interpreted the results of their analysis, to make them meaningful in research terms.

Approaches include interactional sociolinguistics, micro-ethnographic discourse analysis, multimodal analysis, iterative coding, conversation analysis, and multimediated discourse analysis, among others. This book will appeal to beginning researchers and to literacy researchers responsible for teaching qualitative literacy studies research design at undergraduate and graduate levels.



March 2020 / 275 pages / 7" x 10"

Paper / 9781975502133 / \$34.95

Cloth / 9781975502126 / \$89.95

E-book / 9781975502157 / \$34.95

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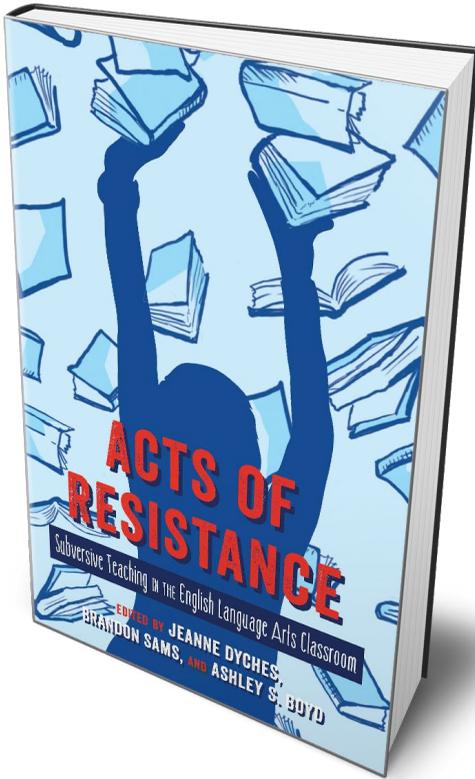
**Michele Knobel** is a Professor of Education at Montclair State University (USA). Her work has been translated into Spanish, Catalan, Portuguese, Chinese, Danish and Estonian. Publications include *New Literacies: Everyday Practices and Social Learning* (with Colin Lankshear, 2011) and *New Literacies and Teacher Learning: Professional Development and the Digital Turn* (edited with Judy Kalman, 2016).

**Judy Kalman** is a professor at the Department of Educational Research within the Center for Research and Advanced Studies of the IPN. She currently directs the Laboratory of Education, Technology and Society, a space for reflection, the exchange of ideas, design and research. Her recent books include *Leer y Escribir en el Mundo Social* [Reading and Writing in the Social World] (2018) and *Literacy and Numeracy in Latin America* (co-edited with Brian Street, 2013).

**Colin Lankshear** is a freelance educational researcher, writer and teacher with a particular interest in literacies associated with new technologies. He lives in Mexico and is currently adjunct professor at Mount Saint Vincent University (Canada). Publications include *Researching New Literacies: Design, Theory, and Data in Sociocultural Investigation* (2017) and *A New Literacies Reader: Educational Perspectives* (2013; both edited with Michele Knobel).

Edited by Jeanne Dyches, Brandon Sams and Ashley S. Boyd

## Acts of Resistance Subversive Teaching in the English Language Arts Classroom



January 2020 / 251 pages / 6" x 9"

Paper / 9781975503314 / \$35.95

Cloth / 9781975503307 / \$139.95

E-book / 9781975503338 / \$35.95

*“(T)his text supplies a much-needed collection of voices from the field who are seeking socially just, anti-oppressive futures. For teacher educators looking for examples that illustrate critical theory and reflect diverse teacher perspectives, this text contributes important examples and powerful stories.”*

—Katrina S. Kennett for *Teachers College Record*, 12/22/20

In 1969, Neil Postman and Charles Weingartner published *Teaching as a Subversive Activity*. Subversive teaching today, however, looks very different than it did in 1969. Teachers today must deliver their instruction in an era of formidable challenges related to curriculum, educational policy, and cultural and political ideology. Students learn in an environment that includes active shooter drills and increasingly violent public policy that assaults immigrants, people of Color, women, and the LGBTQIA+ community. A robust public education is needed now more than ever, though the resources to provide it dwindle daily.

*Acts of Resistance: Subversive Teaching in the English Language Arts (ELA) Classroom* showcases examples of subversive pedagogy to instruct and inspire teachers and to contextualize subversive ELA pedagogy in the contemporary educational moment. Chapter authors—in-service teachers and teacher educators alike—draw from case studies, narrative inquiry, and other qualitative methodologies to explain how they have variously taken up subversive pedagogy in the ELA classroom. Because teachers and other stakeholders resist oppressive structures—including disciplinary confinements—when they teach from subversive viewpoints, each chapter describes a disciplinary “act of resistance” that illuminates possibilities for countering uncritical, “traditional” handling of ELA experiences.

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**Jeanne Dyches**, Ph.D., is an assistant professor at Iowa State University. Her work has been published in *Journal of Literacy Research*, *Journal of Adolescent and Adult Literacy*, *Journal of Teacher Education*, *Urban Review*, and *Harvard Educational Review*.

**Brandon Sams** is an assistant professor of English education at Iowa State University. His work has recently been published in *English Teaching: Practice and Critique*, *The ALAN Review*, *Changing English*, and *The Journal of Language and Literacy Education*.

**Ashley S. Boyd** is an associate professor of English Education at Washington State. She has published in the *Journal of Teacher Education*, *English Education*, *Journal of Adolescent & Adult Literacy*, and the *International Journal of Critical Pedagogy*.

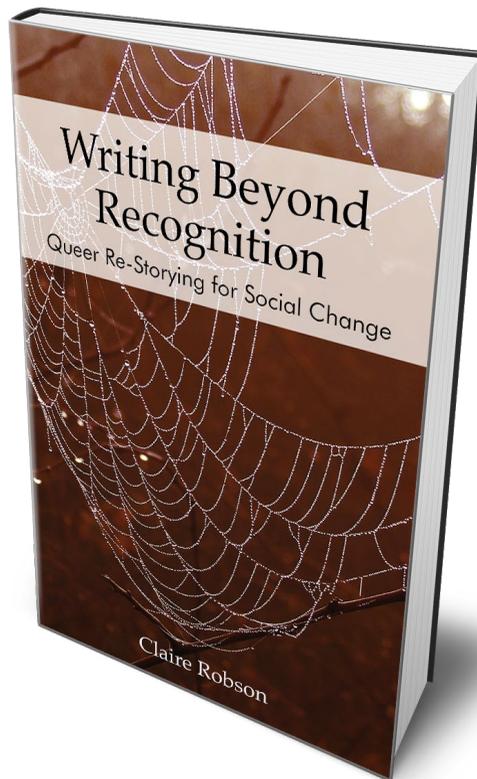
Claire Robson

## Writing Beyond Recognition Queer Re-Storying for Social Change

Queer Singularities: LGBTQ Histories, Cultures, and Identities in Education Series

*Writing Beyond Recognition: Queer Re-Storying for Social Change* documents and analyzes the insidious ways heteronormativity produces homophobia and heterosexism, including how this operates and is experienced by those who identify as gay, lesbian, bisexual, transgendered and queer.

Using critical arts research practices read through queer and feminist theories and perspectives, the chapters in the book describe how participants who identified as lesbian, gay, bisexual and transgendered gained critical insights by learning to write and read about their experiences in new ways. Their revised queer stories function to enable a movement beyond merely recognizing to appreciating and understanding those differences. Robson offers a powerful argument about how everyone is narrated by and through discourses of gender and sexuality. Therefore, the content of the book is directed at all readers, not only those who identify as gay, lesbian, bisexual, transgendered or queer. The book will be important as a text in any course or area of study that is focused on inclusive education, cultural studies in education, critical arts research methods, gender and sexuality studies, and critical literacy approaches in education.



October 2020 / 155 pages / 6" x 9"

Paper / 9781975504199 / \$34.95

Cloth / 9781975504182 / \$129.95

E-book / 9781975504212 / \$34.95

*"During a week when I had more than enough to do, I kept returning to Claire Robson's lively and engaging book *Writing Beyond Recognition*. Her theory of writing practice and wise pedagogy for transforming traumatic memory into story shows the importance of the creative arts for survival and resilience."*

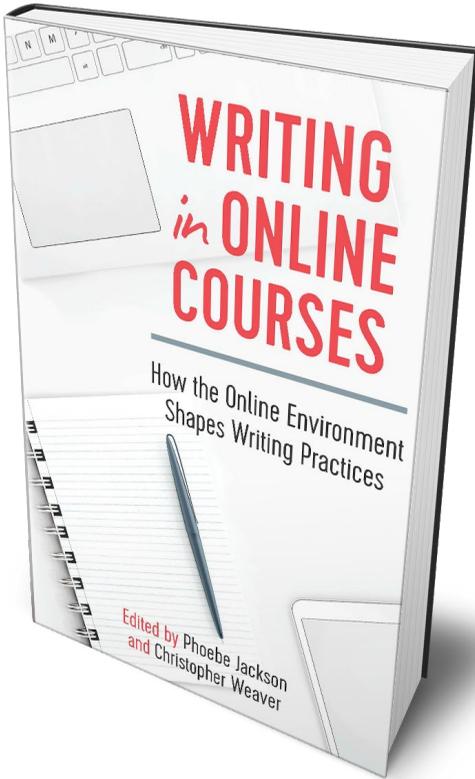
—Ann Cvetkovich, Carleton University, author of *An Archive of Feelings and Depression: A Public Feeling*

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**Claire Robson** is a writer, researcher, and arts activist. Her awards include Xtra West Writer of the Year, the Joseph Katz Memorial Scholarship (for her contributions to social justice), and the Lynch History Prize (for her contributions to better understanding of gender and sexual minorities). Claire is an adjunct faculty member at Simon Fraser University, in the Department of Gender, Sexuality, and Women's Studies.

Edited by Phoebe Jackson and Christopher Weaver

## Writing in Online Courses How the Online Environment Shapes Writing Practices



January 2018 / 272 pages / 6" x 9"

Paper / 9781975500092 / \$42.95

Cloth / 9781975500085 / \$99.95

E-book / 9781975500115 / \$42.95

For scholars interested in the intersection of writing and online instruction, *Writing in Online Courses: How the Online Environment Shapes Writing and Practice* examines both the theoretical and practical implications of writing in online courses. The essays in this collection reflect upon what the authors have learned about the synergistic way that writing helps to shape online instruction and how online instruction helps to shape the writing process.

While many educators continue to question the reasons for teaching online, these essays demonstrate the useful ways in which it enhances and informs student writing and learning. From the vantage point of different disciplines, the authors examine how the writing process is revealed and changed when it is placed at the center of an online learning environment. These scholars and practitioners attest to the multiple ways that teaching online has enabled them to rethink how writing functions in their classes, allowing them to pursue educational goals and student outcomes that may have been more difficult or even impossible to pursue in the traditional classroom.

*"With the research presented in Writing in Online Courses. . . , we (as instructors) can be better equipped for the trial and error of writing pedagogy, as we hope for teachable moments to emerge and for a productive community to develop within our online courses. [It] offers methods, ideas, and starting points that I hope teachers and researchers take up, try out, fail at, learn from, and build upon to expand the field's corpus of innovative pedagogical strategies for digital composition instruction and of researched insight into how humans write and communicate in an ever-evolving online space."*

—Megan Busch, *Composition Forum* 41, Spring 2019

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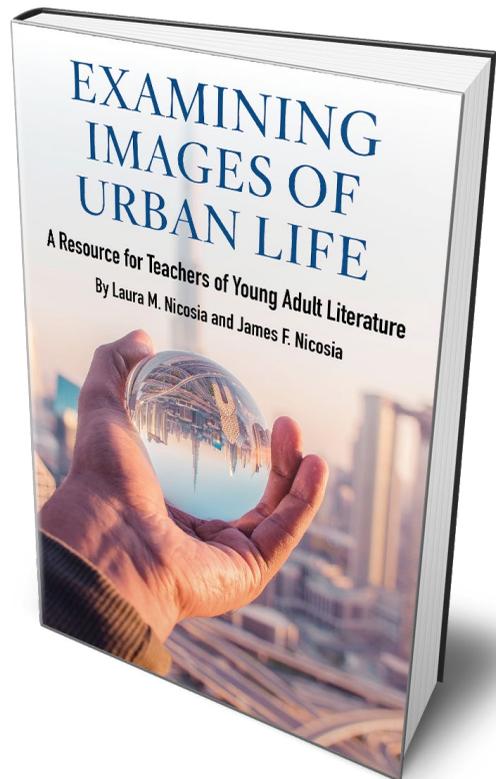
**Phoebe Jackson** is professor of English at William Paterson University. She has published work in composition studies and on American women writers including Edith Wharton, Willa Cather, Carolyn Chute, Elizabeth Strout, and Harriette Simpson Arnow. With Emily Isaacs, she co-edited the book, *Public Works: Student Writing as Public Text*.

**Christopher Weaver** is an Associate Professor of English and the Director of the Program in Writing and Rhetoric at William Paterson University. Dr. Weaver writes about composition theory and pedagogy. He is the co-editor of *The Theory and Practice of Grading Writing* which was chosen as the outstanding book of the year in the field of education by *Choice: Current Reviews for Academic Libraries*.

Laura M. Nicosia and James F. Nicosia

## Examining Images of Urban Life A Resource for Teachers of Young Adult Literature

There are novels that portray the city as magical places, others as stifling, imposing environments, and others still as a gritty but beautiful, living landscape. Cities can be the center of culture, business, arts, and are the meeting places for diversities of all kinds. *Examining Images of Urban Life* gathers contributions from scholars and young adult authors who consider how living in a city affects character identity and growth, and the ways authors world-build the urban setting. The book discusses what the urban landscape means, most especially to those who live in cities. It dispels the media-driven, anecdotally propagated preconceptions about city living. This book also serves as a resource in urban settings, wherein teachers can select books that mirror and advocate for the very students sitting in their classes. The centerpiece of this collection revolves around a reconsideration of what the city represents, to its readers and to its inhabitants. Urban life is varied and rich, just as its literature is.



October 2020 / 175 pages / 6" x 9"

Paper / 9781975502447 / \$35.95

Cloth / 9781975502430 / \$149.95

E-book / 9781975502461 / \$35.95

*"This terrific and timely collection gives cities their due—not as dark and "gritty" places but as challenging, rich, exciting environments in which people can grow and thrive. While affirming the urban, the book also cautions against the dismissal of suburban and rural life; the general takeaway is that human communities are complex and should be respected. I love the mix of creative and critical voices. Anyone working with young people and YA literature will find this book moving as well as instructive."*

—Dr. Kenneth Kidd, Professor of English, University of Florida

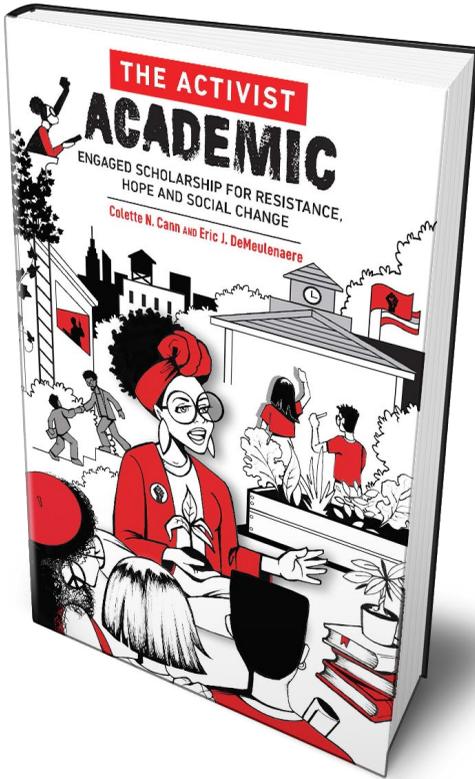
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Laura Nicosia (PhD, New York University) is Professor of English at Montclair State University, New Jersey, where she teaches all things American literature, Young Adult/Children's Literatures, Speculative Fiction: Fantasy, Science Fiction, and literary theory. Nicosia is the author of *Educators Online: Preparing Today's Educators for Tomorrow's Digital Literacies*, co-editor of *Through a Distorted Lens: Media as Curricula and Pedagogy in the 21st Century*, co-editor of *Critical Insights: John Steinbeck's The Pearl*, and co-editor of the two-volume set, *Notable American Writers*.

Dr. Jim Nicosia is a writer, scholar and children's literacy advocate. He teaches American literature, Grammars of English and Young Adult Literature at Montclair State University in New Jersey. He is the author of *Reading Mark Strand*, runs the BoyBookoftheMonth.com website for reluctant readers and regularly speaks to teachers and young readers about invigorating their reading lives. He is the co-editor of *Critical Insights: John Steinbeck's The Pearl* and the 2-volume set, *Notable American Women Writers*.

Colette Cann and Eric DeMeulenaere

## The Activist Academic Engaged Scholarship for Resistance, Hope and Social Change



April 2020 / 205 pages / 6" x 9"

Paper / 9781975501396 / \$39.95

Cloth / 9781975501389 / \$139.95

E-book / 9781975501419 / \$39.95

Donald Trump's election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. The present political moment recalls intellectual forerunners like Antonio Gramsci who, imprisoned during an earlier fascist era, demanded that intellectuals committed to justice "can no longer consist in eloquence...but in active participation in practical life, as constructor, organizer, 'permanent persuader' and not just a simple orator" (Gramsci, 1971, p. 10). Indeed, in an era of corporate media and "alternative facts," academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists. *The Activist Academic* serves as a guide for merging activism into academia. Following the journey of two professors, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics across disciplines to enter into a dialogue about how to take knowledge to the streets.

*"...be ready: drawing deeply on theory and experience, this book will pull readers into the conversations, the inquiry, and the unavoidable demand that we dive into the unresolvable contradictions at the heart of being a professor committed to justice."*

—Kevin Kumashiro, Ph.D., author of *Against Common Sense: Teaching and Learning toward Social Justice*

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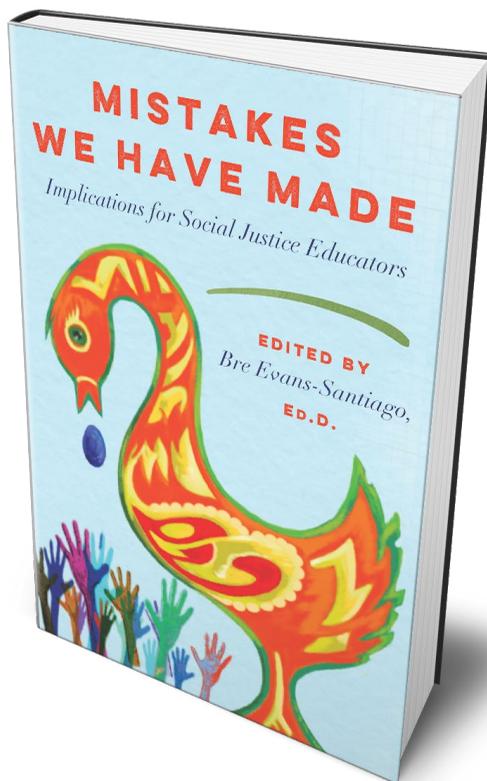
**Colette Cann** (Ph.D., U.C. Berkeley) is an Associate Professor of Education at the University of San Francisco. Her scholarship has allowed her to collaborate with teachers, students and community organizations and has appeared in journals such as *Race, Ethnicity and Education*; *Whiteness and Education*; *Urban Education*; *Journal of Peace Education*; *Qualitative Inquiry*; and *Cultural Studies* <-> *Critical Methodologies*.

**Eric DeMeulenaere** (Ph.D. in the Social and Cultural Studies Program at U.C. Berkeley) is an Associate Professor of Urban Schooling in Clark University's Education Department. He has consulted with urban school leaders and teachers nationally and internationally to transform their pedagogical practices and organizational school cultures. He is co-author of *Reflections from the Field: How Coaching Made Us Better Teachers*.

Edited by Bre Evans-Santiago

## Mistakes We Have Made Implications for Social Justice Educators

*Mistakes We Have Made: Implications for Social Justice Educators* is an edited collection from eleven authors with a wealth of experience teaching in K-12 schools and utilizing culturally relevant practices. This book is current with social justice research and strategies, while connecting to the audience through personal vignettes in each chapter. The personal connection of research supported ideas to help new teachers avoid the authors' early career mistakes in the classroom is at the center of this text. The content is organized into three themes: Inclusive Classrooms, Curriculum Implementation, and Professionalism. Reflection questions are provided at the end of each chapter, which will guide the practitioners to self-reflect and plan next steps accordingly. The e-book provides links to videos, strategies, articles, and other supplemental resources to make this text a "one-stop shop." *Mistakes We Have Made* speaks to several audiences, from pre-service teachers to new teachers, to any practitioner that needs a new perspective on teaching with a social justice lens. It can be used as a text in a variety of college courses, professional development workshops, or as a gift for new teachers.



February 2020 / 224 pages / 6" x 9"

Paper / 9781975502362 / \$42.95

Cloth / 9781975502355 / \$149.95

E-book / 9781975502386 / \$42.95

*"Practical, timely, but most importantly, this book is written from authentic classroom experiences. Mistakes We Have Made is a must-read for new teachers and a refreshing perspective for veteran teachers alike."*

—Edward González, EdD, Bakersfield City School District teacher and Community speaker

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Dr. Bre Evans-Santiago is an Assistant Professor in the Teacher Education Department at California State University, Bakersfield. Her research focuses on culturally-sustaining pedagogy and practices in TK-8 schools. Dr. Evans-Santiago also has research experience in improvement science as it relates to educational programs. Her current research projects include, but are not limited to, LGBTQ issues in education, and supporting minority males.



Edited by Kmt G. Shockley and Kofi Lomotey

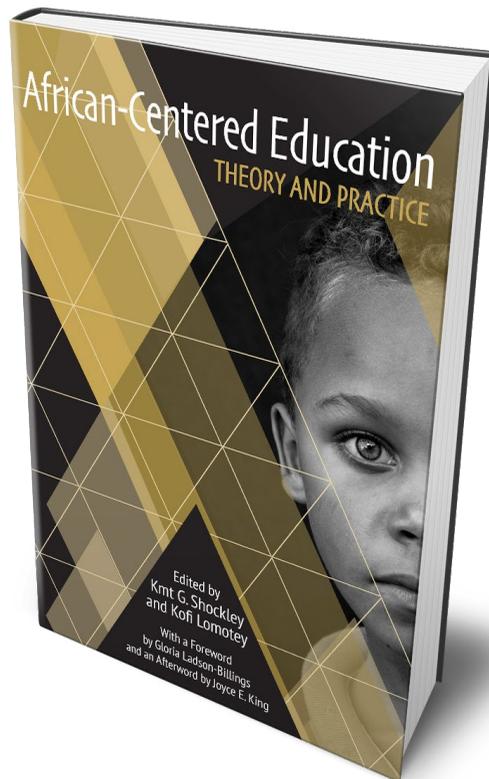
Foreword by Gloria Ladson-Billings

Afterword by Joyce Elaine King

## African-Centered Education Theory and Practice

Critical Race Issues in Education Series

This volume brings together leading scholars and practitioners to address the theory and practice of African-centered education. The contributors provide perspectives on the history, methods, successes and challenges of African-centered education; discussions of the efforts that are being made to counter the miseducation of Black children; and prescriptions for—and analyses of—the way forward for Black children and Black communities. The authors argue that Black children need an education that moves them toward leading and taking agency within their own communities. They address several areas that capture the essence of what African-centered education is, how it works, and why it is a critical imperative at this moment. Those areas include historical analyses of African-centered education; parental perspectives; strategies for working with Black children; African-centered culture and STEM; culturally responsive curriculum and instruction; and culturally responsive resources for teachers and school leaders.



June 2020 / 202 pages / 6" x 9"

Paper / 9781975502096 / \$42.95

Cloth / 9781975502089 / \$149.95

E-book / 9781975502119 / \$42.95

*"Excellence, insights, ideas, and inspiration abound in this volume!*

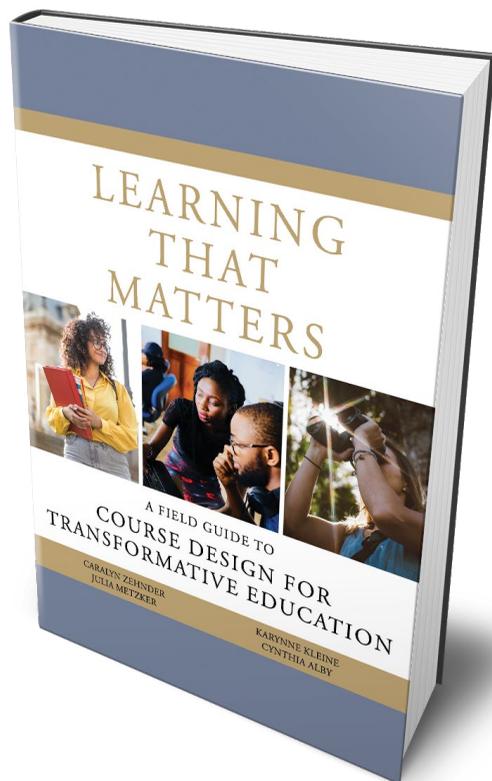
*This is the book you've been waiting for whether you are a researcher or a builder, a frontline teacher or a student of education, one who wants to know the theory or one who wants the implementation blueprint. African-Centered Education teaches us with a flow and with connections that deepen our reading experience with this volume."*

—Madge Gill Willis, Ph.D., Co-Founder & Director, Nsoromma School

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**Kmt G. Shockley** is Associate Professor in the Howard University School of Education. His research interests include transformative African-Centered Education and Educational Policy & Leadership. He is known for having been featured in the film *Hidden Colors* and for his film on the Maroons, which is entitled *For Humanity: Culture Community & Maroonage*.

For more than 40 years—as a scholar and as a practitioner—**Kofi Lomotey** has focused on the education of black people. At the higher education level, he has been a university professor, department chair, provost, president and chancellor. He has been a founder, teacher and administrator at three independent African-centered schools. He has published several books, articles in professional journals and book chapters.



December 2020 / 225 pages / 7" x 10"

Paper / 9781975504519 / \$29.95

Cloth / 9781975504502 / \$99.95

E-book / 9781975504533 / \$29.95

Caralyn Zehnder, Cynthia Alby,  
Karynne Kleine, and Julia Metzker

## Learning That Matters

### A Field Guide to Course Design for Transformative Education

Our society urgently needs education that motivates, challenges, engages, and affirms all students. No matter their previous successes or failures, every student has enormous learning potential and important contributions to make now and in the future. Such meaningful learning experiences don't just happen, they need to be intentionally designed. This book supports those who will undertake this vitally important work and is a pragmatic resource for designing courses that engage college students as active citizens. This "work" book provides research-informed approaches for creating learning experiences and developing innovative, intellectually-engaging courses. Whether a novice or a veteran, by engaging with the text, collaborating with colleagues, and reflecting on the important work of a teacher, any motivated educator can become a transformative educator. Every college course has the potential to transform students' lives. Through implementation of critical concepts such as connected and authentic assessments; dilemmas, issues, and questions; portable thinking skills and engaging strategies; and a purposeful focus on inclusivity and equity, readers begin the process of change needed for preparing students who will be able to address the monumental challenges facing our society.

*"We, who care about our students' learning, may not be able to wait for those in leadership positions to make critically-needed changes to higher education. But educators can start where the learning happens and let necessary changes rise from there. This book can help you walk that path and be that change. You can approach this book by reading it from the beginning to the end, or you can jump to specific sections when those principles apply to the acute challenges you are facing.*

*You will feel inspired, invigorated, and motivated, and you will feel empowered to make an impact."*

—Melinda Maris, Ph.D., Assistant Dean, Foundation for Advanced Education in the Sciences, National Institutes of Health

**Caralyn Zehnder** is a lecturer in Biology at the University of Massachusetts Amherst. She earned her B.S. in Biology from Penn State and her Ph.D. in Ecology from the University of Georgia. For 2 years, she was the Professional Development Coordinator at Springfield Technical Community College.

**Julia Metzker** serves as Director of the Washington Center for Improving Undergraduate Education at The Evergreen State College. She obtained a doctoral degree in inorganic chemistry from the University of Arizona and completed a postdoctoral appointment at the University of York in the United Kingdom.

**Karynne Kleine** has advanced degrees in Education from the University of Maine (M.Ed. Middle Grades Education; Ed.D. History and Philosophy of Science/Science Education.) As a former dean and current professor of education, Karynne collaborates alongside her colleagues at Georgia College as well as nationally with those in other fields.

**Cynthia Alby** received a Ph.D. in Language Education from the University of Georgia, an M.A. in Classical Archeology from the University of Cincinnati, and an H.A.B. in Classical Languages and Philosophy from Xavier University. She joined Georgia College in 2001, where she is now a Professor of Teacher Education and works extensively with the Center for Teaching and Learning.

Marybeth Gasman

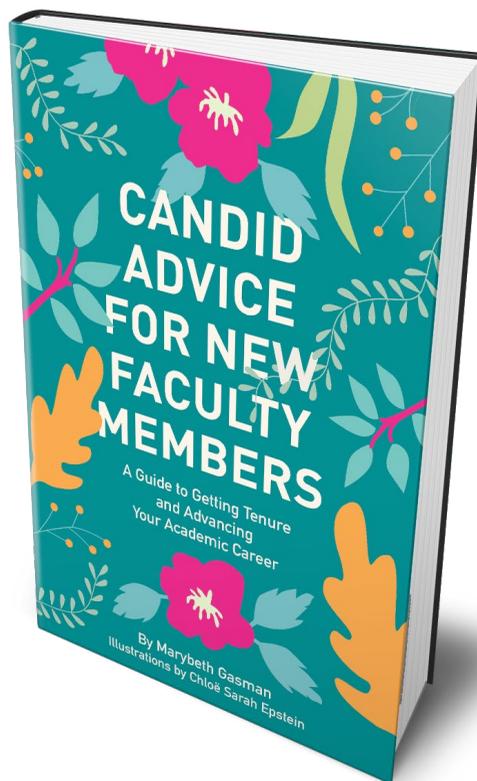
## Candid Advice for New Faculty Members A Guide to Getting Tenure and Advancing Your Academic Career

*"If you want to achieve tenure, you should know a bit more about what it means and why it exists, and its benefits. All too often, even faculty don't understand why tenure is important."*

Thus begins the Preface of *Candid Advice for New Faculty Members*, the newest and most comprehensive "how to" guide for graduate students, post-docs, and junior faculty across a variety of academic disciplines. Drawing upon her own extensive experiences and that of many colleagues, Marybeth Gasman provides you with an incredibly valuable tool for attaining tenure and for the things that you should do to advance your academic career. She provides practical (and sometimes humorous) advice about a range of topics, including:

- negotiating job offers
- planning a research agenda
- improving your teaching skills
- managing service
- advising students
- applying for research grants
- achieving life/work balance
- managing academic politics

*Candid Advice for New Faculty Members* is required reading for every newly-minted faculty member, regardless of academic discipline. The wisdom provided in this volume will prove to be invaluable to your future career.



March 2021 / 245 pages / 6" x 9"

Paper / 9781975502218 / \$39.95

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