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Office hours: Mondays, 4 – 6; Thursdays, 3 – 5

Course Description:

Literacies in the lives of adolescents have been explored through a variety of lenses, including pedagogical, anthropological, linguistic, educational, and artistic perspectives. Additionally, youth have been the subject of cultural studies, ethnographies, media studies, and are increasingly at the center of the public policy discourse. In this course will explore the layered and multiple interstices of these conversations in our explorations of adolescents’ literacies. We will do so by engaging a broad conceptualization of literacies – as socially situated, multiple, and multimodal practices that are informed by the contexts in which they are engaged. Central to this definition is the recognition that the relationships between literacies and technologies have been evolving significantly in the last decade such that the very notions of communication, representation and meaning making are being transformed. In addition to inquiring deeply into the contexts in which reading and writing occur in youths’ practices across the contexts youth traverse, we will also explore the possibilities of new literacies that emerge when media and new technologies are present. Finally, this course will be a space to explore what it means for youth to represent in this increasingly digital age.

The following questions will guide our collective inquiry in this course:

- What are the relationships between literacies and media/technologies in adolescents’ lives?
- What new spaces for ‘self authoring’ and representation are made possible with the advent of “new” technologies?
- Whose ideas are represented? In what ways? For what purposes? And, more broadly, who tells the stories that are heard, and whose are silenced?
 - And through whose perspectives are they explored?
- What are the implications of adolescents’ literacies and multimodality for contexts of education and educational research?
 - What are the new roles of schools, after-school programs, and other spaces of learning in supporting the literacy learning of children and youth?
 - What are the implications of this conversation about literacies and technologies for the related areas of pedagogy, research, and policy?

The texts for this course are organized into five broad areas of inquiry: 1) **Reconceptualizing Adolescents and Literacies**; 2) **Stories, Texts, Practices, and Genres**; 3) **Literate Spaces**; and 4) **Pedagogy and Politics**; and 5) **(Re)imagination and (Re)presentation**. We will actively engage a range of representational modes to respond to texts and to develop and investigate individual inquiry questions. While we will read a wide variety of texts as a whole class, students will be asked to inquire deeply into one topic relevant to their practice – as practitioners and researchers – and be given the choice to tailor some of their readings to their individual sites of inquiry. Students will have the opportunity to experiment with different media and technologies throughout this seminar.

Course Texts:

Required texts:

Goodman, S. (2003). *Teaching youth media : a critical guide to literacy, video production & social change*. New York: Teachers College Press, c2003.

Most articles will be available on e-Reserve on ClassWeb. A few articles will be handed out in class.

Choice Texts: Students will choose one additional texts to review closely that is aligned with their interests in taking this course. These texts will be made available on loan, online, or in the library. Listed below are a few titles. These and several other titles will be added to the class bibliography, which can be found on Blackboard.

Alvermann, D. (2002). *Adolescents and Literacies in a Digital World*. New York, NY: Peter Lang.

Alvermann, D., Hinchman, K.A., Moore, D.W., Phelps, S.F., Waff, D.R., (Eds.). (1998). *Reconceptualizing the literacies in the adolescents' lives*. Mahwah: Lawrence Erlbaum Associates.

Bruce, Bertram C., editor (2003) *Literacy in the Information Age: Inquiries Into Meaning Making With New Technologies*. Newark, Delaware: International Reading Association.

Fisherkeller, J. (2002). *Growing up with Television: Everyday learning among young adolescents*. Philadelphia: Temple University Press.

Holloway, S. & Valentine, G. (2001). *Cyberkids: Youth identities and communities in an on-line world*. New York: Routledge.

Lankshear, C. & Knobel, M. (2003). *New literacies: Changing knowledge and classroom learning*. London: Open University Press.

Leander, K. & Sheehy, M. (Eds.). (2004). *Spatializing literacy research and practice*. New York: Peter Lang.

Skelton, T. & Valentine, G. (Eds.). *Cool Places: Geographies of youth cultures*. London: Routledge.

Snyder, I. (2002). *Silicon Literacies: Communication, Innovation and Education in the Electronic Age*. New York: Routledge.

Street, B. (1995). *Social Literacies: Critical approaches to literacy development, ethnography, and education*. New York: Longman.

Several additional articles are included within the course schedule (below). Other texts will be added as we form journal groups and topics of focus are identified.

Course Activities and Assignments

(see schedule below for all due dates)

Class participation: (25% of total grade)

Students' participation in this seminar is central to the learning process. Together, we will explore questions, pose critical questions of each other and texts, and pursue various lines of inquiry related to

adolescents' literacies. In order for this process to be successful, students are expected to participate in class discussions, journal groups (see below) and online discussions (as relevant). To this end, we will spend time at the beginning of the course exploring multiple modes of participation so that we might create a discussion space inclusive of all voices.

Inquiry portfolio:

For the duration of the course, students will maintain an inquiry portfolio whose purpose is to support the paths of inquiry we will pursue, individually and collectively, through readings, assignments, conversations, and reflections. There are three main parts to the inquiry portfolio: a journal, field observations, and a course reflection. Each of these portfolio components is a chance to extend and deepen the inquiry questions that each student will identify and explore deeply during the semester. **Students are expected to explicitly engage with the course texts across all assignments.**

Inquiry journal:

(25% of total grade)

Students are asked to keep an inquiry journal to reflect on their journey through this course. This journal will be used to scaffold the development of students' inquiry questions. Journal groups will be organized at the beginning of class and will meet regularly throughout the course. Students will occasionally be expected to share selections from their journal in class. The following are due dates for the components of the inquiry journal:

- Inquiry questions (**due Session 4**) – include the story of your questions; consider such questions as: Why are you interested in this topic? In what aspects of your identities, practices, and experiences are your questions situated? What do you truly want to learn or find out?
- Text responses (**due Session 5; before Session 14**) – *one of these responses will be based on texts of student's choice. Responses should be between 4-6 pages long.*

Field Observations:

(25% of total grade)

Students will conduct two field observations to be shared over the course of the class. These are intended to be opportunities to situate inquiry questions in the context of adolescents. Students will identify locations in their daily travels in which adolescents are engaged in meaning making, are hanging out, and are employing various literacy practices for a variety of purposes (e.g. the park, subway, local diner, school hallway, afterschool club, etc.). After a few informal observations, students will take descriptive notes on what the youth are doing, paying close attention to their meaning making in a particular context. Field observations can be constructed and represented as audio, visual, or written texts; **students will pick two of the three when doing their observations.** For example, if the first observation is in the form of written fieldnotes, students should choose to represent the second observation as an audio or visual text. Students should also include a brief discussion section to each observation in which they should make connections to the course texts. Examples of possible formats will be discussed in class prior to the first observation. We will discuss each of these observations in class on the dates they are due:

Field observation 1 – Due Session 7

Field observation 2 – Due Session 11

Reflection: Due Session 16

(25% of total grade)

As the culminating activity for this course, students are asked to demonstrate the journey of their initial inquiry upon entering this course. The purpose of this reflection is to collect the threads of inquiry about youth, literacies, and multimodality together in a coherent final course reflection. Students will respond to the following questions in their reflection:

- What was your path of inquiry into adolescent literacies and multimodality in this course? and Where did your journey take you?
- How do you understand the relationships between literacies and media/technologies in adolescents' lives?
- What new spaces for 'self authoring' and representation were opened up for you?
- What are the implications of your inquiry for your work as a practitioner and researcher?

This project should draw on a range of modes in the construction and representation of the inquiry. Students have a choice of format in representing their final paper including, but not limited to, a short film, "enhanced" formal paper, website, etc.

Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructors, we are happy to discuss specific needs with you as well.

Attendance policy: The policy of the Department of Curriculum and Teaching is that you must attend all classes, be on time, and not leave early. You may not receive credit for a course if you miss more than two sessions. The two permitted absences are to allow you to miss class because of serious, extenuating circumstances (e.g. death in the family, illness). If you know ahead of time that you will need to miss a class, please let us know immediately.

Incomplete policy: The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within *one calendar year* from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or program coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits (points) with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

COURSE SCHEDULE

Session/ Date	Focus	Texts
1 January 20	Reconceptualizing Adolescents and Literacies	
2 January 27		<p>Hull, G. & Schultz, K. (2001). Literacy and Learning Out of School: A Review of Theory and Research. <i>Review of Educational Research</i>, 71(4), pp. 575-611.</p> <p>Kress, G. (2003). Literacy and Multimodality: A theoretical framework. In <i>Literacy in the New Media Age</i>. (pp. 35-60). London: Routledge. Available via Columbia netLibrary e-book (e-reserve link)</p> <p>Mahiri, J. (1997). Street scripts: African American youth writing about crime and violence. <i>Social Justice</i>, 24(4), pp. 56-75.</p> <p>Moje, E.B. (2002). Re-Framing adolescent literacy research for new times: Studying youth as a resource. <i>Reading Research and Instruction</i>, 41(3), 211-228.</p> <p style="text-align: center;">OR</p> <p>Moje, E.B. (2002). But Where are the Youth? On the Value of Integrating Youth Culture into Literacy Theory. <i>Educational Theory</i>. 52 (1), pp. 97- .</p> <p>Recommended:</p> <p>Hagood, M.C. (2003). New media and online literacies: No age left behind. Supplement to Hagood, M.C., Leander, K.M., Luke, C., Mackey, M., & Nixon, H. (2003). Media and online literacy studies (New Directions in Research). <i>Reading Research Quarterly</i>, 38(3), 387-391.</p> <p>Hamilton, M. (2000). Expanding the New Literacy Studies. In D. Barton, M. Hamilton, and R.Ivanic (Eds.) <i>Situated Literacies: Reading and Writing in Context</i>, (pp. 16-34). London: Routledge.</p> <p>Street, B. (1995). <i>Social Literacies: Critical approaches to literacy in development, ethnography, and education</i>. London: Longman.</p>
3 February 3		<p>Bucholtz, M. (2002). Youth and cultural practice. <i>Annual Review of Anthropology</i>. 31, pp. 525-52.</p> <p>Knobel, M. & Lankshear. C. (2002). Critical Cyberliteracies: What young people can teach us about reading and writing the world. <i>Keynote paper presented at the National Council of English Teachers' Assembly for Research Mid-Winter Conference</i>. New York. Available:</p>

		<p>http://www.geocities.com/c.lankshear/cyberliteracies.html</p> <p>Richardson, E. & Lewis, S. (2000). "Flippin the script"/"Blowin up the spot": Puttin' Hip-Hop online in (African) American and South Africa. In G. E. Hawisher & C. L. Selfe, (Eds.) <i>Global Literacies and the World-Wide Web</i>. (pp. 251-276). New York: Routledge.</p> <p>Skilton-Sylvester, E. (2002). Literate at home but not at school: A Cambodian girl's journey from playwright to struggling writer. In G. Hull & K. Schultz (Eds.). <i>School's Out! Bridging out-of-school literacies with classroom practice</i>. pp.61-90. New York: Teachers College Press. + two responses: pp. 91-92; pp. 93-95</p> <p>Valentine, G., Skelton, T. & Chambers, D. (1998). Cool Places: an Introduction to Youth and Youth Cultures. In T. Skelton & G. Valentine (Eds.). <i>Cool Places: Geographies of youth cultures</i>, pp. 1-32. London: Routledge.</p> <p>Recommended: Aitken, S.C. (2001). <i>Geographies of young people: The morally contested spaces of identity</i>. New York: Routledge.</p> <p>Center for Media Education. (2001) Teensites.com: A field guide to the new digital landscape. Center for Media Education Report. Washington, D.C. http://www.centerforsocialmedia.org/cme/teen_sites.htm</p> <p>FisherKeller, J. (2000). "The writers are getting kind of desperate": Young adolescents, television, and literacy. <i>Journal of Adolescent & Adult Literacy</i>, 43(7), 596-606.</p> <p>Gallego, M. & Hollingsworth, S. (1998). Introduction: The idea of multiple literacies. In M. Gallego & S. Hollingsworth (Eds.). <i>What counts as literacy?: Challenging the school standard</i>. (pp. 1-26). New York: Teachers College Press.</p> <p>Simpson, T.A., (2000). Streets, Sidewalks, Stores, and Stories. <i>Journal of Contemporary Ethnography</i>. (29)6, pp. 682-716.</p>
<p>4 February 10</p>	<p>Stories, Texts, Practices, and Genres</p> <p>DUE: Inquiry Questions</p>	<p>Bearne, E. (2003). Rethinking literacy: communication, representation and text. <i>Reading</i>, 37(3), 98-103.</p> <p>Duncum, P. (2004). Visual Culture Isn't Just Visual: Multiliteracy, Multimodality and Meaning. <i>Studies in Art Education</i>, 45(3), 252-264.</p> <p>Literacy through Photography: http://cde.aas.duke.edu/ltp/showtell/index.html</p> <p>Wissman, K. (2003). "Can't Let it All Go Unsaid": Sistahs Reading, Writing, and Photographing Their Lives. <i>Penn GSE Perspectives on Urban Education</i>, 1(3). Available: http://www.urbanedjournal.org/archive/Issue3/notes/notes0006.html</p>

		<p>Recommended: McCormick, J. (2000). Aesthetic Safety Zones: Surveillance and Sanctuary in Poetry by Young Women. in L. Weis & M. Fine (Eds.). <i>Construction Sites : Excavating Race, Class, and Gender Among Urban Youth.</i> (pp. 180-195). New York: Teachers College Press.</p>
<p>5 February 17</p>	<p>DUE: Text response 1</p>	<p>Blackburn, M. (2003). Disrupting the (hetero) normative: Exploring literacy performances and identity work with queer youth. <i>Journal of Adolescent & Adult Literacy</i>, 46(4), 312-324.</p> <p>Cross, B. (2003). ‘Watch mi eyes’: the predicament of visual and scribal literacy choices, as explored with rural Jamaican adolescent boys. <i>Compare</i>, 33(1), pp. 65 – 83.</p> <p>Youth Portraits – http://www.youthportraits.org/</p> <p>Juvenile Justice: Five Stories of Struggle http://www.pixelpress.org/juvenilejustice/index.html</p> <p>Recommended: Jones, L., Newman, L., & Isay, D., Brooks, J. (1997). <i>Our America: life and death on the south side of Chicago.</i> New York: Scribner. Ghetto Life 101: http://www.soundportraits.org/on-air/ghetto_life_101/ Remorse: http://www.soundportraits.org/on-air/remorse/</p>
<p>6 February 24</p>		<p>Gee, J.P. (2003). Introduction. & Semiotic Domains: Is playing video games a “waste of time”? In J.P. Gee <i>What video games have to teach us about learning and literacy.</i> (pp. 1-50; pp. 207-212). New York: Palgrave Macmillan.</p> <p>Dimitriadis, G. (2001). “In the Clique”: Popular Culture, Constructions of Place, and the Everyday Lives of Urban Youth. <i>Anthropology & Education Quarterly</i>, 32(1), pp. 29 -51.</p> <p>Recommended: Gee, J.P. (2003). High Score Education. <i>Wired Magazine</i>. 11(05). http://www.wired.com/wired/archive/11.05/view.html?pg=1</p>
<p>7 March 3</p>	<p>Literate Spaces</p>	<p>Wilson, A. (2004). Four days and a breakfast: Time, space, and literacy/ies in the prison. In M. Sheehy & K. Leander (Eds.). <i>Spatializing Literacy Research and Practice.</i> (pp. 67 – 90) New York: Peter Lang.</p> <p>Fisherkeller, J. (2002). <i>Growing up with television: everyday learning among young adolescents.</i> Philadelphia, PA: Temple University Press. Chps. 3 (pp. 57-77) & 6 (pp. 117-132)</p>

	DUE: Field Observation 1	<p>Recommended: Bartlett, L. & Holland, D. (2002). Theorizing the space of literacy practices. <i>Ways of Knowing Journal</i>, 2(1), 10-22.</p>
<p>8 March 10</p>		<p>e-selves: ...cyberkids, literacy and identity ...and other commentary about literature, pop culture, education and amusing internet myths... http://anyaka.blogspot.com/</p> <p>Duncan, B. & Leander. K. (2000, November). Girls just wanna have fun: Literacy, consumerism, and paradoxes of position on gURL.com. <i>Reading Online</i>, 4(5). Available: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/duncan/index.html</p> <p>“THE BLOGOSPHERE”</p> <ul style="list-style-type: none"> • <u>TBA</u> <p>Recommended: Soep, E. (2003). Learning about research from youth media artists. <i>Penn GSE Perspectives on Urban Education</i>, 1(3). Available: http://www.urbanedjournal.org/archive/Issue3/commentaries/comment0004.html</p>
<p>9 March 17</p>	NO CLASS – SPRING BREAK	
<p>10 March 24</p>	DUE: Field Observation 2	<p>Sutton, S.S. (2004). Spoken Word: Performance Poetry in the Black Community. In <i>What they don't learn in school</i>. J. Mahiri (ed.) (pp. 213-242). New York, NY: Peter Lang.</p> <p>Jordan, J. (2004). Response to “Spoken Word.” In <i>What they don't learn in school</i>. J. Mahiri (ed.) (pp. 243-245). New York, NY: Peter Lang.</p> <p>Silence Speaks – www.silencespeaks.org</p> <p>Recommended: Warschauer, M.. (July, 2002). Reconceptualizing the Digital Divide. http://www.firstmonday.dk/issues/issue7_7/warschauer/index.html</p> <p>Warschauer, M. (2003). Demystifying the digital divide. <i>Scientific American</i>. 42-47.</p>
<p>11 March 31</p>	Pedagogy and Politics	<p>Fine, M., Anand, B., Jordan, C., & Sherman, D. (2000). Before the Bleach Gets Us All. in L. Weis & M. Fine (Eds.). <i>Construction Sites: Excavating Race, Class, and Gender Among Urban Youth</i>. (pp. 161-179). New York: Teachers College Press.</p> <p>Kellner, D. Media Literacies and Critical Pedagogy in a Multicultural</p>

	<p>DUE: Text Response 2</p>	<p>Society. Available: http://www.gseis.ucla.edu/faculty/kellner/essays/medialiteraciescriticalpedagogy.pdf</p> <p>Moje, E. B., McIntosh Ciechanowski, K., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. <i>Reading Research Quarterly</i>, 39(1), 38-71.</p> <p>Recommended: Cook-Gumperz, J. (1986). Literacy and schooling: an unchanging question? In J. Cook-Gumperz, (Ed.) <i>The social construction of literacy</i>, (pp.16-44) Cambridge, England: Cambridge University Press.</p> <p>Morrell, E. (2002, September). Toward a critical pedagogy of popular culture: Literacy development among urban youth. <i>Journal of Adolescent & Adult Literacy</i>, 46(1), Available: http://www.readingonline.org/newliteracies/lit_index.asp?HREF=/newliteracies/jaal/9-02_column/index.html</p>
<p>12 April 7</p>		<p>Goodman, S. (2003). <i>Teaching youth media : a critical guide to literacy, video production & social change</i>. New York: Teachers College Press.</p> <p>Luke, C. (2003). Pedagogy, connectivity, multimodality, and interdisciplinarity. Supplement to Hagood, M.C., Leander, K.M., Luke, C., Mackey, M., & Nixon, H. (2003). Media and online literacy studies (New Directions in Research). <i>Reading Research Quarterly</i>, 38(3), 397-403.</p> <p>Recommended: Delpit, L. (1995). <i>Other People's Children: Cultural Conflict in the Classroom</i>. New York: New Press.</p> <p>Language Diversity and Learning (p. 48) The Politics of Teaching Literate Discourse (pp. 152-166)</p> <p>Osher, D., Woodruff, D., & Sims, A.E. (2002). Schools Make a Difference: The Overrepresentation of African American Youth in Special Education and the Juvenile Justice System. In <i>Racial Inequity in Special Education</i>. (pp. 93 – 115). Cambridge: Harvard Education Press.</p>
<p>13 April 14</p>	<p>NO CLASS – AERA</p>	
<p>14 April 21</p>		<p>Dillon, P.W. (2001). Labeling and English language learners: Hearing recent immigrants' needs. In G.M. Hudak & P. Kihn (Eds.). <i>Labeling: Pedagogy and Politics</i>. London: Routledge Falmer.</p> <p>Kalantzis, M. & Cope, B. (2000). "Changing the Role of Schools." In B. Cope and M. Kalantzis, (Eds). <i>Multiliteracies: Literacy Learning and the Design of Social Futures</i>, (pp. 121-148). New York: Routledge.</p>

		<p>Kellner, D. (2002). Technological revolution, multiple literacies, and the restructuring of education. In I. Snyder (Ed.) <i>Silicon Literacies</i>. (pp. 154-169). New York: Routledge.</p> <p>Recommended:</p> <p>Alvermann, D.E. (2003). Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction. Available: http://www.ncrel.org/litweb/readers/readers.pdf</p> <p>Beilke, J.R. & Stuve, M.J. (2004). A Teacher's use of digital video with urban middle school students: Expanding definitions of representational literacy. <i>The Teacher Educator</i>, 39(3), 157-169.</p> <p>Ferguson, R.F. (2003). Teachers' perceptions and expectations and the black-white test gap. <i>Urban Education</i>. 38(4), 460-507.</p>
15 April 28	(Re)imagination and (Re)presentation	<p>Greene, M. (2000). Lived Spaces, Shared Spaces, Public Spaces. in L. Weis & M. Fine (Eds.). <i>Construction Sites: Excavating Race, Class, and Gender Among Urban Youth</i>. (pp. 293-304). New York: Teachers College Press.</p> <p>Dimitriadis, G. & Weis, L. (2001). Imagining possibilities with and for contemporary youth: (re)writing and (re)visioning education today. <i>Qualitative Research</i>, 1(2), pp. 223-240.</p> <p>Recommended:</p> <p>Tyner, K. (1998). Representing Literacy in the Age of Information. In <i>Literacy in a Digital World: Teaching and Learning in the Age of Information</i>, (pp. 92-128). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>"Visualising Ethnography" (website) www.lboro.ac.uk/departments/ss/visualising_ethnography/</p>
16 May 5	DUE: Reflection Project	

Additional recommended reading:

Dimitriadis, G. (2001). *Performing identity/Performing culture: Hip Hop as text, pedagogy, and lived practice*. New York: Peter Lang.

Gadsden, V. & Wagner, D. (Eds.). (1995). *Literacy among African American youth: Issues in learning, teaching, and schooling*. New Jersey: Hampton Press.

Gee, J.P. (1996). *Social linguistics and literacies : ideology in discourses. 2nd ed.* London; Bristol, PA: Taylor & Francis.

- Gee, J.P. (2000). Teenagers in new times: A new literacy studies perspective. *Journal of Adolescent & Adult Literacy*; 43(5), 412-20.
- Greene, S. & Abt-Perkins, D. (2003). *Making race visible: literacy research for cultural understanding*. New York: Teachers College Press.
- Knobel, M. (1998). *Everyday Literacies: Students, Discourse, and Social Practice*. NY: Peter Lang Publishing.
- Kress, G. (2003). Multimodality, multimedia, and genre: a multimodal view of genre. In *Literacy in the New Media Age*. (pp. 106 – 121). London: Routledge.
- Kress, G. & Jewitt, C. (Eds.) (2003). *Multimodal Literacy* New York, NY: Peter Lang.
- Kress, G. & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Arnold.
- Levinson, B.A., Foley, D.E., & Holland, D.C. (Eds.). (1996). *The cultural production of the educated person: Critical ethnographies of schooling and local practice*. Albany, NY: State University of New York Press.
- Moje, E.B. (2000). "To Be Part of the Story": The literacy practices of gangsta adolescents. *Teachers College Record*, 102(3), 651-690. available: <http://www-personal.umich.edu/~moje/pdf/Journal/ToBePartoftheStory.pdf>
- Trend, D. (2001). *Reading digital culture*. Massachusetts: Blackwell.
- Wilhelm, J. (1996). *You Gotta Be the Book: Teaching Engaged and Reflective Reading with Adolescents*. New York: Teachers College Press.