

Teaching academic literacies online?

A conversation with Dr Carina Buckley, Instructional
Design Manager, Solent University

Panel: Debbie Holley, Sandra Sinfield, Erika Corradini and
Catherine Turton with student panel member Anna Latchman

Teaching Academic Literacy

TD Snyder



Teaching Academic Literacy:

Teaching Academic Literacy , **Teaching Academic Literacy Skills** Marguerite Ann Snow, Lía D. Kamhi-Stein, 1996

Academic Language! Academic Literacy! Eli R. Johnson, 2009-06-24 Academic language and literacy are essential keys to conceptual understanding and ultimately to student success Eli Johnson provides a foundation that all teachers and school leaders can use for improvement that will reach every classroom and every student Peter Dallas Finch Assistant Superintendent West Valley School District Yakima WA Develop students understanding of academic language and watch literacy skills soar To achieve higher levels of learning students must be able to understand academic language the formalized language of instruction found in classrooms textbooks and standardized tests Eli R Johnson conveys a powerful message of the need for teachers to provide explicit academic language instruction for all students especially English language learners or those struggling with reading Filled with 36 hands on strategies this practical solidly researched guide helps teachers make the critical connection between academic language literacy and student achievement for all learners regardless of home language or socioeconomic status Explained in reader friendly terms each strategy helps teachers give their students the tools and skills necessary to decipher academic language in reading writing listening and speaking This K 12 book also includes A strategy matrix to help teachers select appropriate strategies for their grade level A description of each strategy with information on how it works in the classroom and why it is effective Collaborative protocols to help infuse academic language throughout the content areas Lists of words that can be introduced at each grade level to build students vocabulary Academic Language Academic Literacy helps teachers instruct students on the language of education so they have a chance to demonstrate what they know and experience success Greater Expectations Robin Turner, 2008-11-11

Negotiating Academic Literacies Vivian Zamel, Ruth Spack, 1998 Anthology of articles brings together different voices and unites them in pursuit of an understanding of the teaching and learning of academic literacy Academic Literacy Jill Lewis, 2001 Designed for mid level developmental readers Academic Literacy combines a reading strategies handbook with discipline specific readings Part I Handbook for Reading and Study Strategies emphasizes active reading and the basics of comprehension topics main ideas supporting details patterns of organization understanding vocabulary and notetaking The seven chapters in Part II Discipline Specific Readings introduce students to readings typically encountered in seven different college disciplines **Academic Literacy and the Nature of Expertise** Cheryl Geisler, 2013-11-05 The first full length account integrating both the cognitive and sociological aspects of reading and writing in the academy this unique volume covers educational research on reading and writing rhetorical research on writing in the disciplines cognitive research on expertise in ill defined problems and sociological and historical research on the professions The author produced this volume as a result of a research program aimed at understanding the relationship between two concepts literacy and expertise which traditionally have been treated as quite separate phenomena A burgeoning literature on reading and writing in the academy

has begun to indicate fairly consistent patterns in how students acquire literacy practices This literature shows furthermore that what students do is quite distinct from what experts do While many have used these results as a starting point for teaching students how to be expert the author has chosen instead to ask about the interrelationship between expert and novice practice seeing them both as two sides of the same project a cultural historical professionalization project aimed at establishing and preserving the professional privilege The consequences of this professionalization project are examined using the discipline of academic philosophy as the site for the author's investigations Methodologically unique these investigations combine rhetorical analysis protocol analysis and the analysis of classroom discourse The result is a complex portrait of how the participants in this humanistic discipline use their academic literacy practices to construct and reconstruct a great divide between expert and lay knowledge This monograph thus extends our current understanding of the rhetoric of the professions and examines its implications for education

Academic Literacy Jill Lewis (Ed. D.), 2007-01-01 Academic Literacy combines a mid level handbook of reading strategies with textbook readings from six different disciplines to help students succeed across the college curriculum This useful combination of readings and handbook allows instructors great teaching flexibility In addition to the many academic readings Academic Literacy also includes a substantive apparatus of detailed instructions and exercises techniques for active listening and note taking short answer questions tips on how to prepare for tests and tests that engage students critical thinking skills It especially emphasizes self assessment as a way to develop good reading habits New Approximately fifty percent new readings include works by Brenda Fowler Andrew Sullivan and Paul Klebnikov New A new chapter includes coverage on evaluating Web based materials Updated Additional instruction on word structure major and minor details and point of view expands students understanding of these key reading topics Updated Using Technology activities have been revised and updated for currency These activities provide students with opportunities to develop critical and creative thinking by integrating computer based activities with traditional text based experiences Each chapter in Part Two offers paired readings that present differing viewpoints on the same subject

Academic Literacies in the Middle Years Sally Humphrey, 2016-11-18 The professional learning framework this book presents is designed to support teachers understandings of how language functions in their academic disciplines This framework a 4 x 4 metalinguistic toolkit is informed by systemic functional linguistic theory and international educational research on academic and disciplinary literacies The book shows and explains how teachers have applied specific 4 x 4 toolkits with students in middle school classrooms across a range of subjects for curriculum literacy instruction assessment and feedback resulting in substantial growth for their students in high stakes national tests of literacy as well as writing assessments in a number of subjects In its focus on disciplinary literacies in diverse sociocultural settings Academic Literacies in the Middle Years responds to contemporary international curricula for English language and literacy and the need for a strong evidence base for professional learning design

Scaffolding Academic Literacy with Low-Proficiency

Users of English Simon Green, 2020-01-31 This book analyses the development of academic literacy in low proficiency users of English in the Middle East. It highlights the challenges faced by students entering undergraduate education in the region and the strategies used by teachers to overcome them. The author focuses on a large scale undergraduate teacher programme run in Oman by the University of Leeds providing clear pointers both for future research and effective practice. He also explores the implications of his findings for countries beyond the Gulf Cooperation Council demonstrating how international participation in UK HE could be much wider. This book will appeal to students and scholars with an interest in academic literacies and English for Academic Purposes. **Teaching Academic Writing in UK Higher Education** Lisa Ganobcsik-Williams, 2017-09-16 Academic Writing is emerging as a distinct subject for teaching and research in higher education in the UK and elsewhere. *Teaching Academic Writing in UK Higher Education* introduces this growing field and provides a resource for university teachers, researchers and administrators interested in developing students' writing.

Writing Games Christine Pears Casanave, 2005-04-11 This work explores how writers from several different cultures learn to write in their academic settings and how their writing practices intersect with their evolving identities as students and professionals in academic environments. **Building Academic Literacy** Audrey Fielding, 2003-04-22 Boost the Engagement and Achievement of Adolescent Readers. *Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms* Grades 6-12 features pieces by five middle and high school teachers working with the Reading Apprenticeship instructional framework introduced in *Reading for Understanding*. Schoenbach et al. Jossey-Bass 1999. Filled with instructional tips, lesson plans and curriculum resources, this book offers guidance on conducting Academic Literacy courses using readings from the companion student book *Building Academic Literacy: An Anthology for Reading Apprenticeship*. Fielding and Schoenbach. Jossey-Bass 2003. It can serve as an excellent resource for any content area teacher, grades 6-12, looking for classroom-based ideas to motivate adolescents in becoming more active, engaged and strategic readers. Whenever we read books about teaching, we ask ourselves: But what does that look like in the classroom? *Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms* answers the question of what Academic Literacy is, why it matters, and how teachers can develop these key intellectual habits in their students. This book and its companion anthology provide me the guidance and resources that I need. Jim Burke, author *The Reader's Handbook* and *The English Teacher's Companion*. Following close upon the heels of the widely acclaimed book *Reading for Understanding*, this new two-volume companion set *Building Academic Literacy: An Anthology for Reading Apprenticeship* and *Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms* is certain to propel Academic Literacy as a course of study into increasingly more middle and high school classrooms. Donna Alvermann, professor of education, University of Georgia and past president, International Reading Association. *Academic Literacy and Student Diversity* Ursula Wingate, 2015-04-01 This book provides a comprehensive overview of approaches to academic literacy instruction and their underpinning theories, as well as a

synthesis of the debate on academic literacy over the past 20 years The author argues that the main existing instructional models are inadequate to cater for diverse student populations and proposes an inclusive practice approach which encourages institutional initiatives that make academic literacy instruction an integrated and accredited part of the curriculum The book aims to raise awareness of existing innovative literacy pedagogies and argues for the transformation of academic literacy instruction in all universities with diverse student populations

Embedding Academic Literacy in First Year Units of Study, 2012 *Engaging Students in Disciplinary Literacy, K-6* Cynthia H. Brock, Virginia J. Goatley, Taffy E. Raphael, Elisabeth Trost-Shahata, Catherine M. Weber, 2014 This accessible book will help elementary school teachers improve literacy instruction inside or outside the Common Core environment The authors address teachers instructional needs by introducing key concepts from current trends in literacy education from high level standards to the use of 21st century literacies Readers then follow teachers as they successfully implement the curriculum they developed to promote high level thinking and engagement with disciplinary content The text focuses on three disciplinary literacy units of instruction a science unit in a 2nd grade classroom a social studies history unit in a 4th grade classroom and a mathematics unit in a 6th grade classroom Each unit revolves around a central inquiry question and includes research based strategies for using reading writing and classroom talk as tools to foster disciplinary understandings This unique insider s look at how real teachers build and implement a Common Core aligned curriculum will be an invaluable resource for teachers schools and districts as they move forward to align their own curricula I can t imagine a more timely book a set of elegant principles and some stunning examples of how teachers can use reading writing and talk to enhance learning in the science social studies and mathematics classroom P David Pearson professor of language and literacy and human development Graduate School of Education University of California Berkeley If you re wondering how to integrate literacy across the content disciplines this is the text you will want to keep and return to often Diane Lapp distinguished professor of education San Diego State University Inspiring and better still infectious Donald R Bear Iowa State University Provides concrete ideas for teaching students to use literacy to think like scientists historians and mathematicians Douglas Fisher professor of educational leadership San Diego State University and teacher leader Health Sciences High and Middle College

Teaching Academic L2 Writing Eli Hinkel, 2020-07-30 The new edition of this comprehensive text fills an important role in teacher professional preparation by focusing on how to teach the grammar and vocabulary that are essential for all L2 writing teachers and student writers Before L2 writers can begin to successfully produce academic prose they need to understand the foundations of the language and develop the language tools that will help them build reasonable quality text Targeting specific problem areas of students writing this text offers a wealth of techniques for teaching writing grammar and vocabulary to second language learners Updated with current research and recent corpus analysis findings the second edition features a wealth of new materials including new teaching activities student exercises and assignments and substantially revised appendices with

supplementary word and phrase lists and sentence components Designed for preservice ESL ELT TESOL courses as well as Academic Writing and Applied Linguistics courses this book includes new contextualized examples in a more accessible and easy to digest format

Academic Language and Learning Support Services in Higher Education Velliaris, Donna M., 2019-12-27 Registering for courses securing financial aid developing strong study skills and mastering difficult course material are just a few of the wide variety of obstacles that college students must overcome on their path to graduation Beyond inadequate academic preparation first generation college students may not be able to rely on family or friends for advice about higher education and thus face the additional burden of constructing a support network of mentors and advisors Without suitable advice and counseling these students may make decisions that adversely affect their circumstances and thus their education Academic Language and Learning Support Services in Higher Education is an essential scholarly resource that examines the quality organization and administration of academic advisement and academic support systems for college and university students that connect them to the academic community and foster an appreciation of lifelong learning Featuring a wide range of topics such as enrollment services professional developments and service learning this text is ideal for academicians academic advisers mentors curriculum designers counsellors administrators higher education faculty policymakers researchers and graduate students

Information Literacy Instruction that Works Patrick Ragains, 2013-06-27 Information literacy and library instruction are at the heart of the academic library's mission But how do you bring that instruction to an increasingly diverse student body and an increasingly varied spectrum of majors In this updated expanded new second edition featuring more than 75% new content Ragains and 16 other library instructors share their best practices for reaching out to today's unique users Readers will find strategies and techniques for teaching college and university freshmen community college students students with disabilities and those in distance learning programs Alongside sample lesson plans presentations brochures worksheets handouts and evaluation forms Ragains and his contributors offer proven approaches to teaching students in the most popular programs of study including English Literature Art and Art History Film Studies History Psychology Science Agricultural Sciences and Natural Resources Hospitality Business Music Anthropology Engineering Coverage of additional special topics including legal information for non law students government information and patent searching make this a complete guide to information literacy instruction

Student Writing and Academic Literacy Development in Higher Education Richard Bailey, 2009

ABSTRACT The aim of this study was to determine how student writing and academic literacy are experienced and perceived in a university by academic staff and students and how pedagogical interactions are influenced by institutional discourses and practices The research is a form of institutional case study realised through a qualitative ethnographic style inquiry The methodology comprised semi structured interviews with forty eight academic staff from a range of disciplinary backgrounds and thirty five student respondents from diverse areas of study and discourse based analyses of textual materials at both the

institutional and departmental levels The findings of the present research revealed that there is variation in the way academic staff perceive the nature and the learning of student academic literacy and their understanding of the practices which support that learning in a university Students face significant challenges in adapting to variable expectations and managing the requirements of writing and assessment in the contemporary context The research also revealed that there are structural aspects of higher education practice which appear to have adverse effects on the learning and development of student academic literacy and the capabilities of academic teaching staff to actively support and foster student learning in that domain There are implications for the role of writing in learning and teaching and its position in the curriculum It is argued that a more explicit approach should be taken to student academic literacy by embedding it in disciplinary teaching and learning A number of ways based on the evidence of this research are suggested to advance pedagogical research and develop appropriate practice to that end The findings are linked to wider debates about teaching learning and educational reform in higher education The thesis concludes by comparing and contrasting two disparate research paradigms for investigating the higher education experience A new paradigm is conceptualised which draws on existing models theoretically and empirically but adds dimensions which address the exigencies of research in the contemporary context of higher education It is argued that this reframing has the potential to raise and enhance the profile of pedagogical and student writing research consonant with current higher education policy aims and ambitions

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