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THE LANGUAGE, CULTURE, AND TEACHING SERIES

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This series of texts for undergraduate- and graduate-level teacher education courses focuses on the intersections of language, culture, and teaching—specifically, on how language and culture inform classroom practice. The books will range from 160 to 300 pages, and will be used as primary or supplementary texts in the growing number of courses that address issues such as, but not limited to:

- Foundations of Multicultural Education
- Multicultural Children's Literature
- Teaching Diverse Populations
- Foundations of Bilingual Education
- Teaching English as a Second Language
- Sociocultural Issues in Teaching

The series will reframe the conventional idea of the textbook by envisioning classroom practice as critical, creative, and liberatory. Challenging traditional biases about diversity and about students of diverse languages and cultures are primary objectives of these books.

Authors interested in submitting book proposals or serving as reviewers for this series should contact:

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LANGUAGE, CULTURE, AND TEACHING

Critical Perspectives for a New Century
Sonia Nieto

University of Massachusetts

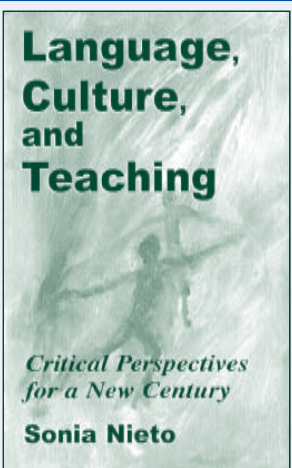
A Volume in the Language, Culture, and Teaching Series

"Nieto's work would make a good textbook for teacher preparation, or a book for study groups of educators to use to examine their own practice. It would also have value for individual teachers who wish to reexamine their own stand on multiculturalism and how they practice it in their classrooms."

—TESL-EJ

"...this text offers a critical perspective from which to engage teachers in examining cultural and linguistic differences. Nieto provides the reader with a hopeful and critical examination of ways that teachers can change classroom practices and school politics to better serve all students. She refers to the role of teachers as never neutral but rather as a "political project," either for or against those whom they teach. Her book encourages readers to question their beliefs and the attitudes of their students—in order that we can all learn how to meet the needs of students in a changing world."

—Childhood Education



Tremendous cultural and linguistic diversity is evident in our schools today. This text by one of today's best-known and most highly respected multicultural educators presents examples of real-life dilemmas about diversity that teachers will face in their own classrooms; ideas about how language, culture, and teaching are linked; and ways to engage with these ideas through reflection and collaborative inquiry. A thoughtful integration of articles and book chapters published by Dr. Nieto along with creative pedagogical features, *Language, Culture, and Teaching: Critical Perspectives for a New Century*:

- explores how language and culture are connected to teaching and learning in educational contexts;
- examines the sociocultural and sociopolitical contexts of language and culture to understand how they may affect student learning and achievement;
- analyzes the implications of linguistic and cultural diversity for school reform and educational equity;
- encourages critical reflection on classroom practices related to linguistic and cultural diversity; and
- offers in each chapter *critical questions* to help readers build on the knowledge they have gained by analyzing the concepts further; *classroom activities* that provide suggestions for applying what they have learned to their own teaching context; and *community activities* suggesting projects beyond the classroom context, in settings ranging from the school or district to the state or national level.

New times deserve new textbooks that engage teachers in viewing students' cultural and linguistic differences in a more hopeful and critical way, and in changing classroom practices and school policies to promote the learning of all students. Although no easy answers are available to fix the problems and uncertainties teachers encounter every day, there are thoughtful ways to address them that respect teachers' and other educators' professionalism, honor the identities of students and their families, and validate the nation's claim to educate students of all backgrounds. The aim of this text is to help practicing and preservice teachers accomplish these goals.

Contents: Acknowledgements. Series Editor's Foreword. Preface. Beginnings: Language, Literacy, and Culture: Intersections and Implications. **Part I:** *Setting the Groundwork.* Multicultural Education and School Reform. Cultural Difference and Educational Change in a Sociopolitical Context. We Speak in Many Tongues: Language Diversity and Multicultural Education. **Part II:** *Identity and Belonging.* On Becoming American: An Exploratory Essay. Lessons From Students on Creating a Chance to Dream. Writing for Real: Exploring and Affirming Students' Words and Worlds. **Part III:** *Implications for the Preparation of Critical Teachers.* Diversity: What Do Teachers Need to Know? Bringing Bilingual Education Out of the Basement and Other Imperatives for Teacher Education. Conflict and Tension, Growth and Change: The Politics of Teaching Multicultural Education Courses. **Part IV:** *Praxis in the Classroom.* Affirmation, Solidarity, and Critique: Moving Beyond Tolerance in Multicultural Education. What Does It Mean to Affirm Diversity in Our Nation's Schools?
0-8058-3738-8 [paper] / 2002 / 312pp. / \$29.95

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NEGOTIATING CRITICAL LITERACIES WITH YOUNG CHILDREN

Vivian Maria Vasquez

American University

A Volume in the Language, Culture, and Teaching Series

"This book presents a 'hot topic'—critical literacy—in a unique setting: a junior kindergarten....The case Vasquez makes for critical literacy being not only powerful but pleasurable and hopeful is important and often missing from other books on the subject....What an extraordinary achievement and what an extraordinary contribution to the fields of early childhood education, early literacy, and language education!"

—Carole Edelsky
Arizona State University

"Vasquez vividly depicts a radically different kind of curriculum that allows the reader to imagine a new range of what's possible in schools. Her use of a theoretical 'tool kit' makes the conceptual framework accessible. What is most amazing and compelling about this book is that the research takes place in a pre-kindergarten class. Readers are confronted with the narrowness of our own ideologies about what little folks can and cannot do. This book makes a great contribution in terms of what are appropriate curricula and expectations for young children."

—Mitzi Lewison
Indiana University

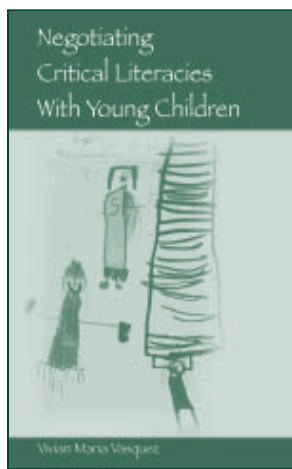
Vivian Vasquez draws on her own classroom experience to demonstrate how issues raised from everyday conversations with pre-kindergarten children can be used to create an integrated critical literacy curriculum over the course of one school year. The strategies she presents are solidly grounded in relevant theory and research. In this innovative and engaging text, Vasquez:

- describes how she and her students negotiated a critical literacy curriculum;
- shows how they dealt with particular social and cultural issues and themes; and
- shares the insights she gained as she attempted to understand what it means to frame one's teaching from a critical literacy perspective.

Negotiating Critical Literacies With Young Children is specifically useful for early elementary (K-3) teachers as a demonstration of classroom applications of critical literacy that they can try in their own classrooms. It is equally relevant to all concerned with issues of social justice and equity in school settings and the political nature of education, and to educators at all levels who are interested in finding ways to make their curriculum critical. For preservice teachers, this book offers a model for envisioning their future practice and for recognizing the important relationship between theory and practice. Teacher educators and consultants will find this book valuable as an example of how to put a critical edge on teaching. It is intended for use as a text in reading, language arts, literacy, social justice, critical literacy, and early childhood education courses.

Contents: Series Foreword, Sonia Nieto. Preface. Introduction. Finding Space for Critical Literacy. Getting Started. The French Cafe. Our Friend Is a Vegetarian. Save the Beluga. We Know How McDonald's Thinks. A Look Back Over the Year.

0-8058-4053-2 [paper] / March 2003 / approx. 208pp. / \$22.95



New

COMMUNITY WRITING

Researching Social Issues Through Composition

Paul S. Collins

A Volume in the Language, Culture, and Teaching Series

"At last, a writing text that takes seriously the student's roles as citizen, thinker, author, researcher, and community member, and shows teachers how to situate a syllabus in the themes and communities of their students....In these pages, a skilled writing teacher maps the way to academic skills through civic projects inviting students to examine and improve their communities. Bravo!"

—Ira Shor
City University of New York/College of Staten Island

"Community Writing brings together social responsibility and composition instruction in a most timely and responsible manner....This text will benefit instructors and students as they engage in a substantive dialogue on important issues."

—Marilyn S. Sternglass
Professor Emeritus of English,
City University of New York/City College

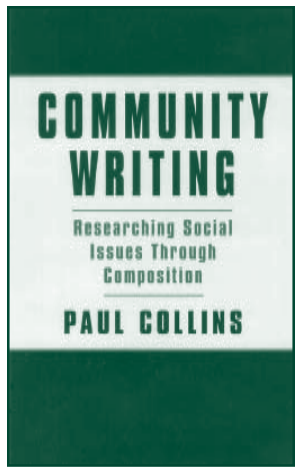
Community Writing employs a series of assignments that guide students to research and write about issues confronting their individual communities. Students start by identifying a community to which they belong and focusing on problems in it, and then analyze possible solutions, construct arguments for them, decide which are likely to succeed, and consider how to initiate action.

This is a primary text for first-year composition courses, covering the basics of the writing process. The assignments are recursive. Short writing assignments in each chapter build up to longer papers. Each of the assignment questions is accompanied by a guide to thinking about and writing the assigned paper, followed by a short *Focus On* reading that provides a brief account of community activism, a media case study, or a notable success story. The longer papers are accompanied by in-class peer reading groups. Each successive peer reading attempts a higher level of conceptual critique. By working together throughout the semester, students create increasingly adept peer groups familiar with all stages of each other's research. The book is carefully structured, but there is plenty of "give" in it, allowing instructors to be flexible in adapting it to the needs of their students and courses. *Community Writing*:

- is distinguished by pedagogy based on a collaborative, process-oriented, service learning approach that emphasizes media critique and field research on community issues chosen by individual students;
- answers real student questions, such as: Where do I find articles on my topic? What if evidence contradicts my hypothesis? How do I know if a source is biased?;
- is web-savvy—guides students into building their own Web sites, including a unique guide for critiquing the design and veracity of other people's websites; and
- is media-savvy—topics include media monopolies, spin control, dumbing down, misleading statistics, the Freedom of Information Act, "crackpot" authors, political rhetoric, and fallacious argumentation.

Contents: A Note to Instructors. A Note to Students. Your Community and an Issue It Faces. Media Views of an Issue. Examining Solutions. Working Toward Solutions. The Term Paper. **Appendices.** Further Readings. Using the Freedom of Information Act. Citing Your Sources in the MLA Format.

0-8058-3834-1 [paper] / 2001 / 208pp. / \$24.50



TEACHING AND LEARNING IN A MULTILINGUAL SCHOOL

Choices, Risks, and Dilemmas

Tara Goldstein

University of Toronto

With Written Contributions by

Gordon Pon

Timothy Chiu

Judith Ngan

A Volume in the Language, Culture, and Teaching Series

"The combination of insights from ethnography with suggestions for teachers is excellent....My hope would be that a book such as this could somehow be made required reading for all school personnel....I get excited just thinking about the possibility of working with a teacher study/research group using this book as a jumping-off point!"

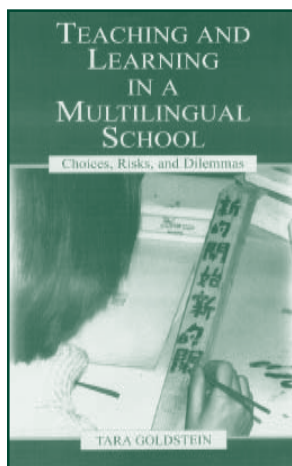
—Suzanne Irujo
Boston University

Teaching and Learning in a Multilingual School: Choices, Risks, and Dilemmas is for teachers and teacher educators working in communities that educate children who do not speak English as a first language. At the center of the book are findings from a four-year critical ethnographic case study of a Canadian high school with a large number of emigrant students from Hong Kong and rich descriptions of the multitude of ways teachers and students thought about, responded to, and negotiated the issues and dilemmas that arose. The solutions and insights they derived from their experiences of working across linguistic, cultural, and racial differences will be extremely valuable to educators in other locales that have become home to large numbers of immigrant families. The book is designed to help readers think about how the issues and dilemmas in the case study manifest themselves in their own communities and how to apply the insights they gain to their own teaching and learning contexts:

- Each chapter includes four components: an excerpt from the ethnographic study; an analytic commentary on the ethnographic text drawn from a variety of theoretical perspectives and academic disciplines (including interactionist sociolinguistics, language minority education, English as a Second Language education, critical literacy, anti-racist education, and critical teacher education); a pedagogical discussion; and suggestions for further reflection and discussion.
- The book features the use of ethnographic play writing to engage readers with the issues that arise in multicultural/multilingual schools. The author's play Hong Kong, Canada is included in its entirety and is used to stimulate further discussion of the issues raised in each of the chapters.
- Although it is organized around two different kinds of schooling dilemmas—dilemmas of speech and silence, and dilemmas of discrimination—everyday dilemmas of curriculum and assessment are also discussed throughout the book.
- A methodological discussion of the choices the author made while designing, conducting, and writing up the critical ethnographic case study makes the book useful in qualitative research methodology courses.
- A set of strategies and activities is provided for helping students develop English oral presentation skills.

Contents: Series Foreword, Sonia Nieto. Preface. A Word About Language. Acknowledgements. Contributors. Introduction: Bilingual Life and Language Choice of Northside. **Part I: Dilemmas of Speech and Silence.** Accepting and Legitimizing Multilingualism. Promoting and Legitimizing English. Responding to Silence. **Part II: Dilemmas of Discrimination.** Resisting Anti-Immigrant Discourses and Linguicism. Oral Presentations, Accent Discrimination and Linguistic Privilege. Conclusion: Challenging Linguistic Inequities in Multilingual School Communities. **Appendices:** Hong Kong, Canada. Critical Educational Ethnography in Postmodern Times. J. Ngan, Developing Oral Presentation Skills.

0-8058-4016-8 [paper] / 2003 / 248pp. / \$24.50



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