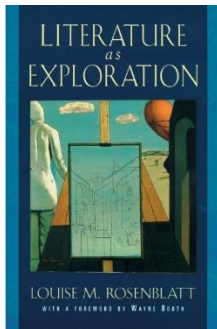
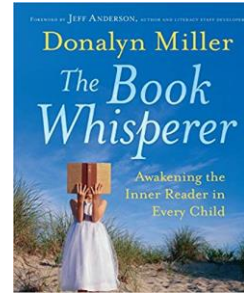


## Pedagogical Resources for Teaching Using Literature



*Literature as Exploration*, by Louise M. Rosenblatt. A classic—the first edition was written in 1938—this book serves as the foundation for how incorporating literature in the classroom can be a powerful exploration into the human experience. Beautifully written, it demonstrates how reading full-length books, especially fiction, has the power to motivate empathy and critical thinking.

*The Book Whisperer*, by Donalyn Miller. Although written from the perspective of K-12 teaching, the principles on the power of reading for learning and the art of engaging students apply to university teaching.



### Praxis and the Power of Books

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"Using nonfiction to advocate for change," by Jody Polleck, *English Journal*, 105.4 (2016): 55.

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*Teacher's Guide for 7 Generations Series*, by Niigonwedom James Sinclair (Highwater Press, 2010). Download here: <https://www.portageandmainpress.com/product/teachers-guide-for-7-generations-series/>

"Bookworms versus nerds: Exposure to fiction versus non-fiction, divergent associations with social ability, and the simulation of fictional social worlds," by Raymond A. Mar, et al., *Journal of Research in Personality*, 40.5 (2006): 694-712.

“Books can rewire our brains, and connect us all,” by Geetha Murali, *The Hill*, September 1, 2018.

"The benefits of sustained silent reading: Scientific research and common sense converge," by Elaine M. Garan and Glenn DeVogd, *The Reading Teacher*, 62.4 (2008): 336-344.

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"Scholarly culture: How books in adolescence enhance adult literacy, numeracy and technology skills in 31 societies," by Joanna Sikora, M. D. R. Evans, and Jonathan Kelley, *Social Science Research*, 77 (2019): 1-15.

“Skim reading is the new normal: The effect on society is profound,” by Maryanne Wolf. *The Guardian*, August 25, 2018.

“Curriculum as window and mirror,” by Emily Style (First published in *Listening for All Voices*, Oak Knoll School monograph, Summit, NJ, 1988.). Download here: <https://nationalseedproject.org/itemid-fix/entry/curriculum-as-window-and-mirror>

## **Motivation and Choice**

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*Reading for Pleasure: A Research Overview*, by Christina Clark and Kate Rumbold (National Literacy Trust, 2006). Download here: <https://eric.ed.gov/?id=ED496343>

*Motivation and Engagement in Student Assignments: The Role of Choice and Relevancy*, by Joan Dabrowski and Tanji Reed Marshall (Education Trust, 2018). Download: <https://files.eric.ed.gov/fulltext/ED593328.pdf>

The Students’ Right to Read, Position statement by the National Council of Teachers of English (October 25, 2018). Download here: <http://www2.ncte.org/statement/righttoreadguideline/>

*What the Best College Teachers Do*, by Ken Bain (Harvard University Press, 2004).

## **Forging Connections**

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“Opening the contemplative mind in the classroom,” by Tobin Hart, *Journal of Transformative Education*, 2.1 (2004): 28–46.

“Communal pondering in a noisy world,” by Marilyn Nelson. *National Public Radio*. (February 23, 2017). Download here: <https://onbeing.org/programs/marilyn-nelson-communal-pondering-in-a-noisy-world-feb2017/>

*Why They Can’t Write: Killing the Five-Paragraph Essay and Other Necessities*,” by John Warner. (Johns Hopkins University Press, 2018).

*The Rights of the Reader*, by Daniel Pennac (Walker Books, 2006).