

SOCIAL ISSUES

Social issues refer to those conditions that have a negative effect on a social group or individuals within the group.

DEFINITION

Eagle and colleagues (2020) state that a social issue is:

"...a condition that involves harm to one or more individuals and/or one or more social entities has at least one social cause and/or at least one social effect, and consequently has at least one or more social remedies" (p. 312).

EXAMPLES

1. Poverty
2. Homelessness
3. Social Inequality
4. Violence
5. Exploitation
6. Unemployment
7. Ageism
8. Gentrification
9. Climate Change
10. Digital Divide

Social Issues In The English Classroom

Annelies Wilder-Smith



Social Issues In The English Classroom:

Teaching Social Issues in the English Classroom Samuel Totten, 1986* **Social Issues in the English Classroom C.** Mark Hurlbert, Samuel Totten, 1992 This book presents articles from 25 concerned teachers and professors explaining why and how they integrate inquiry into troubling social issues with the study of language and literature and make it the subject of discussion and writing to learn activities The titles and authors of the 19 contributions to the book are 1 Educating for the Development of Social Consciousness and Social Responsibility Samuel Totten 2 Dismantling White Male Supremacy Doris Davenport 3 Dealing with Conflict A Structured Cooperative Controversy Procedure Edythe Johnson Holubec and others 4 Cultivating Vision The Believing Game Alan Shapiro 5 Learning To Be at Home Oral Histories of a Black Community Carol Stumbo 6 Telecomputing and Social Action William Wright 7 Empowering the Voiceless To Preserve the Earth Daniel Zins 8 Writing in the Margins A Lesbian and Gay Inclusive Course Ellen Louise Hart with Sarah Hope Parmeter 9 Public School and University Companeros Changing Lives Debbie Bell 10 Ethnographic Writing for Critical Consciousness James Thomas Zebroski and Nancy Mack 11 A Ghostly Chorus AIDS in the English Classroom M Daphne Kutzer 12 Breaking the Silence Addressing Homophobia with *The Color Purple* Vincent A Lankewish 13 Using *Native Son* to Explore Language and Stereotype Jimmie Mason 14 Racism and the Marvelous Real Cecilia Rodriguez Milanec 15 I m Not a Poor Slave Student Generated Curricula and Race Relations John Tassoni and Gail Tayko 16 Rumors of Change The Classroom Our Classrooms and Big Business C Mark Hurlbert and Michael Blitz 17 Ethical Guidelines for Writing Assignments Sandra Stotsky 18 Textual Authority and the Role of Teachers as Public Intellectuals Henry A Giroux and 19 Teaching Feminism and Social Change Kathleen Weiler RS **Net Working** Hong Kong Curriculum Development Institute. Native-speaking English Teacher Section. Regional NET Coordinating Team, 2009 Questions of English Jeanne Gerlach, Annette Patterson, Robin Peel, 2002-11-01 The impact and content of English as a subject on the curriculum is once more the subject of lively debate Questions of English sets out to map the development of English as a subject and how it has come to encompass the diversity of ideas that currently characterise it Drawing on a combination of historical analysis and recent research findings Robin Peel Annette Patterson and Jeanne Gerlach bring together and compare important new insights on curriculum development and teaching practice from England Australia and the United States They also discuss the development of teacher training highlighting the variety of ways in which teachers build their own beliefs and knowledge about English **Bringing Sports Culture to the English Classroom** Luke Rodesiler, 2022-09-23 Learn how to use literature and informational texts related to sports as an alternative or a supplement to a canon centric English classroom This practical book promotes an instructional approach that honors students knowledge of interests in and experiences with sports culture to advance literacy learning Informed by his own experiences in high school classrooms the author documents the distinct methods employed by four secondary English teachers in rural urban and suburban schools Each narrative features the voices of teachers and

students and details a range of activities that readers can adapt for their unique contexts Whether teaching traditional English courses or those focused on the study of sports literature teachers can use this book to tap into students sporting interests and foster critical readings of sports culture as a mirror to our greater society Book Features Adaptable methods for using sports related content to foster the six language arts reading writing speaking listening viewing and visually representing Actionable ideas for going beyond sports fandom and instead reading sports culture through a critical lens Implications for incorporating sports culture into the English curriculum whether teaching traditional courses or a stand alone sports literature class Answers to frequently asked questions that can support teachers as they bring sports culture to the English classroom *Resources in education* ,1987-05 **English Journal** ,1919 Structure and Process of Inquiry Into Social Issues in Secondary Schools Byron G. Massialas,1971 **Restructuring the English Classroom** James L. Collins,1992 **Tactics of Hope** Paula Mathieu,2005 Institutions of higher learning seem traditionally isolated from the realities of the neighborhoods around them But increasingly colleges and universities have thrown open their gates and made a public turn toward school community partnerships bringing literacy activities to the streets and service learning opportunities to faculty staff and student volunteers Paula Mathieu is one such faculty volunteer and in *Tactics of Hope* she examines the workings behind the public turn in composition studies at several institutions Recounting various types of initiatives she describes how these ideas for outreach were received by both local residents and members of the campus and she outlines how each side worked together to relieve town gown tensions More important Mathieu examines why a tactical not strategic approach to outreach provides the most flexibility for all involved and creates the best opportunities for real learning and deeper interaction between volunteers and their community Outside the dormitories the classrooms and the gates of every university live people who can benefit from public academic partnerships And on the inside of those very same structures are people who can benefit equally Read *Tactics of Hope* and discover ideas and tactics for tapping the transformative power of learning on and from the streets **The Journal of Educational Research** ,1925 Yearbook of the National Reading Conference National Reading Conference (U.S.),2001 Strategies for Teaching English Learners Lynne T. Díaz-Rico,2008 Thoroughly updated the second edition includes a description of the unique contributions of non native English speaking teachers make to the teaching of English up to date information on the demographics of English learners and the demand for English teachers worldwide a profile of an elementary school with an innovative social justice curriculum approach suggestions about the use of learning centers in English as a foreign language elementary classrooms an expanded definition of culture to include a contemporary emphasis on identity a critical view about the study of gender and race in the classroom new ways to incorporate volunteers into classroom instruction ways to encourage virtual volunteering and finally project based learning and service learning are combined in Chapter 15 as ways to link English learners with the larger community From publisher s description 50th Yearbook of the National Reading Conference

James V. Hoffman, Diane L. Schallert, 2001 **Catalog Issue** Pratt Institute. School of Science and Technology, 1926

Race, Rhetoric, and Composition Keith Gilyard, 1999 This volume is perhaps the most important and significant contribution yet made in rhetoric and composition to critical race studies *Teaching for a Tolerant World, Grades K-6*

Judith P. Robertson, 1999 This book presents essays and resources that address crucial questions regarding how children should learn about genocide and intolerance and the literature used in teaching these topics Part 1 Guidelines on Teaching about Genocide and Intolerance through Language Arts English Studies Education includes the following 2 essays Editor's Introduction On Constructing Memory and Hope in Childhood Judith P Robertson and General Guidelines for Teaching about Intolerance and Genocide Grace M Caporino and Rose A Rudnitski Part 2 Learning about Intolerance and Genocide Questions of Pedagogy includes 12 essays Defining Genocide Words Do Matter Samuel Totten A Letter to My Children Historical Memory and the Silences of Childhood Timothy J Stanley To Know Me Read My Story To Respect Me Read It Well Yeuk Yi Pang Life Ties Disrupting Anthropocentrism in Language Arts Education Anne C Bell and Constance L Russell Inviting Supporting Critical Praxis through Picture Books Possibility in Monica Hughes's A Handful of Seeds Christine D Connelly Re Reading the Bad Guys Sixth Graders Understanding of Nazi Soldiers in Number the Stars April D Nauman Tolerance and Intolerance for African American Children and Families Lessons from the Movie Crooklyn Michelle R Dunlap Educating beyond Tolerance Reading Media Images of the Hijab Sharon Todd Nightmare Issues Children's Responses to Racism and Genocide in Literature Vicki Zack Daniel Pinkwater's Wingman Exploring Conflict Resolution Strategies through Multiethnic Literature Belinda Yun Ying Louie and Douglas H Louie Rights Respect and Responsibility Toward a Theory of Action in Two Bilingual Spanish English Classrooms Beth Yeager Irene Pattenaude Maria E Franquiz and Louise B Jennings and Classroom Conversations Young Children Discuss Fairness and Justice Intolerance and Prejudice Debbie Miller and Anne K Goudvis Part 3 On Facing Uncertainty in Teaching includes the following 4 chapters South African Teachers and Students Resiliency in Combating Apartheid Violence P J Nomathemba Some Teaching Risky Stories Remembering Mass Destruction through Children's Literature Roger I Simon and Wendy Armitage Simon Teaching about Worlds of Hurt through Encounters with Literature Reflections on a Pedagogy Judith P Robertson and Dimensions of a Lonely Discovery Anne Frank and the Question of Pedagogy Deborah P Britzman Part 4 Additional Resources includes the following 6 chapters Uncloseting the Classroom Library An Annotated Bibliography of Teacher Resources Sarah Hope Parmeter Mirror Mirror on the Wall Who Is the Fairest One of All Using Children's Literature to Teach about Aging Dona J Helmer African American Resources Joseph A Hawkins Jr and Glenda K Valentine How Long Will Dennis Still Be a Menace Teacher Resources for Deregulating Gender Roles in Elementary Classrooms Judith P Robertson and Bernard W Andrews From Cupboard to Classroom First Nations Resources Elspeth Ross and What Should They Read and When Should They Read It A Selective Review of Holocaust Literature for Students in Grades 2 through 6 Karen Shawn EF English Problems in the Solving Sarah Emma

Simons,1920 *Perspectives on Literacy Research and Practice* Kathleen A. Hinchman,Donald J. Leu,Charles K. Kinzer,1995
Teaching College English and English Education H. Thomas McCracken,Richard Leslie Larson,Judith Entes,1998 In this collection of 32 narrative essays scholars and teachers of English and English education share their excitement as they reflect on their professional growth over the last 30 years The firsthand stories in the collection represent a study of theory and applied theory grounded in personal experience and academic study over many years The essays are 1 Facing Yourself J Tompkins 2 Surprising Myself as a Teacher in Houghton America A Young 3 Becoming a College English Teacher More by Accident than Design D C Stewart 4 On Not Being Taken In H T McCracken 5 How Do the Electrons Get Across the Two Plates of the Capacitor D Bleich 6 Teaching as a Profession A S Bayer 7 Going Back S Hudson Ross 8 I Did It My Way With a Little Help from My Friends P Smagorinsky 9 Illiteracy at Oxford and Harvard P Elbow 10 Disrupting the Transmission Cycle in College Teaching G M Pradl 11 Out and About in English Education R E Shafer 12 Beyond the Obvious V R Monseau 13 My English Education S Hynds 14 From Reading to Writing from Elementary to Graduate Students S Stotsky 15 Living with Tension Doing English etc J Milner 16 What s A Story M C Savage 17 Two Women s Ways of Knowing Teaching Writing R C Grego and N S Thompson 18 The Teaching and Learning of English in the College Classroom Creating a Unified Whole B M Greene 19 On English Teaching as Poetry or Samuel T You ll Never Know What Organic Unity Did for Me M L Angelotti 20 Learning to Love Being a Second Class Citizen W R Winterowd 21 Falling into Narrative P Donahue 22 English in Education An English Educationist at Work H M Foster 23 Downshifting to Fourth T Fulwiler 24 Connecting the Teaching of Reading Writing and Speech in Programs for Developmental Students J Entes 25 Reuniting Grammar and Composition J L Collins 26 Confessions of a Teacher Who Has Not Learned about Teaching R L Larson 27 Teaching and Learning English Two Views C Moran and College Writing Students 28 The Way I Was The Way I Am And What I Learned in Between L L Meeks 29 Collaborative Computer Encounters Teaching Ourselves Teaching Our Students G E Hawisher and C L Selfe 30 Ideological Crosscurrents in English Studies and English Education A Report of a National Survey of Professors Beliefs and Practices C Dilworth and N M McCracken 31 Interpreting the Reflective Stories The Forces of Influence in Our Essayists Lives R L Larson and 32 Interpreting Stories Rebels in the Professoriate H T McCracken NKA

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