

MEDIA JOURNAL

READING AND WRITING ABOUT
POPULAR CULTURE

SECOND EDITION

JOSEPH HARRIS JAY ROSEN GARY CALPAS

Media Journal Reading And Writing About Popular Culture

Philippines



Media Journal Reading And Writing About Popular Culture:

Media Journal Joseph D. Harris, Jay Rosen, Gary Calpas, 1999 In this book we ask students to do three things 1 To keep a media journal in which they reflect on the uses they make of the voices and images of popular culture 2 to read and respond to the work of other media critics to test their own views and experiences against those of the writers included in these pages and 3 to try their hands at writing media criticism themselves All three kinds of work ask students to find and write about texts from the media culture around them to think critically about what they see and hear on their television sets and radios in magazines and newspapers on city streets and shopping malls at the movies and at concerts and clubs To put it another way we believe that a book such as this can provide only some of the materials for a course on writing about popular culture that the remaining materials must always come from the media themselves and the experiences students have with them Our aim is not to inculcate students with a certain set of critical methods or terms or to introduce them to the academic study of popular culture but to offer them opportunities to rethink and write about their own experiences with the media to come to their own understandings of our common culture

Media Journal Joseph D. Harris, Jay Rosen, Gary Calpas, 1999-01-01

Media Journal Prentice Hall PTR, 1994-12-01

Connecting Disciplinary Literacy and Digital Storytelling in K-12

Education Haas, Leslie, Tussey, Jill, 2021-01-15 The idea of storytelling goes beyond the borders of language culture or traditional education and has historically been a tie that bonds families communities and nations Digital storytelling offers opportunities for authentic academic and non academic literacy learning across a multitude of genres It is easily accessible to most members of society and has the potential to transform the boundaries of traditional education As concepts around traditional literacy education evolve and become more culturally and linguistically relevant and responsive the connections between digital storytelling and disciplinary literacy warrant considered exploration *Connecting Disciplinary Literacy and Digital Storytelling in K 12 Education* develops a conceptual framework around pedagogical connections to digital storytelling within K 12 disciplinary literacy practices This essential reference book supports student success through the integration of digital storytelling across content areas and grade levels Covering topics that include immersive storytelling multiliteracies social justice and pedagogical storytelling it is intended for stakeholders interested in innovative K 12 disciplinary literacy skill development research and practices including but not limited to curriculum directors education faculty educational researchers instructional facilitators literacy professionals teachers pre service teachers professional development coordinators teacher preparation programs and students

Pop Culture and Power Dawn H. Currie, Deirdre M. Kelly, 2022-03-01 Literacy education has historically characterized mass media as manipulative towards young people who as a result are in need of close reading skills By contrast *Pop Culture and Power* treats literacy as a dynamic practice shaped by its social and cultural context It develops a framework to analyse power in its various manifestations arguing that power works through popular culture not as everyday media *Pop Culture and Power* thus explores media engagement as an

opportunity to promote social change Seeing pop culture as a teaching opportunity rather than as a threat Dawn H Currie and Deirdre M Kelly worked with K 12 educators to investigate how pop culture can support teaching for social justice Currie and Kelly began the research for this project with a teacher education seminar in media analysis where participants designed classroom activities using board games popular film music videos and advertisements These activities were later piloted in participants classrooms enabling the authors to identify and address practical issues encountered by student learners Case studies describe the design implementation and retrospective assessment of activities engaging learners in media analysis and production Following the case studies the authors consider how their approach can foster ethical practices when engaging in the digital environment Pop Culture and Power offers theoretically informed yet practical tools that can help educators prepare youth for engagement in our increasingly complex world of mediated meaning making *New Media Literacies and Participatory Popular Culture Across Borders* Bronwyn Williams, Amy A. Zenger, 2012 How do students online literacy practices intersect with online popular culture In this book scholars from a range of countries including Australia Lebanon Nepal Qatar South Africa Turkey and the United States illustrate and analyze how literacy practices that are mediated through and influenced by popular culture create both opportunities and tensions for secondary and university students The authors examine issues of theory identity and pedagogy as they address participatory popular culture sites such as fan forums video blogs social networking sites anime memes and comics and graphic novels Uniquely bringing together scholarship about online literacy practices and the growing body of work on participatory popular culture *New Media Literacies and Participatory Popular Culture across Borders* makes distinctive contributions to an emerging field of study pushing forward scholarship about literacy and identity in cross cultural situations and advancing important conversations about issues of global flows and local responses to popular culture *Popular Culture, New Media and Digital Literacy in Early Childhood* Jackie Marsh, 2004-11-04 Fantastic team of contributors reads like a who's who of experts in literacy International appeal with global research and overseas contributors Early Years focus means it appeals to Early Childhood practitioners as well as literacy people Jackie Marsh is widely published and highly respected Internationally known expert in literacy Cross over appeal to linguistics field and long awaited study of modern technology's influence on children's literacy learning *Official Gazette* Philippines, 2010 **Educating through Popular Culture** Edward Janak, Ludovic A. Sourdot, 2017-03-01 This edited volume serves as a place for teachers and scholars to begin seeking ways in which popular culture has been effectively tapped for research and teaching purposes around the country The contents of the book came together in a way that allowed for a detailed examination of teaching with popular culture on many levels The first part allows teachers in PreK 12 schools the opportunity to share their successful practices The second part affords the same opportunity to teachers in community colleges and university settings The third part shows the impact of US popular culture in classrooms around the world The fourth part closes the loop to some extent showing how universities can prepare teachers

to use popular culture with their future PreK 12 students The final part of the book allows researchers to discuss the impact popular culture plays in their work It also seeks to address a shortcoming in the field while there are outlets to publish studies of popular culture and outlets to publish pedagogical practitioner pieces there is no outlet to publish practitioner pieces on studying popular culture in spite of the increased popularity and legitimacy of the field

The World is a Text: Writing About Visual and Popular Culture Jonathan Silverman, Dean Rader, 2018-04-30 Wherever we look today popular culture greets us with texts that make implicit arguments this book helps students to think and write critically about these texts The World Is a Text teaches critical reading writing and argument in the context of pop culture and visual examples showing students how to read everyday objects and visual texts with basic semiotics The book shows how texts of all kinds from a painting to a university building to a pair of sneakers make complex arguments through their use of signs and symbols and shows students how to make these arguments in their own essays This new edition is rich with images real world examples writing and discussion prompts and examples of academic and student writing The first part of the book is a rhetoric covering argumentation research the writing process and adapting from high school to college writing while the second part explores writing about specific cultural topics Notes instruction and advice about research are woven into the text with research instruction closely tied to the topic being discussed New to the updated compact edition are chapters on fashion sports and nature and the environment

Media and Print Culture Consumption in Nineteenth-Century Britain Paul Raphael Rooney, Anna Gasperini, 2016-10-27 This book explores Victorian readers consumption of a wide array of reading matter Established scholars and emerging researchers examine nineteenth century audience encounters with print culture material such as periodicals books in series cheap serials and broadside ballads Two key strands of enquiry run through the volume First these studies of historical readership during the Victorian period look to recover the motivations or desired returns that underpinned these audiences engagement with this reading matter Second contributors investigate how nineteenth century reading and consumption of print was framed and or shaped by contemporaneous engagement with content disseminated in other media like advertising the stage exhibitions and oral culture

Disciplinary Literacy Connections to Popular Culture in K-12 Settings Haas, Leslie, Tussey, Jill, 2020-11-13 Literacy and popular culture are intrinsically linked as forms of communication entertainment and education Students are motivated to engage with popular culture through a myriad of mediums for a variety of purposes Utilizing popular culture to bridge literacy concepts across content areas in K 12 settings offers a level playing field across student groups and grade levels As concepts around traditional literacy education evolve and become more culturally responsive the connections between popular culture and disciplinary literacy must be explored Disciplinary Literacy Connections to Popular Culture in K 12 Settings is an essential publication that explores a conceptual framework around pedagogical connections to popular culture While highlighting a broad range of topics including academic creativity interdisciplinary storytelling and skill development this book is ideally

designed for educators curriculum developers instructional designers administrative officials policymakers researchers academicians and students **The Pop Culture Zone** Allison D. Smith, Trixie G Smith, 2016-08-03 Why bring pop culture into the composition classroom Because it's something you know and can get passionate about THE POP CULTURE ZONE WRITING CRITICALLY ABOUT POPULAR CULTURE 2nd Edition focuses on your relationship with pop culture such as film television social networks and advertisements and how that relationship can help you become a better critical thinker reader and writer You'll learn to summarize your views effectively listen to viewpoints that are different from your own compare and contrast and present ideas in a way that creates a continuing conversation of ideas Each student text is packaged with a free Cengage Essential Reference Card to the MLA HANDBOOK Eighth Edition **Readings in African Popular Culture** Karin Barber, 1997 This is an extraordinarily rich collection full of informative detail and excellent interpretative analysis There is not a single piece that fails to fascinate Leeds African Studies Bulletin an impressive collection of inspiring and thought provoking essays Media Development This is a book that should find its way into many syllabuses and onto the bookshelves of Africanist scholars in many disciplines Its publication marks a key turning point in scholarship on the cultures of contemporary Africa Africa Today This book surveys the popular culture of contemporary Africa including popular literature oral narrative and poetry dance drama music and visual art with special emphasis on the verbal arts The essays cover six main areas views of the field oral tradition revisited social history social criticism and interpretation women in popular culture little genres of everyday life the local and the global *Can Pop Culture and Shakespeare Exist in the Same Classroom?* Kristine Gritter, Kathryn Schoon-Tanis, Matthew Althoff, 2014-04-11 Expecting students to jump right into a rigorous literature discussion is not always realistic Students need scaffolding so that they will be more engaged and motivated to read the text and think about it on a deeper level This book shows English language arts teachers a very effective way to scaffold by tapping into students interest in pop culture You'll learn how to use your students ability to analyze pop culture and transfer that into helping them analyze and connect to a text Special Features Tools you can use immediately such as discussion prompts rubrics and planning sheets Examples of real student literature discussions using pop culture Reflection questions to help you apply the book's ideas to your own classroom Connections to the Common Core State Standards for reading speaking and listening Throughout the book you'll discover practical ways that pop culture and classic texts can indeed coexist in your classroom As your students bridge their academic and social lives they'll become more insightful about great literature and the world around them **Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II** James Flood, Shirley Brice Heath, Diane Lapp, 2015-04-22 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts Volume II brings together state of the art research and practice on the evolving view of literacy as encompassing not only reading writing speaking and listening but also the multiple ways through which learners gain access to knowledge and skills It forefronts as central to

literacy education the visual communicative and performative arts and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young A project of the International Reading Association published and distributed by Routledge Taylor Francis Visit <http://www.reading.org> for more information about International Reading Association books membership and other services *Handbook of Reading Research* Michael L. Kamil, P. David Pearson, Elizabeth Birr Moje, Peter Afflerbach, 2011-03-17 The Handbook of Reading Research is the research handbook for the field Each volume has come to define the field for the period of time it covers Volume IV brings the field authoritatively and comprehensively up to date **The SAGE Handbook of Early Childhood Literacy** Joanne Larson, Jackie Marsh, 2012-11-09 This new edition of the much loved Handbook of Early Childhood Literacy has been revised and updated to retain its cutting edge focus on emergent and important areas of research This comprehensive work guides the reader through current social cultural and historical analysis on a global scale The new edition contains a greater range of methodologies and chapters on space and literacy disabilities and early childhood literacy digital literacies indigenous literacy play and literacy policy In the Handbook readers will find coverage of all the key topics in early childhood literacy The exceptional list of contributors offers in depth expertise in their respective areas of knowledge The Handbook is essential for Undergraduate students Masters students PhD students CPD students researchers and literacy centre personnel The second edition of this internationally respected and widely used text encompasses a myriad of new issues and insights both through new contributions and thoughtfully revised chapters which raise fresh questions and challenges for research and practice In pushing the boundaries still further the handbook retains its rightful place at the forefront of research into early childhood literacy practice in the 21st century Professor Teresa Cremin Open University UK This handbook provides in depth knowledge of insights and theories about the dynamic process of how children come to know literacy as thinking humans in social and cultural spaces There is a rich array of research perspectives of children's meaning making through family and digital literacies play and literacy and in school and out of school literacy experiences Yetta Goodman Regents Professor University of Arizona *Ideological Affinities of Compositional and Popular Literacy, 1880-1920* Thomas Joseph Reynolds, 1999 **Dimensions of Literacy** Stephen B. Kucer, 2014-02-03 This popular text now in its fourth edition unpacks the various dimensions of literacy linguistic and other sign systems cognitive sociocultural and developmental and at the same time accounts for the interrelationships among them Distinguished by its examination of literacy from a multidimensional and interdisciplinary perspective it provides a strong conceptual foundation upon which literacy curriculum and instruction in school settings can be grounded Linking theory and research to practice in an understandable user friendly manner the text provides in depth coverage of the dimensions of literacy includes demonstrations and hands on activities examines authentic reading and writing events that reflect key concepts and summarizes the concepts in tables and figures Changes in the Fourth Edition Addresses academic language new literacies

multiliteracies and their relationship to literacy learning More fully develops the developmental dimension of literacy in separate chapters on adult mediation and learner construction Expands the discussion of multimodal literacies Extends and integrates the discussion of bilingualism and biliteracy throughout the text Integrates instructional implications more fully throughout

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