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| 1. Record Nr.           | UNINA9910483636403321   |
| Titolo                  | Teaching towards Democracy with Postmodern and Popular Culture<br>Texts / / edited by Patricia Paugh, Tricia Kress, Robert Lake   |
| Pubbl/distr/stampa      | Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2014   |
| ISBN                    | 9789462098756<br>9462098751   |
| Edizione                | [1st ed. 2014.]   |
| Descrizione fisica      | 1 online resource (259 p.)  |
| Collana                 | Imagination and Praxis: Criticality and Creativity in Education and<br>Educational Research   |
| Disciplina              | 370<br>370.15/2<br>370.152  |
| Soggetti                | Education   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references at the end of each chapters.  |
| Nota di contenuto       | Preliminary Material / Patricia Paugh and Tricia Kress -- Introduction / Patricia Paugh -- Adventures in Adaptation / P.L. Thomas -- Neo-Post-Urban-Noir Graphic Novels and Critical Literacy / William M. Reynolds -- Creating Critical Spaces for Young Activists / Lindy L. Johnson , Tobie Bass and Matt Hicks -- Teaching Students to Think Critically / Tonya Perry -- Class on Fire / Amber M. Simmons -- The Postmodern Picture Book / Patricia Paugh -- A Source of Self / Kjersti VanSlyke-Briggs and Heather Matthews -- What Mainstream Centers Cannot Hold / Megan Marshall -- Exploring the Tensions between Narrative Imagination and Official Knowledge through the Life of Pi / Laura Rychly and Robert Lake -- "Clankers," "Darwinists," and Criticality / Tricia M. Kress and Patricia Patrissy -- Science and Fiction / Justin Patch -- Enacting a Critical Pedagogy of Popular Culture at the Intersection of Student Writing, Popular Culture and Critical Literacy / Denise Ives and Cara Crandall -- Shadows of the Past / Christopher Andrew Brkich , Tim Barko and Katie Lynn Brkich -- Critical Hits & Critical Spaces / Kevin Smith -- About the Contributors / Patricia Paugh and Robert Lake. |
| Sommario/riassunto      | This edited volume supports implementation of a critical literacy of popular culture for new times. It explores popular and media texts that  |

are meaningful to youth and their lives. It questions how these texts position youth as literate social practitioners. Based on theories of Critical and New Literacies that encourage questioning of social norms, the chapters challenge an audience of teachers, teacher educators, and literacy focused scholars in higher education to creatively integrate popular and media texts into their curriculum. Focal texts include science fiction, dystopian and other youth central novels, picture books that disrupt traditional narratives, graphic novels, video-games, other arts-based texts (film/novel hybrids) and even the lives of youth readers themselves as texts that offer rich possibilities for transformative literacy. Syllabi and concrete examples of classroom practices have been included by each chapter author.

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