



2009-2010

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COMPOSITION AND WRITING PROGRAMS

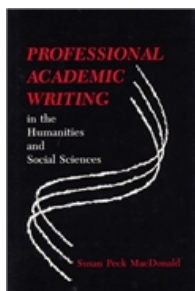
Professional Academic Writing in the Humanities and Social Sciences

Susan Peck MacDonald

MacDonald argues that the academy has devoted more effort to analyzing theory and method than to analyzing its own texts. Professional texts need further attention because they not only create but are also shaped by the knowledge that is special to each discipline. Her assumption is that knowledge making is the distinctive activity of the academy at the professional level; for that reason, it is important to examine differences in the ways the professional texts of interdisciplinary communities focus on and consolidate knowledge within their fields.

Southern Illinois University Press, August 2010

9780809330075, paper, \$42.00



The Rhetoric of Remediation

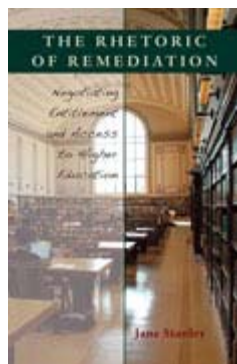
Negotiating Entitlement and Access to Higher Education

Jane Stanley

American universities have long professed dismay at the writing proficiency of entrants. Jane Stanley examines the "rhetoric of remediation" at the University of California, Berkeley, and reveals the definition of a high need for remediation as a tool by which Cal encouraged or discouraged enrollments in direct correlation to social, economic and political currents throughout the University's history.

University of Pittsburgh Press, Jan. 2010

9780822943860, cloth, \$43.75



Writing in the Devil's Tongue A History of English

Composition in China

Xiaoye You

Writing in the Devil's Tongue challenges this anachronistic approach by examining the history of English composition instruction in an East Asian country. Author Xiaoye You offers scholars a chance to observe how a nation changed from monolingual writing practices to bilingual writing instruction in a school setting. You makes extensive use of archival sources to help trace bilingual writing instruction in China back to 1862, when English was first taught in government schools.

Southern Illinois University Press, 2010

9780809329304, paper, \$43.75





RACE AND EDUCATION

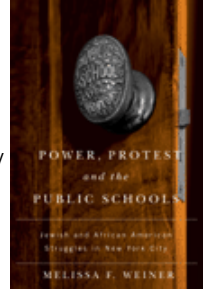
Power, Protest, and the Public Schools Jewish and African American Struggles in New York City

Melissa F. Weiner

Accounts of Jewish immigrants usually describe the role of education in helping youngsters earn a higher social position than their parents. Melissa F. Weiner argues that New York City schools did not serve as pathways to mobility for Jewish or African American students. Instead, at different points in the city's history, politicians and administrators erected similar racial barriers to social advancement by marginalizing and denying resources that other students enjoyed. *Power, Protest, and the Public Schools* explores how activists, particularly parents and children, responded to inequality; the short-term effects of their involvement; and the long-term benefits that would spearhead future activism. Weiner concludes by considering how today's Hispanic and Arab children face similar inequalities within public schools.

Rutgers University Press, July 2010

978-0-8135-4772-5, cloth, \$56.00



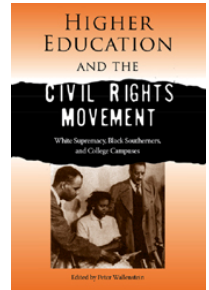
Higher Education and the Civil Rights Movement: White Supremacy, Black Southerners, and College Campuses

Edited by Peter Wallenstein

Nowhere else can one read about how *Brown v. Board of Education* transformed higher education on campus after campus, in state after state, across the South. And no other book details the continuing struggle to change each school in the years that followed the enrollment of the first African American students. Institutions of higher education long functioned as bastions of white supremacy and black exclusion. Against the walls of Jim Crow and the powers of state laws, black southerners—prospective students, their parents and families, their lawyers and their communities—struggled to gain access and equity. *Higher Education and the Civil Rights Movement* examines an understudied aspect of racial history, revealing desegregation to be a process, not an event.

University Press of Florida, 2009

9780813034447, paper, \$31.00



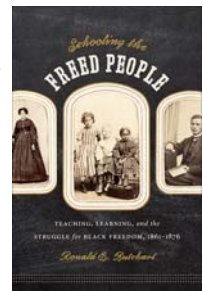
Schooling the Freed People: Teaching, Learning, and the Struggle for Black Freedom, 1861-1876

Ronald E. Butchart

Conventional wisdom holds that freedmen's education was largely the work of privileged, single white northern women motivated by evangelical beliefs and abolitionism. *Schooling the Freed People* shatters this notion entirely.

University of North Carolina Press, Sept. 2010

9780807834206, cloth, \$49.95





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Higher Education

Engines of Innovation: The Entrepreneurial University in the Twenty-first Century

Holden Thorp and Buck Goldstein

In *Engines of Innovation*, Holden Thorp and Buck Goldstein make the case for the pivotal role of research universities as agents of societal change. They argue that universities must use their vast intellectual and financial resources to confront global challenges such as climate change, extreme poverty, childhood diseases, and an impending worldwide shortage of clean water.

University of North Carolina Press, Oct. 2010

9780807834381, cloth, \$31.25

Education Is Translation

A Metaphor for Change in Learning and Teaching

Alison Cook-Sather

Education Is Translation offers a radical redefinition of the promises and possibilities of teaching and learning. Through an unusual weaving of not only disciplinary but also personal and academic, poetic, and analytical perspectives, Alison Cook-Sather argues that education can be understood as a process of translation through which every learner is both the translator and the subject of her own translation. Drawing on the fields of anthropology, literary theory, psychology, translation studies, and educational theory, she presents in-depth explorations of various educational experiences and provides the insights necessary for the development of rewarding life-long strategies for becoming a more effective teacher and a better learner.

University of Pennsylvania Press, 2010

97808122221282, paper, \$31.95

Intellectual Property on Campus

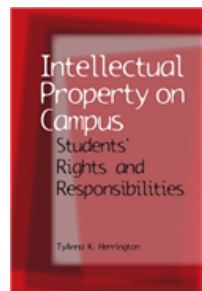
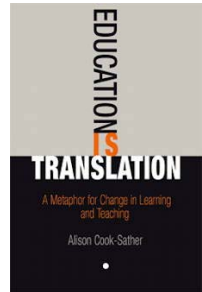
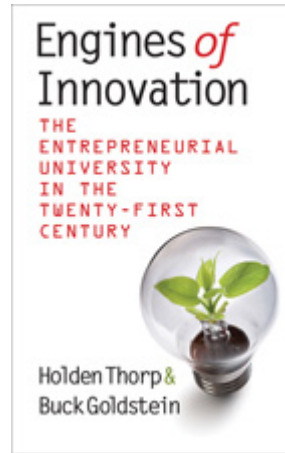
Students' Rights and Responsibilities

Tyanna K. Herrington

This book addresses the confusion surrounding intellectual property law in an academic setting and provides educators and students with an understanding of the ethical and legal dilemmas involving intellectual materials. Topics such as plagiarism, student collaboration, and use of copyrighted materials are explicated in jargon-free style.

Southern Illinois University Press, Sept. 2010

9780809329939, paper, \$34.95





Technology and Education

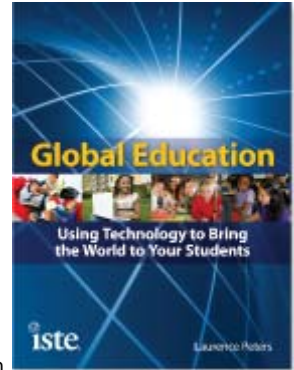
Global Education: Using Technology to Bring the World to Your Students

Dr. Laurence Peters

As our local communities reflect more of the world's diversity, students need to be prepared to communicate with and relate to individuals from different countries and cultures. Integrating global education into standards-based lessons allows students to connect personally with their peers across geographical boundaries, expand their knowledge and awareness of the world, and increase their interest and curiosity in what they are learning. Global Education is a guide to get you started. It provides an introduction to global networks such as iEarn, Global Schoolhouse, and ePals; an overview of Web 2.0 tools that support global learning, such as wikis, blogs, and podcasts; and hundreds of Web resources. No matter the grade level or subject area, Global Education's numerous examples, case studies, and lesson plans will provide you with ideas and inspiration for bringing your students the world.

ISTE, 2009

9781564842589, paper, \$39.95



Ubiquitous Learning

Edited by Bill Cope and Mary Kalantzis

This collection seeks to define the emerging field of "ubiquitous learning," an educational paradigm made possible in part by the omnipresence of digital media, supporting new modes of knowledge creation, communication, and access. As new media empower practically anyone to produce and disseminate knowledge, learning can now occur at any time and any place. The essays in this volume present key concepts, contextual factors, and current practices in this new field.

University of Illinois Press, 2009

9780252076800, paper, \$31.00





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Special Education

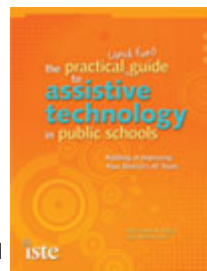
[The Practical and Fun Guide to Assistive Technology in Public Schools](#)

Christopher Bugaj & Sally Norton-Darr

Assistive technology (AT) is a serious topic-providing students with special needs tools and strategies to aid in their learning-but reading about it doesn't have to be boring! In The Practical (and Fun) Guide to Assistive Technology in Public Schools, authors Christopher R. Bugaj and Sally Norton-Darr throw in a few pirates, monsters, and monkeys to keep you engaged but don't sacrifice the tips, strategies, and insight that will help improve your school or district AT program. From setting up a stellar team to consultations and evaluations, and from implementation to assessing success, this guide presents detailed advice and ideas to provide AT services that effectively and efficiently help students. The nuts and bolts of each area are presented in a practical way (with amusing metaphors thrown in for good measure) so that you can directly apply what's in the book and see tangible results.

ISTE, Mar. 2010

9781564842633, paper, \$39.95



[Basic Level Workbook for Aphasia](#)

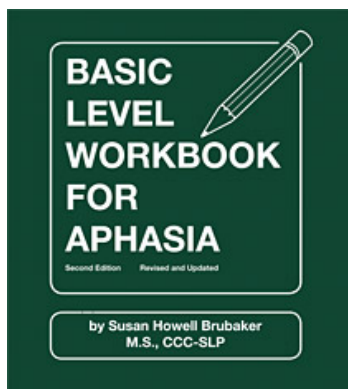
[2nd Edition](#)

Susan Howell Brubaker

The new edition of the Basic Level Workbook for Aphasia provides the same useful exercises that clinicians have come to expect from the "green book," updated and enhanced based on user feedback. The workbook provides a variety of stimulus items and exercises that allow individuals to choose or copy answers but do not require spelling or writing skills. It also features large, readable type, simple but adult-level vocabulary, and diverse activities for working with this challenging population. The second edition of the Basic Level Workbook for Aphasia has been improved with an easier-to-read new font, effective use of boldface, and a more visually appealing page layout. It comes in a durable ring binder with color-coded dividers and pages that are easy to remove and photocopy. The language has also been updated to be more relevant to everyday life and subject matter has been limited to common and easily recognized ideas and experiences. The layout of this new edition is more functional for patients, and the exercises are more interesting while maintaining a relatively fixed level of complexity and structure. Target areas include Categories, Associations, Completions, Comprehension, Descriptions, Questions, and Expressions.

Wayne State University Press, 2009

9780814333167, paper, \$87.50





History of Education

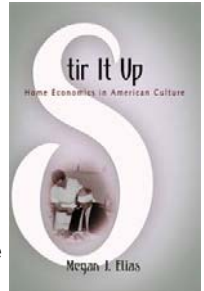
Stir It Up: Home Economics in American Culture

Megan J. Elias

Home economics began as an idealistic reform movement in higher education as early as the 1900s. Leaders of this movement sought to discover and disseminate the best methods for performing domestic work while creating new professional options for women that were based on elements of home life. Home and family were treated as subjects for scientific analysis; students wore lab coats while baking bread and performed rigorous tests on the palatability of their work. A major shift occurred in the 1950s, when new ideas about women's roles seemed to divert home economics into more traditional channels, and "home ec" became identified with the era's conformist culture. Even as home economists were redefining family dynamics and influencing government policies, such as school lunch programs, their field was becoming an object of scorn, especially to the feminists of the 1960s.

University of Pennsylvania Press, Sept. 2010

9780812221213, paper, \$31.95



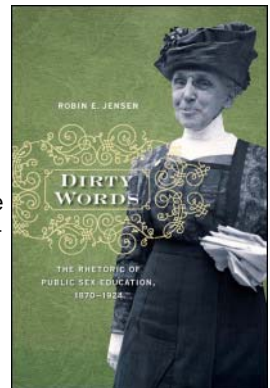
Dirty Words:

The Rhetoric of Public Sex Education, 1870-1924

Dirty Words: The Rhetoric of Public Sex Education, 1870-1924, details the approaches and outcomes of sex-education initiatives in the Progressive Era. In analyzing the rhetorical strategies of sex-education advocates, Robin E. Jensen engages with rich sources such as lectures, books, movies, and posters that were often shaped by female health advocates and instructors. Her narrative demonstrates how women were both leaders and innovators in early U.S. sex-education movements, striving to provide education to underserved populations of women, minorities, and the working class. Investigating the communicative and rhetorical practices surrounding the emergence of public sex education in the United States, Jensen shows how women in particular struggled for a platform to create and circulate arguments concerning this controversial issue.

University of Illinois Press, November 2010

9780252077661, paper, \$35.00



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