

Zachary Maher

December 6, 2021

Dr. B.C.

EDUC 311

Discipline Specific Literacy Research Annotated List

Wrenn, M., & Reed, A. (2019). Developing academic discourse through literacy and the 2016 U.S. Presidential Election: A design-based approach. *Journal of Adolescent & Adult Literacy*, 63(2), 189–200. <https://doi.org/10.1002/jaal.983>

Developing academic discourse through literacy and the 2016 U.S. presidential election had allowed me to grow in the idea of students learning to base their own opinions during the 2016 U.S. presidential election. This is something that is great for high school civics classrooms and allows for a great learning experience. It is something that sets up the students for the future if they are still interested in politics after high school. This will also help students explore political ideologies and help them make up their own opinion based off the facts they discover. Without this, students would have a much more sheep like following when it comes to politics and only listen to certain news sources that don't open them up to outside ideas. The civics class did this, so these students can understand real world problems and connect them to the politics and news happening within this country.

The goal of this study was for students to make opinions based off the evidence they find. This connects to civic engagement and being able to articulate a personal point of view for when it comes to politics. This will help students engage in citizenship and allow them to take up responsibilities for when it comes to voting and politics. Being

much more informed for political debates and allowing for the students to come up with who they think is the best candidate. This allowed for the students “learning to read, think about, write, communicate, and use information like each discipline’s expert”. Being able to also question the information they receive and not just accept it as it is.

The results of this study had students “made progress with citing facts, understanding issues, and considering others – all key factors in civics education”. So, applying literacy strategies while working on reading through news sources and going through primary sources. Reflecting upon the results, I believe that this is an excellent idea for civics classrooms. It allows for students to practice good citizenship, while creating their own points of view when it comes to politics.

Rosario-Ramos, E. M. (2020). A case for disciplinary literacies that support civic engagement and social justice. *Journal of Adolescent & Adult Literacy*, 64(2), 211–214. <https://doi.org/10.1002/jaal.1078>

While reading through this case for disciplinary literacies that support civic engagement and social justice, I have noticed multiple useful resources that will allow for classrooms to feel accepting and inclusive. This study was to include social justice and civic engagement roles within the classroom.

For example, one way of civic engagement included cleaning up their neighborhood. This had allowed for the students to take civic engagement and initiative to make their neighborhood a cleaner place. This had also given them a role of responsibility; being able to take care of your own living space. This was called “The Toxic Tour” and it allowed for students to expand conception of disciplinary literacy. In Michigan, this gave the youth an ability to learn about

environmental injustice within their city. Taking the students on tours around their city's impacting refineries, and power plants; learning about what these polluting places do to their community.

They also learned about social injustice within their area. Bringing them to impact change in their community to bring justice for social issues. The history behind this allowed for students to go into their community's records and notice what the past was like. This had given the families within the community to bring concerns up that may impact their living space. Students will value their history and highlight the knowledge within their community

The results from this had brought students and the community to develop a strong relationship through using literacy discipline. This study had also given these students knowledge to address pressing problems within their community. Upon reflection, I would be able to use this study for civic engagement within a community of the school I work for. If I work in a school district with a higher minority percentage, this would be excellent for assisting them in social justice issues, if there are any, by choosing literacy that falls into place within that topic.

Wineburg, S., & Reisman, A. (2015). Disciplinary literacy in history. *Journal of Adolescent & Adult Literacy*, 58(8), 636–639. <https://doi.org/10.1002/jaal.410>

While reading about disciplinary literacy in history: a toolkit for digital citizenship, I have noticed more reasons why this strategy is important. It allows for the student to “bring the full weight of their intellect to the act of reading” which means for

learning strong sourcing and contextualization strategies. This study primarily included sourcing, which means to be more in touch with the author. Look through their credentials and engage within their interests.

This included the students to research the author and understand where they're coming from. The methods of using this were stated by using an example of the Holocaust. A photo being shown to students in a California school, the photo said it was a pile of murdered Germans but was a pile of murdered victims from the Holocaust. Having your students understand where their sources are coming from will protect them from false information. This also includes students learning the historical context behind literacy that was written during a specific time. It is important to know and understand what was right or wrong at the time, it will also create a much more empathetic learning environment. That is due to understanding how people thought in the past and learning from the choices they have made.

Through strong sourcing and contextualization, students were able to find out what was fake news and what was truthful news. Finding scholarly articles that include trustworthy sources to accept, unlike accepting without question whatever the media tells you. Upon reflection, I would most definitely use this for when students need to do any sort of research. This type of disciplinary literacy is extremely important for historical analysis.

Connors, S. P. (2016). "A place thriving with history": Reclaiming narratives about literacy in the Arkansas Ozarks. *Journal of Adolescent & Adult Literacy*, 60(4), 443–451. <https://doi.org/10.1002/jaal.596>

While reading "A place thriving with history": Reclaiming narratives about literacy in the Arkansas Ozarks, I have learned about the importance of "relationship between the place where someone lives and the purpose and value of literacy". This study being done within a community in Arkansas, it allowed for me to see how disciplinary literacy may affect a community. This included using oral history from the community in order to "contest problematic cultural models about literacy".

By following around these people, Martha, Emily, Jerre, and Aaron within their study, they were able to get answers. The methods included learning about the oral history that was passed down. It had also included "the influence of social and economic changes on literacy". This had shown how students can become researchers of literacy, and having a larger audience view it. Using the community as a primary way to make this study work out. The community was impactful on how it would end, for that oral history was deeply embedded within it.

The results from this study were mostly positive and gave impact to the community. It allowed for students to recognize how details of a place will show how and why literacy may matter within that area. This is important for learning about the past and how the past had effect on the community. It greatly increased "the understating of the area and its diversity", being something that this oral history had impacted. Learning how all students come from various backgrounds

and places within one specific community. Upon reflection, this disciplinary literacy would be most helpful within a community that has very rich history. Giving students the chance to dig up the past and view something that others may not have seen before. This is an exciting idea and would be great for using within a history classroom.

Rainey, E. C., Maher, B. L., Coupland, D., Franchi, R., & Moje, E. B. (2017). But what does it look like? illustrations of disciplinary literacy teaching in two content areas. *Journal of Adolescent & Adult Literacy*, 61(4), 371–379. <https://doi.org/10.1002/jaal.669>

While reading “illustrations of disciplinary literacy teaching in two content areas”. I have learned about the different epistemologies that may connect to this discipline. The study being taken between multiple disciplines. This included a long-term study that was on “disciplinary literacy and disciplinary literacy teaching”. Something based upon the “shared language and symbolic tools that members of academic disciplines use to construct knowledge alongside others”.

In the history literacy teaching lesson, the methods that were used connected to “analyzing primary sources in pursuit of a historical question”. Allowing the students to learn this way opens them up to their discipline. This had included students finding historical arguments within the readings. Sourcing the author and understanding their point of view within the texts they have written. Creating new questions that relate to the text also include a historical way of thinking within the discipline. This creates great historical literacy practices which will summarize the process they have taken to construct the knowledge of history.

The research summarized students being able to think like a historian. This is important within the discipline's literacies, because it is something that helps the student understand what they're reading much better. They understand it better due to contextualization and the ability to source the authors reasons for writing the text. Pursuing historical questions was important for this article and it allowed for students to grow within the discipline's literacy. Upon reflection, I will most definitely be using this in my classroom primarily because it is a main core for my discipline. Introducing the idea of historical thinking and creating historical questions that relate to the literacy.

Readence, J. E., & Barone, D. M. (1997). Revisiting the first-grade studies: The Importance of Literacy History. *Reading Research Quarterly*, 32(4), 340–341.
<https://doi.org/10.1598/rrq.32.4.2>

While reading “Revisiting the first-grade studies: The Importance of Literacy History”, I have learned about more reasons why this discipline's literacy is important to education. This study was done for the fact of promoting the importance of literacy history and connecting it to the classroom. This allows for students to dive deep within the context of the study, while teachers encourage for literacy within their discipline. Giving the idea of great learning to take place within the classroom.

The methods taken are very strategic and allow for historical inquiry to bloom. For getting students interested in the literacy early on so their development will be much more positive in the area of reading. Another way these methods were

shown was by the importance of history. Being able to show the importance of history gives the discipline a new meaning and allows for acceptance to take part. Without providing importance, meaning may not follow. Students need to understand that engaging with the discipline's texts, it is important for growth within that discipline.

After the research it was concluded that value has taken part in what we do when it comes to history. Without this discipline's literacy, we may never be able to understand how past events happened. Allowing for us to also predict future events that may take place. Upon reflection, I would use this in my classroom to encourage my discipline's literacy to be taken seriously. Without it, the engagement that students have towards the reading may drop tremendously.

Reynolds, D. (2021). Updating practice recommendations: Taking stock of 12 years of Adolescent Literacy Research. *Journal of Adolescent & Adult Literacy*, 65(1), 37–46. <https://doi.org/10.1002/jaal.1176>

While reading about “Updating practice recommendations: Taking stock of 12 years of Adolescent Literacy Research”, I have learned new ways at approaching literacy within my discipline. These topics included many social justice ideas that are supposed to relate to contemporary history. Starting from 2008 and going all the way to this year, this study had given reasons on how research was limited back then, but now is thriving within the education community. From collecting research on all sorts of people and schools around the world and connecting it to the study of disciplinary literacy; allowing for growth to take place.

The methods that were used within my discipline consisted of “expanding literacy constructs”. This specific method is very important for when it comes to “reading like a historian”. Reading like a historian will improve the student’s comprehension of historical content; but also build their writing skills. This assists multiple other discipline’s practices in growing students’ ability to effectively read and write like professionals. Bring them into the specific discipline will grant them the ability to do so. This method helped with every type of student, no matter the background they come from.

From the results it concludes that research about literacy discipline had tremendously improved. Noting a 12-year span, starting from 2008 all the way to the present. This led to excellent research among all the other disciplines and continues to strive on goals that are being reached through these studies. Upon reflection, I greatly back this and will most defiantly use it within my classroom, no doubt. Adopting these new pedagogies that greatly increase achievement and student success allows for disciplinary literacy to be a rewarding outcome within teacher’s classrooms.

Bibliography:

- Connors, S. P. (2016). “A place thriving with history”: Reclaiming narratives about literacy in the Arkansas Ozarks. *Journal of Adolescent & Adult Literacy*, 60(4), 443–451. <https://doi.org/10.1002/jaal.596>
- Rainey, E. C., Maher, B. L., Coupland, D., Franchi, R., & Moje, E. B. (2017). But what does it look like? illustrations of disciplinary literacy teaching in two content areas. *Journal of Adolescent & Adult Literacy*, 61(4), 371–379. <https://doi.org/10.1002/jaal.669>
- Readence, J. E., & Barone, D. M. (1997). Revisiting the first-grade studies: The Importance of Literacy History. *Reading Research Quarterly*, 32(4), 340–341. <https://doi.org/10.1598/rrq.32.4.2>

- Reynolds, D. (2021). Updating practice recommendations: Taking stock of 12 years of Adolescent Literacy Research. *Journal of Adolescent & Adult Literacy*, 65(1), 37–46. <https://doi.org/10.1002/jaal.1176>
- Rosario-Ramos, E. M. (2020). A case for disciplinary literacies that support civic engagement and social justice. *Journal of Adolescent & Adult Literacy*, 64(2), 211–214. <https://doi.org/10.1002/jaal.1078>
- Wineburg, S., & Reisman, A. (2015). Disciplinary literacy in history. *Journal of Adolescent & Adult Literacy*, 58(8), 636–639. <https://doi.org/10.1002/jaal.410>
- Wrenn, M., & Reed, A. (2019). Developing academic discourse through literacy and the 2016 U.S. Presidential Election: A design-based approach. *Journal of Adolescent & Adult Literacy*, 63(2), 189–200. <https://doi.org/10.1002/jaal.983>