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The University of Miami School of Education and Human Development Series

Series Editors

Marie Guerda Nicolas, *University of Miami*

Call for Book Proposals

This series aims to focus on the study, promotion and integration of educational, psychological, and physical well-being in multicultural communities. Books in the series will target the production of knowledge and the preparation of the next generation of leaders, researchers, and agents of change and well-being in education and the community.

We invite scholars and researchers in the fields of education and human development to submit proposals for edited or authored books. Interested scholars/researchers from around the world are welcome. The topics are wide open, but we are particularly interested in work which will bring new insights to education and human development.

Proposal:

Book proposals for 2017-2018 publication date are due to the Series Editor, Luciana C. de Oliveira, by May 1, 2017 and must include the following:

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- Audience
- Purpose
- Rationale
- Project Length (#of words)
- Detailed Table of Contents
- Expected Delivery Date
- Author/Editor's brief bio

Please direct all inquiries and proposals to the Series Editor, Luciana C. de Oliveira at ludeoliveira@miami.edu.

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- Real Talk
- Multiliteracies in English as an Additional Language Classrooms
- Expanding Literacy Practices Across Multiple Modes and Languages for Multilingual Students
- StreetWays

- In the Beginning

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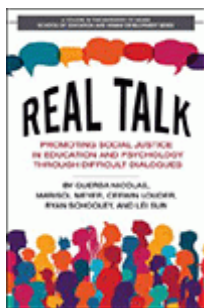
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Real Talk Promoting Social Justice in Education and Psychology Through Difficult Dialogues

Marie Guerda Nicolas, University of Miami; Marisol Meyer, University of Miami; Ceewin Louder, University of Miami; Ryan Schooley, University of Miami; Lei Sun, University of Miami

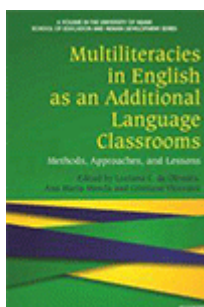
2023. Paperback 978-1-64802-980-6 \$52.99. Hardcover 978-1-64802-981-3 \$94.99. eBook 978-1-64802-982-0 \$85.

As divisions grow across political, economic, and social lines, it often feels as though the only belief shared by many is that “the other side is too far gone.” An authentic difficult dialogue has the power to mobilize our shared humanity in addressing divisions and making transformative change for a more just society. Decades of social science research on meaningful human exchanges can help make sure you not only engage in a difficult dialogue, but that you can engage authentically for the desired goal of transformative change.

A difficult dialogue is an exchange between two or more individuals that are likely to disagree or clash. This book will provide a solid foundation for understanding and engaging in difficult dialogues. As you traverse through the pages, you will develop a better understanding of how desires for power and belonging shape each unique difficult dialogue and recognize how experiences with motivation and defensiveness impact difficult dialogues. Further, you will read about case studies of successful dialogues between children and adults and discover the positive benefits of engaging in difficult dialogues with the youth in your life. Finally, you will be given the opportunity to learn about and practice specific skills to prepare for, engage in, and move forward before, during, and after a difficult dialogue. Given the intellectual foundation you will construct while reading this book, this book includes a workbook section to put your newfound skills to work.

If you are left wondering “If difficult dialogues are difficult by nature, is it really worth engaging in one?” This book will shed light on the power dialogue grants you to inspire transformative change. Difficult dialogues show us that very few people are truly “too far gone” to communicate, reflect, transform, and act. We have all bore witness to both massive societal issues and their proliferating repercussions. However, there is hope in that each can begin to be solved and dismantled with the comparatively small task of engaging in authentic difficult dialogues. To address societal ills - to grow - we must be courageous, we must be vulnerable, and we must have authentic difficult dialogues. We must do this for a better world, for a more just world, and this book may serve as a foundation and a reference as you progress in your journey.

CONTENTS: Foreword. CHAPTER 1: Why Are Dialogues Needed? CHAPTER 2: Understanding Dialogue. CHAPTER 3: Doing the Work. CHAPTER 4: Engaging in Dialogues: Common Responses in Difficult Dialogues and How to Manage Them. CHAPTER 5: Kids and Dialogue. CHAPTER 6: Building Your Toolkit: Resources. CHAPTER 7: Concluding Thoughts. References. Author Biography.



Multiliteracies in English as an Additional Language Classrooms Methods, Approaches, and Lessons

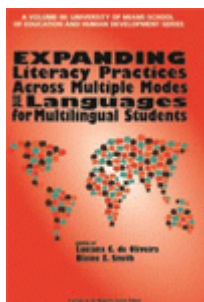
Luciana C. de Oliveira, Virginia Commonwealth University; Ana Maria Menda, University of Miami; Cristiane Vicentini, University of Miami

2021. Paperback 978-1-64802-424-5 \$52.99. Hardcover 978-1-64802-425-2 \$94.99. eBook 978-1-64802-426-9 \$85.

This book presents different practices and strategies for the English as an additional language classroom as well as units that could be adapted to various grade levels, English language proficiency levels, and linguistic and cultural backgrounds. The research, lessons, and concepts included in the book present innovative ideas in EAL education.

The chapters are the result of a professional learning program for 30 English as a Foreign Language (EFL) teachers from Brazil, held at the University of Miami’s School of Education and Human Development in the Spring semester of 2018. The program, entitled “Six-Week English Language Certificate Program for High School English Teachers from Brazil (PDPI),” contained several components related to language development and methodology, including orality, reading, writing, linguistic and grammatical knowledge, and interculturality. The program was guided by the principle of multiliteracies, with a focus on English language development through new possibilities to participate in meaning making that incorporates verbal, visual, body language, gestures, and audiovisual resources.

CONTENTS: Acknowledgment. Principles and Practices of the University of Miami 6-Week English Language Certificate Program for High School English Teachers From Brazil, *Luciana C. de Oliveira, Ana Maria Menda, and Cristiane Vicentini*. **SECTION I: METHODS AND APPROACHES.** Multiliteracies for English as an Additional Language Teaching and Learning, *Luciana C. de Oliveira, Loren Jones, and Sharon L. Smith*. Modified Guided Reading for English as a Foreign Language Classroom Contexts, *Mary A. Avalos*. It's All About Relationships: (Re)Imagining Classroom Dynamics to Foster Student Engagement, *Lindsey A. Chapman, D'Annette Mullen, Rachel Kaplan, and Alexis Freeman*. Visual Thinking Strategies for Emergent Bilinguals, *Ana Maria Menda and Kristin W. Kibler*. Integrating Multimodal Composition Technology in Interdisciplinary Learning, *Ji Shen, Blaine E. Smith, and Shiyan Jiang*. Linguistic and Grammatical Knowledge Development Through Text, *Sabrina Sembiente and Christina Cavallaro*. Innovative Approaches to Technology Integration in English Language Teaching, *Sharon L. Smith and Loren Jones*. **SECTION II: UNIT PLANS: LESSONS FOR ENGLISH AS AN ADDITIONAL LANGUAGE CLASSROOMS.** Deconstructing Stereotypes in the Classroom: A Unit Plan, *Bruno dos Santos Silva, Érica Amorim, and Mariana Rocha, with Cristiane Vicentini*. Family at the Zoo, *Ruby Rocha, with Cristiane Vicentini*. Dance That Connects, *Edlamir Coelho da Silva, José Roberto do Nascimento Junior, and Josileide Ferreira Clemente, with Cristiane Vicentini*. Building Healthy Eating Habits: A Food Experience, *Everton Pereira Santos, Inês Cortes da Silva, and Ricardo Souza Vasconcelos, with Cristiane Vicentini*. Cyberbullying: Developing Empathy in Elementary Students Through Visual Thinking Strategies and Using Modal Verbs to Build Rules of Conduct in the Classroom, *Luciana de Lavor Nunes, with Cristiane Vicentini*. Six Cs of a Family, *Douglas dos Santos Fonseca, Maria Juliana Assis de Oliveira, and Mirelly de Melo Santos, with Cristiane Vicentini*. Visual Thinking Strategies Integrated in a Unit Plan: Do You Like Broccoli Ice Cream? *Antonio F. S. Neri, Luiz Fernando de Oliveira Nogueira, and Marcelo Almeida dos Reis, with Cristiane Vicentini*. What's Up? Reflections on the Use of Social Media in the English as a Foreign Language Classroom, *Alessandra Ribeiro Lacerda, Jane dos Santos, and Rita de Kássia Gomes Novaes de Lima, with Cristiane Vicentini*. A Critical Literacy Lesson, *Gisele Fernandes Loures, José Raphael Moreira da Silveira, and Lorena Norberta da Silva, with Cristiane Vicentini*. Connecting the Dots to Language and Identity: Relating the Self to the Target Language in an EFL Setting, *Laís Amélia Silva Lobo, with Cristiane Vicentini*. Cultivating Multimodal Construction With a Mentor Text: Rosa Parks, *Fernanda Santos da Silva Queiroz, with Cristiane Vicentini*. Deconstructing Stereotypes, *Everton Marques da Silva and Lucélia Ramos Alcântara, with Cristiane Vicentini*. From Muralism to Street Art: An Imaginary Trip to the Wynwood Art District, *Kelly Cristina Oliveira da Silva and Victor Ernesto Silveira Silva, with Cristiane Vicentini*. About the Authors.



Expanding Literacy Practices Across Multiple Modes and Languages for Multilingual Students

Luciana C. de Oliveira, University of Miami; Blaine E. Smith, University of Arizona

2019. Paperback 978-1-64113-480-4 \$52.99. Hardcover 978-1-64113-481-1 \$94.99. eBook 978-1-64113-482-8 \$85.

Literacy practices have changed over the past several years to incorporate modes of representation much broader than language alone, in which the textual is also related to the visual, the audio, the spatial, etc. This book focuses on research and instructional practices necessary for integrating an expanded view of literacy in the classroom that offers multiple points of entry for all students. Projects highlighted in this book incorporate multiple modes of communication (e.g., visual, aural, textual) through various digital and print-based written formats. In addition, this book particularly focuses on the possibilities that this expanded view of literacy holds for emergent to advanced bilingual students and specific scaffolds necessary for supporting them. Our focus is specifically multilingual students as classrooms across the United States and other English-speaking countries around the world become more and more diverse. The book considers educators as active participants in social change and contributors to our overall goal of social justice for all.

This book grew out of work conducted by doctoral students and former doctoral students, now faculty at various universities, from the Language and Literacy Learning in Multilingual Settings (LLMS) specialization in the Department of Teaching and Learning at the School of Education and Human Development at the University of Miami, Florida. The most outstanding feature of this work is the breadth of examples for integrating literacy in the classroom, as well as the specific instructional strategies provided for supporting multilingual students. This volume is unique in tackling both literacy and specific scaffolding for multilingual students. Additionally, the chapters here collectively aim to go beyond describing research to also provide a variety of classroom connections for practitioners and implications for teacher education.

CONTENTS: Preface, *Luciana C. de Oliveira and Blaine E. Smith*. Teaching Multimodal Practices to Multilingual Elementary Students through Picture Books, *Sharon L. Smith*. Exploring Multimodal Representations of Words in a Fourth-Grade English Language Arts Teacher Guide to Support Emergent Bilinguals' Vocabulary Instruction, *Irina Malova, Alain*

Bengochea, Susan R. Massey, and Mary A. Avalos. Using Multimodal Practices to Support Students' Access to Academic Language and Content in Spanish and English, Sabrina Sembiante, J. Andrés Ramírez, and Luciana C. de Oliveira. The Power of Working Together: Research on Collaborative Writing and Implications for Practice, Loren Jones. Translanguaging Writing Practices and Implications for Multilingual Students, Carolina Rossato de Almeida. Scaffolding Multimodal Composing in the Multilingual Classroom, Blaine E. Smith and Daryl Axelrod. Writing for Social Justice: A Promising Practice for Culturally and Linguistically Diverse Adolescents, Kristin Kibler. Contributor Biographies.



StreetWays Chronicling the Homeless in Miami

Eugene F. Provenzo, University of Miami; Edward Ameen; Alain Bengochea; Kristen Doorn; Ryan W. Pontier; Sabrina F. Sembiante

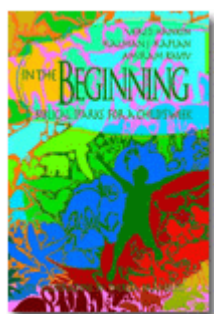
2014. Paperback 9781623967567 \$45.99. Hardcover 9781623967574 \$68.99. eBook 9781623967581 \$85.

Photographs by Lewis P. Wilkerson

StreetWays: Chronicling the Homeless in Miami is a collection of interviews with 28 homeless individuals living in downtown Miami and Miami Beach. Besides extensive photographs of these people and their lives on the street, the book also includes interviews with social service providers, as well as a detailed analysis of homelessness in the United States and more specifically in Miami. The work concludes with a policy analysis and suggestions for addressing issues of homelessness in Miami and the nation.

StreetWays attempts to make clear how and why homelessness occurs, and what the actual lives and experiences of the homeless are about. Through extensive interviews and extensive documentary photographs, a selected group of homeless Miamians lose their invisibility as their experiences, needs and aspirations are reported. The book calls for a better understanding of the experience of homelessness places such as Miami, and of the need to understand homelessness as an issue of diversity and human rights.

CONTENTS: Foreword. Preface. Introduction. Interviewees. C. A. Franco. Roberta Ann Olson. Sergio Torres Quintana. Brian Michaud. Michael Malichuk. Lawrence Wiczorek. Roy Taylor. Mike McCabe. Michael Farley. Byron Vest. Pepe Marino. Scott Paumen. Samuel Pagano. Sanders Brown, Jr. Ellis Kaucher. Richard Strang. Jeffrey Allen Williams. Wayne Edwards, Sr. Ellis Haynes. Randy Chapman. Patrick Rempkowski. Anthony V. Reynolds. Ashley White. Dale Branch. Jerome Henderson. Joseph Shephard. Kimberly Jones. Ms. "Red. Margo Kenyon. **Afterword. Bibliography. Webography.**



In the Beginning Biblical Sparks for a Child's Week

Vered Hankin, Northwestern University; Kalman J. Kaplan, University of Illinois at Chicago; Amiram Raviv, Tel Aviv University

2014. Paperback 9781623964368 \$34.49. Hardcover 9781623964375 \$68.99. eBook 9781623964382 \$85.

For religious and non-religious alike, the Bible constitutes an important source of cultural heritage, fundamental values, and basic codes of social conduct. This book presents seven Biblical stories ordered to the days of Creation and adapted for children in pre K-5th grades. Day 1: David and Goliath; Day 2: The Tower of Babel; Day 3 Noah and the Flood; Day 4: Abraham Breaking the Idols; Day 5: Jonah and the Big Fish; Day 6: Adam Names the Animals; and Day 7 (The Sabbath): Elijah Rests. Commentaries, questions and activities follow each story and can be used by grandparents, parents and educators to discuss real-life issues with children and foster social skills and values.



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