We are fortunate to be literacy educators at a time when social and technological changes afford us unparalleled opportunities to communicate across global, linguistic, cultural, and semiotic boundaries. In this ever more socially networked and textually mediated world, we are increasingly conscious of our multilingual, multicultural, multinational, and multimodal uses and meanings for literacy. However, we are also increasingly conscious of tensions within and around the intersections of the local and the global in literacy studies, including efforts to implement one-size-fits-all curriculum and assessment, retreats from multiculturalism in education and policy, and debates over our rights to use and share digital media.

Thus we see a critical need for literacy educators to open up conversations that engage the tensions of our literate lives in this globally networked world. To this end, we collected future-oriented professional and academic resources for teachers, teacher educators, and researchers. Readers will find in these materials support for learners whose literate lives will have both local and global reach. In the end, readers will turn to The Future of Literacy Studies, where contributors Glynda Hull and Mark Nelson suggest that “being prepared, in both senses of being able and willing, to communicate and understand across differences in language and other modes and media for communication, in ideology, in culture, and in geography is at the heart of what it means to be literate now” (p. 200). We couldn’t agree more. Reach for any one of these texts, and you will find (as we did) that the movement of literacy is compelling, and in your open hands.

Teachers’ familiarity with students’ linguistic resources is essential if we are to support their learning in an increasingly multilingual world. In Code-Switching Lessons, authors Rebecca Wheeler and Rachel Swords (based on their 10-year collaboration) offer teachers explicit strategies and lessons to strengthen language awareness in the classroom. Using code-switching and contrastive analysis, the lessons invite new and affirmative ways of talking about and teaching to students’ unique ways with words in the language arts classroom.

This professional book is composed of an introduction, a unit on identifying audiences, nine core units investigating language patterns, and a final unit on exploring character and voice in literature. The introduction of the book clearly presents the need to recognize students’ linguistic differences. Within this chapter, the authors juxtapose students’ existing knowledge of what the authors call “Informal English” (everyday language) with “Formal English” (standard language). The samples of “Informal” and “Formal” English collected are recorded on public T-charts for whole-group analysis.
Through a process of defining, classifying, and practicing with language patterns, teachers lead students to choose language to fit intended settings and audiences.

The other units draw on grammar inquiry as a frame to examine students’ writing. Unit 2, for example, focuses on the linguistic pattern of possession within African American language patterns. The four lessons in this unit invite students to “figure out, decide, and focus on the pattern, not the ‘right’ way” (p. 30) to show possession. Through direct instruction and guided practice, students generate example sentences for different audiences and edit for the pattern within their own writing. Units 3–10 follow a similar, accessible structure and tone, and the included DVD provides more resources and sample video clips of Swords’s classroom lessons.

Though these are lessons developed from work with African American language patterns, the authors encourage teachers to customize the units to the distinct language practices within their own classrooms. Among the strengths of the book is the final unit. Each lesson within this unit on characters and voice in literature is devoted to supporting students as they identify when and why and how authors choose languages when they write. They advise that selections of well-chosen multicultural literature serve as literary and linguistic models for analysis to name, define, and understand varied audiences and purposes. The authors explain, “Above all we want students to recognize that language choice is a purposeful and powerful decision the author makes” (p. 240). Overall, *Code-Switching Lessons* acknowledges the multilingual context of today’s schools and invites teachers to grow curriculum from the wealth of linguistic resources in the classroom. In this way, students are more likely to recognize and integrate these resources into their writing and become more powerful and savvy writers.
The remainder of the book has two parts. The first features an extensive discussion of the history and the significant tenets, debates, and tensions within the fields of children’s literature and multicultural education. The final section explicitly applies critical multicultural analysis to children’s literature, illustrating how one might explore race, class, gender, and genre. The book culminates with a dialogue on critical multicultural analysis of children’s literature with key figures Mingshui Cai, Patrick Shannon, and Junko Yokota. A generous appendix of resources, bibliographies, and units to customize in the classroom is also included.

Critical multicultural analysis, as presented by the authors, offers a critical scaffold for reading power in children’s literature. The book itself invites readers into an honest discussion of the positions, possibilities, and challenges of critical multicultural analysis, while urging its place within our growing global educational contexts. Botelho and Rudman explain, “We advocate for reading that awakens children to the sociopolitical context of the world” (p. 271). By thoughtfully integrating both classroom practice and theory across the book, Botelho and Rudman equip readers with valuable reading strategies to “guide children in reading dominant discourses of race, class, and gender and identify how ideology is rendered in the materials they read” (p. 94).

Critical Multiculturalism: Theory and Praxis
Edited by Stephen May and Christine E. Sleeter

Critical Multiculturalism: Theory and Praxis is a comprehensive volume designed to question liberal multicultural education as it has been historically taken up in schools, and to offer teachers and teacher educators more robust and humanizing alternatives to this tradition. Stephen May and Christine Sleeter, significant contributors to the field of multicultural education, present the limitations of popular liberal interpretations of multicultural education, commenting on its appeal as a panacea to remedy the “problem” of difference in schools, and its authority to silence issues of inequality and oppression. As explained by the editors in the introduction, superficial studies of cultural artifacts and inauthentic ethnic additives naively reduce multiculturalism to a collection of fixed and essentialized groups. Together, the editors and contributing authors encourage readers to take up more fluid notions of culture and identity that embrace transformed critical multicultural approaches in education. The introduction and the four sections of this book inform instruction in two ways: 1) by unpacking the often dense theoretical strands of critical multiculturalism (theory), and 2) by explicitly illustrating how critical multiculturalism relates to practice (praxis). Moreover, readers will uncover how critical multiculturalism can facilitate transformative examinations of institutionalized power and oppression for teachers, their classrooms, and their fields of instruction.

Part I features teacher education and professional development as untapped sites for “deep critical pedagogy that supports critical multiculturalism” (p. 12). Featuring many international and distinguished authors (including Russell Bishop and Lilia Bartolomé), each chapter in this section speaks to the dangers of teachers’ unexamined negative perceptions that could potentially materialize as discriminatory practices in the classroom and offers ways in which they might be addressed. In Part II, authors present cogent examples of critical multiculturalism within language and language arts instruction. All of these chapters have as their primary consideration the commitment to inspire students to explore and make connections that deepen and widen their own experiences and knowledge, while imagining a world with difference. Part III similarly explores critical multiculturalism for math, science, and technology. Part IV examines critical multiculturalism as it relates to the humanities and social sciences. From the perspectives of social studies, art, music, and physical education disciplines/classrooms, readers will find critical multiculturalism at work and learn about how students are encouraged to rethink dominant ideological assumptions around culture, power, and the arts.

Together, each of these chapters paint a more powerful portrait of the current and historical contexts in which critical multiculturalism thrives.
This masterful treatment of transformative critical multiculturalism within unconventional disciplines, in one collection and across many nations, positions this book as an important contribution to the field and marks a turning point in critical multiculturalism.

Copyright Clarity: How Fair Use Supports Digital Learning
(with supplemental website http://copyrightconfusion.wikispaces.com)

Written by Renee Hobbs

Wherever we find students at screens borrowing digital images, videos, or music from the Internet to compose and share with global audiences, we are likely to find teachers who wonder: “Is it legal to use copyrighted material like this?” Media literacy educator Renee Hobbs assures us that we need not fear that copying digital media always amounts to stealing. Rather, we can have Copyright Clarity.

This book and supplemental website will appeal to all levels of educators who engage digital media in the classroom. In a clear and concise 96 pages, Hobbs builds a case for fair use by drawing on her research and experiences as a co-developer of NCTE’s Code of Best Practices in Media Literacy Education, as well as the expertise of legal scholars and leaders in the field of media literacy. Hobbs explains relevant laws and legal terms in plain language, reviews principles of best practice, and dispels common misconceptions of copyright law, such as “you can use only 10% of this or 30 seconds of that” (nope, those aren’t the law). Especially helpful are the myriad resources provided for teachers. The website includes thoughtful instructional plans, animated music videos, and suggested readings for K–12, college, and graduate students. The appendix includes a detailed outline for a staff development workshop, including slides and videos available online for download. The website also provides additional opportunities to practice reasoning out instances of fair use as part of a community of copyright and digital learning activists.

The book concludes with a discussion of competing visions of the future of intellectual property. Clearly, we are in the midst of a cultural debate over how our technologically mediated culture will share knowledge with global audiences. Hobbs makes it clear that educators have an important role to play in this conversation, one that requires us to be guides for students in knowing and exercising their rights as digital citizens. As she argues, this is particularly important because the ways in which we interpret fair use in our communities impacts how courts interpret the law; thus, our failure to exercise our rights to fair use puts them in jeopardy for the future. “In a nutshell,” writes Donna Alvermann in an enthusiastic Foreword, “Copyright Clarity is easily the most important book I have read this year” (p. viii). Certainly this will be a most important book for teachers as well, as they envision the potential for their students’ work to reach far beyond the boundaries of school and make a difference to audiences the world over.

The Future of Literacy Studies
Edited by Mike Baynham and Mastin Prinsloo

Editors Mike Baynham and Mastin Prinsloo invite a new generation of scholars to share their visions for the future of literacy studies. Both new and experienced researchers in the field will find inspiration in this powerhouse collection of scholars from across the globe. In their introduction, the editors prepare us for the continuities and changes that lie ahead as we renew and revise our foundational theoretical and methodological orientations in light of social and technological changes over the last two decades. The opening chapters turn readers’ attention back and forth, from our foundations to our futures. Brian Street (Chapter 1) explores key tenets and new directions in the field. Next, David Barton (Chapter 2) reviews findings across ethnographic literacy studies, and underscores the significance of literacy in a world that is increasingly
mediated by text. Then, Deborah Brandt (Chapter 3) looks at the ascendency of writing as a second stage of mass literacy and a new frontier for future literacy studies.

While the chapters are diverse in their offerings, interest in local/global tensions are woven throughout; as the editors note, researchers of social literacies “have become increasingly aware that the focus on literacy practices as located in immediate social, cultural, and political contexts has to be tempered with a sense of how remote sites and remote literacy practices shape and constrain local literacy practices” (p. 4). In order to study literacy in a time of hypermobility of people, objects, and information across borders, Catherine Kell (Chapter 4) proposes a new method of transcontextual analysis to describe and model flows across space and time. Doris Warriner (Chapter 8) also argues for new ways of investigating and representing literacy practices, suggesting literacy studies might borrow from the strengths of transnational studies to explore flows across national boundaries.

Roz Ivanic (Chapter 5) turns our attention toward schools, where she examines how micro-level literacy practices flow between students’ everyday, vernacular literacies and their academic literacies to become resources for learning across the curriculum. Lesley Farrell (Chapter 9) suggests that workspaces are underexamined settings for research, as “sites where the global movement of people, capital, and ideas play out in urgent ways, generating new literate practices from the local and remote resources” (p. 195). She argues that, “The point is not that the global and local interact; it is that the global and local constitute each other and we need to understand how literate practice is simultaneously instantiating this and enabling this to occur” (p. 182).

Another common point of inquiry across chapters relates to how literacy continues to expand to include new modes of communication. Brian Street (Chapter 1) suggests pairing theories of new literacies with theories of social semiotics, and supports the development of an ideological model of multimodality. Likewise, Mark Warschauer (Chapter 6) suggests an ideological model of digital literacy, asking our attentiveness to politics and power in what shapes and constrains the development of digital literacy. Ilana Snyder (Chapter 7) examines the dominance of print-oriented approaches in literacy instruction, calling educators to take up the political challenge of building informed public support for more forward-thinking literacy curriculum.

Finally, Glynda Hull and Mark Nelson (Chapter 10) conceptualize a new theoretical direction for literacy studies grounded in the aesthetic and the arts. This seems a particularly fitting conclusion to this volume, as their vision of ethical citizenship in a global world draws together central constructs of new literacy studies: designing meaning through multiple semiotic systems, and connectivity across personal, linguistic, cultural, and national boundaries. Their vision highlights learners in a socially networked world whose multimodal texts allow them “to participate, undaunted, in local and global conversations that are respectfully alert to difference” (p. 220). We look forward to this future in literacy studies.

Angie Zapata and Audra K. Roach are doctoral students in Language and Literacy Studies at the University of Texas at Austin.