Sheridan Blau
Background Knowledge and the Challenge of Teaching Classic Literary Works
A Workshop for Educators Grade 7-University
Monday, July 26, 2017 from 1:00-3:30

This session, conducted as a series of hands-on experiments with texts and teaching practices, will examine the problem and role of background knowledge in the reading and teaching of literature, and explore avenues (and a theory of practice) by which teachers can help students acquire the knowledge and experience needed for enjoyable literary travel to times and places beyond our present cultural moment, particularly in their reading of assigned texts representing the Anglo-American and European literary traditions.
If my job was to ensure that my students were learning as much as possible, then I had to find ways to switch roles with them, to have them take the kind of responsibility for such tasks as making sense of texts and figuring out textual and conceptual problems that I regularly undertook in my role as a teacher.

Sheridan Blau *The Literature Workshop*

To register by mail, complete this form and mail with a check made out to The University Corporation for the appropriate amount:

The Cal State Northridge Writing Project
The Michael D. Eisner College of Education
18111 Nordhoff Street
Northridge, CA 91330-8265

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**WRITING PROJECT PRINCIPLES**

Teachers learn best from successful teachers in similar situations.
Student writing can be improved by improving the teaching of writing.
Writing is important as a method of learning and a vital tool for communication.
Effective writing teachers gain insight from their own writing experiences and from those of their peers.
Knowledge about the teaching of writing comes from those who teach, write, and research.

All students are entitled to discover and develop their writing.

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**Name:**

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**Contact Email:**

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**Contact Phone #:**

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**Educational Affiliation:**

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**BECAUSE WRITING MATTERS...**