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Nota di contenuto	Style and the renaissance of composition studies / Tom Pace -- Where is style going? Where has it been? / Elizabeth Weiser -- Contextual stylistics : breaking down the binaries in sentence-level pedagogy / Rebecca Moore Howard -- Style redux / Kathryn Flannery -- The uses of literature / Tina Kelleher -- Persuasion, more than argument : moving toward a literary sensitivity in the classroom / Allison Alsup -- An arts-centric composition classroom / Gabriel Gomez -- Playing with echo : strategies for teaching repetition in the writing classroom / Melissa A. Goldthwaite -- The "Weird AI" style method : playful invention as serious pedagogy / Keith Rhodes -- When their voice is their problem : using imitation to teach the classroom dialect / J. Scott

Farrin -- Style : the new grammar in composition studies? / Nicole Amare -- Balancing thought and expression : a short course in style / Lisa Baird -- Rethinking stylistic analysis in the writing class / William J. Carpenter -- Re-placing the sentence : approaching style through genre / Peter Clements -- Tutoring taboo : a reconsideration of style in the writing center / Jesse Kavadlo -- Rhetor-fitting : defining ethics through style / Dion C. Cautrell -- Style as a system : toward a cybernetic model of composition style / Drew Loewe -- Teaching the tropics of inquiry in the composition classroom / M. Todd Harper -- Writing with the ear / T.R. Johnson.

Sommario/riassunto

For about two decades, say Johnson and Pace, the discussion of how to address prose style in teaching college writing has been stuck, with style standing in as a proxy for other stakes in the theory wars. The traditional argument is evidently still quite persuasive to some-that teaching style is mostly a matter of teaching generic conventions through repetition and practice. Such a position usually presumes the traditional view of composition as essentially a service course, one without content of its own. On the other side, the shortcomings of this argument have been much discu
