

1. Record Nr.	UNISA996391002203316
Autore	Ford Emanuel
Titolo	The famous historie of Montelyon, Knight of the Oracle, and sonne to the renowned Persicles King of Assyria [[electronic resource]] : Shewing his strange birth, vnfortunate love, perilous adventures in armes, and how he came to the knowledge of his parents. Interlaced, with much variety of pleasant and delightfull discourse
Pubbl/distr/stampa	London, : Printed by B. Alsop, and T. Favvcet, dwelling in Grubstreet, neere the lower Pumpe, 1640
Descrizione fisica	[200] p
Soggetti	Romances, English
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Dedication signed: Emanuel Foord. Signatures: A-2Bâ´. The first leaf is blank except for signature-mark "A" within a border of type-ornaments. Running title reads: The history of Montelion, Knight of the Oracle. Reproduction of the original in the Folger Shakespeare Library.
Sommario/riassunto	eebo-0055

2. Record Nr.	UNINA9910792364703321
Autore	Soep Elisabeth
Titolo	Drop that knowledge [[electronic resource]] : youth radio stories / / Elisabeth Soep and Vivian Chavez
Pubbl/distr/stampa	Berkeley, : University of California Press, c2010
ISBN	1-282-55617-7 9786612556173 0-520-94545-X
Descrizione fisica	1 online resource (238 p.)
Altri autori (Persone)	ChavezVivian
Disciplina	791.44/65235
Soggetti	Youth in mass media - United States Mass media and youth - United States Youth - United States - Social life and customs Youth - United States - Social conditions Radio broadcasting - United States Mass media and education - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Illustrations -- Acknowledgments -- Introduction. Unbury the Lede -- One. Converged Literacy -- Two. Collegial Pedagogy -- Three. Point of Voice -- Four. Drop That Knowledge -- Five. Alumni Lives -- Appendix. Teach Youth Radio -- Notes -- Bibliography -- Index
Sommario/riassunto	This is the first book to take us inside Youth Radio for a fascinating, behind-the-scenes look at a unique, Peabody Award-winning organization that produces distinctive content for outlets from National Public Radio to YouTube. Young people come to Youth Radio, headquartered in Oakland, California, from under-resourced public schools and neighborhoods in order to produce media that will transform both their own lives and the world around them. Drop That Knowledge weaves their compelling personal stories into a fresh framework for understanding the relationship between media, learning, and youth culture at a moment when all three spheres are undergoing dramatic change. The book emphasizes what is innovative and exciting

in youth culture and offers concrete strategies for engaging and collaborating with diverse groups of young people on real-world initiatives in a range of settings, online and in real life.

3. Record Nr.	UNINA9910438234003321
Titolo	Science Fiction and Speculative Fiction : Challenging Genres // edited by P. L. Thomas
Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2013
ISBN	9789462093805 : (ebk : EbookCentral)
Edizione	[1st ed. 2013.]
Descrizione fisica	vii, 215p. ; : ill. (b&w)
Collana	Critical Literacy Teaching Series: Challenging Authors and Genre
Altri autori (Persone)	ThomasPaul Lee <1961->
Disciplina	016.8093876
Soggetti	Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Intro -- Science Fiction and Speculative Fiction: Challenging Genres -- TABLE OF CONTENTS -- Acknowledgements -- Introduction: Challenging Science Fiction and Speculative Fiction -- 1. A Case for SF and Speculative Fiction: An Introductory Consideration -- 2. SF and Speculative Novels: Confronting the Science and the Fiction -- 3. SF Novels and Sociological Experimentation: Examining Real World Dynamics through Imaginative Displacement -- 4. "Peel[ing] apart Layers of Meaning" in SF Short Fiction: Inviting Students to Extrapolate on the Effects of Change -- 5. Reading Alien Suns: Using SF Film to Teach a Political Literacy of Possibility -- 6. Singularity, Cyborgs, Drones, Replicants and Avatars: Coming to Terms with the Digital Self -- 7. Troubling Notions of Reality in Caprica: Examining "Paradoxical States" of Being -- 8. "I Try to Remember Who I Am and Who I Am Not": The Subjugation of Nature and Women in The Hunger Games -- 9. "It's a Bird . . . It's a Plane . . . It's . . . a Comic Book in the Classroom?": Truth: Red, White, and Black as Test Case for Teaching Superhero Comics -- 10. The Enduring Power of SF, Speculative and Dystopian Fiction: Final Thoughts -- Author Biographies.
Sommario/riassunto	Why did Kurt Vonnegut shun being labeled a writer of science fiction

(SF)? How did Margaret Atwood and Ursula K. Le Guin find themselves in a public argument about the nature of SF? This volume explores the broad category of SF as a genre, as one that challenges readers, viewers, teachers, and scholars, and then as one that is often itself challenged (as the authors in the collection do). SF, this volume acknowledges, is an enduring argument. The collected chapters include work from teachers, scholars, artists, and a wide range of SF fans, offering a powerful and unique blend of voices to scholarship about SF as well as examinations of the place for SF in the classroom. Among the chapters, discussions focus on SF within debates for and against SF, the history of SF, the tensions related to SF and other genres, the relationship between SF and science, SF novels, SF short fiction, SF film and visual forms (including TV), SF young adult fiction, SF comic books and graphic novels, and the place of SF in contemporary public discourse. The unifying thread running through the volume, as with the series, is the role of critical literacy and pedagogy, and how SF informs both as essential elements of liberatory and democratic education.
