

1. Record Nr.	UNINA9910450415703321
Autore	Hill Carolyn Ericksen
Titolo	Writing from the margins [[electronic resource]] : power and pedagogy for teachers of composition / / Carolyn Ericksen Hill
Pubbl/distr/stampa	New York, : Oxford University Press, 1990
ISBN	0-19-802274-3 1-280-52533-9 1-4237-3705-9 1-60129-791-2
Descrizione fisica	1 online resource (297 p.)
Disciplina	418.0071 808.04207
Soggetti	English language - Rhetoric - Study and teaching English language - Grammar Electronic books.
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 (p. 261-275) and index.
Nota di contenuto	Contents; 1. Introduction; 2. Students: At the Edges Looking In; 3. Teachers: Author(iz)ing Hard and Soft Stories about Academia; 4. Four Midwives; 5. Peripheral Visions from Rhetoric's Past; 6. Writers' Minds: Which System?; 7. Time Passed from Reading to Writing to Reading; 8. Grammar, Style, and Politics; 9. Conclusion; References; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; U; V; W; Y
Sommario/riassunto	Too often both composition teachers and their students experience knowledge and authority as unchanging entities that cannot be challenged in classroom exchanges. Drawing on feminist, cultural, and poststructuralist theory, as well as work in the rhetorical tradition and composition studies, Hill offers less debilitating methods of thinking that teachers can model for their students. Richly illustrated with examples of classroom interactions and student work, the book also shows teachers how to enrich their own intellectual and political lives within the academy.