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Nota di contenuto	CONTENTS; FOREWORD by Alan C. Purves; PREFACE; PART I: TEACHING AS A PROFESSION: ISSUES AND RESPONSIBILITIES; 1. Content Knowledge versus Process Knowledge: A False Dichotomy by Gail E. Hawisher; 2. Report from the Eastern Shore: The English Coalition Conference by Charles B. Harris; 3. Secondary School English Teachers: Past, Present, Future by R. Baird Shuman; 4. ""To Think A bout What I Think"": Inquiry and Involvement by Connie Swartz Zitlow; 5. The National Writing Project: Staff Development in the Teaching of Composition by Mary Louise Gomez 6. Testing Teachers: Current Issues and Their Implications for Evaluating English Teachers by Maia Pank MertzPART II: TEXTUAL RELATIONSHIPS AND PEDAGOGY: LITERATURE AND WRITING; 7. Literature and Literacy by Robert E. Probst; 8. Exploring the Relationships between Writing and Literary Understanding: A Language and Learning Perspective by George E. Newell; 9. Literature as Writing: Integrating Literature and Writing Instruction through Manuscript Studies by Ron Fortune; PART III: RHETORIC AND COMPOSITION: DESIGNS FOR INTEGRATION

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12. Rhetorical Theory and the Teaching of Writing by Andrea A. Lunsford and Cheryl Glenn;
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PART IV: THE LEARNING OF LANGUAGE: TEACHERS AND THEIR STUDENTS
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