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| Titolo | Teaching the Literature Survey Course [[electronic resource]] : New Strategies for College Faculty / / Gwynn Dujardin, James M. Lang, and John A. Staunton [editors] |
| Pubbl/distr/stampa | Morgantown [West Virginia], : West Virginia University Press, 2018 |
| ISBN | 1-946684-11-2 |
| Edizione | [First edition.] |
| Descrizione fisica | 1 online resource (250 pages) : illustrations |
| Collana | Teaching and learning in higher education |
| Disciplina | 809.0071 |
| Soggetti | Literature - Study and teaching (Higher) Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Introduction / James M. Lang -- Mapping the literature survey : locating London in British literature I / Kevin Bourque -- Creative imitation : the survey as an occasion for emulating style / Scott L. Newstok -- Bingo pedagogy : team-based learning and the literature survey / Desire Henderson -- Extended engagement : in praise of breadth / Aaron Rosenfeld -- "Reacting to the past" in the survey course : teaching the stages of power : Marlowe and Shakespeare, 1592 game / Joan Varnum Ferretti -- The blank survey syllabus / Chris Walsh -- Errant pedagogy in the early modern classroom, or prodigious misreadings in and of the Renaissance / Melissa J. Jones -- Digital tools, new media survey, and the literature survey / Jennifer Page -- Thematic organization and the first-year literature survey / Kristin Lucas and Sarah Fiona Winters -- Fear and learning in the historical survey course / Gwynn Dujardin -- The survey as pedagogical training and academic job credential / Tim Rosendale -- Revisioning the American literature survey for teachers and other wide-awake humans / John A. Staunton. |
| Sommario/riassunto | Teaching the Literature Survey Course makes the case for maintaining--even while re-imagining and re-inventing--the place of the survey as a transformative experience for literature students. Through essays both practical and theoretical, the collection presents survey teachers with an exciting range of new strategies for energizing |

their teaching and engaging their students in this vital encounter with our evolving literary traditions. From mapping early English literature to a team-based approach to the American survey, and from multimedia galleries to a "blank syllabus," contributors propose alternatives to the traditional emphasis on lectures and breadth of coverage. The volume is at once a set of practical suggestions for working teachers (including sample documents like worksheets and syllabi) and a provocative engagement with the question of what introductory courses can and should be.
