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| Titolo | Intertexts [[electronic resource]] : reading pedagogy in college writing classrooms / / edited by Marguerite Helmers |
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| ISBN | 1-135-63471-8 1-282-32192-7 9786612321924 1-4106-0697-X |
| Descrizione fisica | 1 online resource (255 p.) |
| Altri autori (Persone) | HelmersMarguerite H. <1961-> |
| Disciplina | 418.4071 808/.042/0711 |
| Soggetti | English language - Rhetoric - Study and teaching Reading (Higher education) Report writing - Study and teaching (Higher) |
| 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 indexes. |
| Nota di contenuto | Book Cover; Title; Copyright; Contents; Preface; Acknowledgments; CULTURE; 1 Introduction: Representing Reading; 2 Closer than Close Reading: Historical Analysis, Cultural Analysis, and Symptomatic Reading in the Undergraduate Classroom; 3 Reading as a Site of Spiritual Struggle; THEORY; 4 The Master Double Frame and Other Lessons from Classical Education; 5 Whatever Happened to Reader-Response Criticism?; 6 Reading the Visual in College Writing Classes; CLASSROOM; 7 The Rereading/Rewriting Process: Theory and Collaborative, On-line Pedagogy 8 (Re)Reading and Writing Genres of Discourse: Creative Writing as General Education9 Reading Matters for Writing; Afterword; Contributors; Author Index; Subject Index |
| Sommario/riassunto | What do we mean when we talk about reading? What does it mean to ""teach reading?"" What place does reading have in the college writing classroom? Intertexts: Reading Pedagogy in College Writing Classrooms theoretically and practically situates the teaching of reading as a common pedagogical practice in the college writing |

classroom. As a whole, the book argues for rethinking the separation of reading and writing within the first-year writing classroom--for an expanded notion of reading that is based on finding and creating meaning from a variety of symbolic forms, not
