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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
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.