

1. Record Nr.	UNINA9910783507803321
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Titolo	Writing games [[electronic resource]] : multicultural case studies of academic literacy practices in higher education // Christine Pearson Casanave
Pubbl/distr/stampa	Mahwah, N.J., : Lawrence Erlbaum Associates, 2002
ISBN	1-135-66019-0 1-282-32415-2 9786612324154 1-4106-1236-8
Descrizione fisica	1 online resource (295 p.)
Disciplina	808/.042/0711
Soggetti	English language - Rhetoric - Study and teaching - Social aspects English language - Study and teaching (Higher) - Foreign speakers Academic writing - Study and teaching - Social aspects Second language acquisition Multicultural education Educational games
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. 291-306) and index.
Nota di contenuto	Machine generated contents note: 1. GAMES AND FRAMES: WHEN WRITING IS MORE THAN 1 -- WRITING -- A Word on Frames 1 -- Common Sense Beginnings 3 -- Framing in the Voices of Others 13 -- Assumptions: The End of the Beginning 29 -- Case Study Methodology 31 -- 2. THE BEGINNINGS OF CHANGE: LEARNING AND TEACHING 35 -- UNDERGRADUATE ACADEMIC LITERACY GAMES -- Clueless 35 -- Published Studies 37 -- Case Study: Communities of Practice? Game Strategies -- in Two Teachers' EAP Classes in a Japanese University 53 -- Chapter Reflections 78 -- 3. STEPPING INTO THE PROFESSION: WRITING GAMES 8 2 -- IN MASTERS PROGRAMS -- From Observer to Participant 82 -- Published Studies 84 -- Case Study: Five Masters Students Step Into the Second -- Language Education Profession 92 -- Chapter Reflections 128 -- 4. REDEFINING THE SELF: THE UNSETTLING DOCTORAL 13 4 -- PROGRAM GAME -- From Clarity to Confusion 134

-- Published Studies 136 -- Case Study: Virginia: Not Her Kind of Game 149 -- Chapter Reflections 176 -- 5. JUGGLING AND BALANCING GAMES OF BILINGUAL FACULTY 178 -- Personal Reflections on Multilingualism 178 -- Published Studies 181 -- Case Study: The Juggling Games of Bilingual Faculty 191 -- Chapter Reflections 216 -- 6. BENDING THE RULES 220 -- Conforming and Resisting 220 -- Published Studies 225 -- Case Study: Author-Editor Games in the Construction -- of Unconventional Textual Identities 233 -- The Authors 235 -- Issues 238 -- Chapter Reflections 254 -- 7. THE PARADOXICAL EFFORT AFTER COHERENCE IN 256 -- ACADEMIC WRITING GAMES -- Games, Transitions, and Identity Revisited 260 -- Effort After Coherence 265 -- The End and the Continuation 279.

Sommario/riassunto

This book explores how writers from several different cultures learn to write in their academic settings, and how their writing practices interact with and contribute to their evolving identities as students and professionals in academic environments in higher education. Embedded in a theoretical framework of situated practice, the naturalistic case studies and literacy autobiographies include portrayals of undergraduate students and teachers, master's level students, doctoral students, young bilingual faculty, and established scholars, all of whom are struggling to understand their
