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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]
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Edizione	[First edition.]
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Lingua di pubblicazione	Inglese
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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.

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