

1. Record Nr.	UNINA9910780247103321
Autore	James Sharon L
Titolo	Learned girls and male persuasion [[electronic resource]] : gender and reading in Roman love elegy // Sharon L. James
Pubbl/distr/stampa	Berkeley, : University of California Press, c2003
ISBN	1-282-35682-8 9786612356827 0-520-92866-0 1-59734-707-8
Descrizione fisica	1 online resource (367 p.)
Collana	Joan Palevsky imprint in classical literature
Disciplina	871/.01093543
Soggetti	Elegiac poetry, Latin - History and criticism Love poetry, Latin - History and criticism Man-woman relationships in literature Women - Books and reading - Rome Women and literature - Rome Books and reading - Rome Sex role in literature Persuasion (Rhetoric) Women in literature
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. 323-335) and indexes.
Nota di contenuto	Pt. 1 -- Concepts, structures, and characters in Roman love elegy -- Introduction: approaching elegy -- Men, women, poetry, and money: the material bases and social backgrounds of elegy -- Pt. 2 -- The material girls and the arguments of elegy; or, The docta puella reads elegy -- Against the greedy girl; or, The docta puella does not live by elegy alone -- Characters, complaints, and the stations of the lover; or, Adventures and laments in elegy -- Pt. 3 -- Problems of gender and genre, text and audience, in Roman love elegy -- Necessary female beauty and generic male resentment: reading elegy through Ovid -- Poetry, politics, sex, status: how the docta puella serves elegy.
Sommario/riassunto	This study transforms our understanding of Roman love elegy, an

important and complex corpus of poetry that flourished in the late first century b.c.e. Sharon L. James reads key poems by Propertius, Tibullus, and Ovid for the first time from the perspective of the woman to whom they are addressed-the docta puella, or learned girl, the poet's beloved. By interpreting the poetry not, as has always been done, from the stance of the elite male writers-as plaint and confession-but rather from the viewpoint of the women-thus as persuasion and attempted manipulation-James reveals strategies and substance that no one has listened for before.

2. Record Nr.	UNINA9910816728803321
Autore	Eastman Billy
Titolo	Authentic literacy instruction : empowering secondary students to become lifelong readers, writers, and communicators // Billy Eastman, Amy Rasmussen
Pubbl/distr/stampa	Bloomington, Indiana : , : Solution Tree Press, , [2022] ©2022
ISBN	1-949539-90-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (xii, 153 pages) : illustrations
Collana	Gale eBooks
Disciplina	428.0071/2
Soggetti	Language arts (Secondary) Language arts (Middle school) Student-centered learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Authentic literacy -- 2. Teacher as authentic literacy expert -- 3. Relationships and community in the authentic literacy classroom -- 4. Promotion of student choice for greater outcomes -- 5. Student application of literacy skills -- 6. Feedback in the authentic literacy classroom -- 7. Classroom routines that built authentic reading and writing habits.
Sommario/riassunto	"English language arts and literacy teachers hope their students will meaningfully engage with reading and writing but often find learners

disinterested or merely compliant. Through a hands-on approach to student-centered literacy, authors Billy Eastman and Amy Rasmussen empower readers to become teacher readers and teacher writers who inspire students to develop comprehensive and personally rewarding reading, writing, listening, and speaking skills. Aimed at educators working with students in grades 6-12, *Authentic Literacy Instruction: Empowering Secondary Students to Become Lifelong Readers, Writers, and Communicators* informs readers of the benefits of an authentic literacy approach, guides readers in implementing effective classroom practices that center on the individual needs of learners, and enables readers to grow their expertise and model lifelong reading and writing behaviors"--
