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Nota di bibliografia	Includes bibliographical references and index
Nota di contenuto	Introduction, Lucia Thesen (University of Cape Town, South Africa) and Ermien van Pletzen (University of Cape Town, South Africa) -- 1. 'Use your own words', Stella Clark -- 2. Literacies in transition, Bongani Bangeni (University of Cape Town, South Africa) and Rochelle Kapp (University of Cape Town, South Africa) -- 3. Intertextual analysis: a research tool for uncovering the writer's emerging meanings, Morgan Paxton -- 4. A body of reading: making 'visible' reading experiences, Ermien van Pletzen (University of Cape Town, South Africa) -- 5. Change as additive: harnessing students' multimodal semiotic resources, Arlene Archer (University of Cape Town, South Africa) -- 6. Word, image and authority in the lecture, Lucia Thesen (University of Cape Town, South Africa) -- 7. Identity, power and discourse: the socio-political self-representations of successful black students at UCT, Gideon Nomdo (University of Cape Town, South Africa) -- 8. The ESL context: an ethnographic study, Rochelle Kapp (University of Cape Town, South Africa) -- Bibliography -- Index --
Sommario/riassunto	This book is an analysis of student literacy in an academic setting, and

how this has changed due to political, economic and social factors. The contributors, who are all engaged in academic literacy work at a South African university, use the theoretical tradition of New Literacy Studies as developed by theorists such as James Gee, Brian Street and Gnnther Kress, and apply this to a case study of one university in the changing context of South Africa. Academic Literacy and the Languages of Change will be of interest to postgraduates and academics researching sociolinguistics, or language and education.
