

1. Record Nr.	UNINA9910793691303321
Autore	Imbert Patrick
Titolo	The permanent transition / / Patrick Imbert
Pubbl/distr/stampa	Madrid, Spain ; ; Frankfurt am Main, Germany : , : Iberoamericana : , : Vervuert, , [1999] ©1999
ISBN	3-96456-362-5
Descrizione fisica	1 online resource
Collana	Teoria y critica de la cultura y literatura ; ; . 14
Disciplina	149
Soggetti	Postmodernism Civilization, Modern - 20th century
Lingua di pubblicazione	Spagnolo
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front matter -- Contents -- Preface -- Introduction -- Chapter 1. Death and facts -- Chapter 2. Change of paradigms -- Chapter 3. Change, risk and new paradigms -- Chapter 4. Theory and contexts -- Conclusion -- Bibliography -- Summary
Sommario/riassunto	The goal of this concise book is to trace the modalities of discursive changes in the framework of the postmodern condition contextualized with postcolonialism.

2. Record Nr.	UNINA9910826100203321
Autore	Keller Daniel <1977->
Titolo	Chasing literacy : reading and writing in an age of acceleration / / Daniel Keller
Pubbl/distr/stampa	Boulder, Colorado : , : Utah State University Press, , 2013 ©2013
ISBN	1-4920-0064-7 0-87421-933-7
Descrizione fisica	1 online resource (204 p.)
Classificazione	LAN005000
Disciplina	428.4
Soggetti	Reading Information technology Literacy
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 and index.
Nota di contenuto	Contents; Acknowledgments; Introduction; 1. Locating Reading in Composition Studies; 2. Perceptions of Literacy; 3. Reading in a Culture of Acceleration; 4. Directing Attention: Multitasking, Foraging, Oscillating; 5. Reading-Writing Connections; Conclusion; Appendix; References; About the Author; Index
Sommario/riassunto	"Arguing that composition should renew its interest in reading pedagogy and research, Chasing Literacy offers writing instructors and literacy scholars a framework for understanding and responding to the challenges posed by the proliferation of interactive and multimodal communication technologies in the twenty-first century. Employing case-study research of student reading practices, Keller explores reading-writing connections in new media contexts. He identifies a culture of acceleration--a gathering of social, educational, economic, and technological forces that reinforce the values of speed, efficiency, and change--and challenges educators to balance new "faster" literacies with traditional "slower" literacies. In addition, Keller details four significant features of contemporary literacy that emerged from his research: accumulation and curricular choices; literacy perceptions; speeds of rhetoric; and speeds of reading. Chasing Literacy outlines a

new reading pedagogy that will help students gain versatile, dexterous approaches to both reading and writing and makes a significant contribution to this emerging area of interest in composition theory and practice"--

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