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| Nota di contenuto | Front Matter -- Copyright page -- Contents -- Introduction / Frank Jacob and Shannon Kincaid -- Arts -- "Object Poetry" as a Source of Inspiration for Design Studies / Ravid Rovner -- Arts Integrated Learning through Poetry / Alison Cimino -- Biology -- Poetry in a Biology Classroom / Urszula Golebiewska -- English -- An Initiation into Academic Discourse with Poetry / Susan Lago -- Poetry and Student Learning / Angela Hooks -- "Thirsty Women and Fuckboys" / Kathleen Alves -- In Deference to Dreams Deferred / Alice Rosenblitt-Lacey -- History -- Expressive Content Writing / Frank Jacob -- Philosophy -- Pedagogy in Verse / Shannon Kincaid -- Empowering Poetic Defiance / Joshua M. Hall -- Sociology -- Contextualizing Math and Poetry in Community College Courses / Amy E Traver -- Back Matter -- Index. |
| Sommario/riassunto | The present volume is the result of a pilot study and a workshop at Queensborough Community College that tried to integrate and discussed poetry as a new method of writing intensive pedagogy across the curriculum. Educators from several different disciplines – Art and Design, Biology, English, History, Philosophy, and Sociology – describe such methods and their teaching experiences in the classroom and highlight, how poetry has been and could be used for fruitful teaching and learning across the curriculum. The interdisciplinary pilot study |

and the discussions at the workshop, which are represented by the chapters in the present volume consequently emphasize the possibilities for the use of poetry at Community Colleges and U.S. undergraduate education in general. Contributors are: Kathleen Alves, Alison Cimino, Urszula Golebiewska, Joshua M. Hall, Angela Hooks, Frank Jacob, Shannon Kincaid, Susan Lago, Alice Rosenblitt-Lacey, Ravid Rovner, and Amy Traver.
