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Altri autori (Persone)	HawisherGail E SoterAnna O. <1946->
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Nota di contenuto	CONTENTS; FOREWORD by Alan C. Purves; PREFACE; PART I: TEACHING AS A PROFESSION: ISSUES AND RESPONSIBILITIES; 1. Content Knowledge versus Process Knowledge: A False Dichotomy by Gail E. Hawisher; 2. Report from the Eastern Shore: The English Coalition Conference by Charles B. Harris; 3. Secondary School English Teachers: Past, Present, Future by R. Baird Shuman; 4. ""To Think A bout What I Think"": Inquiry and Involvement by Connie Swartz Zitlow; 5. The National Writing Project: Staff Development in the Teaching of Composition by Mary Louise Gomez 6. Testing Teachers: Current Issues and Their Implications for Evaluating English Teachers by Maia Pank Mertz; PART II: TEXTUAL RELATIONSHIPS AND PEDAGOGY: LITERATURE AND WRITING; 7. Literature and Literacy by Robert E. Probst; 8. Exploring the Relationships between Writing and Literary Understanding: A Language and Learning Perspective by George E. Newell; 9. Literature as Writing: Integrating Literature and Writing Instruction through Manuscript Studies by Ron Fortune; PART III: RHETORIC AND COMPOSITION: DESIGNS FOR INTEGRATION 10. On Teaching Writing as a Verb Rather than as a Noun: Research on Writing for High School English Teachers by Martin Nystrand; 11. The Place of Classical Rhetoric in the Contemporary Writing Classroom by

Sheryl L. Finkle and Edward P. J. Corbett; 12. Rhetorical Theory and the Teaching of Writing by Andrea A. Lunsford and Cheryl Glenn; 13. English Teachers and the Humanization of Computers: Networking Communities of Readers and Writers by Cynthia L. Selfe; PART IV: THE LEARNING OF LANGUAGE: TEACHERS AND THEIR STUDENTS 14. Watching Our Grammar: The English Language for English Teachers by Dennis Baron; 15. The English Teacher and the Non-English-Speaking Student: Facing the Multicultural/ Multilingual Challenge by Anna O. Soter; ABOUT THE CONTRIBUTORS; INDEX

Sommario/riassunto

This book recognizes and embraces the complexities of modern English teaching. It presents English teachers and teacher educators with a critical view of current professional issues and concerns in the belief that these groups need, and want, to participate in curricular and professional reform movements that affect them and their students. The book examines such issues as the interconnectedness of the study of language, literature, and composition; curricular problems in language instruction in teacher education; the relationship between our traditional notions of literature study and our emerging view of literacy in the contemporary information age; and the ways in which current theory and research can be translated into innovative designs for the teaching of written composition. *On Literacy and Its Teaching* is a powerful response to the current challenge for innovation and change in English teacher education. With its broad scope, it provides a balanced overview and timely analysis of the field of English Education. Gail E. Hawisher is Assistant Professor in the Department of English at Purdue University. Anna O. Soter is Assistant Professor in English Education at The Ohio State University.
