

|                         |   |
|-------------------------|---|
| 1. Record Nr.           | UNINA9910973151503321   |
| Autore                  | Vandermeulen Carl   |
| Titolo                  | Negotiating the Personal in Creative Writing // Carl Vandermeulen   |
| Pubbl/distr/stampa      | Blue Ridge Summit, PA : , : Multilingual Matters, , [2011]<br>©2011   |
| ISBN                    | 1-283-22478-X<br>9786613224781<br>1-84769-439-X   |
| Edizione                | [1st ed.]   |
| Descrizione fisica      | 1 online resource (249 p.)  |
| Collana                 | New Writing Viewpoints  |
| Disciplina              | 808.042071<br>808/.042071   |
| Soggetti                | Creative writing -- Study and teaching<br>Writing centers<br>Creative writing - Study and teaching<br>Languages & Literatures<br>English<br>English Language<br>Literature - General  |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di contenuto       | Frontmatter -- Contents -- Acknowledgements -- Introduction:<br>Negotiating the Personal and Interpersonal -- Chapter 1. Considering<br>Where We're Coming From -- Chapter 2. The Workshop: 'More or Less<br>Unfortunate Misunderstandings' -- Chapter 3. Reflection and the<br>Dialogic Self -- Chapter 4. Response in Writers' Groups -- Chapter 5.<br>Teacher Response to Student Writing -- Chapter 6. Negotiating<br>Authority as Teachers, Models, Mentors -- Chapter 7. Problems and<br>Crises in Relationships -- Chapter 8. Resolving Dilemmas of Grading --<br>Chapter 9. Constructing the Practice and Identity of 'Writer' --<br>References |
| Sommario/riassunto      | This book describes an alternative way to teach Creative Writing, one<br>that replaces the silent writer taking criticism and advice from the<br>teacher-led workshop with an active writer who reflects upon and   |

publically questions the work-in-progress in order to solicit response, from a writers' group as well as from the teacher. Both accompany the writer, first as readers and fellow writers, only later as critics. Because writers ask, they listen, and dialogues with responders become an inner dialogue that guides later writing and revision. But when teachers accompany writers, teaching CW becomes even more a negotiation of the personal because this teacher who is listener and mentor is also a model for some students of the writer and even the person they would like to become - and still the Authority who gives the grades.

---