

1. Record Nr.	UNISALENTO991002252049707536
Autore	Theophrastus
Titolo	Characters / Theophrastus ; Mimes / Herodas ; Cercidas and the Choliambic poets ; edited and translated by Jeffrey Rusten ; I.C. Cunningham and A.D. Knox
Pubbl/distr/stampa	Cambridge, Mass. ; London : Harvard University Press, 1993
ISBN	067499244X
Descrizione fisica	IX, 574 p. ; 17 cm.
Collana	The Loeb classical library [Autori greci] ; 225
Altri autori (Persone)	Herodas Cercidas Rusten, Jeffrey S. Cunningham, I. C. Knox, A. D.
Soggetti	Teofrasto
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Traduzione inglese con testo latino a fronte Note bibliografiche

2. Record Nr.	UNINA9910787729503321
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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