

1.	Record Nr.	UNISALENTO991003473049707536
	Autore	Ostrovskij, Alessandro
	Titolo	Anche i più saggi cadono nel laccio : commedia / di Alessandro Ostrovskij
	Pubbl/distr/stampa	Lanciano : Carabba, stampa 1928
	Descrizione fisica	VIII, 178 p. ; 18 cm
	Collana	Scrittori italiani e stranieri
	Disciplina	891.723
	Soggetti	Letteratura drammatica russa
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910811887903321
	Autore	Melzer Dan
	Titolo	Assignments across the curriculum : a national study of college writing // Dan Melzer
	Pubbl/distr/stampa	Boulder, Colorado : , : Utah State University Press, , 2014 ©2014
	ISBN	0-87421-940-X
	Descrizione fisica	1 online resource (157 p.)
	Classificazione	LAN005000
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	Soggetti	English language - Rhetoric - Study and teaching Report writing - Study and teaching
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	Livello bibliografico	Monografia
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	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Contents; 1. A Panoramic View of College Writing; 2. Limited Purposes, Narrow Audiences: The Rhetorical Situations of College Writing; 3. Social Action, Social Inaction: The Genres of College Writing; 4. Each

Course Is a Community: The Discourse Communities of College Writing; 5. The Power of Writing across the Curriculum: Writing Assignments in WAC Courses; 6. Implications for Teachers, Tutors, and WAC Practitioners; Appendix A: Institutions Surveyed; Appendix B: Sample Coded Assignments; References; Index

Sommario/riassunto

"In *Assignments across the Curriculum*, Dan Melzer analyzes the rhetorical features and genres of writing assignments through the writing-to-learn and writing-in-the-disciplines perspectives. Presenting the results of his study of 2,101 writing assignments from undergraduate courses in the natural sciences, social sciences, business, and humanities in 100 postsecondary institutions in the United States, *Assignments across the Curriculum* is unique in its cross-institutional breadth and its focus on writing assignments. The results provide a panoramic view of college writing in the United States. Melzer's framework begins with the rhetorical situations of the assignments--the purposes and audiences--and broadens to include the assignments' genres and discourse community contexts. Among his conclusions is that courses connected to a writing-across-the-curriculum (WAC) initiative ask students to write more often, in a greater variety of genres, and for a greater variety of purposes and audiences than non-WAC courses do, making a compelling case for the influence of the WAC movement. Melzer's work also reveals patterns in the rhetorical situations, genres, and discourse communities of college writing in the United States. These larger patterns are of interest to WAC practitioners working with faculty across disciplines, to writing center coordinators and tutors working with students who bring assignments from a variety of fields, to composition program administrators, to first-year writing instructors interested in preparing students for college writing, and to high school teachers attempting to bridge the gap between high school and college writing"--
