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Reading McLuhan Reading Paula McDowell,2023-02-21 Sixty years after Understanding Media Marshall McLuhan remains one of the best known and most influential intellectuals of the twentieth century Far beyond academia readers and non readers recognize his coinages such as the Gutenberg era the global village and the medium is the message A literary scholar by profession McLuhan was one of the first academics to recognize the new opportunities offered by radio and television to reach audiences beyond the readerships of scholarly journals His talks and appearances ushered in public intellectual debate concerning the electronic age Although his reputation waned in the 1970s the recent making available to the public of his extraordinary personal library of some six thousand books enables new kinds of analyses of McLuhan as a reader thinker and cultural force The essays here focus not so much on his media theory per se as on the habits and practices that animated his reading and on the larger questions of what reading and not reading mean We don t need to agree with everything McLuhan says to make valuable use of his work New resources offer us an unprecedented opportunity to revisit one fallible human reader whose texts and ideas are good to think with and against This book was originally published as a special issue of the journal Textual Practice Textual Practice Terence Hawkes,1989-07-27 This book should be of interest to students and teachers of literature and literary theory *Thinking Poetry* Peter Nicholls,Peter Boxall,2016-03-16 This collection brings together some of the most prominent critics of contemporary poetry and some of the most significant poets

working in the English language today to offer a critical assessment of the nature and function of poetic thought Working at once with questions of form literary theory and philosophy this volume gives an extraordinarily diverse original and mobile account of the kind of thinking that poetry can do The conviction that moves through the collection as a whole is that poetry is not an addition to thought nor a vehicle to express a given idea nor an ornamental language in which thinking might find itself couched Rather all the essays suggest that poetry itself thinks in ways that other forms of expression cannot thus making new intellectual political and cultural formulations possible This book was originally published as a special issue of *Textual Practice* *Textual Practice* Alan Sinfield,1995-11-02 Since its launch in 1987 *Textual Practice* has established itself as a leading journal of radical literary theory *Textual Practice* Lindsay Deputy Editor: Smith,Alan Sinfield,Jean US Associate Editor: Howard,1995-03-30 Since its launch in 1987 TP has been Britain s principal international journal of radical literary studies continually pressing theory into new engagements **Textual Practice** Terence Hawkes,1993-11-04 Since its launch in 1987 *Textual Practice* has established itself as Britain s leading journal of radical literary theory This special issue examines the theme of Desire *Textual Practice* Lindsay Deputy Editor: Smith,Alan Sinfield,Jean US Associate Editor: Howard,1995-07-13 Since its launch in 1987 *Textual Practice* has been Britain s principal international journal of radical literary studies continually pressing theory into new engagements *Textual Practice* Christopher Norris,Journal,1990-12-31 A general issue of *Textual Practice* with the usual combination of scholarly discourse and reviews This book should be of interest to academics and students of literature literary criticism media studies and philosophy

Pedagogy of Multiliteracies Heather Lotherington,2012-04-23 A CHOICE Outstanding Academic Title 2012 Based on case studies from public schools in Toronto Canada this book chronicles an inspiring five year journey to develop thinking about and teaching literacy for the 21st century The research which was classroom based and developed by public school teachers in collaboration with university researchers was stimulated by an ethnographic study at Joyce Public School to track children learning to read in an era of multiliteracies Following the kindergarteners interest in Goldilocks and the Three Bears Lotherington asked the principal What would Goldilocks look like retold through the eyes of the children The resulting classroom experiment to transform learning to read a storybook into multimodal collaborative story telling sparked the development of an award winning school university learning community dedicated to the development of multimodal literacies in the culturally diverse urban classroom *Pedagogy of Multiliteracies* tells the evolving story of teachers trial and error interventions to engage children in multiple modes of expression involving structured play with contemporary media Using the complex texts created the teachers carve spaces to welcome the voices of children and the languages of the community into the English medium classroom *Marginalized Literacies* Cara M. Mulcahy,2010-05-13 This book explores critical literacy which aims to empower individuals and transform society by addressing inequalities It examines approaches by Atwell Calkins and Rief and is relevant to teacher educators and English Language Arts teachers The book highlights the

Readers Writers workshop and its role in literacy education

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