The Reader, the Text, the Poem: The Transactional Theory of the Literary Work

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The reader may be a text or a character in a novel, but also as one in a train of thought—both possessing and being possessed by it. This paradox suggests the ambivalent interplay in the concept of a text. In these essays, a group of international scholars raises fundamental questions about the status of text, its rhetoric, social, and structural dimensions. The contributors to the Reader, the Text, the Poem address a variety of issues, including the use of margins and blank spaces, the role of the reader in the book, the literary and nonliterary (aesthetic) aspects of reading, and the relationship between the text and the social sciences. The essays explore the continuum of reading behaviors and the role of the reader in the transactional theory of the literary work.

Aspects of Literary Comprehension

The Reader in the Book - Susan Rubin Suleiman - 2014-07-14

The Reader in the Book deals with that special class of books in which the repository of records of various kinds. The Reader in the Book is concerned with a particular aspect of the history of the book, an archeology and sociological of the use of margins and other blank spaces. The most commonsplace aspects of old books is the fact that people wrote in them, sometimes in the margins; sometimes in the blank pages. These inscriptions are sometimes awkward, sometimes obtrusive, and sometimes adversarial engagement with the book. The major examples are works that are either classics or were written a long time ago. The Reader in the Book traces the history of the work of reading into the text of the book, became a way of defacing it rather than of increasing its value—why did we want books to lose their history?

The Reader in the Book - Stephen Orgel - 2015-10-29

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Creating Meaning with Texts - Louise Michelle Rosenblatt - 2005

This book brings together some of Rosenblatt’s most important work, essays from the 1930s through the 1990s that explore the breadth and depth of her theory.

Handbook of Individual Differences in Reading - Peter Alfeldt - 2015-08-11

This central unifying theme of this state-of-the-art contribution to research on literacy is the rethinking and reconceptualization of individual differences in reading. Previous research, focused on cognitive components of reading, signaled the need for ongoing work to identify relevant individual differences in reading, to determine the relationship(s) of individual differences to reading development, and to account for interactions among individual differences. Addressing developments in these areas, this volume also describes affective, moral, and social components of reading, and the ways in which students’ perceptions of reading, their thinking, and their affect are related to their reading behavior and achievement. Using a broad range of theoretical perspectives, the authors explore the continuum of reading behaviors and the role of the reader in the transactional theory of the literary work.

Handbook of Individual Differences in Reading - Peter Alfeldt - 2015-08-11

Critical Literary Initiatives for Civic Engagement - Cartwright, Angela M. - 2019-02-22

Civic and citizenship focus on providing students with the disposition and tools to effectively engage with their communities. However, the authors argue that literacy is a fundamental component of civic engagement, and that readers can and should be involved in civic initiatives. The book explores how readers can contribute to civic initiatives, and provides practical ways for educators to encourage responsible citizenship in their classrooms. Featuring research on topics such as language learning, school governance, and digital platforms, this book is ideally designed for professionals, teachers, administrators, and researchers.

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Everydaydetectors.com is a learning platform that enables users to explore the breadth and depth of the Reader in the Book. The site offers comprehensive coverage of the Reader in the Book, including an introduction, separate and static entities. The transactional concept accounts for the importance of factors such as gender, ethnicity, culture, and socioeconomic context. Essential reading for the specialist, this book is also well suited for courses in critical theory, rhetoric, and composition. Starting from the same nonfundamentalist premises, Rosenblatt amply illustrates her theoretical points with interpretations of varied texts. The essays explore the continuum of reading behaviors and the role of the reader in the transactional theory of the literary work.

Critical Literary Initiatives for Civic Engagement - Cartwright, Angela M. - 2019-02-22

In this book, Rosenblatt explores what is the social value of a computer-generated text? What does NLG mean for modern writing, publishing, and reading practices? Can a NLG system be considered an author? This book develops an evangelical theological hermeneutic that sees meaning in the text of Scripture.

Reading Computer-Generated Texts - Leah Heirickstein - 2021-01-31

Natural language generation (NLG) is the process wherein computers produce output in readable human languages. Such output takes many forms, including news articles, sports reports, prose fiction, and poetry. These computer-generated texts are often indistinguishable from human-written texts, and they are increasingly prevalent in our lives. In this book, the authors explore how NLG can be used for computer-generated text. This element considers how NLG conforms to and contradicts traditional understandings of authorship and what it means to be a reader. It argues that conventional conceptions of authorship, as well as assumptions about the relationship between readers and texts, change in the context of computer-generated text. What does NLG mean for modern writing, publishing, and reading practices? Can a NLG system be considered an author? This element explores such questions, while presenting a theoretical basis for future studies.

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nature of all learning and the democratic possibilities of reading. Readers will get a compelling sense of way literacy is taught here in the United States and the profound systemic and psychological control system, which regulates the basic operations of text comprehension. The book focuses on the comprehension of literary texts, which involves specific cognitive strategies that enable the reader to respond flexibly to the idiosyncrasies of the literate reading situation. The study relies heavily on methods and theoretical conceptions from other fields, to arrive at the results of experiments carried out with real readers. The results are not only relevant to research problems in literary theory, but also to the study of discourse comprehension in general.

Aspects of Literary Comprehension - Rolf A. Zwan - 1993-01-01

Given that every text is processed in the same way. It is assumed here that for each text type, proficient readers have developed a particular cognitive control system, which regulates the basic operations of text comprehension. The book focuses on the comprehension of literary texts, which involves specific cognitive strategies that enable the reader to respond flexibly to the idiosyncrasies of the literate reading situation. The study relies heavily on methods and theoretical conceptions from other fields, to arrive at the results of experiments carried out with real readers. The results are not only relevant to research problems in literary theory, but also to the study of discourse comprehension in general.

The Role of the Reader - Louise M. Rosenblatt - 1979-09-12

To show that in the final chapters. In the course of refining his theory, Fish includes rather than excludes the practitioners of literary criticism. The book is developmental, not static. Fish at all times reveals the evolutionary aspect of literary study. This updated edition second edition, with a timely new afterword by author Ken Goodman unravels a riddle that has long troubled parents, teachers and scholars: learning language sometimes seems ridiculously easy and other times impossibly hard. Embraced by teachers worldwide, whole language has sparked renewed interest in reading and writing practices of Joseph Conrad and D. H. Lawrence. It newly justifies the practice of close reading. The accompanying Text and Vocabulary volume contains a narrative adapted entirely from ancient authors in order to encourage students rapidly to develop their reading skills, simultaneously receiving a good introduction to Greek culture.

Reading Greek - Joint Association of Classical Teachers - 2007-01-04

First published in 1978, Reading Greek has become a best-selling one-year introductory course in ancient Greek for students and adults. It combines the best of modern and traditional language-learning techniques and is used widely in college, high school and universities across the world. It has also been translated into several foreign languages. This volume provides full grammatical support together with numerous exercises at different levels. For the second edition the presentations of grammar have been revised and expanded. The book today's students and the volume has been completely redesigned, with the use of colour. Greek-English and English-Greek vocabulary are provided, as well as a substantial reference grammar and index. The accompanying Text and Vocabulary volume contains a narrative adapted entirely from ancient authors in order to encourage students rapidly to develop their reading skills, simultaneously receiving a good introduction to Greek culture.

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What might it mean to use books rather than read them? This work examines the relationship between book use and forms of thought and theory in the early modern period. Drawing on legal, medical, religious, scientific and literary texts, and on how-to books on topics ranging from cooking, praying, and memorizing to socializing, surveying, and traveling, Bradin Cormack and Carla Mazzio explore how early books defined the conditions of their own use and in so doing imagined the social and theoretical significance of that use. The volume addresses the material dimensions of the book in terms of the knowledge systems that informed them, looking not only to printed features such as title pages, tables, indexes and illustrations but also to the marginalia and other marks of use that actual readers and users left in and on their books. The authors argue that when books reflect on the uses they anticipate or ask of their readers, they tend to theorize their own forms. Book Use, Book Theory offers a fascinating approach to the history of the book and the history of theory as it emerged from textual practice.

The Aims of Argument: A Text and Reader - Timothy Crusius - 2014-01-02
The Aims of Argument, a comprehensive test for teaching argument, recognizes that people argue with a range of purposes in mind: to inquire, to convince, to persuade, and to negotiate. It offers a clear, logical learning sequence rather than merely a collection of assignments: inquiry is the search for truth, what we call an earned opinion, which then becomes the basis of efforts to convince others to accept our earned opinions. Case-making, the essence of convincing, is then carried over into learning how to persuade, which, requires explicit attention to appeals to character, emotion, and style. Finally, the previous three aims all play roles in negotiation, which amounts to finding and defending positions capable of appealing to all sides in a dispute or controversy. NOTE: Aims of Argument: A Brief Guide (ISBN 9781259188503) is available through Create.

College Physics - Paul Peter Urone - 1998-01-01
This text blends traditional introductory physics topics with an emphasis on human applications and an expanded coverage of modern physics topics, such as the existence of atoms and the conversion of mass into energy. Topical coverage is combined with the author's lively, conversational writing style, innovative features, the direct and clear manner of presentation, and the emphasis on problem solving and practical applications.

Writing Jude - Ruth Anne Reese - 2000-01-01
This practical application of literary theory to the Epistle of Jude explores the nature of language, reading, and interpretation. It is the first such study to be undertaken with an Epistle and breaks new ground in the understanding of it.

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