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course is an introduction to academic reading, writing, and vocabulary. Students are exposed to reading texts of various genres, such as encyclopedias, magazines, newspapers, and websites, and are taught strategies for dealing with them. The writing component teaches argumentation and such rhetorical modes as definition, exemplification, causal analysis, and comparison.

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This book helps "students to master the standard organizational patterns of the paragraph and the basic concepts of essay writing. The text's time-proven approach integrates the study of rhetorical patterns and the writing process with extensive practice in sentence structure and mechanics." - product description.

Teaching Academic Literacy provides a unique outlook on a first-year writing program's evolution by bringing together a group of related essays that analyze, from various angles, how theoretical concepts about writing actually operate in

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real students' writing. Based on the beginning writing program developed at the University of Wisconsin-Madison, a course that asks students to consider what it means to be a literate member of a community, the essays in the collection explore how students become (and what impedes their progress in becoming) authorities in writing situations. Key features of this volume include: \* demonstrations of how research into specific teaching problems (e.g., the problem of authority in beginning writers' work) can be conducted by examining student work through a variety of lenses such as task interpretation, collaboration, and conference, so that instructors can understand what factors influence students, and can then use what they have learned to reshape their teaching practices; \* adaptability of theory and research to

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develop a course that engages basic writers with challenging ideas; \* a model of how a large writing program can be administered, particularly in regards to the integration of research and curriculum development; and \* integration of literary and composition theories.

Ideal for overseas students studying at English-medium colleges and universities, this practical writing course enables international students to meet the required standard of writing and use an appropriate style for essays, exams and dissertations. Newly revised and updated to include extra exercises and material suggested by teachers and students,

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Academic Writing explains and demonstrates all the key writing skills and is ideal for use in the classroom or for independent study. Useful at every stage of an academic career and beyond, this indispensable book features: different styles and formats from CVs and letters to formal essays a focus on accuracy coverage of all stages of writing, from understanding titles to checking your work essential academic writing skills such as proper referencing, summarising and paraphrasing diagrams and practice exercises, complete with answers.

Academic literacy - prepare to learn is different from traditional courses in that it is task-based: it requires of language learners who are developing their academic

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literacy to do authentic academic tasks and to solve real academic problems.

This accessible textbook is the only introduction to linguistics in which each chapter is written by an expert who teaches courses on that topic, ensuring balanced and uniformly excellent coverage of the full range of modern linguistics. Assuming no prior knowledge the text offers a clear introduction to the traditional topics of structural linguistics (theories of sound, form, meaning, and language change), and in addition provides full coverage of contextual linguistics, including separate chapters on discourse, dialect variation, language and culture, and the politics of language. There are also up-to-date separate chapters on language and

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the brain, computational linguistics, writing, child language acquisition, and second-language learning. The breadth of the textbook makes it ideal for introductory courses on language and linguistics offered by departments of English, sociology, anthropology, and communications, as well as by linguistics departments.

This is the first work of its kind. Original contributions from leading academicians, practitioners and accounting associations from around the world make this handbook a unique source of information on international accounting education and certification processes. A uniform format in



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most of the chapters allows for easy comparison between countries. This volume documents the development of accounting education and practice at country and global levels; studies the sensitivity of accounting education and practices to the unique socio-economic needs of its environment; and allows comparative studies at a time when attempts have begun to harmonize accounting education internationally. Most importantly, it shows how educational programmes around the world are preparing future accounting professionals to deal with the rapid technological and environmental changes of the 21st century.

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