

Constructing Texts

*Elements of a Theory
of Composition and Style*

MINOR

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Constructing Texts

Walter Nash, David Stacey



Constructing Texts:

Constructing Experience Charles Bazerman, 1994 Presenting a powerful action oriented view of language that finds meaning in local circumstances and local uses Bazerman divides his essays into four parts beginning with an examination of the classroom experience

Creating Texts Walter Nash, David Stacey, 2014-09-25 *Creating Texts* emphasises a practical approach to composition and enables students to understand what is involved in the creation of a text and to learn from the practice of other writers Extensively rewritten and updated from Walter Nash's earlier volume *Designs in Prose* attention is paid to the general theory of composition in both traditional and original terms so that students are made familiar with the basic resources of composition in grammar and in the lexicon The essence of every chapter is the discussion of examples of text sometimes devised by the authors but more often drawn from the work of authors writing in diverse styles of English This practical approach is most evident in the final section of the book where detailed suggestions for projects and exercises reinforce the connection between theory and practice and encourage students to develop their creative sense and to adapt their style of writing to fit the particular audience and context In addition this section is cross referenced to the main text to allow students to consult easily the relevant chapter

Children's Early Text Construction Clotilde Pontecorvo, Margherita Orsolini, Barbara Burge, Lauren B. Resnick, 2014-02-04 For decades research on children's literacy has been dominated by questions of how children learn to read Especially among Anglophone scholars cognitive and psycholinguistic research on reading has been the only approach to studying written language education Echoing this debates on methods of teaching children to read have long dominated the educational scene This book presents an alternative view In recent years writing has emerged as a central aspect of becoming literate Research in cognitive psychology has shown that writing is a highly complex activity involving a degree of planning unknown in everyday conversational uses of language At the same time developmental studies have revealed that when young children are asked to write they show a surprisingly sophisticated understanding of the representational constraints of alphabetic writing systems They show this understanding long before they can read conventional writing on their own The rich structure of meanings involved in the word text provided the glue that brought together a group of scholars from several disciplines in an international workshop held in Rome Reflecting the state of the field at the time the majority of the workshop participants were scholars working in languages other than English especially the romance languages Their work mirrors a linguistic and psychological research tradition that Anglophone scholars knew little of until recently This volume provides English language readers with updated versions of the papers presented at the meeting The topics discussed at the workshop are represented in the chapters as follows the relationship between acquisition of language and familiarity with written texts the reciprocal permeability between spoken and written language the initial phases of text construction by children and the educational conditions that facilitate written language acquisition and writing practice

Constructing Clienthood in Social Work and Human Services Kirsi Juhila, Tarja

Poso,Chris Hall,Nigel Parton,2003-07-15 This innovative book explores social work therapy and counselling as a series of encounters between clients and human services professionals social workers their colleagues and other professionals and more widely between citizens and the state It presents in depth discussion of the roles language and contexts of meetings between them **Applicable Approaches to Analyzing Texts in Academic Discourse** Alireza Jalilifar,Alexanne

Don,2024-01-03 This book provides a comprehensive overview of approaches to problems of language learning aimed at graduate students and researchers interested in English for academic purposes Its primary focus is the complexity and nuances of academic writing such as phraseology nominalization thematicity and phrasal complexity features The book will clarify the issue of how language is used to communicate discipline related content viewed through the lens of linguistics as one of the human sciences Each chapter concludes with several tasks that enable users to substantiate what has been presented in that chapter The book primarily addresses non native speakers of English who are studying for master s and PhD qualifications through the medium of English however non native researchers may also find some chapters of the book useful for their underlying focus on academic writing and publishing **Text, Context and Construction of Identity**

Rajesh Kumar,Om Prakash,2019-04-30 Language is central to our existence and it happens to be the most sophisticated product of the human mind It is inconceivable to think of ourselves our societies our ideas cultures or identities without language It is the primary means of socialization and whatever we know is a result of it It is the primary medium of construction and dissemination of knowledge and structures our thought processes in important ways that constitute our identity In very complex ways it interacts with the social political and economic power structures that remain significant in defining the identities of individuals and societies The essays in this volume create an awareness and understanding about the role of linguistic context in negotiating identity The book explains identity and the complex relations between language and several aspects of our society It explores identity through text and context and will serve to trigger a novel discourse around the centrality of identity in contemporary society *User-Centered Technology* Robert R. Johnson,1998-10-29

Winner of the 1999 Best Book presented by the National Council of Teachers of English NCTE Awards for Excellence in Technical and Scientific Communication *User Centered Technology* presents a theoretical model for examining technology through a user perspective Johnson begins with a historical overview of the problem of technological use from the ancient Greeks to the present day a problem seen most clearly in historical discussions of rhetoric theory The central portion of the book elaborates on user centered theory by defining three focal issues of the theory user knowledge human technology interaction and technological determinism Working from an interdisciplinary perspective Johnson uses rhetoric theory to present a definition of user knowledge human factors engineering to illuminate the ideological presuppositions built into technology design and history philosophy and sociology to explain technological determinism possibly the greatest impediment to user centered technology development in modern times The latter part of the book applies user centered

theory in two contexts the nonacademic sphere where the writing and design of computer user documentation is discussed and the academic sphere through a discussion of how user centered concepts might drive university technical communication and composition curricula

Teaching to Exceed the English Language Arts Common Core State Standards Richard Beach, Amanda Haertling Thein, Allen Webb, 2012-06-25 As the new English Language Arts Common Core State Standards take hold across the United States the need grows for pre service and in service teachers to be ready to develop curriculum and instruction that addresses their requirements This timely thoughtful and comprehensive text directly meets this need It delineates a literacy practices and critical engagement curriculum framework for 6 12 English language arts education that explains and illustrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective that is firmly grounded in current literacy learning theory and research The first 6 12 English language arts methods text to be aligned with the Standards this book also addresses their limitations formalist assumptions about literacy learning limited attention to media digital literacies lack of attention to critical literacies and questionable assumptions about linking standards and text complexity to specific grade levels Specific examples of teachers using the literacy practices critical engagement curriculum framework in their classrooms shows how these limitations can be surpassed Features Moves the CCSS framework into a view that literacy is a contextualized social practice Challenges simplistic models that homogenize adolescent learners Adds the important element of critical literacy to English language arts classrooms Provides specific examples of teachers in action implementing these practices Interactive Companion Website with student and instructor resources The Website is designed to foster interactivity through participation in an online teaching planning simulation with a text video or case on one side of the screen and a chat box for instructors and students to share their reactions and planning ideas The Companion Website is linked to a wiki that serves as a repository for links activities units and further reading

Understanding and Creating Digital Texts Richard Beach, Chris M. Anson, Lee-Ann Kastman Breuch, Thomas Reynolds, 2014-10-16 Given the increased use of digital reading and writing tools in the classroom this book provides secondary and college English language arts teachers with activities and classroom examples for using a range of different digital tools blogs wikis websites annotations Twitter mapping forum discussions etc to engage students in understanding and creating digital texts It therefore integrates reading and writing instruction through goal driven activities supported by uses and affordances of digital tools This book also provides a framework for designing these activities that encourage students to define purpose and audience make connections between digital texts and people collaborate with others employ alternative modes of communication and gain new perspectives and constructing identities practices that are linked to addressing the high school English Language Arts Common Core State Standards The book also describes ways to use digital tools to support these practices for example using digital tools to foster students collaborative reading and writing The book also describes use of digital feedback and e portfolio tools to foster students reflection on their

uses of these practices **Lenses on Reading** Diane H. Tracey, Lesley Mandel Morrow, 2024-07-02 Now in a revised and updated fourth edition incorporating current advances in research and instructional practices this well established text accessibly introduces prominent theories and models related to reading The book is organized chronologically from classical approaches to contemporary cognitive social learning physiological and affective perspectives It emphasizes that the more lenses educators possess for examining reading processes the better equipped they will be to understand and facilitate children s literacy development Pedagogical features include framing and discussion questions learning activities teacher anecdotes and examples of how each model is applied in classroom practice and research New to This Edition Chapter on digital literacy Expanded discussions of direct explicit instruction social and emotional learning critical literacy theory critical race theory culturally responsive teaching social equity and justice the science of reading and neuroscientific lenses All chapters updated with the latest research many new classroom anecdotes added Links to recommended YouTube videos illustrating the theories and models

The Structure of Philosophical Discourse Kyle Lucas, Sarah Lucas, 2024-03-29 This book builds on existing work in genre analysis and move analysis in English for Specific Purposes ESP and applies this new framework to academic philosophical discourse offering new insights into how ESP traditions can elucidate shifts in language conventions across disciplinary contexts The volume begins by surveying the state of the art in English for Specific Purposes and genre theory as well as other genre theory paradigms before turning the focus on move analysis Lucas and Lucas seek to maximize the potential of move analysis to precisely operationalize functional units of discourse by implementing a cognitive theory of genre grounded in frame semantics Using the case of academic research articles in philosophy the authors demonstrate how this framework can reveal distinctive dimensions unique to philosophical discourse and in turn how such an approach might be applied more broadly to examine nuances in language across disciplines and inform ESP research in the future This book will appeal to students and researchers in English for Specific Purposes discourse analysis academic writing applied linguistics and rhetoric and composition

Education Policy and Contemporary Theory Kalervo N. Gulson, Matthew Clarke, Eva Bendix Petersen, 2015-06-12 This book aims to posit theory as a central component to the study of education and education policy Providing clear introductory entries into contemporary critical theories and their take up in education policy studies the book offers a generative invitation to further reading thought and exploration Instead of prescribing how theory should be used the contributors elaborate on a set of possibilities for researching and critiquing education policy Education Policy and Contemporary Theory explores examples of how theoretical approaches generate a variety of questions for policy analysis demonstrating the importance of theory as a necessary and inevitable resource for exploring and contesting various policy realms and dominant discourses Each chapter provides a short overview of key aspects of a particular theory or perspective followed by suggestions of methodological implications and recommended readings to extend the outlined ideas Organized around two parts the first section focuses on

theorists while the second section looks at specific theories and concepts with the intention that each part makes explicit the connection between theory and methodology in relation to education policy research Each contribution is carefully written by established and emerging scholars in the field to introduce new scholars to theoretical concepts and policy questions and to inspire extend or challenge established policy researchers who may be considering working in new areas

Constructing Grounded Theory Kathy Charmaz,2024-10-26 Driven by both theory and practice this accessible book will help you get to grips with understanding and doing grounded theory from a constructivist perspective

Social Organization and Social Process David Maines,2024-11-01 The essays gathered in this volume contain analyses based on the general action perspective of Chicago sociology and in particular on the contributions of Anselm L Strauss whose lengthy achievement this volume honors

Natural Language Generation in Artificial Intelligence and Computational Linguistics Cecile L. Paris,William R. Swartout,William C. Mann,2013-03-14 One of the aims of Natural Language Processing is to facilitate the use of computers by allowing their users to communicate in natural language There are two important aspects to person machine communication understanding and generating While natural language understanding has been a major focus of research natural language generation is a relatively new and increasingly active field of research This book presents an overview of the state of the art in natural language generation describing both new results and directions for new research The principal emphasis of natural language generation is not only to facilitate the use of computers but also to develop a computational theory of human language ability In doing so it is a tool for extending clarifying and verifying theories that have been put forth in linguistics psychology and sociology about how people communicate A natural language generator will typically have access to a large body of knowledge from which to select information to present to users as well as number of expressing it Generating a text can thus be seen as a problem of our ways decision making under multiple constraints constraints from the propositional knowledge at hand from the linguistic tools available from the communicative goals and intentions to be achieved from the audience the text is aimed at and from the situation and past discourse Researchers in generation try to identify the factors involved in this process and determine how best to represent the factors and their dependencies

Remaking Romanticism Casie LeGette,2017-01-20 This book shows that the publishers and editors of the radical press deployed Romantic era texts for their own political ends and for their largely working class readership long after those works original publication It examines how the literature of the British Romantic period was excerpted and reprinted in radical political papers in Britain in the nineteenth century The agents of this story were bound by neither the chronological march of literary history nor by the original form of the literary texts they reprinted Godwin s Caleb Williams and poems by Wordsworth Southey Coleridge and Shelley appear throughout this book as they appeared in the nineteenth century in bits and pieces Radical publishers and editors carefully and purposefully excerpted the works of their recent past excavating useful political claims from the midst of less amenable texts and remaking texts and authors alike in the process

Building Communication Theories Fred L. Casmir, 2013-10-16 Concern with various matters related to humans as they communicate has led to an increase in both research and theorizing during the second half of the 20th century As a matter of fact so many scholars and so many disciplines have become involved in this process that it is virtually impossible to understand and appreciate all that has been accomplished so far This book focuses on one important aspect of human sense making theory building and strives to clarify the thesis that theories do not develop in some sort of social intellectual or cultural vacuum They are necessarily the products of specific times insights and mindsets Theories dealing with the process of communication or communicating are tied to socio cultural value systems and historic factors that influence individuals in ways often inadequately understood by those who use them The process orientation of this book inevitably leads to an emphasis on the perceptions of human beings Thus the focus shifts from the subject or area called communication to the act of communicating Finally this volume offers insight into how the process of human sense making has evolved in those academic fields commonly identified as communication rhetoric speech communication or speech within specific socio cultural settings

Bourdieu's Philosophy and Sociology of Science Kyung-Man Kim, 2023-01-31 This book explores Pierre Bourdieu's philosophy and sociology of science which though central to his thought have been largely neglected in critical examinations of his work Addressing the resultant confusion that surrounds Bourdieu's sociologized philosophy of science it expounds his epistemology and sociology of science situating it within the context of Anglo American post positivist philosophy of science and shedding light on the critique of relativist sociology of science that emerges from his field theory From a detailed critique of Bourdieu's reflexive sociology and his attempt to enhance the uneasy epistemic status of the social sciences the author draws on the thought of Jürgen Habermas to suggest critical ethnography as a way of going beyond Bourdieu's critical theory As such Bourdieu's Philosophy and Sociology of Science will appeal to sociologists philosophers and scholars across the social sciences with interests in the work of Bourdieu and the sociology and philosophy of science

Brain, Mind and the Signifying Body Paul J. Thibault, 2006-11-17 This cutting edge study of linguistic theory by one of the world's leading authors in the field of semiotics will be of interest to academics and postgraduates researching applied linguistics and advanced semiotics In his foreword M A K Halliday explains the importance of Paul J Thibault's work to linguistics Book jacket

Authorship and Text-making in Early China Hanmo Zhang, 2018-10-08 This book is a timely response to a rather urgent call to seek an updated methodology in rereading and reappraising early Chinese texts in light of newly discovered early writings For a long time the concept of authorship in the formation and transmission of early Chinese texts has been misunderstood The nominal author who should mainly function as a guide to text formation and interpretation is considered retrospectively as the originator and writer of the text This book illustrates that although some notions about the text as the author's property began to appear in some Eastern Han texts a strict correlation between the author and the text results from later conceptions of literary history Before the modern era there existed a conceptual gap between an

author and a writer A pre modern Chinese text could have had both an author and a writer or even multiple authors and multiple writers This work is the first study addressing these issues by more systematically emphasizing the connection of the text the author and the religious and sociopolitical settings in which these issues were embedded It is expected to constitute a palpable contribution to Chinese studies and the discipline of philology in general

Reviewing **Constructing Texts**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Constructing Texts**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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