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and strategies  
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**explores specific**  
**issues related to**  
**academic writing**  
**provision in the**

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**post-communist  
countries in  
Eastern, Central  
and Southern  
Europe. Although  
they have  
different cultures  
and writing  
traditions, these  
countries share  
common features  
in what regards**

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**the development  
of higher  
education and  
research and  
encounter  
challenges  
different from  
Western  
European  
countries. Since  
academic writing  
as a discipline is**

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**relatively new in  
Eastern Europe,  
but currently  
plays an  
essential part in  
the development  
of higher  
education and  
the process of  
European  
integration, the  
volume aims to**

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**open discussion  
on academic  
writing in the  
region by  
addressing  
several issues  
such as the  
specific  
challenges in  
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**tertiary level in  
post-communist  
countries, the  
limitations and  
possibilities in  
implementing  
Western models  
of academic  
writing provision,  
or the complex  
interactions  
between writing**

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**in national  
languages and  
writing in a  
second  
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book presents  
several recent  
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**support in  
universities in  
the area. The  
important role of  
academic writing  
in English, a  
common feature  
in post-  
communist  
countries, is  
reflected in the  
sections which**

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**focus on writing  
in English as a  
foreign language,  
as well as on the  
impact of English  
upon national  
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volume will be of  
interest to  
academic writing  
researchers and  
teachers and**

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**those involved in  
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attempts to  
foreground how  
challenges and  
complexities  
between policy  
and practice**

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**intertwine in the teaching and learning of the STEM subjects in multilingual settings, and how they (policy and practice) impact on educational processes, developments and outcomes.**

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**policy and  
practice in  
multilingual  
contexts and  
how STEM  
research and  
practice may  
inform and shape  
language policies  
and their  
implementation  
in multilingual**

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**contexts. This  
book is of  
interest to  
stakeholders  
involved in STEM  
education such  
as researchers,  
undergraduate  
and graduate  
students, tertiary  
level teachers,  
teacher**

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**educators,  
curriculum  
developers as  
well as other  
professionals  
with  
responsibilities  
in STEM  
education  
subjects. The  
book is written in  
a way that is**

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**accessible to a  
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including those  
who are in  
language  
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matter  
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**circumstances in  
order to  
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theories and  
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This dynamic,  
inter-disciplinary,  
and labyrinthine  
character of legal  
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requires**

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fluid, eclectic,  
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**research, how a**

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**theme is built on  
the basis of  
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and intensive  
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paths through  
which notions of  
objectivity,  
feminism, ethics,  
and purposive  
character of  
knowledge are to**

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**be understood.  
The book first  
explains the  
meaning,  
evolution, and  
scope of legal  
research, and  
discusses  
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ethics in legal  
research. It  
engages with the**

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**requirements,  
advantages, and  
limits of various  
doctrinal and non-  
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points to be  
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research, action  
research, and  
feminist legal  
research and  
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based critical  
legal writing, as  
opposed to client-**

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writing. This  
book, thus, is a  
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answer to key  
questions one  
faces in legal  
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**This  
comprehensive  
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aimed at both**

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*of how  
sociologists  
communicate in  
writing.*

*A seemingly  
ordinary village  
participates in  
a yearly lottery  
to determine a  
sacrificial  
victim.*

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extraordinary,  
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ten lies they  
tell you in high  
school. "Speak  
up for  
yourself--we  
want to know  
what you have to  
say." From the

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*first moment of  
her freshman  
year at  
Merryweather  
High, Melinda  
knows this is a  
big fat lie,  
part of the  
nonsense of high  
school. She is  
friendless,  
outcast, because  
she busted an  
end-of-summer*

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*party by calling  
the cops, so now  
nobody will talk  
to her, let  
alone listen to  
her. As time  
passes, she  
becomes  
increasingly  
isolated and  
practically  
stops talking  
altogether. Only  
her art class*

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*offers any  
solace, and it  
is through her  
work on an art  
project that she  
is finally able  
to face what  
really happened  
at that terrible  
party: she was  
raped by an  
upperclassman, a  
guy who still  
attends*

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Merryweather and  
is still a  
threat to her.  
Her healing  
process has just  
begun when she  
has another  
violent  
encounter with  
him. But this  
time Melinda  
fights back,  
refuses to be  
silent, and

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*thereby achieves  
a measure of  
vindication. In  
Laurie Halse  
Anderson's  
powerful novel,  
an utterly  
believable  
heroine with a  
bitterly ironic  
voice delivers a  
blow to the  
hypocritical  
world of high*

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*school. She  
speaks for many  
a*

*disenfranchised  
teenager while  
demonstrating  
the importance  
of speaking up  
for oneself.*

*Speak was a 1999  
National Book  
Award Finalist  
for Young  
People's*

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and flash cards. Many  
subjects are touched  
upon including  
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delves into all  
spectrums of language.  
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(Sentence Beginnings  
Matter), prose (An**

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Hound), grammar  
(Their, There and  
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**“Youth and Society”  
(Soc. 201), and another  
from the course  
“Elements of  
Sociological Theory”  
(Soc. 341), all taken  
during the 2010-2011  
academic year at  
UMass Boston. The  
authors cultivate their  
sociological  
imaginings of the  
link between their  
personal troubles and**

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**broader public issues  
by exploring topics  
such as: difficulties  
with writing; struggles  
with overachievement;  
adolescent depression;  
pessimism; obsession  
with body self-image;  
pornography and love;  
drunken driving;  
feminine identity  
formation; and coping  
with personal traumas  
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and societal  
dysfunctions. The  
editor points to the  
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scholarships of  
learning and their  
sociological self-  
studies, highlighting  
the extent to which the  
origins of the present  
journal entitled  
“human architecture”**

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**can itself be traced to his own “student selves” and early undergraduate education in architecture at U.C. Berkeley, and specifically to a seminar he took with his undergraduate teacher and advisor, the late “professor of design” and renowned painter, Jesse Reichel.**

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**Tamdgidi (also as**

**journal editor-in-**

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texto argumentativo do escritor aprendiz na perspectiva da deficiência e inadequação e, sob a justificativa da complexidade cognitiva, o ensino da argumentação tem sido postergado para as séries finais do ensino fundamental (14-15 anos). A hipótese implícita a tal

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decisão é a de que o ensino dos gêneros do discurso deva obedecer a uma gradativa sucessão, de modo que os gêneros da narração e descrição devam preceder ao ensino sistemático da argumentação. O primeiro objetivo relevante da pesquisa é o de determinar até que ponto alunos de

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nível de desenvolvimento cognitivo da criança para lidar com a dimensão dialógica do discurso escrito; (2) as influências do modelo conversacional de mudança de turno na escrita do aprendiz; e (3) a ausência de ensino formalizado dos gêneros da argumentação no

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currículo escolar nas primeiras séries. Para atender a este propósito, o presente trabalho baseou-se na hipótese sociocognitiva de linguagem e na abordagem socionteracionista discursiva. A pesquisa analisa um corpus longitudinal, composto de 145 textos de opinião, produzidos

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textual, através de articulação e coordenação de seqüências textuais; o segundo incide sobre a natureza dos argumentos selecionados pelo aprendiz, no tocante à atitude epistemológica e evidencialidade. A pesquisa confirma que no que respeita à construção do discurso

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argumentativo é à capacidade de expressar opinião, a maioria das crianças é capaz de categorizar eventos comunicativos de linguagem em uso, mesmo que esse esquema não se adeque ao modelo prototípico de argumentação do adulto ou à expectativa da escola. Ao mesmo tempo, a pesquisa

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demonstrou que um simples dispositivo de conteúdo polêmico não determina, de antemão, o esquema textual a ser acionado pela criança para emoldurar sua argumentação; traços de natureza contextual e sociocognitiva são também utilizados para determinar a dimensão pragmática,

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“ information literacy is a set of abilities requiring individuals to recognize when information is needed

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and have the ability to locate, evaluate, and use effectively the needed information. Information literacy forms the basis for lifelong learning and is common to all disciplines, to all learning environments, and to all levels of education. Information literacy is an umbrella term that

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research, but many still emphasize grammar instruction and a skills-based approach, classes continue to be outsized, faculty development is optional, and orientation toward basic writing is generally remedial. As such, she considers where a closer match

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between writing  
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Descending into  
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obsessing over the  
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wallpaper: "It is the  
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saw - not beautiful  
ones like buttercups,

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but old foul, bad yellow things. But there is something else about that paper - the smell! ... The only thing I can think of that it is like is the color of the paper! A yellow smell."

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