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how should one approach the task of theology this spectrum volume brings together five evangelical theologians with distinctly different approaches to the theological task who present their own approach and respond to each of the other views emerging from this theological conversation is an awareness of our methodological commitments and the benefits that each can bring to the theological task

what english teachers need to know a set of companion texts designed for pre service teachers and teachers new to the field of elt addresses the key question what do english language teachers need to know and be able to do in order for their students to learn english these texts work for teachers across different contexts countries where english is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general english workplace english english for academic purposes or english for specific purposes volume i on understanding learning provides the background information that teachers need to know and be able to use in their classroom volume ii on facilitating learning covers the three main facets of teaching planning instructing and assessing volume iii on designing curriculum covers the contexts for processes in and types of elt curricula linguistic based content based learner centered and learning centered throughout the three volumes the

focus is on outcomes that is student learning features situated in current research in the field of english language teaching and other disciplines that inform it sample data including classroom vignettes three kinds of activities tasks reflect explore and expand

the design arts from the design of buildings and machines to software and interfaces are associated with types of knowledge and performance thought to be structured modular and systematic such arts have become increasingly prestigious in our technocratic society since aristotle the art of rhetoric was conceived as a loosely structured practical art thought to be limited in the extent to which it could mimic more precise subject matters the art of rhetoric has been controversial since classical times but its status has sunk even lower since the industrial revolution a point when civic cultures began to cede authority and control to the cultures of specialized experts many sympathizers of rhetoric have resisted its decline by calling for a civic art of public discourse to stand in opposition to a technocratic specialized discourse that has come increasingly to disenfranchise the ordinary citizen this is the first book to question the rhetoric technical knowledge split from a more fundamental perspective to get some perspective on what is at stake in rhetoric s traditional classification as a practical art the authors explore the distinction between practical and design arts enumerate the various criteria cited in the literature for qualifying a cluster of knowledge and performative skills to count as an art of design show how the knowledge and performative skills associated with the art of rhetoric meet the major requirements of design knowledge propose a general architecture of rhetorical design one descriptive both of civic address and specialized academic argument turn to the lincoln douglas debates to embody and provide some empirical support and illustration for their architecture demonstrate how lincoln and douglas can be thought of as expert designers whose rhetoric is highly structured and modular and explain how the rhetoric of both rhetorical agents can be represented in the layers and modules that one needs to display plans for buildings

software or other design artifacts these layers and modules are not just post hoc annotations of the debates they also illuminate new and systematic ways for viewing the debates and by implication other specimens of rhetoric in terms of strategies of artistic production kaufer and butler conclude their presentation by citing some of the research and educational implications that follow from housing rhetoric within the family of design arts

the one year course in world history popular in some quarters does not seem to have made much headway high school level courses on world history are one of the many responses to the world wars yet said courses have never been recommended by a committee of national scope on which there were any historians opinion surveys among teachers and students indicate that no other part of the typical social studies program is more criticized than the tenth grade level one year elective world history course these courses are increasing in number textbooks are multiplying and a few interesting experiments are being worked out yet there is no general agreement on organization scope objectives teaching strategies or assessment in these courses this document is a summary of historical and recent surveys on curricular trends in social studies with regard to world history to help educators assess what impact they may have on the teaching of world history in the 1970s

newly revised updated and enlarged this edition of a standard survey clearly sets forth and analyzes the major trends in contemporary old testament scholarship in the revision hasel has incorporated significant scholarship since 1982 and has expanded his remarkable bibliography

as a master teacher john santrock connects students to current research and real world application helping students see how developmental psychology plays a role in their own lives and future careers through an integrated personalized digital learning program students gain the insight they need to study smarter and improve performance

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