

1. Record Nr.	UNINA9910457803303321
Autore	Paasonen Susanna <1975->
Titolo	Carnal resonance [[electronic resource] ] : affect and online pornography // Susanna Paasonen
Pubbl/distr/stampa	Cambridge, Mass., : MIT Press, 2011
ISBN	0-262-29793-0 1-283-32176-9 9786613321763 0-262-29881-3
Descrizione fisica	1 online resource (332 p.)
Disciplina	306.77
Soggetti	Internet pornography - Research Internet research Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction : carnal appeal -- Bad taste, miasmic forces, and the ubiquity of online porn -- Amateur wives and the attraction of authenticity -- The literal and the hyperbolic : mapping the modalities of porn -- Visual pleasures : from gaze to grab and resonance -- Absolutely disgusting : shock sites, extremity, and the forbidden fruit -- Conclusions : the tactile grab of online pornography.
Sommario/riassunto	Here, Susanna Paasonen moves beyond the usual debates over the legal, political, and moral aspects of pornography to address online porn in a media historical framework, investigating its modalities, its affect, and its visceral and disturbing qualities.

2. Record Nr.	UNINA9910784010903321
Titolo	Phonological development and disorders in children [[electronic resource] ] : a multilingual perspective // edited by Zhu Hua and Barbara Dodd
Pubbl/distr/stampa	Clevedon, [England] ; ; Buffalo, : Multilingual Matters, c2006
ISBN	1-280-50776-4 9786610507764 1-85359-890-9
Descrizione fisica	1 online resource (490 p.)
Collana	Child language and child development ; ; 8
Altri autori (Persone)	HuaZhu <1970-> DoddBarbara
Disciplina	401/.93
Soggetti	Language acquisition Language disorders in children Grammar, Comparative and general - Phonology Bilingualism in children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 450-473) and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgements -- Contributors -- 1. A Multilingual Perspective on Phonological Development and Disorders -- 2. The Need for Comparable Criteria in Multilingual Studies -- 3. English Phonology: Acquisition and Disorder -- 4. Evidence from German-Speaking Children -- 5. The Normal and Disordered Phonology of Putonghua (Modern Standard Chinese)-Speaking Children -- 6. Cantonese Phonological Development: Normal and Disordered -- 7. Phonological Development of Maltese-Speaking Children -- 8. Syllabic Constraints in the Phonological Errors of Children with Pre-lingual Hearing Loss: A Perspective from Telugu -- 9. Phonological Development and Disorders: Colloquial Egyptian Arabic -- 10. Phonological Acquisition and Disorders in Turkish -- 11. Aspects of Bilingual Phonology: The Case of Spanish-English Bilingual Children -- 12. Phonological Development and Disorder of Bilingual Children Acquiring Cantonese and English -- 13. Phonological Acquisition in Bilingual Pakistani Heritage Children in England -- 14. Phonological

Development and Disorder of Bilingual Children Acquiring Welsh and English -- 15. Phonological Acquisition by Arabic–English Bilingual Children -- 16. Phonological Development of Cantonese–Putonghua Bilingual Children -- 17. Towards Developmental Universals -- References -- Appendix -- Index

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Sommario/riassunto

This book critically examines the effects of language specificity on phonological acquisition and disorder through a collection of empirical studies of children learning typologically very different languages. The studies address many theoretical, clinical and methodological issues, such as: What role do developmental universals and the ambient language play in language acquisition? How should one account for the similarities and differences in the phonological development between normally and atypically developing children, between monolingual and bilingual children, and between bilingual children sharing one language? What implications do these similarities and differences have for clinical assessment and diagnosis? The book provides much-needed baseline information for clinical assessment and diagnosis.

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