

1. Record Nr.	UNINA9910462785803321
Autore	Rowsell Jennifer
Titolo	Working with Multimodality [[electronic resource]] : Rethinking Literacy in a Digital Age
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2013
ISBN	0-203-07195-6 1-135-09767-4
Descrizione fisica	1 online resource (193 p.)
Disciplina	302.2244 401.4 401/.4
Soggetti	Mass media in education Modality (Linguistics) Technological literacy Languages & Literatures Philology & Linguistics Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Working with Multimodality Rethinking Literacy in a Digital Age; Copyright; Contents; List of Illustrations; Acknowledgements; Introduction; 1 Film; Tobias Wiegand; Robin Benger; Rebecca Birch; 2 Sound; David Murphy; Paul Chivers; 3 Visual; Ben Hodson; Bani Mendy; Lee Edward Fodi; 4 Interface; Lisa Murphy; Adrian Thiessen and Kristen Nater; Joe Deklic; 5 Videogames; David Elton; Kevin Kee; 6 Space; Anthony Robins; David Parker; Ana Lakoseljak; 7 Movement; Karen Kain; Glenys McQueen-Fuentes; Derek Metz; 8 Word; Gary Bonilla; Grant LaFleche; Kari-Lynn Winters; Gail Bowen; 9 Textile Trish EwanikaMichelle Vanderheyden; Conclusion; References; Index
Sommario/riassunto	In today's digital world, we have multiple modes of meaning-making: sounds, images, hypertexts. Yet, within literacy education, even 'new' literacies, we know relatively little about how to work with and produce modally complex texts. In Working with Multimodality, Jennifer

Rowsell focuses on eight modes: words, images, sounds, movement, animation, hypertext, design and modal learning. Throughout the book each mode is illustrated by cases studies based on the author's interviews with thirty people, who have extensive experience working with a mode in their field. From a

2. Record Nr.	UNINA9910962350303321
Titolo	Linguistic minority students go to college : preparation, access, and persistence // edited by Yasuko Kanno, Linda Harklau
Pubbl/distr/stampa	New York, : Routledge, 2012
ISBN	1-136-81494-9 1-136-81495-7 0-203-82938-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (281 p.)
Classificazione	EDU015000EDU034000FOR007000
Altri autori (Persone)	KannoYasuko <1965-> HarklauLinda
Disciplina	378.1/982900973
Soggetti	Linguistic minorities - Education (Higher) - United States Minorities - Education (Higher) - United States
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 and index.
Nota di contenuto	Cover; Linguistic Minority Students go to College: Preparation, Access, and Persistence; Copyright; Contents; Preface; 1. Linguistic Minority Students Go to College: Introduction; Part I: College Preparation in High School; 2. High School ESL Placement: Practice, Policy, and Effects on Achievement; 3. Linguistic Minority Students' Opportunities to Learn High School Mathematics; 4. Paving the Way to College: An Analysis of an International Baccalaureate Diploma Program Serving Immigrant Students in California 5. How Paola Made It to College: A Linguistic Minority Student's Unlikely Success StoryPart II: Access to College; 6. Top 10% Linguistically Diverse Students' Access and Success at Texas Public Universities; 7. Who are Linguistic Minority Students in Higher Education?: An Analysis of the Beginning Postsecondary Students Study

2004; 8. Immigrant English Learners' Transitions to University: Student Challenges and Institutional Policies; 9. A Linguistic Minority Student's Discursive Framing of Agency and Structure; Part III: College Experiences and Persistence
10. Navigating "Open Access" Community Colleges: Matriculation Policies and Practices for U.S.-Educated Linguistic Minority Students
11. Retention of English Learner Students at a Community College; 12. Contextualizing the Path to Academic Success: Culturally and Linguistically Diverse Students Gaining Voice and Agency in Higher Education; 13. Benefits and Costs of Exercising Agency: A Case Study of an English Learner Navigating a Four-Year University ; 14. Citizens vs. Aliens: How Institutional Policies Construct Linguistic Minority Students; About the Contributors; Index

Sommario/riassunto

"Currently, linguistic minority students, students who speak a language other than English at home, represent 21% of the entire K-12 student population and 11% of the college student population. Bringing together emerging scholarship on the growing number of college-bound linguistic minority students in the K-12 pipeline, this groundbreaking volume showcases new research on these students' preparation for, access to, and persistence in college. Other than studies of their linguistic challenges and writing and academic literacy skills in college, little is known about the broader issues of linguistic minority students' access to and success in college. Examining a variety of factors and circumstances that influence the process and outcome, the scope of this book goes beyond students' language proficiency and its impact on college education, to look at issues such as student race/ethnicity, gender, SES, and parental education and expectations. It also addresses structural factors in schooling including tracking, segregation of English learners from English-fluent peers, availability and support of institutional personnel, and collegiate student identity and campus climate. Presenting state-of-the-art knowledge and mapping out a future research agenda in an extremely important and yet understudied area of inquiry, this book advances knowledge in ways that will have a real impact on policy regarding linguistic minority immigrant students' higher education opportunities"-- Provided by publisher.
