

1. Record Nr.	UNINA9910466092703321
Titolo	Putting assessment into action : selected projects from the first cohort of the Assessment in Action Grant // edited by Eric Ackermann
Pubbl/distr/stampa	Chicago, Illinois : , : Association of College and Research Libraries, a division of the American Library Association, , 2015 ©2015
ISBN	0-8389-8815-6 0-8389-8814-8
Descrizione fisica	1 online resource (233 p.)
Disciplina	027.70973
Soggetti	Academic libraries - United States - Evaluation Academic libraries - Canada - Evaluation Information literacy - Study and teaching (Higher) - Evaluation Academic libraries - Relations with faculty and curriculum Electronic books.
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.
Nota di contenuto	Putting Assessment into Action; Table of Contents; Foreword; PART 1. Assessing Information Literacy/Library Instruction; CHAPTER 1. "I Felt Like Such a Freshman:" Reflections on DePaul University Library's Assessment in Action Project; CHAPTER 2. Honor Bound: Assessing Library Interventions into the Complex Problem of Academic Integrity; CHAPTER 3. Cite Me!: What Sources are Students Using for Research?; CHAPTER 4. Employing Multiple Methods to Assess Information Literacy in a New Core Curriculum CHAPTER 5. Assessing Student Learning and Faculty-Librarian Collaboration with a Mixed-Methods Approach CHAPTER 6. Assessment of Library Instruction within General Education Learning Outcomes and Academic Support Programs: Determining Impact on Student Research Skills, Confidence, and Retention; CHAPTER 7. Impact of Information Literacy Instruction on the Success of First Year Composition Students; CHAPTER 8. Information Literacy Learning in First Year Composition: A Rubric-Based Approach to Assessment

CHAPTER 9. Comparing Apples and Oranges: Putting Virginia Tech's FYE Inquiry Assessment Program into PerspectiveCHAPTER 10. Assessment in Action Case Study: Do Online Learning Modules Have a Role in Information Literacy Instruction?; CHAPTER 11. Complementary, Not Conflicting Data: Using Citation Analysis and NVivo to Explore Student Learning; CHAPTER 12. Predictors of Information Literacy Competencies at a Large University: A Reflection on Testing Methods; CHAPTER 13. Assessing Graduating Seniors' Information Literacy Skills CHAPTER 14. Using Single-Case Research Design to Assess Course-Embedded Research ConsultationsCHAPTER 15. Assessing Online Graduate Students; CHAPTER 16. In Their Own Words: Evolution of Effective Search Behaviors by Medical Students and Residents at University of Connecticut Health Center; CHAPTER 17. Finding the Cocked Hat: Triangulating Assessment for Information Literacy as a College-Wide Core Competency; PART 2. Assessing Outreach, Services, and Spaces; CHAPTER 18. Get By with a Little Help from Your Friends: Working with Student Affairs to Engage and Assess College Students CHAPTER 19. ARC to Success: Linking the "Commons" Model to Academic Success at Central Washington UniversityCHAPTER 20. Library Research Consultants: Measuring a New Service; CHAPTER 21. Dedicated Technology Facilities: Impacts, Success, and Implications; CHAPTER 22. Filling in the Venn Diagram: Second Year Students, Research, Writing; CHAPTER 23. Research Assistance Linked to Student Retention; CHAPTER 24. Methodological Issues: Assessing the Impact of Using the Library on Student Success at the University of Northern Colorado; PART 3. Longitudinal Assessment CHAPTER 25. Known Library Use and Student Retention: A Methods Case Study

Sommario/riassunto

Twenty seven cases are presented in arenas as varied as assessing fourth year undergraduate learning, first year experience, graduate student information literacy, technology facilities, assessing outreach services and space, and more.

2. Record Nr.	UNINA9910511895903321
Titolo	Self-commentary in early modern European literature, 1400-1700 // edited by Francesco Venturi
Pubbl/distr/stampa	Leiden ; ; Boston : , : Brill, , [2019]
ISBN	90-04-39659-4
Descrizione fisica	1 online resource (445 pages)
Collana	Intersections : interdisciplinary studies in early modern culture, , 1568-1181 ; ; volume 62
Disciplina	809/03
Soggetti	Literature, Medieval - History and criticism European literature - Early modern, 1500-1700 - History and criticism Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Matter -- Copyright page -- Acknowledgements -- Illustrations -- Notes on the Editor -- Notes on the Contributors -- Introduction / Francesco Venturi -- Alberti's Commentarium to His First Literary Work: Self-Commentary as Self-Presentation in the Philodoxeos / Martin McLaughlin -- Elucidation and Self-Explanation in Filelfo's Marginalia / Jeroen De Keyser -- Vernacular Self-Commentary during Medieval Early Modernity: Reginald Pecock and Gavin Douglas / Ian Johnson -- On the Threshold of Poems: a Paratextual Approach to the Narrative/Lyric Opposition in Italian Renaissance Poetry / Federica Pich -- Self-Commentary on Language in Sixteenth-Century Italian Prefatory Letters / Brian Richardson -- 'All Outward and on Show': Montaigne's External Glosses / John O'Brien -- Companions in Folly: Genre and Poetic Practice in Five Elizabethan Anthologies / Harriet Archer -- The Journey of the Soul: The Prose Commentaries on His Own Poems by St John of the Cross / Colin P. Thompson -- Blood, Sweat, and Tears: Annotation and Self-Exegesis in La Ceppède / Russell Ganim -- Can a Poet be 'Master of [his] owne Meaning'? George Chapman and the Paradoxes of Authorship / Gilles Bertheau -- Critical Failures: Corneille Observes His Spectators / Joseph Harris -- Self-Criticism, Self-Assessment, and Self-Affirmation: The Case of the (Young) Author in Early Modern Dutch Literature / Els Stronks -- Reading the Margins:

The Uses of Authorial Side Glosses in Anna Stanisawska's *Transaction* (1685) / Magdalena Oarska -- Mockery and Erudition: Alessandro Tassoni's *Secchia rapita* and Francesco Redi's *Bacco in Toscana* / Carlo Caruso -- Afterword / Richard Maber -- Back Matter -- Index Nominum.

Sommario/riassunto

This volume investigates the various ways in which writers comment on, present, and defend their own works, and at the same time themselves, across early modern Europe. A multiplicity of self-commenting modes, ranging from annotations to explicatory prose to prefaces to separate critical texts and exemplifying a variety of literary genres, are subjected to analysis. Self-commentaries are more than just an external apparatus: they direct and control reception of the primary text, thus affecting notions of authorship and readership. With the writer understood as a potentially very influential and often tendentious interpreter of their own work, the essays in this collection offer new perspectives on pre-modern and modern forms of critical self-consciousness, self-representation, and self-validation.

Contributors are Harriet Archer, Gilles Bertheau, Carlo Caruso, Jeroen De Keyser, Russell Ganim, Joseph Harris, Ian Johnson, Richard Maber, Martin McLaughlin, John O'Brien, Magdalena Oarska, Federica Pich, Brian Richardson, Els Stronks, and Colin Thompson.