

| | |
|-------------------------|---|
| 1. Record Nr. | UNINA9910462978003321 |
| Titolo | Defining digital humanities : a reader // edited by Melissa Terras, Julianne Nyhan, Edward Vanhoutte |
| Pubbl/distr/stampa | Farnham, Surrey : , : Ashgate, , [2013] ©2013 |
| ISBN | 1-317-15358-8 1-317-15357-X 1-4094-6965-4 1-4094-6962-X 1-78402-935-1 1-4094-6964-6 |
| Edizione | [[Enhanced Credo edition]] |
| Descrizione fisica | 1 online resource (331 p.) |
| Altri autori (Persone) | TerrasMelissa M NyhanJulianne VanhoutteEdward |
| Disciplina | 001.30285 |
| Soggetti | Humanities - Data processing Humanities - Research - Data processing Information storage and retrieval systems - Humanities Humanities - Electronic information resources 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 and index. |
| Nota di contenuto | Is humanities computing an academic discipline? / Geoffrey Rockwell -- What is humanities computing and what is not? / John Unsworth -- Information technology and the troubled humanities / Jerome McGann -- Disciplined : using educational studies to analyse "humanities computing" / Melissa Terras -- Tree, turf, centre, archipelago, or, Wild acre? : metaphors and stories for humanities computing / Willard McCarty -- The history and definition of digital humanities computing / Edward Vanhoutte -- Humanities computing as digital humanities / Patrick Svensson -- Something called digital humanities / Wendell Piez -- What is digital humanities and what's it doing in English |

departments? / Matthew Kirschenbaum -- The productive unease of 21st century digital scholarship / Julia Flanders -- Towards a conceptual framework for the digital humanities / Paul Rosenbloom -- Digital humanities is a spectrum, or, We're all digital humanists now / Lincoln Mullen -- Who's in and who's out / Stephen Ramsay -- On building / Stephen Ramsay -- Inclusion in the digital humanities / Geoffrey Rockwell -- The digital humanities is not about building, it's about sharing / Mark Sample -- I'm Chris where am I wrong / Chris Forster -- Peering inside the big tent / Melissa Terras -- ADHO, on love and money / Bethany Nowviskie -- Selected definitions from the day of digital humanities -- Digital humanities definitions by type / Fred Gibbs.

Sommario/riassunto

This reader brings together, for the first time, in one core volume the essential readings that have emerged in Digital Humanities. Chapters provide a historical overview of how the term 'Humanities Computing' developed into the term 'Digital Humanities', and highlight core readings which explore the meaning, scope, and implementation of the field.

2. Record Nr.

UNINA9910746949103321

Autore

Deignan Alice

Titolo

The linguistic challenge of the transition to secondary school : a corpus study of academic language // Alice Deignan, Duygu Candarli and Florence Oxley

Pubbl/distr/stampa

Oxon, UK ; ; New York, NY : , : Routledge, Taylor & Francis Group, , [2022]
©2022

ISBN

1-00-308189-4
1-000-81350-9
1-003-08189-4
1-000-81366-5

Descrizione fisica

1 online resource (228 pages)

Collana

Routledge Applied Corpus Linguistics

Disciplina

407.1

Soggetti

Academic language
Corpora (Linguistics)
Students, Transfer of

Lingua di pubblicazione

Inglese

Formato

Materiale a stampa

Cover -- Half Title -- Series Page -- Title Page -- Copyright Page -- Table of Contents -- List of extracts -- List of figures -- List of tables -- Acknowledgements -- Chapter 1 Schools, the transition, students and teachers -- Introduction -- The transition and the context of this research -- Issues at transition -- Social, psychological and emotional issues -- Academic issues -- Language and the transition -- The voices of students in our project schools -- Aims of this book -- Notes -- References -- Chapter 2 Academic language and the school transition -- Introduction -- Perspectives on the language of school -- Bernstein's language codes and the language of school -- The Systemic-Functional Linguistics approach -- BICS and CALP -- CALS -- Academic language and function -- Academic language and social prestige -- Function: Academic language to facilitate and express academic thought -- Register and genre -- Features of academic language -- Overview -- Disciplinary language -- The vocabulary of school -- Polysemy and homonymy -- Tiers -- Grammar and discourse -- Specific issues at the transition -- Conclusion -- References -- Chapter 3 Corpus data and methods -- Introduction -- Constructing our corpus -- Characteristics of our partner schools -- Corpus design and representativeness -- The written corpus -- Representativeness and data gathering -- Composition of the written corpus -- Sub-registers -- The spoken corpus -- Corpus analytical methods used -- Quantitative data analysis procedures -- Multi-dimensional analysis -- Dimension 1: Involved versus informational discourse -- Dimension 2: Narrative versus non-narrative discourse -- Dimension 3: Situation-dependent versus elaborated reference -- Dimension 4: Overt expression of persuasion -- Dimension 5: Abstract versus non-abstract information -- Mixed and qualitative data analysis. Conclusion -- References -- Chapter 4 Written school language registers at the transition -- Introduction -- The corpus -- Analytical steps -- Statistical analysis -- Multi-dimensional analysis of school language registers -- Dimension 1: Involved versus informational discourse -- Dimension 2: Narrative versus non-narrative discourse -- Dimension 3: Explicit versus situation-dependent discourse -- Dimension 4: Overt expression of persuasion -- Dimension 5: Impersonal versus non-impersonal style -- Discussion -- Conclusion -- References -- Chapter 5 The language of English at the transition -- Introduction -- The KS2 and KS3 curricula -- Assessment -- Reading in Years 5-8 -- Reading for pleasure -- Making inferences -- Understanding genre, purpose and audience -- criticality -- Writing in Years 5-8 -- Understanding genre, purpose and audience -- Language and metalanguage in Years 5-8 -- Vocabulary -- Grammar teaching -- Corpus studies of the language of English in Years 5-8 -- Method -- The corpora used -- Frequent word analysis -- Keyword analysis -- Results -- Word frequency: Aboutness -- Keywords -- Conclusion -- Note -- References -- Chapter 6 The language of science at the transition -- Introduction -- The KS2 and KS3 curricula -- Language and learning science at school -- Scientific thinking and the language of science -- School science, language and socio-economic status -- Features of the language of school science -- Discourse -- Grammar -- Vocabulary -- Polysemy -- Method -- The corpora -- Focus and tools -- Results -- Keywords -- Frequent words -- Aboutness and general science words -- Polysemy -- Group 1: Contextual differences -- Group 2: Fine-grained differences in use -- Group 3: Meaning

differences -- Group 4: Lexico-grammatical differences -- Group 5: Frequency differences -- Metaphorical uses -- Discussion and conclusion.

References -- Chapter 7 The language of mathematics at the transition -- Introduction -- The KS2 and KS3 curricula -- Learning mathematics and language -- Mathematics, anxiety and the transition -- Talking about mathematics -- Features of the language of mathematics -- Discourse -- Grammar -- Vocabulary -- Method -- The corpora -- Key feature analysis -- Keyword analysis -- Concordance and collocational analysis -- Findings -- Key feature analysis -- Results of keyword analysis -- Discourse functions of keywords -- Patterns of meanings of keywords -- Part-of-speech categories -- Concrete and abstract keywords -- Polysemy -- Collocation -- Conclusion -- Note -- References -- Chapter 8 Conclusion -- Introduction -- Key issues and findings -- The move from generalist to specialist teachers -- Register features -- Polysemy -- Other language issues -- Context -- Awareness of the linguistic challenges of transition -- Academic language and home learning environment -- Understanding the purpose of academic language -- Research on school language and transition -- Future research and ways forward -- References -- Index.

Sommario/riassunto

"This book provides a unique analysis and description of the linguistic challenges faced by school students as they move from primary to secondary school, a major transition, which some students struggle with emotionally and academically"-- Provided by publisher.
