

1.	Record Nr.	UNISA990002051920203316
	Titolo	Bd. 1 : Über den folgerungsbegriff in der aristotelischen logik / herausgegeben und mit einen Vorwort versehen von Albert Menne und Niels Offenberger
	Pubbl/distr/stampa	Hildesheim : Olms, 1982
	Descrizione fisica	220 p ; 22 cm
	Disciplina	160
	Soggetti	Aristotele - Logica
	Collocazione	II.1.A. 522/1(IV C 2303/1)
	Lingua di pubblicazione	Tedesco
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910783738003321
	Autore	Kress Gunther R.
	Titolo	Before writing : rethinking the paths to literacy / / Gunther Kress
	Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 1997
	ISBN	1-134-77402-8 9786610141029 1-134-77403-6 1-280-14102-6 0-203-99269-5
	Descrizione fisica	1 online resource (200 p.)
	Disciplina	372.6
	Soggetti	Language arts (Elementary) Reading (Elementary) English language - Composition and exercises - Study and teaching (Elementary) Literacy Children - Language
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa

Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Include bibliographical references and index.
Nota di contenuto	Preliminaries; Contents; Preface; 1 Literacy identity and futures; 2 My Gawd I made it like Australia making meaning in many media; 3 Making sense of the world The seagulls are reading the newspaper; 4 Drawing letters and writing dinosaurs children's early engagement with print; 5 You made it like a crocodile a theory of children's meaning making; 6 Literacy and theories of language; 7 Teaching literacy learning literacy; 8 Futures; Bibliography; Index
Sommario/riassunto	Gunther Kress argues for a radical reappraisal of the phenomenon of literacy, and hence for a profound shift in educational practice. Through close attention to the variety of objects which children constantly produce (drawings, cuttings-out, 'writings' and collages), Kress suggests a set of principles which reveal the underlying coherence of children's actions; actions which allow us to connect them with attempts to make meaning before they acquire language and writing. This book provides fundamental challenges to commonly held assumptions about both language and literacy, thought and acti