

1. Record Nr.	UNINA9910791878703321
Titolo	Disciplinarity [[electronic resource]] : functional linguistic and sociological perspectives // edited by Frances Christie and Karl Maton
Pubbl/distr/stampa	London ; ; New York, : Continuum International, 2011
ISBN	1-282-27317-5 9786613815576 1-4411-4281-9
Descrizione fisica	1 online resource (273 p.)
Altri autori (Persone)	ChristiFrances MatonKarl
Disciplina	371.5
Soggetti	Sociolinguistics Functionalism (Linguistics) Language attrition
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	Contents; Notes on Contributors; 1. Why Disciplinarity?; Part I: Theorizing Disciplinarity; 2. Through Others' Eyes: The Fate of Disciplines; 3. Bridging Troubled Waters: Interdisciplinarity and What Makes it Stick; 4. Theories and Things: The Semantics of Disciplinarity; Part II: Building and Breaking with Disciplinarity; 5. Making the Break: Disciplines and Interdisciplinarity; 6. Writing Discipline: Comparing Inscriptions of Knowledge and Knowers in Academic Writing; 7. Absenting Discipline: Constructivist Approaches in Online Learning 8. Discipline and Freedom in Early Childhood EducationPart III: Disciplinarity in Subjects; 9. Disciplinarity and School Subject English; 10. Supporting Disciplinary Learning through Language Analysis: Developing Historical Literacy; 11. The Semantic Hyperspace: Accumulating Mathematical Knowledge Across Semiotic Resources and Modalities; 12. Social Studies Disciplinary Knowledge: Tensions between State Curriculum and National Assessment Requirements; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; Y; Z
Sommario/riassunto	Disciplinary knowledge is under threat in the modern world. Claims abound that we are entering a landscape in which the division of

disciplines is obsolete, implying a commitment to outdated values in scholarship. Notions of 'discipline' are critiqued as reflecting social power and representing the worldview of dominant social groups. By addressing and challenging such claims, this edited collection argues that proclamations of the death of disciplines have been greatly overstated. Not only are the notions of disciplinarity still important for understanding how we come to know the world, but t
