

1. Record Nr.	UNINA9910696642603321
Autore	Noriega Mary C
Titolo	Methods of analysis by the U.S. Geological Survey National Water Quality Laboratory [[electronic resource]] : determination of organochlorine pesticides and polychlorinated biphenyls in bottom and suspended sediment by gas chromatography with electron-capture detection // by Mary C. Noriega, Duane W. [i.e. S.] Wydoski, and William T. Foreman
Pubbl/distr/stampa	Denver, Colo. : , : U.S. Dept. of the Interior, U.S. Geological Survey, , 2004
Descrizione fisica	vi, 46 pages : digital, PDF file
Collana	Water-resources investigations report ; ; 03-4293
Altri autori (Persone)	WydoskiDuane S ForemanWilliam T
Soggetti	River sediments - Analysis Organophosphorus compounds - Analysis Polychlorinated biphenyls - Analysis Gas chromatography Electrons - Capture
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from title screen (viewed on Aug. 4, 2008).

2. Record Nr.	UNINA9910811718603321
Autore	Scott Sally <1959-, >
Titolo	Disability and world language learning : inclusive teaching for diverse learners // Sally S. Scott and Wade A. Edwards
Pubbl/distr/stampa	Lanham, Maryland : , : Rowman & Littlefield, , [2019] ©2019
ISBN	1-4758-3706-2
Descrizione fisica	1 online resource (xviii, 121 pages)
Disciplina	418.0071/1
Soggetti	Languages, Modern - Study and teaching (Higher) People with disabilities - Education (Higher) College students with disabilities Inclusive education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (pages 115-116) and index.
Nota di contenuto	1. Disability, student diversity, and inclusive teaching -- 2. Setting the stage for an inclusive language learning classroom -- 3. In the classroom -- 4. Assessment of student learning -- 5. Getting started -- 6. Conclusions.
Sommario/riassunto	The release of a report by the Modern Language Association, "Foreign Languages and Higher Education: New Structures for a Changed World," focused renewed attention on college foreign language instruction at the introductory level. Frequently, the report finds, these beginning courses are taught by part-time and untenured instructors, many of whom remain on the fringes of the department, with little access to ongoing support, pedagogical training, or faculty development. When students with sensory, cognitive or physical disabilities are introduced to this environment, the results can be frustrating for both the student (who may benefit from specific instructional strategies or accommodations) and the instructor (who may be ill-equipped to provide inclusive instruction). Soon after the MLA report was published, the American Council on the Teaching of Foreign Languages issued "Diversity and Inclusion in Language Programs," a position statement highlighting the value of inclusive classrooms that support diverse

perspectives and learning needs. That statement specifies that all students, regardless of background, should have ample access to language instruction. Meanwhile, in the wake of these two publications, the number of college students with disabilities continues to increase, as has the number of world language courses taught by graduate teaching assistants and contingent faculty. Disability and World Language Learning begins at the intersection of these two growing concerns: for the diverse learner and for the world language instructor. Devoted to practical classroom strategies based on Universal Design for Instruction, it serves as a timely and valuable resource for all college instructors - adjunct faculty, long-time instructors, and graduate assistants alike - confronting a changing and diversifying world language classroom.
