

1. Record Nr.	UNINA9910709646303321
Autore	Sohl Norman F (Norman Frederick), <1924->
Titolo	The Black Creek-Peedee formational contact (Upper Cretaceous) in the Cape Fear River region of North Carolina / / by Norman F. Sohl and Raymond A. Christopher
Pubbl/distr/stampa	Washington : , : United States Department of the Interior, Geological Survey, , 1983
Descrizione fisica	1 online resource (iii, 37 pages) : illustrations, map
Collana	Geological Survey professional paper ; ; 1285
Soggetti	Geology, Stratigraphic - Cretaceous Geology - North Carolina - Cape Fear River Watershed Cretaceous Geologic Period Geology Geology, Stratigraphic North Carolina Cape Fear River Watershed
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from title screen (viewed October 14, 2014). "Stratigraphic and paleontologic data suggest a disconformable relationship between the Black Creek and Peedee Formations along the Cape Fear River of North Carolina."
Nota di bibliografia	Includes bibliographical references (page 37).

2. Record Nr.	UNINA9910816237003321
Autore	Sawyer David B
Titolo	The evolving curriculum in interpreter and translator education : stakeholder perspectives and voices / / edited by David B. Sawyer, Frank Austermuhl and Vanessa Enriquez Raido
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia : , : John Benjamins Publishing Company, , [2019] ©2019
ISBN	90-272-6253-5
Descrizione fisica	1 online resource (438 pages)
Disciplina	418.02071
Soggetti	Translating and interpreting - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	The evolving curriculum in interpreter and translator education: a bibliometric analysis / David B. Sawyer, Frank Austermuhl & Vanessa Enriquez Raido -- Part I. Conceptualizations of curricula: Translation and the internationalization of higher education in the anglophone West: The case of New Zealand compared to the United Kingdom / Vanessa Enriquez Raido -- 'TI literacy' for general undergraduate education / Kayoko Takeda & Masaru Yamada -- European Masters in Translation: A comparative study / Ester Torres-Simon & Anthony Pym -- Doctoral training in Translation Studies: Challenges and opportunities / Yves Gambier, Christina Schaeffner & Reine Meylaerts -- Part II. Innovation and reform: Undergraduate and graduate level interpreter education: Pedagogical considerations / Melanie Metzger, Keith Cagle & Danielle Hunt -- Structure and process: A case study of the evolving interpreter education curriculum in Vienna / Franz Pochhacker -- Innovations in online interpreter education: A graduate certificate program in community interpreting / Bob Cole, Holly Mikkelsen, Amy Slay & Patricia Szasz -- Bridging the gap between curricula and industry: A case study of an undergraduate program in Jordan / Bilal Sayaaheen -- Part III. Technology: A singular(ity) preoccupation: Helping translation students become language-services advisors in the age of machine translation / Alan K. Melby & Daryl R.

Hague -- The proper place of localization in translation curricula: An inclusive social, object-driven, semiotic-communicative approach / Jesus Torres-del-Rey -- Technology literacy for the interpreter / Alexander Drechsel -- Part IV. The course and the curriculum: A relevancy approach to cultural competence in translation curricula / Peng Wang -- Knowing what and knowing how: Teaching student interpreters research on interpreting / Minhua Liu -- Teaching translation in a multilingual practice class / Anthony Pym -- Part V. Stakeholder networks: The contribution of institutional recruiters to interpreter training: Getting the balance right / Clare Donovan -- Institutional collaboration in the area of training, a two-way collaboration: The perspective of an academic trainer / Sarah Bordes -- The role of the European Commission's virtual class program in university curricula: Challenges and strategies to minimize stress in the learning environment / Fernando Leitaó -- The hidden curriculum revealed in study trip reflective essays / Andrew K. F. Cheung -- Notes on contributors.

3. Record Nr.	UNINA9910820711303321
Autore	Jensen Kyle <1981->
Titolo	Reimagining process : online writing archives and the future of writing studies / / Kyle Jensen
Pubbl/distr/stampa	Carbondale : , : Southern Illinois University Press, , [2015] ©2015
ISBN	0-8093-3372-4
Descrizione fisica	1 online resource (194 p.)
Disciplina	808/.042071
Soggetti	English language - Rhetoric - Study and teaching Report writing - Study and teaching Academic writing - Study and teaching Academic writing - Study and teaching - Research English teachers - Teaching of Web-based instruction
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	Cover; Title Page; Copyright; Contents; Acknowledgments; Introduction; 1. The Noble Lie; 2. The Panoptic Portfolio; 3. Toward the Development of Online Writing Archives; 4. Taking on the Archive; Coda; Notes; Works Cited; Index; Author Biography; Back Cover
Sommario/riassunto	For more than four decades, the dominant model for pedagogy and research in the field of composition has been a how-centered process approach to writing instruction, which involves studying the writing that students produce to expose the various stages of their writing process. By looking at notes, outlines, and multiple drafts, often presented by students together in the form of a portfolio, instructors can identify unproductive habits that students may have and provide techniques that help them improve their writing. In this groundbreaking volume, Kyle Jensen critiques traditional how-center