

1. Record Nr.	UNINA9910713464903321
Autore	Diaz Jose Raul
Titolo	Water resources of the Rio Grande de Anasco - lower valley, Puerto Rico // by Jose Raul Diaz and Donald G. Jordan
Pubbl/distr/stampa	San Juan, Puerto Rico : , : U.S. Geological Survey, , 1987
Descrizione fisica	1 online resource (vii, 48 pages) : illustrations
Collana	Water-resources investigations report ; ; 85-4237
Soggetti	Water-supply - Puerto Rico Water-supply
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Prepared in cooperation with the Puerto Rico Department of Agriculture."
Nota di bibliografia	Includes bibliographical references (pages 47-48).

2. Record Nr.	UNINA9910827678503321
Autore	White Edward M (Edward Michael), <1933->
Titolo	Very like a whale : the assessment of writing programs / / Edward M. White, Norbert Elliot, Irvin Peckham
Pubbl/distr/stampa	Boulder, Colorado : , : Utah State University Press, , 2015 ©2015
ISBN	0-87421-986-8
Descrizione fisica	1 online resource (211 p.)
Classificazione	LAN005000
Disciplina	808/.0420711
Soggetti	English language - Rhetoric - Study and teaching (Higher) - Evaluation Academic writing - Study and teaching (Higher) - Evaluation Report writing - Study and teaching (Higher) - Evaluation
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; Introduction; 1. Trends; 2. Lessons; 3. Foundations; 4. Measurement; 5. Design; Glossary; References; About the Authors; Index
Sommario/riassunto	"Written for those who design, redesign, and assess writing programs, Very Like a Whale is an intensive discussion of writing program assessment issues. Taking its title from Hamlet, the book explores the multifaceted forces that shape writing programs and the central role these programs can and should play in defining college education. Given the new era of assessment in higher education, writing programs must provide valid evidence that they are serving students, instructors, administrators, alumni, accreditors, and policymakers. This book introduces new conceptualizations associated with assessment, making them clear and available to those in the profession of rhetoric and composition/writing studies. It also offers strategies that aid in gathering information about the relative success of a writing program in achieving its identified goals. Philosophically and historically aligned with quantitative approaches, White, Elliot, and Peckham use case study and best-practice scholarship to demonstrate the applicability of their innovative approach, termed Design for Assessment (DFA). Well grounded in assessment theory, Very Like a Whale will be of practical

use to new and seasoned writing program administrators alike, as well  
as to any educator involved with the accreditation process"--

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