

1. Record Nr.	UNINA9910812561703321
Titolo	Transnational writing program administration // edited by David S. Martins
Pubbl/distr/stampa	Boulder, Colorado : , : Utah State University Press, , 2015 ©2015
ISBN	0-87421-962-0
Descrizione fisica	1 online resource (361 p.)
Classificazione	LAN005000
Disciplina	808.0071/1
Soggetti	Writing centers - Administration Rhetoric - Study and teaching (Higher) Report writing - Study and teaching (Higher) Interdisciplinary approach in education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
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Sommario/riassunto

" While local conditions remain at the forefront of writing program administration, transnational activities are slowly and thoroughly shifting the questions we ask about writing curricula, the space and place in which writing happens, and the cultural and linguistic issues at the heart of the relationships forged in literacy work. Transnational Writing Program Administration challenges taken-for-granted assumptions regarding program identity, curriculum and pedagogical effectiveness, logistics and quality assurance, faculty and student demographics, innovative partnerships and research, and the infrastructure needed to support writing instruction in higher education. Well-known scholars and new voices in the field extend the theoretical underpinnings of writing program administration to consider programs, activities, and institutions involving students and faculty from two or more countries working together and highlight the situated practices of such efforts. The collection brings translingual graduate students at the forefront of writing studies together with established administrators, teachers, and researchers and intends to enrich the efforts of WPAs by examining the practices and theories that impact our ability to conceive of writing program administration as transnational. This collection will enable writing program administrators to take the emerging locations of writing instruction seriously, to address the role of language difference in writing, and to engage critically with the key notions and approaches to writing program administration that reveal its transnationality"--

2. Record Nr.	UNINA9910981579003321
Titolo	Journal of oncology pharmacy practice
Pubbl/distr/stampa	[Houndmills, Basingstoke, Hampshire, UK], : Stockton Press [New York?], : Nature America Inc [London], : Edward Arnold Los Angeles, : Sage Publications
ISSN	1477-092X
Descrizione fisica	1 online resource
Disciplina	616.994061
Soggetti	Cancer - Chemotherapy Clinical pharmacology Oncology Pharmacy Medical Oncology Cancerologie Cancer - Chimiotherapie Pharmacie Pharmacologie clinique Oncologia Càncer Farmàcia Periodicals. Revistes electròniques.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed