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Writing: Ten Core Concepts is informed by the idea that practice is essential in developing writing competence: practice is, essentially, the 11th Core Concept. The text relies on the repetition of the Ten Core Concepts to give you the practice you need to make these concepts part of your repertoire as a writer.

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WRITING: TEN CORE CONCEPTS is designed to help you acquire the fundamental understanding that you need to become an effective writer, and to give you practice in applying ten core concepts across different writing tasks. Handy ten-step writing guides use the core concepts to help you effectively manage various types of writing that you will encounter in college and beyond.

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Robert P. Yagelski's WRITING: TEN CORE CONCEPTS is based on ten fundamental lessons -- the core concepts -- that students must learn to become effective writers. The thorough integration of these core concepts and the space devoted to guiding students through the main composing assignments distinguishes this book from all other writing guides.

PDF Download The Essentials Of Writing Ten Core Concepts Free

Terms in this set (10) 1. writing is a process of discovery and learning. 2. writer has to have a purpose or something to say. 3. writer must support claims. 4. good writing fits context.

10 core writing concepts Flashcards | Quizlet

The writer, the subject, and the audience are the context that will determine how well a piece of writing does its work. The medium is part of the message. You can express your ideas in a wide variety of ways depending on the tools and technology you use. A writer must have something to say. Having a clear, valid main point or idea is an essential element of effective writing.

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Robert P. Yagelski's *WRITING: TEN CORE CONCEPTS* is based on ten fundamental lessons -- the core concepts -- that students must learn to become effective writers. The thorough integration of these core concepts and the space devoted to guiding students through the main composing assignments distinguishes this book from all other writing guides. The text introduces students to the key rhetorical moves of three essential aims of writing (analysis, argument, and narrative) and then offers applied assignment chapters that use the ten core concepts to guide students' thinking and writing. Emphasizing writing as an interaction between a writer and a reader, *WRITING: TEN CORE CONCEPTS* offers students a way to participate in the important conversations that shape our lives. The second edition includes 21 new readings, new strategies for academic reading, a new section on summary-response essays, updated guidance on finding digital resources and on MLA documentation, and more. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

*THE ESSENTIALS OF WRITING: TEN CORE CONCEPTS* is designed for instructors who want a short, flexible writing guide using the core concepts as a framework. These ten fundamental lessons that students need to learn to become sophisticated writers are covered thoroughly in chapters 2-4. The essentials version also offers practical advice about developing an academic writing style, synthesizing ideas, designing documents, conducting research, evaluating and documenting sources, and applying the conventions of written English. Each student text is packaged with a free

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Cengage Essential Reference Card to the MLA HANDBOOK, Eighth Edition. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The lack of teaching cases in program evaluation is often cited as a gap in the field. This ground-breaking book fills this gap, covering the essentials of program evaluation as it is used in education and with a wide variety of evaluation projects to be discussed, analyzed, and reflected upon. The book covers the essentials of program evaluation, including foundation and types of evaluation, tools for collecting data, writing of reports, and sharing of findings. Individual cases cover classroom instruction, community-based program, teacher training, professional development, a secondary-school based program, after-school program, reading achievement, school-improvement grant, and confidentiality. Each case is structured to include learning objectives, program description, evaluation plan, summary of evaluation activities and findings, key concepts, discussion questions, class activities, and suggested reading. As useful for students as it is for evaluators in training, *Program Evaluation in Practice* is a must-have for those aspiring to become effective evaluators.

What makes a good story or a screenplay great? The vast majority of writers begin the storytelling process with only a partial understanding where to begin. Some labor their entire lives without ever learning that successful stories are as dependent upon good engineering as they are artistry. But



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the truth is, unless you are master of the form, function and criteria of successful storytelling, sitting down and pounding out a first draft without planning is an ineffective way to begin. Story Engineering starts with the criteria and the architecture of storytelling, the engineering and design of a story--and uses it as the basis for narrative. The greatest potential of any story is found in the way six specific aspects of storytelling combine and empower each other on the page. When rendered artfully, they become a sum in excess of their parts. You'll learn to wrap your head around the big pictures of storytelling at a professional level through a new approach that shows how to combine these six core competencies which include:

- Four elemental competencies of concept, character, theme, and story structure (plot)
- Two executional competencies of scene construction and writing voice

The true magic of storytelling happens when these six core competencies work together in perfect harmony. And the best part? Anyone can do it!

What types of instructional experiences help K-8 students learn science with understanding? What do science educators, teachers, teacher leaders, science specialists, professional development staff, curriculum designers, and school administrators need to know to create and support such experiences? Ready, Set, Science! guides the way with an account of the groundbreaking and comprehensive synthesis of research into teaching and learning science in kindergarten through eighth grade. Based on the recently released National Research Council report Taking Science to School: Learning and Teaching Science in Grades K-8, this book summarizes a rich body of findings from the learning sciences and builds detailed cases of science educators at work to make the implications of research clear, accessible, and stimulating for a broad range of science educators.

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Ready, Set, Science! is filled with classroom case studies that bring to life the research findings and help readers to replicate success. Most of these stories are based on real classroom experiences that illustrate the complexities that teachers grapple with every day. They show how teachers work to select and design rigorous and engaging instructional tasks, manage classrooms, orchestrate productive discussions with culturally and linguistically diverse groups of students, and help students make their thinking visible using a variety of representational tools. This book will be an essential resource for science education practitioners and contains information that will be extremely useful to everyone — including parents — directly or indirectly involved in the teaching of science.

Literacy can empower students, but it may also limit their understanding if taught without regard for the context of their lives. Using his encounters with students, in high school, college, and state prison classrooms, as well as his own experience, Robert Yagelski looks at the sometimes ambiguous role of literacy in our lives and examines the mismatch between conventional approaches to teaching literacy and the literacy needs of students in a rapidly changing, increasingly technological world. He asserts that ultimately, the most important job of the English teacher is to reveal to students ways they can participate in the discourse that shapes their lives, and he offers a timely look at how technology has influenced the way we write and read. The scope of this fascinating book reaches beyond the classroom and offers insight about what it means to be "literate" in an economically driven, dynamic society. Addressing earlier works on the subject of literacy, as well as the ideas of theorists such as Foucault, this perceptive work

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has much to offer educators and anyone seeking to understand the nature of literacy itself.

*Naming What We Know* examines the core principles of knowledge in the discipline of writing studies using the lens of “threshold concepts”—concepts that are critical for epistemological participation in a discipline. The first part of the book defines and describes thirty-seven threshold concepts of the discipline in entries written by some of the field’s most active researchers and teachers, all of whom participated in a collaborative wiki discussion guided by the editors. These entries are clear and accessible, written for an audience of writing scholars, students, and colleagues in other disciplines and policy makers outside the academy. Contributors describe the conceptual background of the field and the principles that run throughout practice, whether in research, teaching, assessment, or public work around writing. Chapters in the second part of the book describe the benefits and challenges of using threshold concepts in specific sites—first-year writing programs, WAC/WID programs, writing centers, writing majors—and for professional development to present this framework in action. *Naming What We Know* opens a dialogue about the concepts that writing scholars and teachers agree are critical and about why those concepts should and do matter to people outside the field.

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