Classical Commentaries

Aademic Writing: An Introduction - Fourth Edition
Aademic Writing: An Introduction - Third Edition
Student Attainment in Higher Education
Adverbials in English Power and Propaganda
Feedback in Second Language Writing
Applying the Scholarship of Teaching and Learning beyond the Individual Classroom
The Routledge Companion to Medieval Philosophy
Aademic Writing Now: A Brief Guide for Busy Students—with MLA 2016
Update Commentaries on Selected Model Investment Treaties
Aademic Writing for Graduate Students
Learner Corpora in Language Testing and Assessment
Inside Aademic Writing
Commentary for Aademic Writing for Graduate Students
Medieval Latin and Middle English Literature
Teacher Commentary on Student Papers
Style
Rhetoric, Hermeneutics, and Translation in the Middle Ages
Writtenness Effective writing for social work
Witing A at University: A Guide For Students
Aademic Witing, second edition
Qualitative Data Analysis Using a Dialogical Approach
Theological Quodlibeta in the Middle Ages
Public Influence
College Academic Writing A Genre-Based Perspective
"Is It Easy Being Green?" Academic Writing - Third Edition
Fun-Size Academic Witing for Serious Learning
Commentaries on European Contract Laws
A Commentary on Numbers
Aademic Witing for Graduate Students
Successful Academic Writing
The Call to Write
Justice Bertha Wilson
How to Use Storytelling in Your Academic Writing
Aademic Witing for South Eastern Europe
The Oxford Handbook of Hellenic Studies
Aademic Witing for Military Personnel

Classical Commentaries
The Oxford Handbook of Hellenic Studies is a unique collection of some seventy articles which together explore the ways in which ancient Greece has been, is, and might be studied. It is intended to inform its readers, but also, importantly, to inspire them, and to enable them to pursue their own research by introducing the primary resources and exploring the latest agenda for their study. The emphasis is on the breadth and potential of Hellenic Studies as a flourishing and exciting intellectual arena, and also upon its relevance to the way we think about ourselves today.

Academic Writing: An Introduction - Fourth Edition

The sixth edition of THE CALL TO WRITE continues and expands its creative approach to college composition. Organized by genres, including memoirs, letters, profiles, reports, commentaries, proposals, and reviews, and including new chapters on multigenre writing and on writing essays, this innovative rhetoric gives students the practice they need to write in college and in the public sphere. Timely, provocative readings promote social engagement, encouraging students to become involved, through public writing, in their community and in the greater world around them. Available with InfoTrac Student Collections http://gocengage.com/infotrac. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Academic Writing: An Introduction - Third Edition

A fresh introductory study of late medieval Scotland. Includes: expert assessment of the period arranged in thematic chapters; fresh insights into the period that draw on a wide range of sources; extensive further reading lists.

Student Attainment in Higher Education

A concise, student-friendly format. Anything inessential to the business of college writing has been excluded. Each chapter concentrates on a crucial element of composing an academic essay and is capable of being read in
a single sitting. The book is loaded with “timesaver tips,” ideas for making the most of the student’s time, along with occasional warnings to avoid common errors made by student writers. Each short chapter concludes with questions and suggestions designed to trigger class discussion.

Adjunct Adverbials in English

This book provides a new reading of the biblical book of Numbers in a commentary form. Mainstream readings have tended to see the book as a haphazard junkyard of material that connects Genesis–Leviticus with Deuteronomy (and Joshua), composed at a late stage in the history of ancient Israel. By contrast, this book reads Numbers as part of a wider work of Genesis–Joshua, a carefully crafted programmatic settler colonial document for a new society in Canaanite highlands in the late second millennium BCE that seeks to replace pre-existing indigenous societies. In the context of the tremendous influence that the biblical documents have had on the world in the last 2,000–3,000 years, the book also offers pointers towards reading these texts today. This volume is a fascinating study of this text, and will be of interest not only to biblical scholars, but to anyone with an interest in the history of the ancient Levant, and colonisation and colonialism in the ancient world more broadly.

Power and Propaganda

Fresh and provocative approaches to the literature of the middle ages, offering close readings of texts from Chaucer to Henryson, and beast fable to devotional works.

Feedback in Second Language Writing

Applying the Scholarship of Teaching and Learning beyond the Individual Classroom

Like any other group of philosophers, scholastic thinkers from the Middle Ages disagreed about even the most fundamental of concepts. With their characteristic style of rigorous semantic and logical analysis, they produced a wide variety of diverse theories about a huge number of topics.
The Routledge Companion to Medieval Philosophy offers readers an outstanding survey of many of these diverse theories, on a wide array of subjects. Its 35 chapters, all written exclusively for this Companion by leading international scholars, are organized into seven parts: I Language and Logic II Metaphysics III Cosmology and Physics IV Psychology V Cognition VI Ethics and Moral Philosophy VII Political Philosophy. In addition to shedding new light on the most well-known philosophical debates and problems of the medieval era, the Companion brings to the fore topics that may not traditionally be associated with scholastic philosophy, but were in fact a veritable part of the tradition. These include chapters covering scholastic theories about propositions, atomism, consciousness, and democracy and representation. The Routledge Companion to Medieval Philosophy is a helpful, comprehensive introduction to the field for undergraduate students and other newcomers as well as a unique and valuable resource for researchers in all areas of philosophy.

The Routledge Companion to Medieval Philosophy

Academic Writing for Military Personnel is written for members of the military who are either new to or re-entering the academic community and who need to familiarize themselves with academic writing. The authors, an experienced writing instructor and a retired military officer, show how persuasive academic writing enhances officers’ effectiveness in their regular duties, especially as they reach more senior levels of service. They explain the differences between staff writing and academic writing, and outline some of the common errors military personnel make when transitioning from one to the other. The book’s chapters outline the value of strong written communication skills, the research process, the writing process, academic referencing, and frequent grammatical and syntactical errors. Specific examples chosen with a military audience in mind are integrated throughout the book to provide the reader with relevant and practical guidance. The book concludes with a discussion on how officers can use the knowledge they have acquired through their professional experiences in their academic work. As the only comprehensive guide to effective academic writing designed specifically for military personnel, this book will be a crucial addition to the libraries of junior and senior
officers in militaries worldwide.

_Academic Writing Now: A Brief Guide for Busy Students— with MLA 2016 Update_

In this important new text, Paul Sullivan introduces readers to a qualitative methodology rooted in the analysis of dialogue and subjectivity: the dialogical approach. Sullivan unpacks the theory behind a dialogical approach to qualitative research, and relates issues of philosophy and methodology to the practical process of actually doing qualitative research. Sullivan’s book foregrounds the role of atmosphere, subjectivity and authorial reflection within texts. His work also enables the researcher to attend to the conflicts, judgments and interpretive activities that take place in language use. Practically speaking, the dialogical approach enables analysis of direct and indirect discourse, speech genres, hesitations, irony and a variety of other conditions that shape our understanding of dialogue in context. As well as exploring the theory behind this innovative method, Sullivan provides sound practical advice that recognises the everyday analytic needs of the reader. Topics include: - The theoretical foundations of the approach - The role of subjectivity in qualitative research - Data preparation and analysis - The future of the approach Theoretical discussion is consistently accompanied by research examples and suggestions as to how the dialogical approach could be used in the reader's own research. This important and timely book is ideal for any reader who wants to do research with dialogue and who is keen to attend to the full nuances and complexities of discourse.

**Commentaries on Selected Model Investment Treaties**

_Model Bilateral Investment Treaties (BITs) are a state's blueprint for the investment treaties it negotiates with other states. This book compiles commentaries on the Model BITs of 19 key jurisdictions. It analyses state practice on international investment law, detailing each state's legislative regime on foreign investment and their BIT programme_

_Academic Writing for Graduate Students_
Using rich examples and engaging pedagogical tools, this book equips students to master the challenges of academic writing in graduate school and beyond. The authors delve into nitty-gritty aspects of structure, style, and language, and offer a window onto the thought processes and strategies that strong writers rely on. Essential topics include how to: identify the audience for a particular piece of writing; craft a voice appropriate for a discipline-specific community of practice; compose the sections of a qualitative, quantitative, or mixed-methods research article; select the right peer-reviewed journal for submitting an article; and navigate the publication process. Readers are also guided to build vital self-coaching skills in order to stay motivated and complete projects successfully. User-Friendly Features *Exercises (with answers) analyzing a variety of texts. *Annotated excerpts from peer-reviewed journal articles. *Practice opportunities that help readers apply the ideas to their own writing projects. *Personal reflections and advice on common writing hurdles. *End-of-chapter Awareness and Action Reminders with clear steps to take.

Learner Corpora in Language Testing and Assessment

This collection of scholarly articles by leading researchers offers empirical data and analysis of complex issues related to providing feedback during the writing process.

Inside Academic Writing

When the Scholarship of Teaching and Learning (SoTL) emerged, it often concentrated on individual faculty practice in one classroom; it is now, however, increasingly common to find work in SoTL focused more broadly. SoTL studies may engage with a cluster of courses, a program, a particular population of students, a pedagogical approach, or a field— all of which are represented in the essays collected here by authors from a diverse array of institutions and nations. This volume features examples of SoTL research conducted in, and applied to, a variety of contexts and disciplines, offering a theoretical framework for an expanded vision of SoTL — one that moves beyond the individual classroom.
Commentary for Academic Writing for Graduate Students

Good writing skills and habits are critical for scholarly success. Every article is a story, and employing the techniques of effective storytelling enhances scholars’ abilities to share their insights and ideas, increasing the impact of their research. This book draws on the tools and techniques of storytelling employed in fiction and non-fiction writing to help academic writers enhance the clarity, presentation, and flow of their scholarly work, and provides insights on navigating the writing, reviewing, and coauthoring processes.

Medieval Latin and Middle English Literature

The aim of this volume is to highlight the benefits and potential of using learner corpora for the testing and assessment of L2 proficiency in both speaking and writing, reflecting the growing importance of learner corpora in applied linguistics and second language acquisition research. Identifying several desiderata for future research and practice, the volume presents a selection of original studies, covering a variety of different languages. It features studies that present very thoroughly compiled new corpus resources which are tailor-made and ready for analysis in LTA, new tools for the automatic assessment of proficiency levels, and new methods of (self-)assessment with the help of learner corpora. Other studies suggest innovative research methodologies of how proficiency can be operationalized through learner corpus data. The volume is of particular interest to researchers in (applied) corpus linguistics, learner corpus research, language testing and assessment, as well as for materials developers and language teachers.

Teacher Commentary on Student Papers

This contribution introduces the key concepts of academic writing, metalanguage and genre. Metalanguage is seen to include all writer-reader interaction, esp. stance and engagement markers. The concept of genres in academic writing is discussed as a core-periphery model with the research article in the centre and the conference
presentation, research monograph, handbook article and the chain from BA through MA to PhD thesis as other core genres. All concepts are explained and illustrated by examples from the ChemCorpus, which can serve as a (partial) reference corpus to all the other national mini-corpora in the SE European academic writing project and beyond. A research-based approach means that writers do not learn rules, but discover patterns and conventions themselves, either by testing ideas from textbooks or by exploring their own small corpora, even to test whether their linguistic variables are appropriate for their text/genre or socio-biographical variables. They can also use comparisons with similar corpora to position themselves in the spectrum between individual identity and disciplinary convention. Through this approach graduates gain skills that should be useful for their own writings at university and even for their professional life afterwards.

**Style**

Academic Writing is a unique introduction to the subject. As the author puts it in her preface, “this book develops from a strong claim: namely, that style is meaningful.” In developing that theme, the author draws meaningfully on theory, especially genre theory, while remaining grounded in the particular. Giltrow presents and discusses examples of actual academic writing of the sort that students must learn to deal with daily, and to write themselves. As newcomers to the scholarly community, students can find that community's ways of reading and writing mysterious, unpredictable and intimidating. Academic Writing demystifies the scholarly genres, shedding light on their discursive conventions and on academic readers' expectations and values. Throughout, Academic Writing respects the student writer; it engages the reader's interest without ever condescending, and it avoids the arbitrary and the dogmatic. The book also offers abundant exercises to help the student develop techniques for working productively at each stage of the scholarly writing process; mastering and summarizing difficult scholarly sources; planning; and revising to create good working conditions for the reader. The third edition of Giltrow's extremely successful book incorporates extensive revisions that integrate the theoretical perspectives of genre theory into the whole of the book in a more organic fashion; the changes are designed to make the book both more...
Rhetoric, Hermeneutics, and Translation in the Middle Ages

This book develops the concept of 'writtenness' (historically-formed stylistic and aesthetic values within writing) to highlight the demands, taken-for-granted ideals, institutional frictions, and changing circumstances of academic writing in English in the contemporary international university. Recognising the political importance of the role that English plays in an increasingly internationalized higher education network, Joan Turner pits writtenness against the contingency and instability of international English in real-life institutional contexts. In doing so, she brings out the theoretical significance of this, as writing becomes a motor of linguistic change and can no longer be seen simply as the repository of academic standards. Of particular interest to academics and postgraduates in TESOL, applied linguistics, rhetoric and composition, English as a Lingua Franca studies, and the sociolinguistics of writing, as well as to EAP practitioners, this book is among the first to theoretically consider the implications for the cultural homogeneity of the written word. It also offers a unique perspective on the role of writtenness within the broader historical context of leaving the era of print culture. As such, this book is highly recommended for students, researchers, and policy makers alike.

On Writtenness

More and more universities and colleges are looking beyond grade point averages and standardized test scores to choose their incoming freshman. What criteria do these institutions of higher education use as their litmus test--the college application essay. But will your average high school essay do the job? When competing against thousands of qualified candidates a college applicant needs more than an introduction, three paragraphs, and a conclusion in their writer's tool belt: they need the skills to stand out from the crowd. "Is It Easy Being Green?": Writing the NEW
College Application Essay offers every applicant the skills needed to write a powerful and successful application essay. Using real-life examples and testimonials "Is It Easy Being Green?" moves away from a strictly academic point of view, and uses creative writing techniques-memoir/personal essay genre in particular-to teach students how to write engaging and effective application essays. Centering on a narrative and lyrical balance, "Is It Easy Being Green?" is written in an approachable and easy-to-understand style.

**Effective writing for social work**

This book has a twofold purpose. First, it seeks to define the place of vernacular translation within the systems of rhetoric and hermeneutics in the Middle Ages. Secondly, it examines the way that rhetoric and hermeneutics in the Middle Ages define their status in relation to each other as critical practices. --intro.

**Writing At University: A Guide For Students**

Academic Writing has been widely acclaimed in all its editions as a superb textbook—and an important contribution to the pedagogy of introducing students to the conventions of academic writing. The book seeks to introduce student readers to the lively community of research and writing beyond the classroom, with its complex interactions, values, and goals. It presents writing from a range of disciplines in the humanities, social sciences, and natural sciences, cultivating students’ awareness of the subtle differences in genre. This new edition has been revised throughout and contains many new exercises, updated examples, a new section on research proposals, and wider disciplinary coverage. The organization of the book has also been revised to better fit with the timeline of most teaching terms.

**Academic Writing, second edition**

Academic Writing has been widely acclaimed in all its editions as a superb textbook—and an important contribution to the pedagogy of introducing students to the conventions of academic writing. The book seeks to introduce student readers to the lively community of research and writing beyond the classroom, with its complex interactions, values,
and goals. It presents writing from a range of disciplines in the humanities, social sciences, and natural sciences, cultivating students’ awareness of the subtle differences in genre. The fourth edition has been revised throughout and includes a new chapter on visual rhetoric, a new section on the academic peer review system, updated examples, expanded exercises, and new glossary entries.

Qualitative Data Analysis Using a Dialogical Approach

This rich collection of essays by an international group of scholars explores commentaries in many different languages on ancient Latin and Greek texts. The commentaries discussed range from the ancient world to the twentieth century. The volume pays particular attention to individual commentaries, national traditions of commentary, the part played by commentaries in the reception of classical texts, and the role of printing and publishing.

Theological Quodlibeta in the Middle Ages

The second of two volumes on special theological disputations from ca. 1230-1330 in which audience members asked the era's greatest intellectuals questions de quolibet, "about anything." The variety of the material and the authors' stature make the genre uniquely fascinating.

Public Influence

Based on original research, this book offers students an insight into the nature and challenges of writing in social work practice, enabling them to improve their writing skills. It explores the ways in which both students and qualified social workers can be more effective in their writing through an awareness of the purpose, context and audience. It makes explicit the connections and differences between learning to write in university and communicating through writing in practice and explores the impact that new technologies have on academic and professional writing. Drawing on both research and examples from practice, Effective writing for social work is a valuable tool for students, educators, practitioners and managers to critically examine ways in which writing could better
support best practice in social work.

College Academic Writing A Genre-Based Perspective

New material featured in this edition includes updates and replacements of older data sets, a broader range of disciplines represented in models and examples, a discussion of discourse analysis, and tips for Internet communication.

“Is It Easy Being Green?”

In Public Influence, political scientist Mira Sucharov walks readers through the ins and outs of op-ed writing and social media engagement.

Academic Writing - Third Edition

This text presents strategies and approaches to allow the reader to gain more control over his or her academic writing in a higher education environment. This edition includes more detailed consideration of plagiarism and careful use of source material.

Fun-Size Academic Writing for Serious Learning

Bertha Wilson's appointment to the Supreme Court of Canada in 1982 capped off a career of firsts. Wilson had been the first woman lawyer and partner at a prominent Toronto law firm and the first woman appointed to the Ontario Court of Appeal. Her career and passing in 2007 provoked reflection on her contributions to Canadian society and raised the question, what difference do women judges make? Justice Bertha Wilson examines Wilson's career through three distinct frames: foundations, controversy, and reflections and a wide range of feminist perspectives. Taken together, these provocative essays paint an intriguing portrait of a complex, controversial woman who made a deep impression on the Canadian legal landscape.

Commentaries on European Contract Laws

Janet Giltrow's Academic Writing: Writing and Reading in the Disciplines has been widely acclaimed in all its editions as
a superb textbook—and an important contribution to the pedagogy of introducing university and college students to the conventions of writing in an academic milieu. Giltrow draws meaningfully on theory, especially genre theory, while using specific texts to keep the discussion grounded in the particular. Exercises throughout help students to interpret, summarize, analyze, and compare examples of academic and scholarly writing. The book is intended to demystify scholarly genres, shedding light on their discursive conventions and on academic readers' expectations and values. Academic Writing: An Introduction is a concise version of the full work, designed to be more compact and accessible for use in one-term writing courses. This new edition has been revised throughout and contains many new exercises, updated examples, an expanded discussion of research writing in the sciences, new glossary entries, and a new section on research ethics and the moral compass of the disciplines.

A Commentary on Numbers

The book provides rule-by-rule commentaries on European contract law (general contract law, consumer contract law, the law of sale and related services), dealing with its modern manifestations as well as its historical and comparative foundations. After the collapse of the European Commission's plans to codify European contract law it is timely to reflect on what has been achieved over the past three to four decades, and for an assessment of the current situation. In particular, the production of a bewildering number of reference texts has contributed to a complex picture of European contract laws rather than a European contract law. The present book adopts a broad perspective and an integrative approach. All relevant reference texts (from the CISG to the Draft Common European Sales Law) are critically examined and compared with each other. As far as the acquis commun (ie the traditional private law as laid down in the national codifications) is concerned, the Principles of European Contract Law have been chosen as a point of departure. The rules contained in that document have, however, been complemented with some chapters, sections, and individual provisions drawn from other sources, primarily in order to account for the quickly growing acquis communautaire in the field of consumer contract law. In addition, the book ties the discussion
concerning the reference texts back to the pertinent historical and comparative background; and it thus investigates whether, and to what extent, these texts can be taken to be genuinely European in nature, i.e. to constitute a manifestation of a common core of European contract law. Where this is not the case, the question is asked whether, and for what reasons, they should be seen as points of departure for the further development of European contract law.

**Academic Writing for Graduate Students**

Student Attainment in Higher Education: Issues, controversies and debates is a timely exploration of student attainment in a rapidly changing higher education context and a rapidly changing world. The effects of neoliberalism and the commercialization of everyday life on education have been well documented, but with a focus on pedagogy, whilst student success is measured through grades, statistics and metrics. By exploring attainment in a broader context, this book provides a unique contribution to the critical literature on contemporary higher education. Within the themes of understanding attainment and challenging practice, the book sets out to explore student attainment as complex and multifaceted. It achieves this by looking at different conceptualizations of what attainment means and to whom; how attainment is shaped by different and often competing agendas and vested interests. The book highlights these wider issues, controversies and debates that underpin student attainment, whilst at the same time engaging with strategic and local interventions, which set out to improve aspects of the higher education system and increase individual and social agency within it. Sharing a range of pedagogical approaches and interventions, some of the key topics include: addressing attainment gaps engaging mature learners nurturing the intellectual identity the impact of activity choices. Creating a dialogue amongst different audiences about national and international controversies and debates around the topic of student attainment, this contribution will be beneficial to teaching professionals, policymakers and strategists. As an edited collection with contextualization in the wider research arena, the book has both national and international applicability and transferability.
The Commentary for the third edition of this successful guide to writing has been revised and expanded in many ways to provide more support for instructors; this includes additional tasks for Units Two and Four to supplement the main text. However, the collegial tone established in previous Commentaries between Swales & Feak and instructors has been retained. This volume contains commentaries on each of the eight units plus the two appendixes. The format for each unit includes a summary of the main points of the unit along with a list of topics covered. A synopsis of activities, divided into Language Focus sections and description of tasks. Some general notes designed to capture the character of the unit, to indicate alternative activities, or to anticipate problems that may arise. Detailed commentary and discussion of individual tasks, including model or sample answers where possible.

The Call to Write

Sometimes a student’s best teacher is another student If ever there were a book to respond to the pressure to increase students’ test scores, this is it. You see, Gretchen Bernabei and Judi Reimer have had amazing success using mentor texts by students to teach writing well in any genre. Now, they “hand over their file drawers” and pair 101 student essays with one-page lessons on topics such as how to: Choose a structure across genres Extract thesis statement and main points Support points with details Use rhetorical devices and grammatical constructions Write from the point of view of a fictional character

Justice Bertha Wilson

The College Academic Writing: A Genre-Based Perspective course book is organized based on genre perspective. It teaches and trains the students about the writing process and content writing. It also guides them to identify to whom the writing is, for what purpose it is, and to what context it is used. It is commonly understood that in teaching writing to students with low entry level of English proficiency, there is always the risk of sacrificing creativity in order to achieve accuracy, or vice versa.
College Academic Writing: A Genre-Based Perspective is designed to guide and help students about the process of writing and the product of the writing itself in such a way that the final work of writing is not only expressive and rich in content but also clear and accurate, as well as relevant to their needs. 

How to Use Storytelling in Your Academic Writing

A Course for Nonnative Speakers of English. Genre-based approach. Includes units such as graphs and commenting on other data and research papers.

Academic Writing for South Eastern Europe

As students have become more anxious by increasing competition, the grade has become the focal point for most of them, and they are more concerned with that than with the critical comments teachers write on their papers, which are so important to the learning process.

The Oxford Handbook of Hellenic Studies

In this original study, Hilde Hasselgård discusses the use of adverbials in English, through examining examples found in everyday texts. Adverbials - clause elements that typically refer to circumstances of time, space, reason and manner - cover a range of meanings and can be placed at the beginning, in the middle or at the end of a sentence. The description of the frequency of meaning types and discussion of the reasons for selecting positions show that the use of adverbials differs across text types. A dverbial usage is often linked to the general build-up of a text and part of its content and purpose. In using real texts, Hasselgård identifies a challenge for the classification of adjuncts, and also highlights that some adjuncts have uses that extend into the textual and interpersonal domains, obscuring the traditional divisions between adjuncts, disjuncts and conjuncts.

Academic Writing for Military Personnel

Inside Academic Writing is designed to prepare students in
any academic discipline for graduate-level writing. The text situates students within their writing communities by prioritizing the steps of learning; students are directed to use common threads of academic writing across disciplines. The goal of Inside Academic Writing is to give students the opportunity to write for a variety of audiences and to develop the knowledge necessary to recognize how to write for different audiences and purposes. Inside Academic Writing allows students to examine basic assumptions about writing before they learn specific strategies for targeting the audience or mapping the flow of information. Through the material in this textbook, students will create a portfolio of writings that includes a biographical statement and a research interest essay—important pieces of writing that are rarely taught in courses. Other types of writing featured are a summary, a problem-solution text, a comparative structure paper, and a commentary. Other textbooks prepare students for graduate writing, but Inside Academic Writing was designed to bridge the gap between non-academic writing and the writing required within an academic community, with one's peers, colleagues, and field experts. In addition, Inside Academic Writing offers guidance on writing materials for grants, fellowships, conferences, and publication.