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Humans have long turned to gardens - both real and imaginary - for sanctuary from the frenzy and tumult that surrounds them. Those gardens may be as far away from everyday reality as Gilgamesh's garden of the gods or as near as our own backyard, but in their very conception and the marks they bear of human care and cultivation, gardens stand as restorative, nourishing, necessary havens. With *Gardens*, Robert Pogue Harrison graces readers with a thoughtful, wide-ranging examination of the many ways gardens evoke the human condition. Moving from the gardens of ancient philosophers to the gardens of homeless people in contemporary New York, he shows how, again and again, the garden has served as a check against the destruction and losses of history. The ancients, explains Harrison, viewed gardens as both a model and a location for the laborious self-cultivation and self-improvement that are essential to serenity and enlightenment, an association that has continued throughout the ages. The Bible and Qur'an; Plato's Academy and Epicurus's Garden School; Zen rock and Islamic carpet gardens; Boccaccio, Rihaku, Capek, Cao Xueqin, Italo Calvino, Ariosto, Michel Tournier, and Hannah Arendt - all come into play as this work explores the ways in which the concept and reality of the garden has informed human thinking about mortality, order, and power. Alive with the echoes and arguments of Western thought, *Gardens* is a fitting continuation of the intellectual journeys of Harrison's earlier classics, *Forests* and *The Dominion of the Dead*. Voltaire famously urged us to cultivate our gardens; with this compelling volume, Robert Pogue Harrison reminds us of the nature of that responsibility - and its enduring importance to humanity.

A beautifully illustrated volume on the Tudor-style house, a keystone in American interiors and architecture. Since its birth in sixteenth-century England, the Tudor-style house has been a favorite for homeowners from all walks of life. Hallmarks of the style include steeply pitched gables and roofs covered in slate or imitation thatch, bays of casement windows with diamond-paned leaded glass, clustered chimney stacks, interiors of wood paneling and plasterwork, and, especially, half-timbered and stuccoed facades. In the United States, prime examples can be found coast to coast, from the Tudor City apartment buildings of New York to the stately homes of Tuxedo Park; from the cozy, Prairie-inspired homes of Oak Park, Illinois, to the richly nuanced Arts and Crafts-inflected mansions of Pasadena, California. In an age when all agree that the McMansion, with its ungainly proportions and sameness of design, should be banished from the landscape, the Tudor house remains a delight and an inspiration, being anything but cookie-cutter, with tremendous variation from home to home. *The Tudor Home* showcases the wide variety of Tudor homes and the many manifestations the form has taken across the nation, from the famous communities of Bronxville, New York, to the California Tudors of Highland Park. With a wealth of color imagery newly photographed for this volume and insightful commentary on the history, development, and evolution of the Tudor style in America, the book is an engaging read that opens a window on this much loved style of home.

Dramatic shifts in our communication landscape have made it crucial for language teaching to go beyond print literacy and encompass the digital literacies which are increasingly central to learners' personal, social, educational and professional lives. By situating these digital literacies within a clear theoretical framework, this book provides educators and students alike with not just the background for a deeper understanding of these key 21st-century skills, but also the rationale for integrating these skills into classroom practice. This is the first methodology book to address not just why but also how to teach digital literacies in the English language classroom. This book provides: A theoretical framework through which to categorise and prioritise digital literacies Practical classroom activities to help learners and teachers develop digital literacies in tandem with key language skills A thorough analysis of the pedagogical implications of developing digital literacies in teaching practice A consideration of exactly how to integrate digital literacies into the English language syllabus Suggestions for teachers on how to continue their own professional development through PLNs (Personal Learning Networks), and how to access teacher development opportunities online This book is ideal for English language teachers and learners of all age groups and levels, academics and students researching digital literacies, and anyone looking to expand their understanding of digital literacies within a teaching framework.

The definitive reference in the field, this volume synthesizes current knowledge on writing development and instruction at all grade levels. Prominent scholars examine numerous facets of writing from sociocultural, cognitive, linguistic, neuroscience, and new literacy/technological perspectives. The volume reviews the evidence base for widely used instructional approaches, including those targeting particular components of writing. Issues in teaching specific populations--including students with disabilities and English learners--are addressed. Innovative research methods and analytic tools are clearly explained, and key directions for future investigation identified. **New to This Edition** *Chapters on genre instruction, evaluation and revision, argumentative writing, computer-based instruction, and professional development. *Chapters on new literacies, out-of-school writing, translation, and self-regulation. *Many new topics and authors, including more international perspectives. *Multiple chapters connect research findings to the Common Core writing standards. See also the editors' *Best Practices in Writing Instruction*, Second Edition, an accessible course text and practitioner's guide.

"The best book ever written by man or woman...deserves to sell more copies than the Bible."—Rebel, Inc.

Are you ready to break out of the lesson-and-worksheet rut? Use *The EduProtocol Field Guide* to create engaging and effective instruction, build culture, and deliver content to K-12 students in a supportive, creative environment.

Dieser Band stellt aktuelle Apps vor, die für den Einsatz im Englischunterricht geeignet sind. Dabei wird deren optimale Anwendung Schritt für Schritt erläutert. Darüber hinaus liefern abwechslungsreiche Aufgaben zu den Apps innovatives Übungsmaterial.

The flipped classroom methodology is one of the latest innovations in the field of education, challenging traditional notions of the classroom experience. Applying this methodology to language learning has the potential to further engage students and drive their

understanding of key concepts. *Flipped Instruction Methods and Digital Technologies in the Language Learning Classroom* explores the latest educational technologies and web-based learning solutions for effective language learning curricula. Featuring emergent research on critical topics and innovations in the field of education, this publication is an essential resource for educators, administrators, instructional designers, pre-service teachers, and researchers in the field of education.

"Camping out: when you camp out do it right," by Ernest Hemingway, was originally published in the *Toronto Star Weekly* on June 26, 1920.

This new volume is the first to focus entirely on automated essay scoring and evaluation. It is intended to provide a comprehensive overview of the evolution and state-of-the-art of automated essay scoring and evaluation technology across several disciplines, including education, testing and measurement, cognitive science, computer science, and computational linguistics. The development of this technology has led to many questions and concerns. *Automated Essay Scoring* attempts to address some of these questions including: *How can automated scoring and evaluation supplement classroom instruction? *How does the technology actually work? *Can it improve students' writing? *How reliable is the technology? *How can these computing methods be used to develop evaluation tools? *What are the state-of-the-art essay evaluation technologies and automated scoring systems? Divided into four parts, the first part reviews the teaching of writing and how computers can contribute to it. Part II analyzes actual automated essay scorers including e-rater™, Intellimetric, and the Intelligent Essay Assessor. The third part analyzes related psychometric issues, and the final part reviews innovations in the field. This book is ideal for researchers and advanced students interested in automated essay scoring from the fields of testing and measurement, education, cognitive science, language, and computational linguistics.

"Why Translation Matters argues for the cultural importance of translation and for a more encompassing and nuanced appreciation of the translator's role. As the acclaimed translator Edith Grossman writes in her introduction, "My intention is to stimulate a new consideration of an area of literature that is too often ignored, misunderstood, or misrepresented." For Grossman, translation has a transcendent importance: "Translation not only plays its important traditional role as the means that allows us access to literature originally written in one of the countless languages we cannot read, but it also represents a concrete literary presence with the crucial capacity to ease and make more meaningful our relationships to those with whom we may not have had a connection before. Translation always helps us to know, to see from a different angle, to attribute new value to what once may have been unfamiliar. As nations and as individuals, we have a critical need for that kind of understanding and insight. The alternative is unthinkable". "--Jacket.

New from Pearson ATI, *Assessment Balance and Quality: An Action Guide for School Leaders*, 3/e, is chock full of practical activities. Designed to enhance understanding of sound assessment practice; administrators gain a clear vision of what excellence in assessment looks like and the seven essential assessment actions schools and districts can take to realize that vision. Also presented are ten assessment competencies for school leaders, with activities and resources to help them learn and apply the skills. Professional Papers and Recent Staff Articles Chappuis, Stephen & Stiggins, Richard J. (10/10/2008). Finding balance: Assessment in the middle school classroom. Additional Resources Visit <http://ati.pearson.com> to read more articles on assessment, download study guides, and more!

Published in 1926 to explosive acclaim, *The Sun Also Rises* stands as perhaps the most impressive first novel ever written by an American writer. A roman à clef about a group of American and English expatriates on an excursion from Paris's Left Bank to Pamplona for the July fiesta and its climactic bull fight, a journey from the center of a civilization spiritually bankrupted by the First World War to a vital, God-haunted world in which faith and honor have yet to lose their currency, the novel captured for the generation that would come to be called "Lost" the spirit of its age, and marked Ernest Hemingway as the preeminent writer of his time.

With the expansion of online language learning opportunities, language teachers and learners are presented with an increasingly diverse range of tools to facilitate language learning in various contexts. However, CALL researchers and practitioners often have limited knowledge about the effectiveness of online language learning primarily due to a lack of research on online language learning outcomes and on valid assessment measures. Despite the challenges in assessing language learning online, the editors of this volume believe the wide range of online language learning opportunities has brought new tools and methods to both strengthen assessment and inform pedagogical decisions in online language teaching. In terms of assessment, technology first provides researchers and practitioners with more options to document learners' language use in different contexts and their progress over time. The instances of learners' actual use of language will complement any achievement and proficiency measures of language learning outcomes. Moreover, the use of technology motivates researchers and practitioners to re-conceptualize assessment of online language learning. More importantly, technologies make it possible for the assessment to be incorporated for the purpose of learning (e.g., adaptive learning) and teaching (e.g., technology-mediated dynamic assessment and teacher intervention). *Assessment Across Online Language Education* examines these challenges emerged in online language teaching and learning, explores the new opportunities for language teachers and learners, and provides suggestions for future research on assessment and learning in online language education.

This comprehensive, interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation (AEE) methods and technologies. Highlights include the latest in the evaluation of performance-based writing assessments and recent advances in the teaching of writing, language testing, cognitive psychology, and computational linguistics. This greatly expanded follow-up to *Automated Essay Scoring* reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback. Each chapter features a common structure including an introduction and a conclusion. Ideas for diagnostic and evaluative feedback are sprinkled throughout the book. Highlights of the book's coverage include: The latest research on automated essay evaluation. Descriptions of the major scoring engines including the E-rater®, the Intelligent Essay Assessor, the Intellimetric™ Engine, c-rater™, and LightSIDE. Applications of the uses of the technology including a large scale system used in West Virginia. A systematic framework for evaluating research and technological results. Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China. Chapters from key researchers in the field. The book opens with an introduction to AEEs and a review of the "best practices" of teaching writing along with tips on the use of automated analysis in the classroom. Next the book highlights the capabilities and applications of several scoring engines including the E-rater®, the Intelligent Essay Assessor, the Intellimetric™ engine, c-rater™, and LightSIDE. Here readers will find an actual application of the use of an AEE in West Virginia, psychometric

issues related to AEEs such as validity, reliability, and scaling, and the use of automated scoring to detect reader drift, grammatical errors, discourse coherence quality, and the impact of human rating on AEEs. A review of the cognitive foundations underlying methods used in AEE is also provided. The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy. Ideal for educators, professionals, curriculum specialists, and administrators responsible for developing writing programs or distance learning curricula, those who teach using AEE technologies, policy makers, and researchers in education, writing, psychometrics, cognitive psychology, and computational linguistics, this book also serves as a reference for graduate courses on automated essay evaluation taught in education, computer science, language, linguistics, and cognitive psychology.

BIOZONE's new VCE Biology: Units 1&2 is dedicated to complete coverage of the VCE Biology Study Design (2022-2026). Now in FULL COLOUR, both VCE titles will also be supported with teacher-controlled access to online model answers, making student self-marking and review easy.

Embroided in savage combat, soldiers whose service has gone unrecognized until now As a child, Dave Gutierrez hung on every word his father recalled about his cousin Ramon, "El Sancudo" (the mosquito), and his service in World War II, where he earned a Silver Star, three Purple Hearts, and escaped from the Germans twice. Later, Dave decided to find out more about his father's cousin, and in the course of his research he discovered that Ramon Gutierrez was a member of Company E, 141st Infantry, a part of the 36th "Texas" Division that was comprised entirely of Mexican Americans--the only such unit in the entire U.S. Army. The division landed at Salerno, Italy, in 1943, among first American soldiers to set foot in Europe. In the ensuing months, Company E and the rest of the 36th would battle their way up the mountainous Italian peninsula against some of Nazi Germany's best troops. In addition to the merciless rain, mud, and jagged peaks, swift cold rivers crisscrossed the region, including the Rapido, where Company E would face its greatest challenge. In an infamous episode, the 36th Division was ordered to cross the Rapido despite reports that the opposite bank was heavily defended. In the ensuing debacle, the division was ripped apart, and Company E sustained appalling casualties. The company rebounded and made the storied landings at Anzio and ultimately invaded southern France for a final push into Germany. The men of Company E distinguished themselves as rugged fighters capable of warring amid the rubble of destroyed villages and in the devastated countryside. Based on extensive archival research and veteran and family accounts, Patriots from the Barrio: The Story of Company E, 141st Infantry: The Only All Mexican American Army Unit in World War II brings to life the soldiers whose service should never have gone unrecognized for so long. With its memorable personalities, stories of hope and immigration, and riveting battle scenes, this beautifully written book is a testament to the shared beliefs of all who have fought for the ideals of the American flag.

After scoring the winning goal in the county soccer championship, New Jersey high school senior Jonny finally attains some of the popularity enjoyed by his best friend Kyle, until a devastating event changes everything.

We need to play with media to become more effective communicators. This book was written to inspire and empower you, as a creative person, to expand your personal senses of digital literacy and digital agency as a multimedia communicator. As you learn to play with digital text, images, audio and video, you will communicate more creatively and flexibly with a wider variety of options. Although written primarily for educators, anyone who is interested in learning more about digital communication will learn something new from this book. As children, we learn to progressively make sense of our confusing world through play. The same dynamics apply to us as adults communicating with new and different media forms.

Written for Higher Education educators, managers and policy-makers, Plagiarism, the Internet and Student Learning combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed. It offers a new way to conceptualize plagiarism and provides a framework for professionals dealing with plagiarism in higher education. Sutherland-Smith presents a model of plagiarism, called the plagiarism continuum, which usefully informs discussion and direction of plagiarism management in most educational settings. The model was developed from a cross-disciplinary examination of plagiarism with a particular focus on understanding how educators and students perceive and respond to issues of plagiarism. The evolution of plagiarism, from its birth in Law, to a global issue, poses challenges to international educators in diverse cultural settings. The case studies included are the voices of educators and students discussing the complexity of plagiarism in policy and practice, as well as the tensions between institutional and individual responses. A review of international studies plus qualitative empirical research on plagiarism, conducted in Australia between 2004-2006, explain why it has emerged as a major issue. The book examines current teaching approaches in light of issues surrounding plagiarism, particularly Internet plagiarism. The model affords insight into ways in which teaching and learning approaches can be enhanced to cope with the ever-changing face of plagiarism. This book challenges Higher Education educators, managers and policy-makers to examine their own beliefs and practices in managing the phenomenon of plagiarism in academic writing.

Offers examples that illustrate descriptive writing and tips for brainstorming, writing the first draft, checking and refining, and sharing written work.

Provides guidelines and examples for handling research, outlining, spelling, punctuation, formatting, and documentation.

5 TABLE I Average Reading Proficiency and Achievement Levels by Race/Ethnicity Grades 4 8 and 12 1992 Reading Assessment Percentage of Student At or Above Percentage of Average Proficient Basic Below Basic Advanced I Students Proficiency I Grade 4 White 71 226 6 31 68 J2 69 16 193 0 Black 7 31 Hispanic 9 202 2 13 41 59 Asian/Pacific Islander 2 216 2 21 55 45 American Indian 2 208 2 15 50 50 Grade 8 70 White 268 3 34 77 23 Black 16 238 0 8 44 56 Hispanic 10 242 I 13 49 51 Asian/Pacific Islander 3 270 6 38 77 23 American Indian 1 251 I 18 60 40 Grade 12 White 72 297 4 43 82 18 Black 15 272 0 16 54 46 9 277 Hispanic 1 21 61 39 Asian/Pacific Islander 4 291 4 39 74 26 American Indian 0 272 I 24 S2 48 Source: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment. Reprinted from "NAEP 1992 Reading Report Card for the Nation and the States." I be reading at the advanced level . A much higher percent of White Americans are performing at the proficient and advanced levels.

Appropriate for media writing courses as either a primary or supplemental text, Media Writer's Handbook is a primer for anyone who really wants to understand the grammatical and stylistic elements of good writing. Long after being a teaching tool in the classroom, it functions as a resource book that students and professionals can place on their desks alongside their dictionaries and stylebooks.

The current trend toward machine-scoring of student work, Ericsson and Haswell argue, has created an emerging issue with implications for higher education across the disciplines, but with particular importance for those in English departments and in

