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By Daniel S. Green, Deborah C. Poff, and Robert C. Marsh
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analyzing and writing about arguments. In popular culture, Readings on contemporary controversies (including student loan debt, locavorism, and the boundaries of online privacy) and classical philosophical questions (such as How free is the will of the individual?) are sure to spark student interest and lively discussion and writing, and new e-Pages take advantage of what the Web can do by including videos, speeches, film trailers, and other multimodal arguments.

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From Critical Thinking to Argument is a very brief but thorough guide to critical thinking and argument. With only fifteen readings, this affordable guide can stand alone or complement an anthology. Comprising a condensed version of the text portion of the widely adopted Current Issues and Enduring Questions, it draws on the authors' expertise in persuasive writing and logical thinking, and now with new co-author John O'Hara, an expanded focus on critical thinking. It helps students move from critical thinking to argument and research. This versatile text features treatment of classic and modern approaches including Aristotelian, Toulmin, and Rogerian argument, as well as an expanded chapter on visual rhetoric. Like other volumes in the Bedford/St. Martin's popular series of Portable Anthologies and Portable Guides, From Critical Thinking to Argument offers the series' trademark combination of high quality and great value for teachers of writing and their cost-conscious students.

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Co-Published by Routledge/Taylor & Francis Group and the Association of Teacher Educators. The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid evidence. The publication of the First Edition was a signal event in 1990. While the preparation of educators was then – and continues to be – the topic of substantial discussion, there did not exist a codification of the best that was known at the time about teacher education. Reflecting the needs of educators today, the Third Edition takes a new approach to achieving the same purpose. Beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research for major domains of practice, this edition: stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation. The Editors, with an Advisory Board, identified nine foundational issues and translated them into a set of focal questions: What's the Point?: The Purposes of Teacher Education What Should Teachers Know? Teacher Capacities:

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Knowledge, Beliefs, Skills, and Commitments Where Should Teachers Be Taught? Settings and Roles in Teacher Education Who Teaches? Who Should Teach? Teacher Recruitment, Selection, and Retention Does Difference Make a Difference? Diversity and Teacher Education How Do People Learn to Teach? Who's in Charge? Authority in Teacher Education How Do We Know What We Know? Research and Teacher Education What Good is Teacher Education? The Place of Teacher Education in Teachers' Education. The Association of Teacher Educators (ATE) is an individual membership organization devoted solely to the improvement of teacher education both for school-based and post secondary teacher educators. For more information on our organization and publications, please visit: www.ate1.org

The unique collaborative effort of a professor of English and a professor of philosophy, *Current Issues and Enduring Questions* is an extensive resource for teaching argument, persuasive writing, and rigorous critical thinking. This extraordinarily versatile text and reader continues to address current student interests and trends in argument, research, and writing. Its comprehensive coverage of classic and contemporary approaches to argument includes Aristotelian, Toulmin, and a range of alternative views, including a new chapter on analyzing and writing about arguments in popular culture. Readings on contemporary controversies (including student loan debt, locavorism, and the boundaries of online privacy) and classical philosophical questions (such as How free is the will of the individual?) are sure to spark student interest and lively

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discussion and writing and new e-Pages take advantage of what the Web can do by including videos, speeches, film trailers, and other multimodal arguments.

What are "essential questions," and how do they differ from other kinds of questions? What's so great about them? Why should you design and use essential questions in your classroom? Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students' discussions and promote a deeper understanding of the content. Whether you are an Understanding by Design (UbD) devotee or are searching for ways to address standards—local or Common Core State Standards—in an engaging way, Jay McTighe and Grant Wiggins provide practical guidance on how to design, initiate, and embed inquiry-based teaching and learning in your classroom. Offering dozens of examples, the authors explore the usefulness of EQs in all K-12 content areas, including skill-based areas such as math, PE, language instruction, and arts education. As an important element of their backward design approach to designing curriculum, instruction, and assessment, the authors

- *Give a comprehensive explanation of why EQs are so important;
- *Explore seven defining characteristics of EQs;
- *Distinguish between topical and overarching questions and their uses;
- *Outline the rationale for using EQs as the focal point in creating units of study; and
- *Show how to create effective EQs, working from sources including standards, desired understandings, and student misconceptions.

Using essential

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questions can be challenging—for both teachers and students—and this book provides guidance through practical and proven processes, as well as suggested "response strategies" to encourage student engagement. Finally, you will learn how to create a culture of inquiry so that all members of the educational community—students, teachers, and administrators—benefit from the increased rigor and deepened understanding that emerge when essential questions become a guiding force for learners of all ages.

Enduring Questions in Gerontology provides a comprehensive perspective on the abiding issues in gerontology. Both current and future gerontologists will find this book useful in examining emerging dilemmas and creating a context for further progress in the field of aging. The most creative thinkers contributing to the gerontological literature reflect on their disciplines, consider how key questions have emerged, review how they have changed in the decades since gerontology entered the fray, and speculate what may lie ahead. The resulting collection of essays offers a comprehensive perspective on the enduring questions in gerontology and how they have shaped our understanding of differences in the experience of old age. Key contributors to this volume include: George L. Maddox Christine L. Fry Steven Austad Kenneth Brummel-Smith Manfred Diehl Martha Holstein W. Andrew Achenbaum James E. Birren As an emerging or seasoned scholar, you will find insights into the ways in which each disciplinary focus grapples with societal transitions, identifies emerging issues, and lays out

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Strategies and salient perspectives for what should come next.
By Debra Syrett Debra May Published By Bedfordst Martins

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Enduring Issues in Special Education is aimed at any course in the undergraduate or graduate special education curriculum that is wholly or partly devoted to a critical examination of current issues in special education. The book organizes 28 chapters into seven sections using familiar structuring principles—what, who, where, how, when, why, and whither. Each section begins with an introduction that provides historical, legal, and theoretical background information and organizing commentary for the chapters that follow. The book's objective, in addition to informing readers about the issues, is to develop critical thinking skills in the context of special education. Key features include the following: Dialectic Format – Each of the 28 chapters presents compelling reasons for addressing the issue at hand and specific ways to do so. Because each issue is written from different perspectives and focuses on a variety of aspects, readers are encouraged to weigh the arguments, seek additional information, and come up with synthesized positions of their own. Organizing Framework – The book's seven sections have been arranged according to a scheme that is the essence of most investigative reporting and provides a coherent, easy-to-understand framework for readers. Expertise – All chapters are written by leading scholars who are highly regarded experts in their fields and conclude with suggested readings and discussion questions for additional study.

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