

Depending on how playful I am feeling I will sometimes introduce myself as an alchemist. There is a trivial explanation for this remark, which is all that I usually offer. In my role as a software developer I literally conjure up symbols from the aether and assemble them in an information hierarchy where they, in turn, control and manipulate metallurgic elements in the external world. While this formulation accurately describes my work, my identification with alchemy also communicates other layers of meaning, suggesting metaphysical transformations and esoteric perspectives.

Carl Jung understood alchemy as a symbolic system meant to represent the journey from a leaden consciousness to a golden one. When combined with the Hermetic principle which stipulates that everything in our inner world is mirrored and paralleled in the outer world, we arrive at an alternative understanding of alchemy that is both practical and meaningful. I sometimes imagine the medieval alchemists carving out small corners of the external world, typically through a craft, where they labored to introduce elegance, harmony, and beauty. According to alchemical principles, this work would necessarily entail a corresponding inner transformation.

This narrative may simply be a fanciful way of expressing the idea that if you love what you do you will become a better person for it. I love what I do. I am passionate and enthusiastic and embrace life's challenges with delight. It is difficult for me to distinguish between my work, studies, and hobbies, as together they are becoming my life-work.

Education and learning have always been a primary focus of my social and intellectual pursuits. Both of my parents were educators, and my schooling instilled the value of education for its own sake. Growing up in New York City and traveling extensively around the world has also greatly expanded my worldview. The exploration and exchange of knowledge continues to be an ongoing source of personal accomplishment.

My academic training has followed a strong analytical tradition, and I have cultivated a devotion to science, the scientific methodology, as well as emerging technology. This combination has translated well to the domain of software architecture and development, but my satisfaction in applying these talents is highly contingent upon the setting. I truly thrive when my work is directed towards constructive, meaningful goals with humanistic consequences.

At Princeton this focus was articulated through my dialogue with Cognitive Science, where questions concerning the nature and limits of knowledge, learning, and creativity shaped my studies. On the philosophical side I was

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AN Whitehead



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Teaching to Exceed the English Language Arts Common Core State Standards Richard Beach, Allen Webb, Amanda Haertling Thein, 2015-12-07 Timely thoughtful and comprehensive this text directly supports pre service and in service teachers in developing curriculum and instruction that both addresses and exceeds the requirements of the Common Core State Standards Adopting a critical inquiry approach it demonstrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective firmly grounded in current literacy learning theory and research It provides specific examples of teachers using the critical inquiry curriculum framework of identifying problems and issues adopting alternative perspectives and entertaining change in their classrooms to illustrate how the Standards can not only be addressed but also surpassed through engaging instruction The Second Edition provides new material on adopting a critical inquiry approach to enhance student engagement and critical thinking planning instruction to effectively implement the CCSS in the classroom fostering critical response to literary and informational texts using YA literature and literature by authors of color integrating drama activities into literature and speaking listening instruction teaching informational explanatory argumentative and narrative writing working with ELL students to address the language Standards using digital tools and apps to respond to and create digital texts employing formative assessment to provide supportive feedback preparing students for the PARCC and Smarter Balanced assessments using the book s wiki site <http://englishccss.pbworks.com> for further resources

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft

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Creating Safe Space Tomoko Kuribayashi, Julie Ann Tharp, 1998-01-01 An anthology of literary essays focusing on the ways in which sexual emotional physical racial and other forms of violence have affected women artists imaginations

Proletarian Imagination Mark D. Steinberg, 2018-05-31 In fin de siècle and early revolutionary Russia a group of self educated workers produced a large body of poetry and prose in which they attempted to comprehend their rapidly changing world Witnesses to wars and revolution these men and women grappled on paper with the nature of civilization and the imperatives of ethical truth In a strikingly original approach to Russian culture Mark D Steinberg listens to their words which are little known today The results of their literary creativity he finds were frequently not what the new Soviet order was expecting from its workers despite its celebration of the notion of a proletarian art Through insightful readings of a vast fund of lower class writings Steinberg shows that the authors focused above all on the uncertain nature and place of the self the promise and dangers of modernity and the qualities of the sacred in both their lives and their imaginations Like their counterparts in the intelligentsia these worker writers were ambivalent about Marxist ideology s celebration of the city and the factory and even about modern progress itself Drawing on vast research Steinberg demonstrates the texts significance for an understanding of Russian popular mentalities indeed for the very meaning philosophically and morally of these years of crisis and possibility at the end of the old order and the early years of the Soviet regime

A Contemporary Autobiography of a Science Educator Scott D. Robinson, 2008-01-01 A Contemporary Autobiography of a Science Educator reminds readers that they teach who they are and understanding who they are is fundamental for meaningful communication and effective classroom instruction The book is for science educators teacher educators and others who wish to examine their own personal and professional identities in the social and cultural contexts in which their lives are embedded Just as teaching can be viewed as relationship with others this contemporary autobiography is situated on the significance of relationship with self As a contemporary autobiography the narrative reveals the author s subjective truths while digging deeply into psychosocial motives of power and intimacy The author reflects on his personal choices and career decisions that led him into and out of high school science teaching The book contains stories and reflections from summer work camp experiences undergraduate college days teacher preparation episodes and high school science teaching Story themes are diversity and leadership group identity and motivation urban teaching and teacher preparation and high school science teaching These themes evolve out of nuclear episodes of the author s storied life that brings present day understanding and meaning from past actions and interactions This kind of critical introspection may hold special relevance for teachers teacher educators and others who wish to make their own identities salient and relevant to their own needs and interests as well as the needs and interests of students teacher candidates and clients whom they serve

A Writer's Workbook Teacher's Manual Trudy Smoke,2005-08-22 This is a comprehensive academic writing skills book that includes authentic readings and a study of grammar

Life Writing in the Posthuman Anthropocene Ina Batzke,Lea Espinoza Garrido,Linda M. Hess,2022-01-01 Life Writing in the Posthuman Anthropocene is a timely collection of insightful contributions that negotiate how the genre of life writing traditionally tied to the human perspective and thus anthropocentric qua definition can provide adequate perspectives for an age of ecological disasters and global climate change The volume s eight chapters illustrate the aptness of life writing and life writing studies to critically reevaluate the role of the human vis vis non human others while remaining mindful of persisting inequalities between humans regarding who causes and who suffers damage in the Anthropocene age The authors in this collection not only expand the toolbox of life writing studies by engaging with critical insights from the fields of posthumanism and ecocriticism but in turn also enrich those fields by offering unique approaches to contemplate the responsibility of humans for as well as their relational existence in the posthuman Anthropocene

Portfolio Development and the Assessment of Prior Learning Elana Michelson,Alan Mandell,2023-08-11 For over thirty years portfolios have been used to help adult learners gain recognition for their prior learning and take greater control of their educational experiences The portfolio has become a distinctive means of assessing such learning serving as a meaningful alternative to conventional papers and standardized testing Portfolio Development and the Assessment of Prior Learning Perspectives Models and Practices provides a primer of flexible approaches to shaping and conducting portfolio development courses It offers practitioners in the field an extensive range of model assignments readings and classroom activities each organized around a specific theme Academic Orientation The Meaning of Education Personal Exploration Learning from the Outsider Within The World of Work and Careers and Dimensions of Expertise Twelve case studies by practitioners in the field then show how academics in the US and around the English speaking world have adapted the portfolio to changing circumstances in order to deliver academically rich educational services for adults These case studies highlight portfolio development in the context of web based instruction changing institutional imperatives service to historically disenfranchised groups partnerships with industry and cross institutional cooperation In addition to serving as a valuable hands on resource for practitioners Portfolio Development and the Assessment of Prior Learning locates portfolios and assessment in a broad social and intellectual context Thus the authors also offer an historical overview of the usefulness of portfolios in the assessment of prior learning and then consider their use in the future given current trends in higher education for adults The book explores the implications of a changing educational landscape in which new student populations budgetary pressures and understandings of knowledge both enrich and challenge student centered approaches such as portfolios The approaches and case studies are not only valuable to adult educators but equally to faculty in higher education concerned with the development of competency and outcomes based assessment

Common Core Curriculum: English, Grades 9-12 Great Minds,2014-04-16 Common Core s English

resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 9-12. Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics. Features of this book include: Six thematic units for each grade, each centered on a curated collection of literary and informational texts; Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills; Suggested texts and activities to incorporate science, art, and history into English instruction. This revised second edition includes a sample text study that guides students through a close read of an exemplary text, updated web resources, and refreshed suggested works. Educators who create their curriculum based on Common Core's Wheatley Portfolio guarantee that students are exposed to content-rich instruction and have ample opportunity to master the reading, writing, speaking, listening, and language skills articulated in the CCSS for ELA.

Historicizing Life-Writing and Egodocuments in Early Modern Europe James R. Farr, Guido Ruggiero, 2022-01-12. This volume historicizes the study of life writing and egodocuments, focusing on early modern European reflections on the self, self-fashioning, and identity. Life writing and the study of egodocuments currently tend to be viewed as separate fields, yet the individual as a purposive social actor provides significant common ground and offers a vehicle both theoretical and practical for a profitable synthesis of the two in a historical context. Echoing scholars from a wide range of disciplines who recognize the uncertainty of the nature of the self, these essays question the notion of the autonomous self and the attendant idea of continuous identity unfolding in a unified personality. Instead, they suggest that the early modern self was variable and unstable and can only be grasped by exploring selves situated in specific historical and social/cultural contexts and revealed through the wide range of historical documents considered here. The three sections of the volume consider first the theoretical contexts of understanding egodocuments in early modern Europe, then the practical ways egodocuments from the period may be used for writing life histories today, and finally a wider range of historical documents that might be added to what are usually seen as egodocuments.

A History of Autofiction Alexandra Effe, 2025-10-02. Mapping the largely neglected history of autofictional literature and describing developments against socio-historical changes, cultural trends, and philosophical/psychological discussions around self and mind, this book both explores and historicizes autofiction's contemporary boom. Beginning with the genre's emergence in 18th-century England against changes in publishing culture and author concept, and then tracing forms and functions of autofictional literature up to the contemporary moment, *A History of Autofiction* highlights why select narrative strategies are abandoned, transformed, or repurposed, which forms affordances, and effects of autofictional modes are persistent and which were particular to a given period. With focus on salient authors and texts from Anglophone autofiction around the world and shining spotlights on insightful socio-historical and biographical contexts, Alexandra Effe foregrounds autofictional elements of works not previously considered for these dimensions and offers fresh perspectives on

a range of canonical autofictional texts interdisciplinary in approach the book sheds light on autofictional phenomena through research in neuroscience psychology and philosophy of mind while demonstrating that autofictional literature holds insights for cognitive science Developing a cognitive holistic approach to the triad of author text and reader the book allows for a novel and more encompassing understanding of an important current cultural trend and of its diachronic development

Work in Progress Martha J. McNamara, 1994 *Oscar "Zeta" Acosta: The Uncollected Works* Oscar "Zeta

"Acosta, 1996-01-01 Oscar Zeta Acosta *The Uncollected Works* gathers unpublished stories essays letters poems and a teleplay written by Acosta 1935 1974 the legendary Chicano attorney political activist and writer All of these works were written between the early 1960s and shortly before his mysterious disappearance in Mazatlán Mexico in 1974 Through these writings Acosta reveals a variety of personae a leader troubled by issues of ethnic linguistic and cultural identity a man who saw himself as a Robin Hood of Mexican Americans an unstable yet genial wanderer who joined Hunter S Thompson in a search for the American Dream Acosta realized that democracy is about speaking out about feeling uncomfortable about defining others and oneself through the prism of race and history With the publication of *Oscar Zeta Acosta The Uncollected Works* the complete picture of a crucial player in the Chicano Movement described by others as our Thomas Aquinas and by himself as the Brown Buffalo finally emerges *Taking Action on Adolescent Literacy* Judith L. Irvin, Julie Meltzer, 2007

Learn the 5 steps that school leaders can take to improve student literacy in all content areas with targeted interventions for students who are struggling the most **Teaching Literature in the World Language Classroom** Kelly Comfort, Abigail Scharf, 2025-05-07 *Teaching Literature in the World Language Classroom* presents a five stage methodology for teaching literature in language curriculum that repurposes Bloom's original and revised taxonomy to promote the language acquisition process and spark other types of learning The first step of text selection preparation and initiation asks students to recognize familiar words structures and concepts contextualize the reading and remember the main details of the text The second stage of beginning literary analysis gets target language learners to describe identify and understand the basic elements of plot character setting and narration The third phase of intermediate literary analysis prompts students to interpret analyze and examine major themes key passages and the overall commentary The fourth step of advanced literary analysis teaches students to synthesize multiple and conflicting interpretations compare assigned texts across units or themes and evaluate works through essay writing The fifth stage of reflective and creative engagement challenges students to relate the assigned texts to themselves through personal and intercultural reflection create new artistic works and produce unique texts in the target language The concluding chapter showcases all five stages of the methodology by applying them to a sample text thereby inviting world language educators to assess the potential usefulness of Comfort and Scharf's approach to their own language courses This is an ideal resource for world language educators teaching literature as well as undergraduate and graduate education students focusing on target language literature instruction and its role in the

language acquisition process Handbook of Qualitative Research Methods in Marketing Russell W. Belk, 2006 A rare and much needed compilation of some thought provoking papers in the area of qualitative research in marketing this book is a must have for anyone pursuing the discipline of marketing research scholars intent on the pursuit of qualitative inquiry as well as practising professionals looking for innovative approaches to research Global Business Review Belk has compiled an exhaustive collection of contributions from scholars and practitioners throughout North America and Europe This extremely informative volume spans the full array of qualitative research areas Highly recommended S D Clark Choice The Handbook of Qualitative Research Methods in Marketing offers both basic and advanced treatments intended to serve academics students and marketing research professionals The 42 chapters begin with a history of qualitative methods in marketing by Sidney Levy and continue with detailed discussions of current thought and practice in research paradigms such as grounded theory and semiotics research contexts such as advertising and brands data collection methods such as projectives and netnography data analysis methods such as metaphoric and visual analyses presentation topics such as videography and reflexivity applications such as ZMET applied to Broadway plays and depth interviews with executives special issues such as multi sited ethnography and research on sensitive topics Authors include leading scholars and practitioners from North America and Europe They draw on a wealth of experience using well established as well as emerging qualitative research methods The result is a thorough timely and useful Handbook that will educate inspire and serve as standard reference for marketing academics and practitioners alike *Kids InfoBits Presents: Literary Terms* Gale, Cengage Learning, Which genre of fiction might feature aliens King Lear is an example of what type of hero What are the parts of a poem Find out the answers to these questions and more in Kids InfoBits Presents Literary Terms Literary Terms contains authoritative age appropriate content covering a range of literary genres and devices from adventure fiction and haiku to foreshadowing and symbolism The content arranged in A Z format provides interesting and important facts and is geared to fit the needs of elementary students Kids InfoBits Presents contains content derived from Kids InfoBits a content rich and easy to use digital resource available at your local school or public library *Electronic Literacies* Mark Warschauer, 1998-11-01 Electronic Literacies is an insightful study of the challenges and contradictions that arise as culturally and linguistically diverse learners engage in new language and literacy practices in online environments The role of the Internet in changing literacy and education has been a topic of much speculation but very little concrete research This book is one of the first attempts to document the role of the Internet and other new digital technologies in the development of language and literacy Warschauer looks at how the nature of reading and writing is changing and how those changes are being addressed in the classroom His focus is on the experiences of culturally and linguistically diverse learners who are at special risk of being marginalized from the information society Based on a two year ethnographic study of the uses of the Internet in four language and writing classrooms in the state of Hawai i a Hawaiian language class of Native Hawaiian students seeking to revitalize their language

and culture an ESL class of students from Pacific Island and Latin American countries an ESL class of students from Asian countries and an English composition class of working class students from diverse ethnic backgrounds the book includes data from interviews with students and teachers classroom observations and analysis of student texts This rich ethnographic data is combined with theories from a broad range of disciplines to develop conclusions about the relationship of technology to language literacy education and culture Central to Warschauer s discussion and conclusions is how contradictions of language culture and class affect the impact of Internet based education While Hawai i is a special place the issues confronted here are similar in many ways to those that exist throughout the United States and many other countries How to provide culturally and linguistically diverse students traditionally on the educational and technological margins with the literacies they need to fully participate in public community and economic life in the 21st century The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

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