

L Orientamento Cle Terza Maestra Mihaela

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Proposes a theory of evolution that accounts for the development of human intellect from animal mentality.

This book, based on authoritative sources and reports, links environmental communication to different fields of competence: environment, sustainability, journalism, mass media, architecture, design, art, green and circular economy, public administration, big event management and legal language. The manual offers a new, scientifically based perspective, and adopts a theoretical-practical approach, providing readers with qualified best practices, case studies

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and 22 exclusive interviews with professionals. A fluent style of writing leads the readers through specific details, enriching their knowledge without being boring. As such it is an excellent preparatory and interdisciplinary academic tool intended for university students, scholars, professionals, and anyone who would like to know more on the matter.

One of the most important monuments of Imperial Rome and at the same time one of the most poorly understood, the Column of Marcus Aurelius has long stood in the shadow of the Column of Trajan. In *The Column of Marcus Aurelius*, Martin Beckmann makes a thorough study of the form, content, and meaning of this infrequently studied monument. Beckmann employs a new approach to the column, one that focuses on the process of its creation and construction, to uncover the cultural significance of the column to the Romans of the late second century A.D. Using clues from ancient sources and from the monument itself, this book traces the creative process step by step from the first decision to build the monument through the processes of planning and construction to the final carving of the column's relief decoration. The conclusions challenge many of the widely held assumptions about the value of the column's 700-foot-long frieze as a historical source. By reconstructing the creative process of the column's sculpture, Beckmann opens up numerous new paths of analysis not only to the Column of Marcus Aurelius but also to Roman imperial art and architecture in general.

This book investigates one concrete compounding pattern in

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present-day Italian within a larger overview of Italian compounding. Various accounts and classifications of Noun + Noun combinations in Italian are reviewed, with special focus on the status of the lexical integrity hypothesis. The author sets out to propose an integrated approach to the Noun + Noun compounding pattern, rigorously based on large representative data sets that were extracted from the Italian web corpus ItWaC as both automatically and manually post-processed frequency lists. On the basis of such data, it is aimed to show the behaviour of various subtypes of Noun + Noun compounds. Starting out with the Bisetto-Scalise classification, the author carefully examines the status of coordinate compounds, ATAP compounds (i.e., the group comprising attributive and appositive structures) and subordinate compounds (comprising verbal-nexus and grounding compounds), discussing both theoretical and empirical implications of this classification scheme. Moreover, the original Bisetto-Scalise model is supplemented with further classification levels in order to capture specific compounding types such as relational (i.e. inherently trinominal) compounds. A major merit of the present study lies in the quantitative dimension of the data it deals with. In light of this data, the author emphasizes the gradient nature of the traditional dichotomy between syntax and compounding. The book will thus appeal not only to the linguists interested specifically in Italian word-formation, but also to a larger community of scholars who seek a more general view of the word-formation phenomena.

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and Development Center (LRDC) at the University of Pittsburgh, these papers present the most current and innovative research on cognition and instruction. Knowing, Learning, and Instruction pays homage to Robert Glaser, founder of the LRDC, and includes debates and discussions about issues of fundamental importance to the cognitive science of instruction.

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