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C. Richards

***Error***

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***Jack C***

***Richards***

An in-depth  
investigation of  
constraints on error  
variables in grammar  
with special reference  
to bilingual

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misspelling  
orthographies. A  
corpus of errors is  
examined in minute  
detail. In the course of  
this analysis, received  
categories and  
standard assumptions  
about linguistic errors  
are critically  
scrutinized; some are  
sharpened, and others  
are abandoned. Many

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conceptual snarls having to do with the notion of error in linguistic performance are untangled in this book.

A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.

An Introduction to

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Syntactic Analysis and  
Theory

offers beginning students a comprehensive overview of and introduction to our current understanding of the rules and principles that govern the syntax of natural languages. Includes numerous

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pedagogical features such as 'practice' boxes and sidebars, designed to facilitate understanding of both the 'hows' and the 'whys' of sentence structure. Guides readers through syntactic and morphological structures in a progressive manner.

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Takes the mystery out of one of the most crucial aspects of the workings of language – the principles and processes behind the structure of sentences. Ideal for students with minimal knowledge of current syntactic research, it progresses in

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theoretical difficulty  
from basic ideas and  
theories to more  
complex and  
advanced, up to date  
concepts in syntactic  
theory

Accuracy and Stability  
of Numerical

Algorithms

Crosslinguistic

Influence in Language  
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Perspectives on  
Second Language  
Acquisition  
Landmarks and  
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The Study of  
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Physical  
Measurements  
Encyclopedia of  
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***Reflective***

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***Teaching in  
Second  
Language  
Classrooms  
introduces  
teachers to ways  
of exploring and  
reflecting upon  
their classroom  
experiences,  
using a carefully  
structured***

***approach to self-  
observation and  
self-evaluation.  
Teachers are  
encouraged to  
collect data about  
their own  
teaching; to  
examine their  
attitudes, beliefs,  
and  
assumptions;***

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***and then to use the information obtained as a basis for critical reflection on teaching practices. The approach is not linked to a particular method, but rather can be***

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***applied to a  
variety of  
approaches and  
teaching  
situations. Each  
chapter includes  
thought-  
provoking  
questions and  
activities  
appropriate for  
group discussion***

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***or self-study.***

***This book  
provides the first  
comprehensive  
overview of  
theoretical  
issues, historical  
developments  
and current  
trends in ICALL  
(Intelligent Comp  
uter-Assisted***

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***Language Learning***). It  
***assumes a basic familiarity with Second Language Acquisition (SLA) theory and teaching, CALL and linguistics. It is of interest to upper***

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***undergraduate  
and/or graduate  
students who  
study CALL, SLA,  
language  
pedagogy,  
applied  
linguistics,  
computational  
linguistics or  
artificial  
intelligence as***

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***well as***

***researchers with  
a background in  
any of these  
fields.***

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twenty-one  
essays by David  
Bartholomae,  
Writing on the  
Margins includes  
selections that***

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***have helped  
shape the  
discipline of  
composition  
studies. With a  
wide-ranging  
introduction and  
three  
retrospective  
postscripts to set  
the essays in  
context, it serves***

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***as a valuable  
reference and as  
a powerful  
introduction to  
crucial issues in  
the field. This  
book has been  
awarded the  
MLA's Mina P.  
Shaughnessy  
Award,  
recognizing an***

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***outstanding  
research  
publication on  
the teaching of  
English.***

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Why Some  
Companies Make  
the Leap...And  
Others Don't  
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***Reflective  
Teaching in  
Second  
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Classrooms  
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and  
Interlanguage  
Teaching and  
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This reference handbook surveys research on the central issue associated with the teaching of unprepared writers. Though basic writing has only been recognized as a distinct area of

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teaching and  
research since  
1975, the existing  
bibliographic texts  
already seem  
limited due to their  
age or lack of  
annotation. This  
volume provides  
current and  
extensive  
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essays and will help to define this new field of study for teachers and researchers.

Following an introduction that summarizes the origins and significant texts in basic writing, the book is divided

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into three sections,  
Social Science  
Perspectives,  
Linguistic  
Perspectives, and  
Pedagogical  
Perspectives. The  
first section, which  
contains three  
essays, views the  
field through the  
lens of social,

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psychological, and  
political issues.

The second  
section, also  
containing three  
essays, examines  
contributions made  
from studies of  
grammar, dialects,  
and second-  
language  
acquisition. The

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third section, in its  
four essays,  
focuses on the  
design,  
development,  
administration, and  
evaluation of basic  
writing courses,  
the use of  
computers in basic  
writing classrooms,  
the role of the

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writing lab, and the preparation of basic writing teachers. An appendix that reviews current textbooks for basic writing courses is also included, as well as an index. This book will be a valuable resource

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for teachers of  
basic writing, in  
education courses  
and workshops  
that train teachers  
and tutors, and in  
fields such as  
linguistics,  
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from subject areas such as teaching methodology, curriculum development, sociolinguistics, syntax and phonetics. Clear and accurate definitions which assume no prior knowledge of the

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subject matter  
helpful diagrams  
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next world war, a plane crashes on an uncharted island, stranding a group of schoolboys. At first, with no adult supervision, their freedom is something to celebrate. This far from civilization

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they can do  
anything they  
want. Anything.  
But as order  
collapses, as  
strange howls  
echo in the night,  
as terror begins its  
reign, the hope of  
adventure seems  
as far removed  
from reality as the

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hope of being  
rescued.

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question and  
call attention  
to emerging  
trends and  
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**affecting the  
contemporary  
classroom.**

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skills and  
strategies that  
EFL teachers  
require to meet  
the needs of  
their shifting  
student  
populations who  
are impacted by**

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**changing  
demographics,  
digital  
environments,  
and  
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this book,  
which is  
grounded in  
current  
research,  
offers a strong  
emphasis on**

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features: a new  
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challenges,  
such as  
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teachers across  
different  
contexts—where  
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dominant  
language, an  
official  
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foreign  
language; for  
different level  
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**inary,  
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**purposes, or  
English for  
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purposes.  
In the 1960s  
and 1970s  
questions about  
the semantics  
of natural  
languages were  
of central  
concern to the  
vast majority**

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**of analytic  
philosophers.  
The work of  
Chomsky,  
Davidson,  
Grice,  
Donnellan,  
Kaplan, Kripke  
and Putnam was  
widely read by  
non-  
specialists.  
The three main**

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**branches of  
linguistics  
that are of  
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ignificance-  
syntax,  
This book is a  
thorough  
revision of the  
highly  
successful text  
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**in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory**

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undergraduate  
or graduate  
students. The  
research is  
updated  
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child language  
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(first and  
second),  
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instructed  
language  
learning; new  
sections  
address issues,  
such as what**

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approaches, and  
implicit/explic  
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Major updates  
include  
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influences and  
the lexicon.  
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Learning Data**

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The eleven essays in this book cover a wide range of topics from the role of 'interlanguage' and the influence of

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external factors on the process of language learning, to the development of syntax and the methodology of error analysis.

Collectively they provide a valuable perspective on the learning process, which both enriches our theoretical understanding of the processes underlying

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second language acquisition and suggests ways in which teaching practice may best exploit a learner's skills.

Accuracy and Stability of Numerical Algorithms gives a thorough, up-to-date treatment of the behavior of numerical algorithms in finite precision arithmetic. It

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combines algorithmic derivations, perturbation theory, and rounding error analysis, all enlivened by historical perspective and informative quotations. This second edition expands and updates the coverage of the first edition (1996) and includes numerous improvements to the original material. Two

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new chapters treat symmetric indefinite systems and skew-symmetric systems, and nonlinear systems and Newton's method.

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squares problems, and the fused multiply-add operation found on some modern computer architectures.

Over the years, pragmatics - the study of the use and meaning of utterances to their situations - has become a more and more important branch of linguistics, as the inadequacies of a

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purely formalist, abstract approach to the study of language have become more evident. This book presents a rhetorical model of pragmatics: that is, a model which studies linguistic communication in terms of communicative goals and principles of 'good communicative behaviour'. In this

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respect, Geoffrey Leech argues for a rapprochement between linguistics and the traditional discipline of rhetoric. He does not reject the Chomskian revolution of linguistics, but rather maintains that the language system in the abstract - i.e. the 'grammar' broadly in Chomsky's sense - must

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be studied in relation to a fully developed theory of language use. There is therefore a division of labour between grammar and rhetoric, or (in the study of meaning) between semantics and pragmatics. The book's main focus is thus on the development of a model of pragmatics within an overall

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functional model of language. In this it builds on the speech act theory of Austin and Searle, and the theory of conversational implicature of Grice, but at the same time enlarges pragmatics to include politeness, irony, phatic communion, and other social principles of

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linguistic behaviour.

This Language, A River  
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with no dependence  
on server-side  
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introduction to the  
history of English  
that recognizes  
multiple varieties of  
the language in both  
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Developed over years of undergraduate teaching, the book helps students both to grasp traditional histories of English and to extend and complicate those histories. Exercises throughout provide opportunities for puzzling out

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concepts,  
committing terms  
and data to  
memory, and  
applying ideas. A  
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study.

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work on

crosslinguistic  
influence, or  
language transfer,  
this book is an  
authoritative  
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in second-language  
learning and its  
consequences for  
language and  
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transfer in both

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production and comprehension, and discusses the distinction between semantic and conceptual transfer, lateral transfer, and reverse transfer.

The book is ideal as a text for upper-level undergraduate and graduate courses in bilingualism, second

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language acquisition, psycholinguistics, and cognitive psychology, and will also be of interest to researchers in these areas.

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unconscious  
transfer of mother  
tongue structures to  
the system of the  
target language and  
give information  
about both systems.  
In the interlanguage  
hypothesis of  
second language  
acquisition, errors  
are indicative of the  
different  
intermediate

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learning levels and  
are useful  
pedagogical  
feedback. In both  
cases error analysis  
is an essential  
methodological tool  
for diagnosis and  
evaluation of the  
language  
acquisition process.  
Errors, too, give  
information in  
psychoanalysis

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(e.g., the Freudian slip), in language universal research, and in other fields of linguistics, such as linguistic change. This bibliography is intended to stimulate study into cross-language, cross-discipline and cross-theoretical, as well as for language

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universal, use of the numerous, but sometimes hard to come by, error analysis studies.

5398 titles covering the period 1578 up to 1990 (with work in more than 144 languages and language families) are cited, cross-referenced, and described. The

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subject areas  
covered are  
numerous. For  
example:

Theoretical  
Linguistics  
(Linguistic  
Typology, Cognitive  
Linguistics),  
Historical  
Linguistics  
(Language Change),  
Applied Linguistics  
(e.g. Speech

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Disorders),  
Translation, Mother  
Tongue Acquisition,  
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Intralingual and  
Interlingual Errors),  
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(Slips of the  
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Speech Pathology,  
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Automatic Error  
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"Comprising more  
than 500 entries, the  
Encyclopedia of

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Research Design explains how to make decisions about research design, undertake research projects in an ethical manner, interpret and draw valid inferences from data, and evaluate experiment design strategies and results. Two additional features

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carry this encyclopedia far above other works in the field: bibliographic entries devoted to significant articles in the history of research design and reviews of contemporary tools, such as software and statistical procedures, used to

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analyze results. It covers the spectrum of research design strategies, from material presented in introductory classes to topics necessary in graduate research; it addresses cross- and multidisciplinary research needs, with many examples

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drawn from the social and behavioral sciences, neurosciences, and biomedical and life sciences; it provides summaries of advantages and disadvantages of often-used strategies; and it uses hundreds of sample tables, figures, and

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real-life  
cases." --Publisher's  
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Teaching and

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Medium Instruction

provides an

overview of the

nature of English

Medium Instruction

(EMI) in both

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secondary and tertiary education. The book explores the nature of academic literacy in EMI; the ways in which EMI is implemented in different contexts; issues related to teaching and learning through the medium of English; teaching

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challenges and coping strategies used by EMI teachers; support for EMI through EAP; the professional development needs of EMI teachers; approaches to the evaluation of EMI programs. The book contains a

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number of short chapters written in an accessible style with discussion questions and practical follow up tasks. Throughout the book, key theory and research serves to introduce the core issues involved in EMI, which are then explored in terms

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of implications for practice. The book can be used in workshops and courses and for groups that include EMI teachers of content subjects, EAP teachers, TESOL students, and teachers and education officials involved with the implementation of

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EMI in different contexts. With the expansion of EMI worldwide in recent years the book seeks to introduce EMI to a new generation of EMI teachers and language teaching professionals. In this important study, Carl James reviews the role

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that contrastive analysis can play in understanding and solving problems in second or foreign language learning and teaching.

Using both psycholinguistic and linguistic analysis, he establishes a sound theoretical basis for CA before going

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on to illustrate its contribution to the study of linguistic universals, bilingualism, and language pedagogy. The book offers a range of examples to support its arguments, enabling readers to grasp the principles and then

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to pursue their own  
work in this area.

Contrastive

Analysis presents a  
successful

theoretical and

practical case for

the value of CA as

a research tool,

both for those

studying applied

linguistics and for

teachers needing

to adjust their

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teaching to the state of knowledge of their students. Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a

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central position within Applied Linguistics, and seeks to clarify questions such as 'Does correctness matter?', 'Is it more important to speak fluently and write imaginatively or to communicate one's message?' Carl James provides a

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scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance,

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discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom

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Needs analysis  
4 Situation  
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Planning goals

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engineering  
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textbook  
minimizes the  
derivations and  
mathematical  
theory, focusing  
instead on the  
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used in  
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is filled with  
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professor, this  
book makes  
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methods easier  
for today's  
student. This  
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a normal  
textbook, but it  
is designed to  
be used as a  
handbook,  
pointing the  
reader to the  
topics and  
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problem. Each new concept is clearly and briefly described, whenever possible by relating it to previous topics. Then the student is given carefully chosen

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examples to  
deepen  
understanding  
of the basic  
ideas and how  
they are applied  
in engineering.  
The examples  
and case studies  
are taken from  
real-world  
engineering

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to engineers in  
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the company  
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How can good  
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research team identified a set of elite companies that made the leap to great results and sustained those results for at least fifteen years. How great? After the leap, the good-

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twice the results delivered by a composite index of the world's greatest companies, including Coca-Cola, Intel, General Electric, and Merck. The Comparisons

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The research team contrasted the good-to-great companies with a carefully selected set of comparison companies that failed to make the leap from good to great. What was

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different? Why did one set of companies become truly great performers while the other set remained only good? Over five years, the team analyzed the histories of

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all twenty-eight companies in the study. After sifting through mountains of data and thousands of pages of interviews, Collins and his crew discovered the key

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determinants of greatness -- why some companies make the leap and others don't. The Findings The findings of the Good to Great study will surprise many readers and

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shed light on virtually every area of management strategy and practice. The findings include:  
Level 5 Leaders:  
The research team was shocked to discover the

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Those who launch radical change programs and wrenching restructurings will almost certainly fail to make the leap. “Some of the key concepts discerned in the

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study,”  
comments Jim  
Collins, “fly in  
the face of our  
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business culture  
and will, quite  
frankly, upset  
some people.”  
Perhaps, but  
who can afford  
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provides a  
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