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Martin received an M.S. from Florida State University, where she studied the chromosomes of related plant species to understand their evolutionary relationships. She earned a Ph.D. from the University of Texas at Austin, where she studied the genetics of the fruit fly--Drosophila melanogaster--and then conducted postdoctoral research at Princeton University.

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Helping you to do your best on exams and excel in the biology course, the Study Guide contains many types of questions and a variety of exercises for each chapter in the textbook.

Solomon, Martin, Martin and Berg's BIOLOGY--often described as the best majors' text for learning Biology--is also a complete teaching program. The integrated, inquiry-based learning system guides students through every chapter with key concepts at the beginning of each chapter and learning objectives for each section. End-of-section Checkpoint questions encourage students to review key points before moving on. A chapter summary further reinforces learning objectives, followed by an opportunity for students to test their understanding. The eleventh edition offers expanded integration of the text's five guiding themes of Biology--the evolution of life, the transmission of biological information, the flow of energy through living systems, interactions among biological systems and the inter-relationship of structure and function. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book presents programmatic texts on biosemiotics, written collectively by world leading scholars in the field (Deacon, Emmeche, Favareau, Hoffmeyer, Kull, Marko š , Pattee, Stjernfelt). In addition, the book includes chapters which focus closely on semiotic case studies (Bruni, Kotov, Maran, Neuman, Turovski). According to the central thesis of biosemiotics, sign processes characterise all living systems and the very nature of life, and their diverse phenomena can be best explained via the dynamics and typology of sign relations. The authors are therefore presenting a deeper view on biological evolution, intentionality of organisms, the role of communication in the living world and the nature of sign systems — all topics which are described in this volume. This has important consequences on the methodology and epistemology of biology and study of life phenomena in general, which the authors aim to help the reader better understand. Contents:Why Biosemiotics? An Introduction to Our View on the Biology of Life Itself (Kalevi Kull, Claus Emmeche & Jesper Hoffmeyer)Biosemiotic Approach: General Principles.Theses on Biosemiotics: Prolegomena to a Theoretical Biology (Kalevi Kull, Terrence Deacon, Claus Emmeche, Jesper Hoffmeyer & Frederik Stjernfelt)Biology is Immature Biosemiotics (Jesper Hoffmeyer)Biosemiotic Research Questions (Kalevi Kull, Claus Emmeche & Donald Favareau)Organism and Body: The Semiotics of Emergent Levels of Life (Claus Emmeche)Life is Many, and Sign is Essentially Plural: On the Methodology of Biosemiotics (Kalevi Kull)Applications:The Need for Impression in the Semiotics of Animal Freedom: A Zoologist's Attempt to Perceive the Semiotic Aim of H Hediger (Aleksi Turovski)The Multitrophic Plant-Herbivore-Parasitoid-Pathogen System: A Biosemiotic Perspective (Luis Emilio Bruni)Structure and Semiosis in Biological Mimicry (Timo Maran)Semiosphere is the Relational Biosphere (Kaie Kotov & Kalevi Kull)Why Do We Need Signs in Biology? (Yair Neuman)Conversations:Between Physics and Semiotics (Howard H Pattee & Kalevi Kull)A Roundtable on (Mis)Understanding of Biosemiotics (Claus Emmeche, Jesper Hoffmeyer, Kalevi Kull, Anton Marko š , Frederik Stjernfelt & Donald Favareau)Theories of Signs and Meaning: Views from Copenhagen and Tartu (Jesper Hoffmeyer & Kalevi Kull) Readership: Semioticians, biologists and those interested in the philosophy of science. Keywords:Biosemiotics;Theoretical Biology;Semiosis;Bicomunication;Semiotics;Philosophy of Biology;EthologyKey Features:This is a unique collection of the major recent contributions by the leading scientists in the field of biosemioticsThis volume will for the first time present a collective view of the group of scholars who have built the current understanding of biosemiotics (i.e. the community of researchers emanating from the major biosemiotic centers of Copenhagen and Tartu into other places worldwide)

The Nutrition and Health series of books has as an overriding mission to provide health professionals with texts that are considered essential because each includes: a synthesis of the state of the science; timely, in-depth reviews by the leading researchers in their respective fields; extensive, up-to-date fully annotated reference lists; a detailed index; relevant tables and figures; identification of paradigm shifts and the consequences; of information between chapters, but targeted, inter-chapter refer virtually no overlap rals, suggestions of areas for future research; and balanced, data-driven answers to patient questions that are based on the totality of evidence rather than the findings of any single study. The series volumes are not the outcome of a symposium. Rather, each editor has the potential to examine a chosen area with a broad perspective, both in subject matter as well as in the choice of chapter authors. The international perspective, especially with regard to public health initiatives, is emphasized where appropriate. The editors, whose training is both research and practice oriented, have the opportunity to develop a primary objective for their book, define the scope and focus, and then invite the leading authori ties from around the world to be part of their initiative. The authors are encouraged to provide an overview of the field, discuss their own research, and relate the research de findings to potential human health consequences.

One day Sophie comes home from school to find two questions in her mail: "Who are you?" and "Where does the world come from?" Before she knows it she is enrolled in a correspondence course with a mysterious philosopher. Thus begins Jostein Gaarder's unique novel, which is not only a mystery, but also a complete and entertaining history of philosophy.

The Handbook of the Psychology of Aging, Seventh Edition, provides a basic reference source on the behavioral processes of aging for researchers, graduate students, and professionals. It also provides perspectives on the behavioral science of aging for researchers and professionals from other disciplines. The book is organized into four parts. Part 1 reviews key methodological and analytical issues in aging research. It examines some of the major historical influences that might provide explanatory mechanisms for a better understanding of cohort and period differences in psychological aging processes. Part 2 includes chapters that discuss the basics and nuances of executive function; the history of the morphometric research on normal brain aging; and the neural changes that occur in the brain with aging. Part 3 deals with the social and health aspects of aging. It covers the beliefs that individuals have about how much they can control various outcomes in their life; the impact of stress on health and aging; and the interrelationships between health disparities, social class, and aging. Part 4 discusses the emotional aspects of aging; family caregiving; and mental disorders and legal capacities in older adults. Contains all the main areas of psychological gerontological research in one volume Entire section on neuroscience and aging Begins with a section on theory and methods Edited by one of the father of gerontology (Schaie) and contributors represent top scholars in gerontology

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Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

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