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CSP 212 P1

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Environmental Engineering: Fundamentals, Sustainability, Design presents civil engineers with an introduction to chemistry and biology, through a mass and energy balance approach. ABET required topics of emerging importance, such as sustainable and global engineering are also covered. Problems, similar to those on the FE and PE exams, are integrated at the end of each chapter. Aligned with the National Academy of Engineering's focus on managing carbon and nitrogen, the 2nd edition now includes a section on advanced technologies to more effectively reclaim nitrogen and phosphorous. Additionally, readers have immediate access to web modules, which address a specific topic, such as water and wastewater treatment. These modules include media rich content such as animations, audio, video and interactive problem solving, as well as links to explorations. Civil engineers will gain a global perspective, developing into innovative leaders in sustainable development.

Orbital Mechanics for Engineering Students, Second Edition, provides an introduction to the basic concepts of space mechanics. These include vector kinematics in three dimensions; Newton's laws of motion and gravitation; relative motion; the vector-based solution of the classical two-body problem; derivation of Kepler's equations; orbits in three dimensions; preliminary orbit determination; and orbital maneuvers. The book also covers relative motion and the two-impulse rendezvous problem; interplanetary mission design using patched conics; rigid-body dynamics used to characterize the attitude of a space vehicle; satellite attitude dynamics; and the characteristics and design of multi-stage launch vehicles. Each chapter begins with an outline of key concepts and concludes with problems that are based on the material covered. This text is written for undergraduates who are studying orbital mechanics for the first time and have completed courses in physics, dynamics, and mathematics, including differential equations and applied linear algebra. Graduate students, researchers, and experienced practitioners will also find useful review materials in the book. NEW: Reorganized and improved discussions of coordinate systems, new discussion on perturbations and quarterions NEW: Increased coverage of attitude dynamics, including new Matlab algorithms and examples in chapter 10 New examples and homework problems

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

The National Research Council's Panel on Engineering Interactions with Society was formed to examine the functioning of the engineering profession in the context of, and in relation to, American society. This document presents the findings of the panel. The panel's inquiry was twofold. First, it examined the impact that engineering and technology development has had on the nation, including the impact on societal demands, values, and perceptions on engineering. Next, the panel attempted to assess the structure and development of the engineering profession, and the adaptability of the profession in meeting current and future national needs. Chapters in the document deal with: (1) the evolution of American engineering; (2) the present era (managing change in the information age); (3) engineering and social dynamics; (4) maintaining flexibility in an age of stress and rapid change; and (5) conclusions and recommendations. Appendices include 23 references and a 16-item bibliography, along with an article prepared by Arthur L. Donovan, entitled "Engineering in an Increasingly Complex Society: Historical Perspectives on Education, Practice, and Adaptation in American Engineering." (TW)

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 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.

Scamper On allows your students to develop their imaginations through a series of guided activities in which they imagine different events of things. Whether they think up animals like ele-cam-phat by combining characteristics of the two or try to imagine the perfect meal, students are challenged to think creatively to develop their power of imagination.

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Engineering education in K-12 classrooms is a small but growing phenomenon that may have implications for engineering and also for the other STEM subjects—science, technology, and mathematics. Specifically, engineering education may improve student learning and achievement in science and mathematics, increase awareness of engineering and the work of engineers, boost youth interest in pursuing engineering as a career, and increase the technological literacy of all students. The teaching of STEM subjects in U.S. schools must be improved in order to retain U.S. competitiveness in the global economy and to develop a workforce with the knowledge and skills to address technical and technological issues. Engineering in K-12 Education reviews the scope and impact of engineering education today and makes several recommendations to address curriculum, policy, and funding issues. The book also analyzes a number of K-12 engineering curricula in depth and discusses what is known from the cognitive sciences about how children learn engineering-related concepts and skills. Engineering in K-12 Education will serve as a reference for science, technology, engineering, and math educators, policy makers, employers, and others concerned about the development of the country's technical workforce. The book will also prove useful to educational researchers, cognitive scientists, advocates for greater public understanding of engineering, and those working to boost technological and scientific literacy.

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