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Reflection on Descartes' Meditation One

Introduction

This essay is a reflection on Descartes' meditation. The paper is a critical analysis of Descartes' use of the skeptical strategy in Meditation; Concerning Those Things That Can Be Called into Doubt. This work further brings forth the demonstrations of the arguments about sense, dreaming, mathematics and the evil demon. The paper also tries to establish whether Descartes have successfully brought into doubt sense, imagination and reason. Finally, the paper identifies specific point made concerning our perceptual faculties when Descartes realized that he cannot doubt his own existence.

In his first of the six meditations, Descartes suggests that he has been deceived over a longer period of time, and the only way to establish certainty is to doubt everything he believed in. This included not only the evidence of the senses and the profligate cultural assumptions but even the basic route of reasoning. He held that if any truth about everything in the world can be able to stand the challenge from skeptics, then it is unquestionable truth and opt to be the foundation of knowledge. He asserts that demolishing everything and starting afresh sounds good and the only way to do it (Bennett, 76).

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of work in reflection is emerging As mapped by the contributors to A Rhetoric of Reflection this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse

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Greater Expectations Robin Turner,2023-10-10 While the population of Hispanic Latino and African American students in the United States continues to grow the rate at which they attend college remains alarmingly small These students who are often defined as educationally underrepresented are a bellwether of a shortcoming in our nation s educational system that has serious implications for the future In Greater Expectations Teaching Academic Literacy to Underrepresented Students author and teacher Robin Turner offers pragmatic proven methods for better preparing underrepresented students for higher education Forming the book s foundations are the ideas of familia and cario or family and caring Familia asserts the importance of establishing a sense of community and tapping into student culture ethnicity music sports neighborhood and so on in the language arts classroom Cari o contends that underrepresented students possess attributes that are overlooked and are viewed with a deficit model paradigmBuilding on this foundation Greater Expectations shows how to effectively teach different modes of academic discourseliterary analysis autobiographical biographical persuasive research and community based writing Offering a combination of personal narrative how to lesson plans and student samples Turner challenges readers to approach their underrepresented students with greater expectations and be equipped with specific lesson plans to enable their classes to meet them The books is grounded in and inspired by Turner s experience as a leader in the Puente Project a college preparation program started in California high schools over twenty years ago Since 1981 Puente has proven highly effective in producing positive change by improving academic performance standardized test scores and college admission rates for underrepresented students

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individually on an ePortfolio or as part of a class or program requirement Readers will discover through examples of student portfolios and targeted exercises how to assist students in making their learning visible to themselves their peers their instructors and their future employers While interest in ePortfolios has exploded because they provide an easier and more comprehensive ways to assess student learning than traditional portfolios and because they have the potential to transformatively develop students ability to connect and apply their knowledge faculty and administrators all too often are disappointed by the lackluster ePortfolios that students submit Reynolds and Patton demonstrate how systematically embedding practices in the classroom that engage students in integrative learning practices dramatically improves outcomes The authors describe easy to use and practical strategies for faculty to incorporate integrative ePortfolios in their courses and curricula and create the scaffolding to develop students skills and metacognition The book opens by outlining the underlying learning theory and the key concepts of integrative learning and by describing the purpose structure and implementation of ePortfolios Subsequent sections cover classroom practices and assignments to help students understand themselves as learners make connections between course content their personal lives and to the curriculum bridge theory to practice and consider issues of audience and communication and presentation in developing their portfolios The book goes on to cover technological issues and assessment with a particular emphasis on the use of rubrics and concludes with explicated examples of ePortfolios created in a first year program ePortfolios created by graduating students career oriented ePortfolios and lifelong ePortfolios For both experienced faculty and administrators and readers just beginning to use ePortfolios this book provides a framework and guidance to implement them to their fullest potential

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