

textbooks eiu

textbooks eiu are a crucial component of the educational experience at Eastern Illinois University (EIU). These textbooks serve as essential resources for students, providing the necessary knowledge and materials required for their courses. Understanding the types of textbooks available, how to obtain them, and their significance in the academic journey is vital for current and prospective students alike. This article will delve into the various aspects of textbooks at EIU, including purchasing options, rental services, digital vs. print, and tips for choosing the right textbooks. By the end of this article, readers will have a comprehensive understanding of the textbook landscape at EIU.

- Understanding Textbooks at EIU
- Types of Textbooks Available
- Where to Buy or Rent Textbooks
- Digital vs. Print Textbooks
- Tips for Choosing the Right Textbooks
- Understanding Textbook Costs
- Textbook Return Policies
- Conclusion

Understanding Textbooks at EIU

Textbooks at Eastern Illinois University play a significant role in the curriculum, providing students with the necessary academic materials to succeed in their studies. These educational resources encompass a wide range of subjects, from core courses in the arts and sciences to specialized texts in various professional fields. Understanding the role of textbooks within the academic framework at EIU is essential for students to effectively navigate their educational paths.

Furthermore, textbooks are not merely supplementary materials; they are integral to course structure and learning outcomes. Instructors often design their syllabi around the content of specific textbooks, making it imperative for students to acquire these texts to stay aligned with course expectations. This alignment ensures students engage with the material in a meaningful way, facilitating deeper learning and comprehension.

Types of Textbooks Available

At EIU, students can find various types of textbooks catering to different academic needs. These

include:

- **Core Textbooks:** These are the primary books required for courses, covering essential theories and concepts.
- **Supplementary Textbooks:** These texts provide additional context and depth to the core materials, often featuring case studies or advanced topics.
- **Lab Manuals:** Specific to science and engineering courses, these manuals guide students through practical experiments and applications.
- **Workbooks:** Designed for subjects like mathematics and languages, workbooks include exercises and problems for practice.
- **E-books:** Increasingly popular, these digital versions offer flexibility in accessing course materials.

Each type of textbook serves a distinct purpose, and students should be aware of which texts are required for their particular courses. This knowledge can help them prepare adequately and make informed decisions when purchasing or renting materials.

Where to Buy or Rent Textbooks

Students at EIU have multiple options when it comes to acquiring textbooks. The most common methods include:

- **University Bookstore:** The EIU bookstore offers a wide selection of both new and used textbooks. It also provides a rental option for many titles, which can be cost-effective.
- **Online Retailers:** Websites like Amazon and Chegg often have competitive prices and a broad inventory of textbooks. Students can choose between new, used, or rental options.
- **Peer-to-Peer Platforms:** Students can buy or sell textbooks directly to each other through platforms specifically designed for this purpose.
- **Library Reserves:** Some textbooks may be available through the EIU library on reserve for short-term use.

Considering the various purchasing and rental options is critical for students looking to manage their budgets effectively while ensuring they have access to the required materials for their courses.

Digital vs. Print Textbooks

The debate between digital and print textbooks is ongoing, with both formats offering unique advantages and disadvantages. Understanding these differences can help students make the best choice for their learning preferences.

Advantages of Digital Textbooks

Digital textbooks often come with several benefits:

- **Portability:** E-books can be accessed on various devices, allowing students to carry multiple texts without the physical weight.
- **Search Functionality:** Digital texts enable quick searches for specific terms or topics, enhancing study efficiency.
- **Cost-Effectiveness:** E-books are frequently priced lower than their print counterparts, making them a budget-friendly option.

Advantages of Print Textbooks

On the other hand, print textbooks have their own set of advantages:

- **Physical Interaction:** Many students find that reading from a physical book enhances comprehension and retention of information.
- **No Battery Life Concerns:** Print books do not require charging and can be read anytime, anywhere.
- **Note-Taking Ease:** Students often prefer to annotate physical texts, making notes in the margins, which can aid learning.

Ultimately, the choice between digital and print textbooks depends on individual learning styles and preferences. Students should consider what works best for them to maximize their educational experience.

Tips for Choosing the Right Textbooks

Selecting the right textbooks is essential for academic success. Here are some tips to help students make informed decisions:

- **Consult Course Syllabi:** Always refer to the course syllabus for required and recommended texts. This document is a reliable guide to what you need.
- **Read Reviews:** Look for reviews or ratings of textbooks to gauge their usefulness and clarity before making a purchase.
- **Consider Editions:** Ensure you are purchasing the correct edition of a textbook as content may vary significantly between editions.
- **Ask Instructors:** Don't hesitate to reach out to professors or teaching assistants for advice on textbooks and their relevance to the course.

By following these tips, students can select textbooks that will support their learning and help them achieve their academic goals.

Understanding Textbook Costs

The cost of textbooks can be a significant financial burden for students. Understanding the factors that influence textbook prices can help in budgeting and making informed buying decisions.

Factors affecting textbook costs include:

- **New vs. Used:** New textbooks typically cost more than used ones. However, the condition and availability of used texts can vary.
- **Edition Changes:** New editions often come with higher prices. If the course allows, consider using older editions that may still cover essential material.
- **Format:** Digital textbooks can be less expensive than print. Renting digital texts may also provide significant savings.

Students should be proactive in researching prices and exploring options to minimize their textbook expenses while ensuring they have the necessary materials for their courses.

Textbook Return Policies

Understanding textbook return policies is crucial for students who may change courses or find that a textbook is not as useful as anticipated. Here are some common policies to keep in mind:

- **Timeframe for Returns:** Most bookstores have a limited period during which textbooks can be returned, typically within the first few weeks of the semester.
- **Condition Requirements:** Textbooks must be in resalable condition to be eligible for a full refund. This often means no markings or damage.
- **Receipt Necessity:** Keep the original receipt, as it is usually required for any return or exchange.

By being aware of these policies, students can make informed decisions regarding their textbook purchases and avoid unexpected financial losses.

Conclusion

Textbooks at Eastern Illinois University are more than just books; they are vital tools that aid in the learning process. Understanding the different types of textbooks, where to acquire them, and how to manage costs can significantly enhance a student's academic experience. As students navigate their educational journeys, being informed about textbook options and resources will empower them to

make choices that align with their learning needs and financial situations.

Q: What are the best places to buy textbooks at EIU?

A: The best places to buy textbooks at EIU include the university bookstore, online retailers like Amazon and Chegg, peer-to-peer platforms, and library reserves for short-term borrowing.

Q: How can I save money on textbooks?

A: To save money on textbooks, consider renting instead of buying, purchasing used books, opting for digital versions, and checking for older editions that may be acceptable for your course.

Q: Are there any online resources for finding textbook reviews?

A: Yes, students can find textbook reviews on websites like Amazon, Goodreads, and dedicated educational forums where previous users share their experiences and recommendations.

Q: Can I return my textbooks if I change my mind?

A: Yes, most bookstores have return policies allowing students to return textbooks within a specific timeframe, provided that the books are in resalable condition and the original receipt is retained.

Q: What should I do if a textbook is not available at the bookstore?

A: If a textbook is not available at the EIU bookstore, students can check online retailers, look for used copies from peers, or explore digital versions that may be accessible immediately.

Q: How do I know which edition of a textbook to buy?

A: Check the course syllabus for required materials, consult with the instructor, and verify that you are purchasing the edition specified in the syllabus to ensure you have the correct content.

Q: Are there any alternatives to traditional textbooks at EIU?

A: Yes, many courses may use open educational resources (OER), online articles, and digital platforms that provide materials and information relevant to the course, serving as alternatives to traditional textbooks.

Q: How can I find out if I need a specific textbook for my course?

A: The best way to find out if you need a specific textbook is to consult the course syllabus or contact the professor directly for clarification on required materials.

Q: Is it possible to access textbooks through the EIU library?

A: Yes, EIU's library may have certain textbooks available on reserve for short-term use, allowing students to access required materials without purchasing them.

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textbooks eiu: PROCEEDINGS OF THE THIRD INTERNATIONAL CONFERENCE ON GLOBALIZATION: CHALLENGES FOR TRANSLATORS AND INTERPRETERS Zhiqing Zhang, Youbin Zhao, Xinjie Wang, 2020-05-26 With the implementation of the “Belt and Road” Initiative and the development of Guangdong-Hong Kong-Macau Greater Bay Area, the demand for translators and interpreters continues to grow in China. The breakthrough in artificial intelligence, which has contributed to an enormous improvement in the quality of machine translation, means challenges and opportunities for translators and interpreters as well as studies of translation and interpreting. Studies of translation and interpreting have been further expanded and diversified in the era of globalized communications. The interrelation between translation and globalization is essential reading for not only scholars and educators, but also anyone with an interest in translation and interpreting studies, or a concern for the future of our world’s languages and cultures. By focusing on the connection between the two, various researches have been conducted in all forms of communication between languages, including translation, interpreting, cross-cultural communication, language teaching, and the various specializations involved in such activities. This has resulted in The Third International Conference on Globalization: Challenges for Translators and Interpreters co-organized by the School of Translation Studies, Jinan University on its Zhuhai campus and South China Business College, Guangdong University of Foreign Studies, November 16-17, 2019. The response to the conference was once more overwhelming, which was partly attributed to the previous two conferences held successfully under the same title. Apart from five keynote speakers, over one hundred and fifty participants came from universities, institutions or organizations from mainland China, Spain, New Zealand, as well as Hong Kong and Macao to attend the event, contributing over 130 papers in total. Among the keynote speakers are internationally renowned scholars in translation studies, such as Dr. Roberto Valdeón, professor of English Linguistics at the University of Oviedo, Spain, and the Chief Editor of *Perspective: Studies in Translatology*; Dr. Sun Yifeng, chair professor of Translation Studies and head of the English Department at the University of Macau; Dr. Tan Zaixi, distinguished professor of Shenzhen

University and Chair Professor of Beijing Foreign Studies University, and Professor Emeritus of Hong Kong Baptist University. After careful evaluation and compilation, 90 papers have been selected for this conference proceedings, which was summarized into the following four topics: "Translation and Interpreting Theory and Practice," "Translation and Cross-cultural Studies," "Evaluation of Translation and Interpretation," and "Studies on the Teaching of Translation." By no means is it difficult to find some interesting and thought-provoking papers under each topic. For example, concerning "Translation and Interpreting Theory and Practice," "To Translate or not to Translate? That is the Question---On Metaphor Translation in Chinese Political works" (by Dong Yu) explains that in judging whether or not a Chinese metaphor can be translated into English, an indispensable step is to decide whether or not the two cultural connotations can be connected. But this can easily be influenced by subjective factors. Yu has suggested some ways in which subjective factors could be controlled to some extent so that the translator could be more confident in his or her decision. He has also suggested three steps. The first step is to assume that the cultural connotation of the Chinese metaphor can be connected with that of its English version. For example, the metaphor "雨" in "雨过天晴" could be translated as rain or shine; The second step is to find out whether or not this translated version is acceptable both linguistically and culturally in English. The third step is to consider the systematicity of the metaphor in regard with the context in both the source and target texts. This involves a process of recontextualization. When it comes to "Translation and Cross-cultural Studies", "On Translation of the English Guide-interpreter from the Perspective of Intercultural Communication" (by Fengxia Liua and Xiaoning Bi), points out that inbound tourism serves as a window through which foreign tourists get to know China, so the interaction between the guide-interpreters and foreign tourists are the typical activity of cultural communication. Foreign-language-speaking guides are usually regarded as "people-to-people ambassadors" or "cultural ambassadors", who have played an essential role in the international tourist industry. Therefore, they argue that it is extremely important for tourist guides to cultivate their cross-cultural communication awareness, enhance their overall communicative competence, observe and distinguish east-and-west differences with multi-dimensional perspective, transcend cultural barriers and learn to use translation skills. "Studies on the Teaching of Translation" is another interesting topic that has attracted enormous attention, such as "Business Translation Teaching from the Perspective of Metaphors" (by Dandan Li) which explores application of conceptual metaphor theory in the translation process of business lexicons, business discourse and business English culture so as to provide a new perspective in business English pedagogy. Another study entitled "Cognitive Studies in Translation" (by Xin Huang), analyzes the cognitive studies of translation / interpreting processes over the past three decades, with focus on the issues examined, the findings reached as well as the recent development. She explains that cognitive studies of translation process examine the translation competence, on-line translation behaviors such as how the eye gazes and how the words are typed and the brain activities when doing translation. Special interests are paid to the working memory, problem-solving, the executive function and some linguistic relative factors such as text difficulty. Over the past thirty years, the interest in the field has been gaining considerable momentum and increasing issues have been involved. Finally, she concludes that with the advancement of technologies and interdisciplinary approaches, the black box, the previously unforeseeable cognitive activities of how human process translation, can be unfolded. Considering the importance of integrating theory with practice, the proceedings are therefore compiled in such a way as to be balanced and inclusive in the hope of summarizing current accomplishments as well as providing certain insights for teaching and further research in the field of translation and interpretation studies.

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Quddus Khan, 2020-07-22 The book is intended to serve as as a textbook for undergraduate and honors students. It will be useful to the engineering and management students, and other applied areas. It will also be helpful in preparing for competitive examinations like IAS, IES, NET, PCS, and other higher education exams. Key Features: Basic concepts presented in an easy to understand

style, Notes and remarks given at appropriate places, clean and clear figures given for better understanding, includes a large number of solved examples, Exercise questions at the end of each chapter, Presentation of the subject in a natural way.

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textbooks ei: *Structural Concrete Textbook - Vol 3, first edition* fib Fédération internationale du béton, 1999 The development of reinforced and prestressed concrete during the last 50 years was highly promoted by the "Comité Euro-international du Béton (CEB)" and the "Fédération Internationale de la Précontrainte (FIP)". In 1998 these two associations merged, forming the "Fédération Internationale du Béton (fib)". The results of CEB and FIP had been distributed in different ways, such as 'CEB Bulletins d'Information', FIP-Reports, FIP-Notes and CEB-News. These Bulletins or reports comprised various kinds of information, such as State-of-the-Art-Reports, Research Reports, Application Manuals, Guides to Good Practice and the CEB/FIP Model Codes 1978 and 1990. These Model Codes provided design principles and application rules to the structural engineering profession and have been predominantly used for code drafting by many national and international standardizing bodies. The Textbook on Structural Concrete is now intended to provide background information and justification especially for the CEB/FIP Model Code 90 and in some fields of recently extended knowledge. It is addressed to advanced students: this means that basic information on structural analysis and behaviour of structural concrete is a required prerequisite. Practising structural engineers may utilize it for gaining background information on the CEB/FIP Model Code 90 (and national or regional codes as for ex. EUROCODE 2, based on MC 90). The Textbook is also conceived to assist teachers at technical universities or engineering schools to achieve better understanding of the recent theories on structural concrete. Having these targets in mind the General Assembly of CEB decided already in 1995 to set-up a Special Activity Group "Dissemination of Knowledge" to realise that work. The authors invited to draft the different chapters had been mostly involved already in drafting the Model Code 90. In this way consistent information could be provided, both for the code and the textbook. Each chapter has been thoroughly discussed and commented within the Special Activity Group 2. This textbook was first presented to fib members during the Technical Activity Workshop in October 1999 in Prague, held in connection with the first fib symposium. The authors are looking forward to receiving comments from various corners.

textbooks ei: *The Microeconomics Anti-Textbook* Rod Hill, Tony Myatt, 2021-12-02

Mainstream textbooks present economics as an objective science, free from value judgements. The Microeconomics Anti-Textbook demonstrates this to be a myth - one which serves to make such textbooks not only off-puttingly bland, but also dangerously misleading in their justification of the status quo and neglect of alternatives. In this fully updated and expanded edition of their celebrated book, Professors Rod Hill and Tony Myatt lay out the essentials of each topic in the standard texts in a clear and concise way, before presenting an 'anti-text' analysis and critique. Challenging the assumptions, arguments, and models, Hill and Myatt provide the essential guide to decoding the

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rare insight into each college's academic load, professors, libraries, dorms, social scene, and more.

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