

北京师范大学

研究生英语课程读本

批判思维与议论文写作

Reader for Critical Thinking and Essay Writing

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Unit 1 Writing is a Process¹

The writing process is usually composed of four steps: Pre-writing, writing a first draft, revising, and editing. The following is the writing process undergone by Anne on writing assignment of writing about some annoyance in everyday life.

Step 1: Pre-writing

- Freewriting
- Making a List
- Preparing a scratch outline

Freewriting: a model

There are lots of things I get annoyed by. One of them that bothers me most is people who keep complaining about everything. If you are having trouble, do something about it. Don't just keep complaining and talking. I am really annoyed by traffic. There are too many cars in our block and it's not surprising. Everyone has a car, the parents have cars and the kids have cars, and they're all coming and going all the time and often driving too fast. Speeding up and down the street. We need a speed limit sign. I am really bothered when I have to drive to the movies all the congestion along the way plus there are just so many cars there at the mall. No space even though the parking lot is huge it just fills up with cars. Movies are a bother anyway because the people can be annoying who are sitting there in the theatre with you, talking and dropping popcorn cups and acting like they are at home when they're not.

¹ Adopted from Langan (2013: 22-49). Langan, John. (2013). *College Writing Skills with Reading* (6th edition). Beijing: Foreign Language Teaching and Research Press.

Making a list: a model

Traffic is bad between my house and theater
Noisy patrons
Don't want to run into Jeremy
Hard to be on a diet
Kids running in aisles
I'm crowded into seats between strangers who push me off armrests
Not enough parking
Parking lot needs to be expanded
Too many previews
Can't pause or fast-forward as you can with a DVD
Long lines
High tickets prices
Too many temptations at snack stand
Commercials for food on the screen
Can prepare healthy snacks for myself at home
Tubs of popcorn with butter
Huge chocolate bars
Candy has always been my downfall
Movie may be sold out
People who've seen movie before talk along with actors and give away plot twists
People coughing and sneezing
Icky stuff on floor
Teenagers yelling and showing off

Preparing a scratch outline: a model

- 1 Traffic is bad between my house and theater
- 3 Noisy patrons
- ~~Don't want to run into Jeremy~~
- 2 Hard to be on a diet
- 3 Kids running in aisles
- 3 I'm crowded into seats between strangers who push me off armrests
- 1 Not enough parking
- 1 Parking lot needs to be expanded
- 1 Too many previews
- ~~Can't pause or fast forward as you can with a DVD~~
- 1 Long lines
- 1 High tickets prices
- 2 Too many temptations at snack stand
- ~~Commercials for food on the screen~~
- 2 Can prepare healthy snacks for myself at home
- 2 Tubs of popcorn with butter
- 2 Huge chocolate bars
- ~~Candy has always been my downfall~~
- 1 Movie may be sold out
- 3 People who've seen movie before talk along with actors and give away plot twists
- 3 People coughing and sneezing
- 1 Icky stuff on floor
- 3 Teenagers yelling and showing off

Step 2: Writing a First draft*Writing a first draft: a model*

Even though I love movies, my friends have stopped asking me to go. There are just too many problems involved in going to movies.

There are no small theaters anymore, I have to drive fifteen minutes to a big multiplex. Because of a supermarket and restaurants, the parking lot is filled. I have to keep driving around to find a space. Then I have to stand in a long line, hoping that they do not run out of tickets. Finally, I have to pay too much money for a ticket. Putting out that much money, I should not have to deal with a floor seems coated with rubber cement. By the end of a movie, my shoes are often sealed to a mix of spilled soda, bubble gum, and other stuff.

The theater offers temptations in the form of snacks I really don't need. Like most of us I have to worry about weight gain. At home I do pretty well by simply watching what I keep in the house and not buying stuff that is bad for me. I can make do with healthy snacks because there is nothing in the house. Going to the theater is like spending my evening in a 7-eleven that's been equipped with a movie screen and there are seats which are comfortable. I try to persuade myself to just have a diet soda. The smell of popcorn soon overcomes me. My friends are as bad as I am. Chocolate bars seems to jump into your hands, I am eating enormous mouthfuls of milk duds. By the time I leave the theater I feel sick and tired of myself.

Some of the other moviegoers are the worst problem. There are teenagers who try to impress their friends in one way or another. Little kids race up and down the aisles, giggling and laughing. Adults act as if they're watching the movie at home. They talk loudly about the ages of the stars and give away the plot. Other people are dropping popcorn tubs and cups of soda crushed ice and soda on the floor. Also coughing a lot and doing other stuff-bms!

I decided one night that I was not going to be a moviegoer anymore. I joined Netflix, and I'll watch movies comfortable in my own living room.

Steps 3 and 4 : Revising and editing*Revising and editing: a model***The Hazards of Moviegoing**

I am a movie fanatic. My friends count on me to know movie trivia (who was the pigtailed little girl in E.T.: The Extra-Terrestrial? Drew Barrymore) and to remember every big Oscar awarded since I was in grade school (Best Picture, 1994? Forrest Gump). My friends, though, have stopped asking me if I want to go out to the movies. While I love movies as much as ever, the inconvenience of going out, the temptations of the concession stand, and the behavior of some patrons are reasons for me to wait and rent the DVD.

To begin with, I just don't enjoy the general hassle of the evening. Since small local movie theaters are a thing of the past, I have to drive for fifteen minutes to get to the nearest multiplex. The parking lot is shared with several restaurants and a supermarket, so it's always jammed. I have to drive around at a snail's pace until I spot another driver backing out. Then it's time to stand in an endless line, with the constant threat that tickets for the show I want will sell out. If we do get tickets, the theater will be so crowded that I won't be able to sit with my friends, or we'll have to sit in a front row gaping up at a giant screen. I have to shell out a ridiculous amount of money—up to \$11—for a ticket. That entitles me to sit while my shoes seal themselves to a sticky floor coated with spilled soda, bubble gum, and crushed Raisinets.

Second, the theater offers tempting snacks that I really don't need. Like most of us, I have to battle an expanding waistline. At home I do pretty well by simply not buying stuff that is bad for me. I can make do with snacks like celery and carrot sticks because there is no ice cream in the freezer. Going to the theater, however, is like spending my evening in a 7-Eleven that's been equipped with a movie screen and comfortable seats. As I try to persuade myself to just have a Diet Coke, the smell of fresh popcorn dripping with butter soon overcomes me. Chocolate bars the size of small automobiles seem to jump into my hands, I risk pulling out my fillings as I chew enormous mouthfuls of Milk Dubs. By the time I leave the theater, I feel disgusted with myself. *(continued)*

Many of the other patrons are even more of a problem than the concession stand. Little kids race up and down the aisles, usually in giggling packs. Teenagers try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious noises. Adults act as if they were at home in their own living room. They comment loudly on the ages of the stars and reveal plot twists that are supposed to be a secret until the film's end. People of all ages create distractions. They crinkle candy wrappers, stick gum on their seats, and drop popcorn tubs or cups of crushed ice and soda on the floor. They also cough and burp, squirm endlessly in their seats, file out for repeated trips to the restrooms or concession stands, and elbow me out of the armrest on either side of my seat.

After arriving home from the movies one night, I decided that I was not going to be a moviegoer anymore. I was tired of the problems involved in getting to the theatre, resisting unhealthy snacks, and dealing with the patrons. The next day, I arranged to have premium movie channels added to my cable TV service, and I also got a Netflix membership. I may now see movies a bit later than other people, but I'll be more relaxed watching box office hits in the comfort of my own living room.

Unit 2 The Basic Structure of the Traditional English Essay

Read and discuss, getting familiarized with the following concepts:

- The traditional English essay structure
- The thesis statement
- The supporting ideas
- The supporting details
- Transitions

Read the following essay with no indentations starting new paragraphs and try to identify the above elements.

Native American Influences on Modern U.S. culture²

Alice Oshima

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government. First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American languages words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the state of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes, as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants found in the Americas, Chipmunk, moose, raccoon, skunk, tobacco, and squash are just a few examples. Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and bead work can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S.

² Adopted from Oshima and Hogue (2006: 58-59).

Oshima, Alice & Hogue, Ann. (2006). *Writing Academic English* (4th edition). NY: Pearson Education, Inc.

culture. In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet. Finally, it may surprise some people to learn that citizens of the United States are also indebted to the native people for our form of government. The Iroquois, who were an extremely large tribe with many branches called “nations,” had developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called “The League of the Iroquois.” Under the league, each nation was autonomous in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after they had won their independence from Britain, someone suggested that they use a system similar to that of the League of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model. In conclusion, we can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

Unit 3 Thesis Statement

Write, read and discuss, focusing on the following questions:

- What is a thesis statement?
- How to write a thesis statement?

Exercise 1: Read the following two thesis statement samples and discuss the role each of them plays in its respective essay. What information does each of them tell the reader about the essay he or she is going to read?

Sample 1:

“The problems in getting to the theatre, the theatre itself, and the behavior of some patrons are all reasons why I often wait for a movie to show up on TV.”

Sample 2:

“Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.”

Exercise 2: Read the following three sentences and decide which one is closer to a good thesis statement and why.

Sentence 1:

In this paper, I will discuss paper bags and plastic ones.

Sentence 2:

Paper bags are better than plastic ones.

Sentence 3:

Paper bags are better than plastic ones because making them requires a smaller carbon footprint, they are cheaper to buy, and significantly easier to recycle.

Exercise 3: Read the three points given in a set, and then work out a thesis statement for each set.

Set 1:

- A. My first car was a rebellious-looking one that matched the way I felt and acted as a teenager.
- B. My next car reflected my more mature and practical adult self.
- C. My latest car seems to tell me that I am aging; it shows my growing concern with comfort and safety.

Set 2:

- A. The holiday can be very frightening for little children.
- B. Children can be struck by cars while wearing vision-obstructing masks and dark costumes.
- C. There are always incidents involving deadly treats: fruits, cookies and candies that contain razor blades or even poison.

Set 3:

- A. All the course credits that are accumulated can be transferred to a four-year school.
- B. Going to a two-year college can save a great deal of money in tuition and other fees.
- C. If the college is nearby, there are also significant savings in everyday living expenses.

Unit 4: Supporting the Thesis with Supporting Ideas and Evidence (1)

Read and discuss, focusing on the following concepts:

- Thesis statement
- Supporting ideas
- The use of evidence in essay writing
- The text organization

Read the following article and try to analyze and hence critically appreciate it based on the above concepts.

Ditch Your Books for an E-Reader for the Sake of Environment³

By Brian Palmer

With the emergence of e-readers such as iPad and Kindle, the competition between e-books and print books has started. Among many factors considered, the critical question in people's minds is which is more environmentally friendly, an e-reader or a print book?

Environmental analysis can be an endless balancing of this vs. that. Do you care more about conserving water or avoiding toxic chemical usage? Minimizing carbon dioxide emissions or radioactive nuclear waste? But today the Lantern has good news: There will be no Sophie's Choice⁴ when it comes to e-books. As long as you consume a healthy number of titles, you read at a normal pace and you don't trade in your gadget every year, perusing electronically will lighten your environmental impact.

If the Lantern has taught you anything, it's that most consumer products make their biggest scar on the Earth during manufacture and transport, before they ever get into your greedy little hands. Accordingly, green-minded consumers are usually—although not always—better off buying fewer things when possible. Reusable cloth diapers, for example, are better than disposables, because the environmental costs of manufacture and transport outweigh those of washing.

Think of an e-reader as the cloth diaper of books. Sure, producing one Kindle is tougher on the environment than printing a single paperback copy of "Pride and Prejudice". But every time you download and read an electric book, rather than purchasing a new pile of paper, you're paying back a little bit of the carbon dioxide and water deficit from the Kindle production process. The actual operation of an

³ Retrieved and adapted from http://www.slate.com/articles/health_and_science/the_green_lantern/2010/08/should_you_ditch_your_books_for_an_ereader.html on July. 3, 2016.

e-reader represents a small percentage of its total environmental impact, so if you run your device into the ground, you'll end up paying back that debt many times over. (Unless, of course, reading "Pride and Prejudice" over and over again is enough for you. Then, by all means, buy it in print and enjoy.)

According to the environmental consulting firm Cleantech, which aggregated a series of studies, a single book generates about 7.5 kilograms (almost 17 pounds) of carbon dioxide equivalents—the value of all its greenhouse gas emissions expressed in terms of the impact of carbon dioxide. That includes production, transport and either recycling or disposal.

Apple's iPad generates 130 kilograms of carbon dioxide equivalents during its lifetime, according to company estimates. Amazon has not released numbers for the Kindle, but Cleantech and other analysts put it at 168 kilograms. Those analyses do not indicate how much additional carbon is generated per book read (as a result of the energy required to host the e-bookstore's servers and power the screen while you read), but they do include the full cost of manufacture, which likely accounts for the lion's share of emissions. (The iPad uses just three watts of electricity while you're reading, far less than most light bulbs.) If we can trust those numbers, then, the iPad pays for its CO₂ emissions about one-third of the way through your 18th book. You'd need to get halfway into your 23rd book on Kindle to get out of the environmental red. So far, electronic readers—not the machines, in this case, but their owners—are far surpassing that pace. Forrester Research estimates that the average user purchases three books per month. At that rate, you could earn back your iPad's carbon dioxide in just six months.

Water is also a major consideration. The newspaper and book publishing industries together consume 153 billion gallons of water annually, according to figures by the nonprofit group Green Press Initiative. It takes about seven gallons to produce the average printed book, while e-publishing companies can create a digital book with less than two cups of water. (E-book publishers consume water, like any other company, through the paper they use and other office activities.) Researchers estimate that 79 gallons of water are needed to make an e-reader. So you come out on top, water-wise, after reading about a dozen books.

E-readers also have books beat on toxic chemicals. The production of ink for printing releases a number of volatile organic compounds into the atmosphere, including hexane, toluene and xylene, which contribute to smog and asthma. Some of them may also cause cancer or birth defects. Computer production is not free of hard-to-pronounce chemicals, to be sure, but both the iPad and the Kindle comply with Europe's RoHS⁵ standards, which ban some of the scarier chemicals that have been involved in electronics production. E-readers do, however, require the mining of nonrenewable minerals, such as columbite-tantalite, which sometimes come from

⁵ RoHS 是欧盟立法制定的一项强制性标准，它的全称是《关于限制在电子电器设备中使用某些有害成分的指令》（Restriction of Hazardous Substance）。

politically unstable regions. And experts can't seem to agree on whether we're at risk of exhausting the world's supply of lithium, the lifeblood of the e-reader's battery.

If you're not ready to plunk down \$139 for a Kindle or \$499 for an iPad, or if you just love the feel of dead tree between your fingers, there's one thing you can do to significantly ease the environmental impact of your reading: Buy your books online. Brick-and-mortar bookstores are very inefficient because they stock more books than they can sell. Between a quarter and a third of a bookstore's volumes will ultimately be shipped back to the publisher and on to recycling centers or landfills. The carbon footprint of the average book purchased in a bookstore tops 15 kg of CO₂ equivalents, more than twice the overall average for books.

An even better option is to walk to your local library, which spread the environmental impact of a single book over an entire community. Unfortunately, libraries are underutilized. Studies suggest that fewer than a third of Americans visit their local library at least once a month, and fewer than half went in the last year. Libraries report that the average community member checks out 7.4 books per year—far less than the three per month consumed on e-readers—and more than a third of those items were children's books.

To conclude, when it comes to being environmentally friendly, e-readers such as iPads and Kindles are always a better option than print books. Of course, you could also stop reading altogether. But then how would you know how much carbon you saved?

Unit 5: Paraphrasing and Summarizing

Read and discuss, focusing on the following questions:

- What is paraphrasing?
- How to paraphrase?
- What is a summary?
- What makes a good summary?

Read the following article and try to summarize it.

The transformation of cities: A suburban world *The Economist*

IN THE West, suburbs could hardly be less fashionable. But the planet as a whole is fast becoming suburban. In the emerging world almost every metropolis is growing in size faster than in population. Having bought their Gucci handbags and Volkswagens, the new Asian middle class is buying living space, resulting in colossal sprawl. Many of the new suburbs are high-rise, though still car-oriented; others are straight clones of American suburbs (take a look at Orange County, outside Beijing). What should governments do about it?

Until a decade or two ago, the centers of many Western cities were emptying while their edges were spreading. This was not for the reasons normally cited. Neither the car nor the motorway caused suburban sprawl, although they sped it up: cities were spreading before either came along. Nor was the flight to the suburbs caused by racism. Whites fled inner-city neighborhoods that were becoming black, but they also fled ones that were not. Planning and zoning rules encouraged sprawl, as did tax breaks for home ownership—but cities spread regardless of these. The real cause was mass affluence. As people grew richer, they demanded more privacy and space. Only a few could afford that in city centers; the rest moved out.

The same process is now occurring in the developing world, but much more quickly. The population density of metropolitan Beijing has collapsed since 1970, falling from 425 people per hectare to 65. Indian cities are following; Brazil's are ahead. And suburbanization has a long way to run. Beijing is now about as crowded as metropolitan Chicago was at its most closely packed, in the 1920s. Since then Chicago's density has fallen by almost three-quarters.

This is welcome. Romantic notions of sociable, high-density living—notions pushed, for the most part, by people who themselves occupy rather spacious residences—ignore the squalor and lack of privacy to be found in Kinshasa, Mumbai or the other crowded cities of the poor world. Many of them are far too dense for dignified living, and need to spread out.

The Western suburbs in which so many want to live are healthier than their

detractors say. There are many American suburbs that have quietly become black, Hispanic or Asian, or a blend of everyone. Negative stories of decay overlook the fact that America's suburbs are half as criminal and a little more than half as poor as central cities. Even as urban centers revive, more Americans move from city centre to suburb than go the other way.

But the West has also made mistakes, from which the rest of the world can learn. The first lesson is that suburban sprawl imposes costs on everyone. Suburbanites tend to use more roads and consume more carbon than urbanites (though perhaps not as much as distant commuters forced out by green belts). But this damage can be alleviated by a carbon tax, by toll roads and by charging for parking. Many cities in the emerging world have followed the American practice of requiring property developers to provide a certain number of parking spaces for every building—something that makes commuting by car much more attractive than it would be otherwise. Getting rid of cars would give public transport a chance.

The second is that it is foolish to try to stop the spread of suburbs. Green belts, the most effective method for doing this, push up property prices and encourage long-distance commuting. The cost of housing in London, already astronomical, went up by 19% in the past year, reflecting not just the city's strong economy but also the impossibility of building on its edges. Demanding big minimum lot sizes in some American suburbs and rural areas has much the same effect. Cities that try to prevent growth through green belts often end up weakening themselves, as Seoul has done.

A wiser policy would be to plan for huge expansion. Acquire strips of land for roads and railways, and chunks for parks, before the city sprawls into them. New York's 19th-century governors decided where Central Park was going to go long before the city reached it. New York went on to develop in a way that they could not have imagined, but the park is still there. This is not the dirigisme of the new-town planner—that confident soul who believes he knows where people will want to live and work, and how they will get from one to the other. It is the realism needed to manage the inevitable. A model of living that has broadly worked well in the West is spreading, adapting to local conditions as it goes. We should all look forward to the time when Chinese and Indian teenagers write sulky songs about the appalling dullness of suburbia.

Unit 6: Language and Communication: Academic Writing and Citation

Materials provided by teachers in class

Unit 7: Supporting the Thesis with Supporting Ideas and Evidence (2)

Read and discuss, focusing on the following concepts:

- Thesis statement
- Supporting ideas
- The use, analysis and evaluation of evidence in essay writing
- The text organization

Read the following article and try to analyze and hence critically appreciate it based on the above concepts.

All That Noise for Nothing⁶ By Aaron Friedman

Early next year, the New York City Council is supposed to hold a final hearing on legislation that would silence the most hated of urban noises: the car alarm. With similar measures having failed in the past, and with Mayor Michael R. Bloomberg withholding his support for the latest bill, let's hope the Council does right by the citizens it represents.

Every day, car alarms harass thousands of New Yorkers—rousing sleepers, disturbing readers, interrupting conversations and contributing to quality-of-life concerns that propel many weary residents to abandon the city for the suburbs. According to the Census Bureau, more New Yorkers are now bothered by traffic noise, including car alarms, than by any other aspect of city life, including crime or the condition of schools.

So there must be a compelling reason for us to endure all this aggravation, right? Amazingly, no. Many car manufacturers, criminologists and insurers agree that car alarms are ineffective. When the nonprofit Highway Loss Data Institute surveyed insurance-claims data from 73 million vehicles nationwide in 1997, they concluded that cars with alarms “show no overall reduction in theft losses” compared with cars without alarms.

There are two reasons they don't prevent theft. First, the vast majority of blaring sirens are false alarms, set off by passing traffic, the jostling of urban life or nothing at all. City dwellers quickly learn to disregard these cars crying wolf; a recent national survey by the Progressive Insurance Company found that fewer than 1 percent of respondents would call the police upon hearing an alarm.

⁶ Retrieved from *The New York Times*, December 11, 2003 (<http://www.nytimes.com>).

In 1992, a car alarm industry spokesman, Darrell Issa (if you know his name that's because he would later spearhead the recall of Gov. Gray Davis in California), told the New York City Council that an alarm is effective "only in areas where the sound causes the dispatch of the police or attracts the owner's attention." In New York, this just doesn't happen.

Car alarms also fail for a second reason: they are easy to disable. Most stolen cars are taken by professional car thieves, and they know how to deactivate an alarm in just a few seconds.

Perversely, alarms can encourage more crime than they prevent. The New York Police Department, in its 1994 booklet "Police Strategy No. 5," explains how alarms (which "frequently go off for no apparent reason") can shatter the sense of civility that makes a community safe. As one of the "signs that no one cares," the department wrote, car alarms "invite both further disorder and serious crime."

I've seen some of my neighbors in Washington Heights illustrate this by taking revenge on alarmed cars: puncturing tires, even throwing a toaster oven through a windshield. False alarms enrage otherwise lawful citizens, and alienate the very people car owners depend on to call the police. In other words, car alarms work about as well as fuzzy dice at deterring theft while irritating entire neighborhoods.

The best solution is to ban them, as proposed by the sponsors of the City Council legislation, John Liu and Eva Moskowitz. The Police could simply ticket or tow offending cars. This would be a great improvement over the current laws, which include limiting audible alarms to three minutes—something that has proved to be nearly impossible to enforce.

Car owners could easily comply: more than 50 car alarm installation shops throughout the city have already pledged to disable alarms at no cost, according to a survey by the Center for Automotive Security Innovation.

And there is a viable alternative. People worried about protecting their cars can buy what are called silent engine immobilizers. Many European cars and virtually every new General Motors and Ford vehicle use the technology, in which a computer chip in the ignition key communicates with the engine. Without the key, the only way to steal the car is to tow it away, something most thieves don't have the time for. In the meantime, the rest of us could finally get some sleep.

Unit 8: Supporting the Thesis with Supporting Ideas and Evidence (3)

Read and discuss, focusing on the following concepts:

- Thesis statement
- Supporting ideas and supporting details
- Counterargument and rebuttal
- The text organization

Read the following article and try to analyze and hence critically appreciate it based on the above concepts

Why Lawrence Summers Was Wrong: Culture Rather than Biology Explains the Underrepresentation of Women in Science and Mathematics

By Jolee Christianson

In 2005, Harvard University's president, Lawrence H. Summers, gave a controversial speech that suggested that the underrepresentation of women in tenured positions in math and science departments is partly caused by biological differences. In his address, Summers proposed three hypotheses explaining why women shy away from math and science careers. First, he gave a "high-powered job hypothesis" that stated that women naturally want to start a family and therefore will not have the time or desire to commit to the high-stress workload required for research in math and science. His second hypothesis was that genetic differences between the sexes cause more males than females to have high aptitude for math and science. Lastly, he mentioned the hypothesis that women are underrepresented because of discrimination, but he dismissed discrimination as an insignificant factor. It was Summers's second hypothesis about biological differences that started a heated national debate. The academic world seems split over this nature/nurture issue. Although there is some evidence that biology plays a role in determining math ability, I argue that culture plays a much larger role, both in the way that women are socialized and in the continued existence of male discrimination against women in male-dominated fields.

Evidence supporting the role of biology in determining math ability is effectively presented by Steven Pinker (2005), a Harvard psychologist who agrees with Summers. In his article "The Science of Difference: Sex Ed," Pinker focuses extensively on Summers's argument. According to Pinker, "in many traits, men show greater variance than women, and are disproportionately found at both the low and high ends of the distribution" (p. 16). He explains that males and females have similar average scores on math tests but that there are more males than females in the top and the bottom percentiles. This greater variance means that there are disproportionately more male than female math geniuses (and math dunces) and thus more male than female candidates for top math and science positions at major research universities. Pinker explains this greater variance through evolutionary biology: men can pass on their genes to dozens of offspring, whereas women can pass on their genes to only a few.

Pinker also argues that men and women have different brain structures that result in different kinds of thinking. For example, Pinker cites research that shows that on average men are better at mental rotation of figures and mathematical word problems, while women are better remembering locations, doing mathematical calculations, reading faces, spelling, and using language. Not only do males and females think differently, but they release different hormones. Those hormones help shape gender because males release more testosterone and females more estrogen, meaning that men are more aggressive and apt to take risks, while women “are more solicitous to their children” (p. 16). One example Pinker uses to support his biological hypothesis is the case of males born with abnormal genitals and raised as females. These children have more testosterone than normal female children, and many times they show characteristically male interests and behavior. Pinker uses these cases as evidence that no matter how a child is raised, the child’s biology determines the child’s interests.

Although Pinker demonstrates that biology plays some role in determining math aptitude, he almost completely ignores the much larger role of discrimination and socialization in shaping the career paths of women. According to an editorial from *Nature Neuroscience* (“Separating,” 2005), “[t]he evidence to support [Summers’s] hypothesis of ‘innate difference’ turns out to be quite slim” (p. 253). The editorial reports that intercultural studies of the variance between boys’ and girls’ scores on math tests show significant differences between countries. For example, in Iceland girls outscore boys on math tests. The editorial also says that aptitude tests are not very good at predicting the future success of students and that the “SATs tend to underpredict female and overpredict male academic performance” (p. 253). The editorial doesn’t deny that men and women’s brains work differently, but states that the differences are too small to be blamed for the underrepresentation of women in math and science careers.

If biology doesn’t explain the low number of women choosing math and science careers, then what is the cause? Many believe the cause is culture, especially the gender roles children are taught at a very young age. One such believer is Deborah L. Rhode (1997), an attorney and social scientist who specializes in ethics and gender, law, and public policy. Rhode describes the different gender roles females and males are expected to follow from a very young age. Gender roles are portrayed in children’s books and television shows. These gender roles are represented by male characters as heroes and problem solvers, while the female characters are distressed damsels. Another example of gender roles is that only a very small number of these shows and books portray working mothers or stay-at-home fathers. Rhodes also discusses how movies and popular music, especially rap and heavy metal, encourage violence and objectify women. As girls grow up, they face more and more gender stereotypes from toys to magazines. Parents give their boys interactive, problem-solving toys such as chemistry sets and telescopes, while girls are left with dolls. Although more organizations such as the Girl Scouts of America, who sponsor the Website (Girls Go Tech.org) are trying to interest girls in science and math and

advertise careers in those fields to girls, the societal forces working against this encouragement are also still persuasive. For example, magazines for teenage girls encourage attracting male attention and the importance of looks, while being smart and successful is considered unattractive. Because adolescents face so many gender stereotypes, it is no wonder that these stereotypes shape the career paths they choose later in life. The gender roles engraved in our adolescents' minds cause discrimination against women later in life. Once women are socialized to see themselves as dependent and not as smart as males, it becomes very difficult to break away from these gender stereotypes. With gender bias so apparent in our society, it is hard for females to have high enough self-confidence to continue to compete with males in many fields.

The effect of socialization begins at a very early age. One study (Clearfield & Nelson, 2006) shows how parents unconsciously send gendered messages to their infants and toddlers. This study examined differences in mothers' speech patterns and play behaviors based on the gender of infants ranging from six months to fourteen months.

Although there was no difference in the actual play behavior of male and female infants, the researchers discovered interesting differences in the way mothers interacted with daughters versus sons. Mothers of daughters tended to ask their daughters more questions, encouraging social interaction, whereas mothers of sons were less verbal, encouraging their sons to be more independent. The researchers concluded that "the mothers in our study may have been teaching their infants about gender roles through modeling and reinforcement.... Thus girls may acquire the knowledge that they are 'supposed' to engage in higher levels of interaction with other people and display more verbal behavior than boys.... In contrast, the boys were reinforced for exploring on their own" (p. 136).

One of the strongest arguments against the biological hypothesis comes from a transgendered Stanford neurobiologist, Ben A. Barres (2006), who has been a scientist first a woman and then as a man. In his article "Does Gender Matter?" Barres states that "there is little evidence that gender differences in [mathematical] abilities exist, are innate or are even relevant to the lack of advancement of women in science" (p. 134). Barres provides much anecdotal evidence of the way women are discriminated against in this male-dominated field. Barres notes that simply putting a male name rather than a female name on an article or resume increases its perceived value. He also describes research showing that men and women do equally well in gender-blind academic competitions but that men win disproportionately in contest where gender is revealed. As Barres says, "The bar is unconsciously raised so high for women and minority candidates that few emerge as winners" (p. 134). In one study reported by Barres, women applying for a research grant needed more than twice the productivity of men in order to be considered equally competent. As a female-to-male transgendered person, Barres has personally experienced discrimination when trying

to succeed in the science and math fields. When in college, Barres was told that her boyfriend must have done her homework, and she later lost a prestigious fellowship competition to a male even though she was told her application was stronger and she had published ‘six high-impact papers,’ while the man that won published only one. Barres even notices subtle differences, such as the fact that he can now finish a sentence without being interrupted by a male.

Barres urges women to stand up publicly against discrimination. One woman he particularly admires as a strong female role model is MIT biologist Nancy Hopkins, who sued the MIT administration for discrimination based on the lesser amount of lab space allocated to female scientists. The evidence from this study was so strong that even the president of MIT publicly admitted that discrimination was a problem (p. 134). Barres wants more women to follow Hopkins’s lead. He believes that women often don’t realize they are being discriminated against because they have faith that the world is equal. Barres explains this tendency as a “denial of personal disadvantage” (p. 134). Very few women will admit to seeing or experiencing discrimination. Until discrimination and sexism are addressed, women will continue to be oppressed.

As a society, we should not accept Lawrence Summers’s hypothesis that biological differences are the reason women are not found in high-prestige tenured jobs in math and science. In fact, in another generation the gap between men and women in math and science might completely disappear. In 2003-2004, women received close to one-third of all doctorates in mathematics, up from 15 percent of doctorates in the early 1980s (“American Mathematical Society,” 2005). Although more recent data are not yet available, the signs point to a steadily increasing number of women entering the fields of math, science, and engineering. Blaming biology for the lack of women in these fields and refusing to fault our culture is taking the easy way out. Our culture can change.

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Unit 9: Writing abstracts

Read and discuss, focusing on the following questions:

- What are the main functions of a research article (RA) abstract?
- What are the common rhetorical features of a RA abstract?
- What are the common language features of a RA abstract?

1.1 The functions of a RA Abstract

According to Huckin⁷ (2001), abstracts of research articles have at least 4 functions:

- a. giving readers a short summary of a study's topic, methodology, and main findings;
- b. helping readers to decide whether they wish to read the whole article or not;
- c. giving intended readers a road-map for their reading;
- d. providing indexing help for editors

Task one:

Please build up a reference collection (10-15 examples) of abstracts from a suitable journal or journals in your own field. In the following tasks, you will be required to compare abstracts presented in this textbook with those in your own field.

1.2 Basic components of a RA abstract

According to Swale and Feak⁸ (2009: P5), 5 potential components or rhetoric moves⁹ (see the following Table) are identified in abstracts of various disciplines.

Move	Typical labels	Implied questions
Move 1	Background/ situation	What do we know about the topic? What is the topic important?
Move 2	Present research/ Research purpose	What is this study about?
Move 3	Research approach/ Research method/ Material/	How was it done?

⁷ Huckin, T. N. (2001). Abstracting from abstracts. In M. Hewings (Ed.), *Academic writing in context*. Birmingham, UK: University of Birmingham Press.

⁸ Swales, J. & Feak, C. (2009). *Abstracts and the writing of abstracts*. The Michigan Series in English for Academic & Professional Purposes.

⁹ A move refers to a part of text that undertakes a particular role or function. Its length varies from a phrase to a paragraph.

	Subject/ Procedure	
Move 4	Results/ Findings	What was discovered?
Move 5	Discussion/Conclusion /interpretation Implications/ Recommendations	What do the findings mean?

Task two

Read *Abstract sample 1*¹⁰ and discuss the following questions. Sentence numbers have been added for your convenience.

Q 1: What rhetorical moves can we identify from this abstract?

Q 2: What rhetorical moves do you normally put down in an abstract in your field?

Q 3: Are there any shared rhetorical moves between this abstract and the abstracts in your field?

¹⁰ Weigle, S. & Friginal, E. (2015). Linguistic dimensions of impromptu test essays compared with successful student disciplinary writing: Effects of language background, topic, and L2 proficiency. *Journal of English for Academic Purposes*, 18: 25-39.

Abstract sample 1

①One important validity question with regard to writing assessment is the degree to which performance on a timed writing test can predict performance on future academic writing. ②Recent developments in corpus linguistics have allowed scholars to describe in detail the linguistic features of a variety of academic texts, including genres of disciplinary writing and writing on essay tests, which can aid in answering this question. ③The purpose of this paper is to compare the linguistic features of test essays written by native and non-native speakers with a comparison corpus of successful student writing across a range of disciplines using Biber's (1988) multidimensional analysis framework. ④Essays written on two different test prompts were analyzed along dimensions of successful student writing revealed by an analysis of the Michigan Corpus of Upper-level Student Writing (MICUSP) conducted by Hardy and Romer (2013). ⑤Results demonstrated that test essays differed in significant ways from disciplinary writing, particularly in the natural and health sciences. ⑥Furthermore, language background (native vs. non-native), prompt, and language proficiency (i.e., essay scores) were systematically related to scores on all four dimensions. ⑦Implications for pedagogy and language assessment are discussed.

Task Three

Please read the following 3 abstracts¹¹ selected from different disciplines and discuss:

Q 1: What moves are there in each abstract?

Q 2: What are the shared moves among these abstracts?

Q 3: According to your reading in your own field, which moves are the most common ones and which are the least common ones?

1. Applied Linguistics¹²

①Voice is an important topic in second language writing research and pedagogy, but there have been limited attempts to understand the voice of second language writers from diverse backgrounds. ②This article aims to achieve a thorough and up-to-date understanding of Chinese students' voice in English

¹¹ 1: Junnier, Frances. (2020 in Press). Finding voice in biology: A diachronic analysis of self-mention in the discussion of an L2 scholar. *Journal of English for Academic Purposes*, 47: ...

¹² Zhang, Fengjuan, & Zhan, Ju. (2020). Understanding voice in Chinese students' English writing. *Journal of English for Academic Purposes*, 45: 1-9.

academic writing adopting a holistic and dynamic perspective to examine factors influencing Chinese students' voice. ③The article first critiques previous claims about the negative, deterministic influence of traditional Chinese culture and language on students' voice and adopts a more positive and agentive view of voice in relation to language and culture. ④Then it moves on to analyze the influence of various educational factors on Chinese students' voice development, which has largely been overlooked in previous discussion on this topic. ⑤After examining how the dynamic changes in Chinese culture, language, and education in a globalized society may impact Chinese students' voice development, the article further suggests that these broader contextual factors interact with the more immediate context of writing to shape the complexity of Chinese students' voice in English. ⑥This work has implications for curriculum, pedagogy, and teacher development in various writing contexts.

2. Psychology¹³

①This study draws on a sample of over 350 consumers from 10 department stores in an emerging market where counterfeit products are available in abundance and there is a huge demand for such goods. ②The findings reveal that interdependent and independent self traits significantly affect individual characteristics, that is, susceptibility to normative influence, readiness to take social risk, and status acquisition (SA), which in turn influences counterfeit purchase intention. ③ It was discovered that such individual characteristics play a mediating effect on the self-concept—purchase intention relationship and that high degrees of interdependent self traits positively affect consumers' purchase intention. ④ The study adds to the theory of reasoned action (TRA) by incorporating SA variables into the TRA framework and discovers their significant influence on purchase intention. ⑤Some novel insights surrounding counterfeit consumption in an emerging economy context are presented and several implications are extracted to help practitioners appeal to such individual characteristics for combating counterfeit consumption.

3. Analytical biochemistry

①Glucuronidation is one of the major metabolic pathways for flavonoids. ② However, quantification of flavonoid glucuronides in biological samples, especially in the bile, is sometimes challenging due to signal suppression by bile acids. ③The purpose of this study is to establish a robust LC-MS/MS method for directly measuring flavonoid glucuronides in bile and blood. ④Wogonoside (wogonin-7-O-glucuronide), baicalin (baicalein-7-O-glucuronide) and apigenin-7-O-glucuronide were used as the model compounds and taurocholic acid (T-CA) were used as the model bile acid to establish the method. ⑤Bile samples were processed using solid phase extraction (SPE) and blood samples

¹³ Malik, A., Merunka, D., Akram, M., Barnes, B. R. & Chen, A. (2020). Self-concept, individual characteristics, and counterfeit consumption: Evidence from an emerging market. *Psychology & Marketing*, 1: 1-18.

were prepared using protein precipitation method ⑥ The analytes were separated on a Resteck HPLC (50 mm x 2.1 mm ID, 1.7 μ m) column using acetonitrile and 0.1% formic acid in water as the mobile phases. ⑦The mass analysis was performed in an AB Sciex 5500 Qtrap mass spectrometer via multiple reaction monitoring (MRM) in the positive mode. ⑧The results showed that the linear range of the above three analytes were 10 nM-5000 nM in the bile and 1.56 nM-4000 nM in the blood, respectively. ⑨The recoveries of three glucuronides were >85% and the matrix effects were <20% at low, medium and high concentrations in the bile and the blood. ⑩The results also showed that >90% of these bile acids were removed by the selected SPE procedure to facilitate glucuronide analysis. ⑪The validated method was successfully applied to a portal vein infusion study using rats to quantify baicalin, wogonoside, and apigenin-glucuronide in bile and blood samples.

1.4 Language focus

Basic types of opening sentences

According to Swale and Feak (2009, P10), there are four basic ways to start the abstracts. Let's look at some examples from an Applied Linguistic journal **Journal of English for Academic Purposes**.

Ways to start an abstract	example
A. starting with a real-world phenomenon or with standard practice	➤ There have been increasing calls for research attention to the linguistic realization of rhetorical functions in academic writing.
B. starting with purposes or objective	➤ The purpose of this study is to explore how Korean university undergraduate students use English prepositions embedded in frequently occurring multiword sequence, or <i>lexical bundles</i> , in their essays.
C. starting with present researcher action	➤ This article describes a large-scale analysis of dissertation macrostructures in the Faculties of Education at five major Canadian research universities.
D. starting with a problem or an uncertainty	➤ Voice is an important topic in second language writing research and pedagogy, but there have been limited attempts to understand the voice of second language writers from diverse backgrounds.

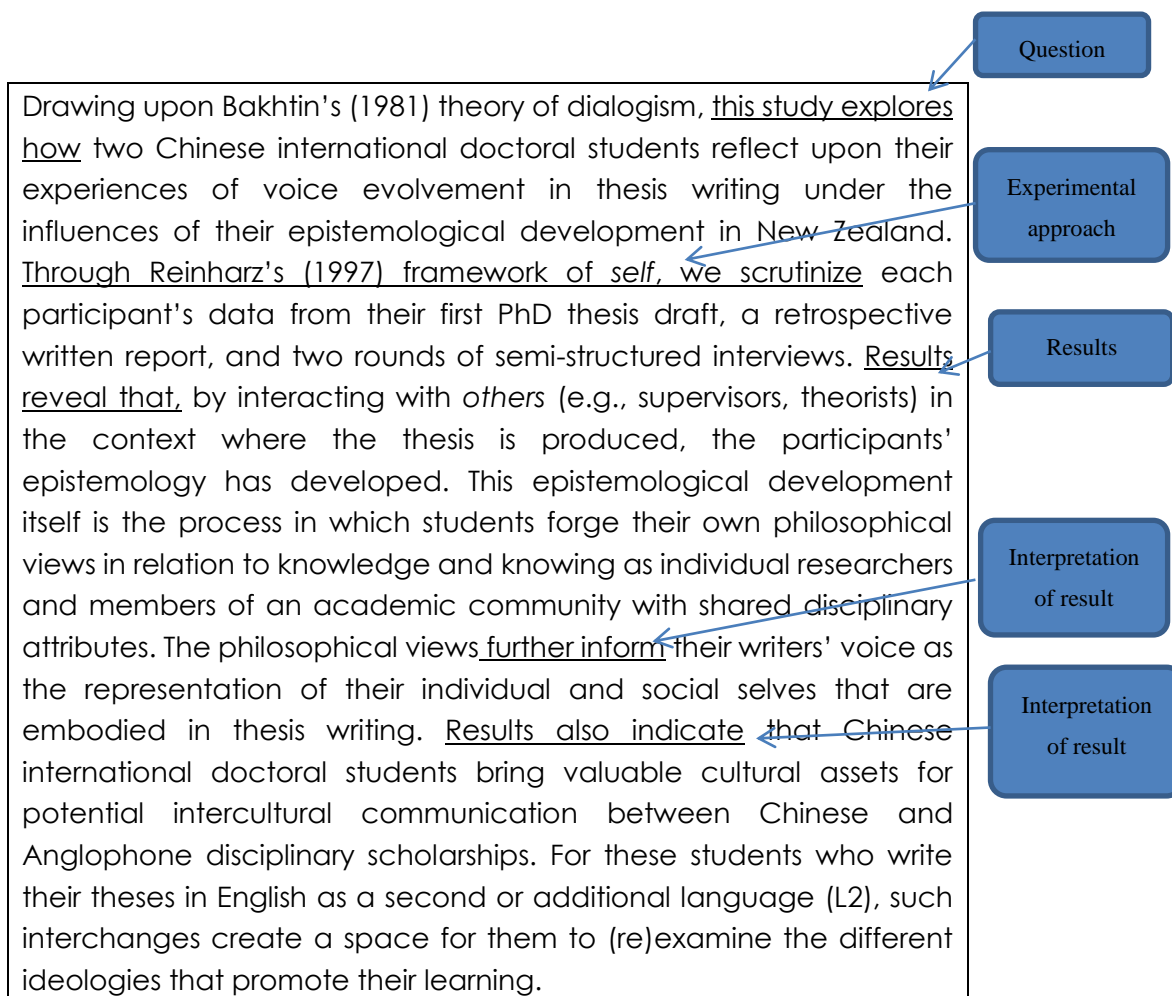
Task Four

- a. Please look at the opening sentences in your reference corpus of abstracts. Identify the way each abstract gets started. How many fall in each type? Is there any type that you did not find? Do you find new types of opening in your field? Share your results with the class.
- b. Which opening type is the most commonly-used one in your field?

Signals for the reader

To help the reader better understand the key information in the abstract, experienced writers often signal the different moves. Let's look at some examples:

moves	Signal examples
Present research/purpose	<ul style="list-style-type: none"> ➤ The purpose of this study is to explore how ... ➤ The present study was conducted to analyze ... ➤ In this paper, we explore how ... ➤ In this paper, we present results of a study designed to determine the extent to which ... ➤ To contribute to the line of research that investigates ..., the present study examined ... ➤ Drawing upon ...theory, this study explores how ...
Experimental approach	<ul style="list-style-type: none"> ➤
Results/findings	<ul style="list-style-type: none"> ➤ Results show ... ➤ ... was identified, and ... were explicated and exemplified. ➤ Results reveal that ...
Discussion/Conclusion/interpretation	<ul style="list-style-type: none"> ➤ The results suggest ... ➤ Results also indicate that ...
Implication	<ul style="list-style-type: none"> ➤ The study not only contributes to our understanding of ..., but reveals ... ➤ ... can be used to ...

Abstract sample 2¹⁴ (an illustration of the signals in each move)**Task five**

- Read *Abstract sample 1* and the 5 abstracts in *Task Two*, and identify the signals used in them.
- Read your reference corpus of abstracts and collect the signals writers in your field commonly choose to introduce each move.

¹⁴ Xu, Linlin & Zhang, Lawrence Jun. (2019). L2 doctoral students' experiences in thesis writing in an English-medium university in New Zealand. *Journal of English for Academic Purposes*, 41: 1-13.