

北京师范大学

研究生英语课程教材

批判思维与议论文写作

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## **Unit 1 The Basic Structure of the Traditional English Essay**

Read and discuss, trying to get familiarized with the following concepts:

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

Task 1: Read the following essay with no indentations starting new paragraphs and try to identify the above elements.

### Native American Influences on Modern U.S. culture<sup>1</sup> 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. 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. culture. In addition to language

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<sup>1</sup> Adopted from Oshima and Hogue (2006: 58-59). Oshima, Alice & Hogue, Ann. (2006). *Writing Academic English* (4th edition). NY: Pearson Education, Inc.

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.

Task 2: Spend 10 minutes browsing the following essay and work out the outline of the essay, with reference to the following.

- The thesis statement
- The supporting ideas
- The supporting details

### Genetically Modified Foods: A Solution to World Hunger or Potential Health Threat?<sup>2</sup>

Genetically modified foods have recently entered the spotlight as a proposed solution to some of the most pressing global problems, including an ever-increasing population and larger wealth divisions, as they create larger, more pest and weed resistant crops that produce more food and fiber per acre. This practice, however, has been argued as being unhealthy, unethical, and threatening to the current natural crop production. Examining both sides of the argument reveals that genetically modified crops are beneficial in the short terms to farmers' outputs and income, but their long term effects are scarcely known and should therefore be considered more carefully.

The select amount of information we currently have access to with regards to genetically modified crops is limited to only a few studies, but a host of anecdotal evidence suggests that there is nothing immediately harmful or dangerous about the production of modified food. In fact, the Council for Biotechnology Information (CBI) (2001) quotes a 2002 study by the National Center for Food and Agricultural Policy found that 6 of the largest biotech crops planted in the United States, including soybeans, corn, cotton, and canola, "produced an additional 4 billion pounds of food and fiber on the some acreage, improved farm income by \$1.5 billion, and reduced pesticide use by 46 million pounds." The CBI strategically concedes that biotechnology "is not the single solution for feeding a growing population," but, understanding that environmentally concerned citizens constitute a large portion of their audience, makes an appeal that GE (genetically engineered) crops will be essential in growing "more food in a sustainable way that does not deplete existing farmland" and keeping existing wilderness area from going "under the plow."

Although confronted with a plethora of statistics that gives testament to the ability of genetically engineered crops to produce greater crops yields than their non-engineered counterparts, many of the opponents of GE crops stress that even though the immediate outputs are promising, there is the danger of unforeseen future consequences. The foremost issue which Brian Tokar, a member of the Institute for Social Ecology and author of several articles and books on genetical engineering, addresses is the intellectual property war now fought over seeds and plants. When large corporations like Mosanto began shifting their "technological interventions" to focus on acquiring new "patented seed varieties, as well as the particular chemicals with which those seeds were 'designed' to grow" (Tokar, 2001), they were able to control large portions of the agriculture business. Many countries in Africa and Europe, however, have rejected the import of such genetically "manufactured" crops for another valid concern that they newly introduced GE crops would contaminate their own local varieties. In contrast to CBI's claim that genetic engineering can be a major factor in overcoming world hunger, Tokar (2001) dispels

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<sup>2</sup> This essay was retrieved from <http://blogs.saschina.org/aplangpd/2010/04/07/genetically-modified-foods-a-solution-world-hunger-or-potentially-health-threat>

this statement as “the most pervasive of the numerous false hopes that the developers of this technology have aroused.” In fact, he instead argues that GE crops are “undermining food security and the survival of land-based peoples” by reducing the gene pool of crops worldwide. As the dangerous effects of smoking were not known until hundreds of years after the start of cultivation of the tobacco plant, Tokar implies that biotech crops could have serious health impacts on humans, as “very few laboratories around the world have the funds to carry out experiments on GE food effects,” and “agribusiness corporations have tremendous economic and political leverage over the priorities in agricultural research,” so there might be side effects to eating genetically modified foods we have not yet discovered.

The collection of statistics presented by the CBI proves to be quite impressive upon first glance and promising towards finding a solution to feeding the world’s ever-growing population. Upon further reconsideration, however, one must wonder whether or not the genetic technology will be monopolized by giant industry, supplying the crops to only the highest bidder, or whether or not the lack of future diversity in the global crop gene pool will lead to an ecological crisis, or whether or not consuming genetically modified foods will have some unforeseen impact on humans. Although GE crops can post staggering short term yields, there are too many unknown consequences of genetically modifying foods to promote them before more extensive research is done.

Reference:

Tokar, B. (2001). Genetically Modified Foods are Dangerous. In J. D. Torr (ed.), *Genetic Engineering: Opposing Viewpoints*. Detroit: Greenhaven Press.

## **Unit 2 Writing is a Process**<sup>3</sup>

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.

<sup>3</sup> 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 second draft***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.

*Revising and editing: a third and finalized version*

### The Hazards of Moviegoing

I am a movie fanatic. When friends want to know what picture won the Oscar in 1980 or who played the police chief in *Jaws*, they ask me. My friends, though, have stopped asking me if I want to go out to the movies. The problems in getting to the theater, the theater itself, and the behavior of some patrons are all reasons why I often wait for a movie to show up on TV.

First of all, just getting to the theater presents difficulties. Leaving a home equipped with a TV and a video recorder isn't an attractive idea on a humid, cold, or rainy night. Even if the weather cooperates, there is still a thirty-minute drive to the theater down a congested highway, followed by the hassle of looking for a parking space. And then there are the lines. After hooking yourself to the end of a human chain, you worry about whether there will be enough tickets, whether you will get seats together, and whether many people will sneak into the line ahead of you.

Once you have made it to the box office and gotten your tickets, you are confronted with the problems of the theater itself. If you are in one of the run-down older theaters, you must adjust to the musty smell of seldom-cleaned carpets. Escaped springs lurk in the faded plush or cracked leather seats, and half the seats you sit in seem loose or tilted so that you sit at a strange angle. The newer twin and quad theaters offer their own problems. Sitting in an area only one-quarter the size of a regular theater, moviegoers often have to put up with the sound of the movie next door. This is especially jarring when the other movie involves racing cars or a karate war and you are trying to enjoy a quiet love story. And whether the theater is old or new, it will have floors that seem to be coated with rubber cement. By the end of a movie, shoes almost have to be pried off the floor because they have become sealed to a deadly compound of spilled soda, hardening bubble gum, and crushed Ju-Jubes. (*continued*)

Some of the patrons are even more of a problem than the theater itself. 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 rooms and comment loudly on the ages of the stars or why movies aren't as good anymore. And people of all ages 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 rest rooms or concession stand, and elbow you out of the armrest on either side of your 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 movies and dealing with the theater itself and some of the patrons. The next day I arranged to have cable TV service installed in my home. 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 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:

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- 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:

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- 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:

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- 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: Developing the paragraph**

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

- What is a paragraph?
- What is a topic sentence?
- What are supporting details?

*Exercise 1: Read the following paragraphs and answer the question.*

Para 1.

Dreams alone are not enough when it comes to creating the future. As professional life coach Diana Robinson says, “A dream is a goal without legs.” And without legs, that goal is going nowhere. Making dreams come true requires planning and hard work. Gloria Gonzalez is an example. She chose the fashion design curriculum because she liked clothes, and people always admired her style. As she continues through college, however, she will need to master the nuts and bolts of the fashion business. Her abilities will be tested. Can she create under pressure, spot trends, meet tight deadlines, and work her way up? Perhaps she will learn that even brilliant fashion designer Yves Saint Laurent got his first big break, designing for Christian Dior, only after winning a major international design competition. Breaking into the fashion industry is challenging, but that doesn’t mean Gloria should abandon her dream. Instead, she must find a reality-based path to help her turn that dream into goals.

What is the topic sentence?

What specific details does the writer give to support the topic sentence?

Para 2. On November 27, 1922, when archaeologist Howard Carter unsealed the door to the ancient Egyptian tomb of King Tut, he stared in amazement at the fantastic objects heaped all around him. On his left lay the wrecks of at least four golden chariots. Against the wall on his right sat a gorgeous chest brightly painted with hunting and battle scenes. Across from him was a gilded throne with cat-shaped legs, arms like winged serpents, and a back showing King Tut and his queen. Behind the



throne rose a tall couch decorated with animal faces that were half hippopotamus and half crocodile. The couch was loaded with more treasures. To the right of the couch, two life-sized statues faced each other like guards. They were black, wore gold skirts and sandals, and had cobras carved on their foreheads. Between them was a second sealed doorway. Carter's heart beat loudly. Would the mummy of King Tut lie beyond it?

What is the topic sentence?

What specific details does the writer give to support the topic sentence?

Para 3. "Luck is preparation meeting opportunity," it has been said, and this is true for a job interview. Careful preparation before an interview is the key to getting the job you want. The first step is to learn all you can about the employer. Read about the company on its websites. Use the names of its products, services, and key executives as search terms to examine local and national media sources for further information. Second, as you read, think about the ways your talents match the company's goals. Third, put yourself in their interviewer's place, and make a list of questions that he or she will probably ask. Employers want to know about your experience, training, and special skills, like your computer literacy. Remember, every employer looks for a capable and enthusiastic team player who will help the firm succeed. Fourth, rehearse your answers to the questions out loud. Practice with a friend or a voice recorder until your responses sound well prepared and confident. Finally, select and prepare a professional-looking interviews outfit well in advance to avoid the last-minute panic of a torn hem or stained shirt. When a job candidate has made the effort to prepare, the interview is much more likely to be impressed.

What is the topic sentence?

What specific details does the writer give to support the topic sentence?

Para 4. A flashbulb memory can be defined as a vivid and long-lasting memory formed at the moment a person experiences a highly emotional event. It is as though a mental flashbulb pops, preserving the moment in great detail. Although flashbulb memories can be personal, they often are triggered by public events. For example, many older Americans recall exactly what they were doing when heard that President John F. Kennedy had been assassinated in Dallas, Texas, on November 22, 1963. Time froze as people crowded around their radios and televisions to find out what had happened. Many more people recall in detail the shocking events of September 11, 2001, when hijacked airplanes crashed into the World Trade Center. Millions of people watched television as the horrifying scenes of the terror attack unfolded. The image of the towers collapsing is burned into the minds of people the world over, making it a flashbulb memory for an entire generation. As these examples show, flashbulb memories mark some of our most permanent and haunting experiences, moments that were scored into our minds.

What is the topic sentence?

What specific details does the writer give to support the topic sentence?

Para 5. Gym-goers can be classified according to their priorities at the gym as sweaty fanatics, fashionistas, busybodies, or fit normal. Sweaty fanatics take gym-going to the extreme. They hog the machines, drip sweat everywhere, and barely look up if someone falls off the treadmill beside them. Occasionally, they will stare at the mirror, admiring the muscle group they are working on. The fashionistas also admire their own reflections, but they barely break a sweat. For them, the gym is just another excuse to buy clothes. They were perfectly matched workout clothes with color-coordinated sport watches and gym shoes. The third group, the busybodies, can't stop talking. Whether it's making idle chitchat or correcting another exerciser's form on a machine, they seem unable to shut up. Not even headphones and one-word answers can stop the busybodies from babbling. Luckily, the fit normal keep things from getting too far out of control. They come to the gym to work out, stay healthy, and go home, but they remember that basic good manners apply in every setting.

What is the topic sentence?

What specific details does the writer give to support the topic sentence?

Para 6. For Christy Haubegger, the lack of Latina role models had life-changing consequences. As a Mexican American girl adopted by Anglo parents, Christy found no reflection of herself in teen magazines or books. One result of seeing mostly blonde, blue-eyed models was an increase in her adolescent insecurities. A more damaging effect was Christy's confusion as she wondered what career to pursue; there were no Hispanic role models in schoolbooks to suggest possible futures for this excellent student. Even at Stanford Law School, Christy and her friends missed the inspiration and encouragement of professional Latina role models. At Stanford, Christy began to see this problem as an opportunity. She decided to start a national magazine that would showcase talented and successful Latinas. The 27-year-old made a detailed business plan and, incredibly, won the financial backing of the CEO of *Essence* magazine. In 1996, the first issue of *Latina* hit the newsstands—the very positive consequence of an old loneliness.

What is the topic sentence?

What specific details does the writer give to support the topic sentence?

Para 7. American women should stop buying so-called women's magazines because these publications lower their self-esteem. First of all, publications like *Glamour* and *Cosmo* appeal to women's insecurities and make millions doing it. Topics like "Ten Days to Sexier Cleavage" and "How to Attract Mr. Right" lure women to buy seven million copies a month, reports Claire Ito in *The Tulsa Chronicle*, May 4, 2009. The message: women need to be improved. Second, although many people—especially

magazine publishers—claim these periodicals build self-esteem, they really do the opposite. One expert in readers’ reactions, Deborah Then, says that almost all women, regardless of age or education, feel worse about themselves after reading one of these magazines. Alice, one of the women I spoke with, is a good example: “I flip through pictures of world-class beauties and six-foot-tall skinny women, comparing myself to them. In more ways than one, I come up short.” Finally, if women spent the money and time these magazines take on more self-loving activities—studying new subjects, developing mental or physical fitness, setting goals and daring to achieve them—they would really build self-worth. Sisters, seek wisdom, create what you envision, and above all, know that you can.

What is the topic sentence?

What specific reasons does the writer give to support the topic sentence?

Which reason is supported by facts?

What are the facts, and where did the writer get them?

Which reason appeals to an authority/

Who is the authority?

Which reason answers the opposition?

Which reason is supported by an example?

What is the example?

*Exercise 2: Read the supporting details in each paragraph, and then work out a topic sentence respectively.*

Para 1. \_\_\_\_\_

\_\_\_\_\_. For instance, basketball superstar LeBron James keeps striving to improve. Branded the next Michael Jordan in high school and drafted by the Cleveland Cavaliers, he propelled the Cavaliers to three NBA playoffs, led the Miami Heat to the NBA Championship in 2012, and later that year, won his second gold medal on a U.S. Olympic team. Even off-season, James perfects his

agility, strength, and health routines, including adding squats on a vibrating platform to activate more muscles. In 2015, he was sidelined for two weeks with knee and back injuries but returned to become his team/s all-time assists leader. Another example is record-breaking tennis player Serena Williams, who has been ranked number one in women's tennis six times. She has won 36 major titles and four Olympic gold medals. Williams overcame repeated knee and ankle injuries through hard work. She suffered a pulmonary embolism in 2011 but recovered and went on to win eight more titles. Few players in any sport, however, can match the work ethic of NFL quarterback Drew Brees, who suffered a nearly career-ending shoulder injury. During months of grueling rehabilitation, "Cool Brees" had to relearn how to throw a football. When the New Orleans Saints took a chance by signing him, Brees trained harder. Between seasons, he built strength, flexibility, and focus with three-hour workouts that ended when the coach threw playing cards in the air one at a time as Bree caught them one-handed. Four years after surgery, Brees led the Saints to a Super Bowl victory. Like many top athletes, he turned talent into greatness through sheer hard work.

Para 2. \_\_\_\_\_

\_\_\_\_\_ . The first stage begins when the user finally admits that he or she has a substance abuse problem and wants to quit. At this point, most people seek help from groups like Alcoholics Anonymous or treatment programs because few addicts can "get clean" by themselves. The next stage is withdrawal, when the addict stops using the substance. Withdrawal can be a painful physical and emotional experience, but luckily, it does not last long. After withdrawal comes the most challenging stage—make positive changes in one's life. Recovering addicts have to learn new ways of spending their time, finding pleasure and relaxation, caring for their bodies, and relating to spouses, lovers, family, and friends. The fourth and final stage is staying off drugs. This open-ended part of the process often calls for ongoing support or therapy. For people once defeated by addiction, the rewards of self-esteem and a new life are well worth the effort.

Para 3. \_\_\_\_\_

\_\_\_\_\_ . Soul music borrows from gospel and rhythm and blues, whereas hip hop (or rap) draws on hard rock, funk, and techno. The soul singer's voice, backed up by live instruments, soars with emotion, with soul; however, the rapper chants rhymes against a driving instrumental background that may be prerecorded. Soul music captures the optimism of its time—the civil rights movement of the 1960s and hope for social change. On the other hand, hip hop grew out of the New York ghettos in the late 1970s and the 1980s, when crack and guns flooded "the

hood” and many dreams seemed broken. There are two type of soul—the smooth Detroit style of the Supremes, Stevie Wonder, and The Temptations and the more gritty, gospel-driven Memphis style of Otis Redding and Booker T and the MGs. Of the river East and West Coast rappers, New Yorkers include Grandmaster Flash, LL Cool J, and the murdered Biggie Smalls, while Los Angeles rappers include Ice Cube and the murdered Tupac Shakur. Whereas soul music’s subjects are love and affirmation of the human condition, the subjects of hip hop are racism, crime, and poverty. Both soul and hip hop claim to “tell it like it is.” Hip hop’s answer to the soulful Four Tops is the Furious Four. What’s in a name? Perhaps the way the listener experiences reality.

Para 4. \_\_\_\_\_

\_\_\_\_\_. *Friendships of utility* are those in which two people are drawn together for mutual benefit. For example, two nurse’s aides may develop a friendship through helping each other on the job, or two classmates may become friends because they study together. In this type of friendship, the connection frequently is broken when the situation changes, when one person takes another job, or the class ends. In the second type, *friendships of pleasure*, two people find it pleasurable to spend time together. Two passionate lovers fall into this category. Other examples are young people who hang out for fun, golf buddies, or hiking pals. When the pleasure fades, these friends may part ways. Either of these two types, however, can evolve into the more lasting third type, *friendships of the good*, or true friendships. These relationships are based on mutual admiration for the other’s values and overall goodness, which creates a desire to interact and offer assistance. Lifelong friendships formed in childhood and friendships that endure despite separations, hardships, or changes in personal circumstances are true friendships. Aristotle’s categories might explain why some people consider themselves lucky if they count just one true friend in a lifetime.

Para 5. \_\_\_\_\_

\_\_\_\_\_. Dr. Peter Ward of the University of Washington reports that the first cause was simple “background extinction.” This is the normal disappearance of some animals and plants that goes on all the time. Second, a drop in sea level during this period slowly destroyed about 25 percent more of the world’s species. Last and most dramatic, a comet as big as Manhattan smashed into the earth near Mexico’s Yucatan Peninsula, literally shaking the world. The huge buried crater left by this comet was found in 1991. Now Dr. Ward has proved that ash and a rare

metal from that fiery crash fell around the globe. This means that the impact, fires, smoke, and ash quickly wiped out the dinosaurs and much of life on Earth. This great “die-off” cleared the way for mammals to dominate Earth.

Para 6. \_\_\_\_\_

\_\_\_\_\_. First and most important, such a refusal could save lives. The National Council on Alcoholism reports that drunk driving causes 25,000 deaths and 50 percent of all traffic accidents each year. Not only the drivers but the passengers who agree to travel with them are responsible. Second, riders might tell themselves that some people drive well even after a few drinks, but this is just not true. Dr. Burton Belloc of the local Alcoholism Treatment Center explains that even one drink can lengthen the reflex time and weaken the judgment needed for safe driving. Other riders might feel foolish to ruin a social occasion or inconvenience themselves or others by speaking up, but risking their lives is even more foolish. Finally, by refusing to ride with a drinker, one passenger could influence other passengers or the driver. Marie Furillo, a student at Central High School, is an example. When three friends who had obviously been drinking offered her a ride home from school, she refused, despite the driver’s teasing. Hearing Marie’s refusal, two of her friends got out of the car. Until the laws are changed and a vast re-education takes place, the bloodshed on American highways will probably continue. But there is one thing people can do: they can refuse to risk their lives for the sake of a party.

*Exercise 3: Read the following topic sentences and develop each of them into a rich paragraph.*

1. Cell phones are a growing distraction in many families.
2. The stranded commuters remain in good spirits waiting for their bus.
3. An egoist is a selfish, self-centered person who considers himself or herself superior to others.
4. Shopping in person are very different / similar from shopping online in the following ... aspects.
5. Students in the library/English class/self-studying classroom can be classified into ... types according to ....
6. Using social media has many positive effects on teenagers.

7. Using social media has many negative effects on teenagers.
8. A required non-major course at this college should be \_\_\_\_\_.

### **A collection of commonly-used transitional expressions**

**For illustration:** for instance; for example; an illustration of this; a case in point is; to illustrate; another instance of; another example of; another illustration of; here are a few examples (illustrations, instances)

**Indicating place:** next to, near, close, far, up, down, between; above; on top; beneath; toward; away; left; right; center; front; back; middle

**For process:** Beginning a process (first, initially, the first stage, the first step); Continuing a process (afterward, then, after that, second, later, third, meanwhile, the second stage, next, the next step); Ending a process (finally, last, the final step)

**For contrast:** conversely; however; in contrast; in opposition; although; even though; whereas; while; nevertheless; on the contrary; on the one hand; on the other hand; but; yet

**For Comparison:** also; as well; equally; in addition; in a similar way; in the same way; likewise; similarly

**For Classification:** can be divided; can be classified; can be categorized; the first type; the second kind; the last category

**For Cause and Effect:** to show causes (the first/second/third cause; the first/second/third reason; yet another factor; because of; is caused by; results from); to show effects (one important effect; another result; a third outcome; as a result; consequently; then; next; therefore; thus)

**For Persuasion:** Give reasons (another; next; first/second/third; importantly; last; finally; Answer the opposition (granted that; of course; on the other hand; some may say); Draw conclusions (consequently; hence; therefore; thus))



**Unit 5: 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.

All That Noise for Nothing<sup>4</sup>  
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.

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<sup>4</sup> 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 6: Supporting the Thesis with Supporting Ideas and Evidence (2)**

Read and discuss, focusing on the following concepts:

- Thesis statement
- Supporting ideas (writer's arguments)
- Counterargument and rebuttal
- The text organization

Read the following three articles (with two articles on multitasking and one on violence) and try to analyze and hence critically appreciate them based on the above concepts

### **Article 1:**

#### How (and Why) to Stop Multitasking<sup>5</sup>

Peter Bregman<sup>6</sup>

During a conference call with the executive committee of a nonprofit board on which I sit, I decided to send an email to a client. I know, I know. You'd think I'd have learned. Last week I wrote about the dangers of using a cell phone while driving. Multitasking is dangerous. And so I proposed a way to stop. But when I sent that email, I wasn't in a car. I was safe at my desk. What could go wrong?

Well, I sent the client the message. Then I had to send him another one, this time with the attachment I had forgotten to append. Finally, my third email to him explained why that attachment wasn't what he was expecting. When I eventually refocused on the call, I realized I hadn't heard a question the Chair of the Board had asked me.

I swear I wasn't smoking anything. But I might as well have been. A study showed that people distracted by incoming emails and phone calls saw a 10-point fall in their IQs. What's the impact of a 10-point drop? The same as losing a night of sleep. More than twice the effect of smoking marijuana.

Doing several things at once is a trick we play on ourselves, thinking we're getting more done. In reality, our productivity goes down by as much as 40%. We don't actually multitask. We switch-task, rapidly shifting from one thing to another, interrupting ourselves unproductively, and losing time in the process.

You might think you're different, that you've done it so much you've become good at it. Practice makes perfect and all that. But you'd be wrong. Research shows that heavy multitaskers are less competent at doing several things at once than light multitaskers. In other words, in contrast to almost everything else in your life, the

<sup>5</sup> Retrieved from McWhorter, 2015 (pp518-520) [McWhorter, K. T. (2015). Successful College Writing. Boston: Bedford/St. Martin's. ]

<sup>6</sup> Peter Bregman is a leadership consultant and CEO of Bregman Partners, Inc., a global management consulting firm. He is the author of Point A: A short Guide to Leading a Big Change (2007). He blogs for Harvard Business Review, where this essay appeared in 2010. As you read, highlight Bregman's claim and the reasons he gives to support it.

more you multitask, the worse you are at it. Practice, in this case, works against you.

I decided to do an experiment. For one week I would do no multitasking and see what happened. What techniques would help? Could I sustain a focus on one thing at a time for that long? For the most part, I succeeded. If I was on the phone, all I did was talk or listen on the phone. In a meeting I did nothing but focus on the meeting. Any interruptions—emails, a knock on the door—I held off until I finished what I was working on.

During the week I discovered six things:

- First, it was delightful. I noticed this most dramatically when I was with my children. I shut my cell phone off and found myself much more deeply engaged and present with them. I never realized how significantly a short moment of checking my email disengaged me from the people and things right there in front of me. Don't laugh, but I actually—for the first time in a while—noticed the beauty of leaves blowing in the wind.
- Second, I made significant progress on challenging projects, the kind that—like writing or strategizing—require thought and persistence. The kind I usually try to distract myself from. I stayed with each project when it got hard, and experienced a number of breakthroughs.
- Third, my stress dropped dramatically. Research shows that multitasking isn't just inefficient, it's stressful. And I found that to be true. It was a relief to do only one thing at a time. I felt liberated from the strain of keeping so many balls in the air at each moment. It felt reassuring to finish one thing before going to the next.
- Fourth, I lost all patience for things I felt were not a good use of my time. An hour-long meeting seemed interminably long. A meandering pointless conversation was excruciating. I became laser-focused on getting things done. Since I wasn't doing anything else, I got bored much more quickly. I had no tolerance for wasted time.
- Fifth, I had tremendous patience for things I felt were useful and enjoyable. When I listened to my wife Eleanor, I was in no rush. When I was brainstorming about a difficult problem, I stuck with it. Nothing else was competing for my attention so I was able to settle into the one thing I was doing.
- Sixth, there was no downside. I lost nothing by not multitasking. No projects were left unfinished. No one became frustrated with me for not answering a call or failing to return an email the second I received it.

That's why it's so surprising that multitasking is so hard to resist. If there's no downside to stopping, why don't we all just stop? I think it's because our minds move considerably faster than the outside world. You can hear far more words a minute than someone else can speak. We have so much to do, why waste any time? So, while you're on the phone listening to someone, why not use that extra brain power to book a trip to Florence? What we neglect to realize is that we're already using that brain power to pick up nuance, think about what we're hearing, access our creativity, and stay connected to what's happening around us.

It's not really extra brain power, and diverting it has negative consequences.

So how do we resist the temptation? First, the obvious: the best way to avoid interruptions is to turn them off. Often I write at 6 a.m. when there's nothing to distract me. I disconnect my computer from its wireless connection and turn my phone off. In my car, I leave my phone in the trunk. Drastic? Maybe. But most of us shouldn't trust ourselves. Second, the less obvious: Use your loss of patience to your advantage. Create unrealistically short deadlines. Cut all meetings in half. Give yourself a third of the time you think you need to accomplish something. There's nothing like a deadline to keep things moving. And when things are moving fast, we can't help but focus on them. How many people run a race while texting? If you really only have 30 minutes to finish a presentation you thought would take an hour, are you really going to answer an interrupting call? Interestingly, because multitasking is so stressful, single-tasking to meet a tight deadline will actually reduce your stress. In other words, giving yourself less time to do things could make you more productive and relaxed.

Finally, it's good to remember that we are not perfect. Every once in a while it might be OK to allow for a little multitasking. As I was writing this, Daniel, my two-year-old son, walked into my office, climbed on my lap, and said "*Monsters, Inc.* movie please." So, here we are, I'm finishing this piece on the left side of my computer screen while Daniel is on my lap watching a movie on the right side of my computer screen. Sometimes, it is simply impossible to resist a little multitasking.

Examining the reading:

Reasons: why does Bregman believe we should stop most of our multitasking?

Summary: Summarize the opposing views favoring multitasking that Bregman refutes.

Details: What did Bregman discover after he stopped multitasking?

Vocabulary: Explain the meaning of each of the following words as it is used in the reading: *refocused* (para. 2), *competent* (para. 5), *disengaged* (para. 7), *persistence* (para. 7), and *meandering* (para. 7).

## Article 2:

### In Defense of Multitasking<sup>7</sup>

David Silverman<sup>8</sup>

HBR.org blogger Peter Bregman recently made some excellent points about the downside of multitasking. I will not deny that single-minded devotion often produces high quality. Nor will I attempt to join the misguided (and scientifically discredited) many who say, "Yeah, other people can't do it, but I'm super awesome at doing 10 things at once."

<sup>7</sup> Retrieved from McWhorter, 2015 (pp522-524) [McWhorter, K. T. (2015). *Successful College Writing*. Boston: Bedford/St. Martin's. ]

<sup>8</sup> David Silverman has worked in business and taught business writing. He is the author of *Typo: The Last American Typesetter or How I made and Lost Four Million Dollars* (2007). He blogs for Harvard Business Review, where this essay appeared in 2010, ten days after the previous one by Peter Bregman. As you read, notice how Silverman attempts to refute Bregman's position.

But let's remember, unitasking has a downside too—namely, what works for one person slows down others. Multitasking isn't just an addiction for the short-attention-spanned among us; it's crucial to survival in today's workplace. To see why, take a look at computing, where the concept of multitasking came from.

Long ago, in the days of vacuum tubes and relays, computers worked in "batch" mode. Jobs are loaded from punched cards, and each job waited until the one before it was completed. This created serious problems. You didn't know if your job had an error until it ran, which could be hours after you submitted it. You didn't know if it would cause an infinite loop and block all the other jobs from starting. And any changes in external information that occurred during processing couldn't be accounted for.

The invention of time-sharing resolved these issues: Multiple tasks can now be done concurrently, and you can interrupt a task in an emergency. Incoming missile? Stop the backup tape and send an alert to HQ. So, how does all that apply to the way people work? In several ways:

- Multitasking helps us get and give critical information faster. You can get responses to questions quickly, even if the person you're asking is on another task. For example, I was at an all-day off-site (no Blackberrys allowed) when one of my direct reports received a request from an internal customer to make a slide. Since I was unreachable by phone when he started on it, my employee worked the entire afternoon on something that, after I finally read my e-mail and called him, took us only 30 minutes to do together because I had information he didn't have.
- It keeps others from being held up. If I don't allow for distractions in an attempt to be more efficient, other people may be held up waiting for me. This is the classic batch job problem. Going back to my slide example: The next day, the person who had requested the slide said he only needed a couple of bullet points. Had he been reachable earlier, and not devoted to a single task and blocking all interruptions, we wouldn't have wasted what ended by being nearly six hours of work time (my employee's and mine).
- It gives you something to turn to when you are stuck. Sometimes it's good to butt your head against a task that is challenging. And sometimes it's good to walk away, do something else, and let your subconscious ponder the ponderable. When you return 25 minutes later, maybe you'll reach a better solution than you would have if you'd just stuck it out. And in the meantime, you've finished some other task, such as writing a blog post.
- The higher up you are in the organization, the more important multitasking is. The fewer things you have to do, the more you should concentrate on them. If I'm painting my house, and I'm on a ladder, I've got to keep on that one task. But if I'm the general contractor, I need to stay on top of the house painter, the carpenter, the electrician, and the guy swinging that big ball on the end of a giant chain, lest the wrong wall or an unsuspecting worker get demolished. To take this to the logical extreme: Does Barack Obama get to

unitask? Can he say, “I’m not available for the rest of the day, because I’ll be working on that spreadsheet I’ve been trying to get done on the number of my Facebook friends who aren’t updating their pages with posts about their pet cats?” Or does he have to keep doing his job while handling whatever spilled milk (or, say, zillions of gallons of oil) comes his way?

What do you think? Are we comfortable pretending we really can live our lives not multitasking? Or are we like my father and others who say smoking is bad but can be found on the front porch in the dead of night, a small red glow at their lips, puffing away while texting their BFFs and playing Words with Friends?

Before you answer, think about the eight *Washington Post* reporters who tried to go a week without the Internet and failed miserably. The truth is, we need multitasking as much as we need air.

Examining the reading

1. Summary: Summarize Silverman’s reasons for defending multitasking.
2. Analogy: Explain Silverman’s analogy about computers. What is he trying to show with it?
3. Comparison: What message does Silverman convey by discussing his father in the next-to-last paragraph?
4. Vocabulary: Explain the meaning of each of the following words as it is used in the reading: *discredited* (para. 1), *unitasking* (para. 2), *concurrently* (para. 4), *ponderable* (para. 4), and *lest* (para. 4).

### **Article 3:**

#### Stopping Youth Violence: An Inside Job<sup>9</sup>

Every year, over one million twelve-to nineteen-year-olds are murdered, robbed, assaulted, or bullied—many by their peers—and teenagers are more than twice as likely as adults to become the victims of violence, according to the Children’s Defense Fund. Although the problem is far too complex for any one solution, teaching young people conflict-resolution skills—that is, nonviolent techniques for resolving disputes—seems to help. To reduce youth violence, conflict-resolution skills should be taught to all children before they reach middle school.

First and most important, young people need to learn nonviolent ways of dealing with conflict. In a dangerous society where guns are readily available, many youngsters feel they have no choice but to respond to an insult or an argument with violence. If they have grown up seeing family members and neighbors react to stress with verbal or physical violence, they may not know that other choices exist. Robert Steinback, a former *Miami Herald* columnist who worked with at-risk youth in Miami, writes that behavior like carrying a weapon or refusing to back down gives young

<sup>9</sup> Retrieved from Fawcett, Susan. (2018). *Evergreen: A Guide to Writing with Readings*. Australia: Cengage Learning.

people “the illusion of control,” but what they desperately need is to learn real control—for example, when provoked, to walk away from a fight.

Next, conflict-resolution programs have been shown to reduce violent incidents and empower young people in a healthy way. Many programs and courses around the country are teaching teens and preteens to work through disagreements without violence. Tools include calmly telling one’s own side of the story and listening to the other person without interrupting or blaming—skills that many adults don’t have! Conflict Busters, a Los Angeles public school program, starts in the third grades; it trains students to be mediators, helping peers find their own solutions to conflicts ranging from “sandbox fights to interracial gang disputes,” according to *Youthwatch: Statistics on Violence*, May 2012. Schools in Claremont, Connecticut, run a conflict-resolution course written by Dr. Luz Rivera, who said in a phone interview that fewer violent school incidents have been reported since the course began. Although conflict resolution is useful at any age, experts agree that students should first be exposed before they are hit by the double jolts of hormones and middle school.

Finally, although opponents claim that this is a “Band-Aid” solution that does not address the root causes of teen violence—poverty, troubled families, bad schools, and drugs, to name a few—in fact, conflict-resolution training saves lives now. The larger social issues must be addressed, but they will take years to solve, whereas teaching students new attitudes and “people skills” will empower them immediately and serve them for a lifetime. For instance, fourteen-year-old Verna, who once called herself Vee Sinister, says that Ms. Rivera’s course has change her life: “I learned to stop and think before my big mouth gets me in trouble. I use the tools with my mother, and guess what? No more fights at school and screaming at home.”

The violence devastating Verna’s generation threatens everyone’s future. One proven way to help youngsters protect themselves from violence is conflict-resolution training that begins early. Although it is just one solution among many, this solution taps into great power: the hearts, minds, and characters of young people.



## **Unit 7: Paraphrasing and Summarizing**

Read and discuss, focusing on the following questions:

- What is paraphrasing?
- What are the standards of effective paraphrasing?
- What is a summary?
- What makes a good summary?

Read the following article, locate its central idea, supporting ideas, and the logic and organization of the text, and then paraphrase the sentences that convey the key ideas and summarize the text in your own words.

Here are some recommended steps for writing a summary:

- ✧ Read, reread, and highlight
- ✧ Divide into stages of thought
- ✧ Paraphrase the located key sentences
- ✧ Write a brief summary of each stage of thought
- ✧ Write a thesis (i.e. a brief summary of the entire passage)
- ✧ Write the first draft of the summary
- ✧ Revise and edit the summary

### **Will Your Job be exported?**

By Alan S. Blinder

The great conservative political philosopher Edmund Burke<sup>10</sup>, who probably would not have been a reader of *The American Prospect*, once observed, “You can never plan the future by the past.” But when it comes to preparing the American workforce for the jobs of the future, we may be doing just that.

For about a quarter-century, demand for labor appears to have shifted toward the college-educated and away from high school graduates and dropouts. This shift, most economists believe, is the primary (though not the sole) reason for rising income inequality, and there is no end in sight. Economists refer to this phenomenon by an antiseptic name: skill-biased technical progress. In plain English, it means that the labor market has turned ferociously against the low skilled and the uneducated.

In a progressive society, such a worrisome social phenomenon might elicit some strong policy responses, such as more compensatory education, stepped-up efforts at retraining, reinforcement (rather than shredding) of the social safety net, and so on. You don’t fight the market’s valuation of skills; you try to mitigate its more deleterious effects. We did a bit of this in the United States in the 1990s, by raising the minimum wage and expanding the Earned Income Tax Credit<sup>11</sup>. Combined with tight

<sup>10</sup> Edmund Burke (1729-1797) was a conservative British statesman, philosopher, and author. *The American Prospect*, in which “Will Your Job Be Exported?” first appeared in the November 2006 issue, describes itself as “an authoritative magazine of liberal ideas.”

<sup>11</sup> The Earned Income Tax Credit, an antipoverty measure enacted by Congress in 1975 and revised in the 1980s and 1990s, provides a credit against federal income taxes for any filer who claims a dependent child.

labor markets, these measures improved things for the average worker. But in this decade, little or no mitigation has been attempted. Social Darwinism<sup>12</sup> has come roaring back.

With one big exception: we have expended considerable efforts to keep more young people in school longer (e.g., reducing high-school dropouts and sending more kids to college) and to improve the equality of schooling (e.g., via charter schools and No Child Left Behind<sup>13</sup>). Success in these domains may have been modest, but not for lack of trying. You don't have to remind Americans that education is important; the need for educational reform is etched into the public consciousness. Indeed, many people view education as the silver bullet. On hearing the question "How do we best prepare the American workforce of the future?", many Americans react reflexively with: "Get more kids to study science and math, and send more of them to college."

This brings me to the future. As I argued in a recent article in *Foreign Affairs* magazine, the greatest problem for the next generation of American workers may not be lack of education, but rather "offshoring"—the movement of jobs overseas, especially to countries with much lower wages, such as India. Manufacturing jobs have been migrating overseas for decades. But the new wave of offshoring, of *service jobs*, is something different.

Traditionally, we think of service jobs as being largely immune to foreign competition. After all, you can't get your hair cut by a barber or your broken arm set by a doctor in a distant land. But stunning advances in communication technology, plus the emergence of a vast new labor pool in Asia and Eastern Europe, are changing that picture radically, subjecting millions of presumed-safe domestic service jobs to foreign competition. And it is not necessary actually to move jobs to low wage countries in order to restrain wage increases; the mere threat of offshoring can put a damper on wages.

Service-sector offshoring is a minor phenomenon so far, Lou Dobbs notwithstanding; probably well under 1 percent of U.S. service jobs have been outsourced. But I believe that service-sector offshoring will eventually exceed manufacturing-sector offshoring by a hefty margin—for three main reasons. The first is simple arithmetic: There are vastly more service jobs than manufacturing jobs in the United States (and in other rich countries). Second, the technological advances that have made service-sector offshoring possible will continue and accelerate, so the range of services that can be moved offshore will increase ineluctably. Third, the number of (e.g., India) workers capable of performing service jobs offshore seems certain to grow, perhaps exponentially.

I do not mean to paint a bleak picture here. Ever since Adam Smith and David Ricardo, economists have explained and extolled the gains in living standards that

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<sup>12</sup> Social Darwinism, a largely discredited philosophy dating from the Victorian era and espoused by Herbert Spencer, asserts that Charles Darwin's observations on natural selection apply to human societies. Social Darwinists argue that the poor are less fit to survive than the wealthy and should, through a natural process of adaptation, be allowed to die out.

<sup>13</sup> Charter schools are public schools with specialized missions to operate outside of regulations that some feel restrict creativity and performance in traditional school settings. The No Child Left Behind Act of 2001 (NCLB) mandates standards-based education for all schools receiving federal funding. Both the charter schools movement and NCLB can be understood as efforts to improve public education.

derive from international trade. Those arguments are just as valid for trade in services as for trade in goods. There really are net gains to the United States from expanding service-sector trade with India and the rest. The offshoring problem is not about the adverse nature of what economists call the economy's eventual equilibrium. Rather, it is about the so-called transition—the ride from here to there. That ride, which could take a generation or more, may be bumpy. And during the long adjustment period, many U.S. could face downward pressure.

Thus far, only American manufacturing workers and a few low-end workers (e.g., call-center operators) have been competing, at least potentially, with millions of people in faraway lands eager to work for what seems a pittance by U.S. standards. But offshoring is no longer limited to low-end service jobs. Computer code can be written overseas and e-mailed back to the United States. So can you tax return and lots of legal work, provided you do not insist on face-to-face contact with the accountant or lawyer. In writing and editing this article, I communicated with the editors and staff of *The American Prospect* only by telephone and e-mail. Why couldn't they (or I, for that matter) have been in India? The possibilities are, if not endless, at least vast.

What distinguishes the jobs that cannot be offshored from the ones that can? The crucial distinction is not—and this is the central point of this essay—the required levels of skill and education. These attributes have been critical to labor-market success in the past, but may be less so in the future. Instead, the new critical distinction may be that some services either require personal delivery (e.g., driving a taxi and brain surgery) or are seriously degraded when delivered electronically (e.g., college teaching—at least, I hope!), while other jobs (e.g., call centers and keyboard data entry) are not. Call the first category personal services and the second category impersonal services. With this terminology, I have three main points to make about preparing our workforce for the brave, new world of the future.

First, we need to think about, plan, and redesign our educational system with the crucial distinction between personal service jobs and impersonal service jobs in mind. Many of the impersonal jobs will migrate offshore, but the personal service jobs will stay here.

Second, the line that divides personal services from impersonal services will move in only one direction over time, as technological progress makes it possible to deliver an ever-increasing array of services electronically.

Third, the novel distinction between personal and impersonal jobs is quite different from, and appears essentially unrelated to, the traditional distinction between jobs that do and do not require high levels of education.

For example, it is easy to offshore working in a call center, typing transcripts, writing computer code, and reading X-rays. The first two require little education; the last two require quite a lot. On the other hand, it is either impossible or very difficult to offshore janitorial services, fast-food restaurant service, college teaching and open-heart surgery. Again, the first two occupations require little or no education, while the last two require a great deal. There seems to be little or no correlation between educational requirements (the old concern) and how “offshorable” jobs are

(the new one).

If so, the implications could be startling. A generation from now, civil engineers (who must be physically present) may be in greater demand in the United States than computer engineers (who don't). Similarly, there might be more divorce lawyers (not offshorable) than tax lawyers (partly offshorable). More imaginatively, electricians might earn more than computer programmers. I am not predicting any of this; lots of things influence relative demands and supplies for different types of labor. But it all seems within the realm of the possible as technology continues to enhance the offshorability of even highly skilled occupations. What does seem highly likely is that the relative demand for labor in the United States will shift away from impersonal services and toward personal services, and this shift will look quite different from the familiar story of skill-biased technical progress. So Burke's warning is worth heeding.

I am *not* suggesting and education will become a handicap in the job market of the future. On the contrary, to the extent that education raises productivity and that better-educated workers are more adaptable and/or more creative, a wage premium for higher education should remain. Thus, it still makes sense to send more of America's youth to college. But, over the next generation, the kind of education our young people receive may prove to be more important than how much education they receive. In that sense, a college degree may lose its exalted "silver bullet" status.

Looking back over the past 25 years, "stay in school longer" was excellent advice for success in the labor market. But looking forward over the next 25 years, more subtle occupational advice may be needed. "Prepare yourself for a high-end personal service occupation that is not offshorable" is a more nuanced message than "stay in school." But it may prove to be more useful. And many non-offshorable jobs—such as carpenters, electricians, and plumbers—do not require college education.

The hard question is how to make this more subtle advice concrete and actionable. The children entering America's educational system today, at age 5, will emerge into a very different labor market when they leave it. Given gestation periods of 13 to 17 years and more, educators and policy-makers need to be thinking now about the kinds of training and skills that will best prepare these children for their future lives. Specifically, it is essential to educate America's youth for the jobs that will actually be available in America 20 to 30 years from now, not for the jobs that will have moved offshore.

Some of the personal service jobs that will remain in the United States will be very high-end (doctors), others will be less glamorous though well paid (plumbers), and some will be "dead end" (janitor). We need to think long and hard about the types of skills that best prepare people to deliver high-end personal services, and how to teach those skills in our elementary and high schools. I am not an education specialist, but it strikes me that, for example, the central trust of No Child Left Behind is pushing the nation in exactly the wrong direction. I am all for accountability. But the nation's school system will not build the creative, flexible, people-oriented workforce we will need in the future by drilling kids incessantly with rote preparation for standardized tests in the vain hope that they will perform as well as memory chips.

Starting in the elementary schools, we need to develop our youngsters'

imaginations and people skills as well as their “reading, writing, and arithmetic.” Remember that kindergarten grade for “works and plays well with others”? it may become increasingly important in a world of personally delivered services. Such training probably needs to be continued and made more sophisticated in the secondary schools, where, for example, good communication skills need to be developed.

More vocational education is probably also in order. After all, nurses, carpenters, and plumbers are already scarce, and we’ll likely need more of them in the future. Much vocational training now takes place in community colleges; and they, too, need to adapt their curricula to the job market of the future.

While it is probably still true that we should send more kids to college and increase the number who study science, math, and engineering, we need to focus on training more college students for the high-end jobs that are unlikely to move offshore, and on developing a creative workforce that will keep America incubating and developing new processes, new products, and entirely new industries. Offshoring is, after all, mostly about following and copying. America needs to lead and innovate instead, just as we have in the past.

Educational reform is not the whole story, of course. I suggested at the outset, for example, that we needed to repair our tattered social safety net and turn it into a retraining trampoline that bounces displaced workers back into productive employment. But many low-end personal service jobs cannot be turned into more attractive jobs simply by more training—think about janitors, fast-food workers, and nurse’s aides, for example. Running a tight labor market would help such workers, as would a higher minimum wage, and expanded Earned Income Tax Credit, universal health insurance, and the like.

Moving up the skill ladder, employment is concentrated in the public or quasi-public sector in a number of service occupations. Teachers and health-care workers are two prominent examples. In such cases, government policy can influence wages and working conditions directly by upgrading the structure and pay of such jobs—developing more professional early-childhood teachers and fewer casual daycare workers for example—as long as the taxpayer is willing to foot the bill. Similarly, some service jobs such as registered nurses are in short supply mainly because we are not training enough qualified personnel. Here, too, public policy can help by widening the pipeline to allow more workers through. So there are a variety of policy levers that might do some good—if we are willing to pull them.

But all that said, education is still the right place to start. Indeed, it is much more than that because the educational system affects the entire population and because no other institution is nearly as important when it comes to preparing our youth for the world of work. As the first industrial revolution took hold, America radically transformed (and democratized) its educational system to meet the new demands of an industrial society. We may need to do something like that again. There is a great deal at stake here. If we get this one wrong, the next generation will pay dearly. But if we get it (close to) right, the gains from trade promise coming generations a prosperous future.

The somewhat inchoate challenge posed here—prepare more young Americans

for personal service jobs—brings to mind one of my favorite Churchill quotations: “You can always count on Americans to do the right thing—after they’ve tried everything else.” It is time to start trying.

## **Unit 8: Citation in Academic Writing**

Read and discuss the following questions:

- What is citation?
- Why does a researcher need to cite others' work in his or her academic writing?
- What are the different types of citation in academic writing, according to the feature on the linguistic realization of citations?
- What are the various functions of citation in academic writing?

### Definition of citation

Citation, or making references to the literature, is one of the distinguishing features of academic writing. It is a key rhetorical device that allows one to show a good knowledge of the literature in the field, to create a gap for one's study, to provide justification for one's arguments, to demonstrate the novelty of one's study and hence position one's findings in the respective academic community. It is an important means for one to enter the discussion of a disciplinary community and to claim for one's authorship.

### Citation types—the formal criteria

Based on the feature on the linguistic realization of citations (i.e., whether the name of the cited author plays a grammatical role within a sentence), we can classify types of citation into *integral* and *non-integral* (Swales, 1990)<sup>14</sup>. In *integral* citations, the name of the cited author is placed within a sentence and hence plays an explicit grammatical role in it whereas *non-integral* citations place the author's name outside the sentence, either in parentheses or in footnotes/endnotes. Here are some examples (see Table 1)<sup>15</sup>.

Table 1: Feature explanation and examples of *integral* and *non-integral* citations

type	feature	example
<i>integral</i>	name of the cited author within the sentence	Swales (1981, 1986, 1990) has pioneered the study of citation analysis from an applied linguistic perspective.
		Two recent studies of citation practices in academic texts that test this assumption are Hyland (1999) and Thompson (2000).
<i>non-integral</i>	name of the cited author outside the sentence	Making references to the literature is an essential part of most academic writing, and it is also a source of considerable difficulty for most novice writers

<sup>14</sup> Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge, MA: Cambridge University Press.

<sup>15</sup> The 3 examples in Table 1 are selected from Thompson & Tribble (2001).

	(Borg, 2000; Campbell, 1990).
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Within the *integral* group, according to the grammatical role of the cited author name in a sentence, we can further divide citations into two sub-groups: *integral-verb controlling* and *integral-naming* (Thompson & Tribble, 2001)<sup>16</sup>. Here are some examples (see Table 2)<sup>17</sup>.

Table 2 Features and examples of *integral-verb controlling* and *integral-naming*

type	feature	example
<i>integral-verb controlling</i>	The name of the cited author acts as the agent that controls a verb, in active or passive voice.	Swales (1986), for instance, found that the first two criteria were irrelevant in the case of texts in applied linguistics.
		The most frequently used is the distinction introduced by Swales (1990) between integral and non-integral citations, on the one hand, and reporting and non-reporting, on the other hand.
<i>integral-naming</i>	The name of the cited author is introduced in the form of a noun phrase and does not control a verb.	Therefore, I take as a starting point the functional criteria of Thompson's (2001) typology of citations.
		Attribution citations can then be associated with Bereiter & Scardamalia's (1987) knowledge telling mode of writing, i.e., re-telling what other authors stated, in contrast to knowledge transformation, which requires novel associations to be established among different sources and links to be made between sources and one's own findings.

Among the above types of citation, the use of one form rather than the others is not a random decision but a deliberate one, always determined by the writer's intentions. For example, between *integral* and *non-integral*, the choice is normally associated with the writer's decision to give greater emphasis to either the cited author (in the *integral* case) or the cited message (in the *non-integral* case). Similarly, in the *integral-verb controlling* citation group, the selection among the various reporting verbs is also governed by the writer's intentions, such as to simply convey the activity reported (e.g. "found", "introduced"), or to precisely assign an attitude to that information cited (e.g., "argued", "asserted").

### Citation types—the functional criteria

As is touched upon above, different types of citation assume different rhetorical functions (i.e., the writer's intentions of using specific citations) in the academic writing. In order to know where and when to use what type of citation, one needs to be aware of and familiarize the various functions of citation or the purposes for which

<sup>16</sup> Thompson, P. & Tribble, C. (2001). Looking at citations: using corpora in English for academic purposes. *Language, Learning & Technology*, 5 (3): 91-99.

<sup>17</sup> The examples in Table 2 are selected from Petric (2007). Petric, B. (2007). Rhetorical functions of citations in high- and low-rated master's theses. *Journal of English for Academic Purposes* 6: 238-253.



writers use citations. Although variations do exist in the types and density of citation use across disciplines<sup>18</sup>, there are a number of commonly used citation functions that are shared in most of the research domains. In this unit, we are going to cover three of them, which are *Attribution*, *Origin*, and *Support*.

function	description	example
Attribution (or source)	To attribute information (i.e. a proposition, a term, or a stretch of text) or activity (i.e. a research, discourse or cognitive act) to another author; Used in the <i>introduction</i> , <i>method</i> , and <i>discussion</i> sections	The fact that academic writers do not simply produce texts that discuss social or natural realities but use language to acknowledge, construct and negotiate social relations means that effectively controlling interpersonal features becomes central to building a convincing argument and creating an effective text (e.g., Hyland 2000).  (from Hyland 2005; Hyland, K. 2005. Representing readers in writing: Student and expert practices. <i>Linguistics and Education</i> , 16: 363-377.)
Origin	To indicate the originator of a concept or product; Mainly used in the <i>introduction</i> and <i>method</i> sections	One of the most frequently used citation typologies is the distinction between integral and non-integral citations introduced by Swales (1990), based on the syntactic position of the names of the cited author.  (from Mansourizadeh 2011; Mansourizadeh, K., & Ahmad, U. 2011. Citation practices among non-native expert and novice scientific writers. <i>Journal of English for Academic Purposes</i> , 10: 152-161.)  The worksheet was prepared using Wordsmith Tools (Scott, 1996) to find the citations in each article, so that students can be asked to compare citational practice across comparable texts in a narrow focus disciplinary context.  (from Thompson & Tribble, 2001; Thompson, P. & Tribble, C. (2001). Looking at citations: using corpora in English for academic purposes. <i>Language, Learning &amp; Technology</i> , 5 (3): 91-99.)
Support	To help support the significance of the study; Mainly used in the beginning of the <i>introduction</i> section to indicate the significance of the	Citation, one of the distinguishing features of academic writing, is of interest not only to EAP scholars (e.g., Hyland 2000; Swales, 1986, 1990; Thompson 2001, 2005) but also sociologists of science (e.g., Gilbert 1977;

<sup>18</sup> The taxonomies are adopted from Hyland (1999) and Petric (2007).  
Hyland, K. (1999). Academic attribution: citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20: 341-367.  
Thompson & Tribble, *ibid*  
Petric, *ibid*

	topic	<p>Latour 1987).</p> <p>(from Petric 2007; Petric, B. (2007). Rhetorical functions of citations in high- and low-rated master's theses. <i>Journal of English for Academic Purposes</i> 6: 238-253.)</p>
	<p>To support writer's claim or argument;</p> <p>Mainly used in the <i>introduction</i> section, together with the marker "for instance" or "for example"</p>	<p>Recently, the interactive quality of text has been more extensively examined as finer analytical approaches and tools are developed to tease out these evaluative meanings. For instance, the engagement sub-system of the appraisal framework (Martin, 2000).</p> <p>(from Wu Siew Mei 2007; Wu Siew Mei, 2007. The use of engagement resources in high- and low-rated undergraduate geography essays. <i>Journal of English for Academic Purposes</i>, 6: 254-271. ).</p> <p>Novice writers may face problems because they are not at the appropriate stage of cognitive or intellectual development (Britton, Burgess, Martin, McLeod, &amp; Rosen, 1975; Pennycook, 1996), or because of cultural factors (Connar, 1996; Fox, 1994).</p> <p>(from Thompson &amp; Tribble, 2001; Thompson, P. &amp; Tribble, C. (2001). Looking at citations: using corpora in English for academic purposes. <i>Language, Learning &amp; Technology</i>, 5 (3): 91-99.)</p>
	<p>To justify the procedures and materials used in <i>method</i> section</p>	<p>Once the corpus was compiled, citations were identified following Hyland's (2000) criteria.</p> <p>(from Petric 2007) Petric, B. (2007). Rhetorical functions of citations in high- and low-rated master's theses. <i>Journal of English for Academic Purposes</i> 6: 238-253.</p>

Task 1: Read the following stretches of texts extracted from authentic journal articles in Applied Linguistics, analyze the citations and identify their respective functions.

1. Despite differences in approaches and methods in these fields, they agree that the role of citation in scientific discourse is not only to acknowledge the work of others but also to promote the writer's own knowledge claims. Berkenkotter and Huckin (1995) aptly illustrate this by the title of their article *You are what you cite*, and Latour (1987) even likens citations to weapons scientists use to transform previous literature in the field to work to their advantages (see, however, White's (2004) critique of social-constructivist views of citation).

The functions of the citations: \_\_\_\_\_

2. Therefore, I take as a starting point the functional criteria of Thompson's (2001) typology of citations.

The functions of the citations: \_\_\_\_\_

3. Now that institutions take citation counts as a measure of research impact and justify promotion and funding decisions on these counts, citations can contribute decisively to the professional careers of those cited (Slyder et al. 2011). Citations are therefore now the currency of the scholarly economy and having one's work recognized and referenced by others is an increasingly valued commodity in today's fiercely competitive academic world (Siler 2012; Hyland 2015).

The functions of the citations: \_\_\_\_\_

4. One aspect of this context is that publishing has not remained static. Both the number of articles and the number of journals have grown steadily for the past two centuries by about 3 per cent and 3.5 per cent per year, respectively (Ware and Mabe 2012).

The functions of the citations: \_\_\_\_\_

5. It has long been accepted that developing the skill of effective writing involves, amongst other things, developing an awareness of the audience and an ability to reflect and exploit that awareness in the way the text is written (see e.g. Nystrand 1986; Kirsch and Roen 1990; Grabe and Kaplan 1996; Johns 1997).

The functions of the citations: \_\_\_\_\_

Task 2: Please select 3 articles from your corpus, locate all the citations in them, and analyze the forms and functions of the citations concerned. Write a report on your findings.

Questions which you may cover in your report are:

- 1) What is citation in academic writing?
- 2) What are the possible purposes for the researcher writers to cite prior work in the literature?
- 3) How many citations are there in the 3 articles?
- 4) How many purposes (i.e. citation functions) have you identified in your data?
- 5) What are the percentages of the various citation functions in your data?
- 6) Which citation function enjoys the highest frequency in your data? And why?