Reading to Connect

讀中生智：英文批判閱讀

Review & Reflection

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Learning Goals / Outcomes

Upon completion of the lesson, students will be able to:

- Review the material they have read, note the main points and retain the important information, using such strategies as note-taking, summarizing and paraphrasing.

Learning Goals / Outcomes

Upon completion of the lesson, students will be able to:

- Reflect on what they have read, make judgements and defend their reaction to the reading, using such strategies as reading response, making inferences and drawing conclusion.

Exercise

Read “**Binary Systems**” and answer questions.

Binary Systems

Black and white. Masculine and feminine. Rich and poor. Straight and gay. Able-bodied and disabled. **Binaries** are social constructs composed of two parts that are framed as absolute and unchanging opposites. **Binary systems** reflect the integration of these oppositional ideas into our culture. This results in an exaggeration of differences between social groups until they seem to have nothing in common. An example of this is the phrase “men are from Mars, women are from Venus.” Ideas of men and women being complete opposites invite simplistic comparisons that rely on stereotypes: men are practical, women are emotional; men are strong, women are weak; men lead, women support. Binary notions mask the complicated realities and variety in the realm of social identity. …→

Source: “Introduction to Women, Gender, Sexuality Studies” by Miliann Kang, Donovan Lessard, Laura Heston, Sonny Nordmarken. https://openbooks.library.umass.edu/introwgss/chapter/introduction-binary-systems/ License: CC BY

Binary Systems

They also erase the existence of individuals, such as multiracial or mixed-race people and people with non-binary gender identities, who may identify with neither of the assumed categories or with multiple categories. We know very well that men have emotions and that women have physical strength, but a binary perspective of gender prefigures men and women to have nothing in common. They are defined against each other; men are defined, in part, as “not women” and women as “not men.” Thus, our understandings of men are influenced by our understandings of women. Rather than seeing aspects of identity like race, gender, class, ability, and sexuality as containing only two dichotomous, opposing categories, conceptualizing multiple various identities allows us to examine how men and women, Black and white, etc., may not be so completely different after all, and how varied and complex identities and lives can be.

Source: “Introduction to Women, Gender, Sexuality Studies” by Miliann Kang, Donovan Lessard, Laura Heston, Sonny Nordmarken. https://openbooks.library.umass.edu/introwgss/chapter/introduction-binary-systems/ License: CC BY

Q1. What is the topic about?

Gender binary system

Q2. What can you infer about binary systems based on the passage?

1. Binaries are two opposing ideas or concepts, groups or categories that are against each other.
2. Binary thinking can cause bias toward or labelling about people.
3. The structure of binary notions reduces diversities or limit multiple perspectives.
4. The author disagrees with this binary thinking.

Q3. What can you infer about binary gender roles?

1. A binary gender perspective fails to acknowledge multiple varied identities in the real world such as being transgendered.
2. The commonalities between men and women have been ignored.

Q4. What conclusion can you draw based on the inferences above?

The author suggests that a broader and more inclusive perspective about gender identities is needed.

Review

To review, you may do the following steps to help you digest the information what you have read and retain it for the long-term memory.

Review

STEP 1 Note-Taking

A solid note-taking strategy will enhance reading comprehension. Taking good notes throughout the reading process is an important part of academic success in college.

Adapted from “Taking Notes While Reading” by Learning Center, University of North Carolina at Chapel Hill, https://learningcenter.unc.edu/tips-and-tools/taking-notes-while-reading/

Review

STEP 1 Note-Taking

Most courses require significant reading, and note-taking helps you master the reading material more effectively and do better in class. The benefits of taking good notes from your reading are:

Adapted from “Taking Notes While Reading” by Learning Center, University of North Carolina at Chapel Hill, https://learningcenter.unc.edu/tips-and-tools/taking-notes-while-reading/

Review

STEP 1 Note-Taking

- organizing your ideas and information from the text
- keeping a record of what you read so you can more easily locate it in the future
- thinking critically about what you read while you read

Adapted from “Taking Notes While Reading” by Learning Center, University of North Carolina at Chapel Hill, https://learningcenter.unc.edu/tips-and-tools/taking-notes-while-reading/

Review

STEP 1 Note-Taking

- drawing conclusions and identify main ideas of the text
- being prepared for class and build a foundation for lecture
- focusing on the main ideas and concepts

Adapted from “Taking Notes While Reading” by Learning Center, University of North Carolina at Chapel Hill, https://learningcenter.unc.edu/tips-and-tools/taking-notes-while-reading/

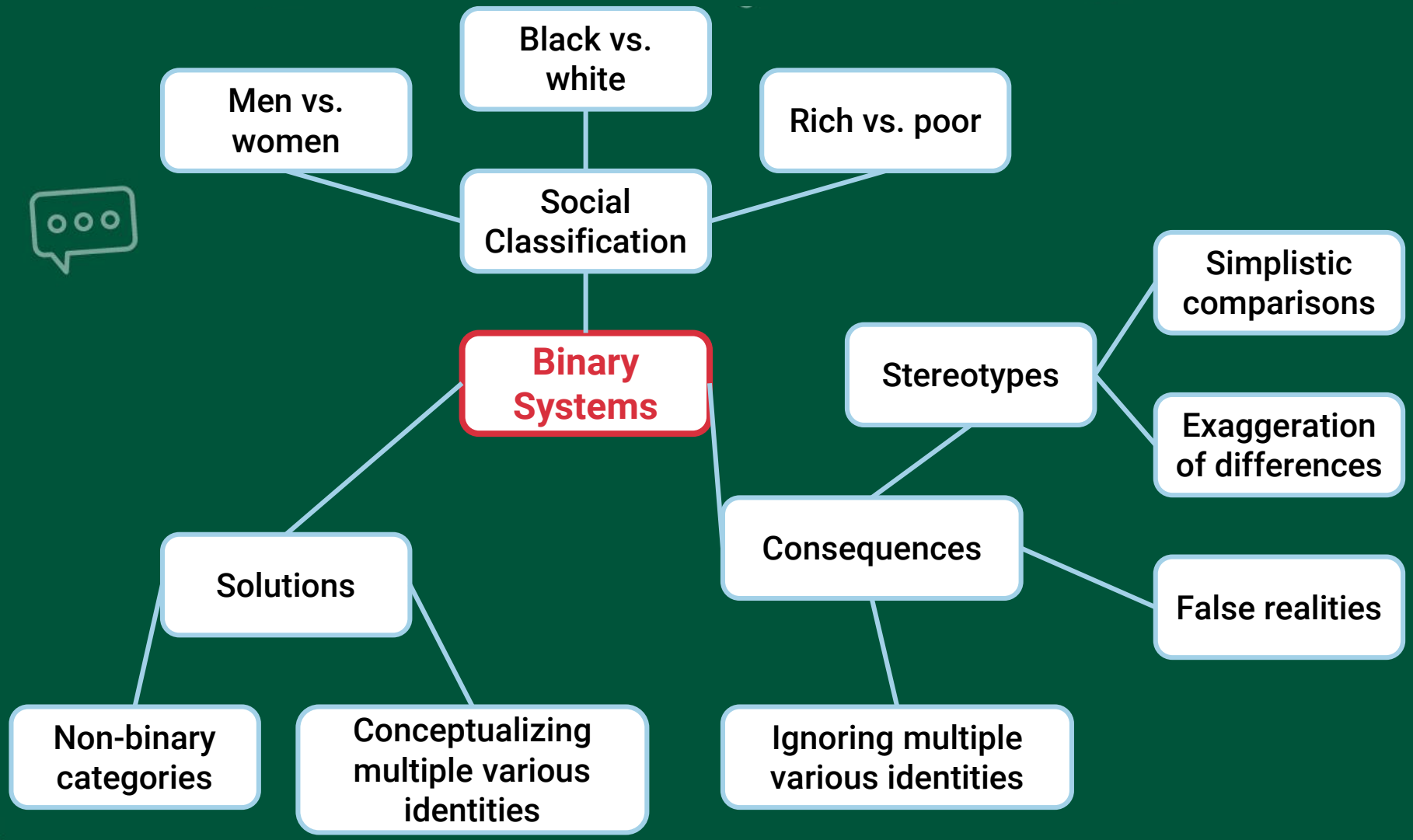
Review

STEP 1 Note-Taking

There is no one right way to take notes while reading. Good notes can take different forms and may vary from person to person—or even from text to text.

Here are some examples of note-taking forms:

A. Concept-mapping or mind-mapping



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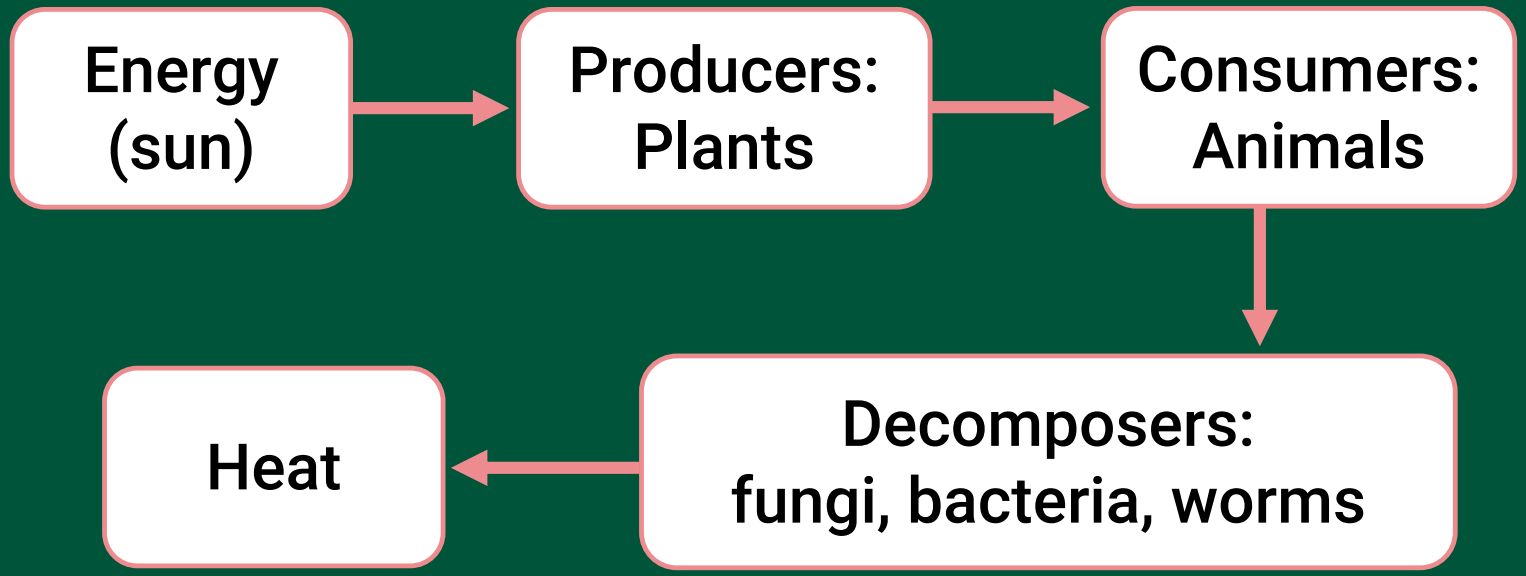

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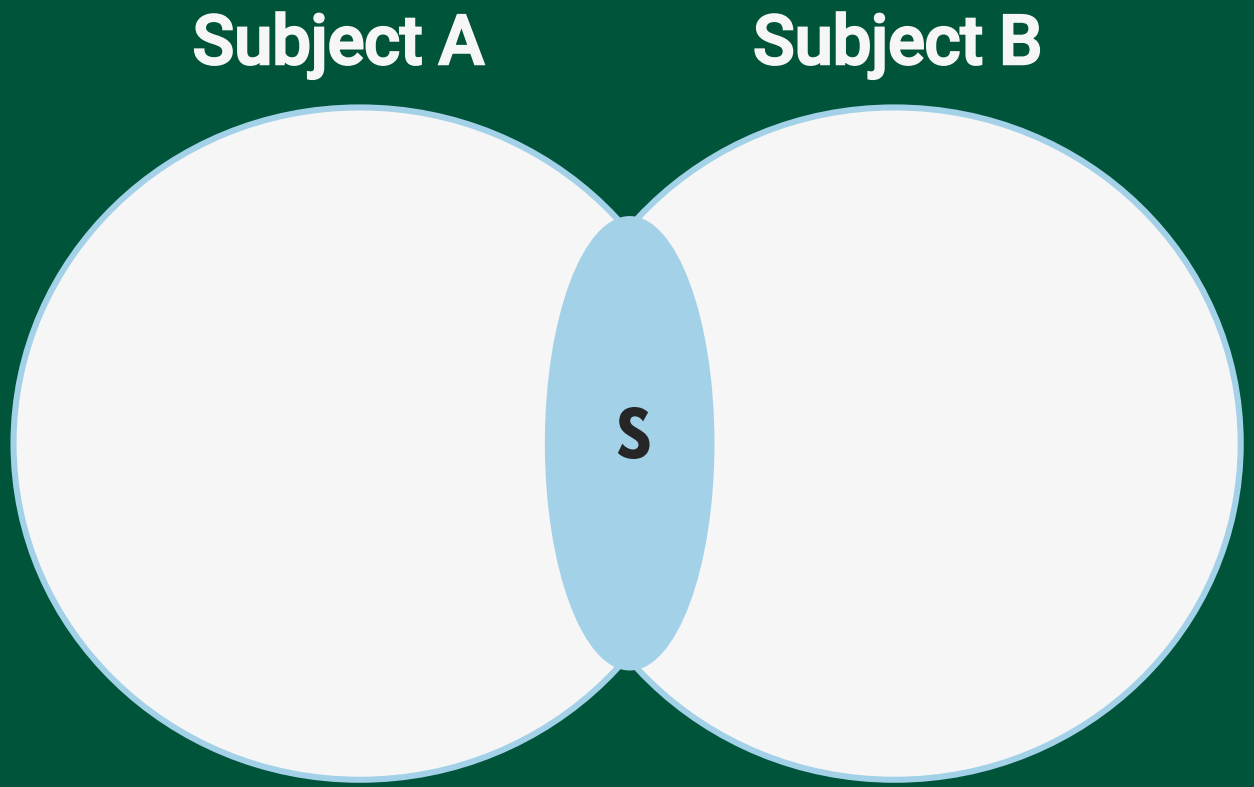

Review

STEP 1 Note-Taking

B. Outlining

Organizes information by main points and supporting details. An outline uses a numbering and indentation scheme to help organize your thoughts.

Review

STEP 1 Note-Taking

B. Outlining

Generally, you begin with a topic sentence of a paragraph or a thesis of an entire essay, and place the subpoints, usually the main supports for the topic sentence or thesis, and finally elaborate on the details underneath each subpoint.

Cell Phone Use and Academic Performance

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Cell Phone Use and Academic Performance

Cell phones are an integral part of college life and culture. Even a casual observation of today's college students will reveal cell phones being used, both overtly and covertly, in every possible campus setting, including the classroom. Research suggests that college students frequently use the cell phone during class time despite rules against doing so (Tindell & Bohlander, 2012). As cell phone technology continues its rapid development, the device appears capable of contributing to student learning and improved academic performance. For example, modern "smartphones" provide students with immediate, portable access to many of the same education-enhancing capabilities as an Internet-connected computer, such as online information retrieval, file sharing, and interacting with professors and fellow students (Bull & McCormick, 2012; Tao & Yeh, 2013). ...→

Source: Lepp, A., Barkley, J. E., & Karpinski, A. C. (2015). The Relationship Between Cell Phone Use and Academic Performance in a Sample of U.S. College Students. SAGE Open. https://doi.org/10.1177/2158244015573169 License: CC BY

Cell Phone Use and Academic Performance

Conversely, recent research suggests that many college students perceive the cell phone primarily as a leisure device, and most commonly use cell phones for social networking, surfing the Internet, watching videos, and playing games (Lepp, Li, & Barkley, 2015; Lepp, Barkley, Sanders, Rebold, & Gates, 2013). If typically utilized for leisure rather than education, then cell phones may disrupt learning within academic settings (Levine, Waite, & Bowman, 2007). Thus, the potential relationship between cell phone use and academic performance is not clear.

Source: Lepp, A., Barkley, J. E., & Karpinski, A. C. (2015). The Relationship Between Cell Phone Use and Academic Performance in a Sample of U.S. College Students. SAGE Open. https://doi.org/10.1177/2158244015573169 License: CC BY

Topic:

Cell Phone Use in College Life

Main Idea:

Cell phones are an integral part of college life and culture.

Supporting Point 1:

Cell phone appears capable of contributing to student learning and academic performance.

1. Supporting detail – immediate access to many of the same education-enhancing capabilities
2. Supporting examples – online information retrieval, file sharing, and interacting with professors and fellow students

Supporting Point 2:

Cell phones may disrupt learning within academic settings.

1. Supporting detail – the cell phone is primarily used as a leisure device
2. Supporting detail – social networking, surfing the Internet, watching videos, and playing games

Conclusion:

Thus, the potential relationship between cell phone use and academic performance is not clear.

Review

STEP 1 Note-Taking

C. Dialectic Note-taking

Presents a dialogue, a discussion between two (or more) voices in your mind. This approach can be helpful to create clear spaces for organizing these different sets of thoughts when you read unfamiliar material or particular reading that is challenging in some ways.

Review

STEP 1 Note-Taking

C. Dialectic Note-taking

You start by drawing a vertical line down the middle of a fresh sheet of paper to make two long columns.

What the Author (Reading) Says	Personal/Global Connections
1. What are the main points or arguments? 2. What kinds of supports or evidence have been provided? 3. What appears significant or surprising to you? 4. What is the author's intention? Implied messages?	1. Raise questions about the text that remain unclear or unresolved to you, or further questions you want to ask in class 2. Make connections to other texts you've read 3. Make connections to your own personal experience 4. Make connections to the global issues

Source: "The Word on College Reading and Writing" by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear, https://openoregon.pressbooks.pub/wrd/chapter/dialectic-note-taking/ License: CC BY-NC

Review

STEP 1 Note-Taking

D. Note-taking for Journal Articles

Journal articles have significantly different features from other types texts and a specific note-taking strategy for scientific journal papers may follow the main sections: **I** (introduction) – **M** (method) – **R** (results) – **D** (discussion).

Review

STEP 1 Note-Taking

D. Note-taking for Journal Articles

You may use the following template to help you take notes and learn important content in journal articles.

Components	Your Answer
General Topic	
Sub-Topic	

Components	Your Answer
Background: Why is it important to study the topic? What has been studied or determined already?	
Literature Review: Key research cited / Gap Statement	
Purpose of Study & Research Questions	
Research Design: Data sources / Participants / Other design elements / Process & Procedures	
Key Results: What highlights emerged? Were there any surprises?	
Discussion & Conclusions: What was the author(s) argument? What is the proposed for further research? Or implications?	
Significance: What are the contributions?	
My Thoughts & Questions	

Review

STEP 2 Summarizing

As you read, highlight the main points of the text. Then use the information to write a summary. Even when you are just writing a summary for your notes, you should use your own words to avoid potentially plagiarizing the work if you decide to use it in an assignment later.

Review

STEP 2 Summarizing

A good summary should accomplish the following elements:

- It identifies the source and its author(s).
- It states the objective of the text and its main points.
- It should not include the reader's opinions or criticisms.

Review

STEP 2 Summarizing

- It is shorter than the original and should not include specific examples or selected details.
- It may use key words or phrases from the original text when necessary.

Binary Systems

Black and white. Masculine and feminine. Rich and poor. Straight and gay. Able-bodied and disabled. Binaries are social constructs composed of two parts that are framed as absolute and unchanging opposites. Binary systems reflect the integration of these oppositional ideas into our culture. This results in an exaggeration of differences between social groups until they seem to have nothing in common. An example of this is the phrase “men are from Mars, women are from Venus.” Ideas of men and women being complete opposites invite simplistic comparisons that rely on stereotypes: men are practical, women are emotional; men are strong, women are weak; men lead, women support. Binary notions mask the complicated realities and variety in the realm of social identity. …→

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Binary Systems

They also erase the existence of individuals, such as multiracial or mixed-race people and people with non-binary gender identities, who may identify with neither of the assumed categories or with multiple categories. We know very well that men have emotions and that women have physical strength, but a binary perspective of gender prefigures men and women to have nothing in common. They are defined against each other; men are defined, in part, as “not women” and women as “not men.” Thus, our understandings of men are influenced by our understandings of women. Rather than seeing aspects of identity like race, gender, class, ability, and sexuality as containing only two dichotomous, opposing categories, conceptualizing multiple various identities allows us to examine how men and women, Black and white, etc., may not be so completely different after all, and how varied and complex identities and lives can be.

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Which of the following is a good summary and why?

Summary A

Summary B

Summary A

The author in this article discusses the social construction of a fixed, exaggerated binary opposition and the consequences of such binary systems. It is noted that this binary perspective has not only reduced complex realities to simplistic and dualistic choices, but also fails to acknowledge the multiplicity of social identities. The author concludes the article by suggesting that we should move beyond binary oppositional thinking and explore multiple aspects of identities in our world.

Summary B

The idea of binary opposition between two social groups encourages simplistic comparisons and rigidly fixed categories through an exaggeration of their differences, such as that men are practical, and women are emotional; men are strong, and women are weak; men lead, and women support.

This binary notion creates several consequences. First, it does not reveal the true reality and variety in social identity. In addition, it ignores multiple categories of gender identities. For example, there are transgenders, multi-gender identity, and cisgenders. Clearly, this narrow-minded, fixed idea of gender identity will further reinforce the conflicts between social groups.

Which of the following is a good summary and why?

Summary A

Summary B

Summary B

The idea of binary opposition between two social groups encourages simplistic comparisons and rigidly fixed categories through an exaggeration of their differences, such as that men are practical, and women are emotional; men are strong, and women are weak; men lead, and women support.

This binary notion creates several consequences. First, it does not reveal the true reality and variety in social identity. In addition, it ignores multiple categories of gender identities. For example, there are transgenders, multi-gender identity, and cisgenders. **Clearly, this narrow-minded, fixed idea of gender identity will further reinforce the conflicts between social groups.**

Exercise

Read “Don’t fear GM crops, they could help solve the sustainability crisis” and use one of the note-taking methods.

Don’t fear GM crops, they could help solve the sustainability crisis

Modified crops are nothing to be scared of and could be essential in solving the global sustainability crisis, explained Dr. James Lloyd, Deputy Field Chief Editor for Plant Biotechnology in the open-access journal Frontiers in Planet Science.

Much of southern Africa is currently suffering consecutive seasons of drought, and farmers in Eastern Kenya have lost more than 80% of their crops due to lack of rain.

These droughts, caused by climate change, could potentially leave 36m people across Africa facing hunger. However, there is hope in drought resistant crops.

Over a five-year period, a total of 2.9 million farmers in 13 African countries saw their yields increase by 20% to 30% after sowing a variety of drought-tolerant hybrids. ...→

Source: by Emily Barker, Frontiersin.org, https://blog.frontiersin.org/2016/09/12/dont-fear-gm-crops/ License: CC BY

Don’t fear GM crops, they could help solve the sustainability crisis

“I think that using this type of technology has huge potential to increase crop yields and I would be optimistic that we can increase food production as we need to in the next years or so,” he added.

Making modified starch more ecofriendly

Dr. Lloyd and his team, who are based in South Africa, have currently been working on increasing the amount of phosphate that’s bound to starch by manipulating plant genes. Modified starch is used by the paper and food industry, and in Europe alone is predicted to be worth $2.89 billion by 2020.

“A lot of starch is modified by nasty chemicals. If we can remove those processes by altering it in the plant then we can rid of a load of those environmentally damaging processes,” he explained. ...→

Source: by Emily Barker, Frontiersin.org, https://blog.frontiersin.org/2016/09/12/dont-fear-gm-crops/ License: CC BY

Don’t fear GM crops, they could help solve the sustainability crisis

“At the moment most starch used by industry doesn’t have any phosphate on it. There are some plants that have a high level of phosphate and we’ve managed to increase this to even greater amounts.”

He explained he would love to see these products come to market.

Feeding a hungry world

Modified crops also have the potential to tackle a possible impending food crisis. The world currently has a population of seven billion and that is estimated to rise to over nine billion by 2050.

“Clearly we are going to have to produce more food on less land;” he said; “We have to try to make plants that can help small scale farmers use less land to produce crops, while at the same time still producing increased yields and this is why plant biotechnology is important.” …→

Source: by Emily Barker, Frontiersin.org, https://blog.frontiersin.org/2016/09/12/dont-fear-gm-crops/ License: CC BY

Don’t fear GM crops, they could help solve the sustainability crisis

Genetically modified (GM) crops have had a bad media image, but he explained there was no need to fear them. He himself is involved in some of the processes for getting them legalized.

“They are perfectly safe. They go through a huge process of scrutiny by highly trained people. We can demonstrate that all the GM crops coming to market are essentially identical to the crops that would be preceded by conventional plant breeding in terms of safety,” he added.

Recently the EU spent more than 200m euros funding independent research to examine the safety of GM plants and concluded that they were as safe as non GM crops.

Source: by Emily Barker, Frontiersin.org, https://blog.frontiersin.org/2016/09/12/dont-fear-gm-crops/ License: CC BY

Review

STEP 3 Paraphrasing

Paraphrasing strategy is to help you focus on the most important information and ensure your understanding of what the author is saying. When a text is difficult, stopping to think after each paragraph may be useful on the first or second reading.

Article Excerpt	Example Paraphrase:
“World problems such as poverty, pollution, war, and hunger are inherent in the current system of world order based on nation-states and economic competition. They can be solved if people know and understand one another on a global, grass-roots basis. By developing people-to-people linkages irrespective of national borders, we can start to ameliorate global tensions and inequalities”.	Ellis (1989) argues that economic competition is at the basis of many of the world’s problems and only by seeing ourselves as a single human family without the separation of national boundaries can we begin to erase the world’s tensions and inequalities.

Source: An excerpt from Ellis, W. N., & Ellis, M. M. (1989). Cultures in transition: what the West can learn from developing countries. The Futurist, 23(2), 22.

Review

STEP 3 Paraphrasing

Techniques:

1. Changing sentence structure:

   subject -> object

Review

STEP 3 Paraphrasing

Techniques:

2. Using synonyms:

   people-to-people linkages -> a single human family

   irrespective of national borders -> without the separation of national boundaries

   ameliorate -> erase

Review

STEP 3 Paraphrasing

Tips for Paraphrasing:

1. Read the text carefully till you thoroughly understand it.
2. Rewrite the text in your own words, allowing 2-3 keywords from the original text.
3. Look for synonyms: different words with the same meaning.
4. Change the sentence structure/the voice/the part of speech, and reduce a clause to a phrase, if possible.
5. Do not change the technical words, numbers and other facts used in the original source.
6. Cite correctly.

Reflect

When you read a text, you engage yourself in it, responding with your thoughts, ideas, and feelings. Reflecting on what you read not only helps you think about the content and what it means to you, but it also helps cement it within your memory, allowing you to recall the key ideas later and to apply them in other reading and writing situations.

Reflect

STEP 1 Responding to the text

When you respond to a text, you show that you have understood it, but even more importantly, you show that you have connected with it and made it your own. You can write a reading response journal to examine, explain and defend your personal reaction to a reading.

Reflect

STEP 1 Responding to the text

1. How is the text related to you, personally, and your life (past, present or future)?
2. How much does the text agree or clash with your view of the world, and what you consider right and wrong? (Try to use some quotes and examples from the text)

Reflect

STEP 1 Responding to the text

3. What did you learn, and how much were your views and opinions challenged or changed by this text, if at all? Did the text communicate with you? Why or why not? (Give specific examples)

Reflect

STEP 1 Responding to the text

4. What can you praise about the text? What problems did you have with it? (provide your critiques of the text)
5. How well did you enjoy the text (or not) as entertainment or as a work of art?

Reflect

STEP 1 Responding to the text

6. What is your overall reaction to the text? Would you read something else like this, or by this author, in the future or not? Why or why not? To whom would you recommend this text?

Reflect

STEP 2 Drawing conclusion

This is reading skill that requires you to “read between line” by making connection between the text and the logical reasoning derived from your personal experience or prior knowledge.

Reflect

STEP 2 Drawing conclusion

On the other hand, drawing conclusions is using the inferences you have made to reach judgments or decisions about what might happen next or about the result of an event.

Reflect

STEP 2 Drawing conclusion

To draw a conclusion, you need to accomplish the following tips:

1. Read the text carefully and understand the main idea.
2. Make some inferences about the text by relating it to your past experiences and prior knowledge.
3. Draw a conclusion based on the inferences you have made.

Exercise

Hybrid cars are good for the environment, but they may not perform as well as cars that run only on gasoline. The Toyota Prius gets great gas mileage and has low emissions making it a good “green” option. However, many people think that it is unattractive. The Prius also cannot accelerate as quickly as other models, and cannot hold as many passengers as larger gas-fueled SUVs and vans. Compared to similar gas-fueled options, hybrid cars also cost more money up front. A new hybrid car costs almost $3,500 more than the same car configured to run just on gasoline.

Source: “Making Inferences” by Elisabeth Ellington and Ronda Dorsey Neugebauer. Provided by: Chadron State College. Project: Kaleidoscope Open Course Initiative. License: CC BY: Attribution

What inference can you make from the passage?

- [ ] 1. Hybrid cars are more dangerous than other options.
- [ ] 2. Hybrid cars may not be the best choice for everyone.
- [ ] 3. Toyota is making a lot of money from the Prius.
- [ ] 4. Cars that use gasoline are going to destroy the environment.

What inference can you make from the passage?

F 1. Hybrid cars are more dangerous than other options.

T 2. Hybrid cars may not be the best choice for everyone.

F 3. Toyota is making a lot of money from the Prius.

F 4. Cars that use gasoline are going to destroy the environment.

What conclusion can you make based on the inference you have made?

1. Cars that use gasoline are going to destroy the environment.
2. A less expensive and more functional design of hybrid cars is needed for everyone.
3. Hybrid cars are not as popular as we think due to some drawbacks.

Review
Reflect