



2020 年外研社 “**教学之星**” 大赛 全国总决赛

INTRODUCTION: TEXT



UNIT 1

*New College English:
An Integrated Course* Book 1

Good to Great

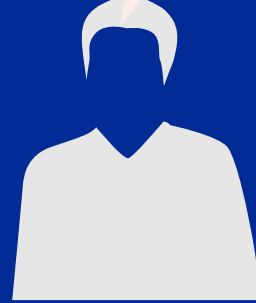
(p.2-21)

Ambition

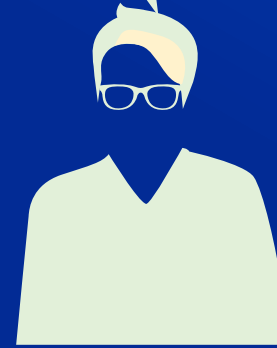
INTRODUCTION: TARGET STUDENTS



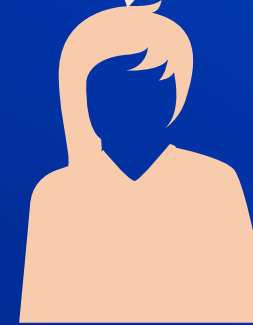
Freshmen
English Majors



Good at
Grammar



Weak in
Discourse Knowledge
Pragmatic Ability
Critical Thinking Ability



INTRODUCTION: OBE (OUTCOME-BASED EDUCATION)

1. Clarity of Focus

All activities should be geared to what students will be able to understand and perform.

2. Designing Down

The curriculum design should start with a clear definition of intended outcomes.

3. High Expectations

Teachers should set high and challenging standards of performance.

4. Expanded Opportunities

Expanded opportunities should be provided for students.



INTRODUCTION: UNIT OBJECTIVES

LANGUAGE

Enhance Language skills

Establish paradox mindset in life

MORAL EDUCATION



KNOWLEDGE

Evaluate different kinds of paradox

Develop critical thinking

ABILITY

INTRODUCTION: TEACHING DESIGN

Session 1 (periods 1-2)	Before Class	Conduct interviews on how to achieve success in college	Motivating
	In Class	Present and discuss the interviews	Output & Assessment
	After Class	Synthesize the common qualities for success Explore the function of attitude in the pursuit of success	Output & Assessment
Session 2 (periods 3-4)	In Class	Analyze and evaluate each text, especially the attitude to success Learn rhetorical paradox	Input
	After Class	Analyze and evaluate the examples of rhetorical paradox in the texts	Output & Assessment
Session 3 (periods 5-6)	In Class	Review rhetorical paradox Synthesize the two texts Learn situational paradox Establish paradox mindset	Input
	After Class	Write a literary paradox Enhance language skills: semi-autonomous learning hours	Output & Assessment



INTRODUCTION: DEMO TEACHING OBJECTIVES



Unit Objectives: to evaluate different kinds of paradox

Demo Objectives: to analyze the meaning and effect of situational paradox



Unit Objectives: to develop critical thinking ability

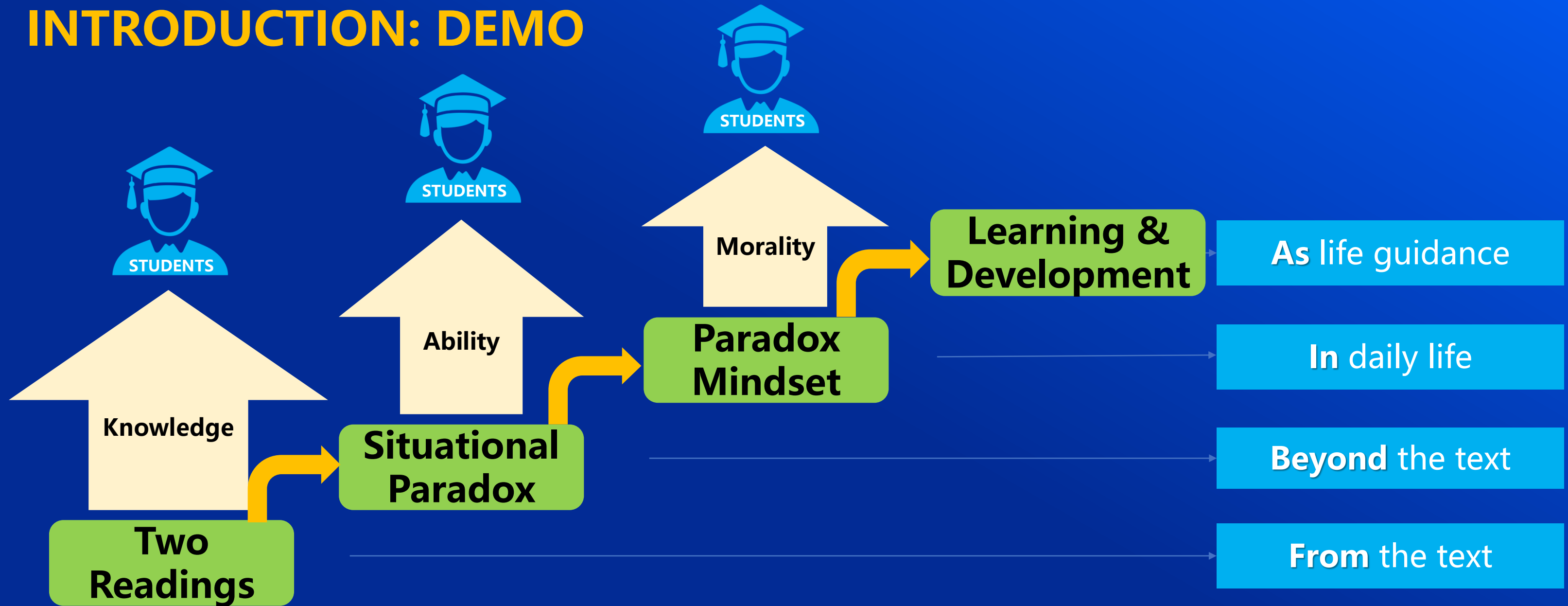
Demo Objectives: to cultivate the ability to evaluate a viewpoint from different angles and the ability to analyze specific situations



Unit Objectives: to establish the paradox mindset in life

Demo Objectives: to foster the paradox mindset to improve students' learning and development

INTRODUCTION: DEMO



INTRODUCTION: TEACHING DESIGN

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INTRODUCTION: ASSESSMENT



To complete language exercises



To conduct an interview



To write a literary paradox



To develop paradox mindset



To take an achievement test

**FORMATIVE
ASSESSMENT**



**SUMMATIVE
ASSESSMENT**



GOOD → GREAT



PARADOX



Test Your Knowledge of Paradox



**1.
Which
statement
is
the best
definition
of
paradox?**

A seemingly absurd or illogical
set of statements that reveal
a hidden or unexpected truth.

A

B

Two or more statements that are
irreconcilable* with each other.

*irreconcilable—adj. that cannot be brought into agreement, harmony, or adjustment

Parallel ideas that lead to
a new conclusion.

C

2. Which of the following Oscar Wilde **statements** is a paradox?

I have the simplest tastes. I am always satisfied with the best.

A

B

I can resist everything except temptation.

All bad poetry springs from genuine feeling.

C

Literary Paradox

Situational Paradox

a situation or circumstance that is contradictory

Rhetorical Paradox

a seemingly contrasting comment made by a character



Logical Paradox

a contradiction that defies* logic and is considered **unresolvable**

(*defy: to refuse to obey)

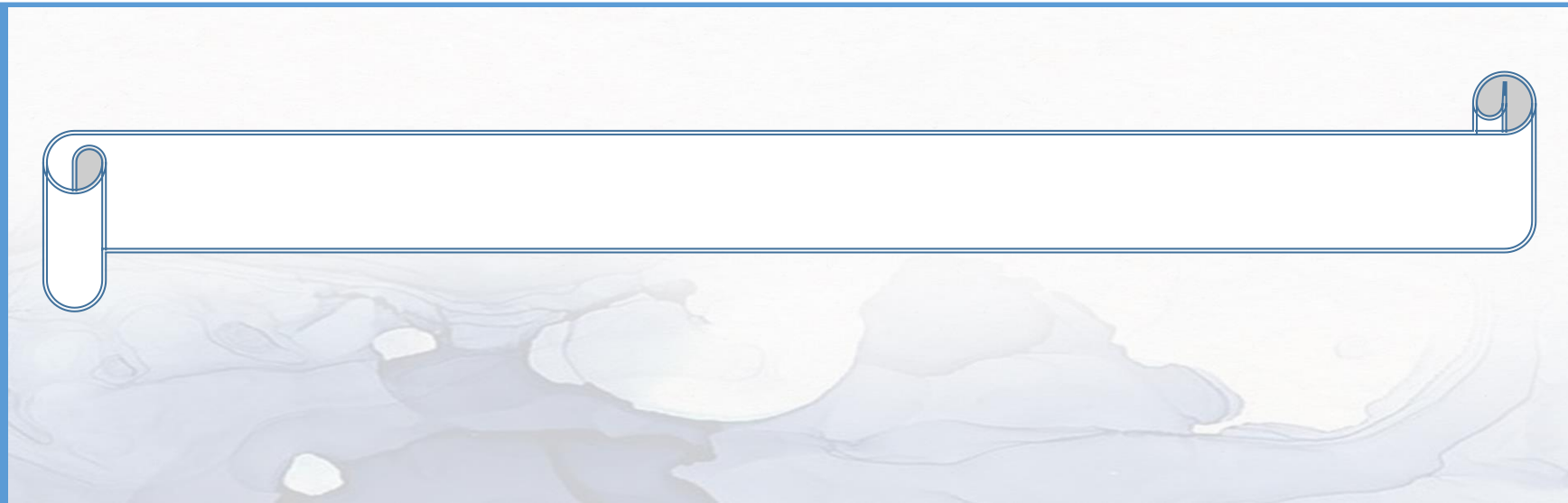
a set of seemingly contradictory concepts that reveal a hidden and/or unexpected truth

Text B [previous class]

“Good is the enemy of great.” (para.2, p.15)

It is a paradox. A “good-enough” mindset might very well be the key to being great and happy. (para.7, p.16)

Text A



Classical **RHETORICAL** Paradox [previous class]

“I must be cruel, only to be kind.” —Hamlet
(William Shakespeare, *Hamlet*)

他似乎既是个成人，又是个孩子。
(老舍, 《骆驼祥子》)

Classical **RHETORICAL** Paradox [previous class]



Text A

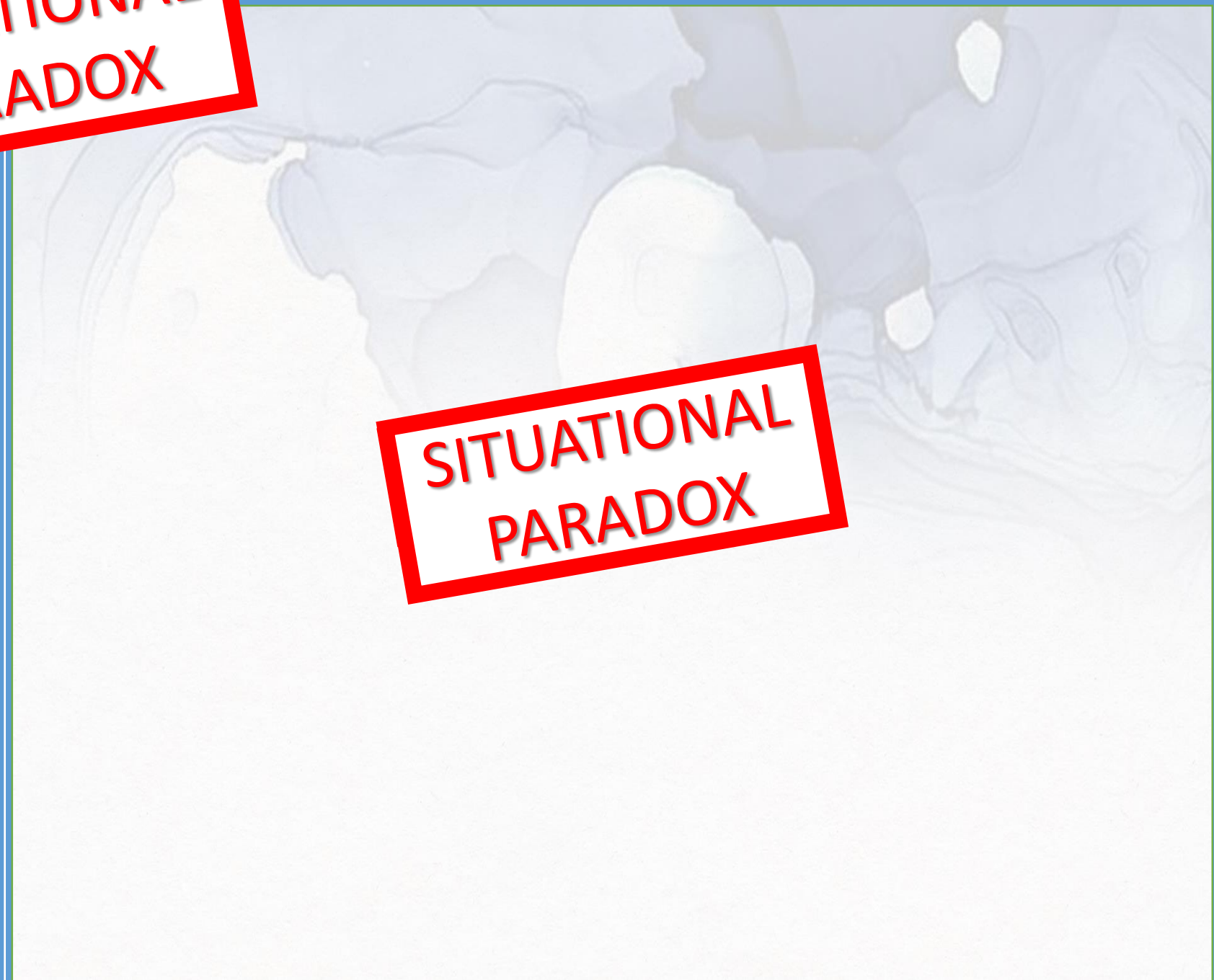
**SITUATIONAL
PARADOX**

Instead, all I want are three things: I want to write as well as I can, I want to have a family, and I want to be a good pediatrician. And then, of course, a voice inside who wants to write a best seller, to have amazing medical research ... Even though I'm not a college freshman anymore, I'm glad to find that little voice still there ... (para.8, p.6)

**SITUATIONAL
PARADOX**

Text B

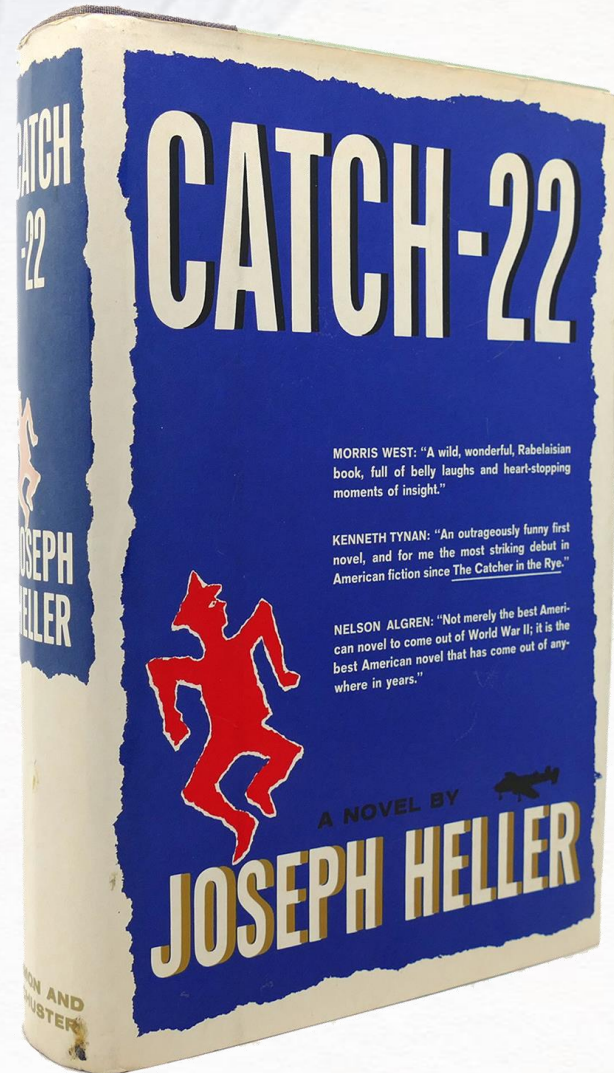
**SITUATIONAL
PARADOX**



*other examples: para. 5, 6, 7 [omitted]

SITUATIONAL PARADOX is a situation or circumstance that is contradictory

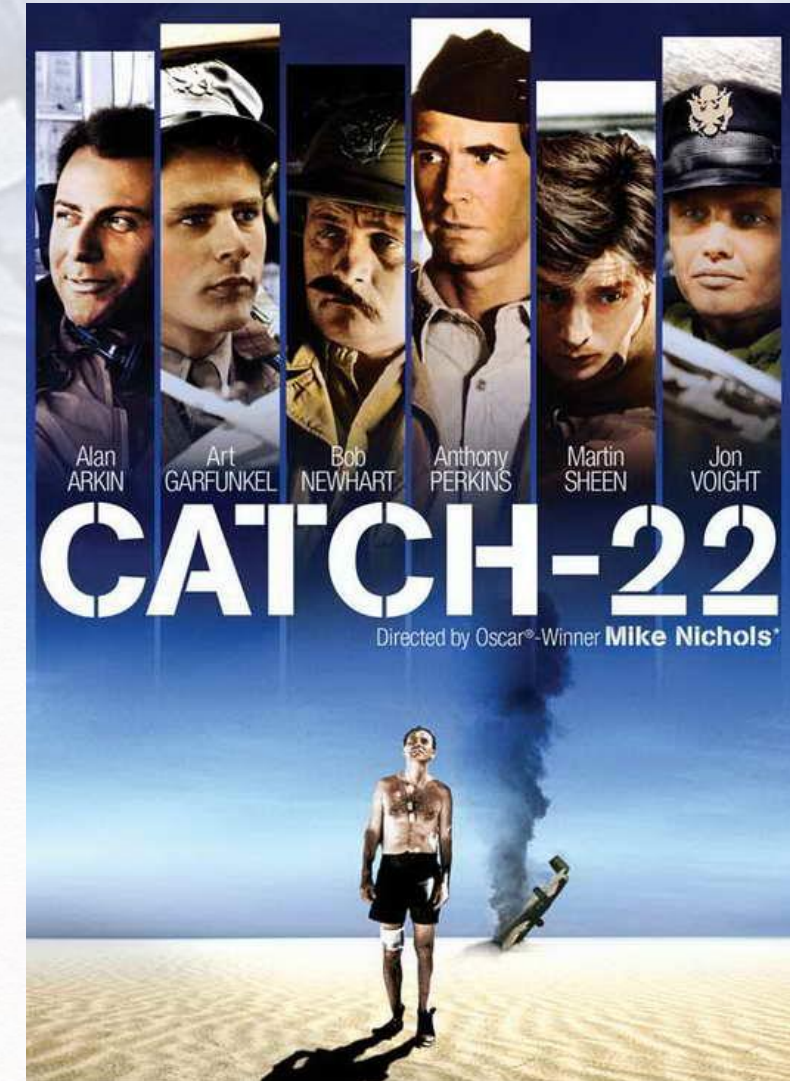
whereas RHETORICAL PARADOX is a seemingly contrasting comment made by a character.



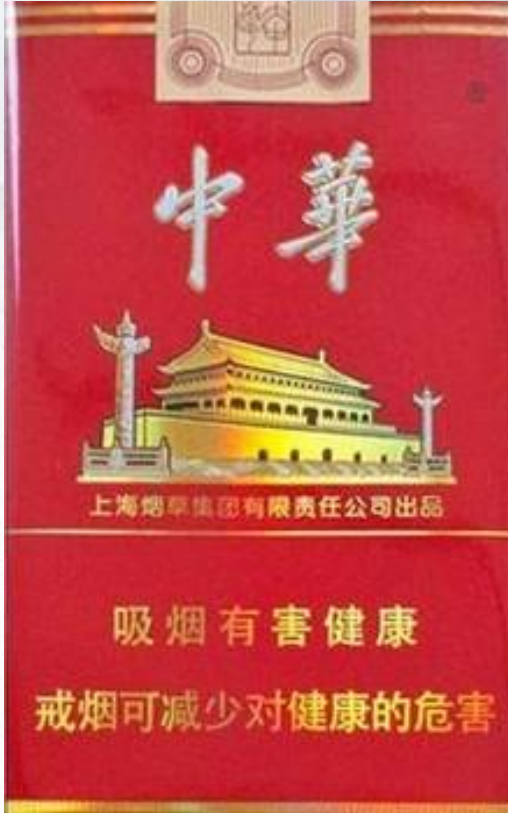
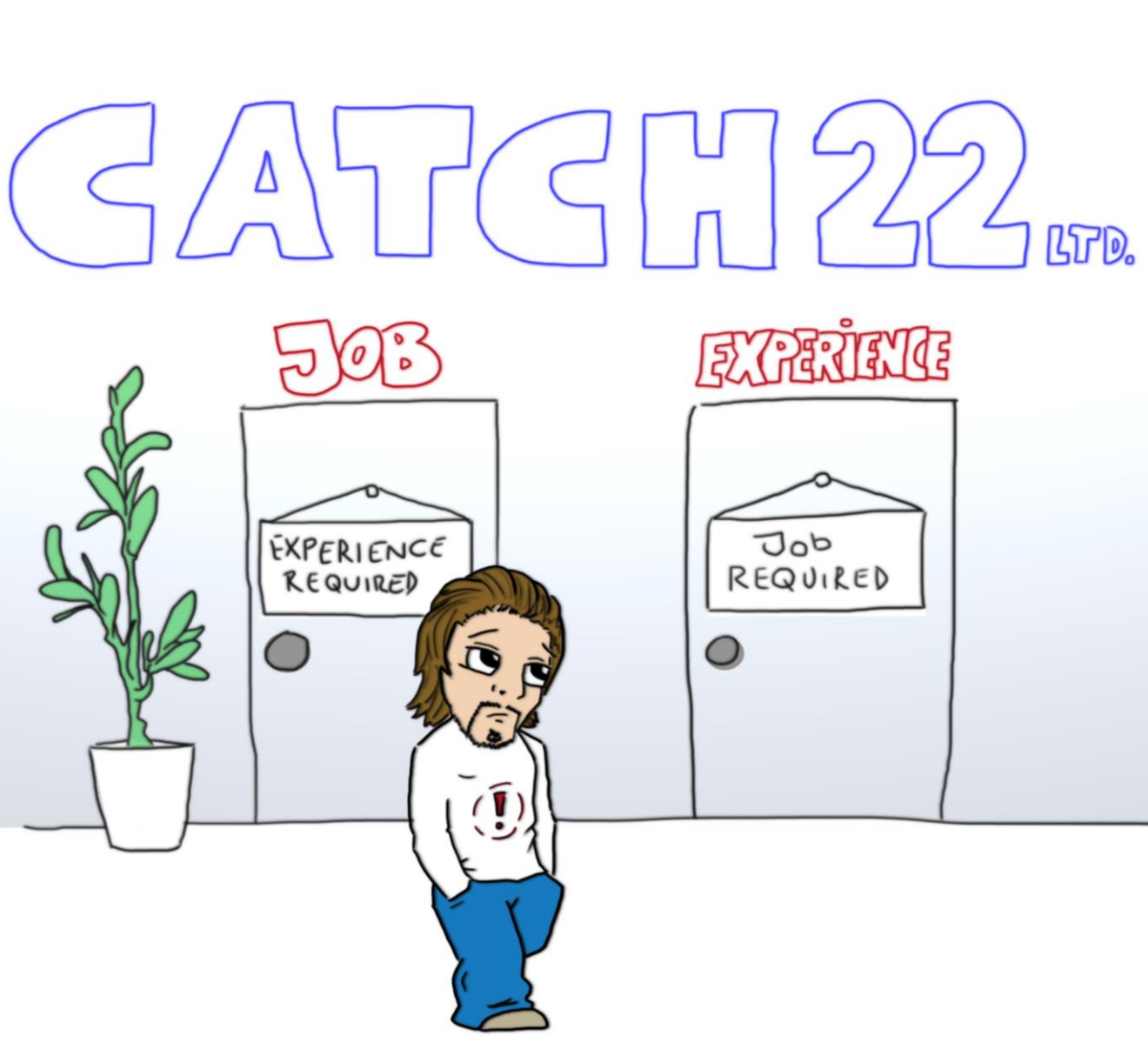
There was only one catch, and that was **Catch-22 (第二十二条军规)**, which specified that **a concern for one's safety in the face of dangers** that were real and immediate **was the process of a rational mind.** Orr was crazy and could be grounded. **All he had to do was ask; and as soon as he did, he would no longer be crazy and would have to fly more missions.**

—Joseph Heller, *Catch-22*, 1961

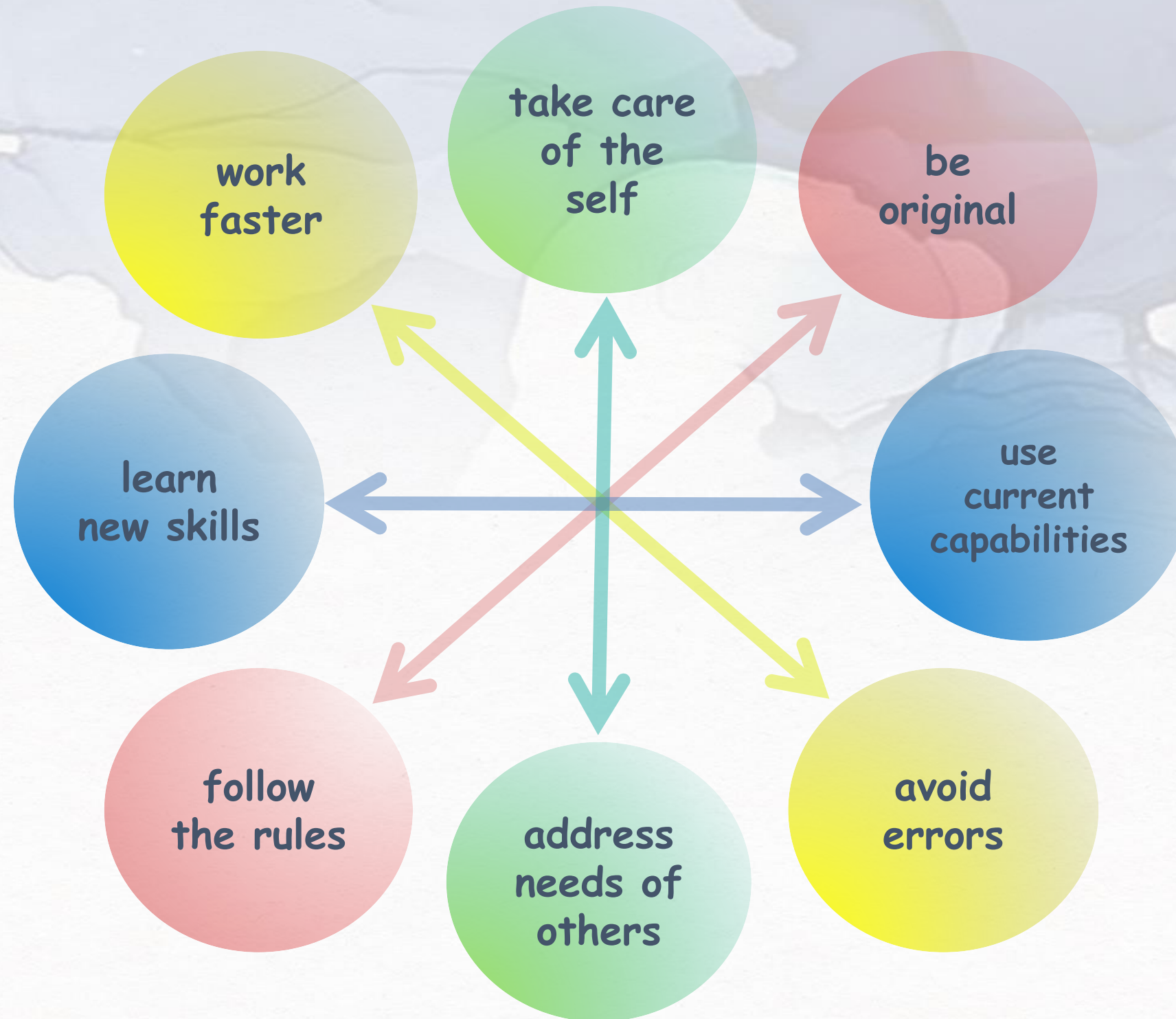
约瑟夫·海勒著长篇小说《第二十二条军规》



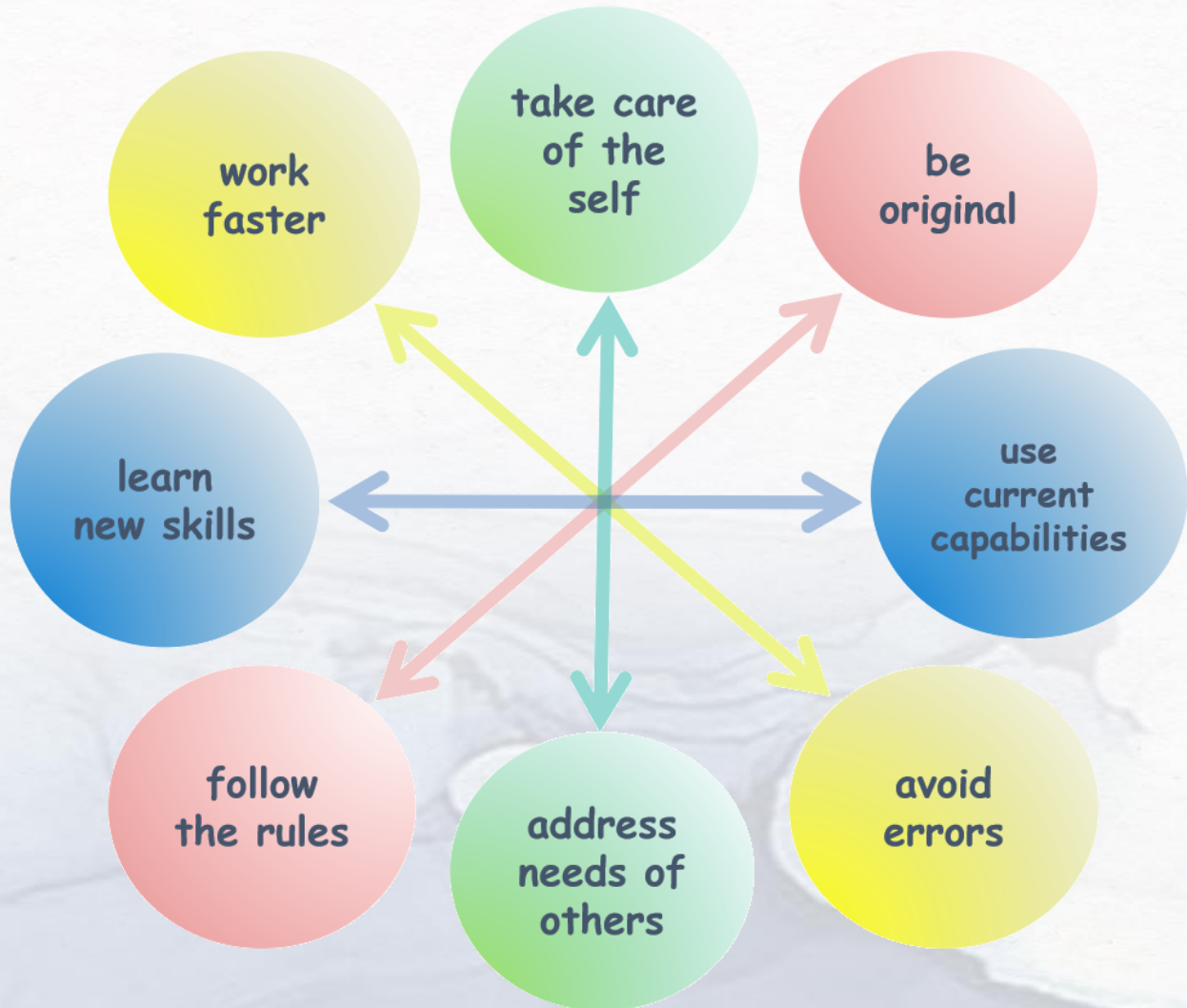
Can you identify the situational paradoxes in the pictures below?





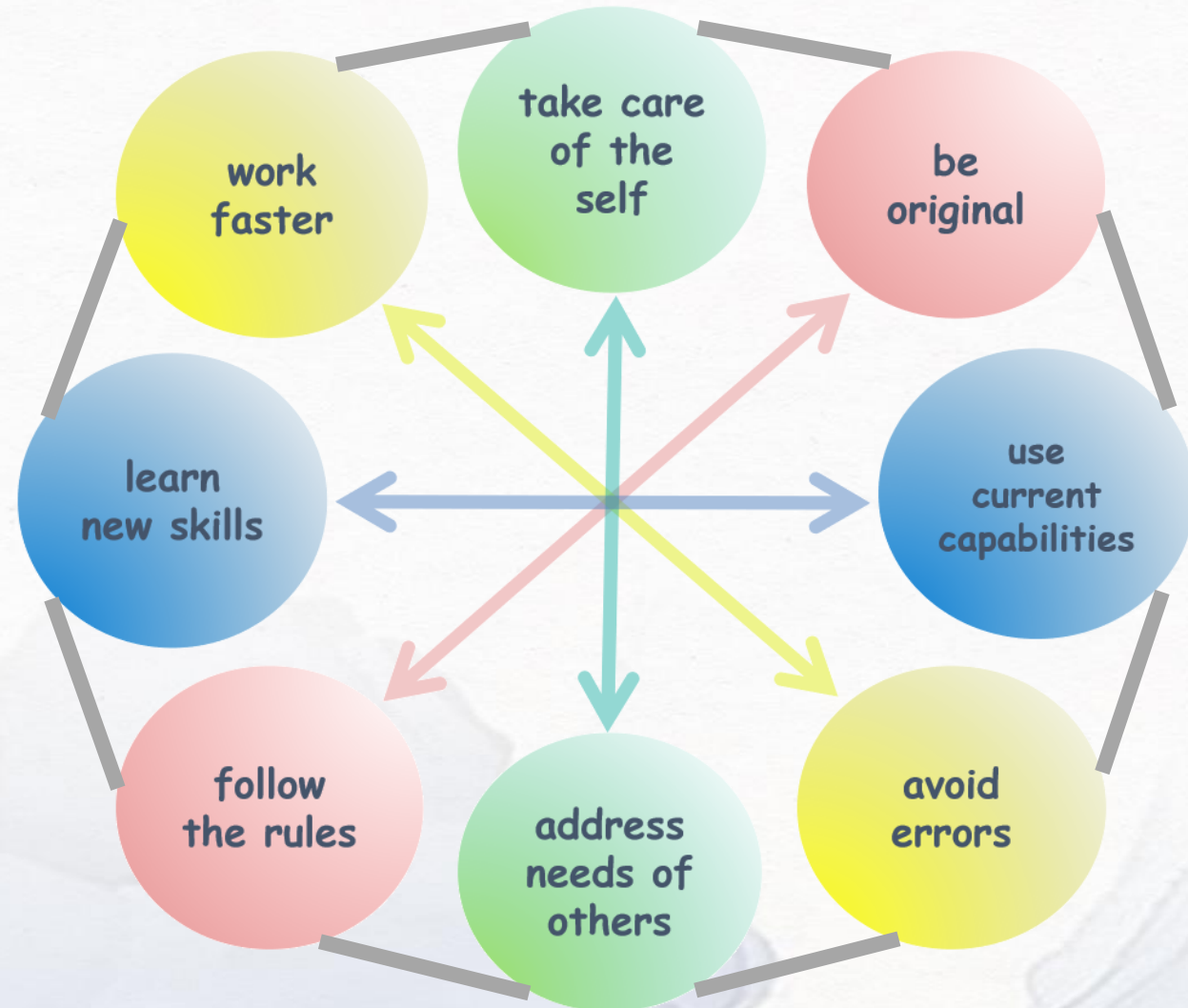


either/or mindset



dysfunctional responses

paradox mindset



opportunity for learning and development

BENEFITS OF PARADOX MINDSET



If you **know the enemy and know yourself**,
you need not fear the result of a hundred battles.

— Sun Zi, *The Art of War*

ASSIGNMENT



Identify and **Explain** the various situations where “It's OK to be good enough and not great” can be used.

Chicken or the Egg?



Find people or situations in **history, literature, movies,** and **real life** to act as inspiration for your original literary paradox. **Share** and **Explain** your findings with your teammates.

Write a literary paradox, building your main character or situation that combines disparate and seemingly contradictory attributes or elements.