

**Unit 8** *Communication at Your Fingertips*

# Why I am not going to buy a cellphone



# Teaching Context

## ■ University

comprehensive university

“Project 211”, “Double First-Class”

## ■ Students

first-year non-English majors

language level: CSE 5

**weak critical thinking**

## ■ Course

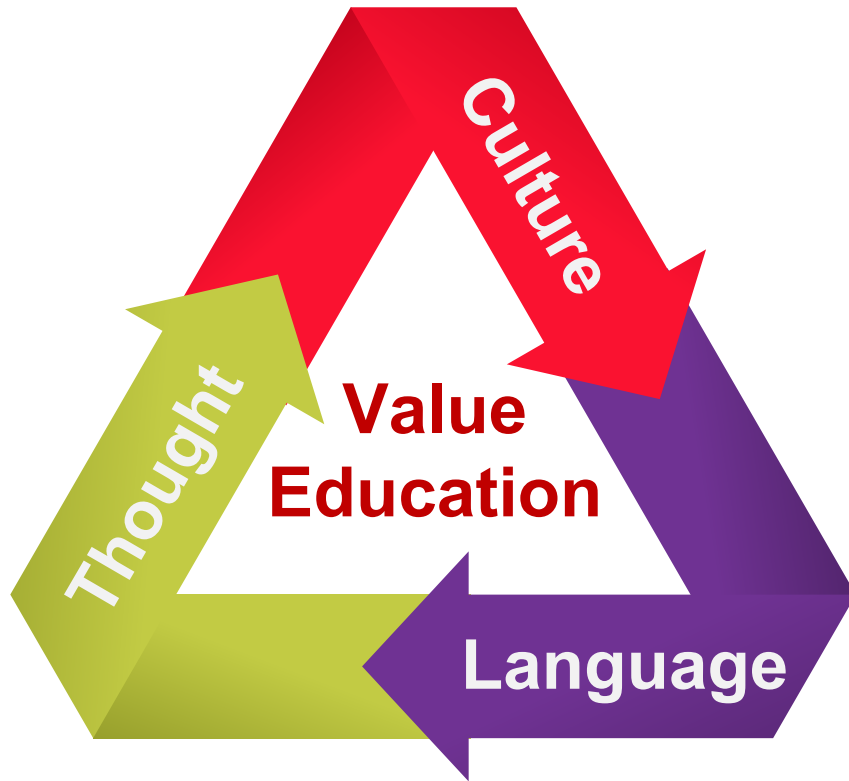
College English (Advanced)



- **analyzing** the meanings of words
- **clarifying** values and standards
- reasoning **dialectically**
- evaluating **assumptions**

# Teaching Philosophy

Achieve **C**ulture-and-**T**hought-Integrated **V**alue **E**ducation



**A C T I V E**

# Design Rationale

## Values

### Language

Evaluative Words

- force
- burden
- intrusive
- ...

### Critical Thinking

Syllogism

Major Premise

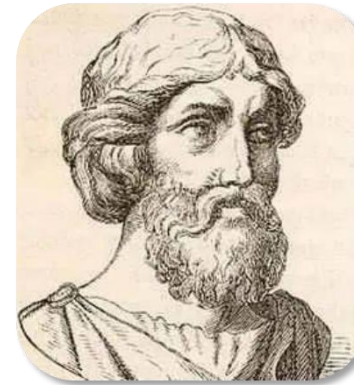
+

Minor Premise

||

Conclusion

### Intercultural Competence



**Aristotle**  
Greek Philosopher  
(384 B.C – 322 B.C)



**Xu Shen**  
Chinese Philosopher  
(58 A.D – 147 A.D)



# Design Rationale



----- Forwarding messages -----

From: "Reed, Philip" <[reedp@canisius.edu](mailto:reedp@canisius.edu)>

Date: 2021-11-19 22:14:15

To: [REDACTED]@163.com>

Subject: RE: Inquiry about the essay "Why I am not going to buy a cellphone" for potential ESL teaching design

Dear [REDACTED]

PHILIP REED



Associate Dean, College of Arts & Sciences

PHILOSOPHY (UNDERGRADUATE)

B.A., Davidson College  
M.A. & Ph.D., University of Notre Dame

[reedp@canisius.edu](mailto:reedp@canisius.edu)  
2609  
Office: CT 713

Thank you for your email. I would be happy to answer your questions.

People often ask me why I don't have a cell phone. I decided it was worthwhile to try to articulate my reasons. In addition, I was inspired to write the essay by a similar essay written by the writer Wendell Berry, called "Why I am not Going to Buy a Computer". Here is a link to that essay: <https://www.google.com/url?>

Broadly speaking, I adopt an Aristotelian conception of happiness, where it is a matter of a person's flourishing (rather than simply, say, accumulating pleasure). Practically speaking, this works out to be some of the things I mentioned in the essay, such as family, friendship, and philosophizing.

I hope this is helpful to you. Thank you

Best,

Phil

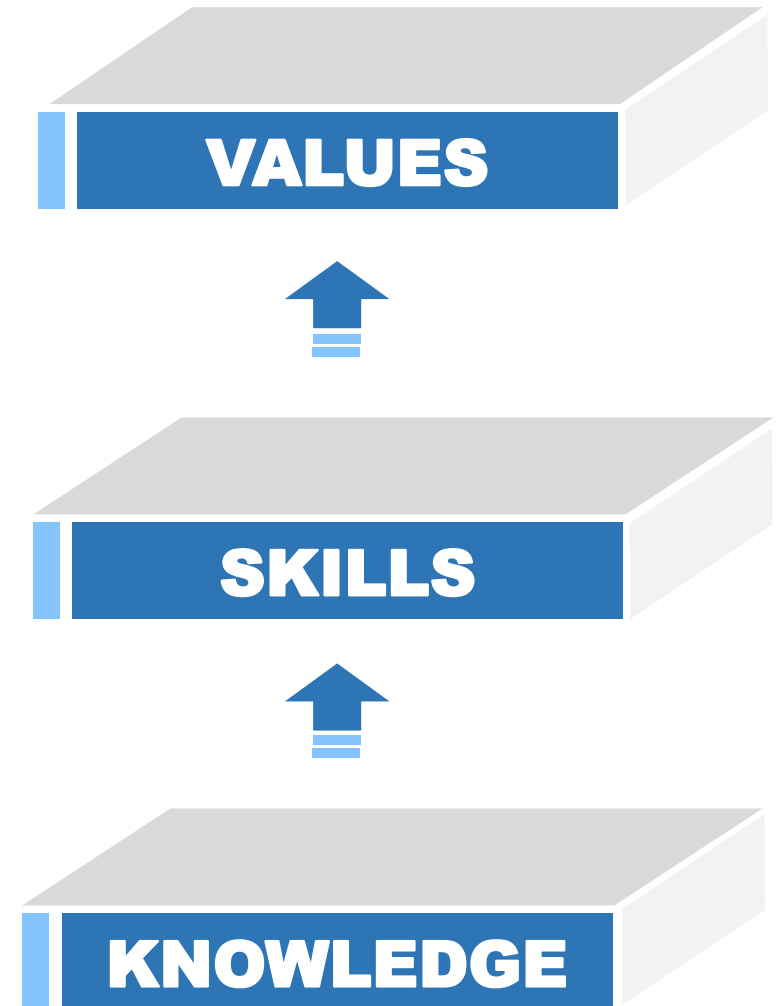
“...I adopt an **Aristotelian** conception of happiness...”

# Learning Objectives

- To understand how to use cellphone **wisely** for a **good** campus life;
- To understand the importance of **contemplation** in life by examining pictographic illustration of “思”;

- To identify and analyze **sylogism** in argumentation and evaluate **assumption** by examining key words;
- To enhance **cultural sensitivity** by expanding value dimensions of **common values**;

- To use **evaluative language** to argue more persuasively;
- To apply **sylogism** in argumentation for logical reasoning.



# Teaching Procedures

R

E

A

D

**R**ecognizing  
language



**E**xploring  
premise



**A**ssessing  
values



**D**rawing  
conclusions

- Discussing
- Scanning
- Socratic Questioning

- Personalizing
- Clarifying
- Contrasting

- Inner-cultural Connection
- Inter-cultural Comparison

- Post-reading Discussion
- Peer Assessment

# References

- [1] 中华人民共和国教育部.高等学校课程思政建设指导纲要[R]. 2020.
- [2] 教育部高等学校大学外语教学指导委员会.大学英语教学指南(2020版) [M]. 高等教育出版社. 2020.
- [3] 韩宝成. 动态评价理论、模式及其在外语教育中的应用[J]. 外语教学与研究, 2009,41(06): 452-458.
- [4] 何莲珍,蒋景阳. 新编大学英语 (第四版) 综合教程1[M]. 北京: 外语教学与研究出版社. 2020.
- [5] 孙有中. 跨文化外语教学研究[M]. 外语教学与研究出版社. 2021.
- [6] 孙有中. 思辨英语教学原则[J].外语教学与研究,2019,51(06):825-837+959.
- [7] 孙有中,王卓. 与时俱进, 开拓中国外语教育创新发展路径——孙有中教授访谈录[J].山东外语教学,2021,42(04):3-12.
- [8] 徐锦芬. 高校英语课程教学素材的思政内容建设研究[J]. 外语界, 2021(02):18-24.
- [9] Anderson, L. W., D. R. Krathwohol, P. W. Airasian, K. A. Cruikshank, R. E. Mayer, P. R. Pintrich, J. Raths & M. C. Wittrock (eds). *A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* [M]. New York: Longman. 2001.
- [10] Browne, N. & S. Keeley. *Asking The Right Questions: A Guide to Critical Thinking* [M]. New York: Pearson, 2018.
- [11] Martin, J. & P. White. *The Language of Evaluation: Appraisal in English* [M]. London: Palgrave, 2005.
- [12] Paul, R., Binker., A., Jensen, K., & Kreklau, H. *Critical Thinking Handbook: A Guide for Remodeling Lesson Plans in Language Arts, Social Studies and Science* [M]. Rohnert Park, CA: Foundation for Critical Thinking, 1990.
- [13] Paul, R. & L. Elder. *Critical Thinking Competency Standards* [M]. Beijing: Foreign Language Teaching and Research Press, 2016.



**Unit 8** Communication at Your Fingertips

# Why I am not going to buy a cellphone





What is the basic structure of syllogism?

## Syllogism in Reading 2

### Reason

 Communication (Para.3)

major premise?

minor premise?

### Conclusion

I'm not going to buy a cellphone.

# Review



<https://u.unipus.cn>



## Conclusion?



### Student A Gao XXX

Activity	cannot use Weibo
Impact	less options for entertainment
Feeling	bored



### Student B Zhang XXX

Activity	missing calls from friends
Impact	less contact with others
Feeling	annoyed



### Student C Tao XXX

Activity	cannot listen to music
Impact	lower study efficiency
Feeling	restless

# Recognizing Language



How does the writer perceive a life with cellphones?

## Activities

“...**dangers** of texting while driving...” (Para.4)

“...**ignoring** each other’s presence...” (Para.4)

## Impact

“...**forces** the mind to separate from...” (Para.4)

“the **intrusive** effects of cellphones...” (Para.5)

## Feelings

“Cellphones put their users constantly on call..., it can also be an **overwhelming burden.**” (Para.3)

# Exploring Premise

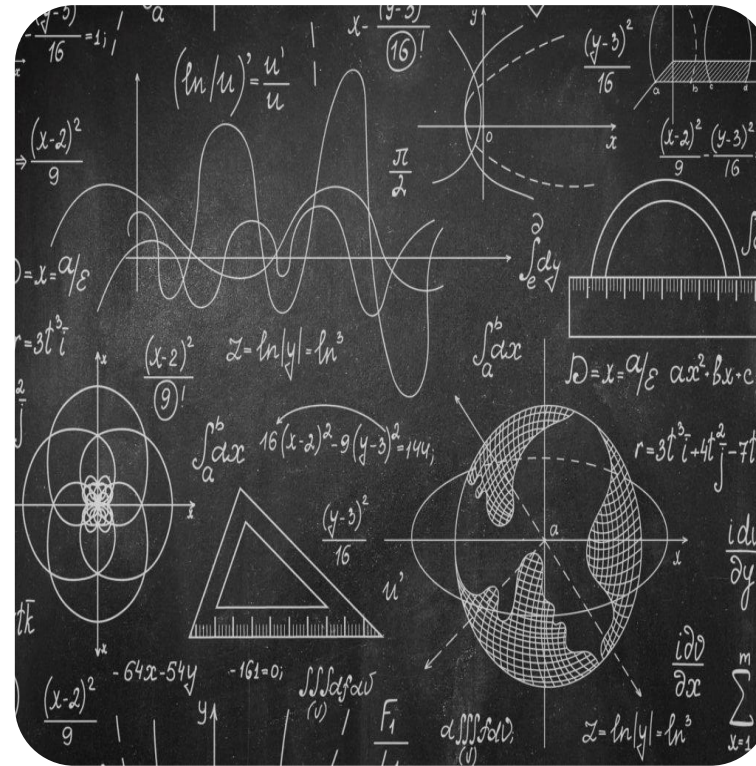


**Cellphones also interfere with **contemplation**, the activity which I think is essential for living a **good** life. (Para.5)**

# Exploring Premise



How does the writer's assumption about “good” differ from yours?



----- Forwarding messages -----

From: "Reed, Philip" <[reedp@canisius.edu](mailto:reedp@canisius.edu)>

Date: 2021-11-19 22:14:15

To: [REDACTED]@163.com>

Subject: RE: Inquiry about the essay "Why I am not going to buy a cellphone" for potential ESL teaching design

Dear [REDACTED]

Thank you for your email. I would be happy to answer your questions.

People often ask me why I don't have a cell phone. I decided it was worthwhile to try to articulate my reasons. In addition, I was inspired to write the essay by a similar essay written by the writer Wendell Berry, called "Why I am not Going to Buy a Computer". Here is a link to that essay. <https://www.google.com/url?>

Broadly speaking, I adopt an Aristotelian conception of happiness, where it is a matter of a person's flourishing (rather than simply, say, accumulating pleasure). Practically speaking, this works out to be some of the things I mentioned in the essay, such as family, friendship, and philosophizing.

I hope this is helpful to you. Thank you again for reaching out to me and I hope your students enjoy the essay!

Best,

Phil

## PHILIP REED



Associate Dean, College of Arts & Sciences

PHILOSOPHY (UNDERGRADUATE)

B.A., Davidson College

M.A. & Ph.D., University of Notre Dame

[reedp@canisius.edu](mailto:reedp@canisius.edu)

2609

Office: CT 713

# Assessing Values



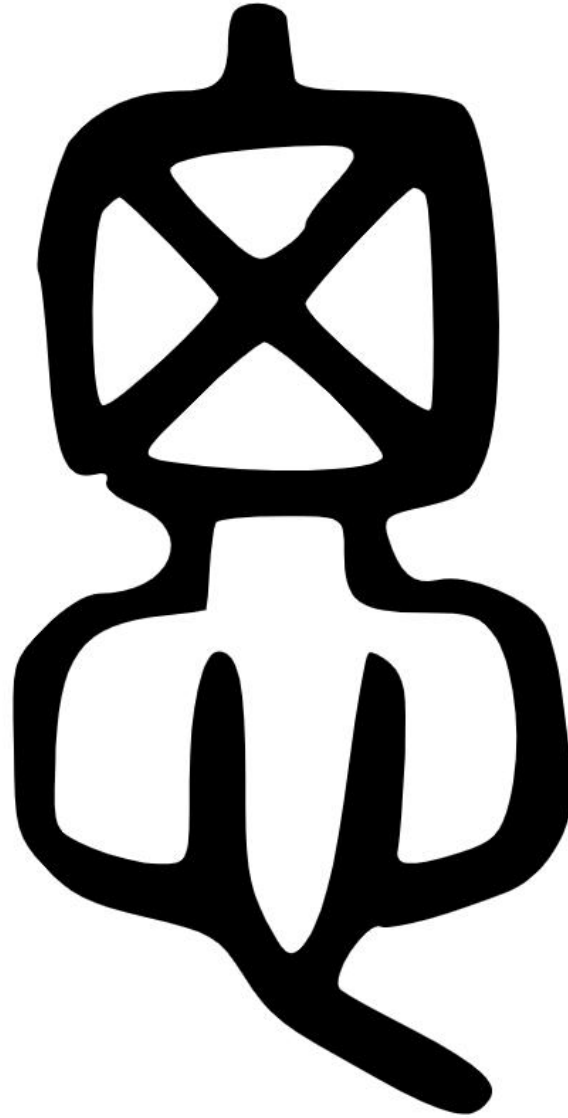
**Aristotle**  
Greek Philosopher  
(384 B.C – 322 B.C)

“The ultimate value of life depends upon awareness and the power of **contemplation** rather than upon mere survival.”

— *Nicomachean Ethics*



# Assessing Values



# Assessing Values



**Aristotle**

**Greek** Philosopher  
(384 B.C – 322 B.C)

“The ultimate value of life depends upon awareness and the power of **contemplation** rather than upon mere survival.”



思，容也。（《说文解字》）

“By **reflecting**, a person will keep himself from **being led astray** or getting confused **by** what he sees or hears.”



中华思想文化术语库



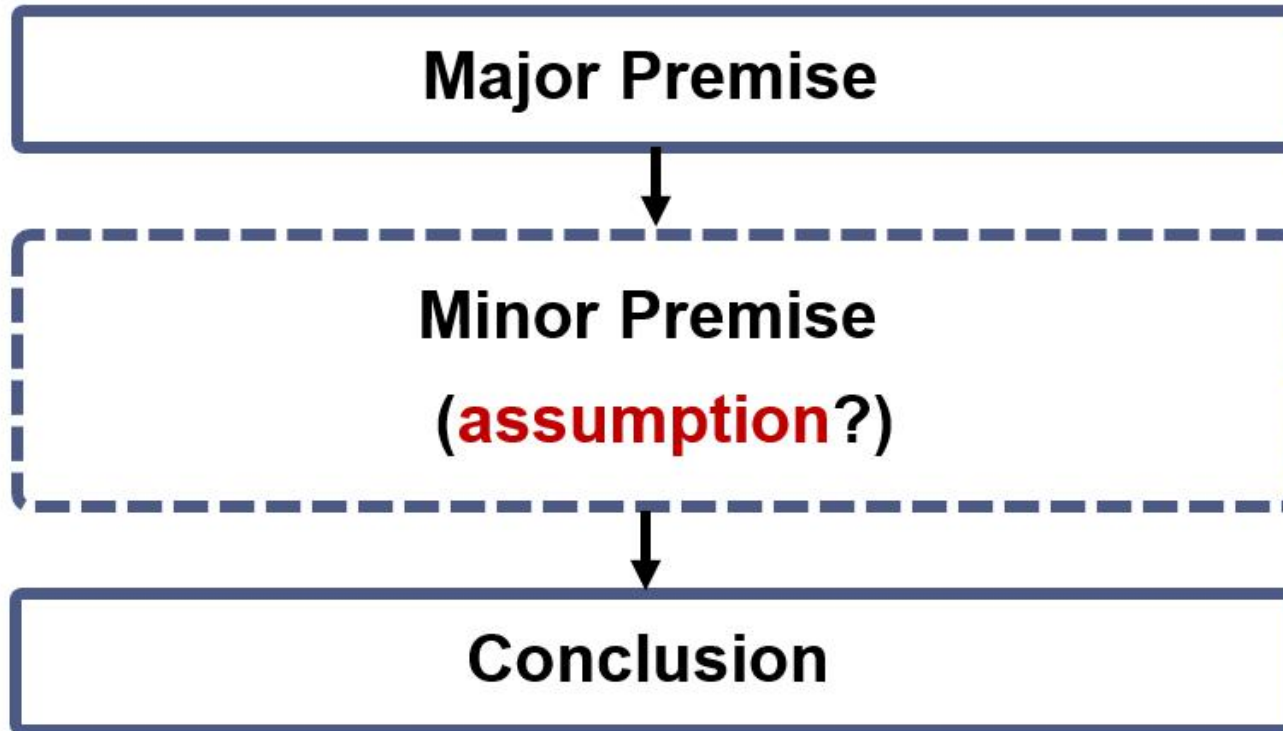
**Xu Shen**

**Chinese** Philosopher  
(58 A.D – 147 A.D)

# Drawing Conclusions



Please draw **your own** conclusions about how to use cellphones properly for a **good** campus life.



## Text B Word Bank

- intrude into...
- be fully absorbed in...
- disconnect ...from...
- overwhelming burden
- fulfilling
- liberating

# Drawing Conclusions

13:36:18



Please draw **your own** conclusions about how to use cellphones properly for a **good** campus life.

Major Premise



Minor Premise  
(**assumption?**)



Conclusion

seewo

TO BE PURE AESTHETIC  
OLD AND NEW  
WARM AND COOL  
CLASSIC AND TRENDY  
SIMPLE AND ELEGANT  
FOR BEING YOURSELF...  
IT'S 25'S OBSESSION

# Peer Assessment



Work in groups to assess your peers' proposals based on the following criteria.

1. Does the student use **sylllogism** for logical reasoning?

major premise \_\_\_\_\_

minor premise \_\_\_\_\_

conclusion \_\_\_\_\_

2. Does the student use **evaluative words** from Text B to help clarify definition of “a **good** campus life”?

Yes \_\_\_\_\_

No

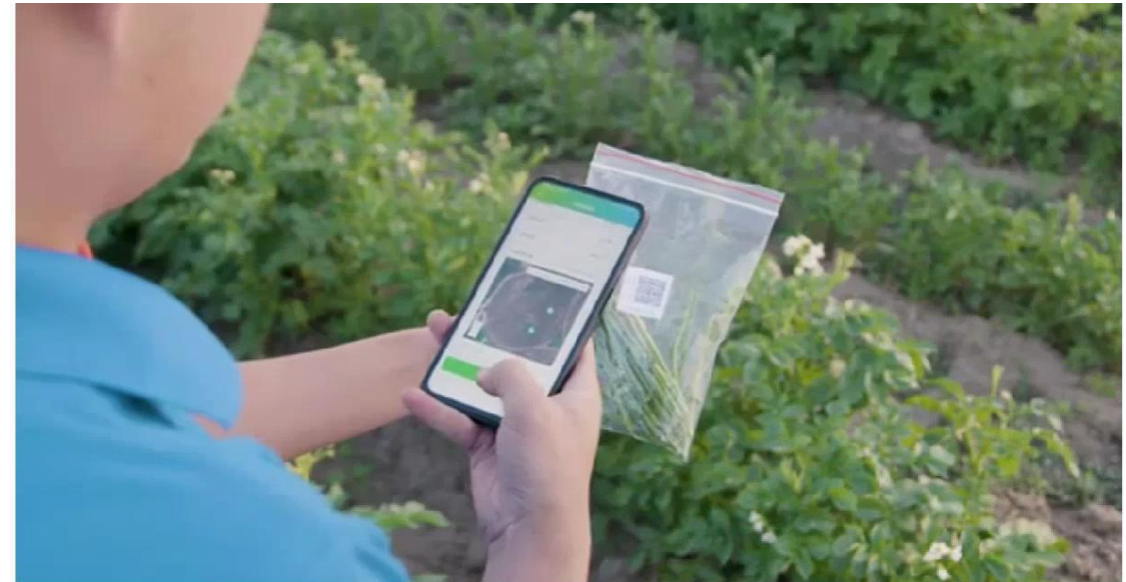
# Assignments

Write an essay with no less than 280 words to respond to the writer.

- (1) **Evaluate** the writer's syllogism by practicing "R-E-A-D" in Reading 1;
- (2) **Redefine** a good life based on the following extended reading;
- (3) **Illustrate** how cellphones can contribute to **a good life for Chinese farmers.**



The screenshot shows the top portion of a news article on the China Daily website. The header includes the logo "CHINADAILY.COM.CN" and navigation links for various categories like HOME, CHINA, WORLD, BUSINESS, LIFESTYLE, CULTURE, TRAVEL, WATCHTHIS, SPORTS, OPINION, and REG. Below the header, the article title is "Syngenta Group China VP: Accelerate building of system to safeguard agriculture". The article is dated "2021-09-08 17:03" and includes social media sharing icons for Facebook, Twitter, LinkedIn, and a plus sign. At the bottom of the screenshot, there is a logo for "MAP" (Modern Agriculture Platform) and the text "中化现代农业技术服务中心 SINOCHEM MODERN AGRICULTURE SERVICE CENTER".



<http://www.chinadaily.com.cn/a/202109/08/WS61387c5ca310efa1bd66e33b.html>