CONTENTS

1. **Target students**

2. **Teaching focus & objectives**

3. **Teaching approach & procedures**

4. **Highlighted features**

- **Target Students**

  - **Freshmen English majors**
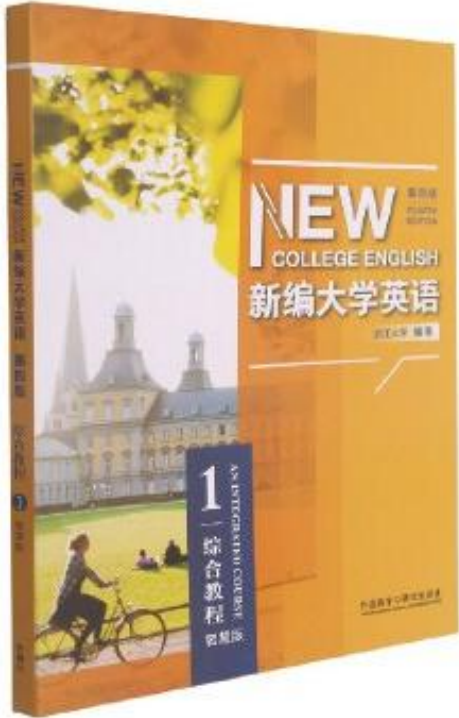 - **Comprehensive university**
  - **Current level: CSE 4**

Strength

Strong in basic linguistic knowledge

Weakness

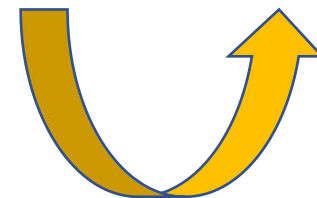**Weak in** logical reasoning

• Teaching Focus

Unit Themes

1	Good to Great	2	The Pace of Life
3	In the Name of Love	4	The Art of Choice
5	Bridge Cultural Gaps	6	Think for a Change
7	Have a Nice Day		

Communication at your fingertip

Reading 1
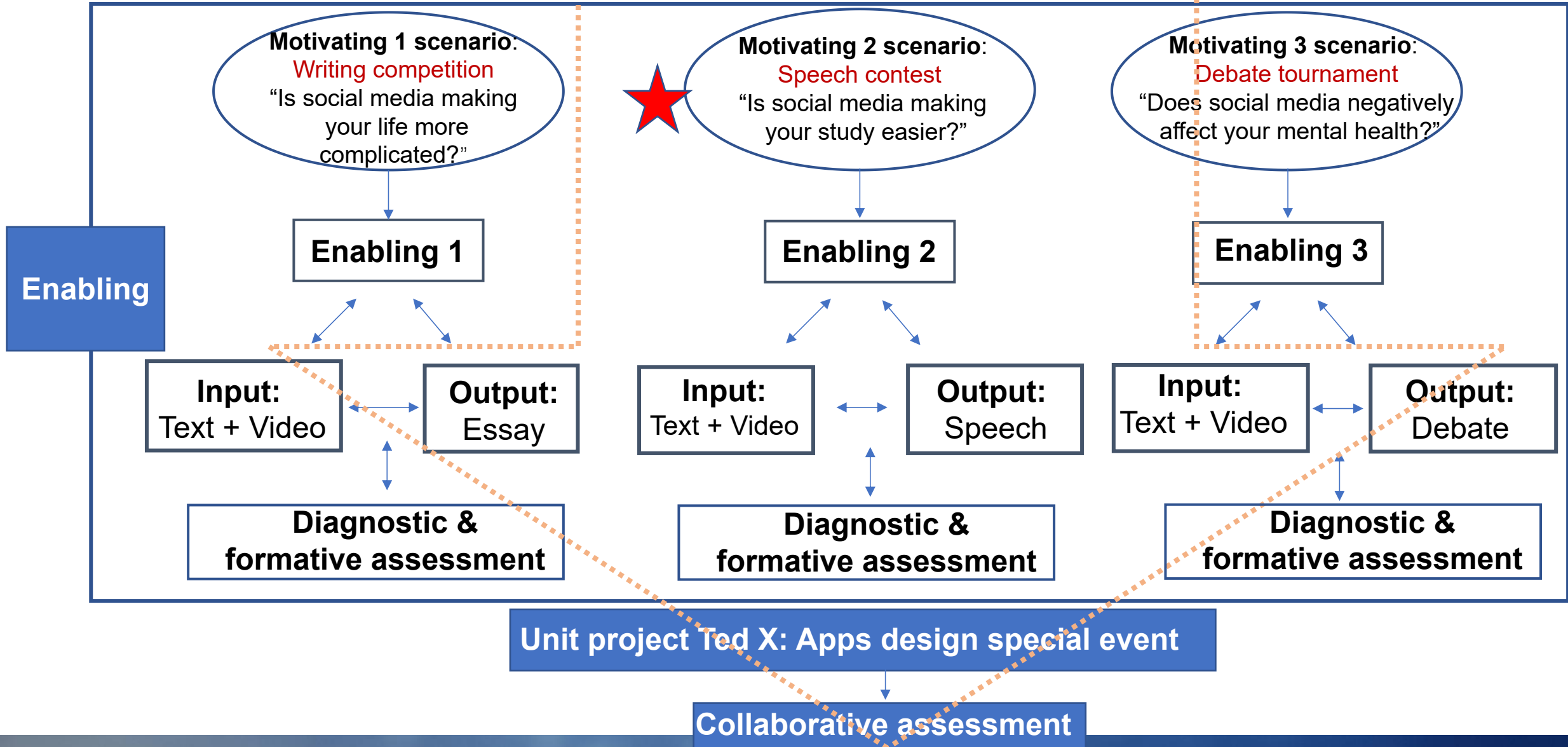Is social media the enemy?
(pp.187-196)

Teaching Approach

Motivating: Unit 8 project

Enabling

Motivating 1 scenario:
Writing competition
"Is social media making your life more complicated?"

Motivating 2 scenario:
Speech contest
"Is social media making your study easier?"

Motivating 3 scenario:
Debate tournament
"Does social media negatively affect your mental health?"

Enabling 1

Enabling 2

Enabling 3

Input: Text + Video

Output: Essay

Input: Text + Video

Output: Speech

Input: Text + Video

Output: Debate

Diagnostic & formative assessment

Diagnostic & formative assessment

Diagnostic & formative assessment

Unit project Ted X: Apps design special event

Collaborative assessment

• Teaching Objectives of Unit 8

Grasp expressions to present different types of evidence;
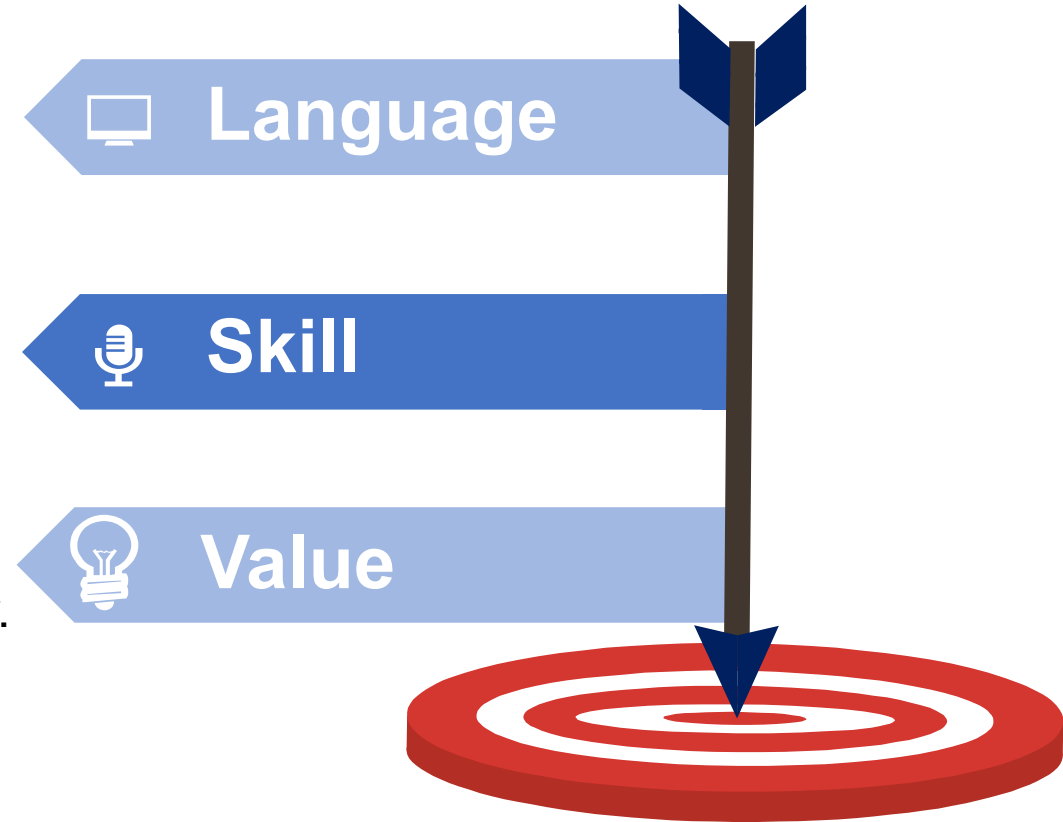**Evaluate** various aspects of digital communication;

Identify the structure and logic of an argumentative essay;
Argue with proper evidence and sound reasoning;

Embrace one's imperfections and cultivate inner beauty;
Foster information literacy to use social media wisely & responsibly.

Language

Skill

Value

6 periods

Session	Time	Teacher activities	Students activities	POA phase
Session 1 (Periods 1-2) Task 1	Before class	• conducts quizzes on vocabularies;	• grasp vocabularies and preview the text;	M&A
	In class	• introduces text background and conducts comprehension check on three types of viewpoints on new-tech; • instructs on the effective use of anecdote.	• understand different views on the digital media; • identify the features of anecdote; • evaluate the effectiveness of anecdote in argumentative writing.	E&M&A
	After class	• assesses the task 1 and selects a model on the university platform; • assigns task 2: social media and study.	• create a mind-map for task 1 on social media & life; • carry out task 1.	A & M
Session 2 (Periods 3-4) Task 2	Before class	• gives out handouts and learning materials; • collects data on students' learning.	• learn a mini-lecture and the Ted Talk; • select evidence on social media & study.	A
	In class	To argue with **logically** structured evidence.	• identify the credibility of the evidence for task 2; • analyze the author's line of reasoning; • argue with logically structured evidence.	E&M&A
	After class	• assesses students' presentation video; • puts students' self-reflection in a portfolio.	• self-assess and upload the product on Unipus; • reflect on the impact of social media & logical reasoning; • summarize reading 2.	A
Session 3 (Periods 5-6) Task 3 Unit-project	In class	• explains what counter-argument is in Reading 2; • organizes a debate: "Does social media affect appearance anxiety?"	• defend with counter-argument; • justify one's point with proper reasoning; • measure each other's opinion on "Is social media to blame for our appearance anxiety".	E&M&A
	After class	• carries out teacher-student collaborative assessment on the group projects.	• synthesize previous findings & present apps design in Ted X special event in groups.	A

• **Rationale Behind Demo Session**

Student-selected topic

Is **social media** making your study easier?

Teacher's diagnostic analysis

Illogical organization of evidence

第1题: Which topics are you interested in exploring further? [多选题]

选项 ⇧	小计⇧	比例
Is social media making your study easier?	33	52.38%
Do you find fandom (fans circle) toxic?	29	46.03%
Will physical books disappear in the digital age?	27	42.86%
Should real-name registrations be enforced on social media?	10	15.87%
Does social media make you more anxious about your appearance?	30	47.62%
Is social media making us more opinionated or open-minded?	23	36.51%
Are keyboard warriors（键盘侠）real warriors?	12	19.05%
Should influencer marketing be banned?	10	15.87%
Should online games be banned?	1	1.59%
本题有效填写人次	63	

第1题:
Which of the following best describes your thoughts regarding the order of the evidence you collected? [单选题]

选项 ⇧	小计⇧	比例
I was unaware that evidence should be logically organized.	2	7.14%
I followed my instinct when it comes to the order.	5	17.86%
As long as my evidence is relevant, the order does not matter much.	7	25%
I knew I needed to organize the evidence logically, but had no idea how. [详细]	9	32.14%
I arranged my evidence in a certain order (If so, please specify your logic). [详细]		17.86%
Please specify other reasons. [详细]		0%
本题有效填写人次		

How?

• **Teaching Objectives of Demo Session**

logical order of evidence

Grasp important linking words to indicate the order of the evidence;

Language

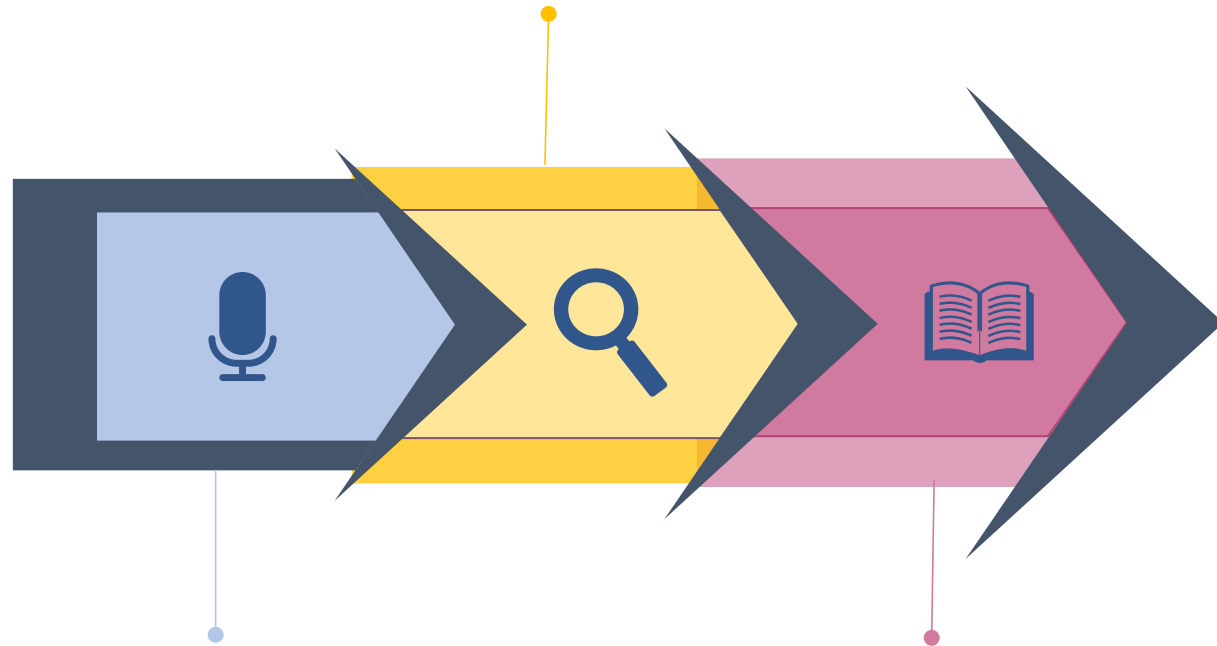**Argue** with logically structured evidence;

Skill

Strike a proper balance between study & the use of social media.

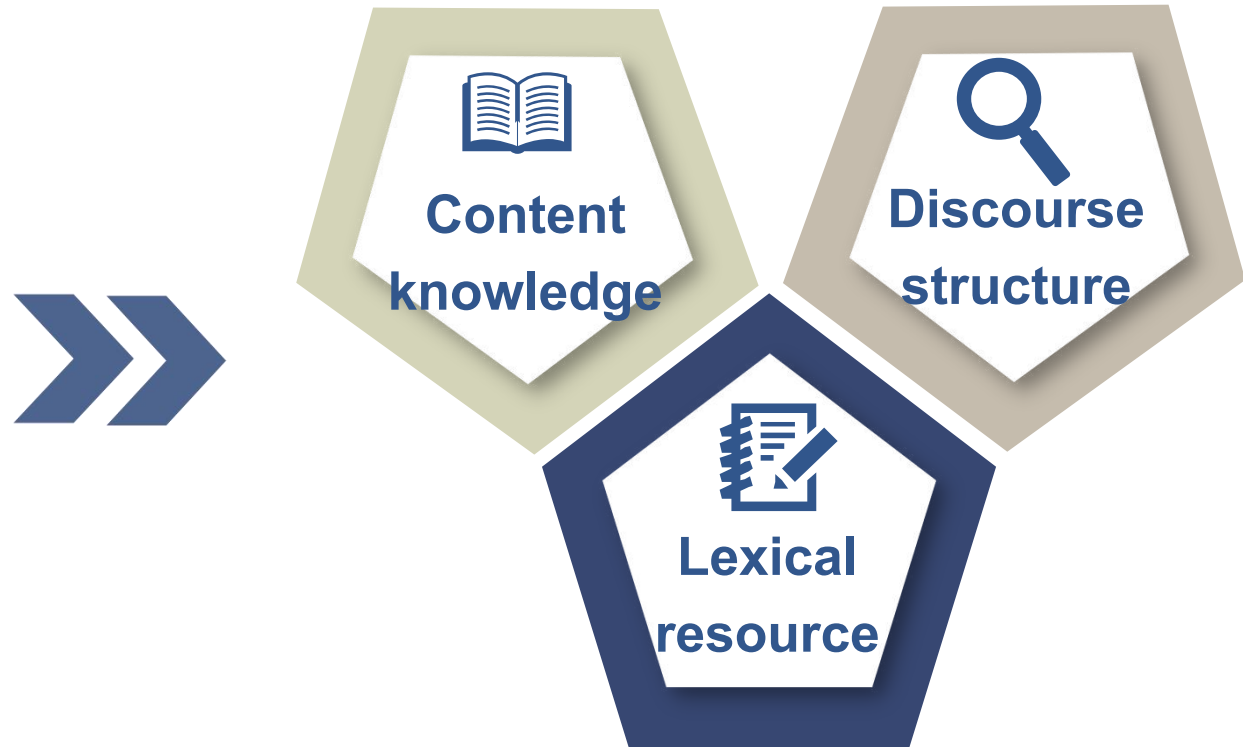**Value**

• **Procedures – Motivating**

Students become aware of **deficiency** in organizing the evidence.

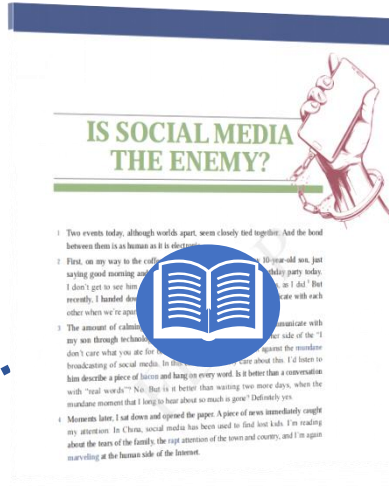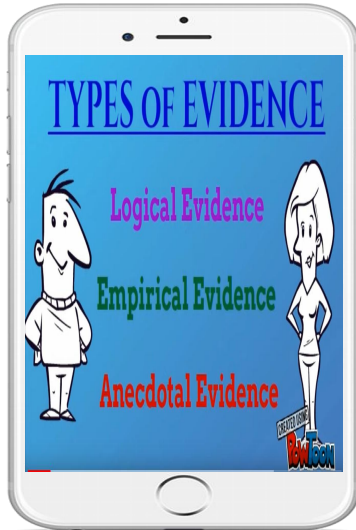Students **try out** the activity.

Teacher explains **objectives**.

• **Procedures – Enabling**

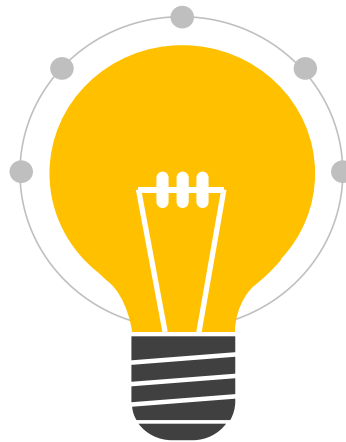# • **Enabling – Content Knowledge**

Supplemented mini-lecture
(teacher provided)

Supplemented speech
(students collected)

Textbook

TYPES OF EVIDENCE

Logical Evidence

Empirical Evidence

Anecdotal Evidence

IS SOCIAL MEDIA THE ENEMY?

• **Enabling – Discourse Structure**

Introduction

Sequence of evidence

Body

Anecdote

Magazine article

Observational study

Conclusion

Logical line of reasoning
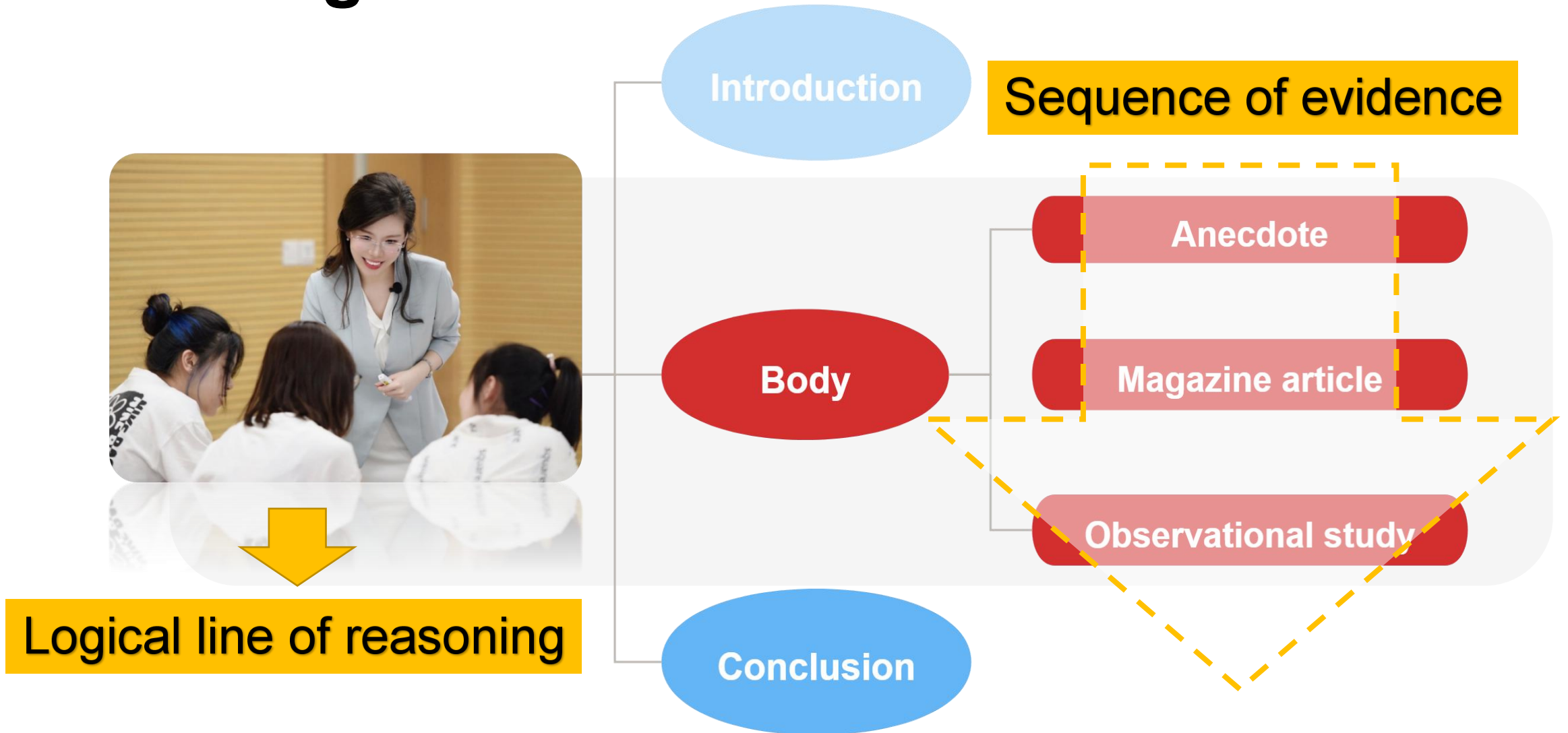
- **Enabling – Lexical Resources**

Discourse Markers

Textbook examples:
- First…
- I recently…
- In XX
- Anoth
- (pp.107-109)

Point by point:
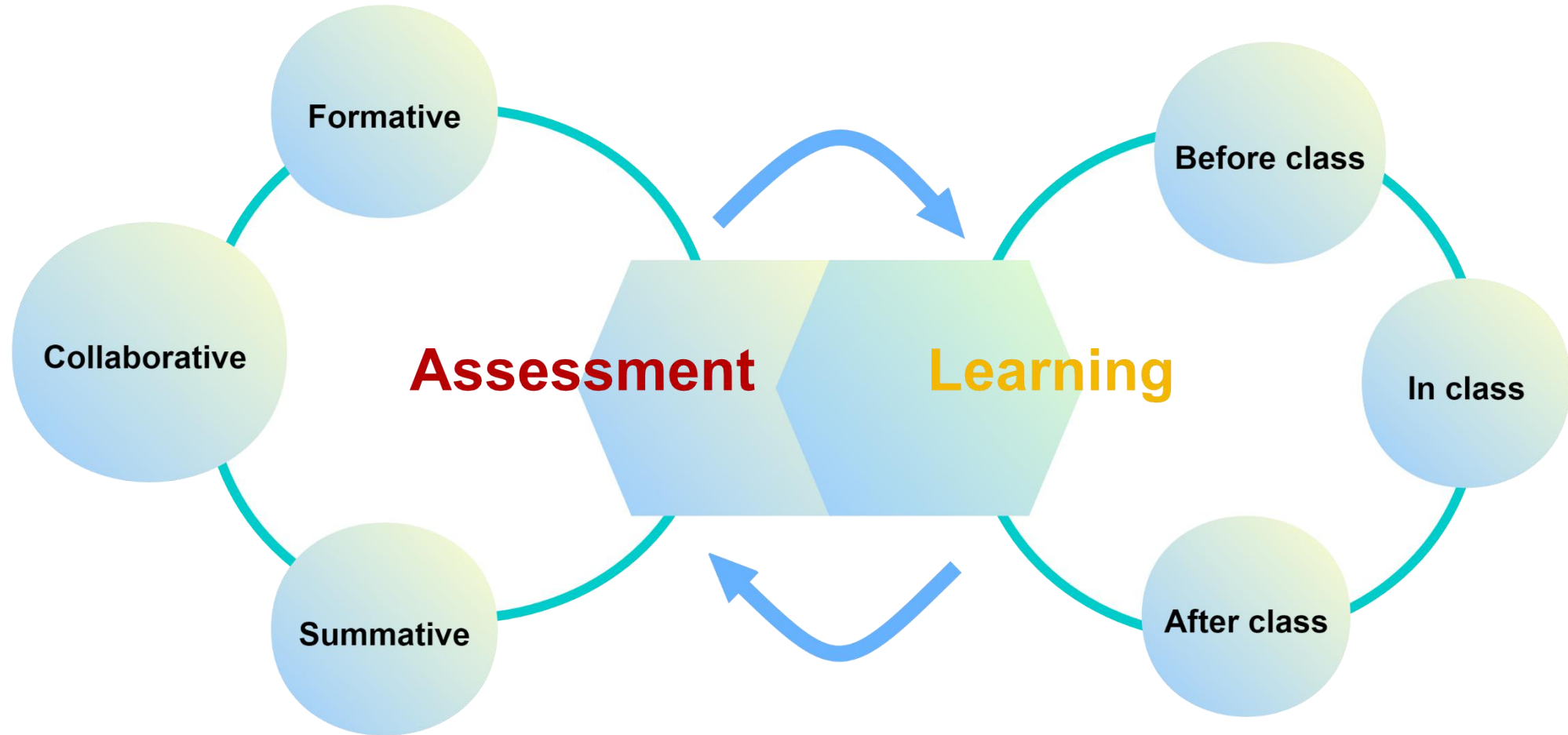- First/Firstly/The first one is…
- In addition /Moreover/Still

Introduce an evidence:
- Take the case of…
- Let me illustrate it by…
- For instance…

Selective learning

- **Assessing**

• **Before Class**

Group Project To-do List	
Mini tasks	
1. Learn about "Types of evidence" on Unipus.	
2. Choose your group's attitude toward the topic "Is social media making your life easier?"	
3. Select evidence to support your argument.	
4. Structure the evidence in a logical order.	
5. Explain why you arrange the evidence in this order.	

丁睿.jpg 郜芸.jpg 胡蓝月.jpg 李嘉怡.jpg 梁可心.jpg

刘一束.jpg 柳雯佳.jpg 罗璞.jpg 马璇曦.jpg 强玲.jpg

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Please specify other reasons. [详细]	0	0%
本题有效填写人次	28	

① **Students** monitor their learning
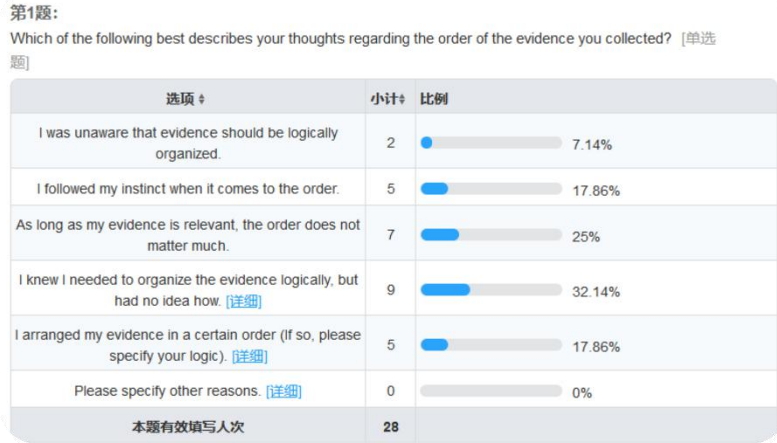
② **Teacher** diagnoses weak spots

- **During Class**

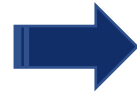| Checklist	Yes	No
1. Has the group used at least 3 types of evidence in the speech?		
2. Has the group used any linking word to indicate the order of the evidence?		
3. Has the group structured the evidence into a logical order?		
4. Has the group provided convincing explanations for the chosen order?		

Peer assessment
(Teacher-guided)

Teacher assessment

- **After Class**

TSCA on students' final product

Teacher collects self-reflection

Highlights: Going Into & Beyond the Textbook

Principle

Effective Learning
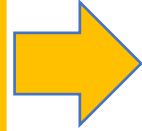
Highlighted points		Into and beyond the textbook	
		01 User	
Appropriate objectives		Into	Textbook objectives
		Beyond	Value-embeded obejctives
		02 Designer	
Teacher's role		Into	Textbook reading materials
Effective enabling		Beyond	Students' contributions and selections
		03 Creator	Unit project
Productive output		Beyond	Unit project+3 tasks

- # **Appropriate Objectives**

Language & skill objectives

Value-oriented objectives of U8
Information literacy: Use social media wisely and responsibly.

Value (Task 1)

Value (Task 2)

Value (Task 3)

Evaluate **social media objectively**.

Strike a proper **balance** between the use of **social media** **&** study.

Build a **healthy** relationship with **social media**.

• Productive Output: Progression of Tasks

Task 1 Theme: Social media & life

Skill: Illustrate one's points with anecdotes;
Output: Writing.

Task 2 Theme: Social media & study

Skill: Rearrange different types of evidence logically;
Output: Speech.

Task 3 Theme: Social media & mental health

Skill: Defend with counter-argument;
Output: Debate.

Unit-project Theme: Design apps for students

Skill: Synthesize all sub-skills;
Output: TED X presentation.

Achievable challenges

- **Productive Output: Mini-tasks of Task 2**

Bloom's taxonomy

CREATING — Use information to create something new
EVALUATING — Examine information and make judgments
ANALYZING — Take apart the known and identify relationships
APPLYING — Use information in a new (but similar) situation
UNDERSTANDING — Grasp meaning of instructional materials
REMEMBERING — Recall specific facts

HIGHER-ORDER THINKING SKILLS
LOWER-ORDER THINKING SKILLS

Carry out the task (Group report)

Evaluate the evidence (Think out loud)

Analyze the text (Read and think)

Select relevant evidence (Research)

Understand different types of evidence (Fill in the blanks)

Productive Output

Task 1 Theme: Social media & life

Skill: Illustrate one's points with anecdotes;

Output: Writing.

Task 2 Theme: Social media & study

Skill: Rearrange different types of evidence logically;

Output: Speech.

Task 3 Theme: Social media & mental health

Skill: Defend with counter-argument;

Output: Debate.

Unit-project Theme: Design apps for students

Skill: Synthesize all sub-skills;

Output: TED X presentation.

Varied recycling

Bloom's taxonomy

HIGHER-ORDER THINKING SKILLS

LOWER-ORDER THINKING SKILLS

CREATING
Use information to create something new

EVALUATING
Examine information and make judgments

APPLYING
Use information in a new (or similar) situation

UNDERSTANDING
Demonstrate understanding of instructional materials

REMEMBERING
Recall specific facts

Carryout the task (Group report)

Evaluate the (Ritchhart et al., 2011)

Analyze the text (Read and Think)

Collect relevant evidence (Research)

Underst different types of evidence (Filling...ames)

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[1] 普通高等学校本科英语专业教学指南. 北京：外语教学与研究出版社，2020.

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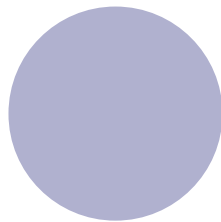[10] Tomlinson, B. (2003). Humanizing the textbook. In B. Tomlinson (Ed.), *Materials for developing language teaching*. London:Continuum.

[11] Wen, Q. F. (2018). The production-oriented approach to teaching university students English in China. *Language Teaching*, 51(4), 526-540.
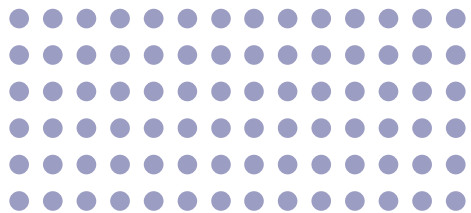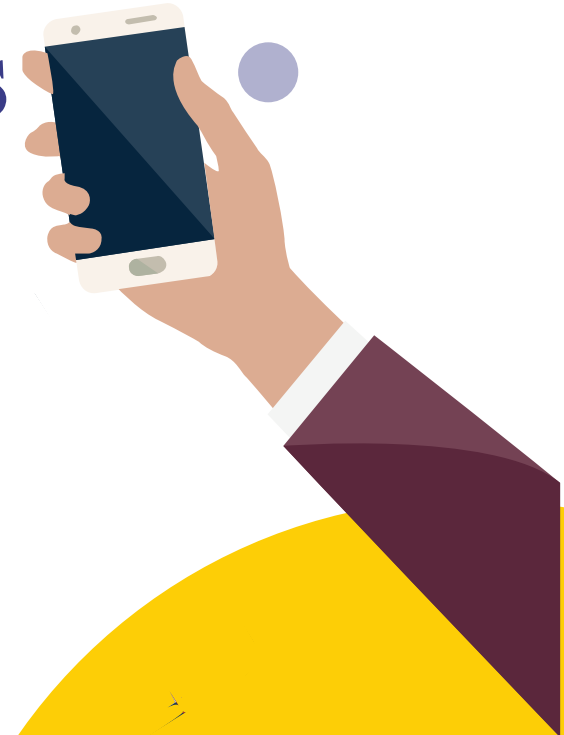
Outline

PART **01**
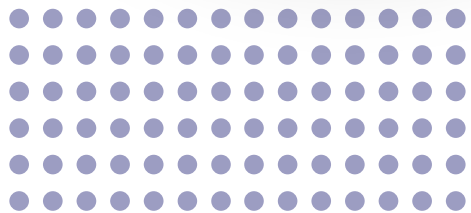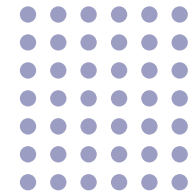
Task Scenario

Task Scenario

Suppose you are going to attend a public speaking contest held by your university and the topic is

"Is social media making your study easier?"

Please prepare your speech for delivery.

Task Requirement

Group Project To-do List	
Mini tasks	
1. Learn about "Types of evidence" on Unipus.	☑
2. Choose your group's attitude toward the topic "Is social media making your life easier?"	☑
3. Select evidence to support your argument.	☑
4. Structure the evidence in a logical order.	☐
5. Explain why you arrange the evidence in this order.	☐

Task Requirement

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4. Structure the evidence in a logical order.	☐
5. Explain why you arrange the evidence in this order.	☐

PART **02**

Teaching Objectives
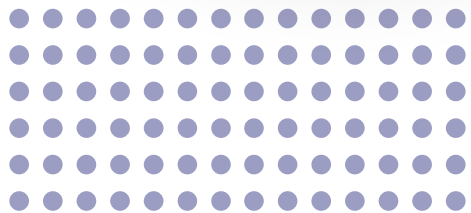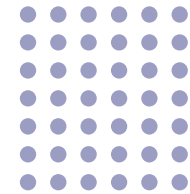
Teaching objectives

1 Language — Grasp important linking words to indicate the order of the evidence.

2 Skill — Illustrate your point with proper reasoning by structuring the evidence into a logical order.

3 Value — Strike a proper balance between study and the use of social media.

PART **03**

Read & Think
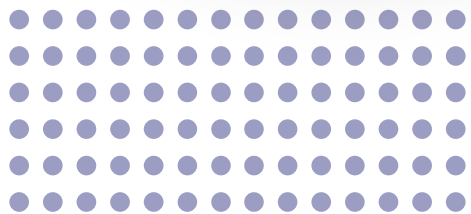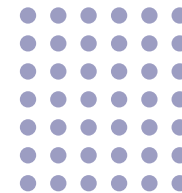
Review – Types of Evidence

Review – Types of evidence

Write the type of evidence in each blank based on the given description.

1. A short, often funny story, especial[ly] that someone has done.

2. A kind of study where the research[er] individuals without intervention.

3. An article published in magazines.

0%   20%   40%   60%   80%   已提交: 25/25

全对   正确率: 92%   23/25

填空1   24
anecdote

填空2   24
observational study

填空3   24
magazine article

■答对人数   □课堂人数
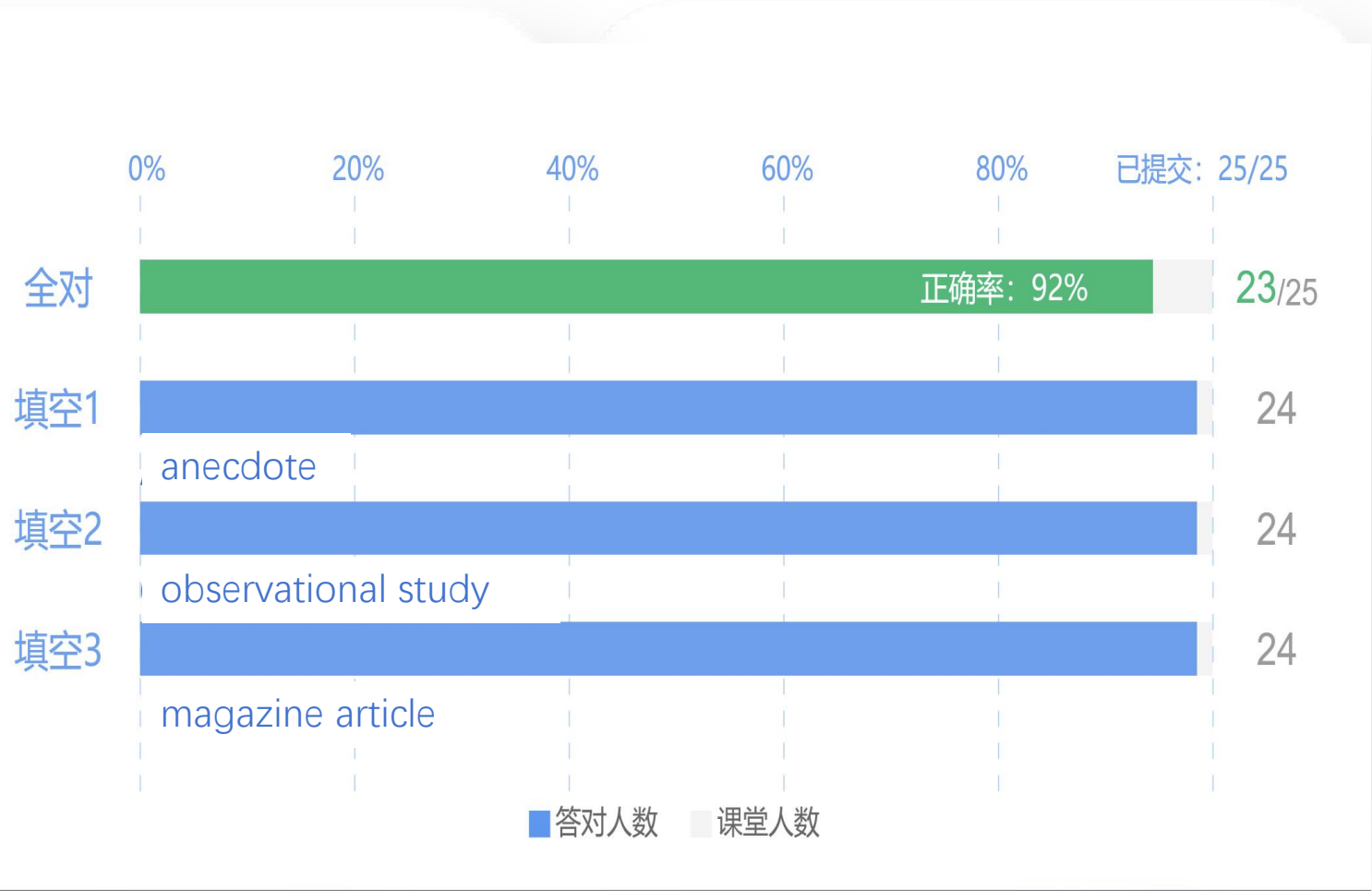
Review – Main idea of the text

1. Two events today, although worlds apart, seem closely tied together. And the bond between them is as human as it is electronic.

2. First, on my way to the coffee shop, I got a message from my 10-year-old son, just saying good morning and letting me know he was going to a birthday party today. I don't get to see him all the time. He's growing up in two houses, as I did.[1] But recently, I handed down my old iPhone to him so we could communicate with each other when we're apart.

3. The amount of calming satisfaction it gives me to be able to communicate with my son through technology is undeniable and human. It's the other side of the "I don't care what you ate for breakfast this morning" argument against the mundane broadcasting of social media. In this case, I absolutely care about this. I'd listen to him describe a piece of bacon and hang on every word. Is it better than a conversation with "real words"? No. But is it better than waiting two more days, when the mundane moment that I long to hear about so much is gone? Definitely yes.

4. Moments later, I sat down and opened the paper. A piece of news immediately caught my attention: In China, social media has been used to find lost kids. I'm reading about the tears of the family, the rapt attention of the town and country, and I'm again marveling at the human side of the Internet.

5. I recently asked my friends the question: "Are social media apps making you feel closer to people or farther away?" It sparked[2] a lot of responses and seemed to touch one of our generation's exposed nerves. What is the effect of the Internet and social media on our humanity?

6. From the outside view, digital interactions appear to be cold and inhuman. The theme of the responses to my questions seemed to be summed up by my friend Jason, who wrote, "Closer to people I'm far away from." Then, a minute later, he wrote, "But maybe farther from the people I'm close enough to." And then he added, "I just got confused."

7. It is confusing. We live in this paradox now, where two seemingly conflicting realities exist side by side. Social media simultaneously draws us nearer and distances us. But I think very often, we lament what we miss and forget to admire what we've become. And it is human nature to reject the machine the moment we feel it becoming ubiquitous. We have seen it with the printing press, moving pictures, television, video games, just about any other advanced technology that captures our attention. What romantic rituals of relationship and social interaction will die in the process? Our hearts want to know.

8. In The New Yorker this week, there's an article "How the Internet Gets Inside Us." The author breaks down a large number of new books on the subject and categorizes them all into the viewpoints: "the Never-Betters, the Better-Nevers, and the Ever- Wasers."[3] In short, there are three groups of people who see the current movement as good, bad, or normal. But ultimately, the last group is the one best equipped to handle it all.

9. Another observation from the coffee shop: Sitting not far from me, five people are looking at screens, and four people are reading something on paper. And I'm doing both. The dynamics in this coffee shop is quite a bit more revealing than any article or book. Think about the dynamic relationships between physical and digital. People aren't giving up long-form reading, considered thinking, or social interaction. They are just filling all the space between. And even that is not entirely true as I watch the occasional stare out the window or long glance around the room.

10. The way people engage with the Internet and social media isn't like any kind of interaction we've ever seen before. It's like an intertwining sine wave[4] that touches in and out continuously.

11. The Internet doesn't steal our humanity; it reflects it. The Internet doesn't get inside us; it shows what inside us. And social media isn't cold; it's just complex and hard to define. The machine does not control us. It is a tool. Looking through this lens, perhaps we should re-frame our discussions about technology from how it is changing us to how we are using it.

IS SOCIAL MEDIA THE ENEMY?

Social media is not the enemy as long as we use it reasonably.

1. Two events today, although worlds apart, seem closely tied together. And the bond between them is as human as it is electronic.

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10. The way people engage with the Internet and social media isn't like any kind of interaction we've ever seen before. It's like an intertwining sine wave⁴ that touches in and out continuously.

11. The Internet doesn't steal our humanity; it reflects it. The Internet doesn't get inside us; it shows what inside us. And social media isn't cold; it's just complex and hard to define. The machine does not control us. It is a tool. Looking through this lens, perhaps we should re-frame our discussions about technology from how it is changing us to how we are using it.

Social media is not the enemy as long as we use it reasonably.

2. First, on my way to the coffee shop, I got a message from my 10-year-old son, just saying good morning and letting me know he was going to a birthday party today. I don't get to see him all the time. He's growing up in two houses, as I did.[1] But recently, I handed down my old iPhone to him so we could communicate with each other when we're apart.

3. The amount of calming satisfaction it gives me to be able to communicate with my son through technology is undeniable and human. It's the other side of the "I don't care what you ate for breakfast this morning" argument against the mundane broadcasting of social media. In this case, I absolutely care about this. I'd listen to him describe a piece of bacon and hang on every word. Is it better than a conversation with "real words"? No. But is it better than waiting two more days, when the mundane moment that I long to hear about so much is gone? Definitely yes.

4. Moments later, I sat down and opened the paper. A piece of news immediately caught my attention: In China, social media has been used to find lost kids. I'm reading about the tears of the family, the rapt attention of the town and country, and I'm again marveling at the human side of the Internet.

5. I recently asked my friends the question: "Are social media apps making you feel closer to people or farther away?" It sparked[2] a lot of responses and seemed to touch one of our generation's exposed nerves. What is the effect of the Internet and social media on our humanity?

6. From the outside view, digital interactions appear to be cold and inhuman. The theme of the responses to my questions seemed to be summed up by my friend Jason, who wrote, "Closer to people I'm far away from." Then, a minute later, he wrote, "But maybe farther from the people I'm close enough to." And then he added, "I just got confused."

media simultaneously draws us nearer and distances us. But I think very often, we lament what we miss and forget to admire what we've become. And it is human nature to reject the machine the moment we feel it becoming ubiquitous. We have seen it with the printing press, moving pictures, television, video games, just about any other advanced technology that captures our attention. What romantic rituals of relationship and social interaction will die in the process? Our hearts want to know.

8. In The New Yorker this week, there's an article "How the Internet Gets Inside Us." The author breaks down a large number of new books on the subject and categorizes them all into the viewpoints: "the Never-Betters, the Better-Nevers, and the Ever- Wasers."[3] In short, there are three groups of people who see the current movement as good, bad, or normal. But ultimately, the last group is the one best equipped to handle it all.

9. Another observation from the coffee shop: Sitting not far from me, five people are looking at screens, and four people are reading something on paper. And I'm doing both. The dynamics in this coffee shop is quite a bit more revealing than any article or book. Think about the dynamic relationships between physical and digital. People aren't giving up long-form reading, considered thinking, or social interaction. They are just filling all the space between. And even that is not entirely true as I watch the occasional stare out the window or long glance around the room.

10. The way people engage with the Internet and social media isn't like any kind of interaction we've ever seen before. It's like an intertwining sine wave[4] that touches in and out continuously.

11. The Internet doesn't steal our humanity; it reflects it. The Internet doesn't get inside us; it shows what inside us. And social media isn't cold; it's just complex and hard to define. The machine does not control us. It is a tool. Looking through this lens, perhaps we should re-frame our discussions about technology from how it is changing us to how we are using it.

Read & Think

Choose the right type of evidence in the paragraphs.

Paras. 5-6

I recently asked my friends the question: "Are social media apps making you feel closer to people or farther away?" The theme of the responses to my questions seemed to be summed up by my friend Jason, who wrote, "Closer to people I'm far away from."…

A. A magazine article.

B. An observational study.

C. An anecdote.

1. Paras. 5–6 C. An anecdote.
2. Para. 8
3. Para. 9

Read & Think

Choose the right type of evidence in the paragraph.

Para. 8

In *The New Yorker* this week, there's an article "How the Internet Gets Inside Us." The author breaks down a large number of new books on the subject and categorizes them…

A. A magazine article.

B. An observational study.

C. An anecdote.

1.   Paras. 5–6

2.   **Para. 8**   A. A magazine article.

3.   Para. 9

Read & Think

Choose the right type of evidence in the paragraph.

Para. 9

Another observation from the coffee shop:

Sitting not far from me, five people are looking

at screens, and four people are reading

something on paper. …

A. A magazine article.

B. An observational study.

C. An anecdote.

1. Paras. 5–6
2. Para. 8
3. **Para. 9 B. An observational study.**

Read & Think

Choose the right type of evidence in the paragraph.

Another observation from the coffee shop:

Sitting not far from me, five people are looking

at screens, and four people are reading

something on paper. …

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C. An anecdote.

1. Paras. 5–6
2. Para. 8
3. **Para. 9 B. An observational study.**

Read & Think

Conclusion

Observational study

Magazine article

Anecdote

Introduction

Para. 11: Social media is not the enemy as long as we use it reasonably.

Para. 9 An Observational study about the people in the coffee shop.

Para. 8 An article "How the Internet Gets Inside Us." in *The New Yorker*.

Paras. 5-6 A Story about friend Jason.

Para. 1 The bond between two separate events is as human as it is electronic.

Conclusion

Observational study

Magazine article

Anecdote

Introduction

Question:

Why does the author arrange the evidence in the order of **"anecdote - magazine article - observational study"** ?

A. He arranges the evidence randomly.

B. He arranges the evidence in a "weak to strong" structure.

Read & Think

Are there other possible orders you can arrange your evidence in?
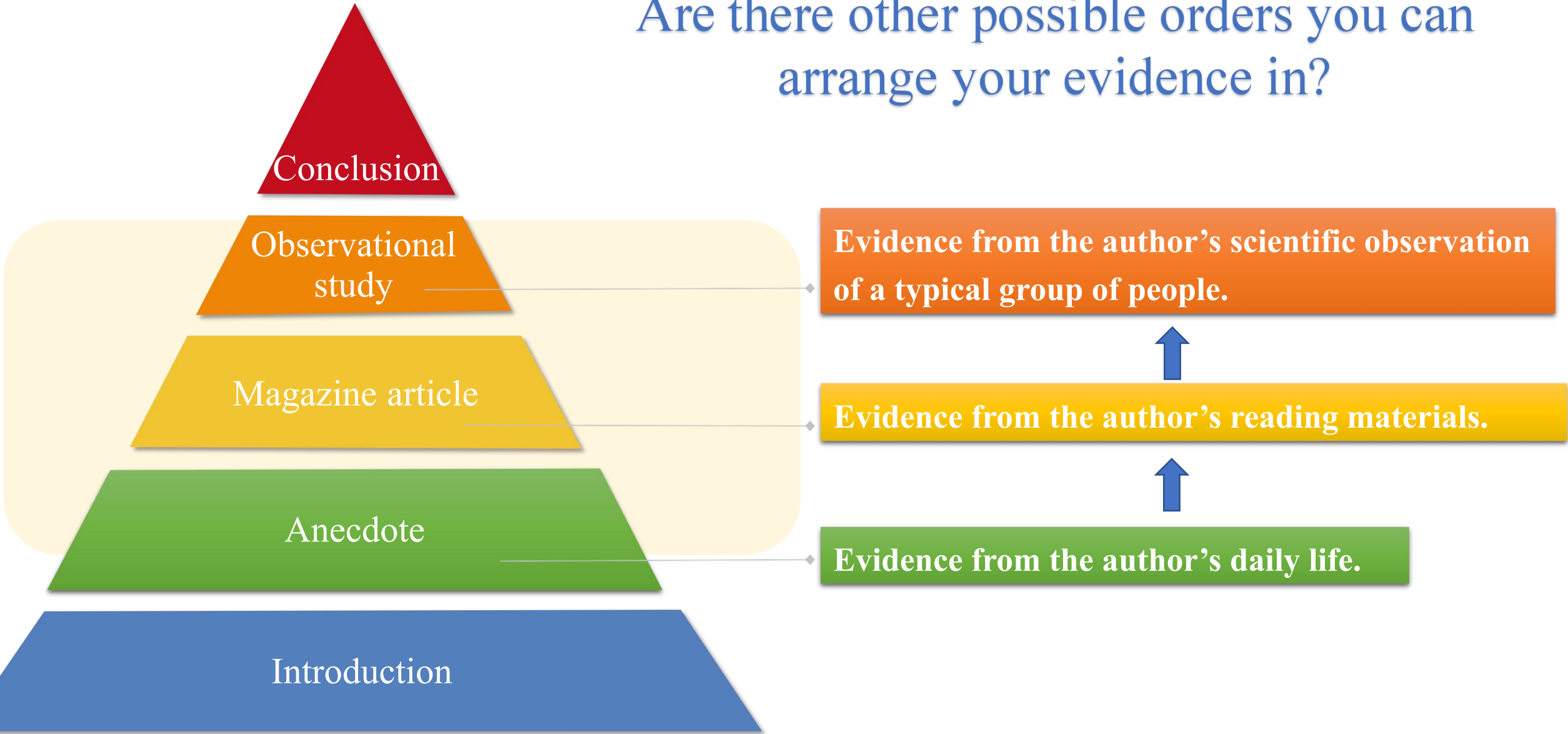
Conclusion

Observational study

Magazine article

Anecdote

Introduction

Evidence from the author's scientific observation of a typical group of people.

Evidence from the author's reading materials.

Evidence from the author's daily life.

Task Scenario

Suppose you are going to attend a public speaking contest held by your university and the topic is **"Is social media making your study easier?"** Please prepare your speech for delivery.

Checklist

Checklist	Yes	No
1. Has the group used at least 3 types of evidence in the speech?		
2. Has the group used any linking word to indicate the order of the evidence?		
3. Has the group structured the evidence into a logical order?		
4. Has the group provided convincing explanations for the chosen order?		

Logical order

3 types

Explanation

Linking words

Language Toolbox

Linking words:

- first, second, third

- firstly, secondly, thirdly

- next, last, finally

- in addition, moreover

- further, furthermore

- another, also

Task Scenario

Suppose you are going to attend a public speaking

contest held by your university and the topic is

"Is social media making your study easier?"

Please prepare your speech for delivery.

In-class Reports

In-class Reports

Group 1

	Evidence 1 (observational study)	Observational study about the use of social media among university students.
Thesis: Social media is making our study easier.	Evidence 2 (Anecdote)	Story about a friend who uses social media to study.
	Evidence 3 (News report)	Article released by China Daily
	Evidence 4 (Anecdote)	An story about a famous person.

Group 2

Thesis: Social media is making our study hard.

Evidence: 1. Story about Jason
2. Social media addict Report
3. Story about a group of students
4. Articles in China Daily

Conclusion: Social media is not making our study easier.

Group 3

THESIS: SOCIAL MEDIA IS MAKING OUR STUDY EASIER.

EVIDENCE IN ORDER:
1. NEWS REPORT RELEASED BY NEW YORK TIMES.
2. STORY ABOUT MY FRIEND.
3. SCIENTIFIC STUDY ABOUT THE BENEFITS OF SOCIAL MEDIA
4. A SURVEY ABOUT THE ATTITUDES TOWARDS SOCIAL MEDIA AMONG UNIVERSITY STUDENTS.

CONCLUSION: SOCIAL MEDIA IS BENEFICIAL TO OUR STUDY.

Group 4

Thesis: Social media is not making our study easier.

Evidence 1 (News)
In China, only 10% of college students use social media for study.

Evidence 2 (On-campus interviews)
Most of our classmates consider social media distracting.

Evidence 3 (Anecdote)
Social media provide me with numerous information, but the information is hardly systematic.

In-class Report – Group 4

In-class Report – Group 4

Thesis:
Social media is not making our study easier.

Evidence 1

- **News: In China,** only 10% of college students use social media for study.

Evidence 2

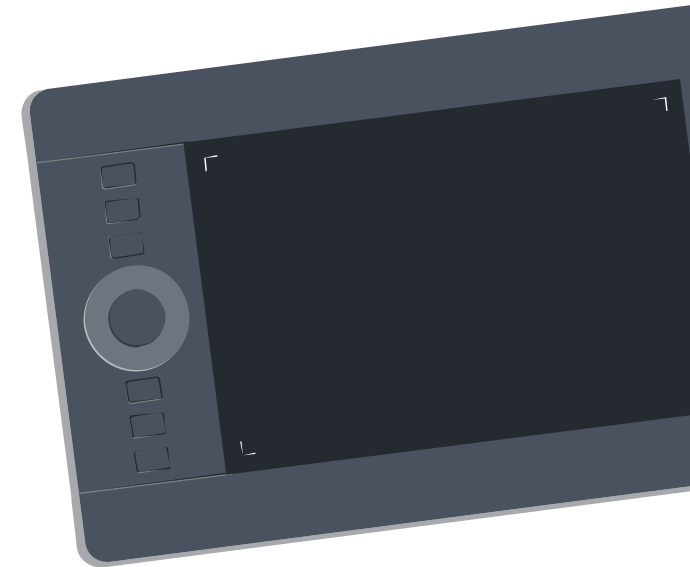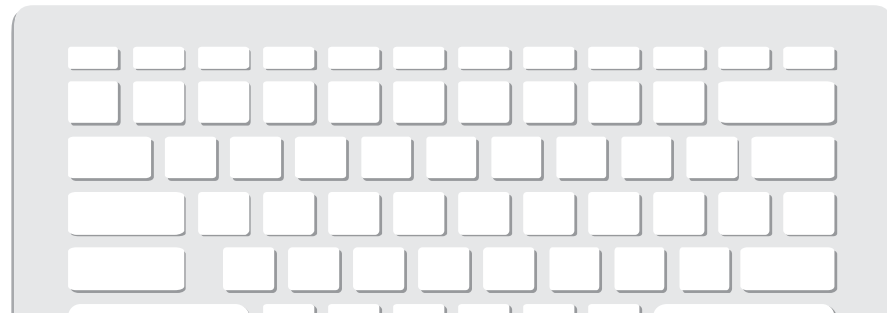- **On-campus interviews:** Most of our classmates find social media distracting.

Evidence 3

- **Anecdote:** Social media provide me with numerous information, but the information is hardly systematic.

Checklist	Yes	No
1. Has the group used at least 3 types of evidence in the speech?	✔	
2. Has the group used any linking word to indicate the order of the evidence?	✔	
3. Has the group structured the evidence into a logical order?	✔	
4. Has the group provided convincing explanations for the chosen order?	✔	

Homework

Polish your speech and videotape yourself delivering the speech. Upload the video and submit your self-reflection to Unipus.

Thank you!

Group 16