



Teaching Design

Aug, 1st, 2021

Beijing, China

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Highlighted Features

Target Students



- Freshmen English majors
- Comprehensive University
- Current Level: CSE 4



Strength

Good command of grammar; Strong test-taking skills.

Weakness

**Difficulty in reasoning in English;
More emotional than rational in argumentation.**

Teaching Focus



Unit Themes



- 1. Nature of Language
- 2. Functions of Language
- 3. Verbal and Non-verbal Communication
- 4. Language Learning
- 5. Language and Thinking

- 6. Cultural Values
- 7. Cultural Stereotypes
- 8. Ethnocentrism
- 9. Globalization
- 10. Cultural Diversity

- 11. Language and Gender
- 12. Language and Politics
- 13. Language and Media
- 14. Translation
- 15. Intercultural Communication Competence

Text A Jeanning of America (p.132-146)

Jeanning of America

John Fiske



course jeans are a supremely functional garment, comfortable, tough, sometimes cheap, and requiring “low maintenance”—but so, too, are army fatigues. The functionality of jeans is the precondition of their popularity, but does not explain it. In particular, it does not explain the unique ability of jeans to transect almost every social category we can think of: We cannot define a jeans wearer by any of the major social category systems—gender, class, race, age, nation, religion, education. We might argue that jeans have two main social foçs, those



Transferrable skills

Teaching Objectives of Unit 6



Language & Content Objectives

Understand the meanings of popular culture;
Express meanings conveyed in clothes across cultures.
Identify topic sentences and supporting details;

Critical Thinking Objectives

Anticipate and address counter arguments;
Evaluate dialectically American value of freedom;
Analyze the paradoxes in Chinese culture.

Value-based Objectives

Embrace cultural diversity manifested in clothes;
Argue with confidence and objectivity;
Showcase the beauty of Chinese culture in English.

6 periods

Unit 6 Teaching Design

Session	Time	Teacher Activities	Students Activity	POA phase
Session 1 (Periods 1-2)	Before Class	Previews the text and learn receptive vocabularies;	conduct quizzes on receptive vocabularies;	M&A
	In Class	<ul style="list-style-type: none"> • completes the outline in groups; • does comprehension check on research design in the text; 	<ul style="list-style-type: none"> • introduce text background; • Global reading challenge and key concepts explanation; • analyze the first five paragraphs; 	E&M&A
	After Class	draws a mindmap of first five paragraphs;	Assess the mindmap and select a model on the university platform;	A & M
Session 2 (Periods 3-4) task 1 & 2	Before Class	previews mini-lecture on counter argument; think about different dimensions of freedom;	Upload a mini-lecture on counter arguments;	A
	In Class	<ul style="list-style-type: none"> • grasps how to address a counter argument; • applies 4S structure on COVID Resilience Ranking; • debate on the freedom; 	<ul style="list-style-type: none"> • analyze and clarifies meanings of paradox in the text; • discuss individualism in groups (Text B); • provide materials for debate 	E&M&A
	After Class	<ul style="list-style-type: none"> • submits a revised version of counterargument presentation online; • reflects on American value; 	<ul style="list-style-type: none"> • assess students' video; • put students self-reflection in a portfolio; 	A
Session 3 (Periods 5-6) task 3 & 4	In Class	<ul style="list-style-type: none"> • works in groups to conduct a survey on the underlying value in school uniforms in China, and compare its difference with Jeans; 	<ul style="list-style-type: none"> • summarize the meanings of jeans across cultures; • discuss values in Chinese clothes and different cultural contexts; 	E&M&A
	After Class	writes a research design on the paradox in Chinese culture.	assess students' research design.	A

(M:Motivating E:Enabling A:Assessment)

Teaching Objectives of Demo Session



1

Language

Unit Objective: Anticipate and address counter arguments;

- Remember important expressions concerning counter arguments;
- Use "4S" structure to make a point;

2

Critical-
thinking

Unit Objective: Anticipate and address counter arguments;

- Justify one's argument by introducing possible counter arguments;
- Defend oneself with evidence;

3

Value

Unit Objective: Argue with confidence and objectivity.

- Refute a counter argument with poise and confidence.

II Evaluation and exploration

Evaluating the text

(2) What are the most striking features of your first characteristic popular culture as defined by Fisk? Can you find examples/counterexamples to justify/undermine his definition?

(3) According to Fisk, why cannot we generalize the meanings made of icons by his students? To make the meanings generalizable, how would you redesign a study on icons? For example, what kind of people would you invite to participate in the study? And how would you elicit their understanding of icons?

(4) Fisk implies that the middle class and the working class align themselves with different values. Identify all the values mentioned by Fisk and assess them.

6. Where in the text does Fisk take into account **counter arguments**? How do you evaluate his strategies in addressing them?



- Be aware of different voices;
- Evaluate information critically;
- Stand up for what one believes in.

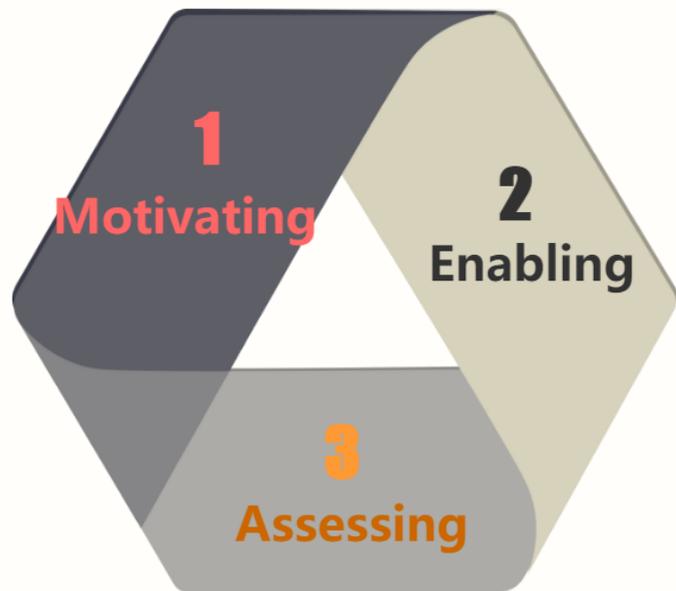


Text A Paragraphs 6-7 (p.133)



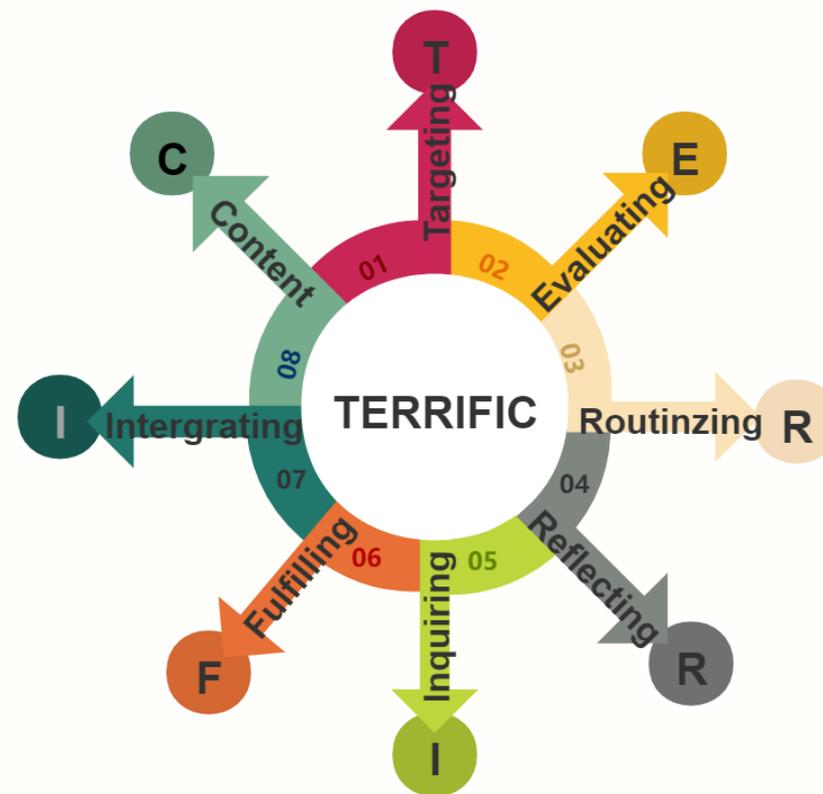
Real life application

Teaching Approach and Principle

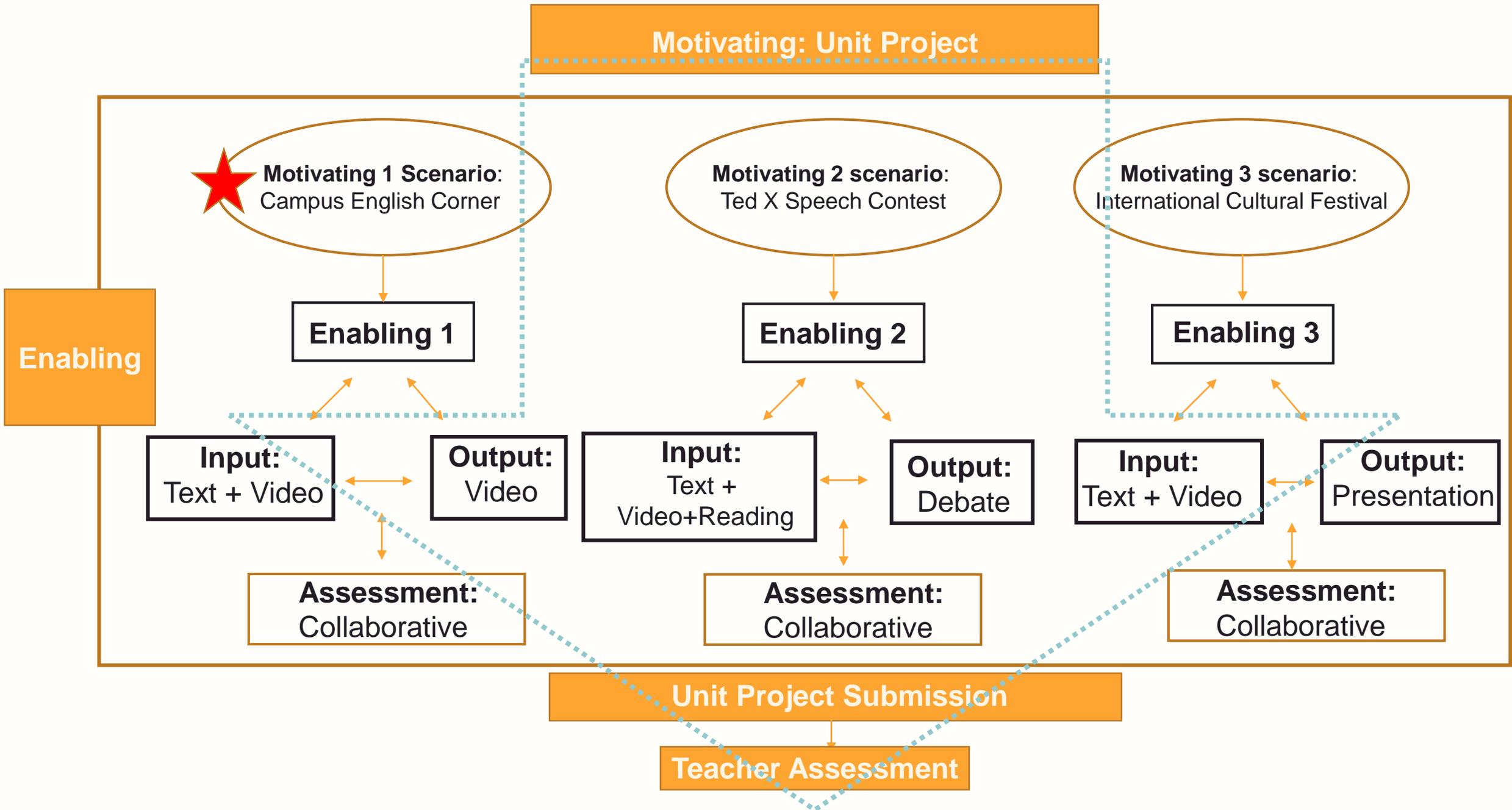


POA (Wen,2016)

Learning and using integration
(Chen & Wen, 2020)



Language and critical thinking integrated instruction
(Sun, 2019)



Teaching Design of Unit 6 Based on POA (adapted from Wen's POA Model)

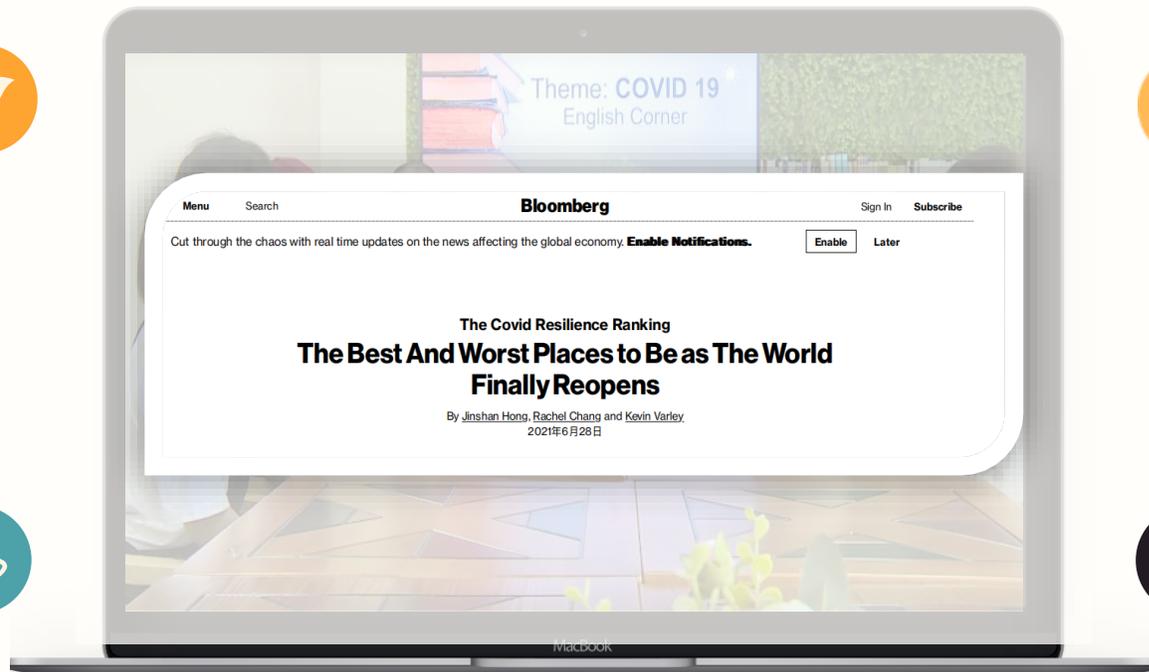
Teaching Procedures: Phase One Motivating



Topic
Handling
Capacity of
COVID 19



Identity
Student



Purpose
Defend one's position



Occasion
English corner

Elements in the Demo's Scenario

(Wen & Sun, 2020)

Teaching Procedure—Phase 1: Enabling



Value in Jeans:
freedom to **be** oneself
or
freedom to **hide** oneself

Content
knowledge

Lexical
resources

TERRIFIC
Inquire

According to...
An article quotes...
The flip side of...
A is not B, rather C...
...

remember

analyze

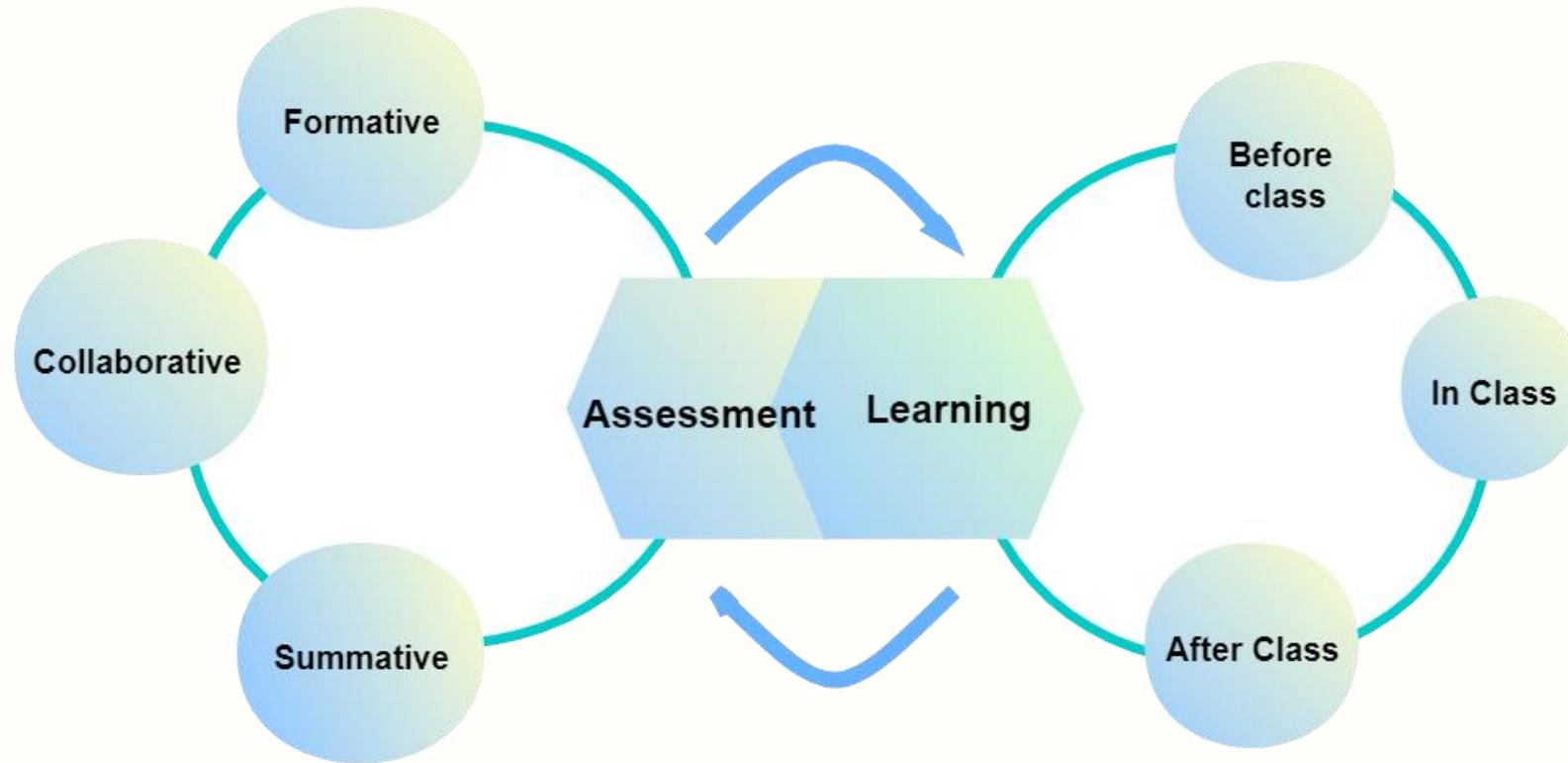
apply

Discourse
structure

Brief interactive activities

4S Structure of refutation

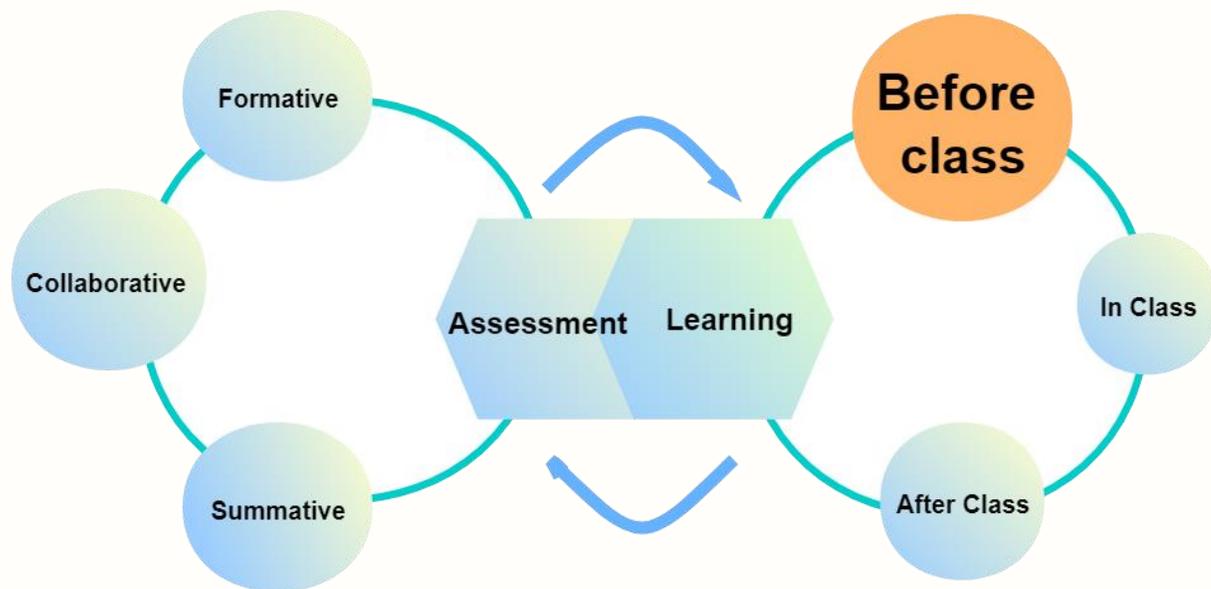
Teaching Procedures—Phase Three: Assessing



Assessment Method and Approach

Adapted from Wen's Model (2016)

Teaching Procedures—Phase Three: Assessing



Assessment Method and Approach

Adapted from Wen's Model (2016)

• Learning data collection;

总分分布



平均分: 17.2/20

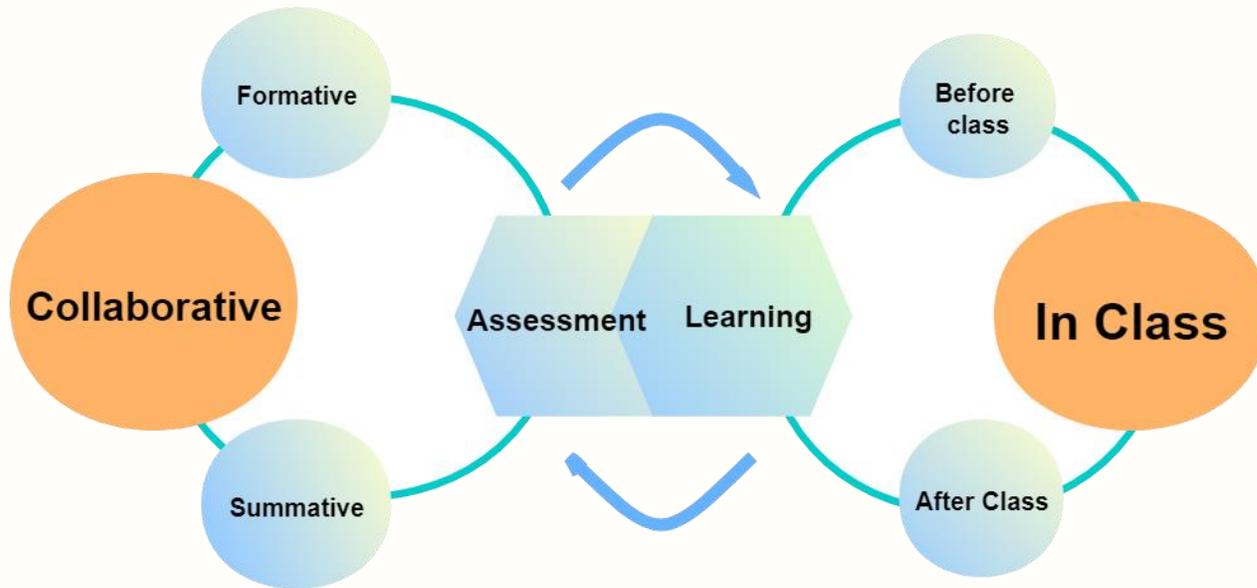
- 18.0~20.0 10/21
- 16.0~18.0 6/21
- 14.0~16.0 5/21
- 12.0~14.0 0/21
- 0.0~12.0 0/21

10	100%	100%	平均分 1/1	查看
11	62%	100%	平均分 0.6/1	查看
12	62%	100%	平均分 0.6/1	查看
13	100%	100%	平均分 1/1	查看
14	100%	100%	平均分 1/1	查看
15	76%	100%	平均分 0.8/1	查看
16	95%	100%	平均分 1/1	查看
17	90%	100%	平均分 0.9/1	查看
18	95%	100%	平均分 1/1	查看
19	43%	100%	平均分 0.4/1	查看
20	100%	100%	平均分 1/1	查看

Teaching Procedures—Phase Three: Assessing



- Instructor provides feedback;

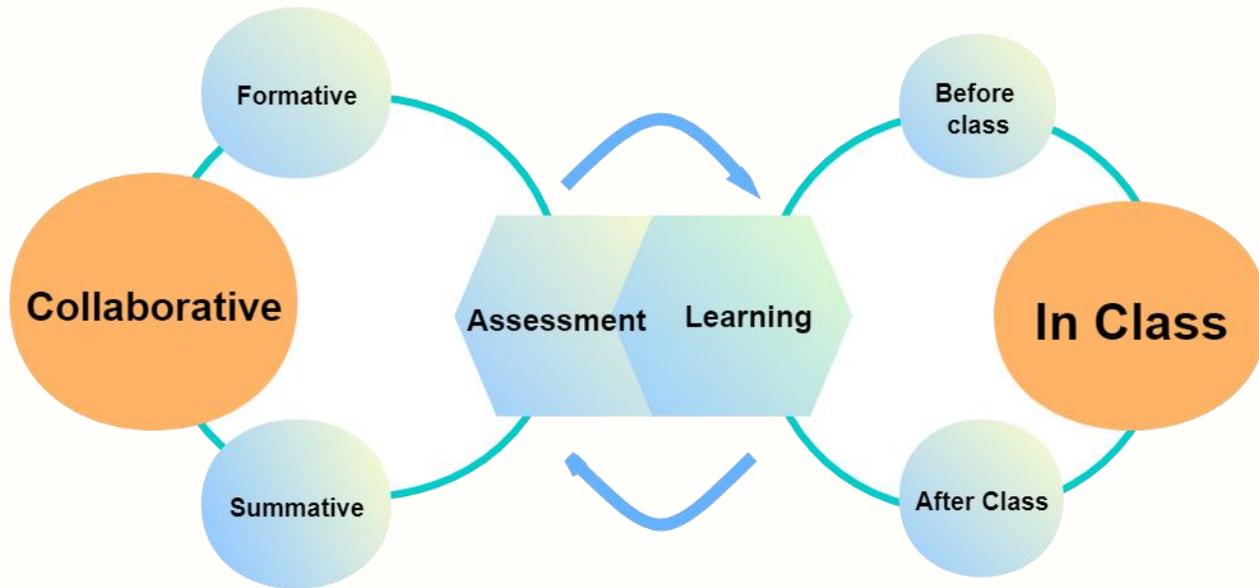


Assessment Method and Approach

Adapted from Wen's Model (2016)



Teaching Procedures—Phase Three: Assessing



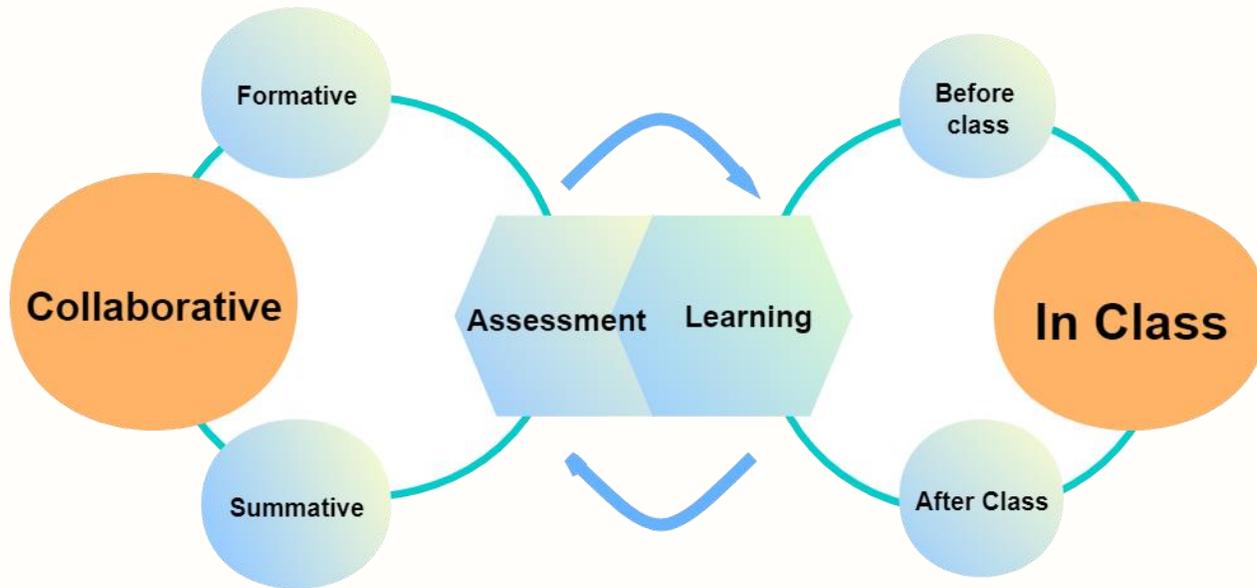
Assessment Method and Approach

Adapted from Wen's Model (2016)

Checklist

	Specifications	Yes	No
1	Has he/she signaled a counter argument?		
2	Has he/she stated the argument?		
3	Has he/she supported the argument with evidence?		
4	Has he/she summarized the argument.		

Teaching Procedures—Phase Three: Assessing



Assessment Method and Approach

Adapted from Wen's Model (2016)

The Holistic Critical Thinking Scoring Rubric

Strong 4: Consistently does all or almost all of the following:

Accurately interprets evidence, statements, graphics, questions, etc.
 Identifies the most important arguments (reasons and claims) pro and con.
 Thoughtfully analyzes and evaluates major alternative points of view.
 Draws warranted, judicious, non-fallacious conclusions.
 Justifies key results and procedures, explains assumptions and reason.
 Fair-mindedly follows where evidence and reasons lead.

Acceptable 3: Does most or many of the following:

Accurately interprets evidence, statements, graphics, questions, etc.
 Identifies the most important arguments (reasons and claims) pro and con.
 Thoughtfully analyzes and evaluates major alternative points of view.
 Draws warranted, judicious, non-fallacious conclusions.
 Justifies key results and procedures, explains assumptions and reason.
 Fair-mindedly follows where evidence and reasons lead.

Unacceptable 2: Does most or many of the following:

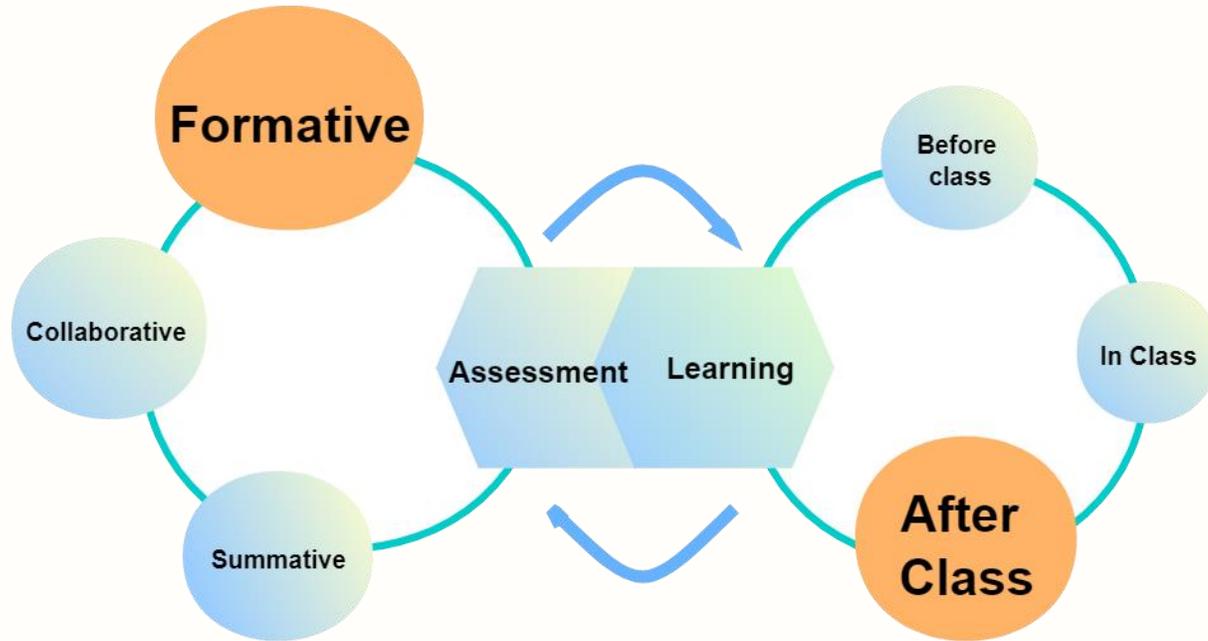
Misinterprets evidence, statements, graphics, question, etc.
 Fails to identify strong, relevant counter-arguments.
 Ignores or superficially evaluates obvious alternative points of view.
 Draws unwarranted or fallacious conclusions.
 Justifies few results or procedures, seldom explains reasons.
 Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Significantly Weak 1: Consistently does all or almost all of the following:

Offers biased interpretations of evidence, statements, graphics, questions information or the points of view of others.
 Fails to identify or hastily dismisses strong, relevant counter-arguments.
 Ignores or superficially evaluates obvious alternative points of view.
 Argues using fallacious or irrelevant reasons, and unwarranted claims.
 Does not justify results or procedures, nor explain reasons.
 Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
 Exhibits close-mindedness or hostility to reason.

(Peter & Noreen, 2014)

Teaching Procedures: Phase Three Assessing



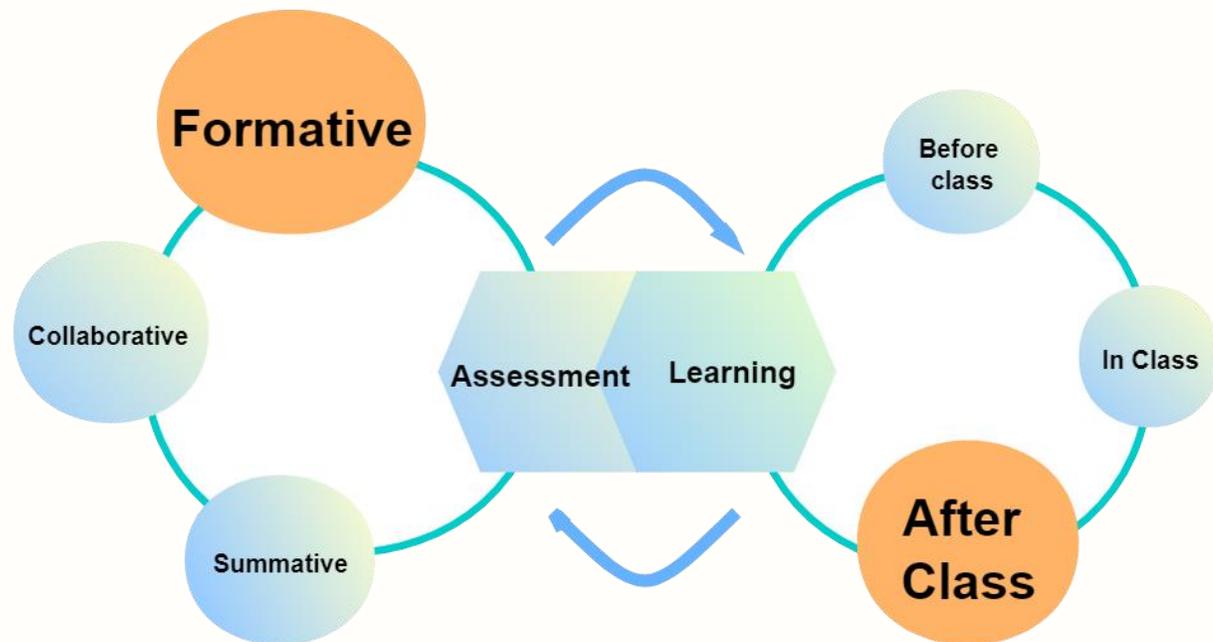
Assessment Method and Approach

Adapted from Wen's Model (2016)

- Students upload the revised version of their oral presentation on our university's platform;



Teaching Procedures—Phase Three: Assessing



Assessment Method and Approach

Adapted from Wen's Model (2016)

• Students' self-reflection.



RE: What are your reflections on the American value of freedom?

Reflection on the American Value of Freedom

Through the analyzing the text about the value of freedom in Jeans, I come to understand why American people value freedom so much. Freedom to be oneself is important, but too much freedom can be really dangerous. That is why we need view freedom critically. When we see freedom in the context of COVID-19, it is especially important for us to be more responsible to others and sacrifice a little bit of personal freedom, so that one day we will be able to enjoy more freedom later.



RE: What are your reflections on using a counter argument?

I am a very emotional person. When people say bad things about me or my country, I would feel really angry and want to fight back. But the problem is I did not know how. So I was quite motivated to learn more about counter argument because then I can apply it in real life in the future when I meet foreigners who have negative views or have misunderstandings about China. But after this class, I start to reflect that just saying something is wrong or feeling outrageous are far from enough. It is important that we understand different views and why people think certain ways. Then we need refute the counter argument with examples and good logic. In this way, we can make our point clearer and stronger.

Highlighted Features of the Teaching Design



Integrate
textbook with
current affairs

Integrate
language
learning with
critical thinking



Integrate
language
learning with
**value-oriented
education**

Feature 1: Integrating textbook materials with current affairs.



Unit Objective:

Evaluate American value of **freedom critically.** ””

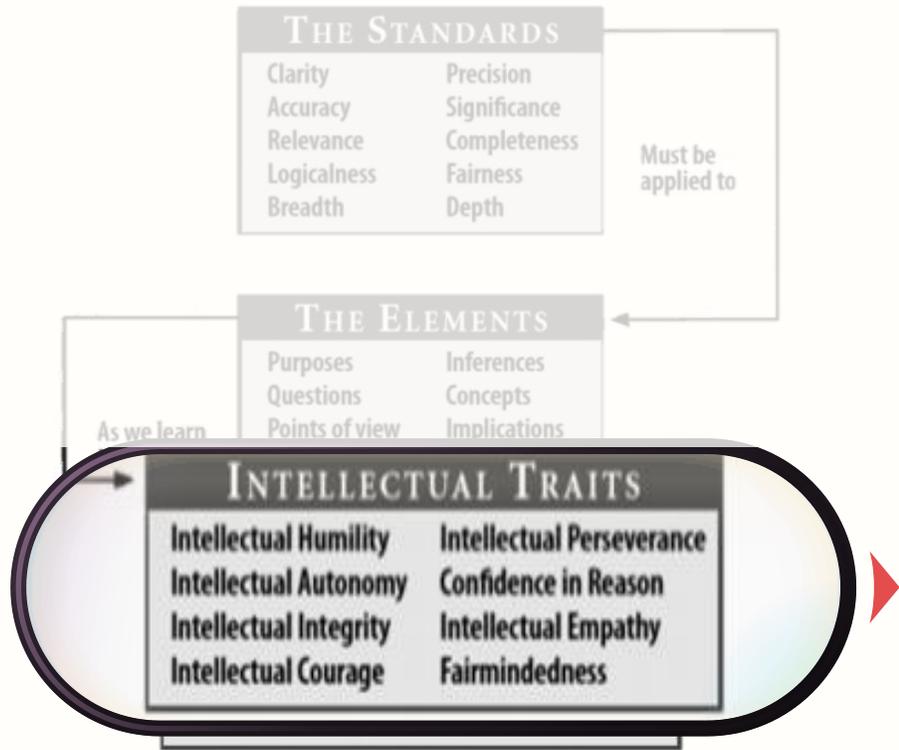


Why are there **anti-maskers**?



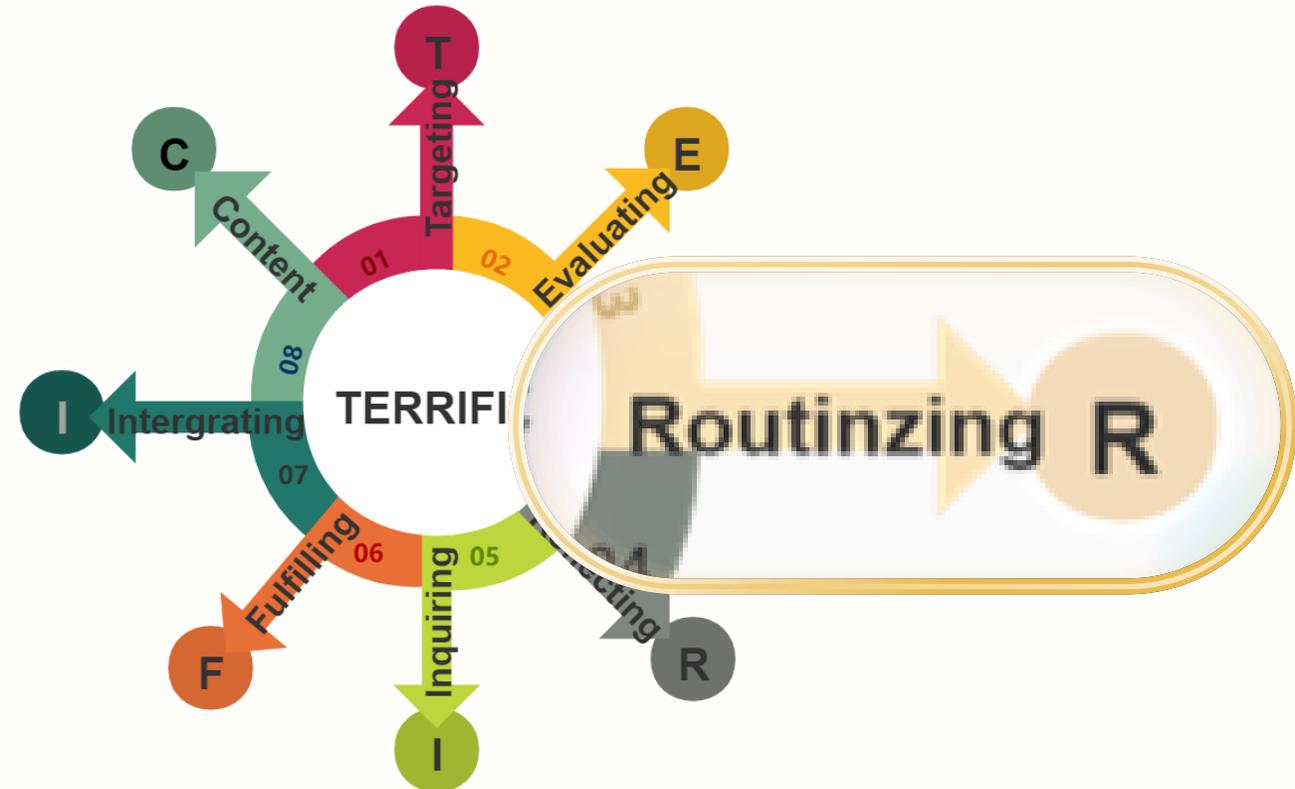
Whose **freedom** is the U.S. protecting?

Feature 2: Integrating language learning with critical thinking



Critical Thinking Competency Standards

(Paul & Elder, 2016:60)



(Sun, 2019)

Feature 3: Integrating language learning with value education



Text Content: paradoxes of in **U.S. popular culture**

Discussion: paradoxes in **Chinese culture**

(Evaluation and exploration, p.140).

危机

求同存异 和而不同

国际视野，家国情怀

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精读1

English

Think

大学思辨
英语教程

Demonstration

Unit 6

Jeanning of America

Aug.1st , 2021

Beijing, China

Unit 6

Jeaning of America

John Fiske



Content



01

Task

Introduction



02

Teaching
Objectives



03

Text

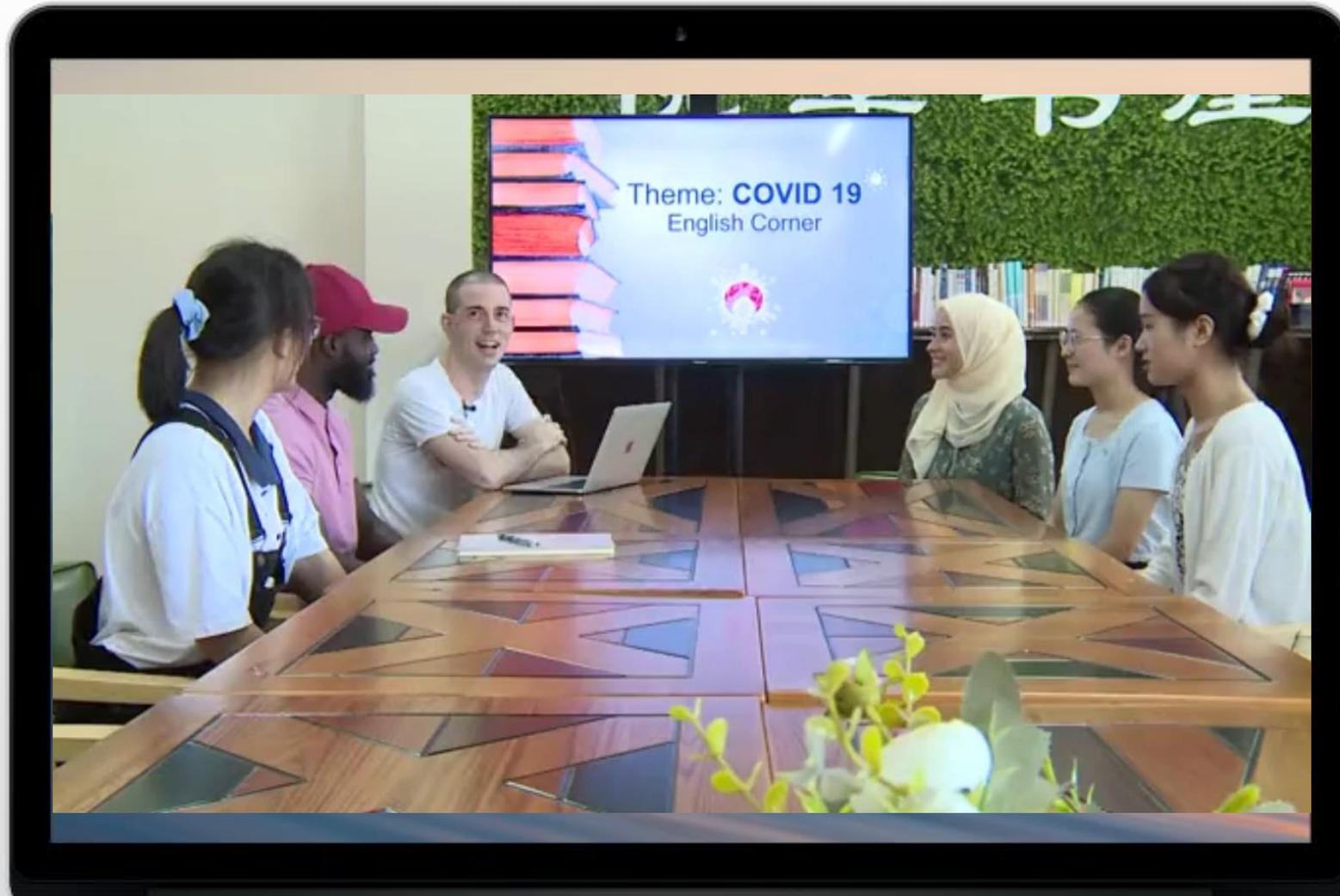
Analysis



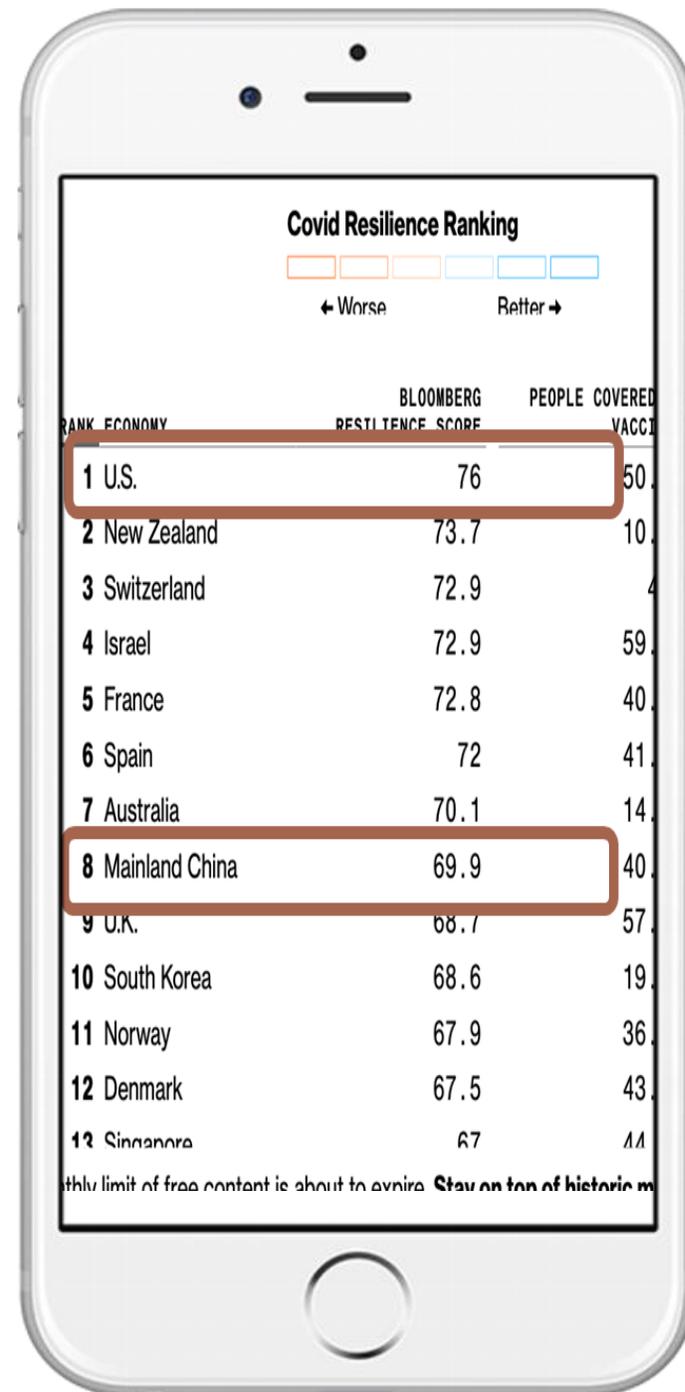
04

Assessment

Task



Task



Language

- ⑩ Remember important expressions related to counter arguments.
- ⑩ Use “4S” structure to make a counter argument.

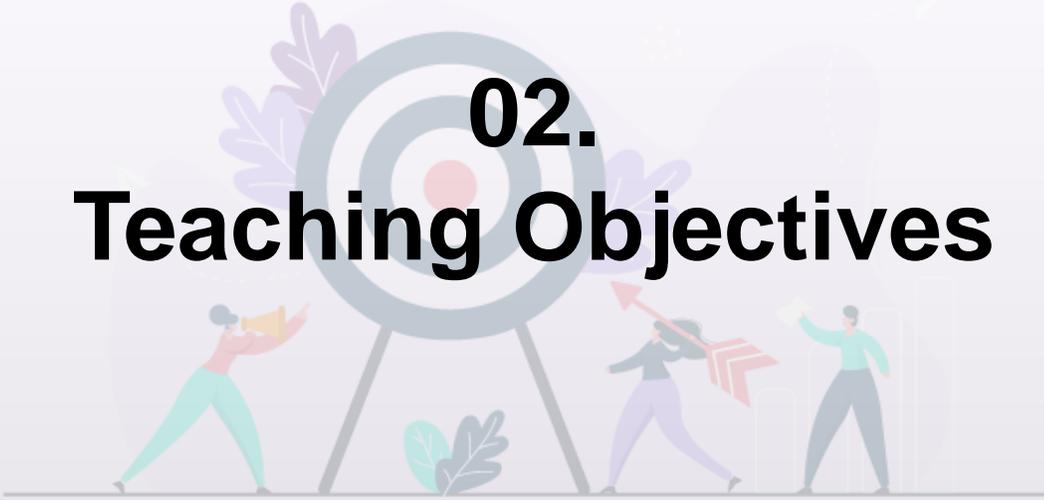
Critical Thinking

- ⑩ Justify one’s argument by taking in possible counter arguments.
 - Defend one’s argument with evidence.

➤ Value-orientation

- ⑩ Refute the counter argument with poise and confidence.

02. Teaching Objectives

An illustration showing three stylized human figures in various colors (teal, purple, and light blue) working together towards a large target symbol. One figure on the left is blowing a yellow horn. The figure in the middle is carrying a red arrow that points towards the target. The figure on the right is holding a yellow megaphone. The target is a grey circle with a red bullseye, mounted on a tripod stand. The background is light purple with some faint floral and leaf patterns.

Jeaning of America

John Fiske

1 Of 125 students of mine, 118 were, on the day that I asked, wearing jeans. The deviant seven, also possessed jeans, but did not happen to be wearing them. I wonder if any other cultural product—movie, TV program, record, lipstick—would be so popular? (T-shirts were as widely owned, but much less regularly worn.) Students make a very peculiar outfit, though jeans are widely popular among non-students in the same age group, and only slightly less widespread among older age groups. So thinking about jeans is as good a way as any to begin a book on popular culture.

2 Let's dismiss their functionality first, for this has little to do with culture, which is concerned with meanings, pleasures and identities rather than efficiency. Of course jeans are a supremely functional garment, comfortable, tough, sometimes cheap, and requiring "low maintenance"—but so, too, are army fatigues. The functionality of jeans is the precondition of their popularity, but does not explain it. In particular, it does not explain the unique ability of jeans to transect almost every social category we can think of: We cannot define a jeans wearer by any of the major social category systems—gender, class, race, age, nation, religion, education. We might argue that jeans have two main social functions, those

03. Text Analysis

Review Para. 1-5

Freedom to be oneself

Free was the single most common adjective used, frequently with the meaning of “free to be myself.” (Para.5)



Text Analysis

Para. 6

An article in The New York Times (20 March 1988) quotes a psychologist who suggests that jeans' lack of differentiation **results not** in a freedom to be oneself, **but** the freedom to hide oneself.

Question 1

The psychologist suggests that jeans' lack of differentiation leads to freedom to hide oneself.

Text Analysis

Para. 6

An article in The New York Times (20 March 1988) quotes a psychologist who suggests that jeans' lack of differentiation **results not** in a **freedom to be oneself**, **but** the freedom to hide oneself.

Question 1

The psychologist suggests that jeans' lack of differentiation leads to freedom to hide oneself.

Counterargument

Definition: an argument against another argument, idea or suggestion

Function: To show your audience that you are knowledgeable about a full range of positions other than your own.

Text Analysis

Para. 6

This flip-side of “freedom” **was not evident** among my students... Clothes **are more normally** used to convey social meanings than to express personal emotion or mood.

Para. 7

The desire to be oneself **does not mean** the desire to be fundamentally different from everyone else, **but rather to** situate individual differences within the community.

Question 2

2. How would the author’s students respond to the psychologist’s idea?

Question 3

3. According to the author, the desire to be oneself means ____.
- A. completely different from anyone else.
 - B. integrate yourself into the community.

Text Analysis

Para. 6

This flip-side of “freedom” **was not evident** among my students... Clothes **are more normally** used to convey social meanings than to express personal emotion or mood.

Para. 7

The desire to be oneself **does not mean** the desire to be fundamentally different from everyone else, **but rather to** situate individual differences within the community.

Question 2

2. How would the author’s students respond to the psychologist’s idea?

Question 3

3. According to the author, the desire to be oneself means ____.
- A. completely different from anyone else.
 - B. integrate yourself into the community.**

“4S” Steps of Refutation

Para.	Text
Para. 6	An article in The New York Times (20 March 1988) quotes a psychologist who suggests that jeans’ lack of differentiation results not in a freedom to be oneself, but the freedom to hide oneself.
Para. 6	This flip-side of “freedom” was not evident among my students... ...Clothes are more normally used to convey social meanings than to express personal emotion or mood.
Para. 7	The desire to be oneself does not mean the desire to be fundamentally different from everyone else, but rather to situate individual differences within the community.

Step 1: **S**ignal the counterargument.



Step 2: **S**tate your own argument.



Step 3: **S**upport your argument with evidence.



Step 4: **S**ummarize your argument.

Language Toolbox

Steps	Useful Expressions
Step 1: Signal	<ul style="list-style-type: none">• According to X, ...• To quote from X, '...'• X tells/shows us that ...• Referring to ..., X argues that• As X stated/wrote/argued/discussed/expressed ...
Step 2: State	<ul style="list-style-type: none">• To my mind, ... As far as I am concerned, ...• From my point of view, ...• My view / opinion / belief / impression / conviction is that ...• I would say that ...
Step 3: Support	<ul style="list-style-type: none">• Because...• One reason is that ...
Step 4: Summarize	<ul style="list-style-type: none">• Therefore/so..• In short/ in brief• To sum up/ to summarize...

Task

Suppose you, a college student, are attending an English corner with some of your foreign friends. The topic today is to discuss a report “**Covid Resilience Ranking**” released by Bloomberg on June 28, 2021.

What do you think of this report and how would you express your idea towards this report?



Assessment Checklist

Specifications

Yes

No

1. Has he/she signaled a counterargument?

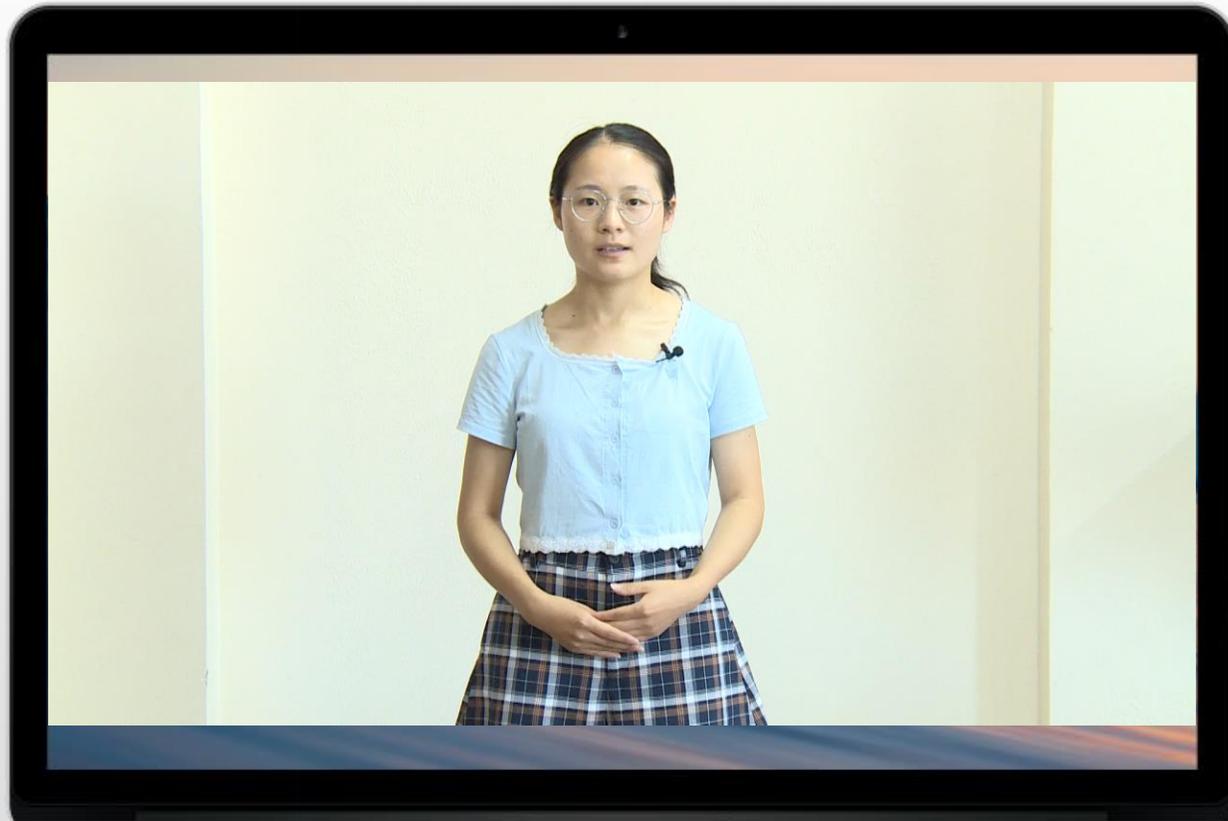
2. Has he/she stated the argument?

3. Has he/she supported the argument with evidence?

4. Has he/she summarized the argument?



Presentation & Assessment



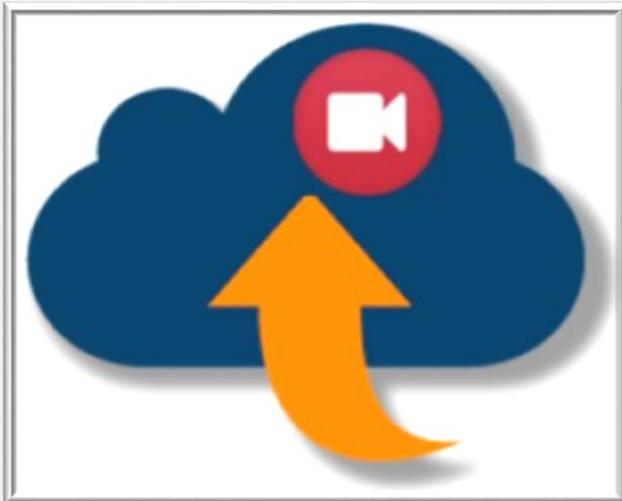
Specifications	Yes	No
1. Has she signaled a counterargument?	✓	
2. Has she stated the argument?	✓	
3. Has she supported the argument with evidence?	✓	
4. Has she summarized the argument?		✓

Summary

Language & Reasoning

Harmony





Homework

Revise your counterargument and record yourself and then upload the video to the university's platform.