



北京外国语大学 邱瑾

大学思辨英语教程写作2：
说明文写作第6单元

大纲



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理念：写作教学与思辨能力培养



- 衡量高校人才培养质量的一个重要指标就是思辨能力培养，加强培养具有跨文化能力的国际化人才已成为世界高等教育界的共识（孙有中 **2015, 2016**）。
- 思维能力的发展是一个从低级到高级发展的过程，必须运用思辨标准一以贯之地训练思辨的各要素，进而培养思辨品质（**Paul & Elder, 2007**）



- 《大学思辨英语教程·写作2》聚焦说明文写作的核心要素、语言特点以及布局谋篇的技巧，在盘活词汇语法的基础上培养语言综合运用能力，引导学生关注和思考社会问题，最终学会用英文准确阐释或说明某一问题。

单	主题	写作技巧		思辨能力培养
1	语言和身份	概述	理解说明文要素和结构识别说明文不同谋篇方式理解写作即过程	探究语言和身份的关系 用另一种视角看待世界英语
2	为发现自我而写作	过程分析	写过程分析写出清晰、简洁、明确的主旨句	理解写作过程的循环性 评价英语写作和演讲中自贬式幽默的效果
3	老龄与智慧	举例	理解说明文中举例的重要性练习短和拓展的例子写出有效的段落主题句	通过建立跨学科联系考察老龄化问题 理解老年人的智慧
4	关系	分类	练习用分类方法写作说明文写出有效的开头段	就自然或社会环境与人类行为的关系作出推论 探究不同类别的人际关系
5	环境与发展	因果	运用因果方法写作说明文定义说明文中的因果关系为段落主题句展开论据	评价现代科技对于自然环境造成的影响 探究人与自然的关系
6	男人与女人	比较	运用比较对照方法写作说明文写出有效的结尾段	就基于两性生理差异的概括性观点提出疑问 探究性别差异的原因和蕴意
7	志向与成功	定义	写句子定义和扩展定义 写作具有连贯性 从不同视角定义一个概念	从社会文化角度建构“志向”的意义探究“志向”对于男性女性的涵义
8	全球化和文化身份	综合	综合运用多种方法技巧写作	考察现代化和全球化的关系 理解个人和其文化身份的关系

单元结构介绍



- **Reading for Ideas:** 通过不同人文主题的范文导入，以及配套的针对内容进行思辨训练的讨论题和针对写作技巧的练习题，拓宽学习者视野，提高人文素养，培养思辨力和跨文化能力。
- **Learning the Skills:** 围绕一个特定写作技巧展开，包括说明文主要谋篇方式，如分类、因果、定义、比较等，以及说明文的核心要素，如主旨句、段落主题句、开头、结尾、连贯性等。
- **Language Study:** 针对说明文写作的语言特点，对选词、从句、连接词等进行系统训练。夯实语言基础，提高语言的准确性和得体性。

教材编写原则与课时安排



- (1) 读写结合, 以读促写。
- (2) 以篇章作为写作教学起点, 实施“一文二稿”为特色的过程写作法。(李莉文 2011)

两周一个单元, 每周两个课时, 一课时50分钟。每单元教学大约需要4课时。一般单周侧重针对范文和主题展开课堂讨论, 学生完成写作任务初稿; 双周侧重写作技巧和语言点研习, 师生对学生初稿进行反馈, 学生修订初稿。

学情分析



班级情况：

小班教学，22-24个学生。

学生情况：

英语学院英语专业一年级春季学期（下学期）的学生，不是来自于一个行政班。

学生在写作比较时会出现内容和结构上的问题：内容宽泛，找不准有意义的比较的方面，或者流于刻板印象；结构上，容易比例不当，且不够连贯。

第6单元课程目标



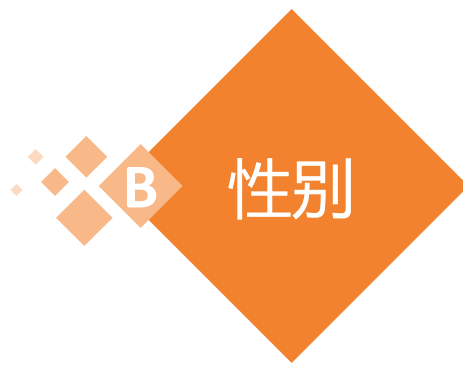
- **写作技巧**
- --运用比较对照方法写作说明文
- --写出有效的结尾段
- **语言学习**
- --使用比较标示词
- **思辨能力**
- --就基于两性生理差异的概括性观点提出疑问
- --探究性别差异的原因和蕴意
- **跨文化能力**
- --通过中国课堂小型调查来检验关于两性问题解决方式之差异的假设
- --从跨文化视角评价两性交流方式的模式化观念

单元教学重点



比较

结构，技巧，语言



性别

内容，观点，思辨

教学设计的原则和理据



- 社会文化理论围绕“中介”概念，建立主体、客体与工具三者构成的认知三角构念 (Engeström 1987; Cole 1996)，其继承者“活动理论”围绕“活动”概念，补充了共同体 (community)、劳动分工 (division of labor) 和规则 (rules) 等三个活动要素 (Engeström 1987, 1999)，和主体、客体和中介工具一起构成有机活动系统 (Engeström 1987)。如何在课程和学习活动设计中创设交互社会文化情境，引入并配置恰当中介工具，构建二/外语学习(或写作能力发展)的活动系统应是课程设计和创新的重点 (张莲，孙有中 2014)

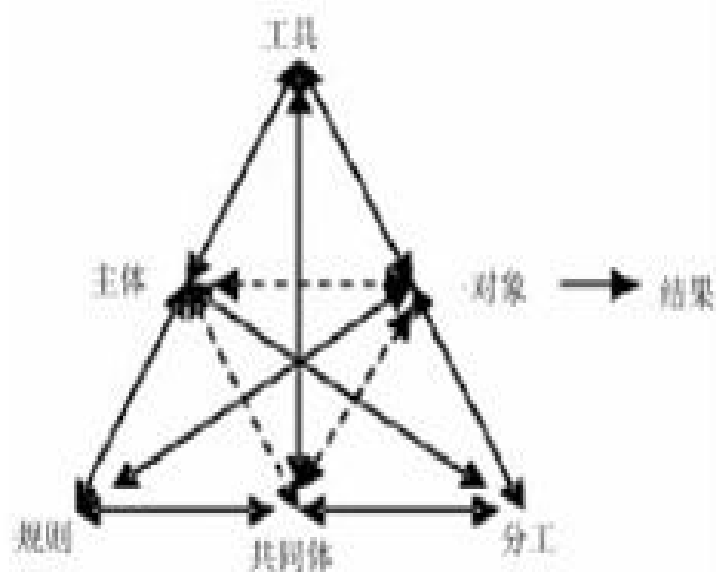


图1 活动系统关系



Bloom's Taxonomy

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts

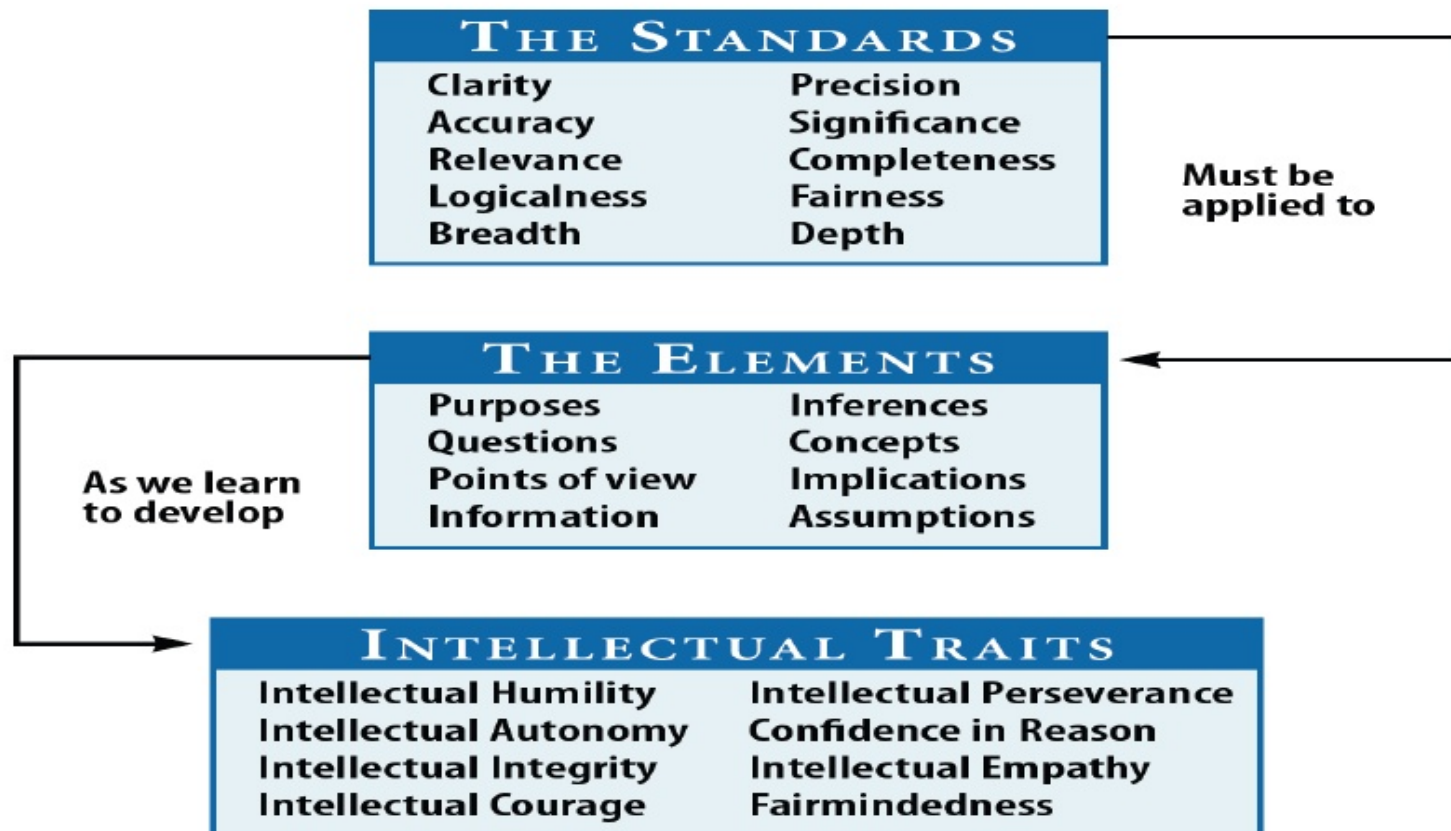
define, duplicate, list, memorize, repeat, state



@cirtlmooc



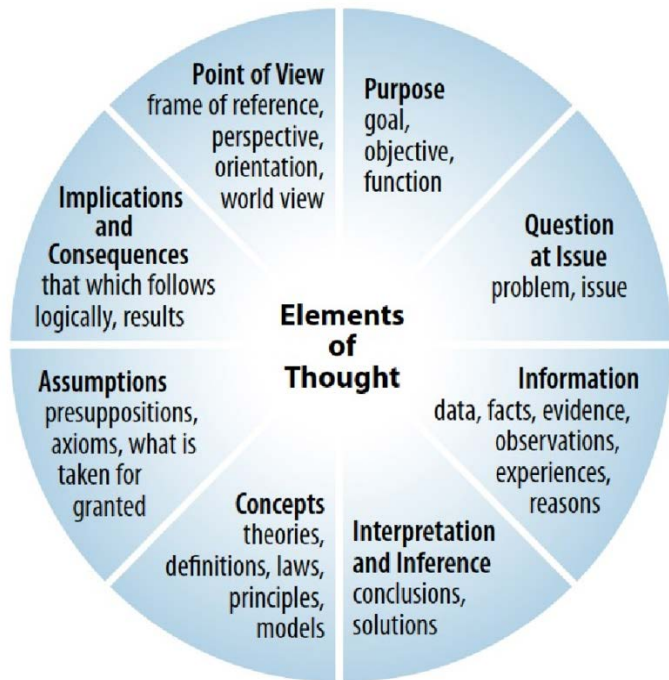
Critical thinkers routinely apply the intellectual standards to the elements of reasoning in order to develop intellectual traits.



Universal Structures of Thoughts



The Elements of Thought



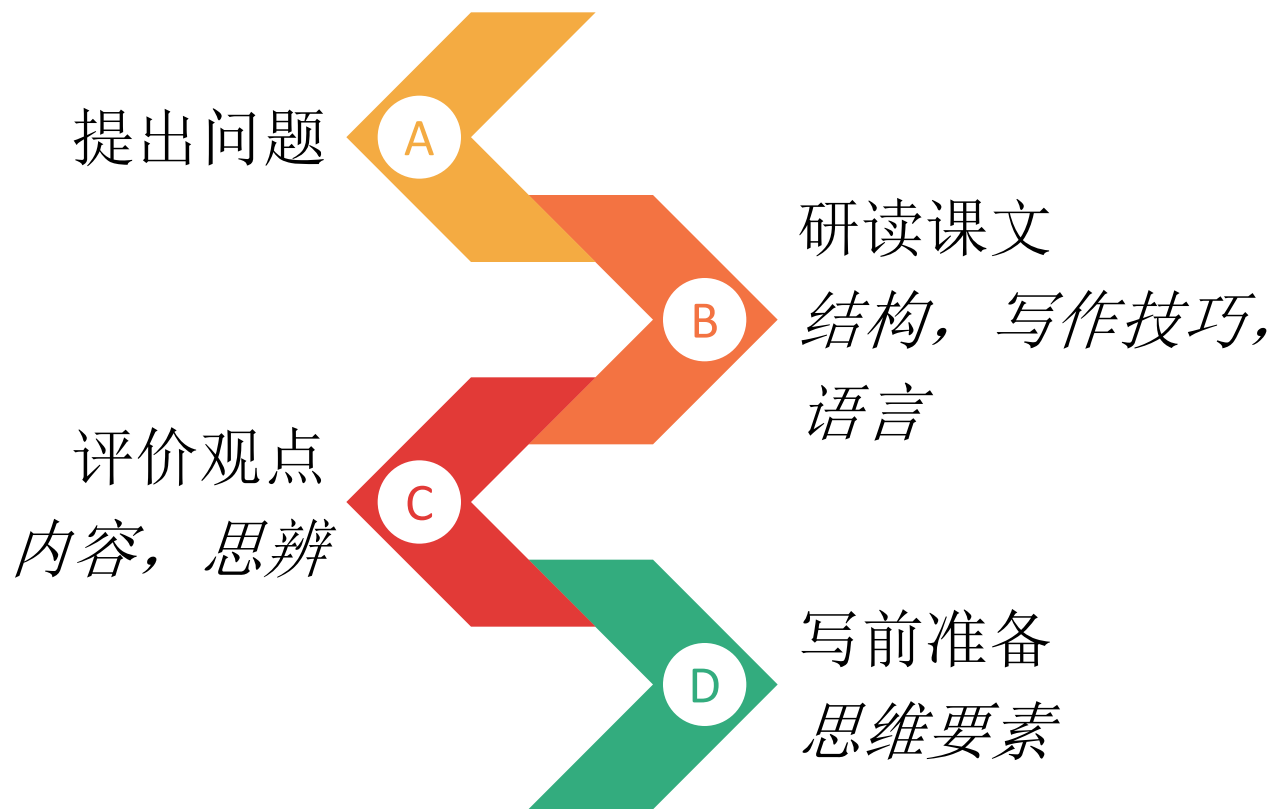
- Whenever we think we think for a **purpose**
- within a **point of view**
- based on **assumptions**
- leading to **implications and consequences**.
- We use **data, facts, and experiences**
- to make **inferences and judgments**
- based on **concepts and theories**
- to answer a **question** or solve a problem.

课前准备



- 阅读教材（重点：范文和写作技巧说明）
- 给范文1写提纲和概要
- 部分完成调查

课堂活动设计



提出问题



What to write about



- Assignment 1 on p 156.
- Alternatively, write a **comparison and contrast** essay about any specific, significant and interesting topic centering around the **gender issue**.

What does “to compare” mean?



- a. To examine the similarities between people or things
- b. To examine the differences between people or things
- c. To examine the similarities and differences between people or things

CHART 1



		Subject A	Subject B
Similarities			
Differences	Attribute 1		
	Attribute 2		
	Attribute 3		



- 开头
- 观点
- 结构
- 连接词
- 比较标示词
- 段落组织
- 语言桥梁（连贯性）
- 结尾



	Women	Men
Attribute 1. anatomy of the brain	more gray matter in their brains than men	more white matter
Attribute 2. methods of interacting with the world	empathizing	systemizing
Attribute 3 typical responses to problem –solving	Process of solving a problem is important	to solve the problem quickly and efficiently



- Learning to understand and appreciate one another's gender specific qualities is the key to more rich and rewarding lives together. As groups, men and women differ in almost every aspect. Men and women differ in the methods of interacting with the world. The classic female mental process is empathizing. The typical male mental process is systemizing. Men and women differ in their typical responses to problem –solving. To a man, to solve the problem quickly and efficiently is a demonstration of their power and competence. To a woman, the process of solving a problem is important. Men have more white matter. Women have more gray matter in their brains than men. Men and women differ in the anatomy of the brain.



- ①As groups, men and women differ in almost every aspect. ②Men and women differ in the anatomy of the brain. ③Women have more gray matter in their brains than men. ④Men have more white matter. ⑤Men and women differ in the methods of interacting with the world. ⑥The classic female mental process is empathizing. ⑦The typical male mental process is systemizing. ⑧Men and women differ in their typical responses to problem –solving. ⑨To a woman, the process of solving a problem is important. ⑩To a man, to solve the problem quickly and efficiently is a demonstration of their power and competence. ⑪ Learning to understand and appreciate one another' s gender specific qualities is the key to more rich and rewarding lives together.



- ① TSP
- ② (③/④) →
- ⑤ (⑥/⑦) →
- ⑧ (⑨/⑩) →
- ⑪ C

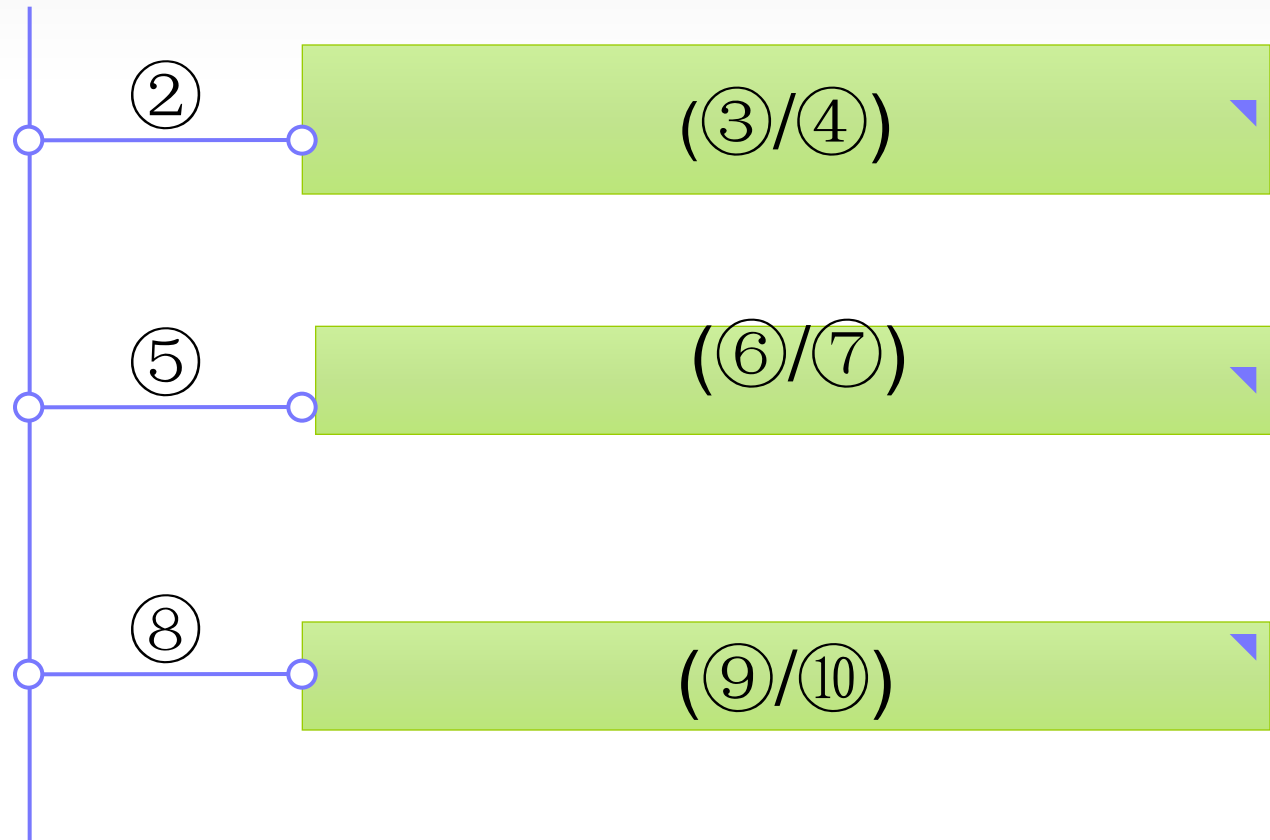


- ①As groups, men and women differ in almost every aspect. ②____, Men and women differ in the anatomy of the brain. ③Women have more gray matter in their brains than men; ____men have more white matter. ④____, Men and women differ in the methods of interacting with the world. ⑤The classic female mental process is empathizing, ____ the typical male mental process is systemizing. ⑥____, men and women differ in their typical responses to problem –solving. ⑦To a woman, the process of solving a problem is important, ____to a man, to solve the problem quickly and efficiently is a demonstration of their power and competence. ⑧Learning to understand and appreciate one another’ s gender specific qualities is the key to more rich and rewarding lives together.



- ①As groups, men and women differ in almost every aspect.[TSP]. ②**To begin with**, Men and women differ in the anatomy of the brain. ③Women have more gray matter in their brains than men; men, **on the other hand/by contrast**, have more white matter. ④**Next**, men and women differ in the methods of interacting with the world. ⑤The classic female mental process is empathizing, **while/whereas** the typical male mental process is systemizing. ⑥**Moreover**, men and women differ in their typical responses to problem –solving. ⑦To a woman, the process of solving a problem is important; **but** to a man, to solve the problem quickly and efficiently is a demonstration of their power and competence. ⑧**Thus/In short**, learning to understand and appreciate one another' s gender specific qualities is the key to more rich and rewarding lives together.[C]

Which method of organization?





COMPARISON AND CONTRAST

Subject by Subject

TS: My two cousins are very different.

- I. Joanne
 - A. appearance
 - B. personality
 - C. hobby/interest

- II. Mary
 - A. appearance
 - B. personality
 - C. hobby/interest

CS: My cousins are complete opposites.

Point by Point

TS: My two cousins are very different.

- I. Appearance
 - A. Joanne
 - B. Mary

- II. Personality
 - A. Joanne
 - B. Mary

- III. Hobby/Interest
 - A. Joanne
 - B. Mary

CS: My cousins are complete opposites.

Balance is important!





- **Para4:** Empathizers are constantly measuring and responding to the surrounding emotional temperature. They are concerned about showing sensitivity to the people around them. This empathetic quality can be observed in virtually all aspects of women's lives...So powerful is the empathizing mindset that it even **affects** how the typical female memory works...
- **Para5:** A systemizer is less interested in how people feel than in how things work. Again, a systematic brain **influences** virtually all aspects of the typical men's life. Male-dominated professions rely heavily on systems, formulas, and patterns..

How to conclude



summary

1

implication

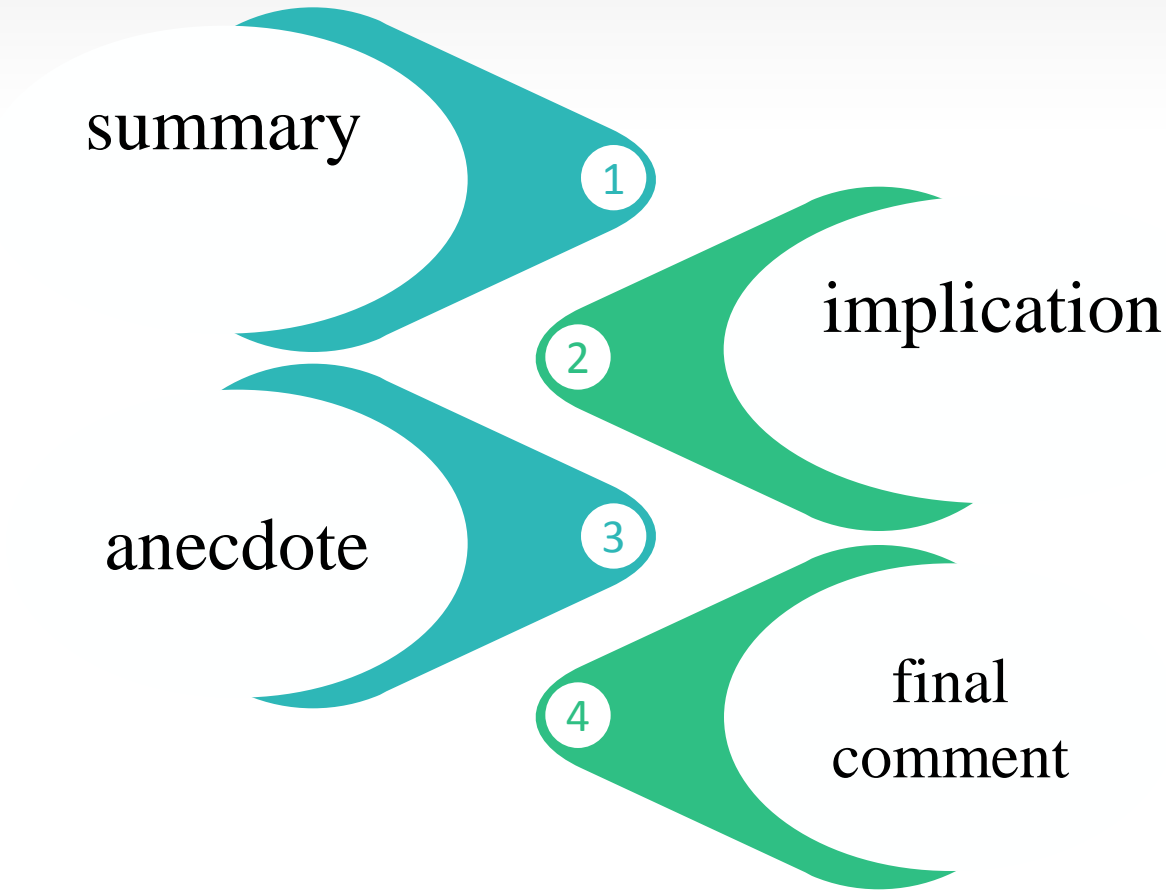
2

anecdote

3

final
comment

4



研读课文II： 评价观点



- 通过课堂小型调查来检验关于两性问题解决方式之差异的假设
- 评价的涵义

Analyze your findings



- --From your survey, can you identify a gender-specific pattern? Why or why not?
- --Do the results of your survey support the writer's conclusion?
- --If yes, in what circumstances can a feminine approach be more effective and in what circumstances can a masculine be more effective?
- --If not, what could be possible reasons for the discrepancy?

写前准备



- 讨论：中国男女的差异
- 用思维要素来分析思维
- 用思维标准评价思维

Universal Intellectual Standards



Clarity	Could you elaborate further? Could you give me an example? Could you illustrate what you mean?
Accuracy	How could we check on that? How could we find out if that is true? How could we verify or test that?
Precision	Could you be more specific? Could you give me more details? Could you be more exact?
Relevance	How does that relate to the problem? How does that bear on the issue? How does that help us with the issue?
Depth	What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?

Breadth	Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?
Logic	Does all this make sense together? Does your first argument fit in with the your last? Does what you say follow from the evidence?
Significance	Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?
Fairness	Are we considering all relevant viewpoints in good faith? Are we distorting some information to maintain our biased perspective?

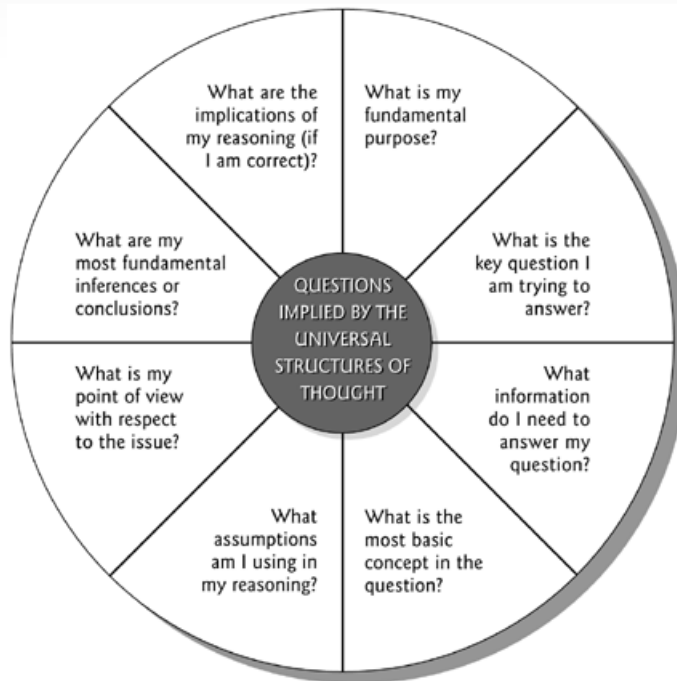
Follow-up questions



- Are these gender differences inborn, learnt or imposed?
- What are the causes for these differences?
- How do these differences affect our life?



Ask essential questions



- 1. What is my fundamental **purpose**?
- 2. What is the **key question** I am trying to answer?
- 3. What **information** do I need to answer my question?
- 4. What is the most basic **concept** in the question?
- 5. What **assumptions** am I using in my reasoning?
- 6. What are my most fundamental **inferences or conclusions**?
- 7. What are the **implications** of my reasoning?
- 8. What is my **point of view** with regard to this issue?

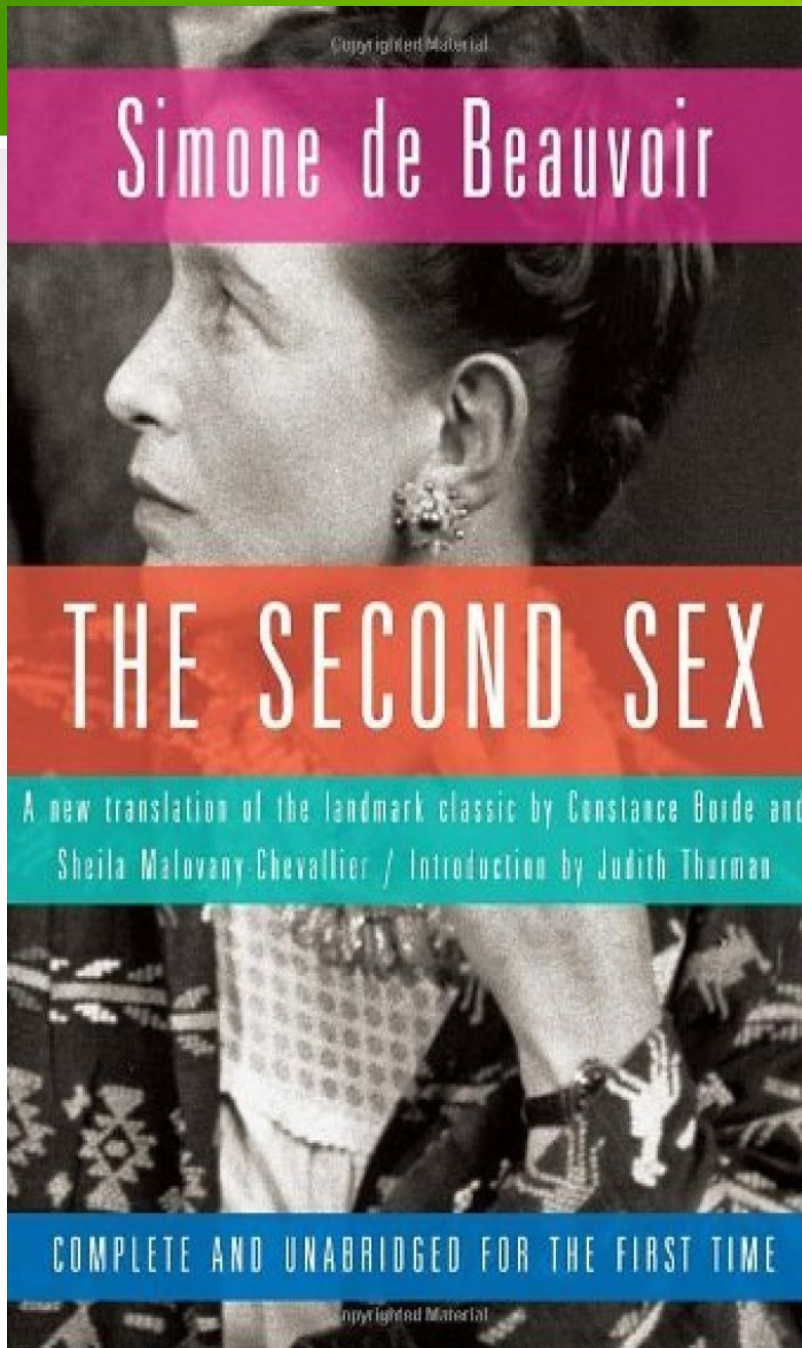


Avoid Stereotype



- Stereotype is “to believe unfairly that all people or things with a particular characteristic are the same”





- “One is not born, but rather **becomes**, a woman.”
-
- --Simone de Beauvoir, *The Second Sex*

Suggested reading



- Robyn Ryle. *Questioning Gender : a sociological exploration*. Thousand Oaks, CA : SAGE Publications, Inc., 2015. **En/C913.14/R994**
- Stephen Whitehead, Anissa Talahite, Roy Moodley. *Gender and Identity : key themes and new directions*. Don Mills, Ontario : Oxford, 2013. **En/C913.14/W592**
- *Clashing Views in Gender 立场 - 性别研究篇*. selected, edited and with introductions by Jacquelyn W. White. 6th ed. Beijing: Foreign Language Teaching and Research Press, 2015. **En/C913.14/C614**