# 4

Comprehensive English for Graduates

1st semester, 2024-2025

Time: Week 4-5

Venue: L3 714 Huili Bld

# Lecture 2

## Unit 1 Text A

### Vocabulary (please refer to those in bold, or other words you might be unfamiliar with)

### Grammar

1. Subjunctive mood
2. Appositive clause

### Sentence structures with understanding and the Chinese translation

1. No writers’ block here.

此时此刻学生们没有任何写作障碍。

1. I am your basic do-gooder.

我基本上是你们的一位社会改良家。

1. I blamed the poor academic skills our kids have today on

drugs,divorce and other impediments to concentration necessary for doing well in school.

我将如今孩子们学习能力差归咎于毒品，离婚和其他妨碍注意力集中的东西，要想学习好必须集中注意力。

1. Until Mrs Stifter.

直到斯蒂夫特夫人当他的老师，情况才发生了改变。

* Amplification 增词法

1. I urged, beliecing the embarrassment would get him settle

down.

我恳求道，我相信令他难堪的做法会让他安心学习。

1. I regained my composure and managed to say...

我重新镇静起来，艰难地表达......

1. They’d rather be sailing.

他们宁可混日子。

1. Young people generally don’t have the maturity to value

education the same way my adult students value it.

年轻人往往不够成熟，他们不像我的成人学生那样重视教育。

* Recasting 重组法

1. It is an expression of confidence by both teachers and

parents that the students have the ability to learn the materials presented to them. 这表明老师和家长对学生有信心，相信他们会学好给他们的学习资料。

* Conversion 词性转换

10）It wound mean facing the tough reality that passing kids who

haven’t learn the material-while it might save them grief for the short term-dooms them to long-term illiteracy. 这意味他们要面对严峻的现实，即让没有学会知识的学生过关--虽然短期看可以让他们减少痛苦--却注定会让他们饱受长期不会读写之苦。

## Text B

### A brief overview of Progressive Education

During most of the twentieth century, the term "progressive education" has been used to describe ideas and practices that aim to make schools more effective agencies of a democratic society. Although there are numerous differences of style and emphasis among progressive educators, they share the conviction that democracy means active participation by all citizens in social, political and economic decisions that will affect their lives. The education of engaged citizens, according to this perspective, involves two essential elements: (1). Respect for diversity, meaning that each individual should be recognized for his or her own abilities, interests, ideas, needs, and cultural identity, and (2). the development of critical, socially engaged intelligence, which enables individuals to understand and participate effectively in the affairs of their community in a collaborative effort to achieve a common good. These elements of progressive education have been termed "child-centered" and "social reconstructionist" approaches, and while in extreme forms they have sometimes been separated, in the thought of John Dewey and other major theorists they are seen as being necessarily related to each other.

These progressive principles have never been the predominant philosophy in American education. From their inception in the 1830s, state systems of common or public schooling have primarily attempted to achieve cultural uniformity, not diversity, and to educate dutiful, not critical citizens. Furthermore, schooling has been under constant pressure to support the ever-expanding industrial economy by establishing a competitive meritocracy and preparing workers for their vocational roles. The term "progressive" arose from a period (roughly 1890-1920) during which many Americans took a more careful look at the political and social effects of vast concentrations of corporate power and private wealth. Dewey, in particular, saw that with the decline of local community life and small scale enterprise, young people were losing valuable opportunities to learn the arts of democratic participation, and he concluded that education would need to make up for this loss. In his Laboratory School at the [University of Chicago](http://www.uchicago.edu/), where he worked between 1896 and 1904, Dewey tested ideas he shared with leading school reformers such as Francis W. Parker and Ella Flagg Young. Between 1899 and 1916 he circulated his ideas in works such as The School and Society, The Child and the Curriculum, Schools of Tomorrow, and Democracy and Education, and through numerous lectures and articles. During these years other experimental schools were established around the country, and in 1919 the Progressive Education Association was founded, aiming at "reforming the entire school system of America."

Led by Dewey, progressive educators opposed a growing national movement that sought to separate academic education for the few and narrow vocational training for the masses. During the 1920s, when education turned increasingly to "scientific" techniques such as intelligence testing and cost-benefit management, progressive educators insisted on the importance of the emotional, artistic, and creative aspects of human development--"the most living and essential parts of our natures," as Margaret Naumburg put it in The Child and the World. After the Depression began, a group of politically oriented progressive educators, led by George Counts, dared schools to "build a new social order" and published a provocative journal called The Social Frontier to advance their "reconstructionist" critique of laissez faire capitalism. At [Teachers College, Columbia University](http://www.tc.columbia.edu/), William H. Kilpatrick and other students of Dewey taught the principles of progressive education to thousands of teachers and school leaders, and in the middle part of the century, books such as Dewey's Experience and Education (1938) Boyd Bode's Progressive Education at the Crossroads (1938), Caroline Pratt's I Learn from Children (1948), and Carlton Washburne's What is Progressive Education? (1952) among others, continued to provide a progressive critique of conventional assumptions about teaching, learning and schooling. A major research endeavor, the "eight-year study," demonstrated that students from progressive high schools were capable, adaptable learners and excelled even in the finest universities.

Nevertheless, in the 1950s, during a time of cold war anxiety and cultural conservatism, progressive education was widely repudiated, and it disintegrated as an identifiable movement. However, in the years since, various groups of educators have rediscovered the ideas of Dewey and his associates, and revised them to address the changing needs of schools, children, and society in the late twentieth century. Open classrooms, schools without walls, cooperative learning, multiage approaches, whole language, the social curriculum, experiential education, and numerous forms of alternative schools all have important philosophical roots in progressive education. John Goodlad's notion of "nongraded" schools (introduced in the late 1950s), Theodore Sizer's network of "essential" schools, Elliott Wigginton's [Foxfire project](http://www.foxfire.org/), and Deborah Meier's student-centered Central Park East schools are some well known examples of progressive reforms in public education; in the 1960s, critics like Paul Goodman and George Dennison took Dewey's ideas in a more radical direction, helping give rise to the free school movement. In recent years, activist educators in inner cities have advocated greater equity, justice, diversity and other democratic values through the publication Rethinking Schools and the National Coalition of Education Activists.

Today, scholars, educators and activists are rediscovering Dewey's work and exploring its relevance to a "postmodern" age, an age of global capitalism and breathtaking cultural change, and an age in which the ecological health of the planet itself is seriously threatened. We are finding that although Dewey wrote a century ago, his insights into democratic culture and meaningful education suggest hopeful alternatives to the regime of standardization and mechanization that more than ever dominate our schools.

#### Creationism vs evolution

Creationism or Intelligent Design is the belief that life and the universe were created by a supernatural being (an "intelligent designer"), an omnipotent, benevolent God. Evolution is the process by which different kinds of living organisms developed and diversified from earlier forms

during the history of the Earth.

#### Overall structure of the essay

1. Topic /theme: the title of the essay and P 1 thinking includes creative, critical and reflective thinking.
2. Problems in current education: P2,3,4 and 5
3. The author’s argument: P6-13

Evolution vs Creationism

1. Conclusion

#### Vocabulary (please refer to the words and phrases in bold, or those you might be unfamiliar with)

#### Sentence structures with understanding and the Chinese translation

1. Several other states have enacted similar anti-evolution policies, thereby elevating the feeling of religious fundamentalists over the accumulated evidence of the entire science of biology. 其他几个州也颁布了类似的反进化论政策，从而将宗教原教旨主义者的感受凌驾整个生物科学所积累的证据之上。
2. On the one side, teacher would present the theory of evolution, supported by observations, all integrated into a comprehensive explanation of virtually every fact in its field. 一方面，教师们会讲解进化论，一个被无数观察所支持，整合对该领域每一个方面的解释的综合理论。
3. The central issue is not whether there is enough scientific evidence to validate a particular conclusion---but whether science as such, rather than faith, is the base for arriving at conclusions.最根本的问题不在于是否有足够的科学证据来确认一个特定的结论--而在于科学本身而非信仰，是否是得出结论的基础。
4. The most ominous implication of the Creationist position is its belief that, in judging the truth of an idea, one can ignore rational evidence---if it clashes with one’s desire to believe otherwise. 神创论立场最坏的暗示是它相信在判断一个想法真实性时，个人可以完全无视理性的证据---只要它与一个人相信其他事情的愿望有所冲突。

#### Assignment 1

Write an essay of your personal statement which includes

1. your undergraduate studies,
2. why and how you chose your current graduate studies, and
3. how your current studies will benefit your future career.

Title: My personal statement

Word limit: 300

Deadline: in 3 weeks

#### Assignment template

## My personal statement

Name: (In Chinese） Serial number:

Paragraph 1

1. Describe briefly your undergraduate studies, including your university, your major and some courses you deem as important.
2. State in what way your prior experience of studies initiated your interest for current.

Paragraph 2

1. Describe briefly your current graduate program, including your institution, your research field and focus.
2. State your research background and in what way you will conduct your research.

Paragraph 3

1. State the potential contribution of your reserch and in what way it will bebefit your future career.

* Please complete the assignment in accordance with this template including font, size and space.
* Please submit the assignment in three weeks.