

SPECIALIZED ENGLISH PROGRAM 1

READER RESPONSE FORM

Name: Section: Date: Score:/50

Title of Reading Selection:

Summary

Direction: Write a one-paragraph (approximately 10 sentences) summary of the reading selection. It should include the title of the reading selection, the author's name, author's thesis, and supporting points.

The article titled "Dependence: Do We Ultimately Need Technology?" highlights the widening gap of dependence on technology and its negative effects on society at large. The author notes how very often simple mental work such as figuring out basic math is now often outsourced to electronic devices. There has been a loss of agility resulting from all this. A certain article Brown cites indicates that according to a study conducted by University College London (UCL), it is proven that overuse of GPS navigation is detrimental for the brain's hippocampus, which is responsible for memory and spatial awareness. Brown denotes in the work the aspect of technology penetrating the business world: forgetting about the key information because of dependence on digital storage can lead to monetary losses. In fact, it points to "digital amnesia," a term that Kaspersky has coined for the way people leave all the information to be stored by technology for them to remember it. The article further talks about risks in the medical field. Surgeons may lose some manual skills because of frequent robotic procedures performed in future. Brown further stresses the balance: productivity and efficiency gain from technology are balanced by detrimental dependence on them, leaving one with hampered cognitive-bit practical abilities.

Response

Direction: Write a one-paragraph (approximately 10 sentences) response to the reading selection. It should include your reaction to the author's thesis, and assessment of author's achievement of the text's purpose, clarity, and objectivity.

The article by Terry Brown bring to light some possibility of disadvantages of overt dependence on technology. I do agree with his thesis that while technology promotes efficiency, it could simultaneously erode our mental and manual faculties. The author gives convincing evidence such as the study done by UCL on the activity of the hippocampus and Kaspersky's study on digital amnesia to show how technology has rendered us less able to memorize and think. His examples from the medical and business sectors highlight the fact that such dependence has very serious real-world consequences. The writing is lucid, impartial, and research-backed, all of which further strengthen the author's argument. He could have gone further and mentioned possible solutions to lessen the negative impacts other than acknowledging the positives of technology. Generally, the article does well to articulate the idea that while technology is very much involved in one way or another in modern life, being engaged mentally and practically is just as important so as not to be overdependent on it and avoid its risks.

Rubric

This reader response will be evaluated based on the criteria below:

Criteria	6-10 Points	1-5 Points	Score
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Comprehension	Summary demonstrates understanding of main idea and supporting points in the source text	Summary contains inaccurate information.	
Critical Reading	Response demonstrates sound reasoning in reacting to author's thesis and in justifying analysis and assessment of the text's communicative value	Response contains one or more logical fallacies.	
Clarity	Ideas in sentences are clearly stated. <ul style="list-style-type: none">• Provides pertinent details of the text (i.e., title, author's name, some publication details) in an introductory sentence.• Uses transitional devices and accurate words	Ideas in sentences are not clearly stated.	
Completeness	Important ideas/information from the text are quoted to prove reader's reaction/rhetorical analysis.	Lacks ideas/information from text which is necessary to prove reader's reaction/rhetorical analysis.	
Conventions	Writing displays correct grammar, spelling, and mechanics.	Writing displays incorrect grammar, spelling, and mechanics.	