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First Day Diagnostic
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In the article, Susan Pinker proposes the idea that technology has an adverse effect on the academic abilities of children. She states that ““Students who gain access to a home computer between the 5th and 8th grades tend to witness a persistent decline in reading and math scores.”” This decline in academic ability was greatly shown in weaker students whose reading scores “fell off a cliff” when the computers arrived.

The author emphasizes this claim through quotes from different sources. She uses quotes from the original researchers of the study she is writing about, as well as, other professors from Stanford. She employs these quotes to back up her claims or to provide insight to needed information about the subject.

Her idea resonates wholly through me, since I have had similar experiences with technology. Around my Junior year of high school, I became very stressed and turned to technology as a way to relieve said stress, but the effects of technology had begun to set in. My grades began to slip, began not doing homework, still went to class though. Stress and the ability to access the internet, or use the computer in other ways, lead to adverse effects when mixed.

Technology affects the way children think in a negative way, leading to decreased academic performance. Not only being introduced to technology having negative effects, but stress mixed with technology can also lead to these negative effects.