

Fundamentals of English Writing

Supporting Details In-class Activity (W4)

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In addition, to ensure campus safety and students' own safety, there are also government programs that teach educators, staff and students on how to deal with harassment. Lin Teng-jiao,

_____ With
teacher's active involvement and the government's assistance, it is anticipated that the younger generation will learn more about this issue happily and confidently.

Instruction 4: *Verbally share your choices of supportive data with the class.*

Instruction 5: *Now look at the class PPT for the complete passage.*

Overall Practice Task: Group and mixed-group activities (50 mins)

Different types of supportive data and direct/indirect quotations

Instruction 1: *Get into groups of four. Each group is assigned one of the paragraphs in the following. The use of electronic devices is allowed.*

Internet Bullying

1st Paragraph: the importance of the issue

With the advancement of the Internet and the fast dissemination of information, more and more people have been assaulted on the Internet. _____

Task: (1) use according to



Research results: 交通大學針對新竹市的四所國中學生做一項「網路霸凌」的問卷調查，有效樣本數為 282 位學生。據交大博士生黃芸茵的調查結果發現，有超過半數的受訪學生有網路霸凌的相關經驗，32.5%曾在網路上遭威脅，33.3%曾被別人惡意開玩笑網路霸凌，57.9%目睹或知道別人被霸凌。

Source: 自由時報 (2009-02-25)

Journalist: 林曉雲

2nd Paragraph: Types of internet bullying

To reduce its occurrence on campus, it is important to firstly identify different types of internet bullies and to learn in what ways they may have negative impacts upon students. There are different types of internet bullying. _____

Task: (1) to provide an indirect quotation



Supportive data: expert's opinions

Source: Journal of Child Psychology and Psychiatry. Vol. 49. 2008. Page 376-385.

Author: Peter K. Smith, Jess Mahdavi, Manuel Carvalho, Sonja Fisher, Shanette Russell, and Neil Tippet

Information: seven types of cyber bullying (text message bullying, picture/video clip bullying, phone call bullying, email bullying, chat-room bullying, bullying through instant messaging, and bullying via website)

3rd Paragraph: What negative influences may internet bullying make upon students?

In addition to better understand different types of cyber bullying, knowing how they negatively influence students is also essential if we are to put a stop to the campus violence.

_____ How do we expect students to learn happily with this type of anxiety and fear?

Task: (1) to find an example (story)



Supportive data: an example, two indirect quotations

Quotation: "People who I trusted as my friends bullied me harshly on the bus and at school. Even when I get home, I still receive their threatening emails and texts."

Source: a student Kate, quoted in *Christy Matte*, 2013

4th Paragraph: Possible measures to be taken by schools and parents

_____Realizing its potential threats to students' mental and psychological developments, schools and parents should take prompt and effective measures to fight against and prevent this harmful act.

Task: to provide an indirect quotation



Supportive data: a direct quotation

Quotation: "So the impact on young people of this kind of bullying may be assumed to be no less than that caused by other forms of bullying."

Author: Niamn O'Brien & Tina Moules. 2010. Page 49

Instruction 2: *Each group member calls out a number (1, 2, 3, or 4), and the individuals with the same number form a new group. Each student shares his/her own completed paragraph with the new group members.*

Instruction 3: *Students return to their original groups. At this stage, students are allowed to ask questions if they have doubts with the results of their discussion. An individual from each group is selected to upload their group work onto Ceiba after class.*






Self-Check Assessment Task: Individual & paired activities (15)

Quotation and Citation Practice

Instruction 1: *Provide two Practice A worksheets and two Practice B worksheets to each group. Have students practice the questions on the worksheets individually.*

Instruction 2: *After finishing the worksheets, the students with Practice A compare their answers with the ones with Practice B.*

版權聲明

頁碼	作品	版權圖示	來源/作者
2	“Avoiding Bullying”		<p>改寫自 New Taipei has most bullying cases: Gov't. (2012, March 3). Retrieved February 2, 2015, from http://m.chinapost.com.tw/taiwan/2012/03/03/333466/New-Taipei.htm</p> <p>This work is used subject to the fair use doctrine of Article 46, 52, 65 Taiwan Copyright Act.</p>
3	“逾三成國中生 曾遭網路霸凌”		<p>林曉雲. (2009, February 25). 逾三成國中生 曾遭網路霸凌. 自由時報.</p> <p>This work is used subject to the fair use doctrine of Article 46, 52, 65 Taiwan Copyright Act.</p>
4	“Types of internet bullying”		<p>改寫自 Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S. and Tippett, N. (2008), Cyberbullying: its nature and impact in secondary school pupils. Journal of Child Psychology and Psychiatry, 49: 376–385. doi: 10.1111/j.1469-7610.2007.01846.x</p> <p>This work is used subject to the fair use doctrine of Article 46, 52, 65 Taiwan Copyright Act.</p>
4	“Personal Cyberbullying Stories”		<p>改寫自 Matte, C. (n.d.). Readers Respond: Personal Cyberbullying Stories. Retrieved February 8, 2015, from http://familyinternet.about.com/u/ua/computingsafetyprivacy/Cyberbullyua.htm</p> <p>This work is used subject to the fair use doctrine of Article 46, 52, 65 Taiwan Copyright Act.</p>
5	“The Impact of....Mental Health”		<p>改寫自 “The Impact of Cyber-bullying on Young People’s Mental Health” (Nov 2010) ARU, online: [O’Brien & Moules] at 22.</p> <p>This work is used subject to the fair use doctrine of Article 46, 52, 65 Taiwan Copyright Act.</p>