

Fundamentals of English Writing

In-Class Discussion Sheet (Cause and Effect Essays Part II)

Wei-Yan Miguel Li

Academic Writing Education Center

National Taiwan University



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Class Review Task: (15 minutes)

1. Go over the exercises from P. 124 to P. 129. (In-Class PPT)

Paired Skill-Focused Task: Transition Signals for Cause & Effect Essays) (30 minutes)

1. Get a partner.
2. Each pair gets a game sheet, a question sheet, and a spin sheet.
3. Complete the game within 20 to 30 minutes.
(**Instructions:** (1) Take turns to spin your pen on the Spin Sheet. (2) After spinning your pen, move as many steps as the number shown on the Spin Sheet. (3) If you move to the block with an instruction, follow it. If a question item is presented, read the question and write down your answer on the question sheet. (4) Be careful! When you come to the last line, you can only complete the game by spinning a six.)
4. Self-check the answers (on the back of the game sheet).

Group Application Task 1: (50 minutes)

Complete the abstract using appropriate cause/effect signal words or phrases

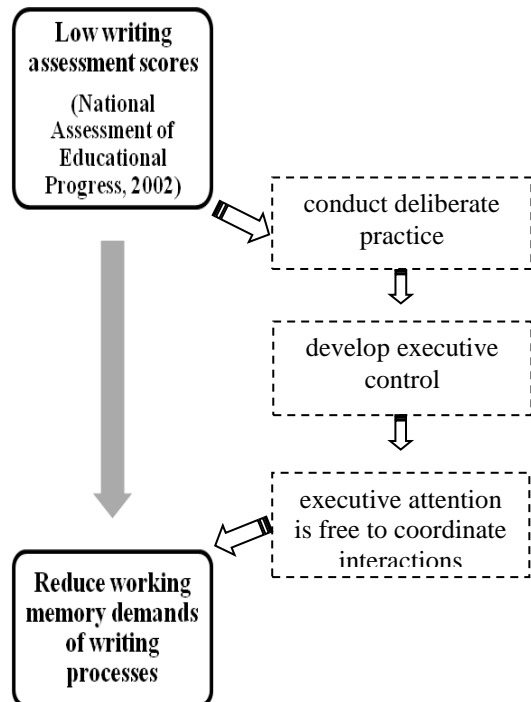
1. Teacher explains the concept of the paper and the diagram.
2. Complete the abstract.
3. Read the other groups' works (clockwise rotation), and each group votes for the best abstract.
4. The winning group reads the best abstract to the class. **OR** The class TA types the best abstract and shows it to the whole class.

Improving the Writing Skills of College Students


Ronald T. Kellogg & Bascom A. Raulerson III
 Saint Louis University, St. Louis, Missouri

Advanced writing skills are an important aspect of academic performance as well as of subsequent work-related performance. _____

Automated essay scoring software may offer a way to alleviate the intensive grading demands placed on instructors and, thereby, substantially increase the amount of writing practice that students receive.



Homework: Group Application Task 2:

1. Assign group number. Write up a purpose statement for the following abstract using an appropriate cause/effect signal word or phrase.
2. Upload your purpose statement onto Ceiba (Discussion Section). Please write down your group number next to your purpose statement.
3. Vote for the best purpose statement on Ceiba. 
4. The winning group will be announced in class next week. The winning group will be granted the right to decide on the topic for our next essay assignment.

Facebook Use Predicts Declines in Subjective Well-Being in Young Adults

Kross E, Verduyn P, Demiralp E, Park J, Lee DS, Lin N,
Shablack H, Jonides J, Ybarra O

Abstract



¹Over 500 million people interact daily with Facebook. ²_____

Fact: whether Facebook use influences subjective well-being over time is unknown.

Method: *experience-sampling, the most reliable method for measuring in-vivo behavior and psychological experience.*

³We text-messaged people five times per day for two-weeks to examine how Facebook use influences the two components of subjective well-being: how people feel moment-to-moment and how satisfied they are with their lives. ⁴Our results indicate that Facebook use predicts negative shifts on both of these variables over time. ⁵The more people used Facebook at one time point, the worse they felt the next time we text-messaged them; the more they used Facebook over two-weeks, the more their life satisfaction levels declined over time. ⁶Interacting with other people “directly” did not predict these negative outcomes. ⁷They were also not moderated by the size of people's Facebook networks, their perceived supportiveness, motivation for using Facebook, gender, loneliness, self-esteem, or depression. ⁸On the surface, Facebook provides an invaluable resource for fulfilling the basic human need for social connection. ⁹Rather than enhancing well-being, however, these findings suggest that Facebook may undermine it.

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4	“Facebook Use Predicts Declines in Subjective Well-Being in Young Adults”		<p>Facebook Use Predicts Declines in Subjective Well-Being in Young Adults Kross E, Verduyn P, Demiralp E, Park J, Lee DS, et al. (2013) Facebook Use Predicts Declines in Subjective Well-Being in Young Adults. PLoS ONE 8(8):e69841. doi: 10.1371/journal.pone.0069841</p> <p>This work is used subject to the fair use doctrine of Article 46, 50, 52, 65 Taiwan Copyright Act.</p>