An Exploration of the Voices of a New University Curriculum in Hong Kong: Implications for the Teaching of English for Academic Purposes

Volume I

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Certificate of Authorship / Originality

I certify that the work in this thesis entitled 'An Exploration of the Voices of a New University Curriculum in Hong Kong: Implications for the Teaching of English for Academic Purposes' has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree to any other university or institution other than Macquarie University.

I also certify that the thesis is an original piece of research and it has been written by me. Any help and assistance that I have received in my research work and the preparation of the thesis itself has been appropriately acknowledged.

In addition, I certify that all information sources and literature used are indicated in the thesis.

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Abstract

Wide-ranging curriculum reform in Hong Kong has resulted in one large-scale, research-led, English as a medium of instruction university implementing a new Core Curriculum. This curriculum is currently taken by all first and second-year students, regardless of their chosen major. This research aims to identify the academic English language demands this new Curriculum places on students, in order to provide focused EAP support.

A mixed method, multi-perspectival methodology was used. Firstly, the **institutional voice** was explored through an analysis of institutionally-endorsed course descriptions. The **assessed voice** was explored through a discourse analysis of 13 A-grade argumentative essays using tools from Systemic Functional Linguistics. Thirdly, the **voice of experience** was explored through the analysis of two case studies documenting two first-year students' experience of acculturation as they negotiated the new Curriculum.

The analysis of the **institutional voice** found that certain types of learning experiences and knowledge (e.g. the expression of a critical voice) were valued by the institution. The analysis of the **assessed voice** found that patterns of Periodicity (e.g. the construction of conceptual taxonomies), Engagement (e.g. patterns of alignment between reader and writer) and Attitude (e.g. discipline-specific patterns of evaluation) were found to combine to express an academic voice. Overall, three voices were identified in the essays – a Student, Science and Humanities Voice. Finally, the analysis of the **voice of experience** found that students struggled with certain aspects of academic writing and as a result, they needed to turn to an 'underground' network for help.

This research makes a unique contribution to an understanding of institutional values, how these values are instantiated in assessed texts and how students experience these institutional values while completing gate-keeping assessments. Through a combination of all perspectives, an understanding of what language support should be given to students to help them learn effectively is gained.

Chapter One – Orientation to the Study

1.1   Background to the Study

Cathy is a typical undergraduate student studying at a university in Hong Kong. She was born in Hong Kong just before the region was handed back to China. Her parents are lower middle class and as a result, live in subsidised public housing provided by the government. Her parents both work long hours and Cathy and her brother were taken care of by her extended family and a domestic helper who lived with them. She went to a local Chinese as a medium of instruction government school. Her parents prioritised her education over all else and instilled in her the belief that her education, to a large extent, would determine the quality of life she could expect to have in the future. They paid for her to attend tutorial school in the evenings where she was trained in exam techniques with the hope that this would give her a better chance of succeeding in her final-year public examinations and entering a good university.

During her school life, Cathy rarely spoke in English apart from in English lessons at school. She did not particularly like studying English, and never felt very confident in her abilities. It was her weakest subject at school, yet it was compulsory. She knew that she would need to get a certain score in her English final-year examination if she were to get a place at a university in Hong Kong. Her English public examination results were such that she was unable to get into her first choice at university (to study business). As a result, she decided to study engineering because her parents told her that there would be a good chance to get a stable job after studying this subject.

When Cathy reached university, she found it difficult to transition to learning and being assessed in English. Her lack of exposure to English throughout her school education meant that she struggled with speaking coherently and fluently in English in her tutorials. She struggled to understand the academic knowledge taught to her in lectures. The reading texts in the required reading lists for her engineering subjects and her other general education subjects were also difficult to understand. They were long and were full of new disciplinary-specific terminology she did not know. Her written assignments were often returned to her with comments telling her to 'proofread more', or that her 'ideas were not clear', or that she had 'not been critical enough', yet she did not understand what it was to be clear, or critical, and how to improve her writing to achieve these things. When she needed to do assignments, she asked her friends to proofread them for her. When she was confused about the academic ideas she had read or heard in her lectures, she asked a friend

who was getting good grades to explain the academic ideas to her in Chinese. Cathy often wished that she had more support to help her understand the academic ideas she was being taught in English and also support to understand what was wrong with her writing and how to improve it.

The example above provides a window into the complicated role English plays as a lingua franca in Hong Kong. A high proficiency in English is seen by many (if not most) in Hong Kong to be one of the major keys to future success, both educationally and professionally. This assumption is not without merit. For example, one large-scale empirical study of the use of English by 1,475 Chinese professionals in Hong Kong showed that writing and reading in English played a very important role in the working life of those professionals, particularly for those in senior roles. In terms of education, all students must obtain a certain level of proficiency in English in their English public examination (at least a Level 3 out of 5) to gain entry into a Hong Kong university. Only 52% of final-year secondary school students gained this level in 2015 (Hong Kong Examinations and Assessment Authority, 2015). Many undergraduate programmes (e.g. Law, Business and Medicine) also require higher levels, such as a Level 4 or even a 5. As well as this, all Hong Kong universities officially have English as a medium of instruction.

The importance placed on English in Hong Kong can also be seen in the public discourse. Much has been written in the media expressing a concern about falling English standards (for example Clem, 2007; Lhatoo, 2016; Sinn, 2009; Tong & Clem, 2007; Yeung, 2015; Zhao & Zhou, 2015). Although there are also voices in the media questioning this assumption (for example Sewel, 2015; Stapleton, 2015), no one appears to be questioning the assumption that English standards are very important to maintain in Hong Kong and there is no move to change the medium of instruction at Hong Kong universities from English to Chinese. This is the English language context in which this PhD research is situated.

This context has been further complicated over the last fifteen years. During this time, the education sector in Hong Kong has been undergoing a period of significant curriculum reform. In 2000, the Hong Kong Government endorsed recommendations from an Education Commission to reform Hong Kong's senior secondary and undergraduate curricula to 'facilitate the implementation of a more flexible, coherent and diversified senior secondary and undergraduate curriculum' (Education and Manpower Bureau 2005 p. 1). A 3-month period of public consultation was launched in October 2004 and after that, new senior secondary and undergraduate curricula were developed. In 2009, the first

cohort of senior secondary students entered the new senior secondary curriculum and in 2012, the first cohort were faced with the reformed university curriculum. This significant change in the educational system raises questions about how the new curriculum will impact students like Cathy. This thesis aims to explore this new curriculum from multiple perspectives, in order to determine what language support students will need. How the educational structure in Hong Kong has changed is briefly outlined below.

1.2 Description of and Reasons for the New Hong Kong Educational Structure

During the curriculum reform, the secondary school curriculum changed from a British-style 5 + 2 year structure (five years of compulsory schooling plus two years of merit-based advanced schooling) to an American-style 3 + 3 year structure (three years of compulsory junior and senior secondary schooling). Additionally, an extra year was also added to undergraduate degrees, increasing the average degree from three years to four, aligning it with Mainland Chinese, European and American undergraduate degree structures. A comparison of the old and the new educational structures can be seen in Table 1-1:

	Secondary School		University
Old 5+2+3 academic structure	**5 years** of compulsory secondary schooling culminating in the Hong Kong Certification of Education Examination (HKCEE) public exam	**2 years** of merit-based secondary schooling culminating in the Hong Kong Advanced Level Examination (HKALE) public exam	**3 years** of undergraduate university study
New 3+3+4 academic structure	**3 years** of compulsory junior secondary schooling	**3 years** of compulsory senior secondary schooling culminating in a public exam - Hong Kong Diploma of Secondary Education Examination (HKDSE)	**4 years** of undergraduate university study

Table 1-1: Comparison of the Old and New Hong Kong Educational Structure

The aim of this reform was to ensure that the majority of secondary school students complete all years of education rather than a large percentage stopping at five years and only an 'educational elite' being allowed to complete the final two years. The following example shows the restrictive nature of the old curriculum. In 2010, 122,387 students (Hong Kong Examinations and Assessment Authority, 2010) sat for the HKCEE (the 5th year public exams). In 2012, only 40,515 of those 122,387 students (Hong Kong Examinations and Assessment Authority, 2012) sat for the HKALE (the 7th year public

exams). A total of 76% of students were not given access to the higher levels of secondary education and in turn denied a direct route into the Hong Kong university system.

In spite of this, the 21st century's socioeconomic climate is 'demanding' higher and higher levels of education and without access to higher educational opportunities, people are severely limited in their ability to provide a basic standard of living for themselves and their families in Hong Kong. The old 5+2 educational structure, which limited access to higher education for a significant majority of the population, had become outdated. The Hong Kong government also hoped that an '…extra year of undergraduate education will equip students better for further studies and in meeting the needs of an ever-changing society' (Hong Kong Education and Manpower Bureau, 2005, p. 10). The Hong Kong Government's aim for the additional year of undergraduate education was to allow for '…more time for all-round development of the student….. a more personalised, student-oriented learning environment…a curriculum to support broad learning across several disciplines' (Hong Kong Education and Manpower Bureau, 2005, p. 98) leading to greater scope for interdisciplinary studies and the potential for some research experience at the undergraduate level. This again aimed to meet the needs of the changing socioeconomic climate.

Many other governments worldwide have also reviewed and reformed higher education over the last 20 years in response to socioeconomic changes. The Dearing Report in the UK (The National Committee of Inquiry into Higher Education, 1997), the Bradly Review in Australia (The Australian Government, 2009), the Boyer Report in the US (The Boyer Commission, 1998) and the Bologna Process in Europe (European Higher Education Area, n.d.) are, like the Hong Kong review, linked in their emphasis on the increasing need for governments in knowledge-based economies to provide access to higher educational qualifications for a larger section of the population and to revamp curricula to respond to changing socioeconomic conditions.

It is important to note that the reforms discussed above have been controversial. High-impact and wide-ranging educational policy reform is always 'contested terrain' (Ozga, 2000). It is '…struggled over, not delivered in tablets of stone to a grateful or quiescent population' (p. 1). The Hong Kong reform process was no different. The reform policy was debated vigorously in the media (see for example M. Chan, 2004; Clem, 2006; "Editorial: Lessons to be learned from teachers' protest," 2006; Eng, 2005; Kung & Tai, 2006; C. Lee, 2009; Sinn & Clem, 2006; Tong, 2006a, 2006b, 2007). Important stakeholders were highly critical of the way in which the implementation was managed. Cheung Man-kwong,

President of the Professional Teachers' Union and Democrat legislator for the education sector, summed up critical sentiment. 'We believe their direction is right, but we object to the way implementation has been carried out' (Tong & Clem, 2007).

With any large-scale curriculum reform, there are lessons which need to be learnt and practices which need to be modified. In particular, research which identifies the demands being placed on students in the new curriculum and how students cope (or do not cope) with these demands is important. The first cohort will reach graduation soon, in August 2016, and reflection on and modification of the curriculum is needed at this time. This PhD aims to undertake such research, focusing on the academic English language demands the new curriculum places on students at one university in Hong Kong. The findings from this research come from a large-scale, publically-funded, research-led university in Hong Kong. The following section will describe how this particular institution responded to the need to restructure the undergraduate curriculum. A description of the new undergraduate curriculum at this university will be given.

1.3 A Description of the New Undergraduate Curriculum at one Large-scale, Publically-funded, Research-led University in Hong Kong

When the new curriculum was being developed at this particular university, two possible routes were discussed at a series of curriculum development retreats (which the researcher attended). The first possibility considered was to keep the existing curriculum and add more remedial courses, in the extra year, to help incoming students who were entering with one year less secondary schooling. Although this deficit model was popular with some staff, it was felt by senior management that the old '...model of early specialism and narrow disciplinary focus does not enable students to develop the generic skills, capabilities and attitudes required for coping with the rapidly changing demands made on university graduates' (Tsui, 2012, p. 63). This deficit remediation model was rejected by the curriculum development committee and instead a new component of the curriculum was planned to fill up the additional year. It was decided that the existing curriculum would largely remain unchanged and be spread over four years, instead of three, and the new component would fill the remaining space in the new curriculum. This new component would be taken by all students, regardless of their chosen major. The aim of this new component was to equip students with 'the intellectual skills to engage in critical enquiry and independent thinking, to ask questions from different perspectives and to

formulate their own answers to these questions' (Tsui, 2012, p. 66). This new component of the curriculum will be referred to in this thesis as the **Core Curriculum**.

The Core Curriculum was conceptualised into four Areas of Inquiry (AoI). Two of the AoIs were disciplinary AoIs. One was called Science and Technological Literacy and the second was called Humanities. The other two AoIs were geographically-focused. One was called Global Issues and the other was called China: Culture, State and Society. Each of these four AoIs were then given a number of themes. The AoIs and their respective themes are shown in Table 1-2.

The following are the overarching aims of the Core Curriculum:

- To enable students to develop a broader perspective and a critical understanding of the complexities and the interconnectedness of the issues that they are confronted with in their everyday lives
- To cultivate students' appreciation of their own culture and other cultures, and the inter-relatedness among cultures
- To enable students to see themselves as members of global as well as local communities and to play an active role as responsible individuals and citizens in these communities
- To enable students to develop the key intellectual skills that will be further enhanced in their disciplinary studies (Tsui, 2012, pp. 67-68)

AoI	Theme
Scientific and Technological Literacy	• The Nature and Methods of Science • Science, Technology and Society • Science, Technology and Global Issues • Science and Technology in Everyday Life • Frontiers of Science and Technology
Humanities	• The Creative Arts • Historical Awareness: Past and Present • Language, Communication and Society • Mind-Body-Spirit • Ethics and Society
Global Issues	• Global Issues, Local Lives • Challenges of Global Governance • Globalization and Economic Development • Global Ethics and Citizenship
China: Culture, State and Society	• Chinese Culture: Thoughts, Values and Ways of Life • Chinese Civilization: State, Society, and Economy • China's Changing Environment • China's Quest for Modernization • The Rise of China in the 21st Century: Challenges and Prospects

Table 1-2: Areas of Inquiry and their Corresponding Themes

What is particularly noteworthy in the above aims is the focus on a specific type of intellectual development. Because of the changing socioeconomic circumstances discussed above, it was felt that students needed to develop a range of intellectual skills which were no longer wholly disciplinary specific. Instead, these aims indicate that the institution values knowledge which is contextualised experientially, socially, culturally and geographically and is not conceptualised completely along disciplinary lines.

Once the aims and the themes of the AoIs were in place, academic staff were invited to write courses which focused on of the themes listed in Table 1-2. At the time of this research, approximately 35 - 40 courses were being offered in each of the AoIs. Overall, students were able to choose from a total of 160 courses. Currently, students are required take six Core Curriculum courses during their degree, at least one course from each AoI, with no more than two courses from each AoI. These six courses are usually all taken in a student's first and second year and often the majority are taken in the first year. This means that these Core Curriculum courses are a significant part of students' first-year experience, as they are becoming acculturated to the university culture.

During the series of curriculum development retreats mentioned above, the issue of English language support was frequently raised. It was felt that students would need more English language support than was given in the old curriculum to help them develop the academic English skills they would need to complete the new Core Curriculum courses.

There was also a concern about the English ability of the students, given that they would be entering with one less year of English instruction at secondary school and also would have completed one less public examination in English. A brief profile of the English language abilities of students entering the new curriculum is given below.

1.4   The English Language Abilities of Students Entering the New Curriculum

As mentioned above, students entering the new curriculum from the local secondary school system enter with English public examination grades ranging from a Level 3 to a 5. Table 1-3 shows the range of language abilities on the public examination writing paper for a Level 3 and a Level 5 student (Hong Kong Examinations and Assessment Authority, n.d.).

According to the descriptors, Level 3 students are only able to paragraph effectively 'in parts' of the text. Cohesion is only managed in 'some places'. Only 'some basic grammatical structures are accurate' and only 'common vocabulary is use appropriately'. In comparison, Level 5 students have a higher, more sophisticated control of these features of language.

Many students are also entering the new curriculum at this particular university from other educational systems. Approximately 20% of the undergraduate population of the university being studied come from Mainland China. A large proportion of English language teaching in senior secondary schools in Mainland China is focused on training students for the National Matriculation English Test (NMET) (Cheng & Qi, 2006; Qi, 2004), which is Mainland China's university entrance test of English. The writing task in the NMET only requires students to produce a very short piece of extended writing which is not academic in nature. 'The writing task provides a hypothetical situation, which simulates real-life language use and asks the candidates to write a short text of about 100 words based on the content given in the input' (Cheng & Qi, 2006, p. 56). For example, the students might be asked to write a letter based on a prompt.

	Content	**Language and Style**	**Organization**
Level 3	• Most of the content is relevant. • Several examples of creativity and imagination are evident in the writing.	• Simple sentences, and some complex sentences are well formed. • Basic punctuation and some basic grammatical structures are accurate. • Common vocabulary is used appropriately and spelt correctly. • There is some evidence of use of register, tone and style appropriate to the text type.	• Some sections of the writing are coherent and appropriate to the genre and text type. • Paragraphing is effective in parts. • Cohesion between some sentences and paragraphs is successful.
Level 5	• The content is relevant and extensive, shows an awareness of purpose, and engages the reader's interest. • Creativity and imagination are shown when appropriate.	• A wide range of sentence structures is used accurately and appropriately. • Meaning is conveyed through accurate and appropriate punctuation and grammar. • Vocabulary is wide and appropriate, with some use of more ambitious and sophisticated language. • Register, tone and style are appropriate to the text type.	• The structure of the writing is wholly coherent and appropriate to the genre and text type. • Paragraphing is effective. • Cohesion between sentences and paragraphs is sophisticated.

Table 1-3: Level 3 and Level 5 Descriptors for the Hong Kong Diploma of Secondary Education English Writing Paper

This contrasts with the English language experience of students from other educational backgrounds. For example, many Hong Kong students enter this particular university having studied the International Baccalaureate (IB), either in Britain or in independent schools in Hong Kong. In comparison to the writing task on the NMET, one of the compulsory requirements of the IB curriculum is an 'extended essay'. The extended essay is an 'independent, self-directed piece of research, culminating in a 4,000-word paper' (International Baccalaureate, n.d.) which emphasizes 'formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas and developing an argument', thereby developing the capacity to 'analyze, synthesize, and evaluate knowledge'. Students are required to cite and reference in this essay.

What is clear from the above is that students entering this Hong Kong university have a significant variation in competency across a range of English language skills, both in terms of general English and English for academic purposes, and that many of these students are likely to struggle to study and be assessed successfully in English. Research has supported this. One large-scale study into the English language problems experienced by 5,000

undergraduate students in 26 departments in another university in Hong Kong showed that students experienced many problems with aspects of academic writing, academic speaking and inadequate receptive and productive vocabulary (Evans & Green, 2007). A later study at the same university, which tracked 28 undergraduate students through their studies, showed that '…students' principal sources of difficulty were comprehending and using specialist vocabulary, understanding their professors' academic requirements, and processing and producing key disciplinary genres' (Evans & Morrison, 2011a). Research has also explored many other problems Hong Kong students face. For example, research has been conducted into the problems Hong Kong university students experience listening to lecturers (e.g. J. Flowerdew, Li, & Miller, 1998; J. Flowerdew & Miller, 1992, 1995; L. Miller, 2009, 2014), problems experienced with aspects of academic writing (e.g. Allison, Berry, & Lewkowicz, 1995; L. Flowerdew, 2003) and academic speaking (e.g. C. Lee, 1999; Legg, 2007). Needs analyses have been conducted to identify the specific problems university students studying in Hong Kong experience (e.g. V. Chan, 2001; Chase, 1994; Fan, 2001; Hyland, 1997; J. Jackson, 2005; Littlewood & Liu, 1996; Littlewood, Liu, & Yu, 1996). Research has also explored the effectiveness of specific types of EAP pedagogy (e.g. Humphrey, Martin, Dreyfus, & Mahboob, 2010b; Kwan, 2010; Littlewood, 2001; Ng, Hafner, & Miller, 2014) and the learning strategies Hong Kong students employ (Peacock & Ho, 2003).

All of this research has been aimed at improving the learning experience of Hong Kong university students. This research seeks to add to this body of literature by identifying the language demands the new Core Curriculum places on students, how students struggle and cope with these demands and what language knowledge should be taught to students so that they can meet those demands. In short, this research is an exploration of how English is being used for academic purposes in the new Core Curriculum and what support should be given to students to help them develop these EAP language skills. The following section will discuss briefly how the field of English for Academic Purposes has developed over the last 40 years and identify the major theoretical approaches which have informed this PhD research.

1.5 Discussion of Research into English for Academic Purposes

A large body of research into how English is used for academic purposes has developed over the last 40 years. This research has emerged out of the broader field of English for Specific Purposes (for example research into the specific English language patterns used in

medical or legal discourse). Hyland and Hamp-Lyons provide the following definition of English for Academic Purposes:

> English for Academic Purposes refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts. It means grounding instruction in an understanding of the cognitive, social and linguistic demands of specific academic disciplines. This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts. (Hyland & Hamp-Lyons, 2002, p. 2)

This definition highlights the relationship between context and patterns of English use. The cognitive, social and linguistic demands of specific academic disciplines 'require' or lead to the use of certain language patterns to express academic knowledge in those disciplines. English for Academic Purposes (EAP) research aims to identify how these discipline-specific requirements are encoded into texts, so that these patterns of language can be taught to students. At the heart of much of this field of research is the desire to dismantle barriers to education experienced by second language students, as well as students from lower socio-economic backgrounds and minority cultural backgrounds who also often experience difficulties writing and speaking in ways which are valued in academic environments.

However, the assumption that there are, in fact, identifiable and static discourse communities with specific discourse practices, and that these discourses should be taught to students, has led to criticism of the field. Hyland and Hamp-Lyons, in the same article cited above acknowledge that EAP research is vulnerable to '…claims that it ignores students' cultures' and has been reluctant to '…critically engage with the values of institutional goals and practices' (Hyland & Hamp-Lyons, 2002, p. 3). Researchers have criticized EAP for accepting and perpetuating dominant and powerful discourses which exclude disadvantaged students, rather than challenging the social inequalities which are maintained by them (Benesch, 2001). These concerns about EAP research and instruction perpetuating social and educational inequalities have also been expressed by other scholars (for example Canagarajah, 1999; Pennycook, 1997).

Hyland and Hamp-Lyons acknowledge this criticism by asking the following question:

Put simply, is the EAP teacher's job to replicate and reproduce existing forms of discourse (and thus power relations) or to develop an understanding of them so they can be challenged? (Hyland & Hamp-Lyons, 2002, p. 9)

They answer that yes, an understanding of these forms of discourse enable '…issues such as individual competitiveness, alliances among particular groups, the role of gatekeepers, and vested interests in institutional reward systems…' (Hyland & Hamp-Lyons, 2002) to be identified and therefore possibly discussed and challenged. Benesch also acknowledges the fact that EAP research can be used to challenge power relations, and suggests that this might be accomplished by '…introducing the term *rights analysis* to refer to a framework for studying power relations in classrooms and institutions to modify target context arrangements rather than reinforcing conformity' (Benesch, 2001). For many researchers, EAP research is seen as one crucial step on the path to more 'democratic pedagogies' (Martin & Rose, 2008; Rose & Martin, 2005). By teaching disadvantaged students (and in fact all students) the high-stakes academic discourses they need to pass assessments and progress through the academic system, there is the possibility for greater socioeconomic mobility in society as a whole, and in turn, more social equality.

This research is also grounded in this belief. The overwhelming majority of the students studying at the Hong Kong university in question are studying in a second language. As mentioned previously, many come from Chinese medium of instruction schools and therefore their exposure to English texts and practice speaking and writing in English has been limited. Even those who have come from English medium of instruction schools also need to learn the new academic discourses of the academy.

The EAP body of research has taken numerous approaches, and been based on different theoretical frameworks. One of the largest bodies of research within the field of EAP has been that of genre analysis. Hyon's (1996) oft cited article identifies three genre analysis traditions – the English for Specific Purposes tradition, the Sydney School tradition and the New Rhetoric tradition. The New Rhetoric tradition bases its work on a theoretical framework of rhetoric rather than of linguistics. Seminal publications in this field include Miller (1984), Bazerman (1994), Berkenkotter and Huckin (1995) and Freedman and Medway (1994). In contrast, English for Specific Purposes (ESP) and the Sydney School genre analysis are based on linguistic theoretical frameworks. ESP research is focused on identifying how genres consist of a series of moves. Seminal works grounding this body of research include Swales (1990), Bhatia (1993), Paltridge (1997) and Hyland (2004b). Finally, the Sydney School tradition is based on the linguistic theoretical framework of

Systemic Functional Linguistics. Introductions to this theoretical framework include Halliday and Matthiessen (2004) and Eggins (2004) and its application in the field of genre analysis can be found in, for example, the works of Martin and Rose (2008) and Martin and Christie (2005). This research is grounded in the theoretical framework of Systemic Functional Linguistics (SFL) because SFL provides a fully-conceptualised theory for how certain social contexts (such as an academic context) impact meanings which need to be made and in turn, why certain patterns of language are used to encode those meanings into spoken and written texts. This theory of lagnuage is outlined and justified in more detail in Chapter 4. Within the wide body of SFL research is the work on genre by the Sydney School. This work has informed this research. For this reason, the Sydney School's research into genres in the school curriculum will be briefly outlined below.

The Sydney School work on genre has moved through a series of phases. The work began in 1980 with the 'Writing Project' which studied student writing in Sydney schools. Text types were analysed, focusing on geography and history. 1986 saw the beginning of the Disadvantaged Schools Programme in Sydney which led to two subsequent projects. The first was the 'Language and Social Power Project' which focused on describing genres used in primary schools and the second was the 'Write it Right Project', which began in 1990, and focused on genres in secondary schools and the workplace. Publications arising out of this research have identified genres within specific school subjects such as history (Coffin, 2009), science (Macken-Horarik, 2002; Veel, 1997) as well as the relationship between school and workplace genres (Christie & Martin, 2005; Korner, McInnes, Rose, & Joyce, 2007). Genres which were identified as key genres in the school curriculum were recounts, information reports, explanations, expositions, discussions, procedures, narratives, and news stories.

This research had made a significant contribution to EAP pedagogy. Rose and Martin's (2012) book outlines how the genres identified in the three projects can be taught. Another major contribution to pedagogy arising from this work has been the Teaching and Learning Cycle (Rothery, 1996). This cycle, which has a number of versions, is now used as a framework in Australian school curricula (and increasingly others) to teach genres. The cycle includes three fundamental stages. The first stage is a deconstruction stage where the teacher 'deconstructs' the genre for the students by identifying its purpose, structure and language features. The second stage is a joint construction stage where the students and the teacher co-construct a new text. The last stage is an independent construction stage where students write their own text having developed the skills to do so independently through

the deconstruction and joint construction stages. Using this approach, the classroom is seen as a site of 'apprenticeship' (Martin, 2002, p. 272) and the cycle is the method in which students can become 'trained' in the type of writing which is valued in the curriculum.

The three Sydney School projects identified above have recently informed a further project which has been run at the City University of Hong Kong, in collaboration with researchers from Australia. This project is called the Scaffolding Literacy in Adult and Tertiary Environments (SLATE) project, and it moves the work of the Sydney School from the school context into the tertiary context. This project aims to train language coaches to give online feedback to undergraduate students in the Department of Linguistics on their writing. The project developed a three-stage framework for giving this feedback (Humphrey et al., 2010b). The first stage was an orientation stage which included (i) greeting the student and (ii) identifying the area of feedback which would be covered. The second stage was the feedback stage which included (i) stating the problem, (ii) explaining why it was a problem and (iii) making suggestions for how to tackle the problem. An optional part of this stage was (iv) offering alternative ways to tackle the problem. The third and final stage was an encouragement stage.

The Sydney School body of research described above is based on the belief that genres are in existence because they fulfil specific social purposes within specific cultures. Within a western-centric academic 'culture', the social purpose is to demonstrate that a student has acquired a certain type of knowledge which is valued by that culture. To successfully demonstrate this, a student needs to encode this knowledge into their writing through specific patterns of language which follow set stages, in other words in specific genres. This body of research is also based on the belief that explicit teaching of these language patterns (and genres) will increase students' chances of successfully demonstrating that they have acquired the requisite knowledge. These beliefs also inform this research. A large section of this PhD research analyses the language patterns of 13 A-grade argumentative essays (namely the genre of discussions and expositions in the Sydney School terminology). This analysis aims to identify the type of knowledge which is valued by the Core Curriculum and the language patterns which successful examples of the genre use to encode this knowledge into the essays (in Chapters 5 to 10). The findings from this analysis can then be used to inform the teaching of EAP to Core Curriculum students.

EAP research has also focused on many specific language patterns found in academic genres and in academic discourse generally. The important role grammatical metaphor (in particular nominalisation) plays in academic discourse has been extensively researched and

discussed (e.g. Byrnes, 2011; Halliday & Matthiessen, 1999; Liardét, 2013b; Martin, 1993; Ravelli, 1988; Ryshina-Pankova & Byrnes, 2013; Simon-Vandenbergen, Taverniers, & Ravelli, 2003; Young & Nguyen, 2002). This research also shows that this feature of academic discourse is integral to the encoding of academic knowledge in Core Curriculum argumentative essays.

How criticality is expressed in academic texts has also been a focus (e.g. I. Bruce, 2014; Kiely, 2004; Nussbaum & Edwards, 2011; Ursula Wingate, 2012; Woodward-Kron, 2002, 2003). This is also explored in this PhD research. Woodward-Kron's 2002 paper has been particularly influential. In it, she points out that the need for critical analysis is often stated in documented curricula in course descriptions, learning outcomes and assessment criteria. This is also the case in the Core Curriculum. Woodward-Kron goes on to point out that although critical analysis is often a stated requirement, it is rarely defined for students. With this in mind, Woodward-Kron explores how successful students encode critically into their assignments. Her analysis of 20 high distinction assignments from Primary Education students showed that criticality was encoded into the texts in numerous ways. For example, criticality was encoded into the texts through the use of evaluative language to make judgements about theory (e.g. using evaluative vocabulary such as *relevant*). Reasoning in the form of causal explanations also encoded criticality into the texts as did the use of mental processes of projection (e.g. *Vygotsky believed*). As well as this, making recommendations also expressed the students' critical analysis. Woodward-Kron calls for more research which identifies how critical analysis is linguistically realised in academic writing. This research seeks to add to this work. Chapters 2 and 3 analyse the documented curriculum and find that the need for criticality is overtly stated in many Core Curriculum learning outcomes. Then, Chapters 5 to 10 explore how this is realised linguistically in 13 A-grade argumentative essays.

There is also a growing body of research into how stance and engagement with the reader are encoded into academic texts. Seminal works in this area have been written by Hyland (e.g. 2005) and Martin and White (2005) and appear in edited volumes such as Hunston & Thompson (2000). The theoretical framework of appraisal presented in Martin and White's (2005) book has been particularly influential and numerous research projects have used this theoretical framework to explore how stance and engagement with the reader are encoded into academic texts through three categories of the Appraisal framework – Graduation (Hood, 2004a), Engagement (Chang & Schleppegrell, 2011; Hood, 2012b; Loi, Lim, & Wharton, 2016; Siew Mei, 2007), and Attitude. This research also uses the

theoretical framework of appraisal (explained and justified in Chapters 7 and 9) and will add to this body of research. In particular, this thesis analyses how the 13 A-grade essays express a stance which takes into account an imagined readers' assumptions and beliefs (i.e. Engagement) and (iii) how the essays express a stance through patterns of expression of feelings, judgements of people and behaviour and evaluation of entities (i.e. Attitude).

Previous EAP research has also focused on certain student academic text types, such as PhD theses (Sawaki, 2014; P. Thompson, 2005, 2012), journal review assignments (Woodward-Kron, 2003) and research reports (Hood, 2004b), to name a few. The genres being analysed in this research, discussions and expositions, have also been extensively researched in terms of, for example, their attribution patterns (S. H. Lee, 2010), their use of discourse features (I. Bruce, 2010), the quality of the argumentation (Stapleton & Wu, 2015) the use of evaluation (Wu, 2008) and how the writer engages with the reader through the text (G. Thompson, 2001). This research will also contribute to this body of research though the analysis of 13 A-grade essays.

The last concept which has been explored in previous research, which also informs this research, is the concept of discourse communities. Much EAP research has been based on the belief that specific academic disciplines use different patterns of discourse to express the ideas of their discipline. Research, for example, has looked at the academic discourse of Law (N. Bruce, 2002), Business (J. Jackson, 2005; Zhu, 2004), Medicine (O'Hagan et al., 2014; Woodward-Kron, Stevens, & Flynn, 2011) and History (Coffin, 2009).

> Academics only reach some consensus about knowledge through the discourses of their disciplines [and therefore] ...they must make use of the persuasive practices of their disciplines, encoding ideas, employing warrants, and framing arguments in ways that their audience is likely to find most convincing. (Hyland, 2009a, pp. 12-13)

These persuasive practices are achieved through specific patterns of language. This concept has '…contributed to a movement in EAP away from an exclusive focus on texts to the practices which surround their use' (Hyland & Hamp-Lyons, 2002). The belief that there are in fact identifiable discourse communities has been '…criticised as altogether too structuralist, static, and deterministic' (Hyland, 2003, p. 23). However, without the concept of the discourse community, academic literary practices become '…something abstract and decontextualized, communication difficulties are too easily regarded as learners' own

weaknesses and EAP becomes an exercise in language repair' (Hyland & Hamp-Lyons, 2002).

Much of this previous research into discourse communities previously has been conducted using corpus methodologies. Academic language patterns which have been studied using corpus methodology, for example, include nominal stance constructions (F. Jiang, 2015), use of metaphor (Nesi & Gardner, 2012), adverbials of result (Charles, 2011), if conditionals in medical discourse (Carter-Thomas & Rowley-Jolivet, 2008), grammatical metaphor (Liardét, 2016), restrictive adverbs e.g. *only, just, simply, merely* (Charles, 2009), how lexis and grammar interface (Hunston & Francis, 2000) and noun phrase complexity (Parkinson & Musgrave, 2014). Much research has also investigated discourse features of stance and engagement with the reader (e.g. Aull & Lancaster, 2014; Hewings & Hewings, 2002; Hunston, 2010, 2013; Hyland, 2005, 2009b). Biber's (2006b) work also analysed language patterns in written and spoken university registers, in particular vocabulary patterns, the use of lexico-grammatical and syntactic features, the expression of stance and the use of 'lexical bundles'.

This research, however, takes a mixed-method and a multi-perspectival approach. This approached is informed by two papers. The first is Riazi and Candlin's (2014) state-of-the-art paper which discusses and critically reviews issues related to mixed method research. In this paper, Riazi and Candlin begin by comparing positivist research traditions (often seen in quantitative research focusing on numbers) with constructivist and naturalist research traditions (often seen in qualitative research focusing on words) in the field of applied linguistics. They then discuss a growing body of research which combines multiple research paradigms, that of mixed methods research, which is interested in both qualitative and quantitative data. Riazi and Candlin then discuss different purposes for using a mixed method methodology, previously posited by Greene, Caracelli and Graham (1989). One purpose they discuss is **triangulation**. Rather than using one single method, multiple methods are used and the findings are compared to corroborate those findings, thereby reducing the possibility for bias inherent in one single set of data. The second purpose is **development**. This is when one set of data collected is used to develop another set of data or inform the understanding of another set of data. The third purpose is **initiation**. This is where a second set of data is collected in order to uncover a contradiction in a previous data set. The purpose which relates to this PhD research, however, is that of **complementarity**. In this type of research, different methods are used '…to examine different levels of a phenomenon' and is likened to '…peeling the layers of an onion'

(Riazi & Candlin, 2014, p. 144). This is based on the belief that a social phenomenon (like a new undergraduate curriculum) is multi-layered.

In another paper, Candlin and Crichton (2013), discuss the concept of a multi-perspectival study which enables the exploration of such a multi-layered social phenomenon. A multi-perspectival study collects and analyses data from a variety of sources within the one social context. They suggest that these sources be one of four different perspectives on the one social phenomenon. Firstly there is the **semiotic resource perspective**. This is explored through an analysis of texts produced within the social context and would involve some form of discourse analysis. The second is the **participant perspective**. This is explored through interviews with people who act within this social context. Common methodologies which could be used to analyse data from this perspective include grounded theory or case study methodology. The third is the **social action perspective**. This is explored through recordings and observations of the social context on site, and would employ an ethnographic methodology. The last perspective is the **socio-historical perspective** and could be explored through documents which provide a window into the social beliefs or historical developments of the social phenomenon. Sarangi and Candlin (2011) state that a multi-perspectival approach is particularly useful for the exploration of the practices within institutions and professions when it combines discourse analysis of texts with other methods which explore different perspectives within those contexts. This is based on the belief that specific patterns of discourse arise out of specific contexts and that those specific discourse patterns help to support and further the 'work' of the context.

1.6   Research Aims and Research Questions

This research explores the new Core Curriculum at one large-scale, publicly-funded, research-led university in Hong Kong. A mixed method and multi-perspectival methodology is used to examine the academic English language demands placed on students in the new curriculum. Three perspectives (termed voices in this research) are explored. The first voice is **the institutional voice**. This voice is explored through the analysis of the course descriptions of all 160 Core Curriculum courses. This voice tells us what type of knowledge or educational experiences the institution values. Bigg's (2011) SOLO taxonomy is used to analyse the learning outcomes of each of the courses and a quantitative analysis explores what types of assessment task the curriculum requires students to complete as well what text types the curriculum requires students to read.

The second voice is **the assessed voice**. This is the voice of success. This voice is explored through the analysis of high-stakes assessment tasks, namely, 13 A-grade end-of-term argumentative essays. This is what Candlin and Crichton call the semiotic resource perspective. This voice tells us how the knowledge valued by the curriculum is encoded into successful texts and specifically what language patterns are used to do this. Three aspects of the academic discourse are explored which arise out of a Systemic Functional Linguistics theoretical framework. The first is **Periodicity** which is the ability to guide the reader through the text by signalling to the reader, at key stages in the text, what the text will argue, is arguing and has argued. The second is **Engagement** which is the ability to adopt a stance which takes into account the putative (imagined by the writer) readers' assumptions and beliefs. The third is **Attitude** which is the ability to express a stance through conventional patterns of expression of feelings, judgements of people and behaviour and evaluation of entities. Why these three aspects in particular were chosen is explained in Chapter 4.

The final voice is **the voice of experience**. This is the students' voice, which is not often heard when curricula are analysed. This is what Candlin and Crichton call the participant perspective. This voice is explored through two case studies which document two first-year students' experience of acculturation as they negotiate the new curriculum, through the texts they write and their interactions with their teachers and peers.

The analysis of **the institutional voice** answers the following question:

> What knowledge and learning experiences does the institution value?

The analysis of **the assessed voice** answers the following question:

> What patterns of language, in terms of Periodicity, Engagement and Attitude, are seen in A-grade argumentative essays and are therefore valued by assessors of Core Curriculum essays?

The analysis of **the voice of experience** answers the following question:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

1.7   Contribution to Knowledge

The analysis of any one of these voices could form the focus of a thesis. However, this research aims to take a unique approach by combining all three in the analysis of a new

large-scale curriculum by using a mixed-method, multi-perspectival approach. This is the first time a large-scale, public curriculum, such as the inter-disciplinary Core Curriculum, has been analysed from these three perspectives. As such, this research will contribute to an understanding of:

1. what the institution values in terms of knowledge and educational experiences
2. how these values are instantiated by students in successful assessed texts
3. how students experience these institutional values as they complete gate-keeping assessments

and ultimately, through the combination of all thee perspectives, an understanding of:

4. what EAP support should be given to students to help them function effectively in this new curriculum.

1.8   Overview of the Structure of the Thesis

The remainder of this thesis is divided into three sections. Section 1 is the exploration of **the institutional voice**. The methodology for the analysis of this voice is explained in Chapter 2. Relevant research related to this methodology is also reviewed in Chapter 2. Chapter 3 presents and discusses the findings from the analysis of the institutional voice.

Section 2 is the exploration of **the assessed voice.** The theoretical orientation to the analysis of the assessed voice (Systemic Functional Linguistics and Appraisal) is presented in Chapter 4. Why Periodicity, Engagement and Attitude were chosen as the focus of analysis is also explained and justified in Chapter 4. Chapter 5 explains the methodology used for the analysis of Periodicity. Previous relevant research is also reviewed in this chapter. Chapter 6 then presents and discusses the findings from the analysis of Periodicity. Chapter 7 and 8 follow this pattern for Engagement and Chapter 9 and 10 for Attitude. In each pair, the first chapter explains the methodology and reviews relevant research and the second chapter presents and discusses the findings.

Section 3 is the exploration of **the voice of experience**. Chapter 11 explains the methodology used to explore the student experience and reviews the relevant research. Chapter 12 presents and discusses the findings from the first case study – that of Louisa's (a pseudonym) experience. Chapter 13 then presents and discusses the findings from the second case study – that of Winnie's experience. Section 3 ends with a concluding section which summarises the findings from these two case studies. Finally, Chapter 14

summarises the findings, discusses the limitations of the research and suggests future directions this research might take.

Finally, it is important to note that there is no single chapter that is a literature review in this thesis. Rather, the reviews of relevant literature come in Chapters 1, 2, 4, 5, 7, 9 and 11 where they are most relevant to the content under discussion at the time.

SECTION ONE – THE INSTITUTIONAL VOICE

Over the last few decades, higher education around the globe has been changing dramatically. A 2009 report for the UNESCO World Conference on Higher Education (Altbach, Reisberg, & Rumbley, 2009) into the trends in higher education, came to the conclusion that:

> Arguably, the developments of the recent past are at least as dramatic as those in the 19th century when the research university evolved…The academic changes of the late 20th and early 21st centuries are more extensive due to their global nature and the number of institutions and people they affect. (Altbach et al., 2009, p. iii)

Globalisation has had a profound effect on higher education around the world. The same UNESCO report defines globalisation as:

> …the reality shaped by an increasingly integrated world economy, new information and communications technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions. (Altbach et al., 2009, p. iv)

One outcome of globalisation has been the 'massification' of higher education. This phenomenon has been defined as 15%–50% of the population having access to higher education (UNESCO, 2014). Hong Kong has reached the massification phase and currently approximately 26% of the relevant age group are enrolled in Bachelor's degrees (UNESCO, 2014).

With massification has come a greater need for quality assurance and accountability:

> An increasing emphasis is also being put on "outcomes" of higher education – evaluators are looking for new data and indicators that demonstrate that students have mastered specific objectives as a result of their education. (Altbach et al., 2009, p. xi)

As massification increases, the public and private resources used to fund higher education are becoming stretched and as a result, the need for accountability is increasing. This process of accountability usually focuses on tracking whether students are achieving the learning outcomes stated in curricula. This is because it is the learning outcomes which state what the institution is trying to achieve and in turn, what is valued by the institution.

Much research has recently focused on the evaluation of and promotion of outcomes-based teaching, learning and assessment (see for example Bryan & Clegg, 2006; Harden, 2002, 2007; Higgins, Hartley, & Skelton, 2001; van Dinther, Dochy, & Segers, 2011). Much research has also recently focused on methods for ensuring that there is constructive alignment between outcomes-based teaching, learning and assessment (Biggs, 1996, 1999, 2003; Biggs & Tang, 2011; Hussey & Smith, 2003; Treleaven & Voola, 2008; Walsh, 2007).

All of this research has focused on the investigation of learning outcomes and their role in teaching, learning and assessment because learning outcomes express what the institution is trying to achieve and what it values. Learning outcomes are one of the major forms of institutional expression of the aims of the university. At the Hong Kong university being researched in this study, all Core Curriculum courses had to go through a process of institutional endorsement. This endorsement process required the new courses, including the course's learning outcomes, to be approved by a Core Curriculum quality assurance committee, then a university-level quality assurance committee and finally the Senate of the university. Having gone through this endorsement process, learning outcomes provide a window into what type of knowledge is valued by the institution.

These Core Curriculum course descriptions also required a list of the assessment tasks and the required reading lists. An analysis of these can also provide a window into the university's values. An analysis of the required reading lists can tell us what sources of knowledge the university want students to utilise in their learning. For example, are the majority of texts which students need to read written for a specific discourse community such as journal articles or book chapters? Or are they texts written for a non-academic audience such as newspaper or magazine articles? Alternatively, are they texts which advocate, such as government and NGO texts? Such an analysis can inform EAP pedagogy. For example, if journal articles are very common, then novice students need to be helped to understand the function of the stages of a typical journal article. If texts advocate for a position, novice students need help to read those texts critically in the context of the author's potential biases.

An analysis of the assessment tasks, particularly the assessment text types, can tell us how the institution believes knowledge should be assessed. Should knowledge be assessed through writing, speaking, or a combination of both? Should specific text types be used, for example, essays, reports, literature reviews, to name a few? An analysis of the text types listed in course descriptions can also inform EAP pedagogy in terms of which text

types should be practiced in EAP classes. However, it is very important to acknowledge that what is called an essay in one course description can be very different from an essay in another course description and therefore a numerical counting of text types listed in course descriptions can only be seen as a preliminary stage of the analysis.

In summary, course descriptions are an institutional expression of what is valued by the university in terms of knowledge and also learning experiences such as what text types should be read and what assessment texts types should be used. An analysis of these three aspects of the documented curriculum is an analysis of **the institutional voice**. This section of the analysis aims to answer the following research question:

What type of knowledge and learning experiences does the institution value?

Chapter Two – Literature Review and Methodology for Analysis of the Institutional Voice

2.1   Introduction

This chapter firstly reviews two frameworks which have been used for the analysis of learning outcomes. Then the methodology for each stage of the analysis of the institutional voice will be outlined, starting with the analysis of learning outcomes, including the analysis of the learning outcome activities, contexts and also references to criticality in the learning outcomes. Then, the methodology for the analysis of reading text types and assessment text types will be explained. Finally the methodology for a semi-structured interview to triangulate the findings from this stage of the research will also be explained.

2.2   Review of Two Frameworks for the Analysis of Learning Outcomes

Learning outcomes typically include an activity indicating the level of understanding students should reach, the content area that that activity is meant to address and the context of the content (Biggs & Tang, 2011). The following identifies these three parts in one learning outcome from the China: Culture, State and Society Area of Inquiry (AoI):

Activity	Content Area	Context
Demonstrate understanding	of the diversity of Chinese culture	from past to present

Table 2-1: Identification of Three Parts of a Learning Outcome

Each of these three parts can tell us something about the types of knowledge which is being valued in the Core Curriculum by the institution. The content area is the specific course-related knowledge which is being valued. Although this would be interesting to analyse, such knowledge is largely course-dependent and a more holistic picture is being sought of the Core Curriculum in this thesis. For this reason, the content knowledge was not analysed.

Instead, the learning outcome activity and the contexts were analysed. It was felt that an analysis of the learning outcome contexts would reveal the scope of the learning which needed to be demonstrated by the students in their assessments across the curriculum. For example, the context in the learning outcome shown in Table 2-1 was *from past to present.* Temporal contexts such as these require students to be able to communicate how academic

concepts or phenomenon develop and change over time and certain patterns of discourse, such as the use of temporal conjunctions, are commonly used to do this. It was felt that such an analysis of the contexts would help to inform EAP pedagogy if they were found to play an important role in the expression of knowledge. The methodology for the analysis of the categorisation of these contexts is given in Section 2.3.3.

The learning outcome activities were also analysed because it was felt that these would reveal what type of knowledge was being valued within the Core Curriculum. This, in turn, has the potential to impact the patterns of language which the students need to use to encode that knowledge in their written assessment texts. For example, learning outcome activities such as *show an understanding* compared to *critically analyse* are likely to require students to have control of different language patterns to encode such knowledge into their assessments. However, this posed a problem. While it was relatively straightforward to categorise the contexts, for example into temporal, geographical, cultural contexts etc, a conceptual framework of knowledge was needed to analyse and categorise the learning outcome activities.

A review of the literature showed that there are two major taxonomies / frameworks which have been theorised which could be used for this purpose. The first one is Bloom's Taxonomy of Educational Objectives. This was first described in 1956 (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and consisted of a description of six levels of cognitive performance. These levels were seen as hierarchical, meaning that a student needed competency in the first level in order to master the next. These six levels were described as ranging from the following lower order cognitive skills to higher order cognitive skills (see Table 2-2):

Lower order skills	⟵				Higher order skills
Knowledge Recall	Comprehension	Application	Analysis	Synthesis	Evaluation

Table 2-2: Bloom's Original Six Levels of Cognitive Performance

This taxonomy was developed in order to classify test items at various universities in the United States. This allowed a bank of test items to be built up, each categorized according to the level of cognitive performance (Krathwohl, 2014) However, when researchers tried to apply the taxonomy by identifying which item was which level of cognitive performance, there was found to be a low level of inter-rater reliability (see for example Fairbrother, 1975; Poole, 1972). Nevertheless, the original taxonomy has been used

frequently to classify learning outcomes and test items in order to identify whether they cover a breadth of cognitive performance (Krathwohl, 2014).

A revision of the taxonomy was published in 2001 in which Anderson et al. (2001) refined these six levels into what they called the 'cognitive process dimension'. This included 19 processes in six broad categories (see Table 2-3), similar to the original six levels of cognitive performance:

Lower order skills ←————————————————→ Higher order skills					
Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
recognising	interpreting	executing	differentiating	checking	generating
recalling	exemplifying	implementing	organising	critiquing	planning
	classifying		attributing		producing
	summarising				
	inferring				
	comparing				

Table 2-3: Bloom's Cognitive Process Dimension

They also added another dimension – the knowledge dimension. This dimension theorises that knowledge can be conceptualised on a continuum from factual knowledge to abstract knowledge. The continuum has four stages (Krathwohl, 2014, p. 214):

1. factual
2. conceptual
3. procedural
4. metacognitive

Factual knowledge is 'the basic elements that students must following to be acquainted with a discipline or solve problems in it'. Conceptual knowledge related to 'the interrelationship among the basic elements within a larger structure that enable them to function together' e.g. knowledge of theories. Procedural knowledge is related to 'how to do something; methods of inquiry' and metacognitive knowledge is 'knowledge of cognition in general as well as awareness of knowledge of one's own cognition' e.g. strategic knowledge.

This more delicate taxonomy becomes a matrix where each learning outcome can be placed on the cognitive process dimension as well as the knowledge dimension. This can be shown in Table 2-4:

Factual Knowledge	Lower Order ←———— The Cognitive Process Dimension ————→ Higher Order						
		Remember	Understand	Apply	Analyse	Evaluate	Create
	Factual Knowledge						
The Knowledge Dimension	Conceptual Knowledge						
	Procedural Knowledge						
Abstract Knowledge	Metacognitive Knowledge						

Table 2-4: The Taxonomy Table

The vertical axis is the knowledge dimension and the horizontal axis is the cognitive. A learning outcome can then be placed in the matrix. For example, the learning outcome:

Demonstrate understanding of the diversity of Chinese culture from past to present

would be placed in *understand* on the cognitive dimension and *factual* on the knowledge dimension.

While this extension is more detailed, problems remain. For example, there seems to be an overlap in categories which leads to difficulty applying the framework and again, leading to a lack of reliability. For example, *understand* in the cognitive dimension is defined as 'determining the meaning of instructional message, including oral, written and graphic communication' and one of the cognitive processes said to be associated with *understand* is *classifying* (Krathwohl, 2014, p. 215). However, *analyse* is defined as 'breaking material into its constituent parts and detecting how the parts relate to one another' and one cognitive process associated with this is *differentiating*. It is unclear what the difference between *classifying* and *differentiating* is and what type of test question would be used to test one and not the other.

The other major taxonomy is Bigg's SOLO (Structure of the Observed Learning Outcome) Taxonomy (Biggs & Tang, 2011), which I believe presents a more manageable and useful model for this research. Like Bloom's taxonomy, this taxonomy also theorises that cognitive development can be represented on a cline. What sets it apart, is that it attempts to categorise learning outcomes based upon the **level of understanding** which a student must reach in order to achieve the learning outcome. There are five stages within Bigg's SOLO Taxonomy. Each stage represents a different 'level of understanding' which students might reach within a curriculum / course / learning task. It attempts to describe

'how a learner's performance grows in complexity' (p. 87) and was developed from research into learning outcomes in different educational contexts (Biggs & Collis, 1982).

Figure 2-1 (Biggs & Tang, 2011, p. 91) represents the five levels of the SOLO taxonomy:
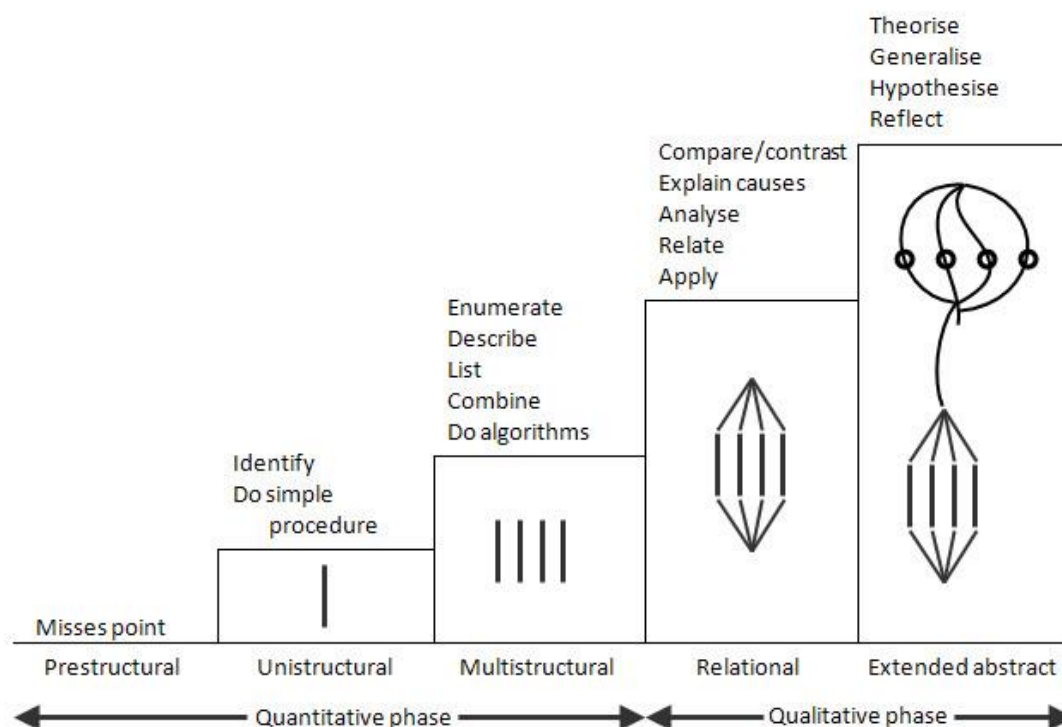
Figure 2-1: Bigg's SOLO Taxonomy

Biggs describes the first three levels as quantitative phases. As a student's learning moves from one level of understanding to another, the increase is a purely **quantitative** increase. The move from uni-structural to multi-structural involves students learning a 'bit more' about one system / area of content knowledge. The 'bit more' in the case of multi-structural 'incorporates the uni-structural, then there is more of the same – purely a quantitative increase' (Biggs & Tang, 2011, p. 90). Activities commonly used to describe the activities at the multi-structural level are *describe*, *list*, *identify*, *combine* and *demonstrate understanding of.* These activities require an understanding of parts of an area of knowledge but not necessarily an understanding of the **whole** area of knowledge itself.

Once students move from a multi-structural level of understanding to a relational level of understanding, there is a **qualitative** move. This means that students need to understand the multi-structural and uni-structural elements and also make a 'conceptual restructuring of the components' (Biggs & Tang, 2011, p. 90) showing an understanding of the **relationship of the parts to the whole**. Common activities at the relational level are *analyse, explain, compare and contrast, critique, investigate, reflect* and *evaluate*. Biggs

claims these activities require a higher level of cognitive development than the multi-structural ones. The whole area of knowledge needs to be understood in order to *analyse* or *evaluate* as opposed to merely *describe* or *identify*.

The last stage requires students to move from an understanding of the whole area of knowledge to an application of that understanding to a new, unfamiliar context. Common activities at this level are *create, hypothesise, design, invent, project, propose* and *theorise*. This is theorised as the highest level of cognitive development as it requires students to create or envision something new from an understanding of another area of knowledge.

The fact that this model attempts to represent 'how a learner's performance grows in complexity' (p. 87) is what makes it a useful model for the analysis of the Core Curriculum as a first / second-year programme. The use of this model can answer the question whether the documented Core Curriculum, as a whole, tends to emphasize the learning of what Biggs calls discrete aspects of academic knowledge, as you might assume from an entry-level programme, or whether it pushes students into more complex levels of understanding. How much does the documented Core Curriculum value, for example, the understanding of discrete items (the quantitative phase)? The following are examples of such learning outcomes from the Core Curriculum:

- **Demonstrate an understanding** of how trade and specialization are central to human advancement [Global AoI]
- **Describe** the range of conceptions and practices of the dao in the Chinese tradition [China AoI]
- **Categorize** and compare different theoretical concepts with given common criteria [Humanities AoI]
- **Identify** qualitative and quantitative everyday astronomical phenomena [Science AoI]

Alternatively, how much does the documented Core Curriculum value the ability to take the knowledge of discrete items and push their understanding to deeper levels (the qualitative phase)? This is done through requiring students to, for example, 'analyse', 'evaluate', 'challenge' and 'appreciate'. The following are examples of such learning outcomes from the Core Curriculum:

- **Critically analyse** the historical and social significance of Chinese myths [China AoI]

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- **Evaluate** business and social opportunities from a novel point of view concurrent with the technological trends [Global AoI]
- **Challenge** the contemporary attitude towards the treatment of the environment [Humanities AoI]
- **Appreciate** the beauty, the utility, and the "Way" of mathematics [Science AoI]

Knowing the level of understanding required in the documented Core Curriculum reveals what type of knowledge is valued by the institution. The methodology for the analysis of learning outcomes is in Section 2.3.2 and the results are in Chapter 3, Section 3.2.1 and 3.2.2. As mentioned above, the contexts were also analysed. No taxonomy exists for this but one was developed using the data from all learning outcomes. The methodology for this is described in Section 2.3.3 and the results are in Chapter 3, Section 3.2.3.

2.3 Method of Analysis of the Institutional Voice – Learning Outcomes

This section explains how the learning outcomes from the Core Curriculum courses were analysed. The analysis of the Core Curriculum, as it is documented in course descriptions, provides an entry point into the analysis of the language demands being placed on students in the curriculum. As discussed in Chapter 1, this provides a context for the analysis to come in subsequent sections of the thesis.

2.3.1 Preparation of Learning Outcomes for Analysis in NVivo

Firstly, all of the **812** learning outcomes from all of the **160** Core Curriculum courses (for the 2013–14 academic year) were imported into NVivo for coding. To do this, each learning outcome was categorised according to the four Areas of Inquiry (AoI), which are (i) Science and Technological Literacy, (ii) Humanities, (iii) Global Issues and (iv) China: Culture, State and Society. Next, it was necessary to make sure each learning outcome activity was identified and put on a separate line to prepare for the coding in NVivo. As mentioned previously in Section 2.2, a learning outcome includes (i) an **activity** (usually a verb but also sometimes a nominalised process) indicating the level of understanding, (ii) the **content** area and (iii) the **context** of that content. In my data set, I found that the context was an optional element while the activity and the content were always present.

This preparatory process showed that some learning outcomes, which were presented as one bullet pointed learning outcome in curriculum documentation, were in fact two. For example, the learning outcome below was presented as one bullet point on the course website:

- Define the scientific method and recognize how it is applied in the real world [Science AoI]

The analysis in the Table 2-5 shows that there are in fact two learning outcome activities and two different areas of content:

Learning Outcome 1				Learning Outcome 2		
Activity	**Content**	**Context**		**Activity**	**Content**	**Context**
Define	the scientific method		and	recognize	how it is applied	in the real world

Table 2-5: Analysis of Learning Outcome with Multiple Activities and Content

In my data set, these were separated into two learning outcomes so that the activities, content and contexts could be analysed separately. However, separating them into two had the potential to make their meaning unclear because of ellipsis in the second learning outcome, so missing noun phrases were added back in square brackets.

The example above was therefore changed from:
- Define the scientific method and recognize how it is applied in the real world.

to:
- Define the scientific method
- Recognize how it [the scientific method] is applied in the real world.

in the data set, in NVivo.

The data also revealed learning outcomes where two or three activities were listed for the same area of content (and context, when given).

The following shows two examples:

- Describe and evaluate the social and ethical implications of major biomedical discoveries [Science AoI]

Learning Outcome			
Activity 1	**Activity 2**	**Content**	**Context**
Describe	and evaluate	the social and ethical implications of major biomedical discoveries	

Table 2-6: Analysis of Learning Outcome with Two Activities

- Interpret, analyse, and critically and creatively reflect upon how natural disasters have been understood, interpreted, explained, and expressed across cultures and over time since 1700 to the present [Humanities AoI]

Learning Outcome					
Activity 1	**Activity 2**	**Activity 3**	**Content**	**Context 1**	**Context 2**
Interpret,	analyse,	and critically and creatively reflect	how natural disasters have been understood, interpreted, explained, and expressed	across cultures	and over time since 1700 to the present.

Table 2-7: Analysis of Learning Outcome with Three Activities

In NVivo, learning outcomes with multiple activities but the same area of content (and often context) were kept as one item so that the contexts were not analysed multiple times. However, the activities within these learning outcomes were coded individually.

There were also learning outcomes (22 in total) which included nominalisations within the learning outcome. For example:

- Connect the knowledge acquired in class **to an analysis** of Hong Kong as an Asian city in a group project report [China AoI]

There is a nominalised process the middle of the learning outcome above i.e. *an analysis*. It appears that the intention of this learning outcome is that students do the *analysis* first and then *connect*. In this sense, this learning outcome is like the multi-activity examples above. I therefore coded such nominalised processes as activities. The following analysis shows how the example above was coded as two learning outcomes with two activities, two areas of content and two contexts:

Learning Outcome 1				Learning Outcome 2		
Activity	**Content**	**Context**		**Activity**	**Content**	**Context**
Connect	The knowledge acquired in class		to	an analysis	of Hong Kong	as an Asian city [in a group project report]

Table 2-8: Analysis of Learning Outcome with Nominalised Process

2.3.2 Method of Analysis of Learning Outcome Activities

After all of the learning outcomes were coded for the AoI, separated and imported into NVivo, the learning outcome activities were then coded according to the level of understanding they referred to using Biggs' SOLO taxonomy (see explanation of this taxonomy in Section 2.2).

Even though Bigg's model includes four relevant levels of understanding (the pre-structural level was disregarded as it is irrelevant to this research), the first two levels (the *uni* and the *multi-structural*) were grouped together in the analysis in this research project. While it might be interesting to explore these two levels in primary or secondary school

curricula where a student's level of understanding is just starting to develop in terms of complexity, at university it is assumed that students have reached *multi-structural* levels of understanding. What is interesting, instead, is whether there is a move from the *multi-structural* to the *relational* and then further to the *extended abstract*.

For this reason, any learning outcome activities which were *uni* or *multi-structural* were coded as one category and *relational* and *extended abstract* learning outcome activities were coded separately. Table 2-9 shows the three levels of understanding which were analysed in this research project and lists the five most common activities found in the data set in each category, across the curriculum:

Uni structural + Multi structural	Relational	Extended Abstract
• describe • demonstrate / show an understanding / knowledge of • identify • apply • recognise	• analyse • evaluate • explain • reflect • discuss	• propose • formulate • come up with • recommend

Table 2-9: Framework for Analysis of Learning Outcome Activities

The following coding taxonomy represents these coding choices:
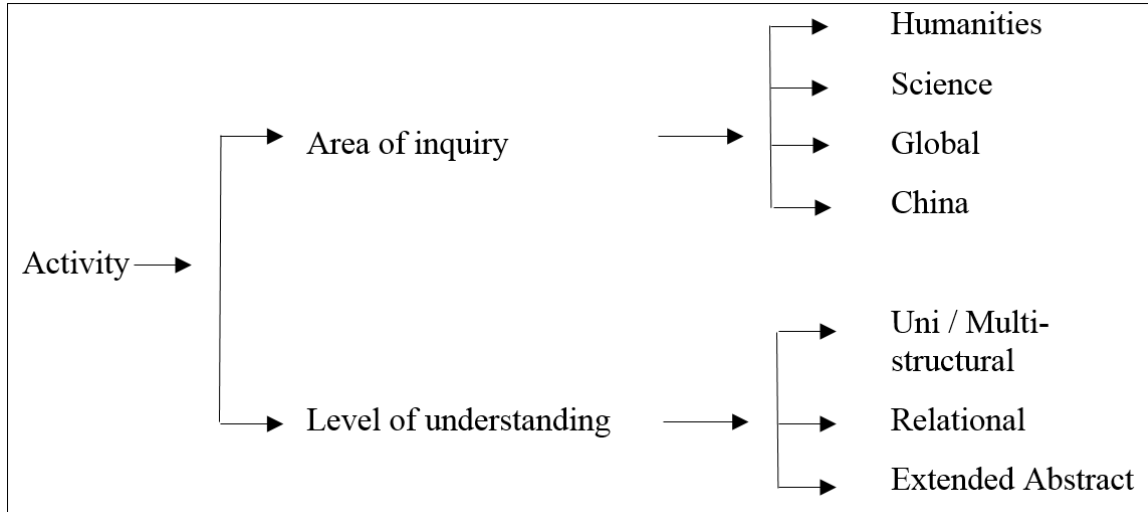
Figure 2-2: Coding Taxonomy for Analysis of Learning Outcome Activities

However, this coding taxonomy was revised throughout the coding process as learning outcome activities were identified which did not fit into Bigg's categories. There were three types of activities like this.

One extra category which was identified while working through the data was a *communicative* category. These activities used terms related to communicative activities, particularly in terms of writing, speaking and group work. As this research project aims to

investigate the language demands of the Core Curriculum, these types of learning outcomes were important to include, therefore a separate 'communicative' category was created.

Examples of such communicative learning outcomes are shown below, with the *communicative* activities in bold:

- **Cooperate in groups to produce a presentation** [Global AoI]
- **Apply presentation skills** [China AoI]
- **Communicate ideas** related to science, technology and society in an organized manner with appropriate terminologies [Science AoI]

These *communicative* activities were sometimes paired with *multi-structural* or *relational* activities which often appeared as nominalised processes (as described above). Examples are shown below with the communicative learning outcome in bold and the level of understanding activity underlined:

- **Effectively communicate and collaborate with teammates** in developing a term project that <u>critically evaluates</u> the link between cerebral laterality and domains of human expression [Science AoI]
- **Communicate effectively in oral and written forms** through <u>their analyses</u> and discussions of cinematic and cultural texts [Global AoI]

These examples were coded as *communicative* as well as the appropriate level of understanding.

The second type of outcome which was identified in the data which did not fit into Bigg's SOLO taxonomy was related to academic skills. These focused on critical thinking skills, research skills, reading skills and data collection skills so they were categorised as *skills*. These kinds of learning outcomes were also important to integrate into the analytical framework as they are also related to the language demands of the Core Curriculum.

The following are three examples of these:

- **Demonstrate academic research capabilities** by carrying out a research project on some topic relating science and music [Science AoI]
- **Demonstrate the ability to investigate a topic** within the subject matter of the course [Global AoI]
- **Explore and use various sources of information** [China AoI]

Like the communicative examples above, there were examples of *skills* activities paired with either *multi-structural* or *relational* activities:

- **Practice close reading strategies,** analysis, discussion and argument [Humanities AoI]
- **Apply critical and creative thinking skills** to the analysis and interpretation of primary documents and secondary materials related to sports and Chinese society covered in this course [China AoI]
- **Demonstrate critical thinking** and literacy skills when analysing text and film interpretations of novels [Humanities AoI]

These examples were coded as *skills* as well as the appropriate level of understanding.

Finally, learning outcome activities were identified in the data which were ethically-focused. These included developing cultural sensitivity, compassion, a sense of humanity and engaging in ethical behaviour. These types of activities were coded as *ethical.* Although these outcomes are not directly related to language demands, how students construe this type of learning within texts is an interesting area for future research. Although this is not the focus of this research project, these learning outcome activities still needed to be integrated into the analytical framework in some way so they became a category of their own.

Examples of ethical activities include:

- **Demonstrate a sense of global citizenship and social responsibility** [Global AoI]
- **Demonstrate a sense of "ethical studentship" that includes maintaining the highest standards of academic integrity** [Humanities AoI]

Figure 2-3 represents the final coding taxonomy for the coding of learning outcome activities in the data set.

After coding was completed, **1,034** learning outcome activities had been identified, **246** in the China AoI, **256** in the Global AoI, **260** in the Humanities AoI and **272** in the Science AoI. A list of the learning outcome activities which were coded as *multi-structural* are in Appendix 2.1. *Relational* learning outcome activities are in Appendix 2.2. *Extended abstract, skills, communicative* and *ethical* learning outcome activities are in Appendices 2.3, 2.4, 2.5 and 2.6 respectively.

Lastly, while working through the data it became clear that many activities were combined in the learning outcomes with the word *critical* or *critically*. There were **123** examples of

learning outcome activities which were paired with the adjective *critical* or adverb *critically.* This represents 12% of all of the learning outcome activities coded which is a significant proportion of the data set.
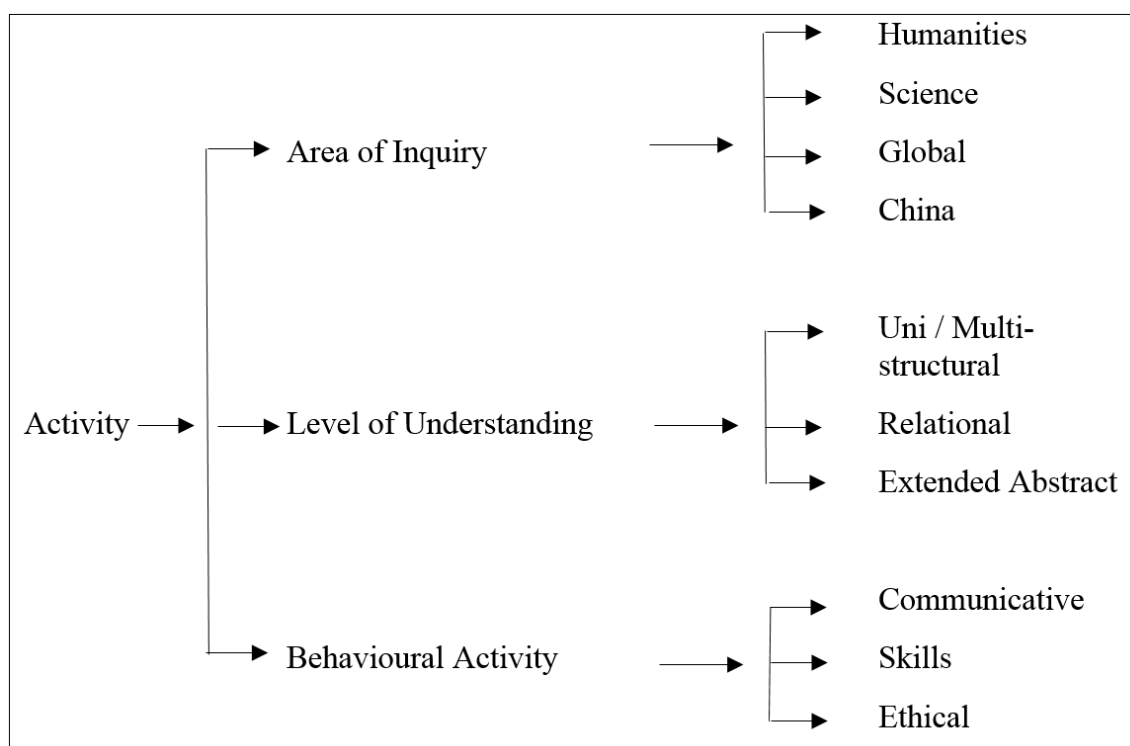
Figure 2-3: Final Coding Taxonomy for Coding of Learning Outcome Activities

In 94.3% of these 123 cases, the words *critical* or *critically* were added to activities which were already *relational*. For example:

- Identify and **assess critically** the inherent cultural implications of Chinese myths [China AoI]
- **Critically evaluate** their [policy choices] effectiveness and impacts [China AoI]

However, the word *critical* was paired with a *uni / multi structural* activities in seven instances. In six of these seven instances the word *critical* was paired with 'demonstrate / express an understanding', and it was felt that the addition of the word *critical* moved the level of understanding from the *multi-structural* to the *relational* level in these cases. For example, it was felt that the pairing of *critical* and *express an understanding* in the following learning outcome is effectively synonymous with *evaluate* or *analyse* in Bigg's terms and therefore was coded once as relational:

- **Express a critical understanding** of the digital divide debate [Global AoI]

There were six other examples of learning outcomes which included words other than *critical* which had the potential to impact the level of understanding, but I chose to ignore

these as they were isolated examples, unlike *critical* which was seen in 123 learning outcomes. Examples of these words were *deeper*:

- **Demonstrate a deeper level of knowledge** of the role that ethical standards play in the definition of a "good" professional [Humanities AoI]

or *in a high level manner*:

- **Describe and explain, in a high-level manner**, various representative computational algorithms (e.g., Google search, MapQuest route finding, etc.) [Science AoI]

These learning outcome activates were coded as multi-structural.

Because the word *critical* was used so frequency in the learning outcomes, these were grouped together and analysed as a group alongside other categories of learning outcomes to see whether any patterns arose from this analysis. The results of the analysis of the learning outcome activities are discussed in the next Chapter in Section 3.2.1 and the analysis of the references to criticality are discussed in Section 3.2.2.

2.3.3 Method of Analysis of Learning Outcome Contexts

The language demands placed on students are not only affected by the level of understanding they are expected to express, but also the **scope** of that understanding. There is likely to be an added dimension of complexity demanded of the students if they are asked to, for example, show an understanding of an area of knowledge from a temporal, geographical or cultural perspective.

Each of the contexts was coded in NVivo and eight categories emerged from an analysis of the data – *geographical, temporal, social, cultural, academic, experiential, economic, media*. These are shown in the coding taxonomy in Figure 2-4:
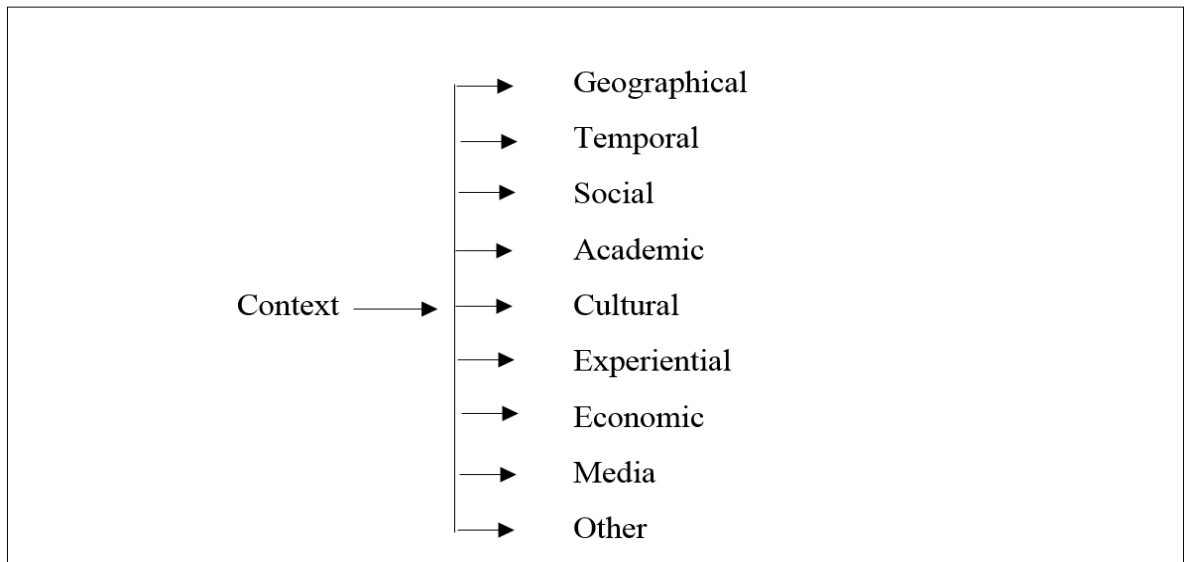
Figure 2-4: Coding Taxonomy for Contexts

A total of **243** learning outcome contexts were coded, **65** in the China AoI, **53** in the Global AoI, **68** in the Humanities AoI and **57** in the Science AoI.

Table 2-10 shows examples from this data set of each of the nine categories in each of the four AoIs.

	China	**Global**	**Humanities**	**Science**
Geographical	..in different regions in China	..both globally and locally	..within Europe and Asia	..for different regions of the world
Temporal	..in the past three decades	..in the future	..through time	..in modern human history
Social	..in a social context	..at the societal level	..within any society	..on societies
Academic		..within and outside the academic circle	..in literature and the arts	..through bioethical considerations
Cultural		..in different cultural environments	..across cultures	..in popular culture
Experiential		..to their daily experience	..in everyday life	..during their daily lives
Economic	..in China and other emerging economies	..particularly in poorer regions and states	..taking examples from both developed and developing societies	..within the broader economic context
Media		..in the global media	..in the press	..as presented in different sources of the media

Table 2-10: Examples of each Category of Scope in each of the AoIs

There were some instances of learning outcomes with multiple contexts and these needed to be separated in NVivo and then coded. For example:

- ..<u>in a multidisciplinary context</u> [1] <u>with reference to Hong Kong and China</u> [2] [China AoI]

'In a multidisciplinary context' was coded once as *academic* and 'with reference to Hong Kong and China' was coded once as *geographical*.

Some contexts contained one noun phrase which included two (or more) contexts but could not be separated in the coding and still retain the meaning. These were left intact in the data set in NVivo but were coded individually. For example the following context was coded as *geographical* and *temporal*:

- …in China's future [China AoI]

The following context was coded as *cultural* and *social*:

- ..in non-western societies [Global AoI]

and the following context was coded as *temporal* and *academic*:

- ..in the context of contemporary discoveries in biology [Science AoI]

Some contexts did not fit into the eight categories mentioned above but did not warrant a separate category of their own as they were only used once or twice across the data. These were coded as *other*. There were only 20 of these in the data set and no more than six in any one AoI.

Some examples of the contexts which were coded as *other* can be seen below:

- …in the real world [Science AoI]
- ..religious backgrounds [Humanities AoI]
- ..outside their own world [Global AoI]
- ..on campus [China AoI]

The analysis of the learning outcome contexts is in the next chapter, in Section 3.2.3. A list of the contexts in each of the AoIs are in Appendix 2.7.

2.4 Method of Analysis of the Institutional Voice – Required Reading Text Types

The exploration of the institutional voice not only seeks to identify the type of knowledge which is valued by the institution, but also what learning experiences are valued. For this reason, all of the texts listed in the required reading lists on the website for each Core Curriculum course were coded according to their text type. As discussed in Chapter 1, Section 1.4, students often struggle with this aspect of university, so an exploration of this aspect of the documented curriculum has the potential to add to an understanding of what EAP support needs to be given to students. The analysis of the required reading texts also provides a context for understanding in more detail the experience of the two case studies discussed in Section 3 of this thesis, who also struggle with aspects of reading (see Chapter 12, Section 12.3.2 and Chapter 13, Section 13.3.2).

Seven major types of texts emerged from an analysis of the data - *academic books, academic book chapters, journal articles, magazine articles, reports, newspaper articles and informational websites*. Figure 2-5 shows the coding taxonomy for required reading texts:
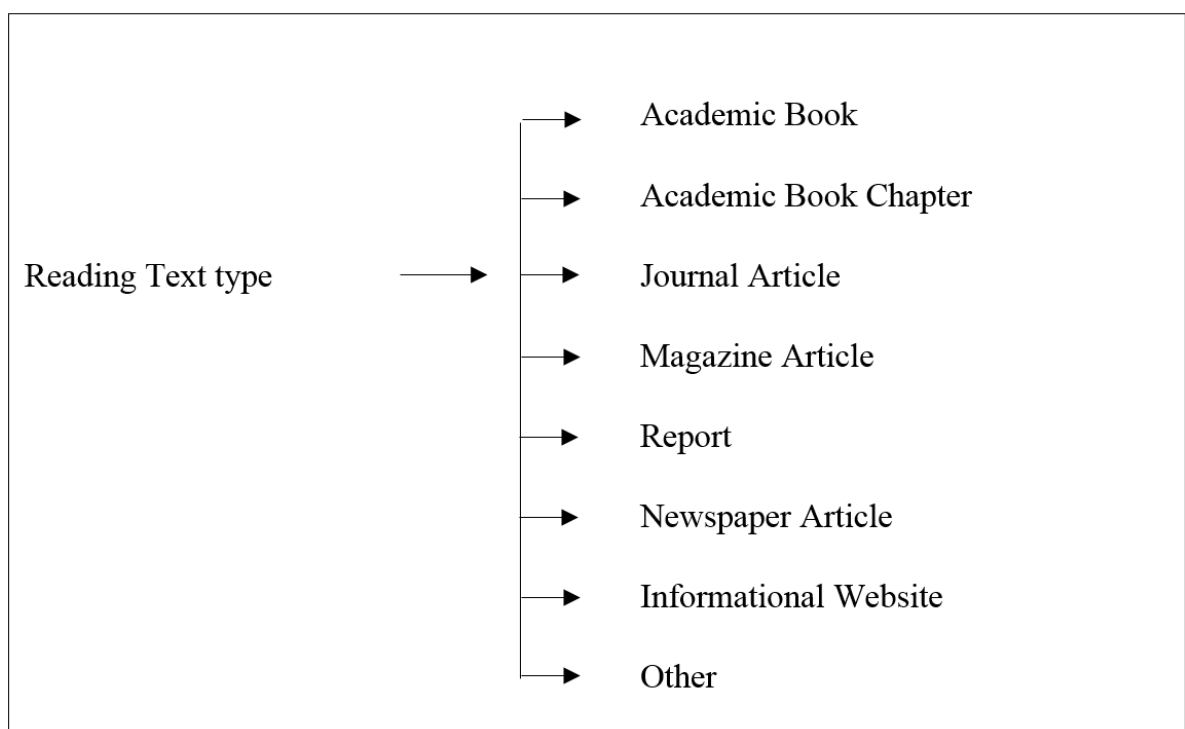
Figure 2-5: Coding Taxonomy for Required Reading Texts

A total of **928** required reading texts were coded, **233** in the China AoI, **278** in the Global AoI, **269** in the Humanities AoI and **148** in the Science AoI.

Some of the reading texts did not fall into any of the seven categories and were also combined into a category called *other* as they were not seen frequently enough to be a category on their own. There were 31 of these. 21 were in the Global AoI. These included a diverse range of text types such as Hong Kong Civic Party action plans, European Parliament briefings, United Nations Charters, NATO treaties and the United Nations Declaration of Human Rights.

The analysis of the required reading texts is in the next chapter, in Section 3.3. A list of the three most common required reading texts (academic books, academic book chapter and journal articles) in each of the AoIs are in Appendix 2.8.

2.5   Method of Analysis of the Institutional Voice – Assessment Text Types

Finally, the types of assessments listed on the course websites were also categorised. This was done to understand more fully, for example, the proportion of written to spoken assessments and what text types students needed to be able to write and speak across the Core Curriculum. It is important to acknowledge that these are very general categories and that, for example, a *project* might look very different from one course to another and require different language patterns. However, there is value in getting a broad picture of the range and frequency of types of assessment texts in the Core Curriculum, as they are documented in course descriptions. This can be an entry point for understanding the demands being placed on students across the Core Curriculum, and help to contextualise the experience reported by the students in the two case studies in Section 3 as well as contextualise the text analysis of 13 A-grade assessment texts in Section 2. Further research would be needed to look more closely at a representative sample of each of the assessment types to get a fuller picture of their textual variation and their language patterns within the curriculum.

Fifteen major types of texts were revealed when working through the data. The following coding taxonomy lists the 15 types of assessments found this data set:
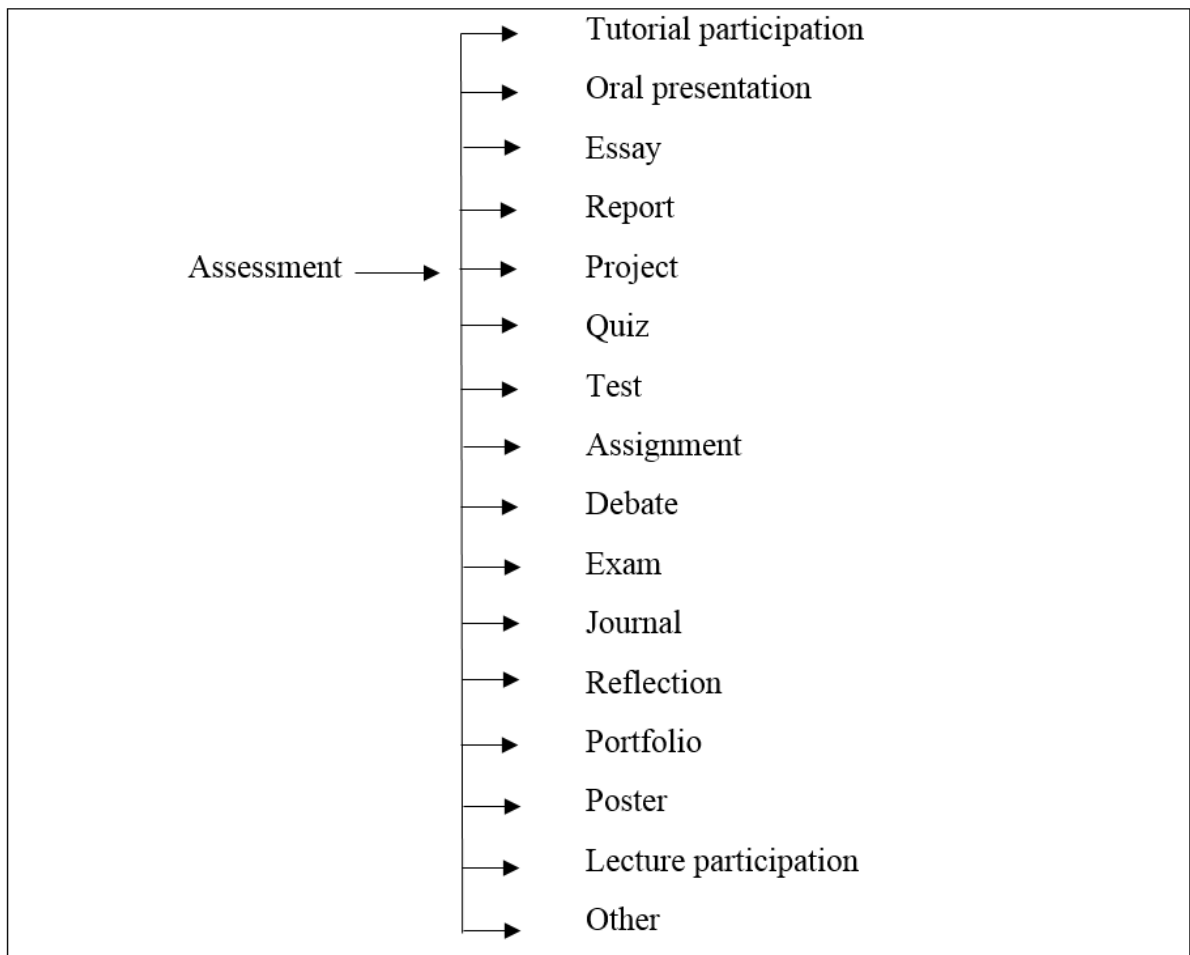
Figure 2-6: Coding Taxonomy for Type of Assessment

A total of **659** assessments were coded, **150** in the China AoI, **163** in the Global AoI, **159** in the Humanities AoI and **187** in the Science AoI.

While 15 major types of assessment were identified, there were others, but these were not seen frequently enough to be a category of their own. There were 57 of these. The following shows the 15 assessments in the Humanities AoI which were categorised as *other* as an example:

- Critical writing
- Continual assessment
- Task focused activities
- Book review
- Film review
- Web presentation
- Tutorial writing or research exercises
- In-class writing exercise
- Video production

- Public exhibition

- Exhibition catalogue writing

- Workshop

- Visual presentation of field projects

- Questions for reflection

- Small group web presentation

This list from one AoI shows the diverse range of assessment types within the Core Curriculum. However, the majority of the assessments (91.4%) can be categorised as one of the 15 types identified in Figure 2-6. The analysis of the assessment types is in Section 3.4, in the next chapter.

2.6 Method of Triangulation of Results through a Semi-structured Interview

As has been stated previously, the analysis of the Core Curriculum, as it is documented in course outlines, provides a context for further analysis in this thesis. However, the documented curriculum is merely one view of that curriculum. In order to get another informed view, the findings from this analysis of the documented curriculum were presented to the then Director of the Core Curriculum and Head of the Core Curriculum Development Committee. He had been the Director since the beginning of the Core Curriculum development process, from its conception to its implementation, and therefore had a unique insight into the rationale for the Core Curriculum and its development process. The interview lasted for one hour and during this time, the Director was asked questions about the overall aim of the curriculum and was presented with a summary of the results of each section of the analysis from Chapter 3.

This process of triangulation is a common approach used in mixed-methods research. Candlin and Riazi (2014), in their extensive review of mixed-methods research, define the triangulation process as:

> …intentionally using more than one method of data collection and analysis when studying a social phenomenon so as to seek convergence and corroboration between the results obtained from different methods, thereby eliminating the bias inherent in the use of a single method. (p. 144)

However it is important to acknowledge that the perspective given by the Director in the interview cannot be taken as objective truth, and we should have a clear conception about

what the interview is providing, since interviews do not provide unproblematic, objective truths but socially situated representations of phenomena (Richards, 2009; Talmy & Richards, 2011). The purpose of this interview was not to argue for what is in fact happening in the Core Curriculum, but to better understand a key insider's perspective on whether the overview of the institutional voice provided by the analysis in Chapter 3 is consistent with the intentions of the curriculum designers. A discussion of this interview data is woven throughout the next chapter in each of the major sections.

2.7   Conclusion

This chapter has outlined the methodology for each stage of exploration of the institutional voice, including the analysis of the learning outcome activities, contexts and also the references to criticality in the learning outcomes. Then the methodology for the analysis of the reading texts and the assessment text types was explained. Finally a justification was given for the use of a semi-structured interview to triangulate the findings from this stage of the research. The following chapter discusses the results of this exploration of the institutional voice.

Chapter Three – Analysis of the Institutional Voice

3.1 Introduction

This chapter discusses the findings from the analysis of the 160 Core Curriculum course descriptions. The aim of this analysis is to understand what type of knowledge and learning experiences are valued by the institution. In other words, this chapter will seek to answer the following question:

> What type of knowledge (through an analysis of the learning outcomes) and learning experiences (through an analysis of the reading text types and assessment text types) does the institution value?

Section 3.2 will discuss the findings from the analysis of the learning outcomes, including the analysis of the learning outcome activities (Section 3.2.1), the references to criticality (Section 3.2.2) and the learning outcome contexts (Section 3.2.3). Section 3.3 will discuss the findings from the analysis of the required reading text types and Section 3.4 will discuss the findings from the analysis of the assessment text types. All of the above was presented to the then Director of the sCore Curriculum, and his perspectives on whether the results represent a picture of the Core Curriculum, as it was intended by the Core Curriculum Development Committee, are interspersed throughout the chapter.

3.2 Analysis of Learning Outcomes

The learning outcomes of 160 Core Curriculum courses on offer during the 2013-14 academic year were analysed. Table 3-1 shows the number of courses offered in each of the four AoIs:

	China	Global	Humanities	Science	Total
No. of Courses	37	38	40	45	**160**

Table 3-1: Number of Courses Offered according to AoI

There were roughly the same number of courses on offer in each of the four AoIs with the Science AoI offering the most courses.

These 160 courses had a total of **812** learning outcomes:

	China	Global	Humanities	Science	Total
Learning Outcomes	197	180	200	235	**812**

Table 3-2: Number of Learning Outcomes according to AoI

The number of learning outcomes were roughly proportional to the number of courses offered, although the courses in the China AoI have slightly more outcomes per course on average than other AoIs.

3.2.1 Analysis of Learning Outcome Activities

A total of **1,034** learning outcome activities were categorised according to the six categories shown in Table 3-3. This number is more than the total number of learning outcomes in Table 3-2 because, as explained in the previous chapter, there were often multiple activities listed in the one learning outcome. Table 3-3 shows the number of activities, in each category, in each of the AoIs, in order of frequency:

	China	Global	Humanities	Science	Total
Relational	129	126	170	129	**554**
Uni / Multi structural	93	112	77	126	**408**
Communicative	13	6	1	10	**30**
Extended Abstract	3	5	4	4	**16**
Ethical	3	4	6	1	**14**
Skills	5	3	2	2	**12**
Total	**246**	**256**	**260**	**272**	**1,034**

Table 3-3: Number of Type of Learning Outcome Activity according to AoI

A list of the learning outcome activities which were coded as multi-structural, as exemplified in Chapter 2 Section 2.2, are in Appendix 2.1. Relational learning outcome activities (also exemplified in 2.2) are in Appendix 2.2. Extended abstract, skills, communicative and ethical learning outcome activities are in Appendices 2.3, 2.4, 2.5 and 2.6 respectively.

Across the documented curriculum, the majority of the learning outcome activities were relational (54%). A total of 39% were either uni or multi-structural activities, while 3% were communicative, 2% were extended abstract and 1% were ethical and skills. These percentages can be seen in Figure 3-1:
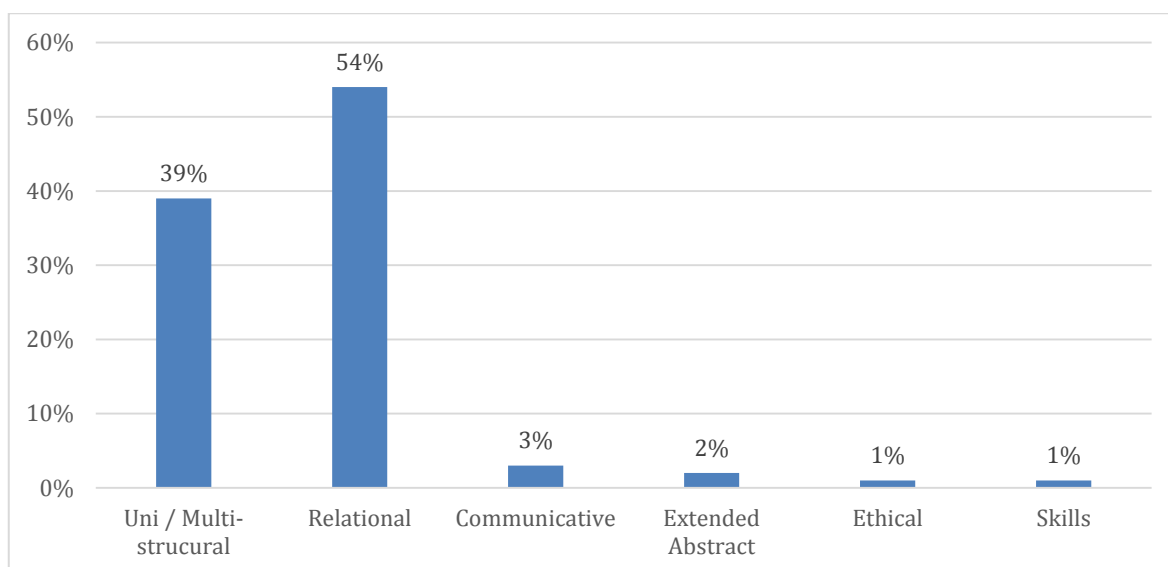
Figure 3-1: Percentage of Type of Learning Outcome Activity across the Core Curriculum

What this indicates is that the authors of the curriculum wanted students to express an understanding of academic knowledge at a higher level of understanding than just a multi-structural one. Across the documented curriculum, there is a frequent need for students to analyse or evaluate as opposed to merely describe something or identify something. This was also confirmed by the Director, who when asked whether the analysis of the learning outcome activities was representative of what the Development Committee intended the curriculum to be, said that it was.

Table 3-3 also shows that extended abstract activities were a small proportion of the activities identified. These are the activities which require students to apply their multi-structural and relational level of understanding to a new, unfamiliar context. According to Biggs and Collis (2014), common activities at this level are *create, hypothesise, design, invent, project, propose* and *theorise*. It is not surprising that these extended abstract activities are a small proportion of the Core Curriculum learning outcome activities in the documented curriculum. It would be expected that there be more of these activities in the later years of an undergraduate university curriculum in, for example, final year discipline-specific projects once students have a broad and deep understanding of disciplinary content areas.

If we look closer at the proportion of uni / multi-structural versus relational activities in each of the AoIs, we can see there are some differences according to the AoI:

51
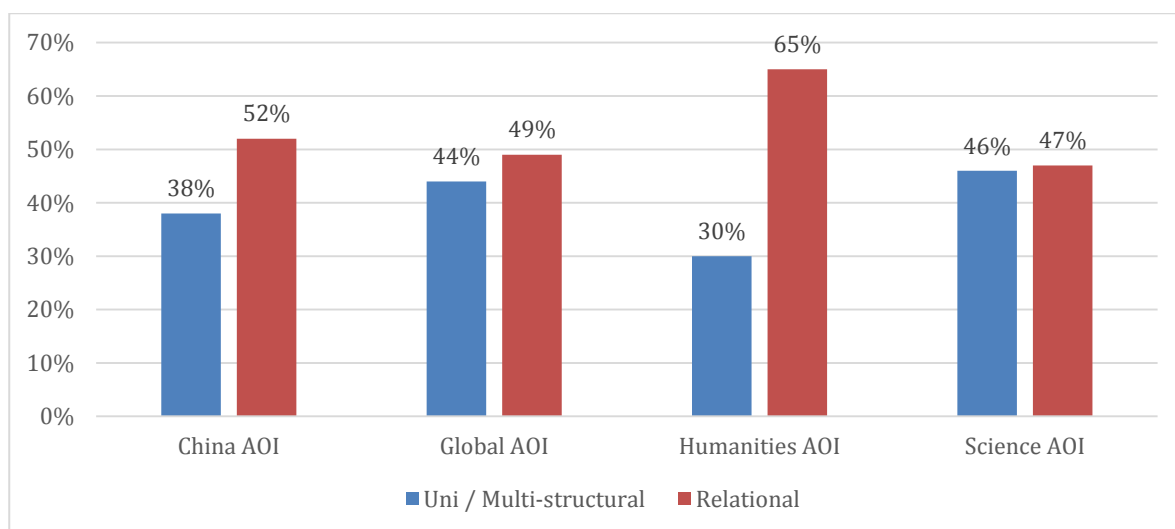
Figure 3-2: Percentage of Type of Learning Outcome Activity according to AoI

The data in Figure 3-2 suggest that the Humanities AoI places greater importance proportionally on the expression of a relational understanding of knowledge than the other AoIs. In the Science AoI, relational and uni / multi-structural outcome activities are roughly of equal importance. There is a clear difference here in orientation to knowledge between the Science and Humanities AoIs, on average. This again provides an entry point and a context to the more detailed analysis of the differences in language patterns seen across the 13 A-grade assignments (in Section 2), 10 of which are from the Science AoI and 9 of which are from the Humanities AoI.

Considering all AoIs together, however, the proportion of relational activities is greater than the uni / multi-structural. As students are required to take at least one course in each of the four AoIs over the course of the Core Curriculum and no more than two in each, the institution clearly values students' ability to communicate both levels of understanding successfully.

The Core Curriculum guide states that one of the four aims of the curriculum is:

> 'to enable students to develop the key intellectual skills that will be further enhanced in their disciplinary studies'

An analysis of the documented curriculum so far suggests that these 'key intellectual skills' are to a large extent the expression of a combination of uni / multi structural and relational levels of understanding. This suggests that mastery of these levels of understanding is an important part of the acculturation process all students at this particular Hong Kong university are expected to go through.

3.2.2 Analysis of References to Criticality in the Learning Outcomes

While working through the data, it became clear that references to criticality (either using the adjective *critical* or the adverb *critically*) were common in the learning outcomes. For this reason, it was decided that they should be analysed in a category of their own to see exactly how common they were and whether there was any difference across AoIs in terms of their prominence. This was particularly important as it was felt that they had the potential to modify the level of understanding within Bigg's framework.

A total of **119** instances of references to criticality were identified to have been paired with learning outcome activities. This was 12% of all learning outcome activities which is a significant proportion. 112 of the 119 references to criticality (94%) were paired with relational activities, typically with relational outcome activities such as *analyse, examine, evaluate, discuss* and *reflect*. The other seven were paired with multi-structural activities, typically with *demonstrate an understanding of*. This raises the question whether there is a difference, for example, between *analyse* and *critically analyse* or *examine* and *critically examine*. This would be a valuable question to put to course developers in future research on the place of criticality in the Core Curriculum. What is clear from this analysis is that critical expression of academic knowledge is institutionally-valued.

Table 3-4 shows the number of references to criticality, the total number of learning outcome activities, and the outcomes with references to criticality as a percentage of the total number of activities in each of the AoIs:

	China	Global	Humanities	Science	Total
No. of references to criticality	29	26	43	21	**119**
Total no. of activities	246	256	260	272	**1,034**
% of total activities	**12%**	**10%**	**17%**	**8%**	**12%**

Table 3-4: Number of References to Criticality Paired with Learning Outcome Activities according to AoI

These data show that the Humanities AoI has a higher number of references to criticality than the other AoIs. Again, there is a marked difference between Humanities (17%) and Science (8%) AoIs, suggesting again that orientation to knowledge in the documented curriculum for these two AoIs is different, although all AoI do value the critical discussion of knowledge.

This importance placed on criticality in the learning outcome activities is also echoed in the Core Curriculum goals which are published in the Core Curriculum brochure. These state that the Core Curriculum aims to (among other things):

'…enable students to develop a broader perspective and a critical understanding of the complexities and the interconnectedness of the issues that they are confronted with in their everyday lives'

As well as this, when shown the results of the analysis of the learning outcome activities and the references to criticality, the Core Curriculum Director agreed that developing students' ability to respond critically to new knowledge was a key focus of the Curriculum:

'We wanted students to be critical.'

When asked what he believed criticality to be, he responded:

'To me real criticality is students being able to understand the values, assumptions and perspectives from which certain positions are held including their own. So if students hold a view, what is it that is shaping their views? And in order to do that they need to be reflexive, in other words they have to engage in reflection on their own thoughts.'

Because of the value placed on criticality by the institution, how criticality is encoded within successful A-grade assignments in the Core Curriculum became a significant focus of the textual analysis of the 13 A-grade assessment texts in Section 2 of this thesis. The analysis of the case studies in Section 3 of the thesis also shows that one student struggled specifically with the development of a critical argument throughout her assignment (see Chapter 12, Section 12.3.5 for discussion).

3.2.3 Analysis of Learning Outcome Contexts

During the analysis of the data, nine major contexts emerged from the data as common within Core Curriculum learning outcomes and **232** different instances of contexts were coded. Table 3-5 shows the number of these across the four AoIs:

	China	Global	Humanities	Science	Total
Geographical	30	18	12	5	**65**
Temporal	17	9	11	11	**48**
Social	3	3	15	6	**27**
Academic	5	2	5	11	**23**
Cultural	0	4	10	6	**20**
Other	3	6	4	4	**17**
Experiential	0	2	5	6	**13**
Economic	5	3	1	3	**12**
Media	0	2	2	3	**7**
Total	**63**	**49**	**65**	**55**	**232**

Table 3-5: Number of Type of Context according to AoI

A total of 29% of the 812 learning outcomes included some kind of explicit context showing the scope of the understanding that the students needed to demonstrate in the documented curriculum. Figure 3-3 shows the percentage of the each of the nine different categories of context across the Core Curriculum:
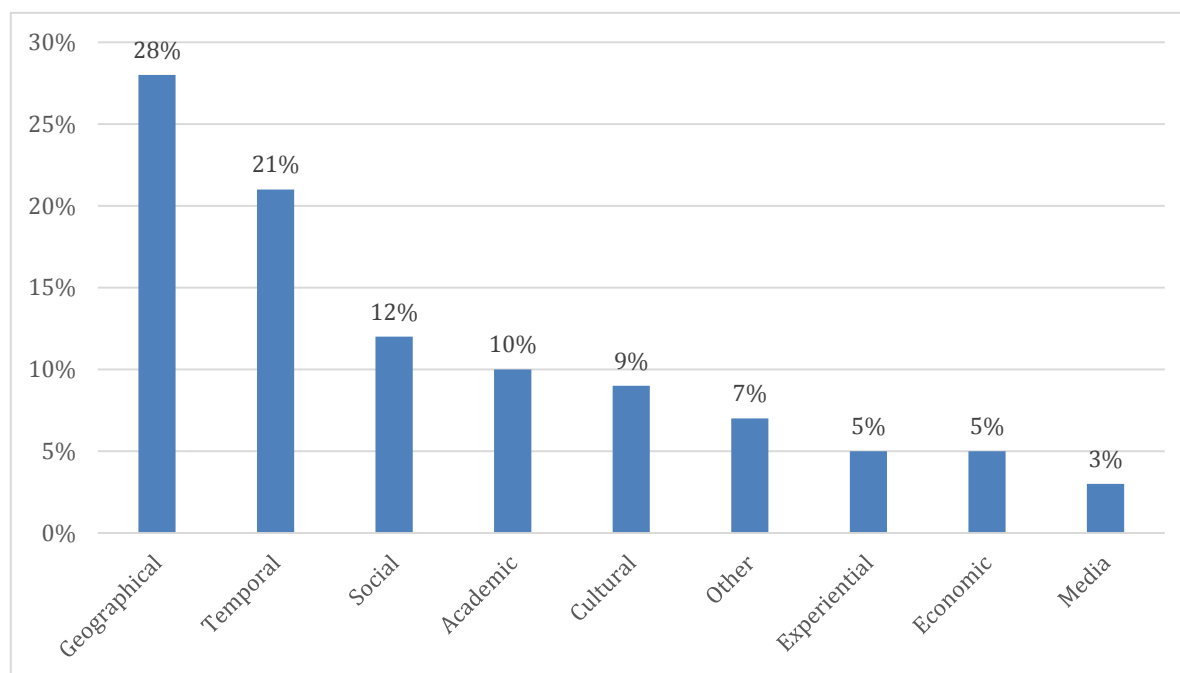
Figure 3-3: Percentage of Type of Context across the Core Curriculum

A total of 28% of all of the stated contexts were geographical. This is to be expected as two of the AoIs are explicitly related to geographical areas – that of China and the Global arena. Temporal contexts were the second most common (21%). This is also to be expected as an exploration of the 'relationship between our past, present and future' is a stated aim of the Core Curriculum. Another aim is the exploration of 'the relationship between individuals and communities' and this is reflected in social (12%), cultural (9%) and experiential (5%) contexts.

If we look at the distribution of the **five most frequent contexts** in each of the four AoIs, we can see that the four AoIs have different profiles in terms of how knowledge is expected to be contextualised in the documented curriculum. Figure 3-4 shows that the China AoI has a high number of geographical contexts (46%):
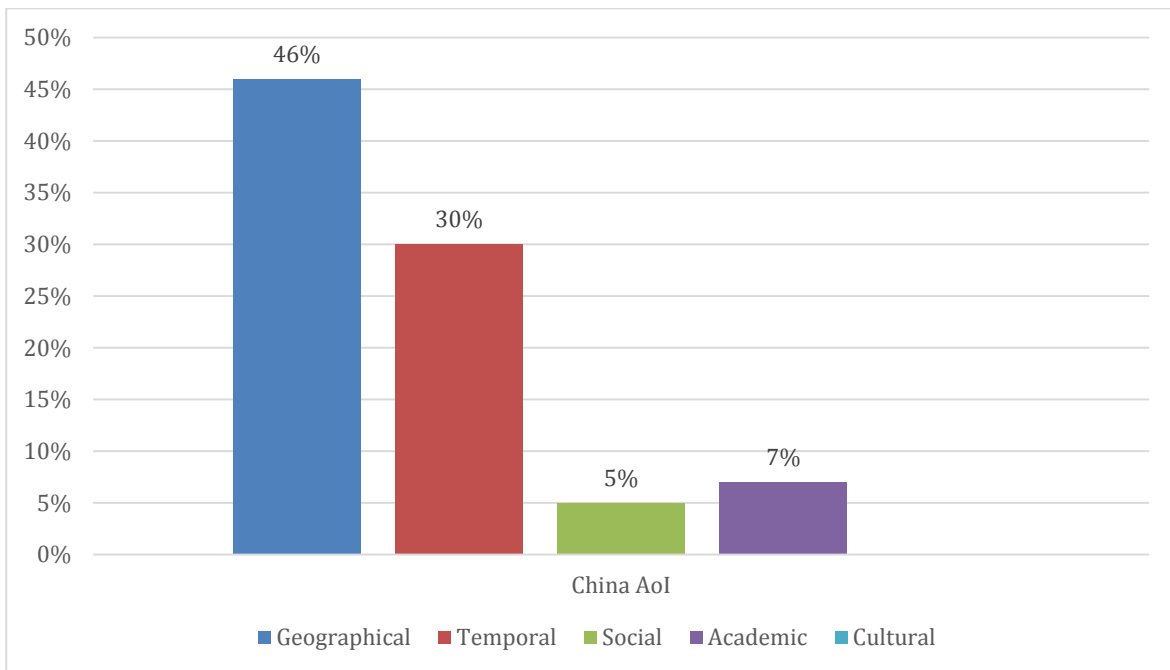
Figure 3-4: Percentage of Type of Context in the China AoI

The distribution is similar in the Global AoI, where 37% of contexts are geographical (see Figure 3-5). As stated above, this is expected of AoIs which are explicitly linked to geographical areas. Both of these also have a high proportion of temporal contexts (30% and 19% respectively).
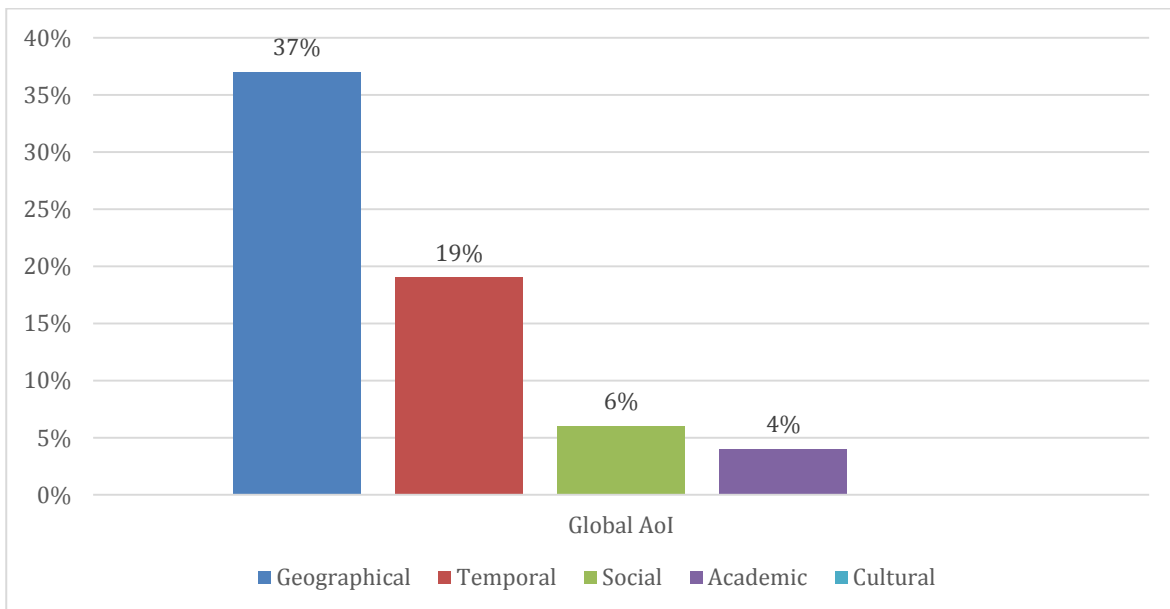
Figure 3-5: Percentage of Type of Context in the Global AoI

Overall, contextualisation of knowledge is overwhelmingly geographical and / or temporal in the Global and China AoIs.

If we look deeper at the type of geographical contexts within the China and Global AoIs, we can see that there are geographical contexts which reference only one geographical area and those which require a comparison of two or more geographical areas (see Table 3-6):

	Geographical contexts in the China AoI	Geographical contexts in the Global AoI
One Geographical Area	- in Hong Kong (x 3) - in different local contexts - in the global economy (x 2) - at the global level - and globalized features - within the East Asia context - in Asia - in China - in the Chinese context - in China's future - in ancient China - in the modern Republic of China (Taiwan) - in contemporary China (x 2) - since the late Qing Dynasty - in post-1949 China	- in the global context - emerging global economy - at the global level (x 3) - in Africa - in global society - in the local context - in the global era - in ancient China - in the global media
Comparison of two or more geographical areas	- in the regional and global economies - faced by Hong Kong and its neighbouring jurisdictions in Southern China - both from inside and outside of China - in different regions in China - to the contexts of Hong Kong and China and international settings - at the local and global levels - with reference to Hong Kong and China. - in Hong Kong and China - to the contexts of China and international settings	- in non-western societies - both globally and locally (x 2) - at the global, regional and local levels - in contemporary local multilingual Asian contexts - for selected African cultures - for selected African societies

Table 3-6: Geographical Contexts in the China and Global AoIs

As stated above, the contextualisation of knowledge from a specific geographical area likely adds a layer of complexity to the expression of the understanding of an area of knowledge. This complexity is further compounded if that expression of understanding needs to be contextualised through a comparison of two or more geographical areas.

Like the geographical contexts, some temporal contexts reference one point in time (which can be very broad or much more specific) whereas others require an additional layer of complexity in the expression of knowledge through an expression of change over time (although only in the China AoI):

	Temporal contexts in the China AoI	Temporal contexts in the Global AoI
One point in time	• in the modern world. • in a historical context • in the past three decades • from a historical perspective • within the historical features • in ancient China • with reference to the situations of Modern China • in China's future • in contemporary China • in post-1949 China	• in the context of the changing world • in the contemporary world • today • in human history • in the global era • the future • of the contemporary world • in ancient China
Change over time	• from past to present • from 1840 until today • from past to present • since the early twentieth century • since the late Qing Dynasty • since economic reform • in historical periods before and after 1949	• over the past 30 years •

Table 3-7: Temporal Contexts in the China and Global AoIs

This focus on change over time is signalled in the contexts largely through the use of prepositions such as *from*, *since* and *over*.

Whereas the geographically-focused AoIs (the Global and China AoIs) have a certain amount of uniformity in terms of the contextualisation of knowledge, this is not the case with the disciplinary-focused AoIs (the Science and Humanities AoIs). There is much more diversity in terms of the range of contexts across these two AoIs. We can see this difference if we look again at the five most frequent contexts in each AoI. The Humanities AoI has a relatively high proportion of geographical (19%) and temporal (17%) contexts but we also see far more the need to contextualise knowledge from social (23%) and cultural (15%) contexts as well:
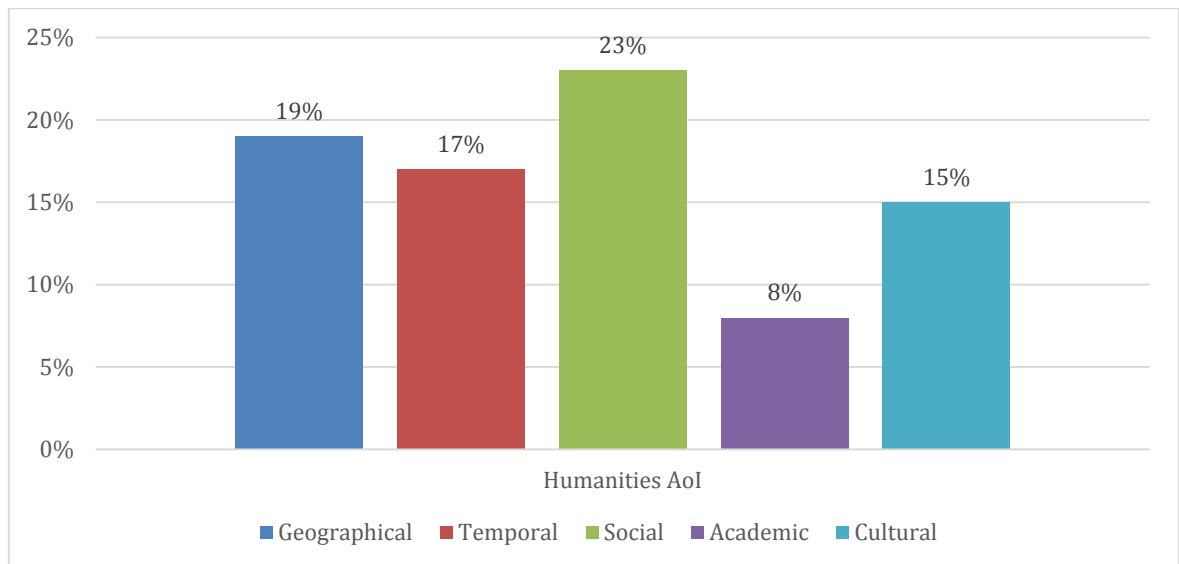
Figure 3-6: Percentage of Type of Context in the Humanities AoI

These social and cultural contexts are like the geographical and temporal contexts in that some of them require an added layer of complexity. For example the following is a list of the cultural contexts from the Humanities AoI. Two of these requires contextualisation from one cultural context:

- within their cultural context
- within any culture

whereas many require contextualisation from multiple cultural contexts, for example:

- across cultures
- emanating from different cultures
- in different cultures
- across different cultural traditions
- in socio-cultural contexts

The Science AoI shows yet a different profile. Again, there is more diversity than in the China or Global AoIs, but this AoI prioritises the contextualisation of knowledge from temporal (21%) and academic (20%) contexts, and to a lesser extent cultural (15%) contexts, which is different from the Humanities' AoI:
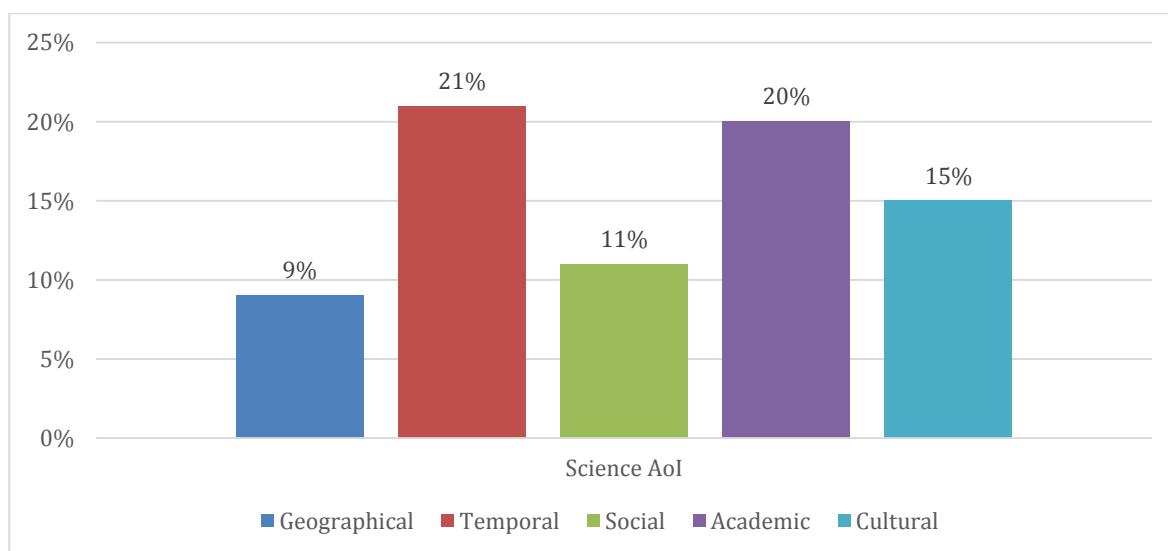
Figure 3-7: Percentage of Type of Context in the Science AoI

Academic contexts are the most frequent in the Science AoI (20%) but also feature to a lesser extent in the Humanities AoI (8%) and the China AoI (7%). In the Science AoI, academic contexts tend to be related to scientific methodologies or concepts, for example:

- in the context of contemporary discoveries in biology
- through bioethical considerations
- at different spatial scales
- physicochemical aspects
- from a statistical perspective
- through statistics
- using evidence-based scientific methods
- in science

Also seen are:

- from a theoretical perspective
- in the humanities
- in the social sciences

In the Humanities AoI these are related to general disciplines as well as discipline-specific theories:

- in thinking and design
- in psychology, biology, sociology and anthropology
- in literature and the arts
- both within and outside the university
- from the perspectives of major critical cultural theories.

60

Most of the references in the China AoI are to a 'multidisciplinary context'.

Many of these academic contexts require discipline-specific knowledge which is likely to be challenging for students coming from a range of educational backgrounds and this is found to be the case in the analysis of the two case studies in Section 3 of the thesis. Because all students are required to take at least one course from each AoI, there is likely to be some form of exposure to unfamiliar disciplinary cultures, e.g. students who took the science secondary school stream being required to discuss academic knowledge in the contexts of 'literature and the arts' and students who took the humanities secondary school stream being required to discuss academic knowledge 'from a statistical perspective'. This is in addition to the need to acquire new knowledge and the need to express that knowledge critically.

The Director also made reference to the relevance of contextualisation to the expression of a complex understanding of knowledge within the Core Curriculum in the interview with him:

> *'One of the things we talk about a lot in the Core Curriculum is helping students understand the complexities of issues. It's about seeing the Core Curriculum as being issue based and issues are highly complex so therefore we would want the students to understand the complexities of them, the interconnectedness of things in the world, helping students understand causal relationships often operating in very complex ways ...what are the historical antecedents, what are the global dimensions, how does this change over time...'*

Later in the interview, he added:

> *'...we were talking about interconnectedness before right? Now, the temporal dimension to me is important. To me, in fact, I think we should make the temporal dimension of the Core Curriculum much more explicit because I think it's important for students to understand interconnections not only across space but also across time, so, students being able to understand the contemporary world, if you like, in light of some kind of historical understanding and being able to make the connections.'*

This concept of the interconnectedness of knowledge is clearly an important aspect of learning across the documented Core Curriculum and this is likely to be realized, to a large extent, through the contextualisation of knowledge from different perspectives (e.g. geographical, temporal etc). How students encode their understanding of this complexity

and interconnectedness is one major focus of the analysis of the A-grade essays in Section 2.

3.3 Analysis of Required Reading Text Types

Certain learning experiences valued by the institution were also analysed, namely the required reading lists and the assessment text types. Each of the reading texts in the required reading lists were categorised in terms of text type. The required reading lists were accessed on the Core Curriculum website which listed each course along with the reading list. This was done in order to investigate what type of texts students were being expected to read in the documented curriculum.

Table 3-8 illustrates the number of each text type according to AoI in order of frequency:

	China	Global	Humanities	Science	Total
Academic Book	88	101	108	72	**369**
Book Chapter / Section	89	77	104	15	**285**
Journal Article	52	50	45	21	**168**
Magazine Article	0	14	4	19	**37**
Other	1	21	5	4	**31**
Report	3	8	3	5	**19**
Informational Website	0	4	0	7	**11**
Newspaper Article	0	3	0	5	**8**
Total	**233**	**278**	**269**	**148**	**928**

Table 3-8: Number of Required Reading Text Types according to AoI

By far the most common text types were academic texts – academic books, academic book chapters / sections of books and journal articles. Popular science magazines featured quite highly in the Science AoI required reading lists – mainly from *Scientific American*. There were also articles from *The Economist*, *Time* and *National Geographic*. Magazines from *Scientific American*, *Science, Physics Today*, *The Bulletin of the Atomic Scientist*, *Foreign Affairs* and *Foreign Policy* were also required reading for courses in the Global AoI. A few Government and NGO reports were also required reading in all AoIs.

Some texts were difficult to categorise in terms of their text type and were put into an *other* category. Many of these were in the Global AoI. The following is a list of some of these:

- RIS (Research and Information Systems for Developing Countries) Discussion papers
- United Nations Declaration of Human Rights
- European Parliament briefing transcript

- Government White paper
- Hong Kong Civic Party Action Agenda
- United Nations Charter
- ICC (International Criminal Court) statutes
- NATO (North Atlantic Treaty Organisation) Treaty
- UNESCO (United Nationals Educational, Scientific and Cultural Organisation) operational guidelines

Figure 3-8 shows the percentage of each type of text:
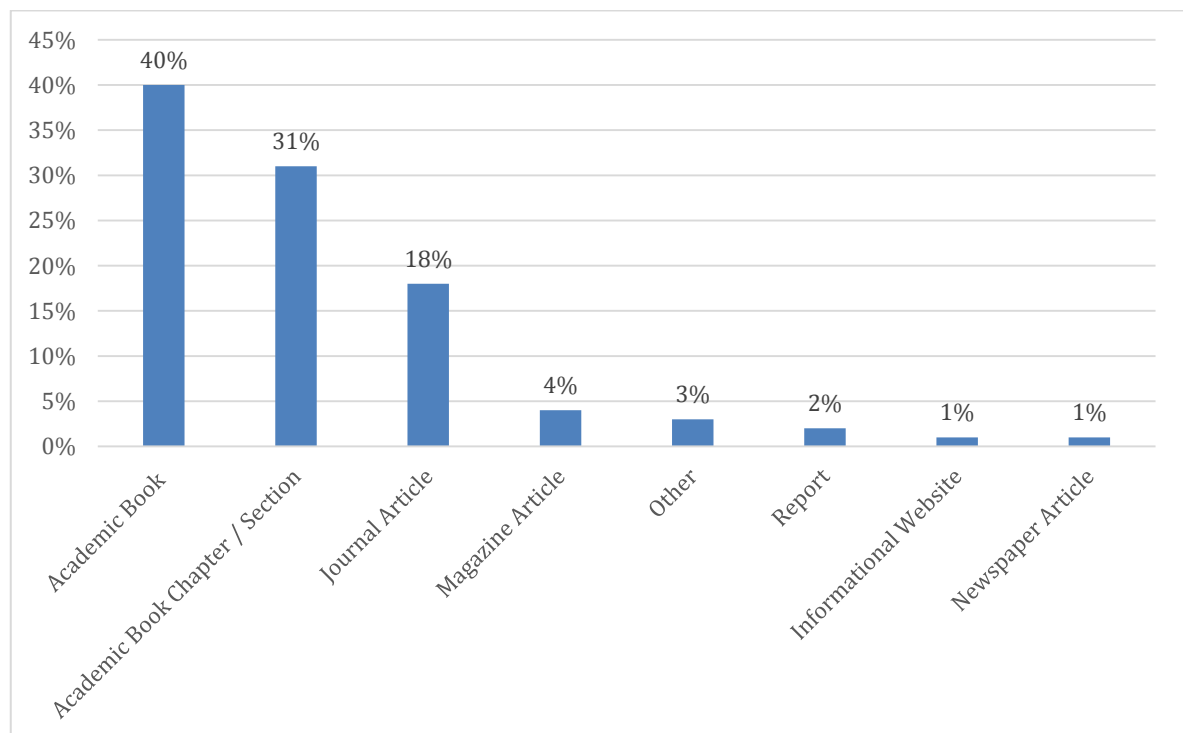
Figure 3-8: Percentage of Required Reading Text Types across the Core Curriculum

A total of 89% of the texts were either academic books, academic book chapters / sections or journal articles. This raises the question of how students can be helped to understand these advanced academic texts and how they can be supported in developing the skills to draw out ideas and data from these texts to use in their assignments to show the varying levels of understanding discussed previously.

If we look at the percentage of these three text types across the four AoIs, the overall distribution in the China and Humanities AoIs is similar:
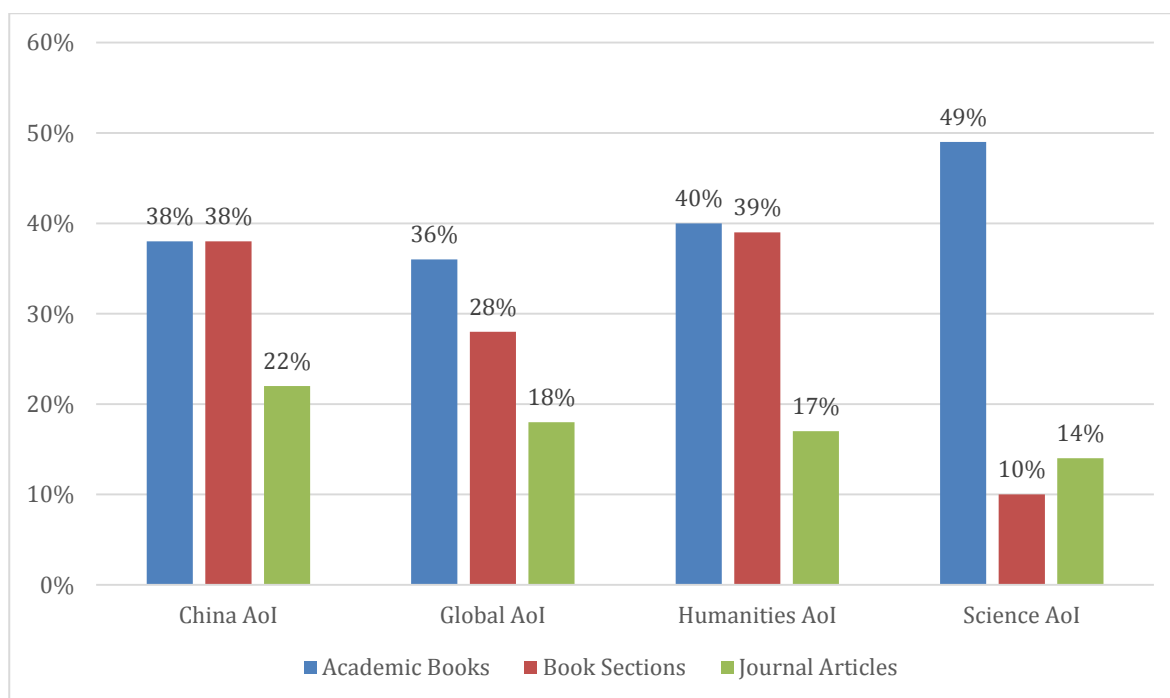
Figure 3-9: Comparison of Type of Required Reading Texts across the Four AoIs

The percentage of both academic books and academic book sections are 38–40% of the required reading texts in the China and Humanities AoIs. A total of 17–22% are journal articles. The Global AoI is fairly similar to the China and Humanities AoIs with fewer book sections (28% only). As mentioned above, the Global AoI had the most diversity in terms of text types in the required reading lists and this has impacted the relative weighting of the other three main types of texts found across the curriculum. The Science AoI, on the other hand, has quite a different profile. Most are books (49%), and the second most frequent text type are journal articles (14%) which is a lower percentage in comparison to the other AoIs. Only 10% are book chapters.

Overall, in spite of the different profiles between the four AoIs, it is clear that students need to become competent readers of advanced academic texts and that they will need support to be able to understand and extract information from these successfully for their assignments. It was also echoed by the Director who, when presented with the results of this section of the analysis, agreed that this focus on advanced academic texts was what was intended in the curriculum and confirmed that this was a struggle for the students:

> *'I don't think we do enough work helping students to understand <u>how</u>[1] to read. There is an assumption that anyone can sit down with an article and read it. This is not the case'.*

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[1] The interviewee's emphasis.

He went on to problematize the heavy focus on academic texts in some Core Curriculum courses:

> *'I think in some of the courses, the reading is <u>too</u> academic. In many ways the reading is the kind of reading you would expect from a student studying in that discipline, and for some of the students who are not, you know, for example for students who are dealing with, perhaps, social theory, reading Foucault, you know you don't just dump students from engineering into that pretty sophisticated and difficult literature. And this is where, I think, we go back to the need to find ways of helping students to understand how to read.'*

He acknowledged, however, that it was difficult to find articles which are suitable:

> *'But it's not easy. Where do you find good articles that <u>do</u> have appropriate intellectual content but at the same time are not <u>too</u> kind of overwhelming? And likewise if you are looking at things like newspaper articles, I think that's fine, but again you want newspaper articles which do raise questions.'*

Students clearly need help developing academic reading skills. This is confirmed in the case study analysis in Section 3 which discusses two students' experience of finding reading texts to complete Core Curriculum assignments as well as using those texts to support the arguments they want to make in their assignments.

3.4   Analysis of Assessment Text Types

Lastly, assessment text types were also analysed. The assessment text types were categorised according to text type in order to explore what type of writing and speaking was valued by the institution in the documented curriculum. These data were also extracted from Core Curriculum course websites. Table 3-9 shows the number of each type of assessment according to AoI, in order of frequency:

	China	Global	Humanities	Science	Total
Tutorial Participation	33	29	29	24	**115**
Oral Presentation	25	21	19	28	**93**
Essay	23	18	16	21	**78**
Other	10	17	16	14	**57**
Report	10	11	11	18	**50**
Project	8	14	11	9	**42**
Quiz	5	10	10	17	**42**
Test	10	13	8	11	**42**
Assignment	6	4	8	15	**33**
Debate Participation	6	6	2	9	**23**
Exam	5	6	3	6	**20**
Journal	4	2	8	0	**14**
Reflection	3	5	6	0	**14**
Portfolio	0	4	5	4	**13**
Poster	0	0	3	9	**12**
Lecture Participation	2	3	4	2	**11**

Table 3-9: Number of Type of Assessment according to AoI

Figure 3-10 indicates that the most common type of assessment text is tutorial participation (17% of all assessments):
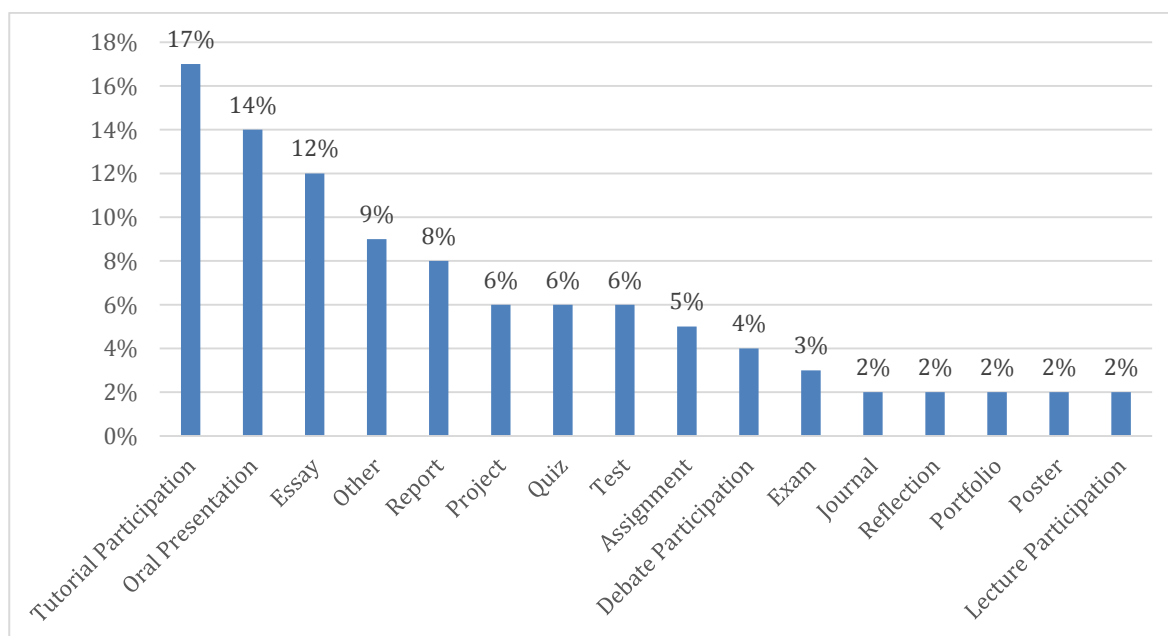
Figure 3-10: Percentage of Assessment Type across the Core Curriculum

This is not surprising, as explicit emphasis is placed on this aspect of the Core Curriculum in curriculum documents and the way the courses are timetabled. All courses are required by the Core Curriculum Development Committee to include two hours of tutorial discussion each week (as well as one one-hour lecture). The next most common assessment

text type is the oral presentation (14%), another spoken assessment task. Apart from these two types of spoken assessment, almost all of the other assessment text types are written. The most common written text types are essays (12% of assessments) and reports (8% of assessments). The next are projects (6%) which are also likely to be some kind of written report.

Figure 3-11 shows that knowledge is assessed more often through writing than speaking across the four AoIs:
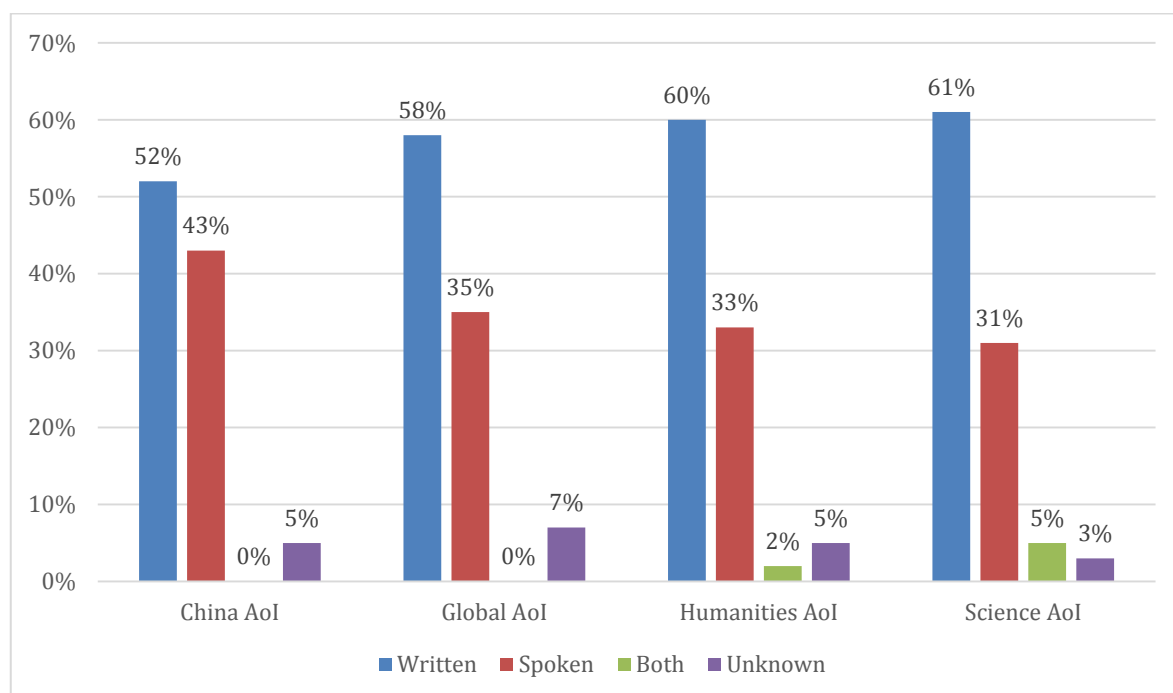
Figure 3-11: Comparison of Type of Assessment Text across the Four AoIs

Some types of assessment task listed on the course websites were fairly vague in terms of whether they were written or spoken assessments and these were categorised as *unknown* in Figure 3-11 (for example continual assessment, hands on work, task focused activities and group activity). A few assessments required both written and spoken modes (for example a survey, a poster presentation and a public exhibition) and were categorised as both. These two categories of assessment, however, were fairly rare overall.

Two observations can be made about the data presented above. This first is that students are likely to need help broadening their understanding of text types which they have had experience of already from secondary school, such as essays, reports and discussions, so that they do not transfer inappropriate beliefs about how to construct written and spoken texts from a secondary school context to a university context. Secondly, many text types are likely to be unfamiliar to students. A student is unlikely to arrive at university knowing what a literature review is, or what is expected in a public exhibition, or a public screening

or a tutorial discussion. This suggests that it is crucial for students to be given the freedom and the skills to ask questions of their Core Curriculum teachers to help them understand the textual requirements of unfamiliar assessment types. Core Curriculum teachers should also be given training to understand that transference of an understanding of texts from secondary school to university is likely to be problematic and that teachers need to be able to express their expectations to students in a way which students can understand and put into practice.

The analysis in this section has shown that knowledge is most frequently assessed through writing and that the most common text type is the essay. For this reason, 13 A-grade essays were chosen for analysis in Section 2.

3.5   Conclusion – Values Expressed by the Institutional Voice

The aim of the analysis in this chapter has been to understand what type of knowledge and learning experiences are valued by the institution, as expressed through the documented curriculum. 1,034 learning outcome activities, 232 learning outcome contexts, 928 required reading texts and 659 assessment text types were analysed - a total of 3,676 coding decisions. This analysis sought to answer the following question:

> What type of knowledge (through an analysis of the learning outcomes) and learning experiences (through an analysis of the reading text types and assessment text types) does the institution value?

The following summarises the values expressed by the institutional voice in the learning outcomes and through the required reading texts and assessment text types.

3.5.1 Learning Outcome Activities

The documented Core Curriculum suggests that students need to be able to communicate mainly at uni / multi-structural and relational levels of understanding of academic knowledge. Common uni / multi-structural activities are *describe, demonstrate an understanding of, identify*, and *recognise*. Common relational activities are *analysed, evaluate, explain* and *discuss*. A stronger emphasis is placed on a relational level of understanding than uni / multi-structural throughout the curriculum, although the extent of this varies according to AoI. The ability to express both of these levels of understanding of academic knowledge seems to be crucial to success across the Core Curriculum although further analysis of how the documented curriculum is enacted needs to take place to

confirm this. The extended abstract, communicative, skills and ethical learning outcome activities play a limited role in the documented Core Curriculum.

The greater incidence of relational activities in proportion to multi-structural activities in the Humanities AoI compared to the Science AoI suggests that there are disciplinary differences in terms of the orientation to knowledge in these two AoIs, although again, further analysis of the enacted curriculum is needed to confirm this. How disciplinary differences in orientation to knowledge are encoded in A-grade essays, through the use of specific patterns of language, is analysed in Section 2 of the thesis.

3.5.2   References to Criticality in Learning Outcomes

The documented Core Curriculum places considerable importance on the expression of a critical voice across the four AoIs. The Humanities AoI places significantly more emphasis on the critical expression of knowledge than the Science AoI, again suggesting a different orientation to knowledge in these two AoIs. Further analysis of the enacted curriculum needs to take place to confirm this. How criticality is encoded in successful academic texts is explored in Section 2 of the thesis through the analysis of A-grade essays. The difficulties the two case studies face encoding criticality into their assessments is also explored in Section 3 of the thesis.

3.5.3   Learning Outcome Contexts

The institution has been shown to value the contextualisation of academic knowledge within mainly geographical, temporal, social, cultural and academic contexts in the documented Core Curriculum. There is a different profile in the four AoIs in terms of the spread of these contexts, particularly in the learning outcomes in the Science and Humanities AoIs, which have a wide variety of contexts listed. Nevertheless, by the time students have completed six Core Curriculum courses, they will likely need to be able to contextualise understanding from a range of contexts. This need to contextualise academic knowledge is likely to increase the complexity of the expression of this academic knowledge. This complexity is likely to be further compounded when individual contexts require a comparison of that knowledge from different contexts or over a period of time in temporal contexts. Further analysis of the enacted curriculum needs to take place to confirm this again. How the contextualisation of knowledge is encoded into A-grade essays is also analysed in Section 2 of the thesis.

3.5.4 Required Reading Texts

Required reading texts across the documented Core Curriculum are predominantly written for an academic audience. The three most common types of reading text in required reading lists are academic books, academic book chapters and journal articles. This suggests that the institution values the reading of these three types of academic texts as opposed to texts not written for an academic audience. There was a higher concentration of academic books, as opposed of book chapters in Science AoI whereas there was a fairly equal distribution of these in the Humanities, Global and China AoIs. The analysis of the case studies in Section 3 indicates that students do struggle with aspects of academic reading when completing gate-keeping assessments in the Core Curriculum.

3.5.5 Assessment Text Types

Assessments are more frequently conducted in written form than spoken form across the documented Core Curriculum. Written assessment text types are more varied than spoken assessment text types. Spoken assessments are almost always tutorial discussions or oral presentations. Written assessments are also more often essays and reports.

The findings in this chapter provide a context for understanding the analysis of the other two voices explored in this thesis – the assessed voice analysed in Section 2 and the voice of experience analysed in Section 3. This chapter has shown that assessment is more often carried out in written form rather than spoken and that essays are the most common assessment text type across the Core Curriculum. For this reason, the analysis of the assessed voice analyses the language patterns used in 13 A-grade essays. This chapter has also shown that a critical expression of academic knowledge is valued by the institution across all AoIs. For this reason, the essays chosen for analysis are argumentative essays. The analysis of the institutional voice also suggested that there were differences in the orientation to knowledge in the Science and Humanities AoIs. For example, the learning outcomes in the Humanities AoI, in comparison to the Science AoI, have more relational learning outcome activities and more references to criticality. For this reason, seven of the 13 essays analysed were taken from two Science AoI courses and six were taken from two Humanities AoI courses. How these differences are realised in the assessed voice through patterns of language is explored in Section 2.

This chapter also provides a context for understanding the analysis of the voice of experience. Section 3 explores the difficulties students face as they complete gate-keeping assessments. Many of the difficulties the two students face are related to aspects of the

documented curriculum which have been analysed in this chapter. For example, this chapter has found that certain types of reading texts are valued by the institution, namely academic reading texts such as academic books, academic book chapters and journal articles. The two students struggle to find and choose suitable reading texts to complete their assessments. They also struggle to develop a critical argument and express an appropriate stance throughout their assessments. This exploration of the experience of these two students is in Section 3.

SECTION TWO – THE ASSESSED VOICE

The subsequent seven chapters explore the assessed voice through an analysis of 13 A-grade argumentative essays. In particular, these chapters aim to answer three questions:

1. How are the features of the documented Core Curriculum analysed in Chapter 3 (specifically the expression of criticality and the contextualisation of knowledge), encoded in A-grade argumentative essays?
2. What other patterns of language are seen in A-grade argumentative essays and are therefore valued by assessors of Core Curriculum courses?
3. Are there differences in orientation to knowledge in Science and Humanities Core Curriculum A-grade essays and if so, what language patterns are used to encode these differences in the essays?

Essays from Science and Humanities courses were collected to enable the exploration of disciplinary differences in the language patterns of the essays identified in the analysis of the documented curriculum. Courses in the Science and the Humanities AOI which included the most common features of the documented curriculum were identified and used as sites for data collection. These were courses which:

- listed an academic essay (the most common form of written assessment in the Core Curriculum) as one of the major assessment tasks
- required students to express a critical understanding of knowledge in course / assessment documentation
- required students to contextualise knowledge within common contexts (social, cultural, temporal and geographical contexts)

Course coordinators of these courses were contacted and the first coordinators who were willing to collect student texts on my behalf were recruited into the project after ethical approval was gained (reference no. 5201401130 at Macquarie University and EA1501001 at the Hong Kong university being researched).

A total of 19 texts from three courses in the Scientific AoI and three courses in the Humanities AoI were analysed. However, during the writing up of the results, it was found that word limitations meant that the number of essays discussed needed to be reduced. The essays from one of the Science courses and one of the Humanities courses were excluded which left 13 essays. The 13 essays were taken from the two Science courses and two

Humanities courses which were most representative of the results of the overall analysis of 19 texts. One word names have been given to the courses, and the essays within those courses, and these are shown in Table 3-10. The names given represent the overall focus of the course:

	Science AOI Courses		Humanities AOI Courses	
Name of Course	Disease Course	Time Course	War Course	Compare Course
Name of Essay	Disease_1 Disease_2 Disease_3	Time_1 Time_2 Time_3 Time_4	War_1 War_2 War_3	Compare_1 Compare_2 Compare_3
Number of essays analysed in each course	3	4	3	3

Table 3-10: Names given to courses and essays

Four texts, rather than three, were analysed from the Time course as these texts were shorter than the other texts. This meant that 13 essays in total were analysed in this section of the research. The 13 essays together constituted a total of **20,065** words.

All of the extracts from the student essays which appear in this thesis have been reported faithfully without using "[sic]". Any language errors in these extracts are errors made by the students.

This section of the thesis includes 7 chapters. Chapter 4 provides a theoretical orientation to the analysis of the assessed voice – namely the theory of Systematic Functional Linguistics (SFL). Chapter 4 also introduces and justifies the choice of the three aspects of an academic voice which were analysed in the 13 essays. The chapter explains their relation to the overarching theory of SFL. These three aspects are:

1. the ability to guide the reader through the text by signalling to the reader, at key stages in the text, what the text will argue, is arguing and has argued – otherwise known as **Periodicity**

2. the ability to adopt a stance which takes into account the putative readers' assumptions and beliefs – otherwise known as **Engagement**

3. the ability to express a stance through conventional patterns of expression of feelings, judgements of people and behaviour and evaluation of entities – otherwise known as **Attitude**

The methodology for the analysis of **Periodicity** and a review of the relevant research using this approach are discussed in Chapter 5. The findings from the analysis of

Periodicity are discussed in Chapter 6. The methodology and review of research, and the findings for the analysis of **Engagement** are in Chapters 7 and 8 respectively. The methodology and review of research, and the findings for the analysis of **Attitude** are in Chapters 9 and 10 respectively.

Chapter Four – Theoretical Orientation to the Analysis of the Assessed Voice

The linguistic theory which underpins the textual analysis of the 13 A-grade argumentative essays is that of Systemic Functional Linguistics (SFL). SFL is a theory of how language works in practice. The theory is built on authentic language in all of its 'messiness'. SFL is a theory of 'real' language. Introductions to this theory can be found in Halliday and Matthiessen (2004, 2014), Eggins (2004) and Martin and Rose (2007).

SFL conceptualises language as a social semiotic system. Language is seen as a social practice that is organised in certain ways in order to make meanings and the meanings we wish to make, through language, are dependent on the social contexts we are in. SFL provides a theory for how certain social contexts impact which meanings need to be made and in turn, why certain patterns of language are used to encode those meanings into spoken and written texts.

SFL conceptualises this relationship between context, discourse and patterns of language as a set of five strata which function on different levels. These five strata and their levels are:

- **genre** (level of **culture**) (see Martin & Rose, 2008)
- **register** (level of **situation**) (see Halliday & Hasan, 1985)
- **discourse semantics** (level of **text**) (see Martin & Rose, 2007)
- **lexicogrammar** (level of **clause** / **sentence**) (see Halliday & Matthiessen, 2014)
- **expression i.e. phonology / graphology** (level of **word** / **phoneme** / **intonation**) (see Halliday & Greaves, 2008)

The 'lower' levels of the strata realise the 'higher' levels. Lexicogrammar is realised by expression, discourse semantics is realised by lexicogrammar realised by expression, register is realised by discourse semantics realised by lexicogrammar realised by expression and genre is realised by register realised by discourse semantics realised by lexicogrammar realised by expression. In other words, there are systematic relationships between context and the patterns of language used to make meanings within those cultural and situational contexts. The lower levels construct the higher levels and therefore play an important part in creating the context through the meaning choices we make in language.

The highest stratum, that of genre, conceptualises how culture impacts the patterns of meaning which we make in texts. This level of the strata specifies how:

> …a given culture organizes this meaning potential into recurrent configurations of meaning, and phases meaning through stages in each genre…The high-level position of genre in the model provided a way of talking holistically about the social purpose of texts and the ways in which different genres marshalled different resources to achieve their goals. (Martin, 2009, p. 12)

The next level of the strata, which realises genre, is register. Whereas genre is the context of culture, register is the context of situation. Halliday (1989) suggested that there are '…three aspects to any situation that have linguistic consequences: field, mode and tenor' (Eggins, 2004, p. 90). Eggins defines each of these as follows:

- **field**: what the language is being used to talk about
- **mode**: the role language is playing in the interaction
- **tenor**: the role relationships between the interactants (Eggins, 2004)

For example, if we were to compare two service bid texts, one in Starbucks and one in a fine dining restaurant, the field of the text would vary because different types of meals are served in the two different places. The tenor would also vary because the degree of formality is more unequal in a fine dining restaurant and therefore would be likely to employ certain language patterns which express a high degree of politeness.

Each of the three aspects of register discussed above (i.e. field, tenor and mode) is realised respectively by meanings in one of three metafunctions (i.e. ideational, interpersonal and textual). These patterns of meanings in discourse semantics are in turn realised by patterns of lexicogrammar. The relationship between genre, the register variables and patterns of language, is shown in Figure 4-1:
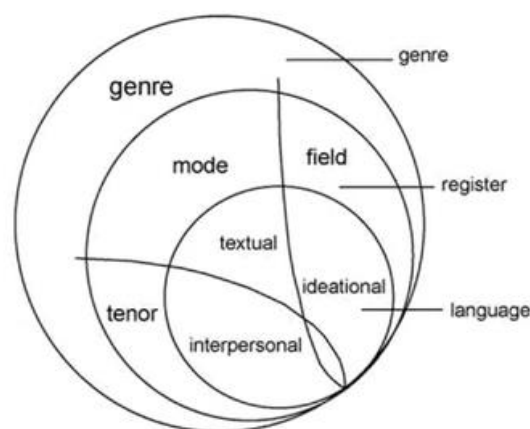
Figure 4-1: Metafunction in relation to language, register and genre (Martin, 2009)

The three metafunctions cut across the next two strata – discourse semantics and lexicogrammar. In terms of discourse semantics, the ideational, interpersonal and textual metafunctions operate in discourse patterns which function above the level of the sentence. For example, **Ideation** and **Conjunction** are used to express meanings in the **ideational** metafunction, across the whole text. Ideation is used to construe an experience of the world in terms of people, things, processes, places and qualities. How this experience unfolds as a series of activities is construed through Conjunction. **Appraisal** and **Negotiation** are used to express meanings in the **interpersonal** metafunction across a text. Appraisal is used to evaluate ideas across texts. What is evaluated and how is impacted by the relationship between reader / writer and listener / speaker. Negotiation is how relationships between speakers impact spoken dialogue, in terms of how turns are managed and how one move (e.g. a request for clarification) impacts the next (e.g. a giving of clarification). Finally, **Periodicity** is used to express meanings in the **textual** metafunction across a text. Periodicity is used to manage the flow of information. Places of textual prominence (e.g. introductions, conclusions, first sentences of paragraphs) are used to signal what information is to come in the text and also summarise what ideas have been given previously in the text. The analysis of the 13 A-grade essays in this section of the thesis is at this level of the strata. A justification for focusing on the discourse semantics of the 13 A-grade essays, as opposed to other levels of the strata, is given below in this chapter.

The next level down the strata is lexicogrammar. Eggins (2004, p. 111) provides the following summary of the relationships between register, metafunction and lexicogrammar:

- The **field** of a text can be associated with the realization of **ideational** meanings; These ideational meanings are realised through the **Transitivity** patterns of grammar
- The **mode** of a text can be associated with the realization of **textual** meanings; these textual meanings are realised through the **Theme** patterns of grammar.
- The **tenor** of a text can be associated with the realisation of **interpersonal** meanings; these interpersonal meanings are realized through the **Mood** patterns of the grammar.

This account of lexicogrammar is very brief because this level of the strata is not being analysed in the 13 A-grade essays, yet it is important to place the textual analysis within the whole theoretical framework of SFL.

This summary of SFL has explained the relationship between genre, register, discourse-semantics, lexicogrammar and expression and how three metafunctions (i.e. ideational, interpersonal and textual) extend across the strata at the levels of register, discourse semantics and lexicogrammar. This theory of language, although inevitably flawed to some extent because language is too complex to describe completely, is a useful way of understanding how language functions in order to address issues related to education and by extension, social justice.

As mentioned above, the analysis of the 13 A-grade argumentative essays in this thesis is positioned at the level of discourse semantics. The analysis of the learning outcome activities in the previous chapter showed that the documented Core Curriculum requires students to be able to communicate certain levels of understanding of academic knowledge. For example, the documented curriculum values the ability of students to show that they can *describe* knowledg*e*, *show an understanding* of knowledge and / or *critically analyse* knowledge. This kind of knowledge is construed prosodically throughout texts, above the level of clause or sentence. This means that the linguistic resources which writers and speakers draw on at the level of discourse semantics need to be analysed.

As explained above, the linguistic resources at the level of discourse semantics express meanings that are either ideational, interpersonal or textual (the three metafunctions). Once the analysis of the 13 A-grade essays began, it became clear that specific voices (i.e. a student voice, a science voice and a humanities voice) were being expressed throughout the texts. For this reason, I decided to focus the analysis on voice theory (Appraisal) which is the interpersonal metafunction. I also found, though, that Periodicity was also crucial to the expression of a 'successful' student voice so I also decided to analyse this aspect of the textual metafunction. I also considered analysing aspects of discourse semantics in the ideational metafunction as well, but much research has already been done on experiential meanings, much of which has looked at the notion of grammatical metaphor, and some of the early work in this area looked at differences between science and the humanities in this area (see for example Martin, 1992, 1993). More recently, there has been a number of PhD studies on grammatical metaphor in student academic writing, for example Hao's (2016) PhD focusing on undergraduate Biology, Liardét's research into the writing of first and fourth-year English majors at a university in Mainland China (2013a) and Devrim's research on undergraduate writing as part of the SLATE project at a university in Hong Kong (2013). As a result, in conjunction with this and the constraints of the word limit, I decided to analyse the use of **Appraisal** (interpersonal) using the framework presented in

Martin and White (2005) and **Periodicity** (textual) using the definition presented in Martin and Rose (2007). Each of these are discussed below.

Periodicity plays a crucial role in the management of information throughout a text. Because analysis of the documented Core Curriculum showed that the essay was the most common written assessment text type across the curriculum and that criticality was also highly valued, 13 A-grade argumentative essays were analysed. The social purpose of argumentative essays is to persuade, and persuasion is achieved by these texts moving through a series of stages, either stages of arguments or interpretations which support the writer's stance (Coffin, 2009). The movement from one argument or interpretation to another is typically shown through the periodic structure in places of textual prominence, such as in the introduction, conclusion and at the beginning or end of paragraphs. It is the periodic structure which signals what each stage of the text is going to argue in turn and then summarises what has been argued. In this respect, Periodicity plays in crucial role in fulfilling the persuasive social purpose of these texts and for this reason, Periodicity was chosen as one of the focal points for analysis. It was felt that this analysis would have a strong potential to inform the teaching of EAP. More detail about the method used to analyse Periodicity in the A-grade essays can be found in Chapter 5.

As well as this, the framework of **Appraisal** (Martin & White, 2005) has been chosen as it provides a system of options for encoding evaluation throughout a text. Evaluation plays a central role in the construction of an academic argument, and this construction of an academic argument is interpersonal in the sense that when we construct an academic argument through the use of evaluation, we enter into a dialogue with our reader (or listener) who can either agree or disagree with our evaluation. How we express and position this evaluation is dependent on the relationship between writer and reader (or speaker and listener), and is therefore interpersonal.

The framework of Appraisal has three sub-systems within it, each with a series of options. The first is that of **Attitude**. Attitude is the expression of values within a text. Values are expressed through our emotional responses, through our judgement of people and through our evaluation of things. The second is **Engagement**. Engagement explains how certain language patterns are used to construct an argument which 'anticipates the responses of actual, potential or imagined readers' (Martin & White, 2005, p. 92). The third is that of **Graduation**. Graduation is used to grade meanings (i.e. to strengthen or weaken them). This is also an expression of evaluation in its expression of the degree of the value of something. Again, because of limitations of space and time, not all aspects of Appraisal

could be analysed in this thesis. Attitude and Engagement were chosen because the language patterns of Graduation were felt to function in fairly obvious ways whereas patterns of Attitude and Engagement were felt to be less obvious and therefore would have a greater potential to inform the teaching of EAP. More detail about the method used to analyse Engagement and Attitude in the A-grade essays can be found in Chapters 7 and 9 respectively. In summary, the analysis of Periodicity, paired with the analysis of Engagement and Attitude aims to provide a rich picture of the language patterns A-grade argumentative essays use to encode the knowledge and learning experiences valued by the institution, which were identified in the previous section of this thesis.

One final theoretical concept is used in this research, and that is the concept of voice (Coffin, 2009), also called keys (Martin & White, 2005). Voice has already been used in one way in this thesis. We have talked about the institutional voice, the assessed voice and the voice of experience as a framework to conceptualise the way that different perspectives of the same social phenomenon (the Core Curriculum) can be explored. Voice theory, on the other hand, '…is essentially a means of capturing the conventional clusterings of Appraisal resources that occur within particular discourse domains in relation to particular genres' (Coffin, 2009, p. 150). Coffin demonstrated that arguing genres tended to express what she calls an **adjudicator** voice. In this voice, judgements of people on the basis of their morality (through the use of Attitude) occur frequently. This contrasts with an **interpreter** voice, which is found in explaining genres, and has an absence of ethical judgement of people.

Martin and White (2005) also discuss voice theory which they define as "patterns in the use of evaluative resources within texts by which certain types of evaluation and stance are favoured and foregrounded while others occur infrequently, only in restricted settings, or not at all' (Martin & White, p. 161). Martin and White identify a number of voices in journalistic texts. For example, they contrast a **commentator voice** with a **correspondent voice**. The commentator voice is identified in a text by the authors' use of unrestricted judgement of people on the basis of their ethics. This contrasts with the correspondent voice. Here, the author, through the text, only judges people on the basis of whether their behaviour is normal but not on the basis of whether their behaviour is ethical. When ethical judgements are made, they are attributed to voices external to the text rather than the author themselves. This thesis also draws on this concept of voice. This research aims to identify whether all the 13 essays show the same 'clustering' of patterns of Periodicity and

Appraisal, or whether the Science essays and the Humanities essays show different clusterings.

In summary, the analysis of the assessed voice is positioned at the level of discourse semantics within the theoretical framework of SFL. The analysis will explore language patterns of Periodicity (Chapters 5 and 6), Engagement (Chapter 7 and 8) and Attitude (Chapters 9 and 10). Finally, voice theory will be used throughout to identify whether the 13 essays have certain 'clusterings' of periodic and appraisal resources which indicate different voices are being used in different discipline-focused Core Curriculum courses.

Chapter Five – Methodology and Literature Review for the Analysis of Periodicity in the Assessed Voice

5.1   Introduction to Periodicity

Periodicity is:

> …concerned with information flow: with the way in which meanings are packaged to make it easier for us to take them in…giving readers some idea about what to expect, fulfilling those expectations, and then reviewing them. (Martin & Rose, 2007, p. 188)

In other words, Periodicity is related a text's ability to 'create expectations by flagging forward and consolidate them by summarizing back' (Martin & Rose, 2007, p. 184). This is often referred to as 'signalling' in English for Academic Purposes (EAP) course teaching materials and taught on the paragraph level via concepts such as the topic sentence, concluding sentences and on the textual level through introductions and conclusions.

This periodic flagging forward and consolidation can be seen metaphorically as waves of information flowing through a text. A text unfolds with the help of these periodic moments of framing of information which are like the crest of a wave. The text then moves to 'troughs of lesser prominence' (Martin & Rose, 2007, p. 189) until the new information from the 'trough' needs to be distilled and re-packaged as another crest. These 'crests in the wave' have features which give them 'textual prominence' (p. 189) and experienced readers of a particular text type understand and expect these 'crests' to help them make sense of the flow of information. A text without these is difficult to understand. Successful student academic texts will periodically utilise these structuring devices to 'bring the reader along' with them as they build up their academic argument. As Ravelli (2004) states:

> The student who can successfully predict where they are going, flag where they are, and reiterate where they have been, is more likely to be able to convince through their writing than the student who cannot. (p. 104)

These waves of information can be seen within texts on different levels. On the clausal level, information is framed through the use of **Theme** and **Rheme**, with the Theme being the 'peak of prominence at the beginning of the clause' (Martin & Rose, 2007, p. 190). On

the paragraph level, the 'flagging forward' is achieved through the use of **Hyperthemes** and the 'looking back' is achieved through the use of **Hypernews**. On the textual level, **Macrothemes** flag forward and **Macronews** look back. So to re-cap, Theme-New works at the level of clause; Hypertheme / Hypernew works at the level of paragraph or section; and Macrotheme / Macronew works at the level of whole text. Multiple examples of Hypertheme / Hypernew and Macrotheme / Macronew are given in Section 5.2.1.

While Macro / Hyper<u>themes</u> have a predictive function, Macro / Hyper<u>news</u> have a 'distilling' function where the accumulation of new information is 'distilled in a final sentence [or paragraph / passage]' (Martin & Rose, 2007, p. 182). Although writing tends to 'look forward' more than it 'looks back', Macronews are common features of student academic writing, usually in the form of a conclusion. It is important to note, though, that a Macro / Hypernew is not merely a summary, although it often includes that function. A Macro / Hypernew 'takes the text to a new point' (p. 183), which we could only get to by understanding all of the information discussed in the preceding text.

5.2   Method of Analysis of Periodicity

There were two stages to the analysis of Periodicity in the 13 essays. The first was the identification of features of Periodicity in the text. Once these features had been identified, their relationship to each other in each text was then analysed and a dynamic view of each text was created to show the argument structure running throughout the text. The methodology for each of these two stages is outlined below.

5.2.1 Identification of Features of Periodicity

Firstly, the texts were read in full to understand the ideas expressed. After that, the Macrothemes and the Macronews were identified. These were not problematic to identify because in successful academic texts they are invariably found in the introduction and the conclusion. Some texts also had what was called an Abstract which were found to also be part of the Macrotheme (see Chapter 6, Section 6.2.4 for one such discussion of this).

After that, Hyperthemes were identified in the texts. These were largely found at the beginning of paragraphs and the beginning of sections (in larger texts) and included '…an introductory sentence or group of sentences which is established to predict a particular pattern of interaction among [lexical] strings, [reference] chains and Theme selection in following sentences' (Martin, 1992, p. 437).

The textual prominence of Hyperthemes is achieved in a multitude of ways in academic writing. Language patterns typically used to form Hyperthemes can be logical in nature, for example using 'conjunctive relations' (Martin, 1992, p. 140) to show the development of argument throughout the text. Examples from the data set include (see underlining):

Firstly, the government is already taking preventive measures to prevent the spreading of the novel virus into the region. [Disease_2]

The second role played by the author was a ruthless child soldier fighting against the Revolutionary United Front. [War_2]

Nominalisations are also typically used to classify and therefore structure the argument to come (see underlining):

Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls. [Disease_1]

Underlying every war there is a hidden agenda and a publicized cause. [War_3]

Martin also highlights the interpersonal nature of Hyperthemes:

In many registers, Hyperthemes tend to involve evaluation, so that the following text justifies the appraisal, at the same time as it gives us more detail about the field of the Hypertheme (its 'topic'). (Martin & Rose, 2007, p. 181)

Language which encodes such appraisal into the Hyperthemes is found throughout the texts in the form of Attitude. Two examples of Hyperthemes with evaluative language are (see underlining):

The second role played by the author was a ruthless child soldier fighting against the RUF. [War_2]

As a daughter of a strict Chinese mother, Tan's disapproval of the Chinese way of parenting and support for the American way can be one explanation to why Joy Luck Club is written mostly in the point of view of the four daughters and focuses on their struggles and resentment of the daughters towards their mother's strict Chinese parenting style. [Compare_3]

After the periodic structure was identified, the periodic features were highlighted in grey in the texts and indentation was used to differentiate between levels of the periodic structure.

The Macronew and Hypernew were identified in blue. Figure 5-1 shows one text (Time_3) with its periodic structure highlighted.

This text has one Macrotheme, including a title, a thesis statement and an introduction. It also has four Hyperthemes, one at the beginning of each paragraph. There is one Hypernew at the end of Paragraph 2 and one Macronew, in the form of a conclusion, at the end of the essay. The Macronew and Hypernew are distinguished in the text in blue and each level of Periodicity is differentiated from the other through the use of indentation. This kind of identification of the periodic structure in all 13 texts can be seen in Appendices 5.3 (for the Science essays) and 5.4 (for the Humanities essays).

Topic: Analyse the possibility of time-travel

Time-travelling was no longer a fantasy when Einstein proposed special and general relativity. Not only did they reveal that time depends on one's speed and location, these two theories also predicted the presence of black-hole and wormhole (Al-Khalili, 1999). Various time-travelling theories were deduced based on calculations of black-hole and wormhole. This essay attempts to logically evaluate four time-travelling theories and argue that are infeasible. [**MACROTHEME**]

The first method suggested time dilation of special relativity allows a person moving at high speed to travel into the future. [**HYPERTHEME**] Since time goes slower for a moving person, his clock will be slower than his motionless counterparts (Greene, 1999). However, one major requirement is that travelling speed must be of a significant portion of light speed – 300,000km/s. Such premise could not be achieved with today's technology; as NASA (2010) reported, their fastest spacecraft by 2010 travelled at a mere 10.8km/s. One might argue that technological advancement may one day overcome this. However, building such a vehicle is not only limited engineering-wise but also mathematically. Kinetic energy of spacecraft increases, as it speeds up; since $E=mc^2$ and light speed c is constant, mass of spacecraft will rise. To propel a vehicle that grows heavier and heavier implies an infinite amount of energy supply (Greene, 1999). Hence, it is physically infeasible to demonstrate a significant time dilation effect, rendering this method currently impossible. [**HYPERNEW**]

The second method based on general relativity is the most practical among the four but several limitations remain. [**HYPERTHEME**] A massive object creates space-time curvature, as a person approaches the mass, his time will be slower than those further away (Al-Khalili, 1999). In time-travelling, these massive objects are usually heavy planets, stars or black-holes. It is feasible for astronauts to orbit the target for months or years; the longer one stays in the slower space-time, the younger he will be returning to Earth (Greene, 1999) . Nonetheless, extreme conditions may be present and spacecraft must be carefully designed to withstand extreme temperature or gravitational attraction. Gravity of black-hole is, in particular, not favourable for the task. Another barrier is the distance between Earth and the mass. Searching for a mass with suitable conditions is not easy, eventually the target may be so far the person could not survive the long return trip to Earth despite having gained youth.

The last two methods utilize the concept of wormhole. Wormholes are hypothetically deduced and thus theoretically possible, but no proof of its presence is evident (Al-Khalili, 1999). [**HYPERTHEME**] Natural wormhole can be found at the centre of black-hole – singularity. Calculations revealed that singularity is linked to unknown space-time, possibly the past, future and other universe. However, journey through singularity is impossible (Al-Khalili, 1999; Davis, 1995). First, wormholes are unstable and might only be opened for less than a second. Second, light approaching infinite gravity will be blue-shifted to higher frequencies; and the person will not survive the blast from high energy radiation.

Lastly, an artificial wormhole can be created for space-time-travelling (Al-Khalili, 1999; Davis, 1995). However, this method is also impossible because mathematics suggested, wormhole creation required exotic matter as raw material. [**HYPERTHEME**] This matter of negative mass is again nothing but a deduction with no proof.

In conclusion, the four time-travelling theories aforementioned all possess varying degree of difficulty in execution. Thus, with today technology, time-travelling is infeasible. [**MACRONEW**]

Figure 5-1: Periodic Structure of Time_3

After that, just the periodic structure was extracted from the full text and a consolidation of each text was created. Each paragraph was identified and numbered (e.g. P1, P2 P3 etc.) to record where the Hypertheme appeared in the text. Figure 5-2 shows one such consolidation (from Time_3 again):

> **Title of Text.** Topic: Analyse the possibility of time-travel
>
> **Thesis Statement:** Most Time-travel Theories mathematically deduced are infeasible
>
> **P1**. Time-travelling was no longer a fantasy when Einstein proposed special and general relativity. Not only did they reveal that time depends on one's speed and location, these two theories also predicted the presence of black-hole and wormhole (Al-Khalili, 1999). Various time-travelling theories were deduced based on calculations of black-hole and wormhole. This essay attempts to logically evaluate four time-travelling theories and argue that all are infeasible. **[MACROTHEME]**
>
>> **P2.** The first method suggested time dilation of special relativity allows a person moving at high speed to travel into the future. **[HYPERTHEME]**
>>
>> **P2 Cont.** Hence, it is physically infeasible to demonstrate a significant time dilation effect, rendering this method currently impossible. **[HYPERNEW]**
>>
>> **P3.** The second method based on general relativity is the most practical among the four but several limitations remain. **[HYPERTHEME]**
>>
>> **P4**. The last two methods utilize the concept of wormhole. Wormholes are hypothetically deduced and thus theoretically possible, but no proof of its presence is evident (Al-Khalili, 1999). **[HYPERTHEME]**
>>
>> **P5**. Lastly, an artificial wormhole can be created for space-time-travelling (Al-Khalili, 1999; Davis, 1995). However, this method is also impossible because mathematics suggested, wormhole creation required exotic matter as raw material. **[HYPERTHEME]**
>
> **P6**. In conclusion, the four time-travelling theories aforementioned all possess varying degree of difficulty in execution. Thus, with today technology, time-travelling is infeasible. **[MACRONEW]**

Figure 5-2: Summary of Periodic Structure of Time_3

This kind of consolidation of each text can be seen in Appendices 5.5 (for the Science essays) and 5.6 (for the Humanities essays).

The text shown in Figure 5-2 had only one level of Hypertheme and each Hypertheme was at the beginning of the paragraph. This simple periodic structure was, to a large extent, because the text was relatively short, only 567 words in length. Many of the 13 texts analysed in this research were significantly longer and had a more complex periodic structure with up to three levels of Hyperthemes. **Just one section** of the periodic structure of such a text (Disease_1) is shown in Figure 5-3 which was 1,770 words in length. This section of Disease_1 has a much more complex structure than Time_3, with three levels of Hyperthemes – A, B and C:

> **Heading for P6.** Factors Affecting the Emergence of an Infectious Disease
>
> **P6.** It is important to realize that around 75% of the emerging and reemerging pathogens are zoonotic in origin (3,4). The emergence and spread of an infectious disease involve the complex interactions between the host (humans or animals), the pathogen, the environment, and may or may not involve vectors, that carry and aid the spread of the agents. Factors affecting them can be divided into three main categories: ecological, environmental and socio-economics. **[HYPERTHEME A]**
>
> > **Heading for P7 – P9.** Ecological Factors
> >
> > **P7.** Ecological factors include factors that affect the natural habitat of the wildlife and the associated pathogens. **[HYPERTHEME B]**
> >
> > > **P7 Cont.** Many infections depend on wildlife and domestic animal reservoir. Spill-over of pathogens from domestic to wildlife species causes wildlife EID. **[HYPERTHEME C]**
> > >
> > > **P8.** The rapid economic development, urbanization and industrialization greatly enhance the spill-over and spill-back of pathogens. **[HYPERTHEME C]**
> > >
> > > **P9.** The high mutation rate of viruses is another factor that causes continuous reemergence of diseases. **[HYPERTHEME C]**
> >
> > **Heading for P10 – P11.** Environmental Factors
> >
> > **P10.** Environmental factors mainly concern with the global climate changes. **[HYPERTHEME B]**

Figure 5-3: Section of Periodic Structure of Disease_1

In this structure, multiple levels of Hyperthemes are introduced through the use of section headings and introductory paragraphs to these sections. In this way, long texts such as these have waves within waves of information working to help the reader make sense of the complex argument built up throughout the text.

5.3   Relevant Research into the use of Periodicity in Student Academic Discourse

Much research has shown the important role Periodicity plays in academic writing. For example, Christie (2002) identified the role of Periodicity plays in the explanation of causation in school history writing through the combined use of numerals and nominalised realizations of cause, such as in *the first reason* and *the second reason*. By putting such language in a place of textual prominence in the periodic structure, '…a writer is able to stage their explanation and give cohesion and texture to their text' (p. 126). Christie argues that Periodicity is so central to the expression of academic ideas in writing that she advocates that '… control of this must be one of the early measures of success in control of writing' (p. 65).

Christie (2012) also focused on identifying the language resources students need to develop throughout their schooling from age six to 18. Her research has shown how Periodicity starts to play an important role in school genres from mid adolescence. Over

the school years, language becomes '…more dense, its grammatical organisation more noncongruent, increasingly unlike the more familiar congruent expressions in which much early commonsense experience is expressed' (p. 105-106). As this process occurs, students are required to write '…longer texts than those found in childhood' and as a result, '…the texts need to be well-organised textually, their discourses shaped and ordered through patterns of thematic progression' (p. 123).

Research has also explored the use of Periodicity in academic writing within a university context. Schleppegrell's (2004) research into undergraduate chemistry technical report writing also showed that nominalisation plays a crucial role in the management of information throughout the text in that it highlights the focus of the paragraph. Hood's (2010) research into introductions to research articles demonstrates how Attitude appears frequently in Hyperthemes and that this allows the interpersonal meanings expressed through Attitude to 'piggy-back the textual periodic waves' (p. 153) to forecast the stance which is to come.

Periodicity has also been shown to play an important role in arguing texts, in particular, in terms of how it forecasts and summarises (consolidates) interpersonal and ideational meanings across a text (see for example Coffin & Hewings, 2005; Hood, 2009; Hunston, 2000; Martin, 2002; P. Thompson, 2000). One of the most comprehensive explorations of the role Periodicity plays in undergraduate essays is Ravelli's (2004) analysis of 20 management and 20 history essays. The aim of this research was to analyse the '…role of Hyperthemes in the development of basic argumentative frameworks' (p. 104). She found that Hyperthemes have 'distinctive lexicogrammatical and colligational patterns' such as the use of textual markers such as *furthermore* and nominalisation.

Ravelli also found that the management and history essays used different argumentative structures. She identified these disciplinary differences by analysing whether the relationship between levels of Hyperthemes and Hyperthemes within the same level was one of elaboration (X equals X), extension (X and Y), or enhancement (X therefore Y). She found that the Hyperthemes throughout the management essays typically categorised and subcategorised knowledge through the use of extension (X and Y), thereby building up a conceptual taxonomy. This building up of a conceptual taxonomy was signalled through the periodic structure. In contrast, the history essays often used enhancement (X therefore Y) which built up what Ravelli called a cascading argument structure where one argument leads to another through expressions of cause and effect. This thesis extends Ravelli's research by analysing whether the relationship between Hyperthemes is one of extension,

enhancement or elaboration in the essays in order to identify whether there are disciplinary differences in the use of Periodicity in the Science and Humanities essays. The method used for this analysis is explained in Section 5.4.

Because Periodicity plays a very important role in academic discourse, previous research has also focused on how it can best be taught. For example, Wang (2007) identified that teaching students to analyse the periodic structure of texts enabled then to perform the same analysis on their own texts, which in turn enabled them to identify areas of weakness and improve the periodic structure of their texts. Piriyasilpa's (2009) analysis of online discussions used to practice writing outside of the class led her to conclude that Periodicity is best taught through a three stage pedagogical process of (i) whole class teaching, (ii) group practice and (iii) independent writing.

Periodicity has also been shown to be an important aspect to focus on when giving feedback on writing drafts. For example, the SLATE project (Humphrey, Martin, Dreyfus, & Mahboob, 2010a) aimed to train language tutors to '…engage analytically with students' draft texts and to make explicit the expectations of academic writing across a range of undergraduate courses at City University Hong Kong' (p. 187). Specific prompts related to different aspects of academic writing were given to language tutors, including the following related to Periodicity:

- Are ideas developed within phrases (e.g. paragraphs) with topic and summary sentences used to predict and summarise?
- Does information flow from more dense abstract terms in topic sentences to expanded concrete terms in subsequent sentences? (p. 188)

In concussion, Periodicity has been shown to be a crucial resource used in the construction of academic texts. Periodicity is used to signal what ideas are to come in a text and to consolidate what ideas have been given. A control of Periodicity enables the writer to make the development of an argument across a text clear to the reader. Certain language patterns are commonly found in the periodic structure, such as the use of conjunctive relations, nominalisations and expression of interpersonal meaning through the use of Attitude.

5.4   Method of Analysis of Argument Structure

Ravelli's (2004) methodology for the analysis of argument structure is used in this thesis. In her research, Ravelli creates a dynamic view of the Periodicity of each text, which

shows the argument structure running through the text. How this was done in this thesis, is explained below.

As we have seen, Macro / Hyperthemes orient the reader to the development of the argument in a text. They periodically tell the reader how the argument is going to unfold. An analysis of the **relationship between** the different levels of Hypertheme within a text can also provide a picture of the type of argument structure being presented throughout the text. Halliday, in his discussion of clause complexes, states that the relationship between two (or more) clauses which form a clause complex is typically one of **Expansion** (Halliday, 1994, p. 225). He goes on to specify that there are three main types of expansion:

1. **Elaboration** is where 'one clause elaborates on the meaning of another by further specifying or describing it' (p. 225). This can be achieved through restatement, specifying in greater detail, exemplification and clarification.

2. **Extension** is where 'one clause extends the meaning of another by adding something new to it' (p. 230). This can be achieved through adding some new element, giving an exception, offering an alternative.

3. **Enhancement** is where 'one clause enhanced the meaning of another by qualifying it in one of a number of possible ways' (p. 232).This can be achieved through qualifying the original clause with some kind of circumstantial feature of time, place, cause or condition.

Ravelli (2004) argues that these logico-semantanic relations are at work not only on the level of the clause complex, but also on the textual level. Halliday (1998) also notes this. In her research, Ravelli identifies the Hyperthemes throughout Management and History expositions and uses them to analyse whether the Expansion between the ideas presented in these Hyperthemes is that of Elaboration, Extension or Enhancement. As discussed above, she demonstrates that there are, in fact, disciplinary differences in the types of Expansion used throughout the texts in her study.

It is important to note that Ravelli is looking at the argument patterns represented on the level of the **periodic structure** (in the Hyperthemes) and not what is seen **within** paragraphs or sentences. Within each paragraph, and indeed within each clause complex, a much wider variety of augmentative structures can be seen than what is in the periodic structure as students need to elaborate, extend and enhance ideas repeatedly to express an appropriate academic voice. But what is revealed by looking at the periodic structure is

significant because it can show patterns in terms of how arguments are signalled and structured throughout **whole texts**. And these different patterns are often seen because of different knowledge structures within different disciplines. Because this research aims to identify whether there are differences in the orientation to knowledge in the Science and the Humanities essays, the argument structure running through the 13 essays were analysed in the same way.

Differences in argument structure can be identified by creating a dynamic view of each text being analysed (Ravelli, 2004). A dynamic view of a text shows the different levels of the periodic structure by listing the Macrotheme on the left, the higher level Hyperthemes to the right of the Macrotheme and the lower level Hyperthemes to the right of the higher level Hyperthemes. A series of symbols is then used to document the argument structure each Macro / Hypertheme has **in relation to the others**.

The symbols used are:

1. Elaboration is shown with an 'equals' sign: =
2. Extension is shown with a 'plus' sign: +
3. Enhancement is shown with a 'multiplied by' sign: **x**

Figure 5-4 shows the dynamic view of Disease_2 which aims to argue that the HCoV-EMC virus will not have as devastating an impact on Hong Kong society as SARS did.

If we read the dynamic view horizontally, the relationships are one of Elaboration (=). Firstly there is the Macrotheme. To the right of that Macrotheme, we have four Hyperthemes which **elaborate** on the Macrotheme, meaning they 'further specified or describe' (Halliday, 1994, p. 225) the Macrotheme. Even further right are eight Hypertheme Bs which **elaborate** on three out of four of the Hypertheme As. For example, 'government responses' is further specified in three ways.

If we read the dynamic view vertically, the relationships are one of Extension (+). For example, if we read down the second column which shows the four Hypertheme As, each Hypertheme A **extends** the other. Each Hypertheme A 'extends the meaning of another by adding something new to it' (Halliday, 1994, p. 230). This is the same for the third column. Each of the three sets of Hypertheme Bs add a new concept to the other concepts in that set.

What such diagrams help us see is how a conceptual taxonomy is built up throughout the text in order to encode a detailed understanding of academic knowledge into the text.

5.5   Conclusion

This chapter has outlined the method used for the analysis of the Periodicity in 13 essays. Periodicity is the way in which essays, and in fact all academic texts, signal the waves of information introduced and distilled in texts. It is a key resource writers use to build up a coherent argument throughout a text. Periodicity allows writers to define the scope of knowledge being discussed, to discuss that knowledge within a conceptual framework which is built up paragraph by paragraph and then to highlight the key information which the writer wants to emphasize from that discussion. Periodicity plays a central role in the making of meaning throughout a text and it is the successful expression of meaning which shows assessors that students have reached a satisfactory level of understanding of the knowledge taught to them on the course. For this reason, Periodicity is one of three 'lenses' which is used to explore language patterns of successful texts. The analysis of Periodicity in the 13 A-grade argumentative essays is outlined and discussed in the following chapter.
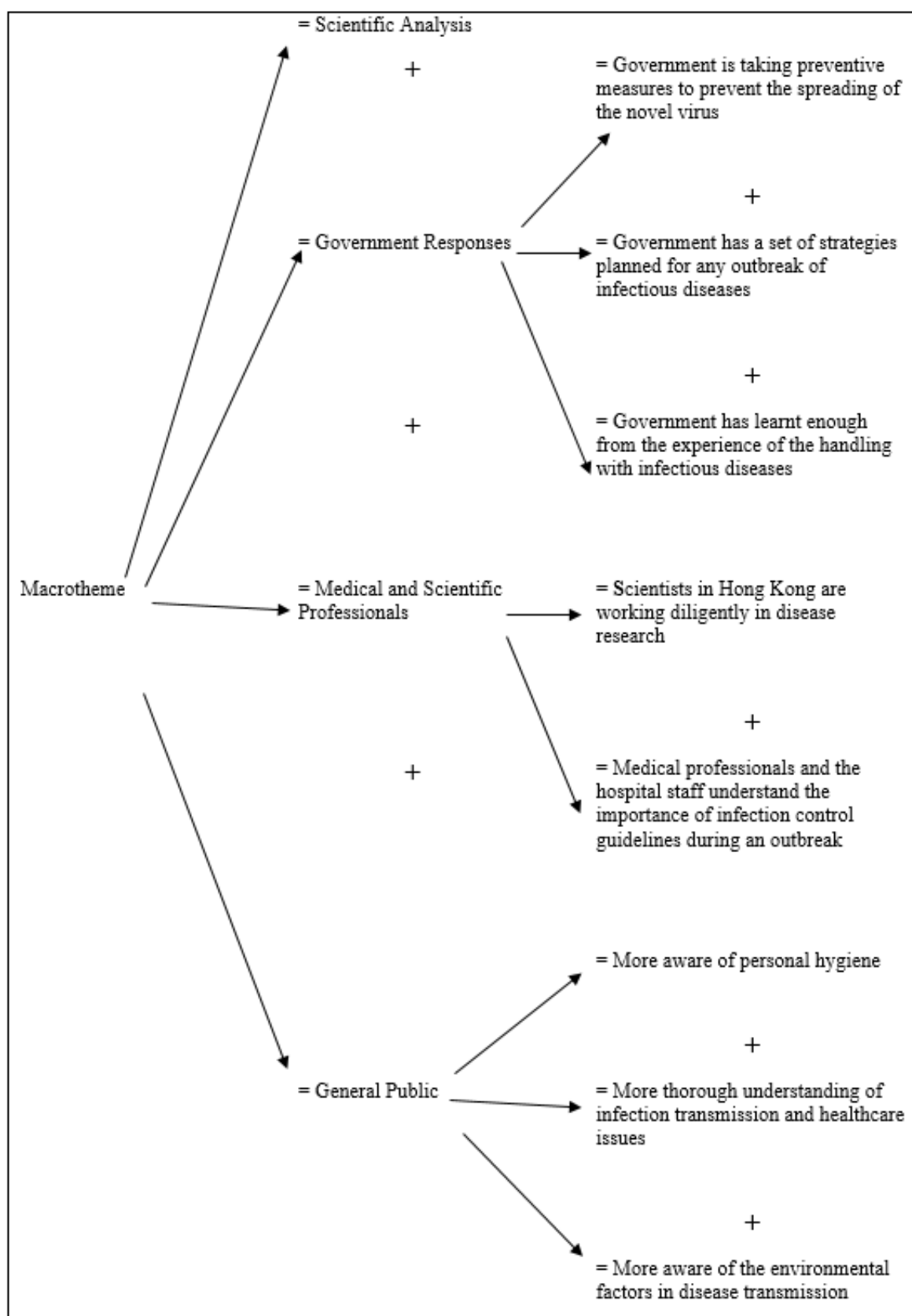
Figure 5-4: Dynamic View of Disease_2

Chapter Six – Analysis of Periodicity in the Assessed Voice

6.1 Introduction

This chapter discusses the analysis of Periodicity in the 13 A-grade essays. The aim of this analysis is to identify how Periodicity contributes to the expression of an academic voice in successful argumentative essays. This analysis will aim to answer the following three questions:

1. How are the features of the documented Core Curriculum analysed in Chapter 3 (specifically the expression of criticality and the contextualisation of knowledge), encoded in the **periodic structure** in A-grade essays?
2. What other patterns of language are seen in the **periodic structure** in A-grade argumentative essays and are therefore valued by assessors of Core Curriculum courses?
3. Are there differences in orientation to knowledge, in the **periodic structure**, in Science and Humanities Core Curriculum A-grade argumentative essays?

This chapter will be structured by going through the analysis of Periodicity in the essays from the two Science courses first and then the essays from the two Humanities courses. Within each course, each of the essays will be discussed in turn. A logogenetic account of Periodicity within each text will be given. Logogenesis is the '…ongoing creation of meaning in the unfolding of text' (Halliday & Matthiessen, 2004, p. 43). Because Periodicity is the structuring of information in waves of prominence as the text unfolds, which signals to the reader what is coming and then what is important from what has come, it is important that a logogenetic approach is taken. Before each text is analysed, a description of the course will be given along with a description of the assessment guidelines and the assessment criteria to provide a context for the analysis.

Throughout this chapter, examples of the student texts will be presented to illustrate and explain the analysis and findings, and on the basis of the findings, claims will be made. Because of word limitations, only the essential text will be included and '…' will be used when words from the text have been omitted by the researcher. However the full texts, coded for Periodicity, can be found in Appendix 5.

Periodicity in Two Science and Technological Literacy AoI Core Curriculum Courses

This section explains and discusses the Periodicity analysis of three A-grade student texts in the two Core Curriculum courses chosen in the Science and Technological Literacy AOI, starting with the Disease Course (Section 6.2) and moving to the Time Course (Section 6.3). Appendix 5 includes three copies of each text (i) the full student texts in Appendix 5.1, (ii) the student texts with the Periodicity analysis marked in Appendix 5.3 and (iii) a summary of the Periodicity of each text in Appendix 5.5.

6.2   Periodicity in Disease Essays

This course is the first of two courses chosen for analysis in the Scientific and Technological Literacy AOI.

6.2.1 Disease Course Description

The Disease Course focuses on the scientific processes involved in the spread of infectious disease and how this spread can and should be managed. As outlined in Chapter 3, the Core Curriculum requires students to contextualise their understanding of academic knowledge within specific geographical, social, cultural, economic and temporal contexts. The Disease Course is a typical example of this. The contexts which this course focuses on are some of the most common across the Core Curriculum. Reference to the contexts mentioned in the Disease Course learning outcomes are underlined below:

1. Understand the interaction between microbes and humans in infectious diseases.
2. Describe the <u>environmental, ecological, social, historical, and human</u> factors in determining the epidemiology of infectious diseases.
3. Balance the risk and benefits of vaccination as a preventive measure for infectious diseases.
4. Understand the ecology and epidemiology of some important emerging and reemerging infectious diseases that are <u>locally or globally</u> important.
5. Understand the importance of a free flow of information in the <u>global</u> control of infectious diseases.

Chapter 3 also showed that the expression of criticality is valued by the institution. Although criticality is not specifically mentioned in the learning outcomes, this is still needed in order to successfully fulfil the third learning outcome:

Balance the risk and benefits of vaccination as a preventive measure for infectious diseases.

The act of 'balancing' requires criticality. The course description also states that the students will:

Explore some of the controversial issues in the prevention and management of infectious diseases.

'Exploring controversial issues' also necessitates the ability to look at issues from multiple perspectives.

6.2.2 Disease Course Assignment Guidelines

The assignment guidelines for this course state that students are required to write an 'essay'. They are required to formulate their own essay topic. The assignment guidelines given to the students state:

You may choose a topic on relevant issues in infectious disease, which can focus on either biological, economic, political, or historical issues, and it may be related to local or global issues.

Again, there is an emphasis on the contextualisation of knowledge within specific contexts.

Students are given a structural framework for their essay in the assignment guidelines. This is:

Abstract

Give a summary of 200 words.

Main text

The exact headings and organization depend on the content of your essay. You may consider:

1 Starting with an introduction or background of the subject: why do you want to study the subject or issue? What is the significance of the issue locally or globally?

2 What is already known about the issue? What is the current status of the issue? What is the scope or burden of the problem?

3 Are there controversies in the issue? What are the major hurdles in overcoming the problems?

4 What can be learned from the past experience? What should be done in the future?

Conclusion

Figure 6-1: Suggested Structure for Disease Essays

Again we see the emphasis on the contextualisation of information (i.e. *What is the significance of the issue locally or globally?)* and the emphasis on the expression of

criticality *(i.e. Are there controversies in the issue?)*. This suggests that students need the linguistic ability to encode the contextualisation of knowledge and a critical evaluation into the texts. How the periodic structure contributes to achieving this is explored in this chapter.

6.2.3 Disease Course Assessment Criteria

Students are also given the following description of how their essay will be assessed:

> Essays will be marked according to:
>
> 1. scientific content (relevance of materials, completeness of coverage, and appropriateness of references)
> 2. critical analysis of information (clarity of definitions and message, reflection of an adequate understanding of the subject by the student, a balanced view from different angles of the problem, and logical arguments)
> 3. organization and layout (overall layout of the essay, appropriate use of headings, paragraphs, tables, and illustrations, and consistent format in main text and references)
> 4. the use of English

The ability to provide a critical analysis is specifically mentioned in point 2. Organisation and layout are also highlighted as an important aspect of task achievement. Apart from these, the ability to explain scientific concepts is also an important aspect of successful task completion. All of these are achieved by the students, to a large extent, through the periodic structure.

The subsequent three sections will explain and discuss the analysis of the three A-grade essays from the Disease course.

6.2.4 Periodicity in Disease_1

Disease_1 begins with the first of two Macrothemes (see Figure 6-2). This Macrotheme includes a thesis statement (shown in italics) and a brief indication of what will be included in the structure of the essay (shown underlined). This thesis is argued for throughout the essay and restated in the Macronew at the end of the essay:

Abstract

P1. It is of no doubt that infectious disease is one of the major burden of the world. It does not only affects health of individual human or animal, but also affect the social and economic aspects of the country. Huge amount of resource is therefore put into the research of the nature, pathophysiology and management of infectious diseases

P2. *The difficulty of controlling a particular type of infectious disease lies on the ever-changing nature of many of them. It could be a direct change in the infective agent, an indirect change in external factors that leads to the change in disease prevalence, or both. This forms the basis of emerging and reemerging infectious diseases.* Here, the factors affecting the emergence and reemergence of infectious diseases will be discussed using appropriate examples. At the same time, it is hoped that improvements in the control and preventive measures could be facilitated with increased understanding in this area. **[MACROTHEME 1]**

Figure 6-2: Macrotheme 1 from Disease_1

This first Macotheme is given the heading 'abstract' in the essay. Students were requested to include an abstract in the Disease course assignment guidelines. Abstracts, as they are typically understood in the genre of the journal article, function as a consolidation of the main arguments or findings of the text and are therefore more consistent with a Macronew rather than a Macrotheme. A Macronew contains a summing-up or distilling of information. However, this abstract is not a summing-up of the major arguments in the text. Instead, it functions to predict what is to come in the text and is therefore a Macrotheme.

Although this is not what one would call a successful abstract, it does not detract from an overall understanding of the flow of the information throughout the text and therefore does not negatively impact the Periodicity. What this does show, however, is that novice students need help to understand the function of genre stages unfamiliar to them.

A second Macrotheme is then included in the essay and given the heading 'introduction'. This Macrotheme again predicts what is to come. The last sentence of Paragraph 5 carries most of the 'predictive weight' (see underlining) but the previous sentences are crucial as well in order to justify the reason why this topic is an important one to discuss:

Introduction

P3. Infectious diseases are diseases that are caused by microorganisms, which can be spread directly or indirectly, from human to human or from animals to human (zoonotic diseases). It is one of the major burdens worldwide, especially in developing countries, where sanitation problems are severe.

P4. Infectious diseases can be classified into two broad categories: emerging and re-emerging. Emerging infectious diseases (EID) are diseases that have newly appeared to human population or those that are already existed but are increasing in prevalence or geographic range; while re-emerging infectious disease are those that existed in the past and are now increasing in worldwide prevalence, as well as geographical and human host range (1). This classification is useful when investigating the causes of emergence and considering control and prevention strategies. Yet, for simplicity, they will be considered together here.

P5. Over the past few decades, science and technology have advanced drastically, which allowed us to understand more on the nature and pathogenesis of different infective agents. At the same time, this has also allowed us to successfully develop many drugs and vaccines for the treatment and prevention of many previously detrimental infectious diseases (2). However, infectious diseases still emerge due to problems such as antibiotic resistance and natural selection of pathogens, which are in turn affected by many other factors. <u>It is therefore important for us to understand these factors in order to overcome new challenges.</u> **[MACROTHEME 2]**

Figure 6-3: Macrotheme 2 from Disease_1

After these two Macrothemes, multiple levels of Hyperthemes are successfully used to guide the reader through the waves of information in the text (see Figure 6-4).

Factors Affecting the Emergence of an Infectious Disease

P6. It is important to realize that around 75% of the emerging and reemerging pathogens are zoonotic in origin (3,4). The emergence and spread of an infectious disease involve the complex interactions between the host (humans or animals), the pathogen, the environment, and may or may not involve vectors, that carry and aid the spread of the agents. Factors affecting them can be divided into three main categories: ecological, environmental and socio-economics. **[HYPERTHEME A]**

Ecological Factors

P7. Ecological factors include factors that affect the natural habitat of the wildlife and the associated pathogens…. **[HYPERTHEME B]**

P7 Cont. Many infections depend on wildlife and domestic animal reservoir. Spill-over of pathogens from domestic to wildlife species causes wildlife EID... **[HYPERTHEME C]**

P8. The rapid economic development, urbanization and industrialization greatly enhance the spill-over and spill-back of pathogen... **[HYPERTHEME C]**

P9. The high mutation rate of viruses is another factor that causes continuous reemergence of diseases... **[HYPERTHEME C]**

Environmental Factors

P10. Environmental factors mainly concern with the global climate changes... **[HYPERTHEME B]**

Socio-economics Factors

P12. Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls... **[HYPERTHEME B]**

P12 Cont. …The speed of spread of a certain infectious disease is affected by the movement of human or the vectors that carry the disease (11)... **[HYPERTHEME C]**

Middle OF P13. …Apart from human migration, international trades and transfers of agricultural products and livestock have also contributed to the spread of pathogens (21)… **[HYPERTHEME C]**

P14. The development of EID through changes in human behaviour is best illustrated by sexually transmitted diseases (STD) like HIV/AIDS… **[HYPERTHEME C]**

P15. Public health measures are important in the control of infectious diseases… **[HYPERTHEME C]**

Figure 6-4: Hypertheme Development in Disease_1

Each of the different levels of Hypertheme has been indented to show the relationship between higher and lower level Hyperthemes.

This multi-level Hypertheme periodic structure begins with a Hypertheme A which specifies that the factors affecting the emergence and re-emergence of infectious diseases, which will be covered, are ecological, environmental and socio-economic:

P6. Factors affecting them can be divided into three main categories: ecological, environmental and socio-economics...

This highest level Hypertheme clearly sets up the structure for the development of the argument throughout the text. Structuring the argument around these three 'factors' also builds into the periodic structure the contextualisation of academic knowledge from three different perspectives – ecological, environmental and socio-economic. This helps to highlight to the reader how the student is fulfilling the requirement to contextualise academic knowledge learnt on the course.

The student then successfully follows through on this prediction and each of these three factors are introduced by Hyperthemes one level down (Hypertheme B). Finally, two of these Hypertheme Bs (ecological factors and socio-economic factors) are also extended another level down with Hyperthemes Cs.

Many of the language features identified by Martin and Rose (2007) as typical of Hyperthemes can be seen in this text. For example, there is a pervasive use of nominalisation to introduce academic concepts to be discussed. If we just look at the first three Hypertheme Cs in Figure 6-4, we can see that in all three Hyperthemes, complex material processes of causation are expressed in a highly concise way through the use of nominalisation. The nominalisations in the first three Hypertheme Cs in Disease_1 are underlined below and the material processes of causation are indicated in boxes:

> **P7 Cont.** Many <u>infections</u> depend on wildlife and domestic animal reservoir. <u>Spill-over of pathogens from domestic to wildlife species</u> causes <u>wildlife emerging infectious diseases</u>.

> **P8.** <u>The rapid economic development, urbanization and industrialization</u> greatly enhance <u>the spill-over and spill-back of pathogens</u>.

> **P9.** <u>The high mutation rate of viruses</u> is another factor that causes <u>continuous reemergence of diseases</u>.

If one were to unpack these nominalisations and attempt to express them in their non-nominalised form, the text would be much less concise and it would be impossible to condense the Hypertheme into one sentence. However, nominalisation is not merely employed throughout academic writing in order to be concise. It is also an essential aspect of the academic register because it allows writers to transform processes into abstract ideas and in turn enable those ideas to be theorised:

> ...writers must be able to give names to things and to connect these names to each other, in order to theorize about the world around them. Many resources interweave

to enable these fundamental processes, but they depend initially on the two key motifs of a stratified linguistic system; the potential to refer, and the potential to expand. (Ravelli, 2004, p. 104)

'Naming' allows the writer to refer to the ideas so that they can be discussed, but also so that they can be expanded upon. The Hyperthemes in this student's essay work to achieve this function. They help the essay to unfold step by step and the argument that the student wants to make can therefore be built up. It would be extremely difficult, if not impossible, to do this well without a control of nominalisation. This pattern of nominalisation (underlined) plus material processes of causation (in boxes) is also seen in the second group of Hypertheme Cs:

> **P12 Cont.** The speed of spread of a certain infectious disease is affected by the movement of human or the vectors that carry the disease (11).

> **Middle of P13.** Apart from human migration, international trades and transfers of agricultural products and livestock have also contributed to the spread of pathogens (21).

> **P14.** The development of emerging infectious diseases through changes in human behaviour is best illustrated by sexually transmitted diseases (STD) like HIV/AIDS.

Martin also specifies that Hyperthemes commonly use relational processes to classify ideas or things. This can be seen on the level of the Hypertheme Bs. The three Hypertheme Bs in this text all use relational process (in boxes) to introduce what information is going to be discussed in the following section:

> **P7.** Ecological factors include factors that affect the natural habitat of the wildlife and the associated pathogens.

> **P10.** Environmental factors mainly concern with the global climate changes.

> **P12.** Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls.

This was also seen in the highest level Hypertheme in the text (Hypertheme A):

> **P6.** Factors affecting them can be divided into three main categories: ecological, environmental and socio-economics.

Each of these Hyperthemes functions to set up sub-classifications within this text and this is achieved in part through relational processes. This process of sub-classification is to be expected in long texts such as this one where higher-order classifications (e.g. ecological, environmental and socio-economic) need to be further sub-classified, and these classifications and sub-classifications need to be signalled through the periodic structure, if the text is to be effective. This is an important aspect of academic writing to teach students.

As stated previously, all Hyperthemes function to prime the reader for the information which follows. Some of the examples in this student's text are more successful at this than others, for example Hypertheme B in Paragraph 12:

> **P12.** Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls...

This Hypertheme states that socio-economic factors affecting the spread of emerging infectious disease include:

1. changes in human migration
2. globalization
3. human behaviour
4. development of antibiotics and vaccines
5. public health controls

The impression that this Hypertheme gives to the reader is that these factors will be discussed in the subsequent paragraphs. However, if we attempt to track these through the paragraphs, that expectation is not completely realised. For example, factors one and two (*'changes in the human migration'* and *'globalisation'*) are discussed right after the Hypertheme B in the same paragraph (Paragraph 12). However, the Hypertheme C introducing these two factors fails to reference *'globalisation'* even though it is discussed in the paragraph:

> **P12.** The speed of spread of a certain infectious disease is affected by the movement of human or the vectors that carry the disease (11).

Another example of the lack of consistency between different levels of Hypertheme is the subsequent Hypertheme C:

Middle of P13. Apart from human migration, international trades and transfers of agricultural products and livestock have also contributed to the spread of pathogens (21).

This Hypertheme is also problematic as the influence of *'international trade and transfer of agricultural products'* on the spread of infectious diseases is not one of the factors introduced in the higher level Hypertheme B.

The next Hypertheme C is well linked to the higher level Hypertheme B as it refers to the effect of human behaviour on the spread of infectious disease, which is one of the five socio-economic factors mentioned in the Hypertheme B. The final Hypertheme C at this stage of the text is related to public health measures. This leaves, however, the fourth factor referenced in the Hypertheme B (*'the development of antibiotics and vaccines'*) unmentioned, which is problematic. Ideally, paragraphing should be consistent with the periodic structure, unless there is a specific and pressing reason not to make it so. This section of the essay, under the Hypertheme B, does not achieve this. Consistency between the periodic structure and the paragraph structure is another aspect of control of the periodic structure which should be taught to students.

The essay ends with a Macronew. It is a typical example of a conclusion which summarises the main sections of the text and restates the thesis (underlined below) running throughout the text:

Conclusion

P16   In conclusion, factors that lead to the emergence and re-emergence of infectious diseases are broadly divided into 3 categories: ecological, environmental and socioeconomic factors. <u>It is important to realize that there is no single factor that led to or could lead to the outbreak of a disease. Instead, it requires the interactions of many factors over all 3 categories. For example, the reemergence of malaria could be due to the combination of climate changes, drug-resistance and the breakdown of preventive measures.</u> While this paper only highlights some of the most influential factors, many others are of equal importance. Knowledge in this area could immensely aid in the control and prevention of infectious diseases. **[MACRONEW]**

Figure 6-5: Macronew from Disease_1

Finally, it is interesting to note that the student takes the time to acknowledge in the Macronew that there are other important factors which have not been mentioned.

> **P16.** 'While this paper only highlights some of the most influential factors, many others are of equal importance.'

This helps to pre-empt any challenges to the stance made by the reader to the previous summary of the stance (see Engagement analysis in Chapter 8 for detailed discussion of

negotiation of stance throughout the essays), although this could have been further strengthened by the inclusion of at least one example.

Overall, the student is able to successfully utilise Macro / Hyperthemes and Macro / Hypernews to show the flow of information throughout the text, although the links between higher and lower level Hyperthemes could be strengthened at times. This control of Periodicity allows the student to show the reader that knowledge acquired on the course has been contextualised and that there is a good coverage of information being discussed. This is because the information is organised in a principled manner, and the reader can clearly identify and follow the organising principles applied throughout the text, signalled in the periodic structure. It is likely that this control of Periodicity has contributed, to a large extent, to the A grade the text received.

Figure 6-6 shows the dynamic view of Disease_1. This dynamic view shows the relationship between Hyperthemes and whether the relationship is one of Elaboration (represented by a '='), Extension (represented by a '+') or Enhancement (represented by an 'x'). There are four levels in this text – two Macrothemes, one Hypertheme A, three Hypertheme Bs and seven Hypertheme Cs (the first three are under the first Hypertheme B and the last four are under the last Hypertheme B).

The Macrotheme is realised through the whole text (paragraphs 1 to 16). All subsequent Hyperthemes elaborate on the Macrotheme and therefore all are represented with an = sign.
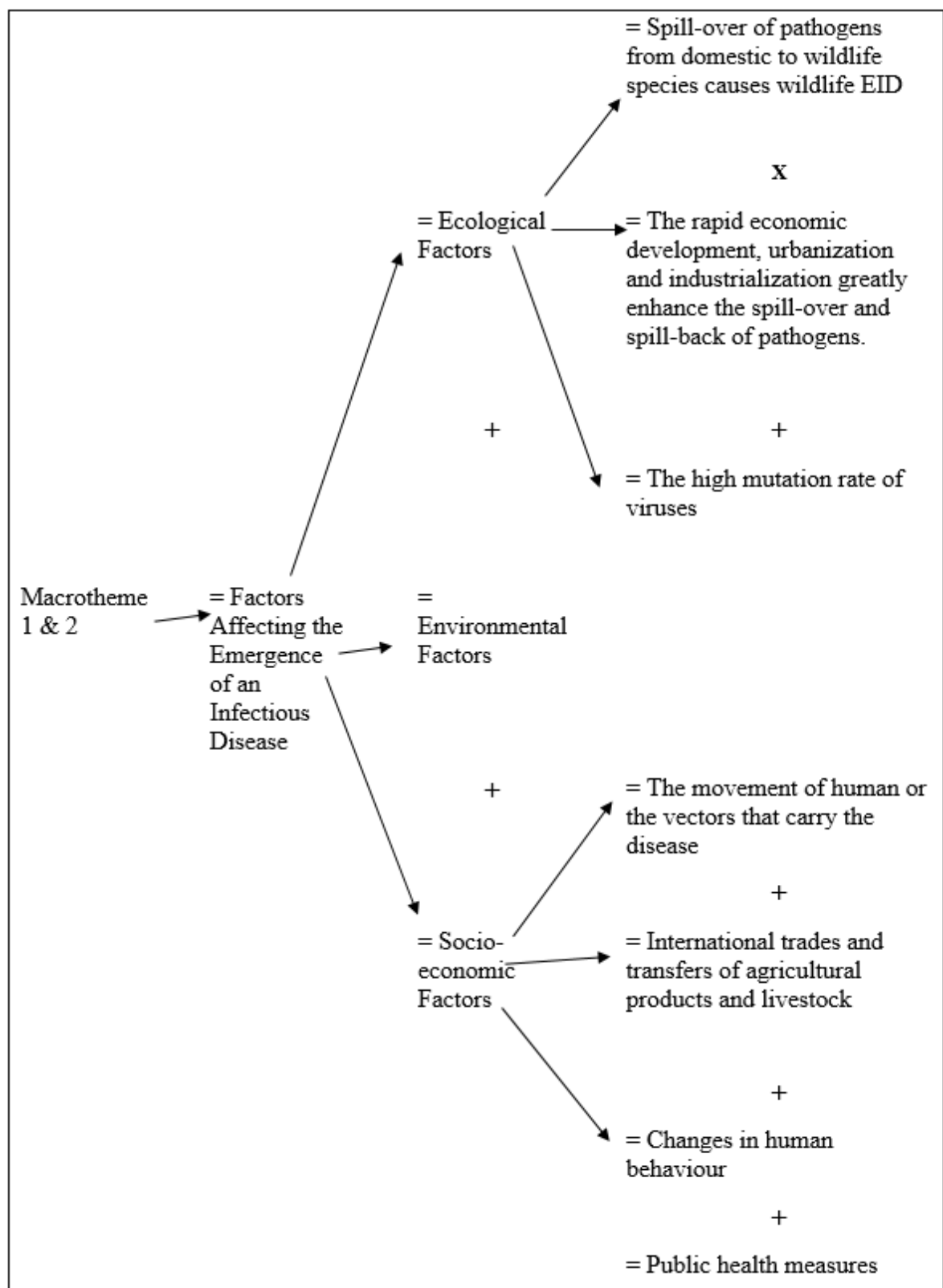
Figure 6-6: Dynamic View of Disease_1

For example, the chain of elaboration is as such – Hypertheme A elaborates on the
Macrotheme and the Hypertheme Bs elaborate on the Hypertheme A, and in turn the seven
Hypertheme Cs elaborate on their respective Hypertheme Bs. This means that all
Hyperthemes directly or indirectly elaborate on the Macrotheme. Each, therefore, is

represented with an = sign and the paragraphs which realise the Macrotheme / Hypertheme are listed underneath each one.

What is interesting, however, is the relationship between each Hypertheme **on the same level**. For example, the relationship of the Hypertheme Bs **to each other**, is one of Extension, which is why their relationship is represented with a + sign in Figure 6-6. This is typical of science disciplines which often seek to create taxonomies which represent the world as it is seen by the writer. In this essay, the writer is attempting to argue for a particular stance about how infectious diseases emerge and re-emerge by identification of the factors which cause this phenomenon. To do this, the student must classify what these factors are. For example, the three Hypertheme Bs help to achieve this by extending the factors as the text progresses, from ecological to environmental to socio-economic.

If we go down one more level (to the Hypertheme Cs), we can see that this process of Extension continues. For example, the student argues that there are four main types of socio-economic factor and these are introduced by the four final Hypertheme Cs. Each of these Hypertheme Cs extend the taxonomy of socio-economic factors causing the spread of infectious diseases. What is built up, finally, throughout the whole text is a taxonomy of factors which cause this phenomenon, and which classify and sub-classify the factors. This is what Ravelli calls a 'conceptual taxonomy' which is analogous to a scientific taxonomy (2004, p. 109). I would argue that this text is likely to be an A-grade text (to a large extent) because of its ability to argue how this specific phenomenon (the emergence and re-emergence of infectious diseases) functions in all of its complexity through the development of this conceptual taxonomy. And it is this ability which enables the student to be able to demonstrate 'completeness of coverage' of scientific content referred to in the assessment criteria for this assignment (see Section 6.2.3). Without control of Periodicity, it would be very difficult to show the development and complexity of this conceptual taxonomy.

Interestingly, there is one relationship between Hypertheme Cs which is not Extension. It is the relationship between Paragraph 7 and 8. Instead of being one of Extension, it is actually one of Enhancement (shown as an 'x'). Paragraph 7 discusses how pathogens move from the domestic sphere to wildlife and back again. Paragraph 8 seeks to explain **how** this is achieved. The paragraph argues that it is achieved through *'the rapid economic development, urbanization and industrialization'*. This particular form of enhancement is one of manner (means) – it sets up a relationship where one phenomenon is achieved by means of another phenomenon. Even though there is this one variation in the argument

structure, overall, the horizontal structure is one of Elaboration and the vertical structure is one of Extension. Together, these function to create the conceptual taxonomy argued for in the essay.

Overall, Disease_1 demonstrates how Periodicity can be successfully used to show the development of an academic argument throughout a text. Periodicity is used to signal the movement from one section of a conceptual taxonomy to another and this building up of a conceptual taxonomy fulfils the requirements of the task and shows a thorough understanding of academic knowledge.

6.2.5 Periodicity in Disease_2

Disease_2 attempts to answer a different question from Disease_1 - whether another SARS-like epidemic is likely to occur from the Novel Human Betacoronavirus EMC (HCoV-EMC). The periodic structure of Disease_2 is very similar to Disease_1. It begins with two Macrothemes in the form of an abstract and an introduction. These Macrothemes introduce the structure of the argument to come. Whereas Disease_1 looked at the issue from an ecological, environmental and a socio-economic perspective, this text looks at the issue from the scientific, the political and the personal perspective. These perspectives are introduced in the Macrotheme. This sets up a clear framework for the text, shows breath of coverage and also helps to show the reader that again, knowledge is being contextualised as required by the documented curriculum. The introduction again includes a thesis statement:

> **P2.** Will there be another global outbreak of respiratory disease like SARS? Are we going to experience the dreadful period of economic downturn, quarantining, wearing N95 masks and psychological burdens again very soon? The answer is probably no.

Disease_2 then introduces the three perspectives through four Hypertheme As. Each of these is first introduced through a heading and the second, third and fourth Hypertheme As are also supported with one sentence which clarifies the focus in more detail.

If we just look at the headings by themselves, an interesting pattern is seen. The four headings are:

> *'Scientific analysis: Genetically related with higher virulence'*
>
> *'Government responses: We are prepared'*
>
> *'Medical and scientific professionals: We are ready too'*

> *'General public: We have learnt our lessons'*

Each heading roughly relates to the three perspectives introduced in the Macrotheme, Heading 1 being the *'scientific'* perspective, Heading 2 being the *'political'* perspective and the last heading being the '*personal*' perspective.

What is most interesting is what follows after each colon. The following phrases come after the first heading - '*Genetically related with higher virulence'.* There are two adjectival phrases in this, each of which is related to a subsequent paragraph. Paragraph two outlines how the Novel Human Betacoronavirus EMC (HCoV-EMC) is *'genetically related'* to the SARS-CoV and paragraph three states that HCoV-EMC has a *'higher virulence'* in humans than SARS. This heading functions as a very concise way to sub-classify, even more concise than the sub-classification Hyperthemes in Disease_1, which used full sentences to sub-classify.

The headings for the subsequent Hypertheme As also successfully predict what information is to come. They do this through a series of evaluative statements i.e. *'we are prepared' 'we are ready'* and *'we have learnt our lessons'* through the use of expressions of judgement (Judgement in the texts is analysed in full in Chapter 10 and exemplified in Chapter 9). These statements successfully sum up the stance presented in the paragraphs following each heading. These headings do not, however, provide a sub-categorising function where they identify how one category is going to be subdivided into others.

Unlike Heading 1 which functions as a Hypertheme on its own, Headings 2, 3 and 4 are each followed by a sentence which elaborate on the stance expressed in the heading. For example, after the heading *'Government responses: We are prepared',* the Hypertheme extends to the end of the first sentence of Paragraph Five:

> **Heading for P5 – P9.** Government responses: We are prepared
>
> **P5.** Although the novel virus spreading from Middle East to Europe and the rest of world continues to bring anxiety all over the globe, our government seems to be very confident that we can handle the situation well from the experience of SARS, swine flu and other epidemics in history...

This sentence merely elaborates the stance of this section of the text. It does not give any information about sub-categories to be discussed within this section. The last Hypertheme A, however, sums up the stance, and introduces three sub-categories, that of *'public health' 'hygiene'* and *'unity'*:

Heading for P 13 – P16. General public: We have learnt our lessons

P13. It cannot be denied that SARS, being a short-lived yet unforgettable contagion Hong Kong people went through, has taught every single one of us the importance of public health, hygiene and unity in 2003 (15).

This is a fairly good indication of the main sub-categories to come, although 'unity' is not a sub-category with its own paragraph. Overall the Hypertheme As in this text work well to signal the flow of information throughout the text.

The Hypertheme Bs are also well-managed. The last three Hypertheme As all have Hypertheme Bs branching off them. For example, under Hypertheme B *'Government responses: We are prepared'* there are three Hypertheme Bs. Conjunctive relations (*firstly, secondly* etc) are used to show the development of the argument across paragraphs (see underlining):

P6. Firstly, the government is already taking preventive measures to prevent the spreading of the novel virus into the region (7).

P7. Secondly, the government has a set of strategies planned for any outbreak of infectious diseases like influenza and the re-emergence of SARS (8).

P8. Last but not least, from the historical basis, we can deduce that the government has learnt enough from the experience of the handling with infectious diseases.

Under Hypertheme A *'General Public: We have learnt our lessons'*, the following Hypertheme Bs also utilise conjunctive relations:

P14. First of all, we are more aware of the personal hygiene.

P15. We also have more thorough understanding in infection transmission and increased awareness in healthcare issues after SARS.

P16. Besides, the tragic outbreak of SARS in Amoy Garden due to poor design of sewage systems reminded all the Hong Kong citizens in the environmental factors in disease transmission.

A good control of these conjunctive relations helps to show the flow of relationships between Hyperthemes.

Each triplet of Hypertheme Bs shown above also utilises positive evaluative language to judge the behaviour of the government, as well as the general public. For example, the

government is *'already taking preventive measures to prevent the spreading of the novel virus into the region'* and *'has a set of strategies planned for any outbreak of infectious diseases like influenza and the re-emergence of SARS'*. These Hyperthemes use Judgement to positively appraise the behaviour of the government. Detailed discussion of this type of evaluative language is in the analysis of Attitude in Chapter 10.

Evidence for these evaluations is then given after these Hyperthemes. This use of evaluative language in these Hyperthemes sets up a position that is defended subsequently. In this way Hyperthemes help to structure arguments across texts because they enable critical arguments to be set up. If sufficient evidence is given to support the evaluation in the Hypertheme, and often acknowledgment of alternative views is also included, the text is able to demonstrate control of critical argumentation (see Chapter 8 on Engagement for discussion of how this is achieved). This is difficult to achieve, however, without clear initial statements of evaluation in the Hyperthemes.

At the end of the passage is a Hypernew. This is the 'take away' message from Paragraphs 6 to 8 which starts with a consolidation of ideas discussed in those previous paragraphs. The student then raises a concern about whether these changes are adequate, yet ends on a positive note.

> **P9.** Obviously, the government has been playing an active role in the prevention of infectious diseases after SARS, including this time with novel coronavirus. Whether these changes and improvements are enough and effective to combat with the coming outbreaks remain to be unknown unless the outbreaks really happens unluckily, yet , with more efforts and experiences, the government is optimistic about the forthcoming battles.

This positive note is also reiterated in the Macronew at the end of the text. This Macronew starts with a summary of the main points of the essay which leads to the following statement which answers the rhetorical questions raised in the Macrotheme at the beginning of the text:

> **P17.** Therefore, it may seem very unlikely for Hong Kong to experience another large-scale epidemic like SARS in near future, or at least, there will not bring huge influences like economic recession and unemployment as the aftermath of epidemic.

Overall, Disease_2 shows good control of Periodicity. This student is able to successfully link the multiple levels of Hyperthemes to each other and to the Macrotheme. A complex

conceptual taxonomy is built up which outlines the reasons why there will not be an outbreak of HCoV-EMC on the scale of SARS. This control is achieved through a combination of headings and text which utilise evaluative language and conjunctive relations to show the development of the argument throughout the text.

If we look at a dynamic view of the text below, we can see that the argument structure through this text is very similar to Disease_1. The horizontal structure is one of Elaboration and the vertical structure is one of Extension. Four Hypertheme As elaborate on the Macrotheme and eight Hypertheme Bs elaborate on three out of four of the Hypertheme As. The relationship between each level of the Hyperthemes is that of Extension only. What is built up through the periodic structure is a conceptual taxonomy which represents the student's stance on whether the HCoV-EMC virus might possibly have as much of a devastating impact on Hong Kong society as SARS did.

In summary, like Disease_1, Disease_2 demonstrates how Periodicity can be successfully used to build up a conceptual taxonomy which fulfils the requirements of the task and shows a detailed understanding of academic knowledge.
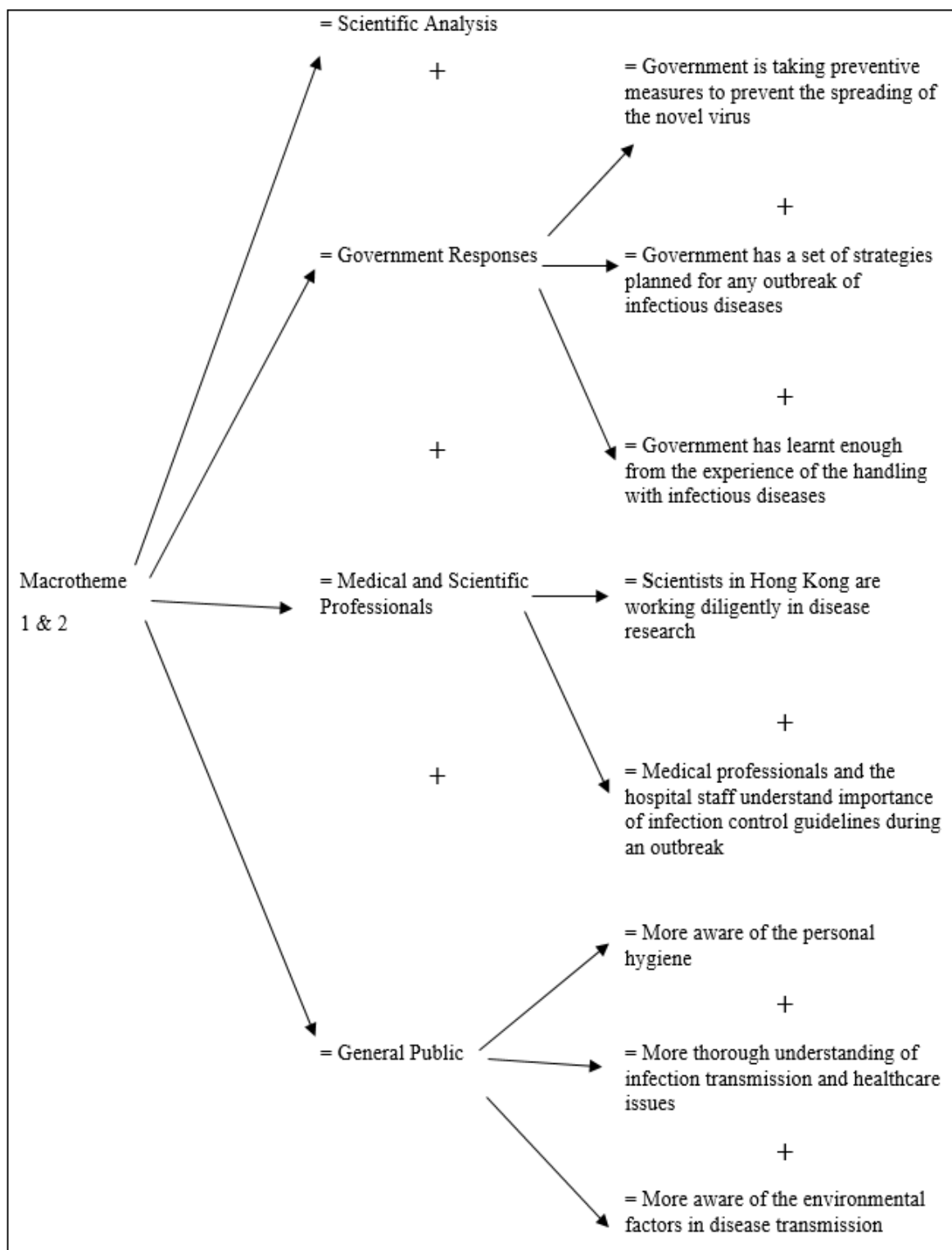
Figure 6-7: Dynamic View of Disease_2

6.2.6 Periodicity in Disease_3

Disease_3 attempts to answer yet another question – is it feasible to attempt to eradicate

chickenpox? Like the other texts, this text begins with two Macrothemes in the form of an

abstract and an introduction which introduce the thesis:

P1. Despite the adverse effects brought about by chickenpox, elimination or eradication of chickenpox is considered not feasible after looking at the upsides and downsides. Therefore, the governments worldwide should work together to help better treat and control chickenpox in the near future.

and the overall structure of the text:

P2. This essay serves to give a biological view on the effects of chickenpox. It will begin with some background information of chickenpox and the virus causing the disease, and then reveal reasons of people's refusal to adopt preventive means. It will then discuss the probability of eradication of the disease. Finally, it will conclude by stating what should be done in future in order to better handle with the disease.

This structure has four parts:

1. background information about the chickenpox virus
2. reasons for people's refusal to adopt preventive means
3. the probability of eradication of the disease
4. what should be done in future in order to better handle the disease

If we look at the Hyperthemes, this argument structure set up in the Macrotheme is not so well followed through in the main body of the essay. There are actually six Hypertheme As in the text rather than the four introduced in the Macrotheme.

There is only one point in the text where the argument structure branches off into lower level Hypertheme Bs. This is in the second Hypertheme A - *'Prevention of Chicken Pox'*. Under this Hypertheme A there are two Hypertheme Bs. These Hyperthemes use conjunctive relations to show the flow of the argument (see underlining):

P8 Cont. <u>Other than</u> maintaining good, quarantining of infected persons and avoiding the exposure of high-risk groups (such as newborns or immune-compromised persons) to chickenpox hygiene [these ideas are introduced in the previous section], vaccination is known to be the most effective way to prevent chickenpox infection (8).

P10. <u>Other than</u> the active vaccination as mentioned above, passive vaccination <u>also</u> helps prevent the disease at early infection stage by injection of acyclovir (ACV) immunoglobulin.

None of the other Hypertheme As branch off into Hypertheme Bs. Instead, the student relies on thematic development below the level of the periodic structure to signal the development of the argument across paragraphs in each section. For example the third Hypertheme A ('*How chickenpox affects people*') has three paragraphs (Paragraphs Eleven to Thirteen) and the development of the argument is shown using linking words rather than Hyperthemes. This can be seen by looking at the first sentence in each of the paragraphs:

> **P11.** As chickenpox is highly infectious, infected individuals are required to stay home for 1-2 weeks until all rashes disappear.

> **P12.** Moreover, the varicella-zoster virus is actually life-long infectious, that it can actually remain in the nerve cells of the body for many years, and become active in adults to cause Herpes Zoster (2).

> **P13.** Nonetheless, several complications can be developed from chickenpox.

Here, the inclusion of *'moreover'* and *'nonetheless'* is enough for the development of the argument to be followed from paragraph to paragraph without the inclusion of Hyperthemes.

After these six Hypertheme As, the text ends with a final statement of stance in the Macronew / Conclusion section:

> **P21.** Balancing the feasibility, as well as the pros and cons, it can be concluded that chickenpox does not worth eradication.

This concluding stance matches the stance presented in the Macrotheme / Introduction at the beginning of the text. Although there is a good match between the predicted text (the Macrotheme) and the summarised text (the Macronew) there is not a good match overall between the periodic structure set up in the Macrotheme and what comes in the main body of the text through the Hyperthemes.

Overall, this is the least successful example of Periodicity of the three texts. Although there are examples of successful flow of information through the text using Hyperthemes, there are also examples where the student sets up an argument structure in the periodic structure and does not successfully follow through on this prediction. However, this being an A-grade text, suggests that there is enough signalling of the developing argument below the level of the periodic structure, for example through the use of cohesive devices such as linking phrases, for the assessor to feel that the argument is clear and worthwhile.

A look at the dynamic view of the text (see Figure 6-8) shows that again, the horizontal structure is one of Elaboration and the vertical structure is one of Extension.
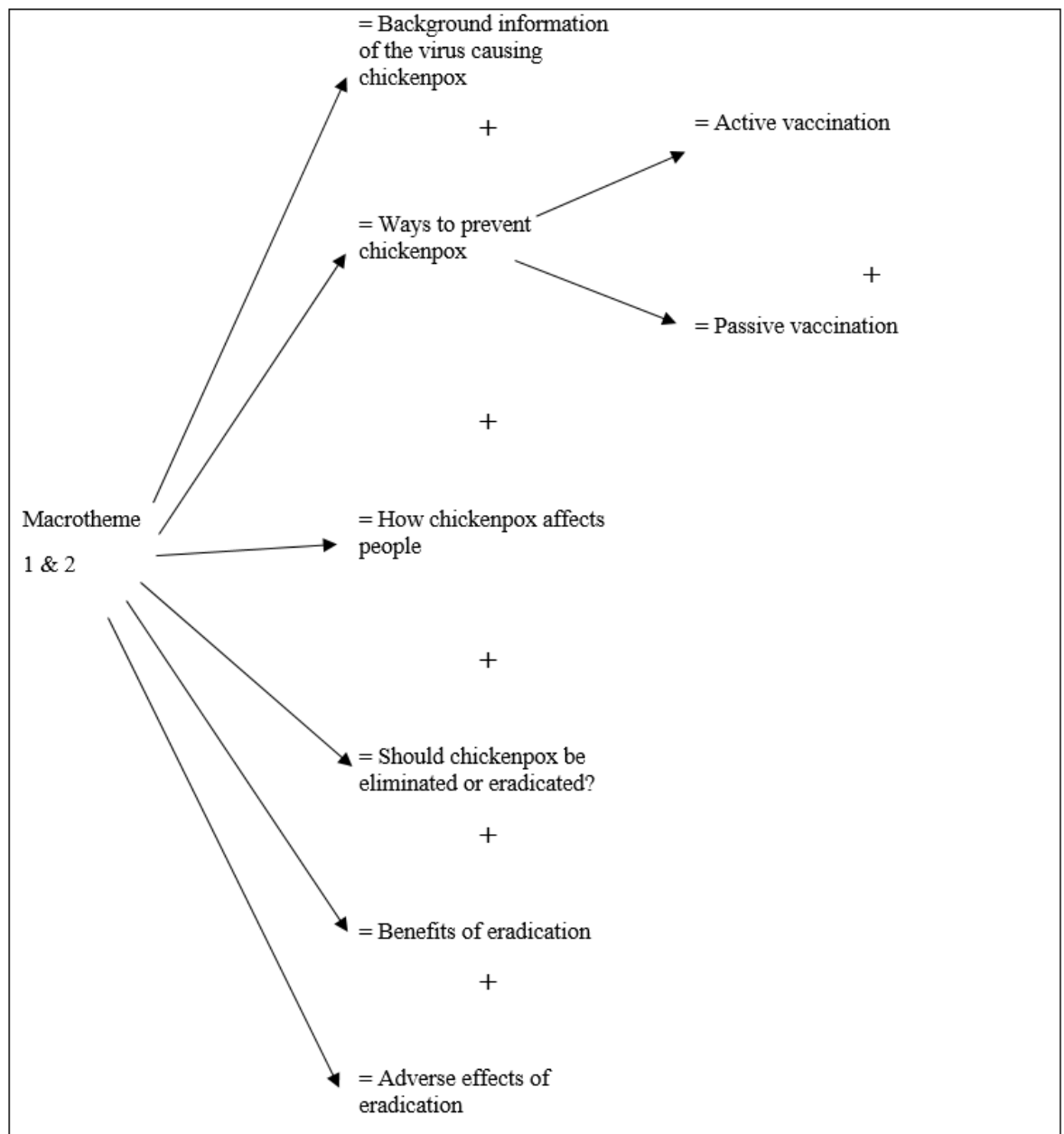
Figure 6-8: Dynamic View of Disease_3

6.2.7 Summary of Periodicity in the Disease Essays

The analysis of the periodic structure of the Disease essays suggests that texts of this length (the three texts are an average of 1,900 words in length) need multiple levels of Periodicity in order to structure a logical argument throughout the text. This is achieved through two to three levels of Hyperthemes. These multiple levels of Hyperthemes serve to classify and sub-classify ideas or things. This classification and sub-classification can be expressed in more or less concise ways through the use of headings or full text (or both). This process of classification / sub-classification is important for the creation of conceptual

taxonomies. These conceptual taxonomies enable students to show the extent of their coverage of the topic and thereby fulfil learning outcomes and meet assessment criteria.

Valued aspects of the documented curriculum are encoded into the texts, in part, through the periodic structure. The contextualisation of academic knowledge from contexts valued across the Core Curriculum is often built into the conceptual taxonomies through their inclusion in the periodic structure. There is also the potential to build criticality into the periodic structure, for example, by the inclusion of evaluative language in the Hyperthemes which is then supported in the subsequent paragraph. This also helps to fulfil learning outcomes and meet assessment criteria.

There is a variety of language patterns used to form Hyperthemes. Nominalisation is used extensively to express Hyperthemes concisely and to classify and sub-classify process. Nominalisation enables students to create conceptual taxonomies of things or ideas which can then be explained and discussed. Sub-classification Hyperthemes which orient the reader to lower level Hyperthemes often use relational processes to list categories which are about to be discussed (e.g. '*the socio-economic factors affecting phenomenon X* can be categorised as *A, B, and C'*). Conjunctive relations are often used to show the development of the argument across the same level of Hypertheme (e.g. *firstly, secondly, also* etc.). Lastly, the argument structure within the Disease essays are similar except for one variation. Overall, the horizontal structure is one of Elaboration and the vertical structure is one of Extension.

The findings listed above are language patterns which can and should be taught to students to give them control of Periodicity. This can help students structure the arguments they want to make throughout the text. This can in turn show the teachers assessing their writing that they have understood the complex ideas taught to them in the course and that have fulfilled learning outcomes and assessment criteria. How this can be done is discussed in the conclusion to this chapter (Section 6.7).

6.3   Periodicity in Time Essays

The Time Course is the second course chosen for analysis in the Scientific and Technological Literacy AOI. The following will provide a brief outline of the course, the assignment and the assessment criteria and then move on to the analysis of Periodicity in the four essays.

6.3.1 Time Course Description

According to the course description, the Time course will:

> '…discuss the concept of time and how it profoundly affects our everyday lives from different yet connected angles: <u>cosmological</u>, <u>astronomical</u>, <u>biological</u>, <u>geological</u>, <u>socio-cultural</u> and <u>philosophical</u>. We will explore the fundamental nature of time, how we measure it, and <u>its important role in the human society</u>…'

Again, we see the need for students to contextualise their understanding of academic concepts within geographical and socio-cultural contexts, among others (see underlining above).

Like the other courses, the need to be able to critically engage with academic concepts is stated within the course learning outcomes, for example one learning outcomes states that students a required to:

> <u>Elaborate critically</u> on an ordinary, everyday phenomenon such as time, and on its role in the development of knowledge and its consequences for modern society.

6.3.2 Time Course Assignment Guidelines

Students need to write four essays for this course, each of which should be between 450 and 550 words in length. Because these are short texts, compared to the others, four texts instead of three were analysed.

The essay guidelines state that students can write on *'any topic as long as it is related to time'* for the four essays. A list of 26 sample essay topics are given in this document. Two examples of these are:

1. Discuss the concepts used in daily life that have relevance to time.
2. Discuss the meaning of "uniformitarianism" and why it reveals deep geological time.

6.3.3 Time Course Assessment Criteria

Essay guidelines given to the students indicate that the essays should have:

> '…a clear introduction, body and conclusion'

and that:

> 'The essay MUST include a declarative thesis statement regarding something non-factual and the entire essay must serve to argue in support of that statement…The

argument presented should also be logically sound and avoid spurious reasoning. Controversial statements should be backed up with appropriate citations, while arguments that oppose the thesis statement should be weighed and refuted.'

The information about argumentation above shows the weight put on the development of a logical argument which is centred around one thesis statement. How this is achieved through the periodic structure in these A-grade texts is discussed below.

6.3.4   Periodicity in Time_1

Each essay, apart from Time_3, has a similar periodic structure. The essays begin with a Macrotheme in the form of an introduction. This introduction introduces the thesis. The texts then have only one level of Hypertheme and finish with a Macronew. Out of the four essays, only one contains a Hypernew. This is in Time_3. It is to be expected that short essays such as these will have a much more simple periodic structure than the Disease essays and this is shown to be the case in these four essays which only have one level of Hypertheme.

In Time_1, the Macrotheme begins with a title in the form of a question. This title is a succinct expression of the focus for the essay:

> **Title of Essay.** Why we need to have psychological time and physical time?

The Macrotheme then extends through the next paragraph, ending with the thesis which is underlined below:

> **P1.** It is not difficult to realize our life is dominated by two kinds of time perception: psychological time and physical time…This essay is going to argue that <u>both psychological time and physical are essential for us to manage our life.</u>

The text then unfolds through a series of Hyperthemes which divide the text up into two sections which deal with the importance of psychological time:

> **P2.** The importance of having the perception of psychological time can be shown easily.

> **P3.** The concept of psychological time is necessary to us because we need to learn from the past and plan for our future.

and two sections which argue for the importance of physical time:

P4. Compared to psychological time, the definition of physical time is more abstract.

P5. Then you may wonder why we still need time units given that we are actually able to identify the sequences and duration of events? The answer is that psychological time is subjective (Cohen, 1964).

Because this section of the text is divided into the discussion of psychological time and physical time, the student could have created another layer of Hyperthemes where the discussion of psychological time and physical time could each have been signalled with its own Hypertheme A and the subsequent two sections for each of these could have been signalled with Hypertheme Bs. However, in such a short text, this extra layer in the periodic structure would have taken up a lot of the highly-restricted word limit. Instead, the student puts all four Hyperthemes on the same level and concisely signals the transition from the discussion of psychological time to physical time through the use of the conjunction relation '*compared to*'. The two Hyperthemes discussing physical time are linked with the conjunctive relation *'then'*.

There is then one final Hypertheme which discusses the importance of both:

P6. What would our life be if we lost either kind of time perception?

The last sentence of the text repeats the thesis statement as a Macronew, which is signalled as the final argumentative point with the use of *'therefore'*:

P6 Cont. Therefore, we can see that both psychological time and physical time are essential for us.

Overall, this a simple periodic structure but a very concise and clear one.

The dynamic view (see Figure 6-9) of Time_1 is the same as the dynamic view of the Disease essays. The horizontal structure is one of Elaboration and the vertical structure is one of Extension:
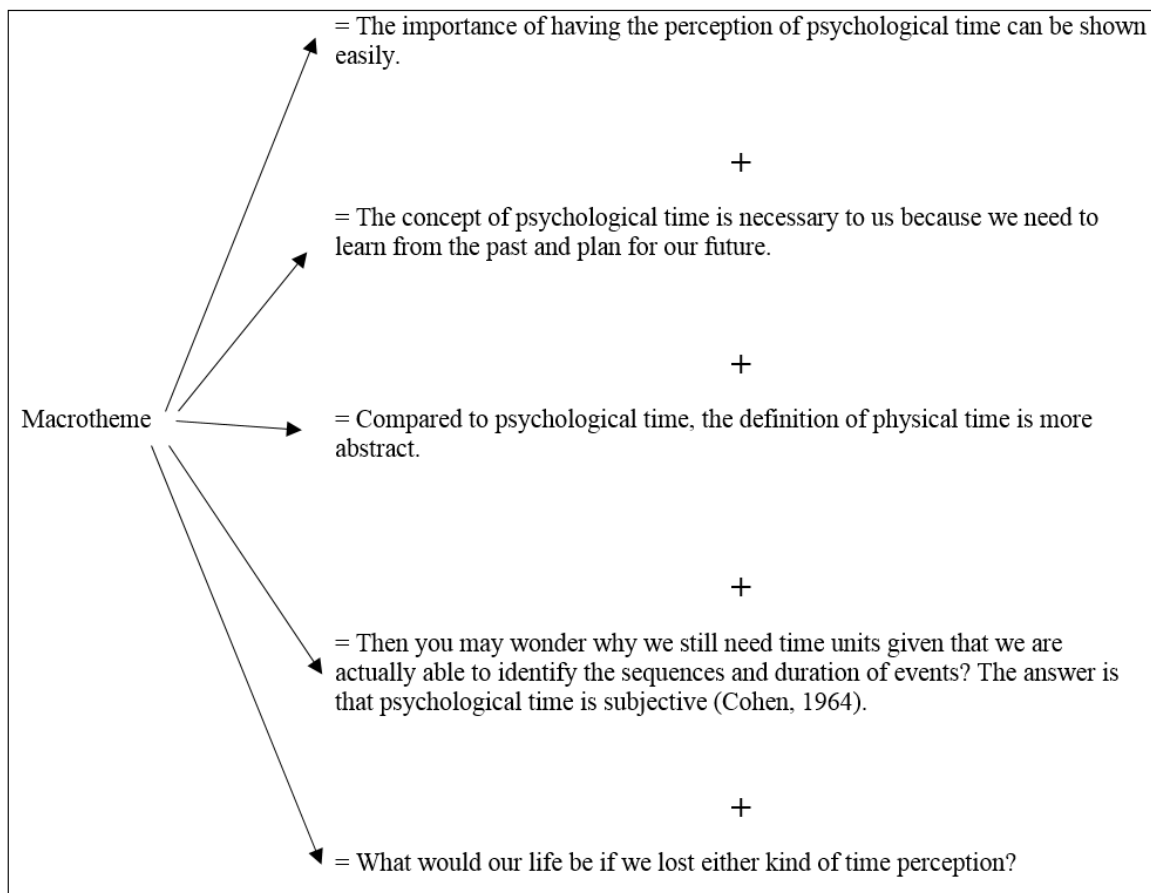
Figure 6-9: Dynamic View of Time_1

6.3.5 Periodicity in Time_2

Like Time_1, Time_2 begins with a title for the text in the form of a question, which tells the reader the focus of the text:

> **Title for the text.** Do Animals Have a Sense of Time?

This is the beginning of the Macrotheme, which extends to the end of the introduction, like in Text One. The Macrotheme has a clear thesis:

> **P1 Cont.** The purpose of this article is to examine animals' time perception, and suggest animals do possess a sense of time.

Finally, the Macrotheme introduces the structure of the text to follow:

> **P1 Cont.** This discussion of animals' sense of time can be further divided into whether animals can refer to the past in order to obtain rewards, as well as whether they can anticipate the future and act accordingly.

This pattern of background -> thesis statement -> structure of the text in Time_1 and Time_2 follows that of a typical introduction to an argumentative essay and is a pattern

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which would be valuable to teach students in conjunction with instruction on including explicit periodic structure in such texts.

The structure predicted in the Macrotheme is realised throughout the text through the use of two Hyperthemes to discuss animals' sense of time to the past and one Hypertheme to discuss animals' sense of time to the future. These Hyperthemes can be seen in the dynamic view shown in Figure 6-10.

Like Time_1, this text ends with a Macronew, which summarises the argument and ends with a restatement of the thesis, signalled by the use of *'therefore'*:

> **P5**. ...They [previous studies] showed, at least to a certain extent, animals possess the ability of tracking past experiences and retrieve time-related information and to anticipate future needs other than the current challenges, and therefore this indicate animals do have a sense of time.

The dynamic view of Time_1 is the same as Time_2, in that the horizontal structure is one of Elaboration and the vertical structure is one of Extension:
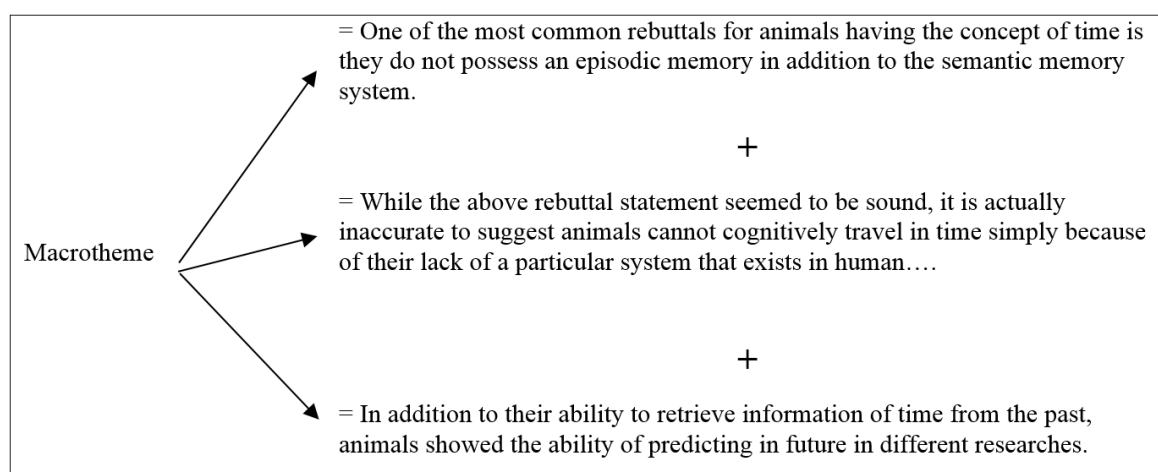
Figure 6-10: Dynamic View of Time_2

However, the type of Extension between the first and the second Hypertheme is different from that which has been seen previously.

While the other Extension (+) relationships between Hyperthemes in the texts analysed so far have mostly been **additive** (i.e. Hypertheme Y **AND** Hypertheme Z), what we see here is a different form of Extension. This example of Extension is **replacive** (i.e. **NOT** Hypertheme Y **BUT** Hypertheme Z). Halliday (1994) categorises six different types of Extension (p. 230) in clause complexes and the two used on the textual level in this research so far are underlined in the below.

In Time_2, the student begins the first Hypertheme with a rebuttal of the thesis statement he/she has just stated in the Macrotheme:

> **P2.** One of the most common rebuttals for animals having the concept of time is they do not possess an episodic memory in addition to the semantic memory system.

The subsequent Hypertheme outlines how this rebuttal is in fact false, setting up a replacive relationship between the two Hyperthemes:

> **P3.** While the above rebuttal statement seemed to be sound, it is actually inaccurate to suggest animals cannot cognitively travel in time simply because of their lack of a particular system that exists in human.

Category	Meaning
(i) addition 'and' - additive: positive 'nor' – additive: negative 'but' – adversative	 Y and Z not Y and not Z Y and conversely Z
(ii) variation 'instead' – replacive 'except' subtractive 'or' alternative	 not Y but Z Y but not all Z Y or Z

Table 6-1: Categories of Extension (Halliday 1994)

What is significant here is the integration of criticality into the periodic structure. Here, criticality is integrated into the argument structure between paragraphs rather than merely within paragraphs. This is achieved through the use of a counter-argument stage in the periodic structure which is then rebutted, again through the periodic structure. The integration of criticality into the periodic structure serves to signal it clearly to the reader. This is a language pattern which would be valuable to teach to students, if appropriate to the argument they are trying to build up, as this can signal clearly the integration of criticality into the argument structure. Overall, Text Two has a very clear and concise periodic structure with a clear match between the predicted text and the actual text.

6.3.6 Periodicity in Time_3

Time_3 begins with a statement of the topic and then the thesis statement:

> **Topic given by the Student.** Topic: Analyse the possibility of time-travel

> **Thesis Statement given by Student.** Thesis Statement: Most Time-travel Theories mathematically deduced are infeasible

This thesis statement is not within the main text. It is stated separately and therefore more explicitly. These form the beginning of the Macrotheme.

The Macrotheme then continues throughout the introduction, like Time_1 and Time_2. The topic is explained in more detail through this Macrotheme and a structure for the rest of the text is given in the last sentence (see underlining):

> **P1**. Time-travelling was no longer a fantasy when Einstein proposed special and general relativity…Various time-travelling theories were deduced based on calculations of black-hole and wormhole. <u>This essay attempts to logically evaluate four time-travelling theories and argue that all are infeasible</u>.

Like the other Time essays, this predicted structure in the Macrotheme is realised through a series of Hyperthemes on one level. Each of the four theories or methods are introduced through the use of conjunctive relations, which are underlined in the examples below:

> **P2.** <u>The first method</u> suggested time dilation of special relativity allows a person moving at high speed to travel into the future.

> **P3.** <u>The second method</u> based on general relativity is the most practical among the four but several limitations remain.

> **P4**. <u>The last two methods</u> utilize the concept of wormhole. Wormholes are hypothetically deduced and thus theoretically possible, but no proof of its presence is evident (Al-Khalili, 1999).

> **P5**. <u>Lastly</u>, an artificial wormhole can be created for space-time-travelling (Al-Khalili, 1999; Davis, 1995). However, this method is also impossible because mathematics suggested, wormhole creation required exotic matter as raw material.

Interestingly, the last three Hyperthemes also contain an evaluation of the method (indicated in boxes above) being discussed. Again, the evaluative language being used is that of Attitude which is discussed in full in Chapter 10. This repetitive language pattern in the Hyperthemes (introduction of method -> evaluation of that method) signals very clearly the flow of the information throughout the text as well as the critical argumentation the student wants to make. Finally, the use of the nominalisation *'method'* also enables the concise expression of a conceptual taxonomy which is being built up throughout the text of a number of theories which are being disputed.

The essay ends with a Macronew which restates the thesis statement:

P6. In conclusion, the four time-travelling theories aforementioned all possess varying degree of difficulty in execution. Thus, with today technology, time-travelling is infeasible.

The dynamic view (see Figure 6-11) of Time_3 shows the same Elaboration and Extension argument structure as the previous texts. Each of the time-travel methods are discussed one after the other and the addition of each of these supports the thesis statement that all four methods of time travel are infeasible:
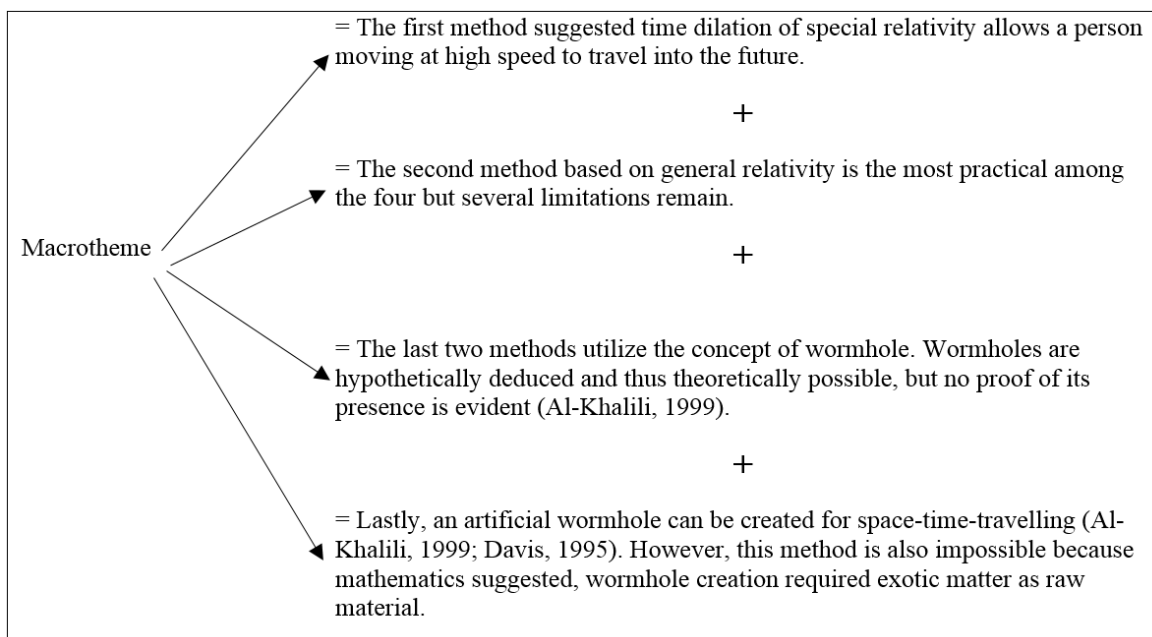
Figure 6-11: Dynamic View of Time_3

Overall, Text Three also has a very clear and concise periodic structure.

6.3.7 Periodicity in Time_4

Like the other texts, Time_4 begins with an indication of the time-related topic in a title. This text focuses on two illusions related to time – that of the Telescoping Effect and the Stop-watch Illusion:

> **Title of text.** The telescoping effect, stop-watch illusion and their implications to our perception of time

This title is the beginning of the Macrotheme, which continues through Paragraph 1 like the other three texts. This further introduces the two illusions which are the focus of this essay and then gives the thesis, which is shown below:

> **Heading for P1**. Introduction

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P1. .. and ultimately suggest that our brain's perception of time is not as reliable as we have imagined.

Interestingly, this student uses headings in the text to signal the periodic structure. The first heading signals the introduction as can be seen above. There are then three headings, one which signals the discussion of the Telescopic Effect, one which signals the discussion of the Stop-watch Illusion, and one which signals a discussion of the implications of each of these illusions. The headings for the Telescopic Effect and the implications of the illusions are also supported with an extra signalling sentence after the heading:

Heading for P2. The Telescopic effect

P2. The Telescopic effect has much to do with our perception of the past.

Heading for P3. The Stop-watch illusion

Heading for P4 – P5. Implications of the illusions regarding our perception of time

P4. This trick of our brain highlights the unreliability of the human perception of time.

The text ends with a Macronew which restates the thesis indirectly through the use of a quote from Einstein which supports the belief in these illusions:

P6. In sum, in view of the inconsistency of human's perception of the past, present and future with the reality, I think it is fair to conclude with Einstein's ingenious quote : "...for us physicists believe the separation between past, present, and future is only an illusion, although a convincing one."

The dynamic view (see Figure 6-12) is again that of Elaboration and Extension. Each Hypertheme adds weight to the overall argument (thesis statement) *'that our brain's perception of time is not as reliable as we have imagined'*:
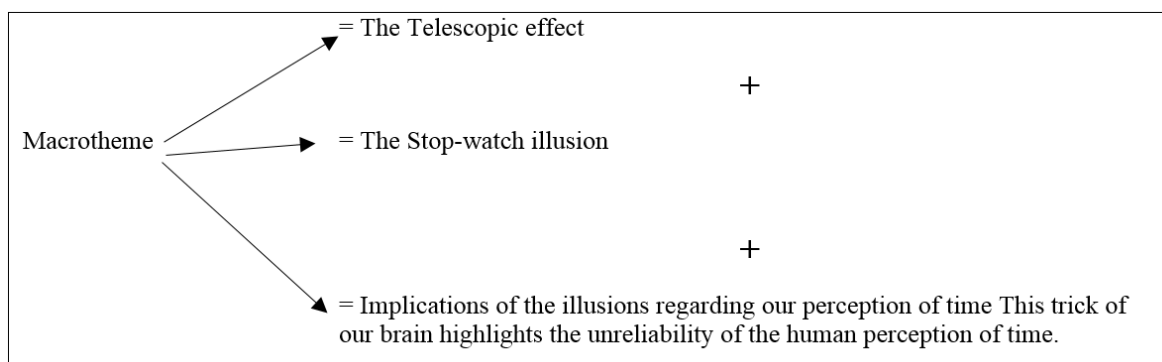
Figure 6-12: Dynamic View of Time_4

Overall, the periodic structure of Time_4 is also clear and concise.

6.3.8 Summary of Periodicity in the Time Essays

The Periodicity in the Time essays is similar to the Periodicity in the Disease essays in most respects. All seven essays successfully use Macro / Hyperthemes to signal the structure of the argument throughout the texts, although the shorter Time essays require fewer levels of Hypertheme than the Disease essays. The argument structure is consistent across all seven essays in that the horizontal structure is one of Elaboration and the vertical structure is one of Extension (except for Disease_1 where one part of the vertical structure is one of Enhancement). This combination of Elaboration and Extension builds up a conceptual taxonomy throughout the texts. These conceptual taxonomies enable a student to show the extent of their coverage of the topic and thereby fulfil learning outcomes and assessment criteria.

Similar language patterns are seen in the Time essays and the Disease essays. Conjunctive relations (e.g. *'the first method'*, *'the second method'* and *'lastly'*) are often used to signal the development of the argument between Hyperthemes. Evaluative language is used to signal the stance the student is going to adopt throughout each section of the essay (for example *'but several limitations remain'*, *'but no proof of its presence is evident'* and *'however, this method is also impossible because mathematics suggested, wormhole creation required exotic matter as raw material'*). This evaluative language is expressed through the use of Attitude which is analysed in full in Chapter 10).

One difference between Time_2 and the other essays that was identified was the use of one particular type of Extension in the dynamic view – that of replacive Extension. This introduces a critical argument structure into the periodic structure through the use of a counter-argument in the first Hypertheme and a rebuttal in the subsequent Hypertheme. One other language pattern which was identified in the Time essays was the use of the following three-part structure in the introduction:

> statement of background -> statement of thesis -> statement of structure of the
> essay

Language patterns such as this, as well as the others mentioned above, are patterns which should be high on the agenda for teaching to give students control of Periodicity, if appropriate for the assessment task. It is important that students develop the skills to both set up a 'statement of structure of essay" in the introduction and then encode this argument

logogenetically throughout the text through the use of conjunctive relations such as *first, second, third* etc. and other thematic strategies.

In summary, in all seven Science essays the periodic structure plays an integral part in the expression of argumentation throughout these texts. Without a control of Periodicity, students would struggle to fulfil the social purpose of such argumentative essays, which is to persuade. Periodicity is an important component of students displaying what needs to be displayed in their writing, in order for students to show that they are able to understand and critically discuss academic ideas appropriately within an academic culture. The following section analyses how Periodicity is used in the Humanities essays.

Periodicity in Two Humanities AoI Core Curriculum Courses

This section explains and discusses the analysis of Periodicity in A-grade essays in the two courses from the Humanities AoI, starting with the War course (Section 6.4) and then the Compare course (Section 6.5). Appendix 5 includes three copies of each text, (i) the full student texts in Appendix 5.2, (ii) the student texts with the Periodicity analysis marked in Appendix 5.4 and (iii) a summary of the Periodicity of each text in Appendix 5.6.

6.4   Periodicity in the War Essays

The War Course requires students to critically analyse the portrayal of war in literary texts. The following will provide a brief outline of the course, the assignment and the assessment criteria and then move onto the analysis of Periodicity in the three War essays.

6.4.1 War Course Description

The course description states that:

> Through an interdisciplinary, critical analysis of conflict, violence and martial arts, students are led to reflect on the spiritual foundations, ethical codes, literary traditions and pervasive social functions that underlie fighting cultures.

The learning outcomes stress that knowledge in this course needs to be contextualized in historical (temporal), social and cultural contexts (see underlining below):

- Demonstrate awareness of the significance of violence and combat in <u>human history</u> and <u>society</u>.
- Describe and explain the relationship between mind and body central to the fighting instinct in <u>different cultures</u>.
- Critically discuss the ethics of aggression and defense in <u>different cultures</u> and <u>eras</u>.

- Discuss the relationship between gender and violence.

Students are also required to express a critical understanding of that knowledge. This is indicated in learning outcome three:

> <u>Critically</u> discuss the ethics of aggression and defense in different cultures and eras.

and also in the brief course description above:

> Through an interdisciplinary, <u>critical analysis</u> of conflict, violence and martial arts, students are…

6.4.2 The War Course Assignment Guidelines

The assessment task given to the students was:

> Pick an autobiography of a soldier OR a war journalist OR a war survivor, and critically analyze its portrayal of war and its human impact.

Each essay was required to be 1,800 to 2,000 words in length. The assignment guidelines also stressed the need for a critical argumentation (see underlined sections below):

> In the essay, you are expected to express <u>a critical view</u> on one of the topics below. The essay should be <u>argumentative (i.e. give an opinion</u>, don't just summarize information) and should demonstrate a good understanding of the complexities involved in the issue.

No other guidelines are given to the students about how to structure the text.

6.4.3 The War Course Assessment Criteria

No assessment criteria for this task were given to the researcher upon request.

6.4.4 Periodicity in War_1

War_1 begins with a title for the text which introduces the autobiography the student has chosen:

> **Title for the text.** Looking into a Top-ranked Marine Sniper - A review of the autobiography of Jack Coughlin

Next, the heading *'Introduction'* is used and the Macrotheme extends over these two titles and the first two paragraphs. Paragraph 1 begins with some background information about the topic of war and ends with a series of rhetorical questions (see below). The student then

suggests that these questions might be able to be answered through an analysis of the autobiography chosen:

> **Heading for P1 – P2.** 1. Introduction
>
> **P1.** …... What's the feeling of killing someone in a war? Would they feel scared or guilty? Is war a good thing to these soldiers or it sucks? How could they keep their sanity when facing people who fight and die every day? If it is war that makes them insane like addicts of killing, should we have war at all?
>
> **P2.** Maybe an autobiography of a true sniper could help us get an insight of these questions, and here, I choose Jack Coughlin, the top ranked marine sniper who recorded at least thirty-six kills during the Operation Iraqi Freedom alone.

The text is then divided up into two sections, through the use of two Hypertheme As. The first Hypertheme A begins with a heading for Paragraphs 3 to 6 which is 'Good or Bad Guy?' and the aim of this section of the text is to weigh up whether Coughlin is in fact a 'good' or 'bad' guy:

> **Heading for P3 – P6.**   2. Good or Bad Guy?
>
> **P3.** Before I get started, the debates on whether Coughlin is a hero or butcher in the book's review area caught my eyes. On one side, he was a solider belonging to Marines and was sent to Iraq to protect American people. On the other side, he was a man who killed dozens of people.

This weighing up is achieved through the help of two lower level Hypertheme Bs which branch off this Hypertheme A. Each of these Hyperthemes Bs use headings which are expressed as evaluative depictions of Coughlin as either a 'good' guy or a 'bad' guy:

> **Heading for P4.** "One of our nation's heroes."
>
> **Heading for P5**. "The adulation of killing is loud and clear."

After that, a Hypernew A rejects the overly negative and positive portrayals discussed in the Hypertheme Bs and opts for a more balanced evaluation of Coughlin:

> **P6.** I read the book with this question, and after finishing, I agree to none of them. Coughlin was neither a hero not a butcher. He isn't evil at all…**[HYPERNEW A]**

A second Hypertheme A then follows which sets out to argue that Jack Couglin is not wholly good or bad and that this can be seen when analysing the development of his life.

The Hypertheme A begins with a sentence at the end of Paragraph 6 and is extended through to the headings for Paragraphs 7 to 14:

> **P6 Cont.** In the following, I would like to illustrate my conclusion by tracing his military career and footprints of life.

> **Heading for P7 to P14.** 3. Jack Coughlin

There are then four Hypertheme Bs branching off this Hypertheme A, each signalled through the numbering system (i.e. *3.1, 3.2* etc.), with headings and some with supporting sentences:

> **Heading for P7.** 3.1 A sketch of early life

> **Heading for P9 – P10.** 3.2 'If I didn't get him, he would get us'

> **P9.** Coughlin succeeded to persuade himself that what he was doing was right.

> **Heading for P11 – P13.** 3.3 The Worst and First-Feel-Good Moment

> **P11**. Coughlin's feelings of war changed from time to time.

> **Heading for P14.** 3.4 Discussion

Each of these Hypertheme Bs adds to a picture of Coughlin as a complex human being with positive and negative qualities. The headings which are used to achieve this, feature a variety of language some of which is direct (e.g. *a sketch of early life* and *discussion)* and some of which is metaphorical (e.g. *If I didn't get him, he would get us* and *The Worst and First-Feel-Good Moment*).

Finally, the text ends with a Macronew which does not directly sum up the main arguments made in the text. Instead it refers to the research of Stanley Milgram which showed that people can behave in highly violent ways when given the authority to do so. The student uses this research to allude to the fact that violence is inherent in each of us – thereby suggesting, it would seem, that this is what war is about.

Like the other texts analysed to this point, the dynamic view of War_1 (see Figure 6-13) also uses Elaboration and Extension to build up an argument throughout the text. The horizontal structure is one of Elaboration and the vertical structure is one of Extension:

Macrotheme

= Good or Bad Guy?

= "One of our nation's heroes."

+

= "The adulation of killing is loud and clear."

+

= Jack Coughlin

= 3.1 A sketch of early life

+

= 3.2 If I didn't get him, he would get us"

+

= 3.3 The Worst and First-Feel-Good Moment

+

= 3.4 Discussion
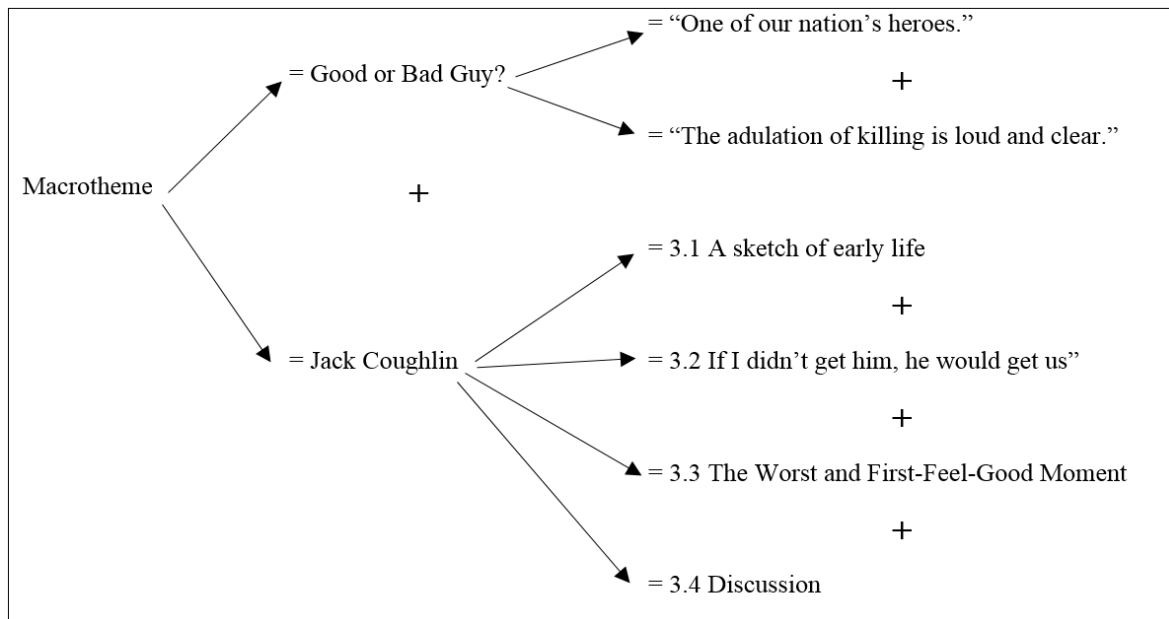
Figure 6-13: Dynamic View of War_1

Overall this is text is clearly structured in terms of its Periodicity. It relies heavily on the use of evaluative language to build up a conceptual taxonomy, throughout the text, of different images of Coughlin and different stages in his life.

6.4.5 Periodicity in War_2

War_2 starts with a Macrotheme, which identifies the autobiography chosen for analysis – that of *'A Long Way Gone'* by Ishmael Beah who was a child soldier in the Sierra Leone Civil War. The Macrotheme goes on to give a very brief background to the Sierra Leone Civil War and finally gives an outline of the text:

> **P1.** … In this essay, the memoir of this conflict will be analysed in three aspects, including the experience and roles of the author in the conflict, the author's views on this conflict and my own opinion on the author's point of view.

The three 'aspects' (in the words of the student) introduced in the Macrotheme form the structure for the text to come and each becomes one or more Hypertheme A. They are:

- the experience and roles of Beah in the conflict
- Beah's views on this conflict
- The student's opinion of Beah's point of view

This sets up a structure where different perspectives on who Beah is, as a moral / immoral individual, are considered and a final statement of position is given. This forms a conceptual taxonomy of who Beah is.

Five Hypertheme As follow. The first Hypertheme signals the discussion of Beah's experience and roles in the conflict. The second Hypertheme A signals the discussion of Beah's views on the conflict. The last three Hypertheme As signal the discussion of the writer's opinion of Beah's 'point of view' on the conflict:

> **P8.** Additionally, it is true that humanitarianism should always be highly valued, especially during the war.

> **P9.** However, I have some reservations about the author's view in the third stage.

> **P11.** Furthermore, the author also reflects on his experience of being a child soldier. However, I have some reservations about the statements he made.

The development of the argument throughout these three Hypertheme As is shown through the use of conjunctive relations (see underlining above) to contrast the writer's view and Beah's view.

Other levels of Hypertheme are also used in this text. The first Hypertheme A (*'the experience and roles of the author in the conflict'*) branches off into three Hypertheme Bs which are related to each other using temporal conjunctive relations (see underlining below):

> **P2 Cont.** In the beginning of the conflict, the author was a helpless and vulnerable refugee.

> **P3.** The second role played by the author was a ruthless child soldier fighting against the RUF.

> **P4.** The third role of the author was a rehabilitant.

The second Hypertheme As ('*his views on this conflict*') are also related to each other temporally. The author discusses how Beah's views on the conflict change over time during each of the three same stages as the former Hypertheme Bs – as a refugee, as a child soldier and as a rehabilitant (see underlining below):

> **P5 Cont.** In the first stage, as a refugee, his view was featured by criticism on the rebel groups and mercifulness towards the civilians.

> **P6.** In the second stage, being a child soldier, his view was characterized by strong hatred and resentment towards the rebel groups and lack of empathy towards civilians.

> **P7.** <u>In the final stage</u>, as a rehabilitant, his view is featured by the call for peace and forgiveness.

The use of temporally-related Hyperthemes within a text such as this makes sense as autobiographies tend to be structured to show personal development or change across time and the discussion of that development is mirrored in the periodic structure of the student's text. This is a pattern which has not been seen so far in the analysis of the periodic structure but works well within this context where the writer is structuring the argument around the change Beah experienced as a result of the conflict.

A look at the dynamic view of the text shows that this essay has a unique argument structure. Firstly, the temporal relationship between the two triplets of Hypertheme Bs is one of Enhancement, rather than Extension. This relationship is:

Hypertheme Y **THEN** Hypertheme X **THEN** Hypertheme Z

These Enhancement relationships between the Hypertheme Bs can be seen in Figure 6-14, represented by an 'X'.

Secondly, the last two Hypertheme As actually argue against a position given previously in the texts. For example, the last Hypertheme A critically discusses something discussed previously in the text – that of the author's view of his role as a child solider:

> **P11.** Furthermore, the author also reflects on his experience of being a child soldier. However, I have some reservations about the statements he made. **[HYPERTHEME A]**
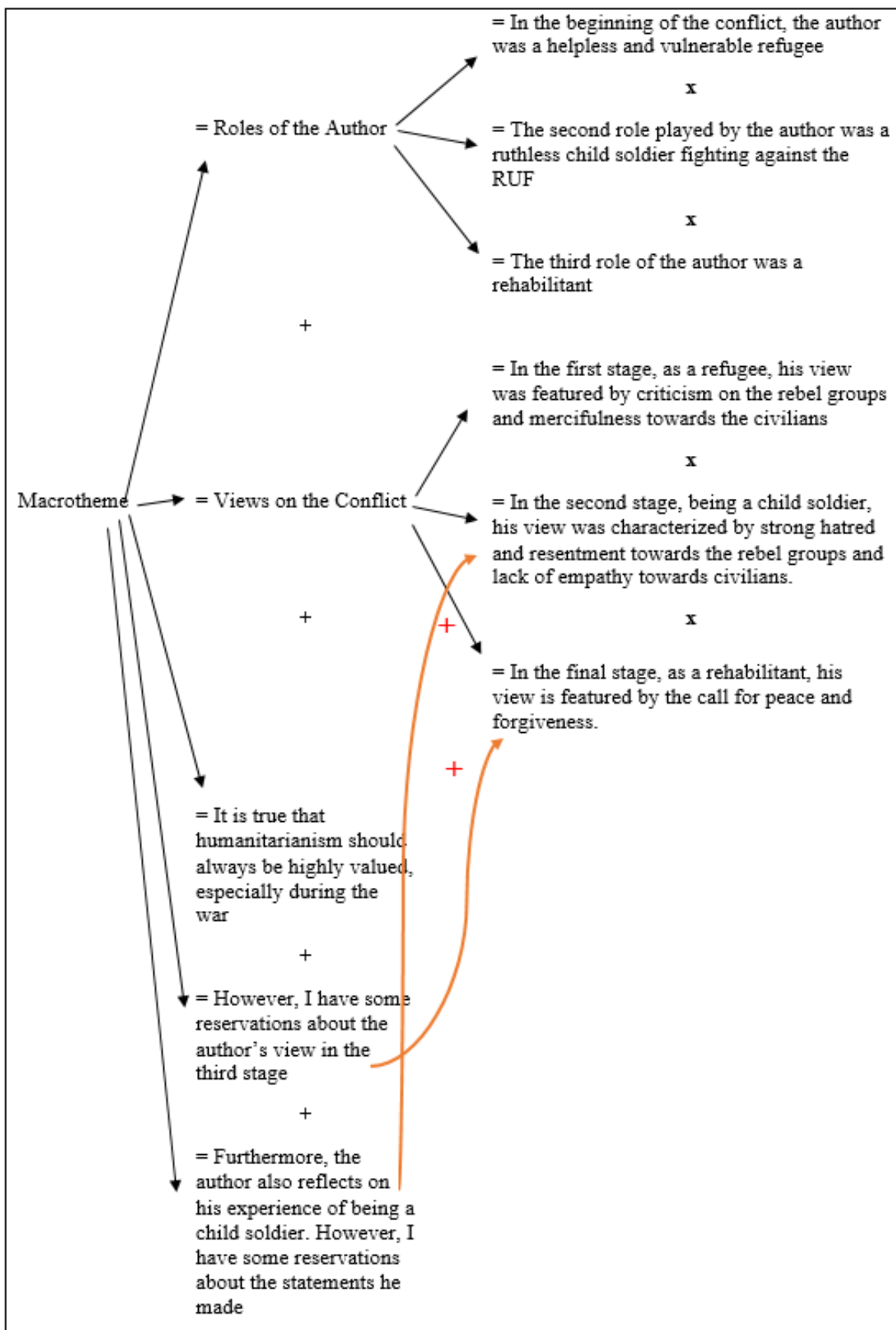
Figure 6-14: Dynamic View of War_2

The Hypernew then provides the 'take away' message from this, which is that killing is not always to be looked on as reprehensible:

End of P11. Killing is a crime when it is used against innocent civilians during a conflict, but it is justifiable when a person is standing on the battlefield and confronting his enemy. **[HYPERNEW A]**

This text shows yet another way of introducing criticality into the periodic structure. The previous examples used a counter-argument stage to show critical reasoning moving forward in the text from one paragraph to another (i.e. Time_2). This text, however, uses the periodic structure to refer **back** to a point made in the text previously in order to argue against the points of view expressed there. Clear signalling is needed to show the reference back to earlier stages of the text and this is done through the periodic structure. The Hypernews help also to bring each of these sections to a close with a stance which outlines how the student is arguing against a previous point of view.

This is the first text which has arguments running between **different** levels of Hyperthemes, which is so far unique in that the Hypertheme As argue against the ideas presented in the Hypertheme Bs. This is shown in the dynamic view of the text with the red lines linking two Hypertheme As and two Hypertheme Bs (see Figure 6-14). The relationship here is that of Extension again (represented with '+') but it is replacive, rather than additive. The relationship here is:

NOT Hypertheme Y **BUT** Hypertheme Z

The periodic structure of War_2 is complex and unique comparatively, yet it is successful in the construction of a conceptual taxonomy which expresses the ways in which Beah's role and identity change over time and the student's evaluation of those changes.

6.4.6 Periodicity in War_3

War_3 has a relatively simple periodic structure compared to the other two texts in this course. The text begins with a Macrotheme. This Macrotheme begins with a title for the text:

Dulce Et Decorum Est: A Critical Analysis of Chris Hedges' War is a Force that Gives Us Meaning

This introduces the autobiography which will be analysed (the autobiography of war journalist Chris Hedges) and signals that that analysis will be a critical one. The Macrotheme then extends over the first paragraph. In this paragraph, the writer begins to form a picture of what war is with a series of sentences which attempt to express the power

and significance of war. The Macrotheme ends with a statement of the thesis which predicts the overall stance to come – that *'war is rarely worth its price'*.

What follows this Macrotheme are nine Hyperthemes, all on only one level. These Hyperthemes include evaluative language which critically evaluate war. The first four are given as examples:

> **P2.** All that war thrives on are illusions.
>
> **P3.** Few are immune to the seduction of battle, just like few detest the seduction of sex.
>
> **P4.** Another appeal of war lies in its sensory exhilaration.
>
> **P5.** Power itself is an intoxicating drug.

The writer's evaluation of war in these Hyperthemes is built up through the use of Attitude (which is analyzed and discussed in Chapter 10). Each of these evaluative proposition is discussed, in turn, with reference to Chris Hedges' war experience, building up a conceptual taxonomy of the harm war causes.

The text then ends with a very short Macronew which reiterates this negative evaluation. It ends with the Latin quote *'Dulce et decorum pro patria vivere'*, which can be translated to mean *'to live for your country is sweet'*. This contrasts with the Latin quote given at the beginning of the essay, '*Dulce et decorum est pro patria mori',* which can be translated to mean '*to die for your country is sweet'*.

> **P11.** The ancient lie has to wear out. When the headstone crumbles and the words dissipate, what replaces it would be another of contemporary value: Dulce et Decorum Pro Patria Vivere.

The dynamic view of War_3 (see Figure 6-15) shows that the flow of information throughout the text is a typical one of Elaboration and Extension, all of which helps to build up a critical analysis of war:

Macrotheme

= All that war thrives on are illusions.

+

= Few are immune to the seduction of battle, just like few detest the seduction of sex

+

= Another appeal of war lies in its sensory exhilaration.

+

= Power itself is an intoxicating drug.

+

= Underlying every war there is a hidden agenda and a publicized cause.

+

= War is a mistake that punctuates history.

+

= War is rarely worth its price.

+

= There is a common misunderstanding that wars are justified for their inevitability.

+

= Hedges speaks of combating Thanatos with Eros, that is, driving off the drug of war with tenderness and love. But I believe that is not the core of the problem, for both these primordial drives are easily perverted to mutual accompliceship.

Figure 6-15: Dynamic View of War_3

Overall this text is clearly structured in terms of its Periodicity. It relies heavily on the use of evaluative language to build up conceptual taxonomy, throughout the text, of war as a negative force.

6.4.7 Summary of Periodicity in the War Essays

The Periodicity in the War essays is similar to the Periodicity in the Disease and Time essays in most respects. The three War essays successfully use Macro / Hyperthemes to signal the structure of the argument throughout the texts. Conceptual taxonomies are built up throughout the texts through the use of Elaboration and Extension, although this is achieved through one level of Hyperthemes (in War_3) and multiple levels of Hyperthemes in the other two essays. All of these structures are successful in clearly signalling the development of the argument throughout the text.

Similar language patterns are seen in the War essays as were seen in the Disease and Time essays. Conjunctive relations (e.g. *however* and *furthermore*) are used to signal the development of the argument between Hyperthemes. Evaluative language is used to signal the stance the student is going to argue throughout each section of the essay (for example *'Power is itself an intoxicating drug'* and *'It is true that humanitarianism should always be highly valued, especially during the war'*). This encodes criticality into the texts through the periodic structure.

There are certain language patterns which are seen in the War essays which have not been seen previously. Temporal Enhancement is successfully used in War_2 to discuss how Beah's role in the conflict and views change over time. This is achieved in the Hyperthemes through the use of temporal conjunctive relations (for example *the first stage, the second stage* and *the final stage*). This temporal structure is related to the nature of the text the student is reviewing. Finally, War_2 introduces criticality into the periodic structure in a unique way, by signalling back to previous points made in the text in order to argue against them. Hypernews are also used to sum up how previous points made are in fact incorrect. Overall, so far, the Periodicity is being used in very similar ways in the Science essays and the Humanities essays, in contrast to Ravelli's findings in her research of management and history essays (Ravelli, 2004).

6.5 Periodicity in the Compare Essays

The Compare course is the second course analysed in the Humanities AoI. The following will provide a brief outline of the course, the assignment and the assessment criteria and then move on to the analysis of Periodicity in the three Compare essays.

6.5.1 Compare Course Description

The course description states that the course*:*

> '…draws on the commonality of human experiences by exposing students to a range of novels and texts. These texts then act as a springboard for students to share experiences, make connections, form opinions, and develop linguistic and cultural awareness.'

Throughout the course the students read texts which focus on four universal themes, that of:

1. love and romance
2. family and culture

3. the emotions of conflict
4. man's relationship with the world.

Development of criticality is a clearly stated aim in this course (see underlining below):

> Topics chosen for the lectures and tutorials will enable students to understand human relationships and the social fabric of human communities, to engage in <u>critical, interpretive and analytical exploration</u> of human qualities and experiences

and is also clearly stated in the learning outcomes (see underlining below):

1. Demonstrate and articulate appreciation and <u>critical understanding</u> of the complex relationship between literary texts and human experience.
2. Apply and use relevant information from the course themes to make personal responses to texts through writing and discussion tasks on the course.
3. Demonstrate <u>critical thinking</u> and literacy skills when analyzing text and film interpretations of novels.

The course also requires students to contextualise their learning within historical and cultural contexts (see learning outcome four) and global contexts (see course description).

6.5.2 Compare Course Assignment Guidelines

For this course, students are required to formulate a thesis for their essay which fulfils the following criteria:

1. The thesis should be related to at least one text which the students study throughout the course
2. Students must write the thesis based on one of the Four Writing Angles introduced in the course (a. Compare and Contrast; b. How a story is written and presented; c. How the story relates to current affairs; d. How values are presented by the author).
3. The thesis should be 'original, specific and debatable'.

These instructions carefully scaffold a clear understanding of what kind of thesis is valued in this course. How this is achieved through Periodicity is explored below.

6.5.3 Compare Course Assessment Criteria

Table 6-2 shows the grade descriptors for an A-grade essay for the Compare course. Underlined are aspects of language explicitly related to control of Periodicity and bolded are aspects of language explicitly related to the expression of a critical argument. It is clear that students are expected to have control of many aspects of structuring and critical

argumentation in this task. The analysis below shows that this can be achieved, to a large extent, through a skilful control of Periodicity.

Addressing the Task	Crafts an original question that is derived from the four assigned areas and the texts studied. Is able to **convincingly argue** for its relevance of the question to the modern reader and address any subsidiary questions, embedded, or implicit aspects, addressing their relationships to each other.
Understanding, Analysis, Synthesis, and Application of Knowledge	**Consistent perceptive and critical engagement** with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.
Argumentation	**Examines the question/ issue/problem from all important perspectives.** Overall logic is clear. Premises or evidence strongly support conclusions. **Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.**
Structure / Organization	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.
Research and Discussion	**The writer is able to integrate a multitude of viewpoints in discussions,** including those raised in the community by reputable secondary sources, including journalistic articles or research studies.

Table 6-2: Assessment Criteria for Compare Course Final Essay

6.5.4 Periodicity in Compare_1

All three texts analysed for this course used the compare and contrast writing angle. The periodic structure is used in all three essays to structure the comparison throughout the text. Compare_1 contrasts two texts studied in the course –*The Joy Luck Club* by Amy Tan and *The Battle Hymn of the Tiger Mother* my Amy Chua. The thesis which the student argues for is introduced in the title of the text and is stated in full (see underlining below) in the Macrotheme:

> **Title:** Compare and Contrast how Viewpoints affect the Portrayal of characters in Joy Luck Club and the Battle Hymn of the Tiger Mother
>
> **P1.** … When further examining the two popular literary works, Joy Luck Club by Amy Tan and The Battle Hymn of the Tiger Mother by Amy Chua, it can be seen that the viewpoints and upbringings of the two authors can affect their portrayal of characters in their books to a great extent. Both Amy Tan and Amy Chua's parents were Chinese immigrants and grew up in America, but they do not have the same viewpoint towards their Chinese heritage and parenting styles. Because of this

disparity, their stance towards parenting creates a contrast. Despite this difference, they are still similar in their message for the audience and the reflection of their own attitude shifts.

The text then signals three points of difference and one point of similarity, using four Hypertheme As. Each of these Hypertheme As is then followed by two Hypertheme Bs where the student first discusses this difference or similarity in relation to the author Tan and then Chua. For example, the first Hypertheme A argues that the two authors differ in terms of their attitudes to their Chinese heritage. Then the first Hypertheme B argues that Tan felt out of place because of hers while the next Hypertheme B argues that Chua was more accepting of hers:

> **P2 Cont.** Although they come from the same generation and were brought up with a similar parenting style, perhaps because of their personal experiences and thoughts, they <u>differ</u> markedly in attitudes towards their Chinese heritage...
> **[HYPERTHEME A]**

>> **P3.** Tan was the only Chinese in her high school so she felt out of place and desperately wanted to fit in. **[HYPERTHEME B]**

>> **P3 Cont.** <u>Whereas</u> for Chua, other than the experience in grade school in which a boy made "slanty-eyed gestures" and mimicked her pronunciation that made her vow to get rid of her Chinese accent, she did not particularly reject her own culture (Chua, 47). **[HYPTHEME B]**

The contrast between the two Hypertheme Bs is established through the use of contrastive conjunctive relations. Examples of these relations throughout the essay are *whereas*, *on the other hand* and *similarly* as well as grammatical metaphors such as *differ, vary* and s*imilarities*. Evaluative language is also used extensively in the Hyperthemes. For example, the behaviour of the boy mentioned in the Hypertheme directly above is depicted negatively (e.g. *'slanty-eye gestures'* and *'mimicked her pronunciation'*). Compare_1 ends with a Macrotheme which reiterates that there is a link between an author's life experiences and the way they portray the characters in the novels.

The dynamic view of Compare_1 (see Figure 6-16) shows a conceptual taxonomy which documents the similarities and differences in the author's portrayal of their main characters:
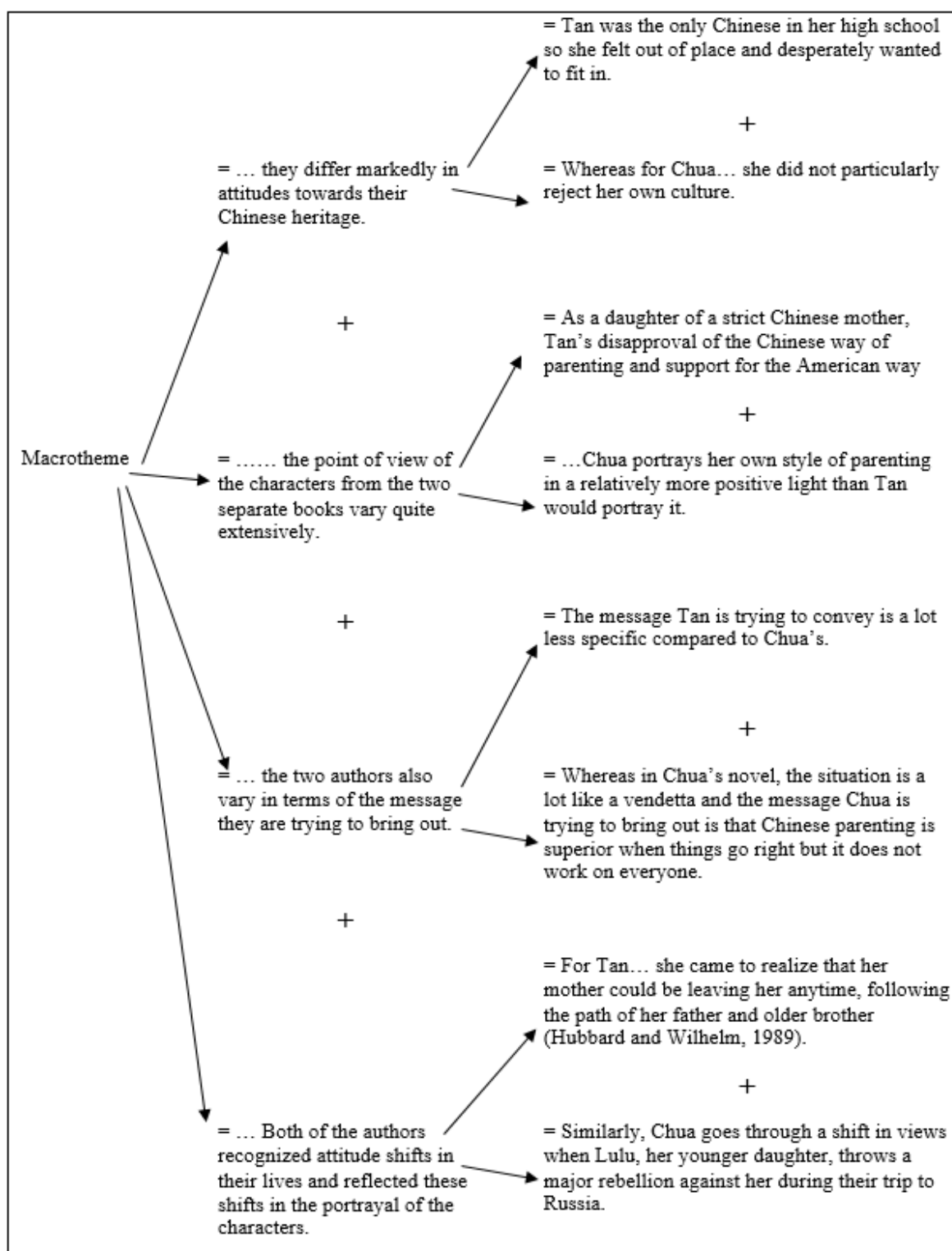
Figure 6-16: Dynamic View of Compare_1

This conceptual taxonomy enables the writer to argue for his or her thesis, which is that the viewpoints and backgrounds of authors affect their portrayal of the main characters. This argument structure is achieved through the use of Expansion and Extension similar to the Disease, Time and War essays. Overall, this text sets up a complex yet very clear periodic structure throughout the text. This structure enables the student to signal the comparisons being made between the texts clearly, thereby fulfilling the task requirements.

6.5.5 Periodicity in Compare_2

Compare_2 uses a more simple periodic structure than Compare_1. Only one level of Hypertheme is used to signal the waves of information throughout the text. Compare_1 used Hypertheme As to firstly introduce four points of comparison, in order to fulfil the task requirements to compare and contrast, and then used Hypertheme Bs to show the movement from the discussion of each of these four points in one text to the other. Compare_2 achieves both of these moves using just one level of Hypertheme.

Compare_2 begins with a typical Macrotheme. The Macrotheme begins with a title for the text which introduces the two poems on the topic of war which are to be compared and contrasted - *The Soldier* by Rupert Brooke and *Dulce et Decorum Est* by Wilfred Owen. The Macrotheme then extends to the end of the first paragraph. In this paragraph, a comparison is firstly made between the focus of the two poems – one supportive of war and one critical of the notion that to die for your country is honourable. The Macrotheme then ends with a thesis statement (see underlining below):

> **Title:** Compare and contrast the ways in which patriotism is presented in the poems The Soldier by Rupert Brooke and Dulce et Decorum Est by Wilfred Owen.
>
> **P1.** …While some people consider war to be the most destructive and horrific of human conflicts, others glorify it, considering it to be an expression of one's patriotism....<u>This essay will discuss how Brooke shares his patriotic beliefs about war through The Soldier and how Owen criticizes the notion of patriotism in Dulce et Decorum Est.</u>

Points of comparison between the two authors are then signalled through a series of pairs of Hyperthemes, all on the one level, which use conjunctive relations to signal the movement from the discussion of one author to the other. One example of these pairs is shown below which compares the structure of the two poems:

> **P6.** The structure of The Soldier also depicts Brooke's supportive view of patriotism.
>
> **P7.** <u>Unlike</u> The Soldier, Dulce et Decorum Est does not follow a traditional and neat structure, as…..

The word *'unlike'* is used to signal the point of comparison. Other words or phrases which are used to signal the comparison of each pair are *on the other hand, also* and *however*.

Evaluative language, in the form of Attitude, is used extensively throughout the Hyperthemes. For example, one Hypertheme describes the portrayal of war in one poem as *disturbing* and *painful.* Another Hypertheme describes the tone of the other poem as *soft* and *comforting.* The text then ends with a Macronew which restates the thesis.

The dynamic view of Compare_2 (see Figure 6-17) shows again that the horizontal structure is one of Elaboration and the vertical structure is one of Extension, which builds up a conceptual taxonomy of how two different views of war are expressed through the language of two poems. Overall, this text sets up a simple periodic structure throughout the text which signals the points of comparison between the two poems clearly.

6.5.6 Periodicity in Compare_3

The third essay compares and contrasts the portrayal of the Frankenstein / Creature relationship in Mary Shelley's novel *Frankenstein* with two film adaptations. This is introduced to the reader in the title of the text, at the beginning of the Macrotheme. The Macrotheme then extends to the end of Paragraph 1 but, unlike the other two texts, fails to include a statement of the thesis as required by the assignment guidelines.

After the Macrotheme, the student uses a series of Hypertheme As and Bs to explore the differences between the portrayal of the relationship in the novel and two film adaptions. This requires a complex argument to be set up and this is achieved to a large extent through a clearly-signalled periodic structure.

= The Soldier may not be the most accurate reflection of what happened in the warzone in WW1, but the idealistic views on war and death displayed in the poem could have reflected the general population's naivety about war and its consequences.

+

= Owen, on the other hand, wrote from his first-hand experience of fighting in WW1. Thus his poem depicts the disturbing, yet realistic experiences he endured during the war.

+

= Throughout Dulce et Decorum Est, Owen uses vivid imagery to project painful disturbing thoughts into the reader's mind.

+

= Brooke, on the other hand, was known for his idealistic sonnets on war (Poetry Foundation, n.d.). In The Soldier, Brooke focuses on the meaning of a soldier's death rather than the gruesome experiences of soldiers.

+

= The tone of The Soldier is generally soft and comforting, despite the sensitive topic of death.

+

= The structure of The Soldier also depicts Brooke's supportive view of patriotism.

+

= Unlike The Soldier, Dulce et Decorum Est does not follow a traditional and neat structure, as Owen tries to portray the abruptness of events during war through the inconsistent structure of the poem.

+

= ....However, in the modern day, war propaganda is not as evident compared to the recruitment of soldiers during WWI, probably due to the lesser need for soldiers to fight the wars because of factors such as sophisticated weaponry, advancement in military strategies and universal accountability.

+

= There are more and more "truths" revealed, in the present day, about war and the true experience on the battlefield.

Figure 6-17: Dynamic View of Compare_2

Firstly, a Hypertheme A justifies the film adaptations which have been chosen for analysis:

> **P2.** The 1931 Frankenstein by James Whale and Kenneth Branagh's Mary
> Shelley's Frankenstein in 1994 are selected for analysis. The 1931 Frankenstein is
> selected as it was the first sound film adaptation of the novel….

After developing the argument introduced by the first Hypertheme A, the text then moves on to another Hypertheme A which begins with the heading:

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Heading for P3 – P8. Relationship of Victor Frankenstein and the Creature

and then signals that a summary will be given of the relationship between Victor Frankenstein and the Creature:

> **P4.** Before the comparison, a summary of the portrayal of the relationship between Victor Frankenstein and the Creature will be given. The Victor-Creature relationship was complex and remained evolving as the story proceeded...

This is then achieved through four Hypertheme Bs which branch off this Hypertheme A, each of which describes how the relationship evolves over various stages of the story – from the birth of the Creature to the moment Victor realises the Creature has murdered his brother, when the Creature learns of his origins and then to Victor's ultimate death. These Hypertheme Bs can be seen below:

> **P4 Cont.** From the moment the Creature was alive to the moment Victor realised that the Creature is the murderer of his brother (approximately Volume I of the novel), and Victor "lived in daily fear" towards the Creature…

> **P5.** At this point the Creature have undergone more changes on his attitude towards Victor, and hence have experienced diversified views on the relationship.

> **P6.** Their relationship from this point and on was rather interactive.

> **P7.** The conclusion to their relationship was when Victor died on Walton's ship after his unsuccessful pursuit of the Creature on the ice, the Creature came and mourned his death.

This section of the text ends with a Hypernew which reiterates that the relationship is a complex one which evolves over time:

> **P8.** From the analysis of the development of the Victor-Creature relationship in the novel, it can be concluded that the relationship in the book is continually evolving, affected by particular incidents…

After this consolidation of the relationship is presented, the text moves on to a comparison of how this relationship is simplified or changed in the two films. This argument is signalled through three Hypertheme As. Each is a heading and each one signals a different point of comparison with the novel through a repeating linguistic pattern:

> **Heading for P7 – P13.** The Relationship is Simplified through the Character Settings in the Films

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> **Heading for P14 – P16**. The Relationship is Simplified through the Narrative in the Films

> **Heading for P17 – P19.** The Relationship is Changed by the Altered Focus in the Films

The repeated use of this language pattern helps to emphasise the flow of the information throughout the periodic structure.

There is a final Hypertheme A where the student hypothesises why these changes have been made to the relationship. Two Hypertheme Bs then branch off this last Hypertheme A:

> **Heading for P20 – P21.** Reason for these Alternations in Cinematic Adaptations

> **P20**. From the discussions above, the Victor-Creature relationships presented in film adaptations are greatly different from that in the book. Yet changing this relationship might not be the intention of the creators. The relationship is subjected to alternations for various reasons. **[HYPERTHEME A]**.

> > **P20 Cont.** <u>First of all</u>, cause-and-effects in a relationship might be simplified to increase the dramatic element of the film. **[HYPERTHEME B]**

> > **P21.** <u>Second,</u> the relationships might be altered for the visual elements in a film. **[HYPERTHEME B]**

Again, Hypertheme Bs use conjunctive relations to signal the move from one reason to the other. Finally, a Macronew is given which argues that while the films are different from the novel, they are still influential in their own right.

The dynamic view of Compare_3 (see Figure 6-18) shows that while the relationship between the Macrotheme, the Hypertheme As and the second set of Hypertheme Bs are Elaboration and Extension, the relationship between first set of four Hypertheme Bs is Enhancement.
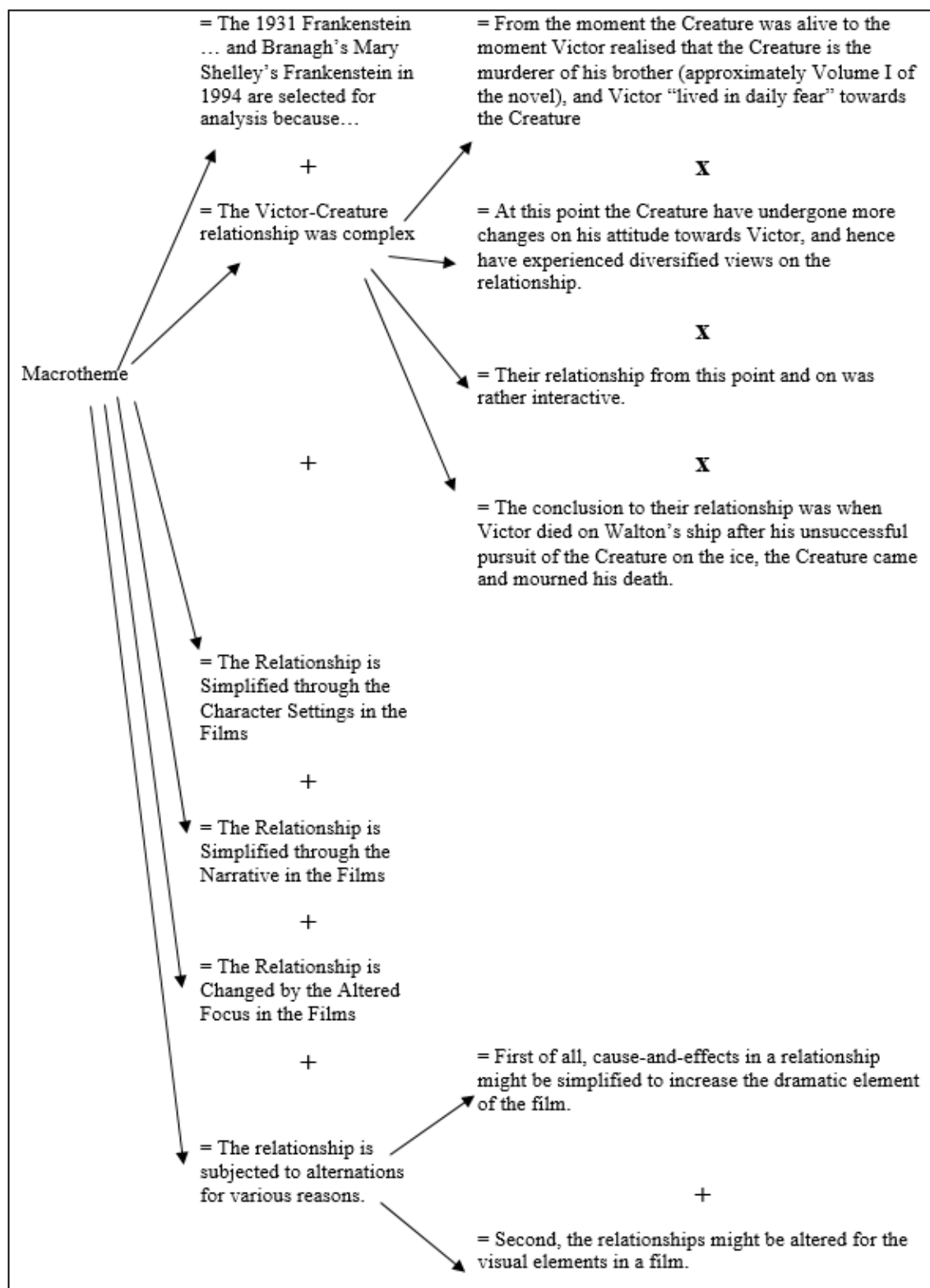
Figure 6-18: Dynamic View of Compare_3

These Hypertheme Bs outline the change in the relationship in the novel over time (as did War_2) and are therefore related to each other temporally using the following argument structure:

Hypertheme Y **THEN** Hypertheme Z

Overall, this text successfully uses a complex periodic structure which integrates multiple levels of comparison – comparison of relationship over time and comparison of the relationship between the novel and the two films.

6.6   Summary of Periodicity in Compare Essays

The three Compare essays successfully use Macro / Hyperthemes to signal the structure of the argument throughout the texts. Conceptual taxonomies are built up throughout the texts mostly through the use of Elaboration and Extension although there is one use of temporal Enhancement (Compare_3). This building up of conceptual taxonomies is achieved through one level of Hypertheme (in Compare_1) and multiple levels of Hyperthemes in the other two Compare essays. All of these structures are successful in clearly signalling the development of the argument throughout the text.

In the three Compare essays, the task requirement to compare and contrast impacts the periodic structure. Periodic structures need to be set up which allow for multiple points of comparison (between the novels or poems or films chosen). These multiple points of comparison require a clear use of conjunctive relations (e.g. *however* and *on the other hand*) to show the move from one point of comparison to another and from the discussion of one text to the other.

Like the War essays, the Hyperthemes in all of the Compare essays also have an extensive use of evaluative language. For example, Compare_2, as discussed above, describes the portrayal of war in one poem as *disturbing* and *painful* and describes the tone of the other poem as *soft* and *comforting.* This evaluative language encodes criticality into the texts, and as mentioned earlier, is explored in depth in Chapter 10 on the use of Attitude.

In summary, in all six Humanities essays the periodic structure plays an integral role in the development of the argument throughout the text. Without a control of Periodicity, students would struggle to fulfil the social purpose of an argumentative essay, which is to persuade. An inability to achieve this would prevent them from displaying their understanding of knowledge taught to them in ways which is expected of them by the academic culture they are aiming to be a part of. As such, students need to be taught such patterns of language, in order for them to develop the voice valued by such a culture.

6.7   Summary of Periodicity in the Student Voice

No distinct differences were found in the patterns of Periodicity used in the Science verses the Humanities essays. This suggests that one unified Student Voice is at work in these

argumentative essays, in terms of patterns of Periodicity. These patterns are the patterns seen within highly successful, first-year, undergraduate, English as a second-language, argumentative essays. The lack of disciplinary specialisation in the essays suggests that the four Science and Humanities Core Curriculum courses analysed are not disciplinary-specific courses in a traditional understanding of the disciplines, and instead have a shared orientation to knowledge. This shared orientation could be the contextualisation of knowledge in, for example, social and cultural contexts. While the Disease essays, for example, are focused to some extent on the biological processes of infection, the essays also require a discussion of their social and political ramifications. The Compare essays require some literary analysis, but the focus of these essays is an interpretation of the issues raised in the texts, rather than a pure literary analysis. More research would be needed to confirm whether this shared orientation to knowledge is seen across all Science and Humanities Core Curriculum courses. What this suggests however is that in terms of Periodicity, a united student voice can be taught to Core Curriculum students to help them develop control of specific patterns of language to help them express an acceptable academic argument in their essays. The summary below provides a research-grounded description of these patterns, which can be used by English for Academic Purposes (EAP) teachers working in similar undergraduate, second-language, university contexts with students writing argumentative essays.

Firstly, the successful argumentative essays include the use of a Macrotheme and a Macronew. The expression of the periodic structure within the Macrotheme maps onto a typical statement of position expressed in the generic structure of an exposition. This statement of position in an exposition is typically expressed in three basic moves, namely a statement of background -> a statement of thesis -> a statement of essay structure. These three moves are expressed in the periodic structure, within the Macrotheme. Similarly, the periodic structure maps onto the generic structure, in the Macronew, through the restatement of the thesis. Students need to be taught how to encode these moves into their argumentative essays, through the periodic structure.

The successful essays also include at least one level of Hypertheme. Whether there is one or multiple levels of Hypertheme can be related to the length of the text (e.g. the shorter the text, the fewer the levels), the essay task (e.g. compare / contrast tasks might lead to the use of multiple levels of Hyperthemes) or the complexity of the argument the student wishes to make. These Hyperthemes usually map onto the paragraph /section structure of the texts, although this is not expertly handled in all of the A-grade texts. Students can be

shown a selection of argumentative essays and be asked to identify how many levels of Hypertheme there are and whether they map into the texts' paragraph / section structure. Such conscious-raising tasks are ways in which students can be helped to understand the role the periodic structure plays in the development of a coherent argument throughout a text.

Successful essays also build up a complex conceptual taxonomy throughout the essay in order to encode a detailed understanding of academic knowledge into the text and the movement from one stage of this conceptual taxonomy to the next is signalled to the reader through the periodic structure typically with the help of conjunctive relations. This is done in two ways. Firstly, this is achieved by identifying (extending) the categories of the taxonomy and signalling this to the reader through the periodic structure. For example, if a student were to discuss approaches a government might take to improve the well-being of the society it governs, that student might identify a number of categories to achieve this, for example (i) legislative approaches, (ii) educational approaches and (iii) cultural approaches. One or more of these categories might be further sub-categorised, depending on the length of the essay, for example educational approaches might be sub-categorised into approaches at (i) the school level and (ii) the university level. This process of categorisation and sub-categorisation is the vertical Extension seen in the 13 essays.

The second way a conceptual taxonomy is built up is to elaborate on these approaches and categories and signalling this in the periodic structure. Continuing the hypothetical example given above, there might be two legislative approaches, one school-level educational approach, two university-level educational approaches and one cultural approach and each of these needs to be explained. This is the horizontal Elaboration seen in the essays. Successful essays use the periodic structure to signal the movement from the discussion of one category / sub-category of the taxonomy to the other and the movement from one example of each category to the next.

Many EAP course materials encourage students to write plans before starting writing. While this is helpful to enable students to formulate the structure of their argument, the findings from this research suggests that this planning should be seen more as a process of conceptualising a taxonomy which the students want to express throughout their essay. For example, the student writing the hypothetical essay about government approaches mentioned above might create, after reading about the topic, the following conceptual taxonomy:
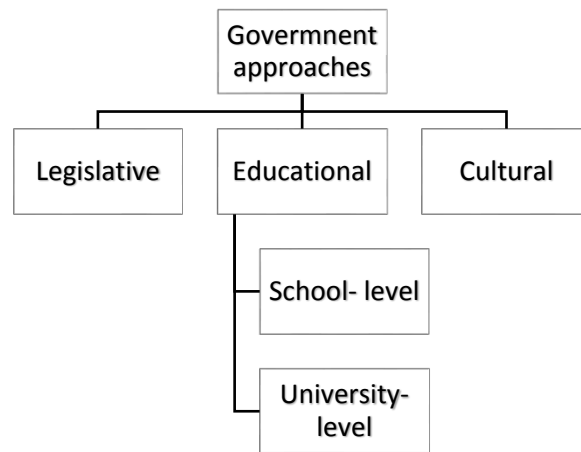
Figure 6-19: Basic Example of Conceptual Taxonomy

The student might then be encouraged to extend this taxonomy to specify the examples of each category, for example:
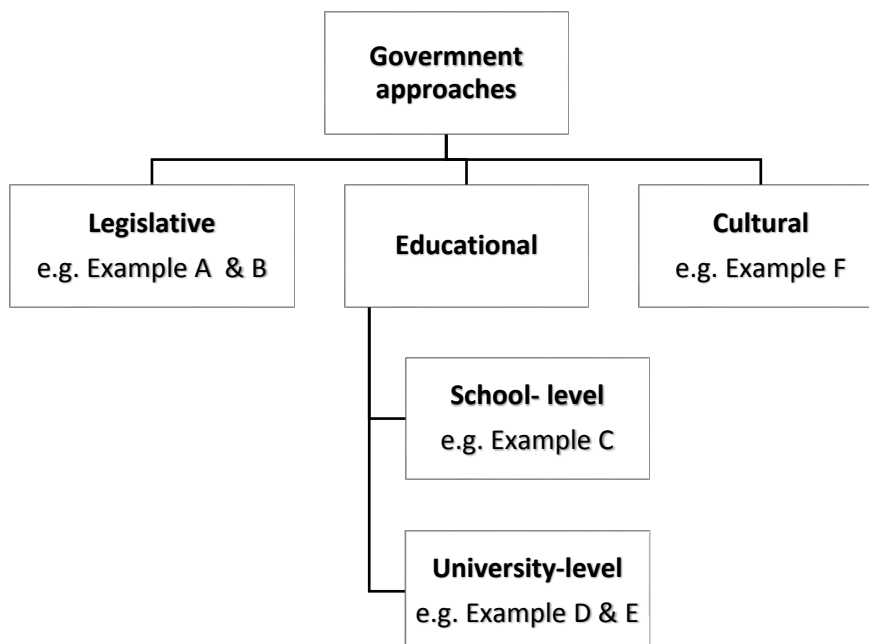
Figure 6-20: More Detailed Version of Conceptual Taxonomy

The student might then be given the task to write the Hyperthemes for each part of the taxonomy (as well as the Macrotheme and Macronew) so that they learn to signal clearly the movement from one category to another and one example to another. Finally, the student can then be given the task to write the essay in full so that the periodic structure and the paragraph / section structure match. Students can also be given tasks to extract and create such a taxonomy from an exemplar essay a previous student has written. Tasks such as these can help students to understand the role of Periodicity in extended academic texts, and how they can create such patterns of Periodicity themselves. This demonstrates how

research findings can influence pedagogical approaches and be used to develop teaching materials.

Successful essays also sometimes build criticality and the contextualisation of knowledge into the periodic structure. Criticality can be built into the periodic structure by the inclusion of a counter-argument then a rebuttal Hypertheme, managed through conjunctions (see Time_2, Section 6.3.5). It can also be built into the periodic structure by the use of Hyperthemes, which refer back in the text to previous Hyperthemes, in order to argue against the ideas posited in them (see War_2, Section 6.4.5). Finally, it is also built into the structure through the use of evaluative language patterns, which set up a stance that the student then supports in the rest of the paragraph or section. Such evaluative language patterns are discussed in full in Chapter 10 on Attitude. The articulation of criticality was identified in Chapter 3 as an important aspect of the documented curriculum, and the patterns described above are ways in which this can be encoded into the text through the periodic structure. These patterns, along with others identified in Chapter 8 in the analysis of Engagement, and Chapter 10 in the analysis of Attitude, need to be taught to students.

The contextualisation of knowledge within social, geographical, cultural and temporal contexts was also identified in Chapter 3 to be an important feature of the documented curriculum. This contextualisation can also be built into the periodic structure by including reference to the context (e.g. social, economic, geographical and cultural) in the Macrotheme and/or Hyperthemes. Students can be given tasks to identify such features in exemplar texts, and can also be helped to build such features into their own conceptual taxonomies and Hyperthemes before they begin writing, if such contextualisation is needed.

Successful essays also utilise certain patterns of language in the Hyperthemes. Nominalisation is used extensively to transform processes into abstract ideas / entities and this, in turn, enables them to be discussed. These abstract ideas / entities often become the categories (and sub-categories) of the conceptual taxonomy, for example, the following Hypertheme from Disease_1 serves to identify and categorise entities that are then discussed:

> Socio-economic factors include changes in <u>human migration</u>, <u>globalization</u>, <u>human behavior</u>, <u>development of antibiotics</u> and vaccines as well as <u>public health controls</u>. [Disease_1]

Without nominalisation, these categories would not exist.

Conjunctive relations are also used extensively to signal the movement from one category or example of the taxonomy to another, across the text. There are two main types of conjunctive relation used. The first is contrastive (e.g. *however* and *on the other hand)*. These type of relations play an important role in the construction of a critical argument and is discussed in detail in the analysis of Engagement in Chapter 8. The second is temporal. These temporal conjunctive relations can either refer internally to the text, highlighting the movement from one argument made by the student to the next (e.g. *firstly, secondly* and *finally*), or external to the text, signifying the movement from one phase of the auto biographer's life, for example in the War essays, to the next (e.g. *'in the beginning of the conflict', 'in the second stage as a child solider'* and *'in the final stage as a rehabilitant'*).

All of the patterns above play a central role in the making of meaning throughout a text and it is the successful expression of meaning which shows assessors that students have reached a certain level of understanding of the knowledge taught to them on the course. Periodicity organises this expression of meaning in a coherent manner. Not only this, it also has a very important function in constructing the experience of the reader. It guides the reader through the text, taking them through the argument step by step clearly and explicitly.

6.8   Conclusion

This chapter has discussed how Periodicity is used in 13 A-grade essays. Periodicity has been identified as a key resource used in these essays to build up an argument throughout the texts which demonstrate the successful articulation of knowledge taught on the course. This chapter has answered the following three research questions posed at the beginning of the chapter:

1. How are the features of the documented Core Curriculum analysed in Chapter 3 (specifically the expression of criticality and the contextualisation of knowledge), encoded in the **periodic structure** in A-grade essays?

As summarised in Section 6.6 above and exemplified throughout this chapter, criticality can be encoded into texts through the use of counter-argument Hyperthemes, Hyperthemes which refer back to previous Hyperthemes to argue against the ideas within them, and through the use of evaluative language patterns. The contextualisation of knowledge can be encoded into texts by integrating a focus on a specific context into the conceptual taxonomy developed within the text. This focus is signalled through the periodic structure.

2. What other patterns of language are seen in the **periodic structure** in A-grade argumentative essays and are therefore valued by assessors of Core Curriculum courses?

Many other patterns of Periodicity have been exemplified in this chapter and summarised in Section 6.6, for example the use of the periodic structure to build up conceptual taxonomies through the use of extend – elaborate taxonomical relations and the use of patterns of language such as the use of conjunctive relations and evaluative language.

3. Are there differences in orientation to knowledge, in the **periodic structure**, in Science and Humanities Core Curriculum A-grade argumentative essays?

Finally, no differences in orientation to knowledge have been identified in the periodic structure in the Science verses the Humanities essays. Instead, a united Student Voice is seen throughout the essays in terms of the patterns of Periodicity, and this has been summarised in Section 6.6.

Periodicity plays a central role in the making of meaning throughout these essays. Periodicity has been the first 'lens' used to explore language patterns within these successful essays. The next two chapters explore the language patterns of Engagement used in the 13 A-grade argumentative essays. Chapter 7 outlines the methodology used to analyse Engagement along with relevant research which has analysed the use of Engagement in academic writing. The analysis of Engagement is outlined and discussed in Chapter 8.

Chapter Seven – Methodology and Literature Review for the Analysis of Engagement in the Assessed Voice

7.1   Introduction to Engagement

Speaking is dialogic in an obvious way. One speaks **to** someone. Writing is also dialogic. One writes to a reader, sometimes putative, sometimes known. In academic writing, this reader is usually part of a mutual discourse community, which has a shared understanding about how the world is, and shared ways of encoding such knowledge in text. Although a discourse community has shared views, there are also always points of disagreement within it. A good academic writer must enter into a dialogue, through the text, with those who are likely to agree with them **and** those who are not. This dialogue is encoded in the text through the system of Engagement. This system explains how certain language patterns are used to construct a stance which 'anticipates the responses of actual, potential or imagined readers' (Martin & White, 2005, p. 92). The ability to do this is an important part of a well-formed academic voice that can create texts that are well-reasoned, well-supported and expressed in a way which is appropriate for the discourse community students are 'in training' to enter.

Ideas become 'well-reasoned' and 'well-supported' by utilizing conventional language patterns, which are part of the system of Engagement (as well as other systems). For example, one way students typically demonstrate to a reader / assessor that a stance is 'well-reasoned' is by taking into account alternative points of view a possible reader might have and refuting them, or by qualifying claims or conclusions. 'Well-supported' can be demonstrated by attributing ideas to external, authoritative sources. Each of these can be encoded in the text through utilizing language patterns such as modality, concession, and attribution, which are part of the system of Engagement. These are also particularly important for the texts being analysed in this research, argumentative essays, whose social purpose is to persuade. Expressing arguments which are well-reasoned and well-supported is an important way in which this social purpose is achieved.

As stated above, the system of Engagement explains how certain language patterns are used to argue for a stance which 'anticipates the responses of actual, potential or imagined readers' (Martin & White, 2005, p. 92). However, not all utterances are like this. Utterances can be seen to be divided into two broad categories – ones where dialogistic

alternatives are being engaged with and ones where the utterance is being presented as 'dialogistically inert and hence capable of being declared' (p. 99). The former is categorized as **heteroglossic** and the later as **monoglossic**.

Monoglossic utterances are typically presented as 'taken-for-granted' (Martin & White, 2005, p. 100). For example, one text analysed in this research about how infectious diseases spread states that:

> Public health measures are important in the control of infectious diseases. [Disease_2]

This utterance is presented as 'taken-for-granted' and is therefore monoglossic, meaning that heteroglossic linguistic devices are missing in such utterances, such as the use of modality, forms of attribution and countering devices such as *however* and *although*. The utterance is written in a way which suggests that the writer believes that the reader will share this view:

> …taken-for-grantedness has the strongly ideological effect of construing for the text a putative addressee which shares this value position with the writer/speaker and for whom the proposition is, likewise, not at issue (Martin & White, 2005, p. 101)

However, if the student had believed that the reader might question this stance, they might have written the utterance as such:

> Public health measures **may** be important in the control of infectious diseases.

This utterance takes into account a reader who may dispute this stance and the utterance is therefore heteroglossic in nature. The utterance allows for the possibility of an alternative viewpoint, or alternative (hetero) voice (gloss). Language patterns, which acknowledge alternative points of view, are coded as **expand** formulations in the Engagement system as they open up the dialogue to alternative points of view.

Whereas expand formulations open up the dialogue to alternative points of view, language patterns can also be used to close down the dialogue. This closure can be one of defiance - articulating a value position which is '…at odds with, or rejecting, some contrary position' (Martin & White, 2005, p. 97):

> Public health measures are **not** important in the control of infectious diseases.

Alternatively, the closure can be one of alignment which presents a value position as '...highly warrantable (compelling, valid, plausible, well-founded, generally agreed, reliable etc), where the textual voice sets itself against, suppresses or rules out alternative positions' (Martin & White, 2005, p. 98):

> Public health measures are **definitely** important in the control of infectious diseases.

Both of these types of closure are coded as **contract** formulations in the Engagement system. Those which contract by rejecting a position are coded as **disclaim** formulations and those which contract by presenting a position as highly warrantable are coded as **proclaim** formulations. These options in the Engagement system are shown in Figure 7-1.

Each of the three subsystems of the Engagement system, expand, proclaim and disclaim, have further levels of delicacy. Each of these three subsystems are discussed in turn in Section 7.2. This includes a justification for the researcher's extension of the subsystem of expand (see Section 7.2.1.2). Relevant research which has used the system of Engagement to analyse academic texts is also discussed in Section 7.3.

7.2   Method of Analysis of Engagement

This section outlines the form and function of each category of Engagement. Section 7.2.1 explains the expand formulations, Section 7.2.2 explains the proclaim formulations and Section 7.2.3 explains the disclaim formulations. All examples exemplifying the elements of Engagement throughout this chapter are from the 13 essays analysed. From this point forward, language in the data coded as **expand** is **bolded and underlined in blue**, **proclaim** is **bolded and underlined in purple** and **disclaim** is **bolded and underlined in red**. A copy of each fully-coded essay can be found in Appendix 7.

disclaim

E.g. Public health measures are **not** important in the control of infectious diseases.

Contract

heterogloss

proclaim

E.g. Public health measures are **definitely** important in the control of infectious diseases.

expand

E.g. Public health measures **may be** important in the control of infectious diseases.

monogloss

E.g. Public health measures are important in the control of infectious diseases

Figure 7-1: A Summary of the Engagement Network

7.2.1 Expand Formulations

As outlined earlier, **expand** formulations open up the dialogue to alternative points of view. As Martin and White (2005) state:

> When viewed dialogistically (rather than from the truth-functional semantics, as is often the case), such locutions are seen actively to construe a heteroglossic backdrop for the text by overtly grounding the proposition in the contingent, individual subjectivity of the speaker/writer and thereby recognizing that the proposition is but one among a number of propositions available in the current communicative context (p. 105)

Martin and White theorise two ways in which dialogistic expansion can be achieved – through the use of **entertain** formulations or through **attribute** formulations. **Entertain** formulations are explained in Section 7.2.1.1. An extension by the researcher of **entertain**

to include conditional structures is explained and justified in Section 7.2.1.2. Lastly, **Attribution** formulations are explained in Section 7.2.1.3.

7.2.1.1 Expand:entertain

Language devices which are typically used to **entertain** different dialogistic alternatives (Martin & White, 2005, p. 105) include:

- modal auxiliaries of possibility (*may, might, could, can*)
- modal auxiliaries of obligation (*must, should, need to*)
- modal adjuncts (*perhaps, probably, possibly*)
- modal attributes (it is *probable / likely* that…)
- verbs which describe mental processes (I *feel / believe / think* that)
- evidence / appearance-based postulations (it *appears* to, it *seems* to, it *tends* to, it is *expected* to, it is *predicted* to, it is *proposed* to, it is *feasible*, it is *doubtful*, it is *bound to be*)
- rhetorical questions (for example, *Does the notion of loss aversion have limited applicability outside labs? Or, alternatively, can the results be reconciled by other factors not identified in the aforementioned papers?* as well as utterances such as *This raises the question whether…*)

Other examples found in the data were:

- 'can be' formulations, for example:
    - *this can be proved…*
    - *this can be seen…*
    - *this can be one explanation…*
- nominalisations of probability:
    - the *probability…,* the *potential...*
- comment adjuncts related to probability:
    - *apparently…*
- other types of projections related to probability:
    - *the hypothesis I put forward is...*)
    - this *suggests* that…

The following example entertains the idea, as opposed to stating it to be true, of infections other than HCoV-EMC causing serious harm:

> **While** [contract:counter:concess] our discussion is limited to HCoV-EMC infection, there are many other **potential** [expand:entertain] outbreaks like H7N9 influenza and so on that **may** [expand:entertain] again bring us back to the situation in 2003. [Disease_1]

Much has been written on the importance of such language devices in academic writing (see for example Hood, 2010; Hunston & Thompson, 2000; Hyland, 2005; Hyland & Guinda, 2012).

7.2.1.2 The Researcher's Extension of Expand:entertain

Possibility is what is represented in the texts when entertain formulations are used. What is construed, through the use of these entertain formulations, is a middle ground which falls between the poles of it 'is' or 'is not so'. This middle ground is 'sometimes' or 'maybe'. This in turn recognises alternative points of view a putative reader might have.

Another language pattern, often found within the 13 essays, can be seen as construing possibility in the texts. These patterns are types of conjunctions that signal conditional hypotactic relationships between clause complexes. For example, the *if* in the following example is used to signal a relationship between the dependent and the independent clause in the clause complex:

> …**if** [expand:entertain] given the chance, they pervert into that of rape and killing common in war of any age. [War_3]

In this example, the hypothesis is only proved under a certain set of conditions which opens up the possibility that it might not be proved under a different set of conditions. Another example is:

> **If** [expand:entertain] the definition of health is biased, the guideline will become unachievable by certain group of people. [Disease_3]

In this example, the use of *if* opens up the possibility of the guidelines being achievable in other circumstances (i.e. where the definition is not biased).

Yet another example is:

> **If** [expand:entertain] we can**not** [contract:deny] interpret time psychologically, we will also be like him. [Time_1]

In all three of these examples, the independent clause is monoglossic. In most of the conditional constructions in the data, however, the independent clause is heteroglossic in

nature. For example, the following are examples of the use of modality in the independent clause:

> **If** [expand:entertain] the vaccination is **not** [contract:deny] well-funded, people **may** [expand:entertain] refuse to pay for it. [Disease_3]

and:

> **If** [expand:entertain] chickenpox is **really** [contract:pronounce] eradicated, several aspects **may** [expand:entertain] benefit. [Disease_3]

In these examples, further levels of possibility are woven into these propositions through the use of modalisation apart from just the *if* dependent clause.

Conjunctions other than *if* are also used to construe this conditional relationship between dependent and independent clauses, for example 'unless':

> **Whether** [expand:entertain] these changes and improvements are enough and effective **to** [contract:justify:purp] combat with the coming outbreaks remain to be **unknown** [contract:deny] **unless** [expand:entertain] the outbreaks really happens unluckily. [Disease_2]

In the following examples, *as* also functions in the same way as *if,* to propose that X happens *as* Y happens, thereby opening up the possibility for Y not to happen as A, B, or C happens:

> **As** [expand:entertain] a person approaches the mass, his time will be slower than those further away [Time_3]

and:

> **As** [expand:entertain] our eyeballs saccade, **it is found that** [contract:endorse] the images in between the first and the second object are blurred.. [Time_3]

When can also function in the same way as *as*:

> **When** [expand:entertain] the immunoglobin (which are monoclonal antibodies) is injected into the body, it will induce immediate immune response **to** [contract:justify:purp] produce antibodies **against** [contract:deny] the varicella-zoster virus. [Disease_3]

Thus, these conditional structures have been included by the researcher as an expression of expand:entertain because they position knowledge as possible only under certain conditions.

7.2.1.3 Expand:attribute

Entertain formulations present a proposition as 'but one of a range of possible propositions' (Martin & White, 2005, p. 98) through the authorial voice. However, propositions can also be presented as 'one of a range of possible propositions' through the use of **attribute** formulations which attribute that proposition to an external voice (rather than to the writer's). This option within the Engagement system is expand:attribute.

There are two ways in which the writer can attribute a proposition to an external voice. On the one hand, the writer can suggest that a proposition **might** be true through this **attribution**, for example 'Smith believes / states that..'. This is coded in the data as expand:attribute:acknowledge. Alternatively, the writer can suggest that a proposition **might not** be true, for example 'Smith claims that..'. This is coded in the data as expand:attribute:distance.

<u>Expand:attribute:acknowledge</u>

Acknowledgement is typically achieved through the '…grammar of directly and indirectly reported speech and thought' (Martin & White, 2005, p. 111). Martin and White identify the following as frequently used language patterns

- reporting verbs (X *described / argued / implies / reported / introduced / reported / pointed out / put forward / proposes / mentioned / stated* that…)
- nominalizations of reporting verbs (one of the most common *rebuttals* is…)
- verbs which describe mental processes (X *believed / thought* that…)
- verbs related to methodology (Smith *concluded / examined / looked into / challenged / tested*…)
- adverbial adjuncts (*according to*)

Each of these formulations were coded as one instance of expand:acknowledge. If this was accompanied by one or more citation, it was still coded as one instance but the coding was listed as 'expand:acknowledge + citation'. For example, the following sentence was coded as having five instances of expand:acknowledge, one for each separate citation:

> **It has been argued** [expand:acknowledge (+ citations)] for a long time that
> human's sense of time **cannot** [expand:entertain] [contract:deny] be found in

animals **(e.g. Grondlin, 2008; Roberts, 2002, 2007; Tulving 1985. 2002)**. [Time_2]

Quite a few propositions are ascribed to external voices, however, without the use of citation. Examples from the data included:

- *we tend to believe*
- *some may argue*
- *one might argue that*
- *physicists believe*
- *women report*
- *children often believe that*
- *many parents believes*
- *people in regions like Asia strongly believe*

Propositions were also ascribed to ideas from lectures, to the essay itself, findings, theories, methods and even calculations. Examples from the data are as follows:

- *which have already been discussed in the lectures*
- *this essay is going to argue that*
- *the combined effect of the above findings suggests*
- *mathematics suggested*
- *Freudian theories suggest*
- *the first method suggested*
- *calculations revealed that*

Finally, because quite a few of the essays in the Humanities AoI involve analysis of literary texts, propositions are also ascribed to characters in the texts, for example:

- *in Victor's last words*
- *a man who also wants to be a marine sniper said that*

Expand:attribute:distance

There was only one example in the data of a **distance** formulation:

> **The ideas that the writers claim to have come by** [expand:distance] so easily are **actually** [contract:pronounce] the product of thinking, which is **affected by** [contract:justify:reason] their personal experiences. [Compare_1]

The writer uses the word *claim* to distance themselves from the attribution. Students do not utilize this option within the Engagement system so it would seem that students are comfortable criticising propositions / ideas in their writing, but are not comfortable criticising / questioning sources of information.

7.2.1.4 Summary of Expand

In summary, the dialogue between the writer and reader can be expanded through the use of three types of expand formulations:

- expand:entertain
- expand:acknowledge
- expand:distance

The following figure shows the options in the expand subsection of the Engagement system in bold:
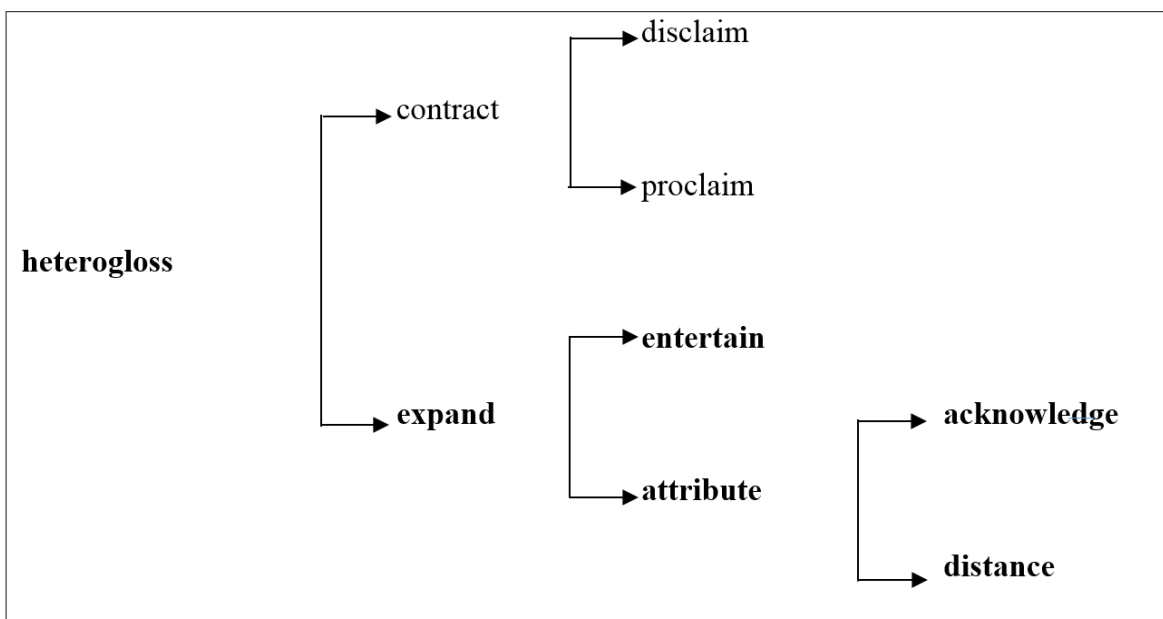
Figure 7-2: The Expand Network

7.2.2 Proclaim Formulations

Whereas expand formulations open up the dialogue to alternative points of view, **proclaim** formulations close down the dialogue by claiming a position is highly warrantable. Martin and White (2005) theorise three options in the contract:proclaim subsystem of the Engagement system. These are (i) contract:concur, (ii) contract:pronounce and (iii) contract:endorse and these are discussed in Section 7.2.2.1, 7.2.2.2 and 7.2.2.3 respectively. I also extended Martin and White's (2005) subsystem of proclaim to include

what I call (iv) contract:justify, based on research outlined in White (2003), and this is discussed in Section 7.2.2.4.

7.2.2.1 Contract:concur

Concur formulations are formulations which '…overtly announce the addresser as agreeing with, or having the same knowledge as, some projected dialogic partner' (Martin & White, 2005, p. 122). Martin and White list the following comment adjuncts as commonly used to contract:concur, *of course, naturally, not surprisingly, admittedly* and *certainly* (2005, p. 122).

These type of formulations do not occur often in the 13 A-grade essays. Only 0.5% of examples of Engagement in the texts are contract:concur. The following is a list of the locutions from the data in this research of contract:concur (some of these occur more than once):

- *undoubtedly*
- *certainly*
- *clearly*
- *undeniably*
- *obviously*
- *definitely*
- *of course*
- *it is of no doubt*

7.2.2.2 Contract:pronounce

Pronounce formulations are those which add '…authorial emphasis or explicit authorial interventions into the text' (Martin & White, 2005, p. 125). Examples given by Martin and White are, *I contend…, the facts of the matter are that…, we can only conclude that…, you must agree that…,* and intensifiers such as *really* and *indeed*.

There are significantly more instances of pronounce formulations than concur in the texts. A total of 4.8% of examples of Engagement are pronounce and the type of locutions used in the texts to encode pronounce formulations in the texts is very diverse.

The following are the most commonly used pronounce formulations across the 13 essays:

- *actually*
- *really*
- *in fact*

- *indeed*
- *especially*
- auxiliary verbs *did* and *do* used for emphasis
- formulations using *important*

Formulations which stress the truth of a proposition are also used, for example:

- it is evident that
- provided us an answer
- it cannot be denied that
- it is true that

7.2.2.3   Contract:endorse

Whereas acknowledge formulations attribute a position from an external source as possible, **endorse** formulations attribute a position from an external source as highly warrantable Formulations which commonly achieve this are ones which use reporting verbs which '...presuppose this warrantability' (Martin & White, 2005, p. 126). Examples given by Martin and White are:

- Smith *shows / proves / demonstrates / finds / point outs* that…

All of these verbs are found in the 13 texts in this research. The following are also found and commonly used in passive formulations:

- It is *known / understood / revealed / predicted / supported / confirmed / verified / proved* that…

These formulations are usually, but not always, accompanied by a citation (numeric, author/date or footnote). When they were used, the formulation and the citation were coded as one instance of contract:endorse. For example, the following sentence was coded as having one **endorse** formulation:

> Similar to the SARS-CoV, **studies show that** [contract:endorse (+ citation)] the HCoV-EMC is a RNA virus with a zoonotic origin in bats and it targets at human airway epithelium (HAE) **(3)**. [Disease_2]

There were also many instances of citations without any textual formulation accompanying it, for example:

> Back in the British colony time, we experienced the plague, malaria and cholera; in recent decades, we went through SARS, swine flu and avian flu etc **(10)** [contract:endorse]. [Disease_2]

These have also been coded as contract:endorse because the inclusion of a citation without any accompanying textual reference is to present that citation as true and therefore acts to close down the dialogue (see two examples above).

7.2.2.4   Extension of Contract:proclaim

White (2003), in a journal article which outlines a dialogic view of stance, argues for another form of heteroglossic Engagement not covered in Martin and White's (2005) Engagement network. White classifies this type of Engagement as 'modal consequentially' or 'justification' and he defines these formulations as those which:

> …construct the textual voice as engaged in persuasion and some other communicative participant (typically the immediate addressee) as being in the role of 'persuadee', as holding a viewpoint which is to some extent different from that of the textual voice and against which the textual voice needs to mount an argument (White, 2003, pp. 274-275).

White lists the following as examples of language typically used to achieve this - *therefore, thus, accordingly, because, for this reason,* and *that is why*.

The following are examples of *therefore* and *thus* in the students' texts which show this type of persuasion being used:

> It is **therefore** [contract:justify:result] important for us to understand these factors **in order to** [contract:justify:purp] overcome new challenges [Disease_1]

> **Thus** [contract:justify:result] his poem depicts the disturbing, **yet** [contract:counter:adv] realistic experiences he endured during the war. [Comapre_2]

Although White does not put this type of Engagement inside the subsystems of **contract** or **expand** in this article (he actually does not specify where it might go), formulations like these '…construct the textual voice as engaged in persuasion', and should therefore be placed within the subsystem of contract:proclaim as they function to contract the dialogue by asserting a position as warrantable. It can be seen that these kinds of formulations subtly encode warrantability in academic writing, far more often in fact than overt declarations of

warrantability through contract:pronounce and contract:concur. Lee's (2006) research also places these formulations in the subsystem of contract:proclaim.

As mentioned above, White (2003) states that modal consequentiality is typically encoded in the text through conjunctions such as *therefore, thus, accordingly, because, for this reason,* and *that is why*. Such conjunctions are called conjunctions of 'cause' in a Systemic Functional framework (Halliday & Matthiessen, 2004; Martin & Rose, 2007). These causal conjunctions can be sub-divided into those of 'result', 'reason' and 'purpose' (Halliday & Matthiessen, 2004, p. 541). Each of these three causal conjunctions close down the dialogue by justifying propositions in different causal ways, thereby encoding warrantability into the text. Because of this justifying function, I have coded these types of formulations as **justify** formulations (contract:justify) and they lie within the contract:proclaim section of the Engagement system in this research. These formulations have been sub-categorised in this research, as Lee (2006) did in her research, as the following:

- contract:justify:reason
- contract:justify:result
- contract:justify:purpose.

Before the language features of each is outlined in turn below, it should be noted that White (2003) specifies that this form of modal consequentiality is encoded through internal conjunctions. He does not mention external conjunctions, which also encode causal consequentiality. The difference between internal and external conjunctions is that internal conjunctions encode the logic of the text by showing how steps in an argument are connected to one another. They are called internal conjunctions because they refer to relationships between steps in an argument internal to the text. One example is the use of *therefore* below:

> It is **therefore** [contract:justify:result] important for us to understand these factors **in order to** [contract:justify:purp] overcome new challenges [Disease_1]

External conjunctions, on the other hand, are used to describe the world external to the text, they explain why and how events happen (see discussion of internal versus external conjunction in Martin & Rose, 2007, pp. 120-127). One example is the use of *owing to* below:

> The novel virus HCoV-EMC **is believed to** [expand:acknowledge] have a high transmissibility in humans, **owing to** [contract:justify:reason] the many cell types it is able to infect. [Disease_2]

While it is certainly true that external conjunctions are experiential in nature in that they encode how the world works and internal conjunctions are textual in natural in that they manage the flow of the discourse, both also have a similar interpersonal function through their rhetorical power of persuasion. As White says, modal consequential formulations represent positions as '…needing to be substantiated, and the audience as needing to be won over' (White, 2003, p. 275). The audience is 'won over' not only through the expression of internal causal consequential relationships but also through the expression of causal consequential relationships about how the world is and why the world is as it is. A 'well-reasoned' academic text utilizes both internal and external consequential relationships to persuade the reader that a position is warrantable. An exploration of this, particularly in academic writing, is revealing of the language patterns being employed by students while they are engaged in persuasive writing via argumentative essays. For this reason, I have not made any distinction between external and internal use of conjunctions when coding the data and have extended the Engagement system to provide a systematic method for exploring such language patterns in the data. This is also what Lee's (2006) research does which explored the use of Engagement in high and low-rated argumentative undergraduate essays.

The next three sections outline this extension to the network and identify the language patterns which are used in such formulations.

(i) Contract:justify:reason

Reason formulations are those which attempt to persuade the reader of the reason for a causal relationship. For example, the following sentence from Disease_1 argues that the reason infectious diseases emerge is *due to* antibiotic resistance and natural selection of pathogens:

> **However** [contract:counter:counter-exp], infectious diseases **still** [contract:counter:adv] emerge **due to** [contract:justify:reason] problems such as antibiotic resistance and natural selection of pathogens… [Disease_1]

The following sentence from War_2 argues that Beah's reflection was *based on* his experience as a child soldier:

In addition, he made a deep reflection **based on** [contract:justify:reason] his experience of being a child soldier… [War_2]

Formulations which are used to persuade, on the basis of reason, typically use conjunctions such as *because, since* and *as.* Logical metaphors are also commonly used. These are conjunctions expressed by other grammatical means such as a verb, (*is caused by, is brought by, is attributed to, is based on, is affected by, results from*) or a noun (*the reason, cause*).

(ii) Contract:justify:result

Result formulations are those which attempt to persuade the reader of the result of a causal relationship. For example, the following sentences from Disease_1 construct an argument about a series of cause / result relationships through the use of result formulations:

Some vectors **might** [expand:entertain] also relocate to places nearer to human, **creating** [contract:justify:result] new opportunities for infection. For example, urbanization enhanced the growth of the mosquito vector that carries Dengue virus, **causing** [contract:justify:result] its re-emergence **(9)** [contract:endorse]. Deforestation **caused** [contract:justify:result] the displacement of fruit bats, which carried the Nipah Virus to infect farm pigs, subsequently **led to** [contract:justify:result] its outbreak in human in 1999 **(10)** [contract:endorse]. [Disease_1]

The following sentences from Compare_1, argue that a person's viewpoint and personal experience impact their personality and their actions:

Our viewpoints and personal experiences are the main elements that shape our thinking. These in turn **determine** [contract:justify:result] personality and **thereby** [contract:justify:result] **affect** [contract:justify:result] our actions. [Compare_1]

Formulations which are used to persuade, on the basis of the result of a relationship, typically use conjunctions such as *then, so*, adverbs such as *therefore, thus, hence, thereby* or logical metaphors expressed as verbs, such as *leads to, result in, contributes to, brings about, causes, creates, allows us to, makes, affects, facilitates*.

(iii) Contract:justify:purpose

Purpose formulations are those which attempt to persuade the reader of the purpose of a causal relationship. In the following sentence from Disease_2, the writer states that the purpose of training staff at hospitals, clinics and airports is for identification and screening:

Nevertheless, [contract:counter:concess] from the lessons learnt from SARS, we are alerting and training staff at hospitals, clinics and the airports **for** [contract:justify:purp] identification of suspicious cases of the diseases with strict border control and screening **to ensure** [contract:justify:purp] the situation is under control **(7)** [contract:endorse]. [Disease_2]

The following sentence from War_1 argues that the shooting was for the purpose of defence:

Though he regarded as the worst thing in his life, he **still** [contract:counter:adv] managed to persuade himself that they had **no** [contract:deny] choice **but** [contract:counter:counter-exp] to shoot **in order to** [contract:justify:purp] defend themselves... [War_1]

Formulations which are used to persuade, on the basis of the purpose, typically use conjunctions such as *in order that, so that, so as to*, prepositions such as *to, for* and logical metaphors expressed as verbs, such as *to ensure that*.

In summary, **concur**, **pronounce** and **justify** formulations all serve to contract the discourse by presenting a position as warrantable from the writer's point of view and are used by the writer to persuade.

7.2.2.5   Summary of Contract:proclaim

In summary, the dialogue between the writer and reader can be contracted by presenting a proposition / proposal as highly warrantable. This is achieved through four main types of contract:proclaim:

- Contract:concur
- Contract:pronounce
- Contract:endorse
- Contract:justify

Figure 7-3 shows the options in the contract:proclaim section of the Engagement system in bold.
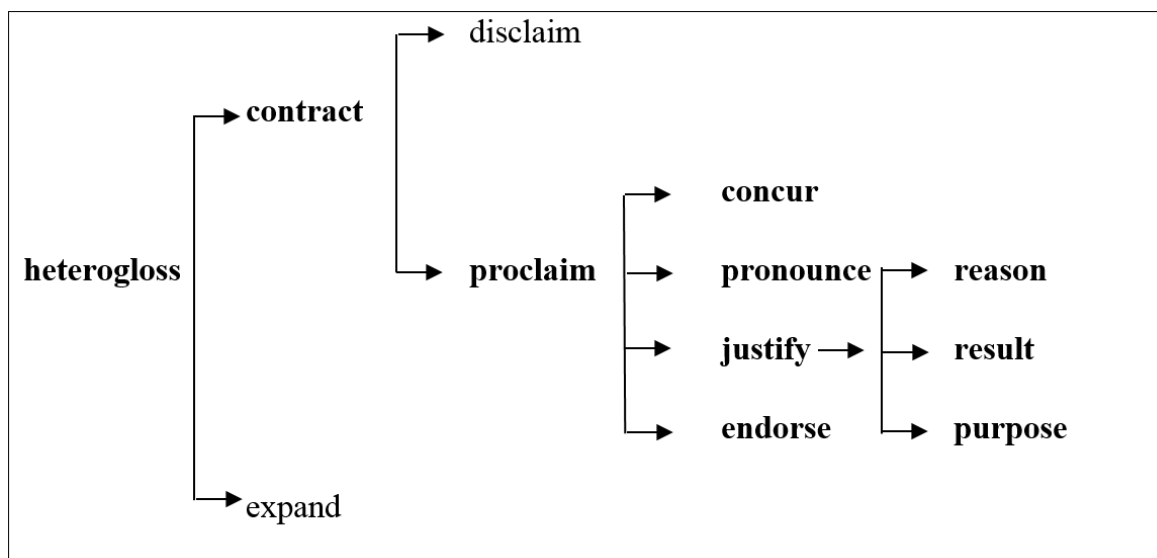
Figure 7-3: Contract:proclaim

7.2.3 Disclaim Formulations

Contract formulations close the dialogue down between writer and reader. As mentioned previously, this can be done by claiming a position is highly warrantable (see Section 7.2.2) or by rejecting a contrary position. The latter is achieved through the use of **disclaim** formulations. No extension of this section of the system was needed in this research.

7.2.3.1 Disclaim:deny

A writer can reject a contrary position through the use of a **deny** formulation.

> Denials….present the addresser as having greater expertise in some area than the addressee and as, on that basis, acting to correct some misunderstanding or some misconception on the adressee's part (Martin & White, 2005, p. 120).

Deny formulations are corrective, not confrontational. They present the writer as:

> …sensitively attending to the addressee's level of knowledge and seeking to adjust their communication accordingly, As such, they will enhance solidarity as long as the reader is not resistant to having this particular lack of knowledge projected onto them, and as long as they have no reason to reject the particular viewpoint being advanced (Martin & White, 2005, p. 120).

In the following examples, the eradication of chickenpox is presented as not feasible and the massacre of innocent civilians is presented as never justified:

> …elimination or eradication of chickenpox is considered **not** [contract:deny] feasible after looking at the upsides and downsides. [Disease_2]

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It **can** [expand:entertain] **never** [contract:deny] be justified to massacre innocent civilians in the name of "freedom" and "liberation". [War_2]

The language devices used to contract:deny are typically adverbs such as *no, not, never*, nouns such as *nothing, lack*, conjunctions such as *neither* and prepositions such as *without*.

7.2.3.2   Disclaim:counter

In contrast to denials which reject propositions or proposals outright, **counter** formulations have an added rhetorical effect which is to '…represent the current proposition as replacing or supplanting, and thereby 'countering' a proposition which would have been expected in its place' (Martin & White, 2005, p. 120).

For example, the following proposition states that we can handle the current situation because of our past experience with epidemics, contrary to the fact that a new virus is spreading around the world:

> **Although** [contract:counter:concess] the novel virus spreading from Middle East to Europe and the rest of world continues to bring anxiety all over the globe, our government **seems to be** [expand:entertain] very confident that we **can** [expand:entertain] handle the situation well from the experience of SARS, swine flu and other epidemics in history. [Disease_2]

In this example, the vaccine has limitations contrary to the fact that it is effective:

> …**despite** [contract:counter:concess] its effectiveness, the vaccine has some limitations. [Disease_3]

In another example, the staff did not give up on the author of the autobiography, in spite of the fact that he was dangerous and violent:

> **Despite the fact that** [contract:counter:concess] he was dangerous and violent, the staff and nurse did **not** [contract:deny] give up on him and he was gradually recovered physically and mentally with their efforts. [War_2]

These types of formulations play a powerful role in the expression of a critical academic argument, in that they enable the writer to address alternative viewpoints a reader might have and counter them. These type of formulations encode a critical understanding of knowledge into texts, which is an essential component of argumentative essays.

There are three sub-categories of counter formulations (i) contract:counter:concessive, (ii) contract:counter:counter-expectancy and (iii) contract:counter:adversative. Each of these is discussed and exemplified in turn.

(i) Contract:counter:concessive

The three examples given above are all contract:concessive. In each example, the language used to signal what is being countered *(although, despite, despite the fact that)* appears at the beginning of **the clause that is being countered**.

If we consider counter formulations to have a clause that is countered + a clause that is proposed, all instances of contract:concessive would be either:

although / despite	**+**	**clause that is countered**	**+**	**clause that is proposed**

e.g. **Despite** [contract:counter:concess] its effectiveness, the vaccine has some limitations.

or:

clause that is proposed	**+**	**although / despite**	**+**	**clause that is countered**

e.g. The vaccine has some limitations, **despite** [contract:counter:concess] its effectiveness.

Conjunctions are largely used in these formulations for example *although, though, despite, despite the fact that, even though, while.* The adverb *regardless* and the preposition *unlike* are also used, as well as the clause *I do realize that* and *no matter if*.

(ii) Contract:counter:counter-expectancy

As stated above, concessive formulations are constructed as follows:

Although / despite + **clause that is countered** + **clause that is proposed**

Counter-expectancy formulations, on the other hand, are constructed as follows:

clause that is countered + **however / but / instead** + **clause that is proposed**

In **counter-expectancy** formulations, conjunctions are used at the front of the clause that is being proposed (as opposed to the clause that is being countered) to set up a countering relationship.

In the following example, the proposition being asserted is that the parents have different viewpoints, even though they had similar backgrounds:

Both Amy Tan and Amy Chua's parents were Chinese immigrants and grew up in America, **but** [contract:counter:counter-exp] they do **not** [contract:deny] have the same viewpoint towards their Chinese heritage and parenting styles. [Compare_1]

In the next example, the proposition being asserted is that Governments should put effort into minimizing the adverse effects of chickenpox, even though chickenpox is not officially worth eradicating:

Balancing the feasibility, as well as the pros and cons, it **can** [expand:entertain] be concluded that chickenpox does **not** [contract:deny] worth eradication. Governments of all nations, **however** [contract:counter:counter-exp], **should** [expand:entertain] pay effort in minimizing the adverse effects of chickenpox to people's routine life. [Disease_3]

Adverbs are largely used in these formulations, such as *however, instead, nevertheless, nonetheless, yet.* The conjunction *but* is also used extensively. Finally phrases which mark contrast are also used such as *in contrast, contrary to their expectation* and *contradictory to.*

(iii) Contract:counter:adversative

The final sub-category is **adversative** formulations which signal that something is, for example, **more restricted** than expected, typically expressed through the use of *merely, just, only*:

..this scene **actually** [contract:pronounce] serves **merely** [contract:counter:adv] for the plot development [Compare_3]

Perhaps [expand:entertain] the short stories from Joy Luck Club are **just** [contract:counter:adv] reflections of Tan's experiences. [Compare_1]

or **longer** than expected, typically expressed through the use of *still*:

…**there is no doubt** [contract:concur] that the gap between rich and poor is **still** [contract:counter:adv] wide [Disease_3]

or **sooner** than expected, typically expressed through the use of *already*:

Firstly, the government is **already** [contract:counter:adv] taking preventive measures **to** [contract:justify:purp] prevent the spreading of the novel virus into the region **(7)** [contract:endorse]. [Disease_2]

or **more surprising** than expected, typically expressed through the use of *even*:

Brooke believes that [expand:acknowledge] it is an honour to serve and **even** [contract:counter:adv] die for one's country. [Compare_2]

7.2.3.3   Summary of Contract:disclaim

In summary, the dialogue between the writer and reader can be closed down / contracted by rejecting a proposition / proposal. This is achieved through four main types of contract:proclaim:

- contract:deny
- contract:counter:coutner-expectancy
- contract:counter:concessive
- contract:counter:adversative

Figure 7-4 shows the options in the contract:disclaim section of the Engagement system in bold:
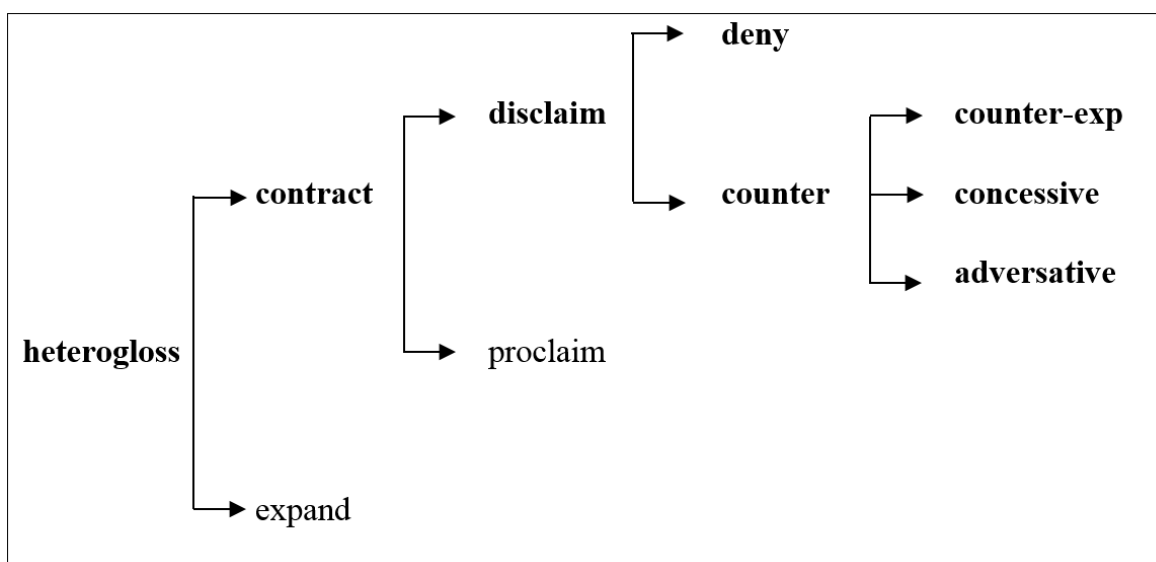
Figure 7-4: Contract:disclaim

Figure 7-5 shows the complete coding taxonomy for the system of Engagement:

heterogloss

contract
- disclaim
  - deny
  - counter
    - counter-exp
    - concessive
    - adversative
- proclaim
  - concur
  - pronounce
  - justify
    - reason
    - result
    - purpose
  - endorse

expand
- entertain
- attribute
  - acknowledge
  - distance
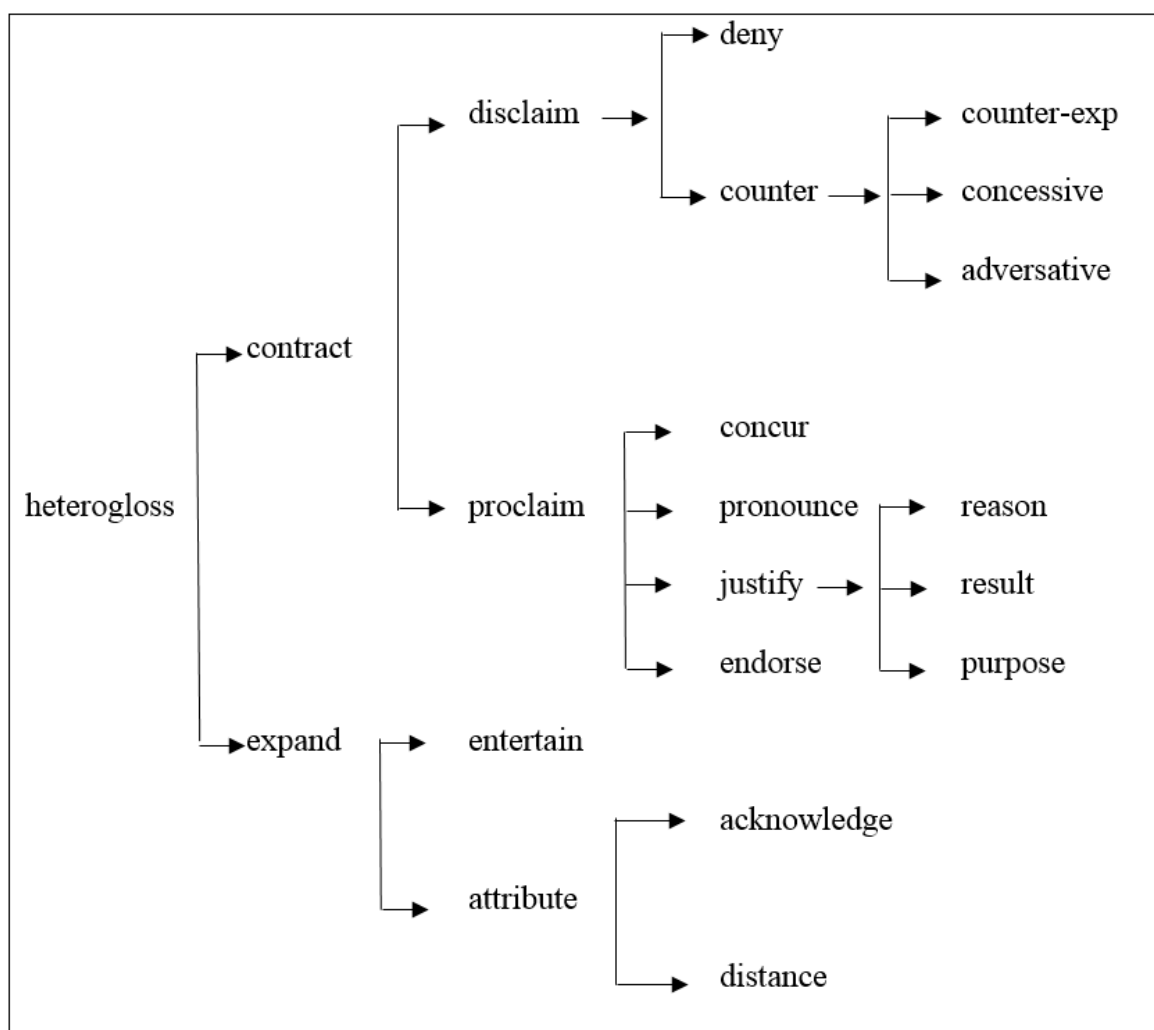
Figure 7-5: Coding Taxonomy for Engagement

7.3 Relevant Research into the use of Engagement in Student Academic Discourse

Much research has focused on the use of features of Engagement based on theoretical frameworks other than Appraisal, for example the work of Hyland (Hyland, 2004c, 2005; Hyland & Tse, 2004) and Hunston (Hunston & Thompson, 2000). Increasingly, however, the role Engagement pays in academic discourse is being explored from the theoretical perspective of Appraisal.

Engagement has been shown to begin to play an important role in academic discourse from the beginning of secondary school onwards. Derewianka (2007) identified the use of Engagement as one key to successful academic writing in secondary school. She states that as students progress from primary to secondary education, there is a movement '…from a relatively undialogised writer position which sees the field as unproblematic and assumes solidarity with the reader to a writer position which is more explicitly open to other voices and possibilities and which recognises the need to negotiate with these voices' (p. 162).

Her research suggests that aspects of Engagement, which more successful secondary student texts typically employ, are the use of modality, inclusion of voices other than the writer's voices and the movement between '…expansive resources to open up possibilities and contractive resources to lead the reader towards an acceptance of his / her claim' (p. 163).

Increasingly as well, research has compared the use of Engagement in high-rated and low-rated university student texts. Such research aims to identify the role Engagement plays in successful academic texts and specify the Engagement language patterns used in these high-rated texts in order to inform English for Academic Purposes (EAP) pedagogy. One example of this is Wu's (2007) analysis of 27 high and low-rated geography undergraduate essays. Her research showed that '…writers of high-rated essays use certain Engagement options that develop a contrastive stance strategically to bring out potential contradictions in presenting evidence' (p. 254), for example through the use of counter formulations. These formulations allow the writer to develop their points against contradictory data. Wu also demonstrated that high-rated texts used more endorse formulations and she concluded that EAP teachers should highlight to students how combining counter and endorse formulations reinforces the strength of an argument.

Lee's PhD thesis (2006) also compared the use of Engagement in high and low-rated undergraduate essays. Like Wu, her findings indicated that '…students' use of interpersonal resources is a good indicator for judging the quality of argumentative / persuasive essays' (p. v). She found that high-graded essays were more '…contextualised, intertextual, dialogically multi-vocal and argumentative' (p. 342). Drawing on the same data, Lee (2010) identified that successful writers used more sophisticated forms of attribution in their persuasive essays. Again, using the same data, Lee (2008) concluded that the more successful writers '…exploit interpersonal resources much more frequently / manipulatively to meet expectations of an audience both in structure, content, and language style' (p. 264) and recommended that EAP teachers foreground the social interactive and pragmatic nature of argumentative / persuasive essays' (p. 264).

Lastly, Chang and Schleppegrell's (2011) analysis of the use of Engagement in the writing of seven social science post-graduate students showed that students utilised Engagement formulations to achieve two key moves – that of e*stablishing a territory* and *establishing a niche*. In their data, they showed that both of these could be achieved through the use of expand or contract formulations. For example, *establishing a territory* was achieved in

some texts by the use of entertain formulations which entertained possible challenges or by contract formulations which defined a phenomenon in a new way.

In summary, Engagement is an important language resource which university students need to gain control of if they are to write in ways which are acceptable to an academic audience. Research of successful student texts enables a researcher to identify how Engagement is used successfully in academic discourse in different contexts and this thesis seeks to add to this body of research. Such research is needed in order to inform the support given to students in EAP courses.

7.4   Conclusion

This chapter has outlined the method used for the analysis of the Engagement in 13 argumentative essays and has also discussed previous research which has used this theoretical framework. Engagement is a crucial resource academic writers draw on to express their voice. By looking at the texts through the lens of Engagement, it is possible to identify how these successful texts utilise this resource and in turn, what role Engagement is playing in these texts and what kind of voice is being valued by Core Curriculum assessors. The following chapter will discuss the role Engagement plays in the 13 essays and the language patterns which are used to achieve this.

Chapter Eight – Analysis of Engagement in the Assessed Voice

8.1   Introduction

This chapter discusses the analysis of Engagement in the 13 A-grade essays. The aim of this analysis is to identify how Engagement contributes to the expression of an academic voice in successful argumentative essays. In this chapter, only heteroglossic (and not monoglossic) formulations will be discussed. This was a delimitation because the scope of the study became too big to include a systematic study of monogloss as well as the assumed 'shared meanings' between the writer and the putative reader (heterogloss). A comprehensive analysis of monoglossic formulations is further important work to be done.

The analysis in this chapter aims to answer the following three questions:

1. How are the features of the documented Core Curriculum, analysed in Chapter 3 (specifically the expression of criticality and the contextualisation of knowledge), encoded in the A-grade essays through the use of **heterogloss**?

2. What other **heteroglossic** language patterns are seen in the A-grade essays and are therefore valued by assessors of Core Curriculum courses?

3. Are there differences in orientation to knowledge, in the use of **heterogloss**, in Science and Humanities Core Curriculum A-grade essays?

Firstly, whether there are disciplinary differences in the use of heterogloss will be discussed (Section 8.2). Then, the heteroglossic language patterns found within the essays will be discussed (Section 8.3). Finally, the use of heterogloss in the Student Voice will be summarised (Section 8.4).

The complete heteroglossic analysis for each of the 13 A-grade essays can be found in Appendix 7. The analysis of the Sceince essays is in Appendix 7.1 and the Humanites essays in 7.2. As mentioned in Chapter 7, language which has been coded as **disclaim** is in **bold and underlined in red**. Language which has been coded as **proclaim** is in **bold and underlined in purple** and language which has been coded as **expand** is in **bold and underlined in blue**.

8.2   Disciplinary Differences in the Use of Heterogloss in the 13 Essays

A total of **1,329** instances of heterogloss were identified in the 13 A-grade essays – **634** instances in the Science essays and **695** in the Humanities essays, based on the following coding choices exemplified in the previous chapter:
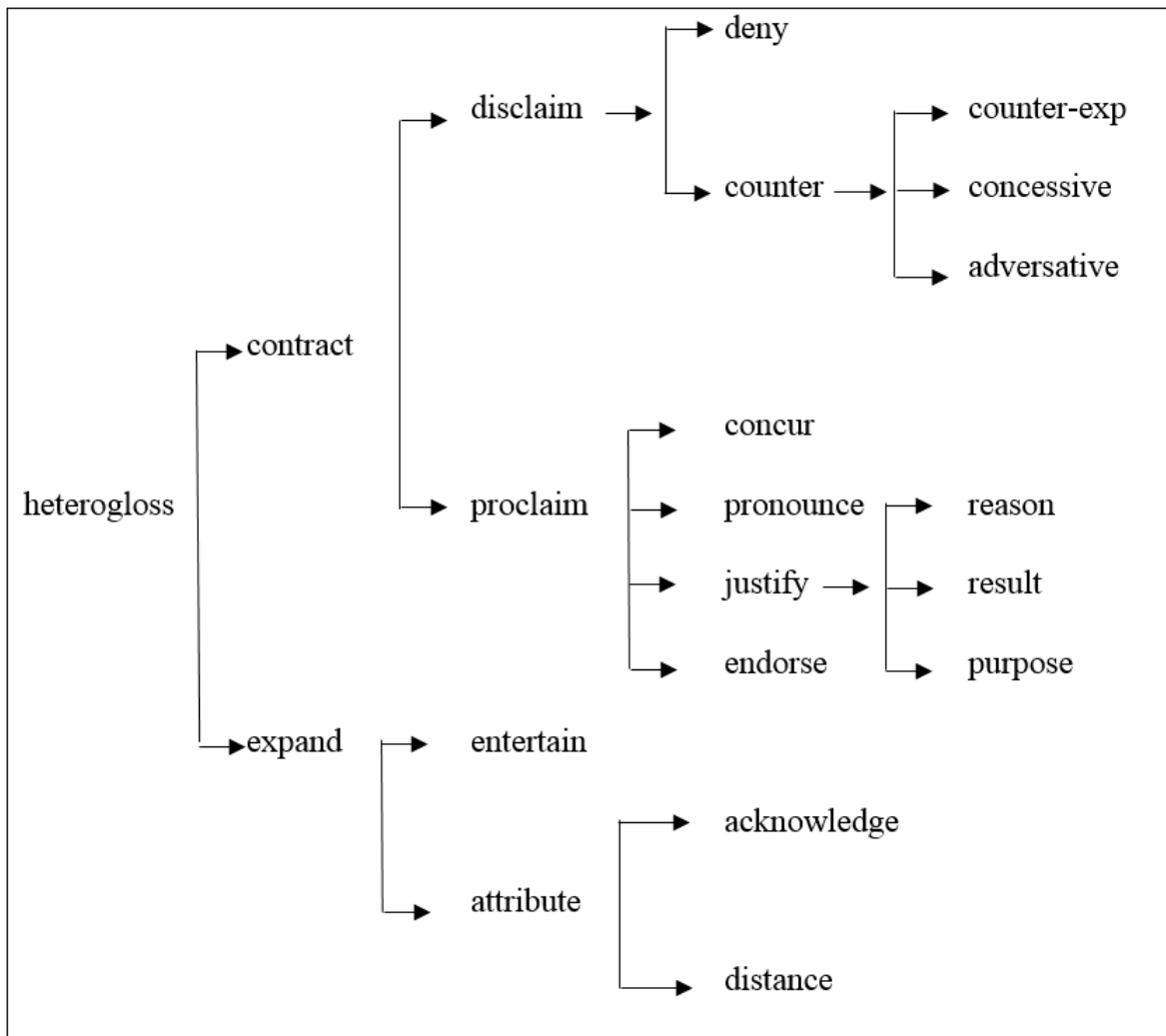
Figure 8-1: Coding Taxonomy for Engagement (Heterogloss)

Figure 8-1 shows the ratio of **contract** formulations (which includes proclaim and disclaim formulations) to **expand** across the essays. The essays in both disciplinary AoIs use significantly more contract formulations (i.e. proclaim and disclaim formulations) than expand formulations:
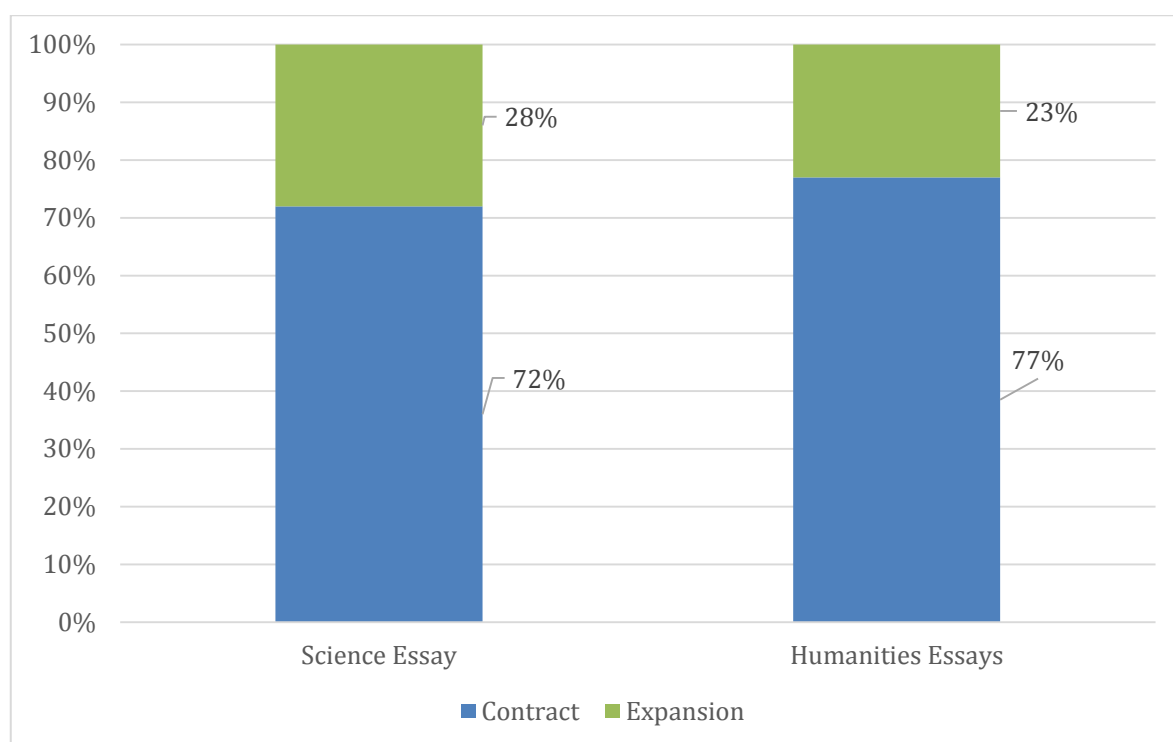
Figure 8-2: Ratio of Contract to Expand across Disciplinary AoIs

These argumentative essays, which have the social purpose of arguing for a position, appear to require a higher proportion of contract formulations, in order to express what is highly warrantable. The ratio of contract to expand in the Science essays is 72:28 compared to 77:23 in the Humanities essays. This ratio is fairly similar across disciplinary AoIs. Nevertheless, expand is still a significant feature of these essays, indicating that such arguments also require the discussion not only of what is highly warrantable, but also what is possible. An argument which was mostly expand may be criticised, because it might give the impression that the student was not sure enough about the academic knowledge they had learnt on the course. Students need to, on the one hand, show confidence about what they have learnt through proclaim and disclaim formulations, and on the other hand, show an awareness of when knowledge is not absolute, through the use of expand formulations. Such language helps to express an authoritative voice.

While the ratio of contract to expand formulations is similar across disciplinary AoIs, Figure 8-3 shows that there are variations across disciplinary AoIs, if we separate the contract formulations into its two sub-categories of proclaim and disclaim:
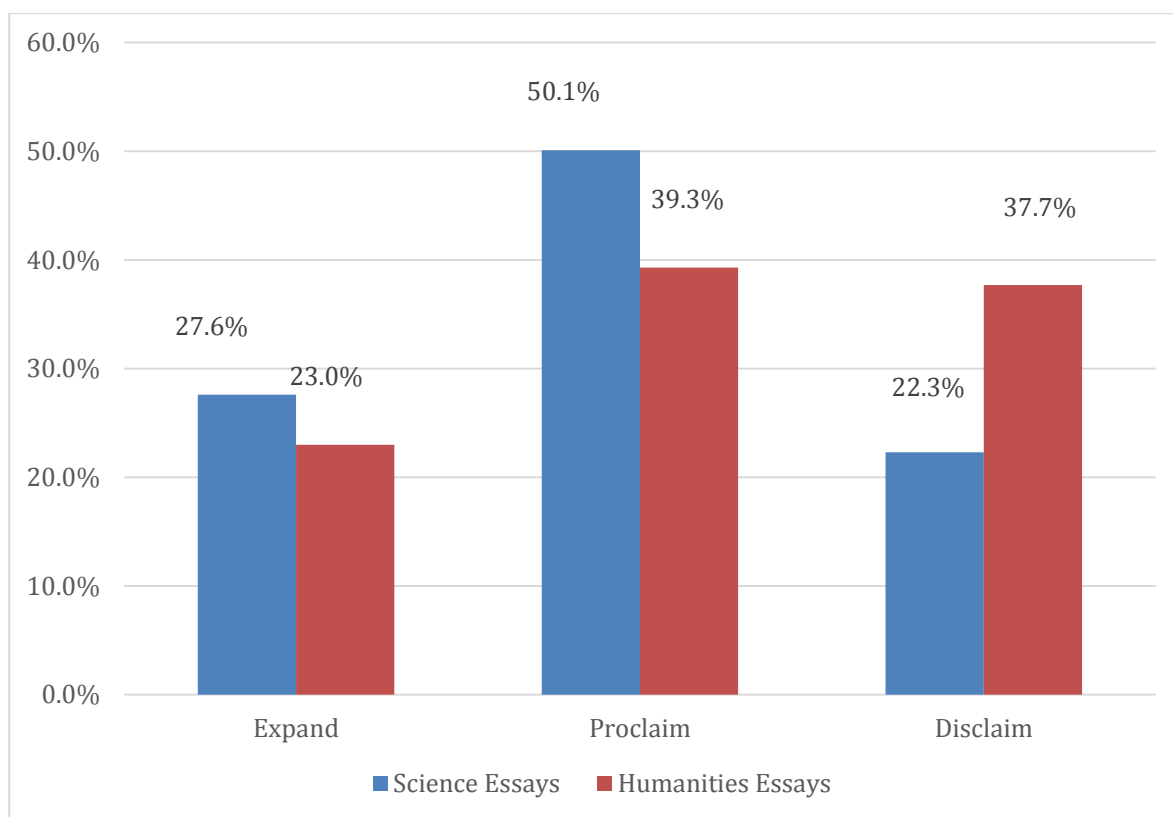
Figure 8-3: Weighting of Expand, Proclaim and Disclaim Formulations across Disciplinary AoIs

Whereas the Science essays can be characterised, on average, as predominately engaged in proclaiming (50.1%), the Humanities texts are relatively equally engaged in disclaiming (37.7%) and proclaiming (39.3%). As well as this, there is a lower incidence of expand formulations in the Humanities essays (23.0%) than the Science essays (27.6%), although this is unlikely to be of any statistical significance.

However, if we look at these differences on a course by course basis, these disciplinary patterns of distribution do not hold up. One example of this can be seen in the weighting of expand formulations across courses in Figure 8-4:
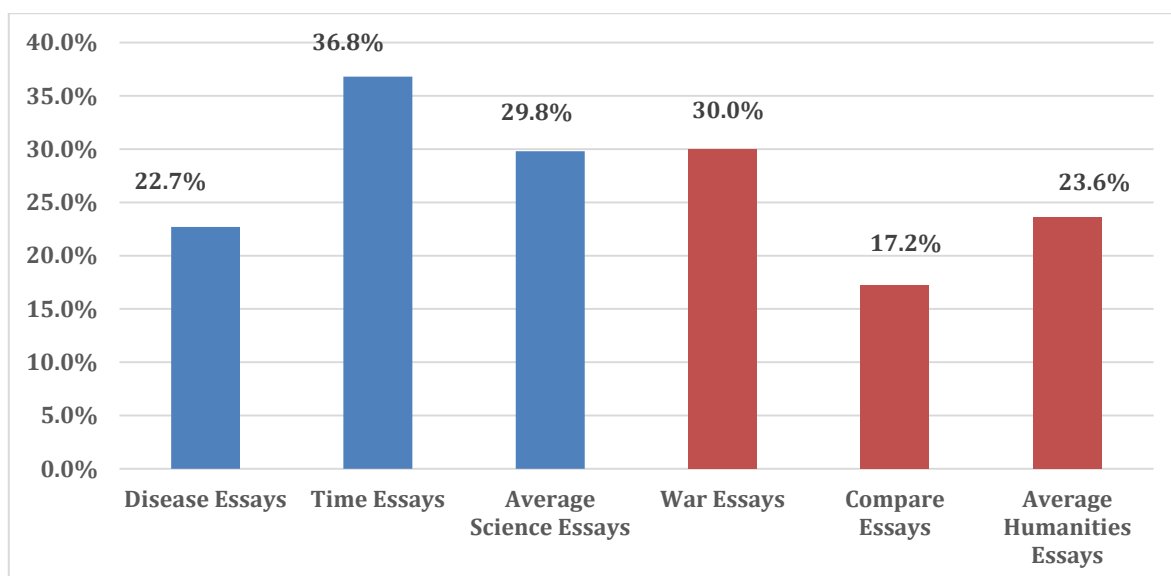
Figure 8-4: Weighting of Expand Formulations across Courses

While there are proportionally fewer expand formulations in the Humanities texts on average (23.6%) than the Science essays (29.8%), on a course by course basis, the expand formulations vary significantly across the two courses in each discipline. There is one course in each discipline which has a significantly higher or lower use of expand. For example in the Science courses, whereas the Disease essays have a relatively low use of expand (22.7%), the Time essays have a higher use (36.8%). In the Humanities courses, the Compare essays have a lower incidence of expand (17.2%) whereas the War essays have much a higher incidence (30.0%).

This suggests that the differences in the use of expand is related to differences in the field of the text, rather than differences in orientation to knowledge in the disciplinary AoI. If this were the case, we would expect to see the higher (or lower) use of expansion seen within courses, also seen across all of the essays in each course. This is in fact what the data shows. The following figure shows that all of the Disease essays have a lower use of expand, and all of the Time essays have a higher use (except for one of the Time essays):
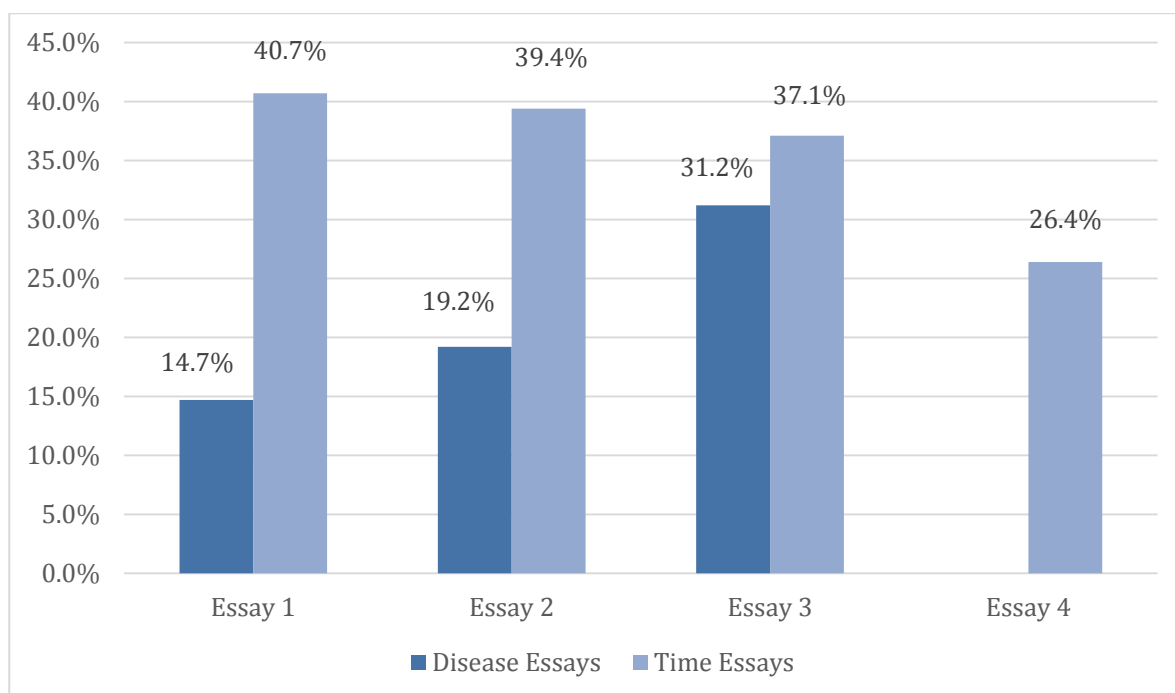
Figure 8-5: Weighting of Expand Formulations across the Science Essays

This is also the case for the Humanities essays. All of the War essays have a higher use of expand whereas all of the Compare essays have a lower use:
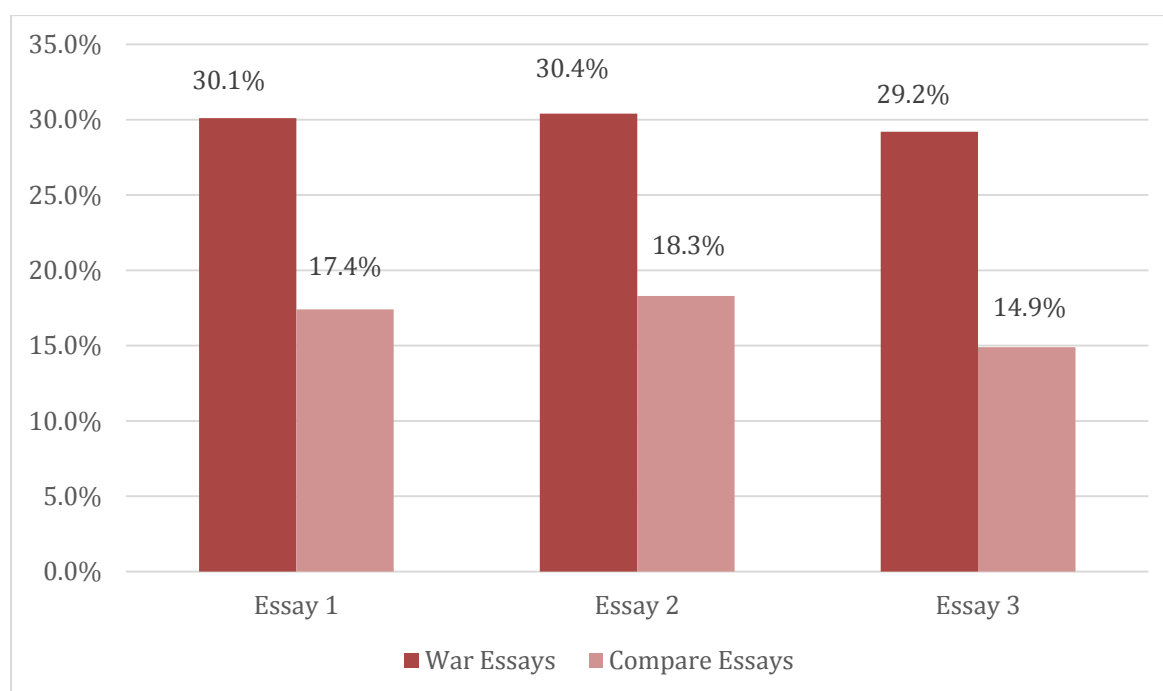
Figure 8-6: Weighting of Expand Formulations across the Humanities Essays

All of this indicates that the differences in the weighting of expand is related to differences in the field of the text. For example, the War essays, which require students to critically analyse the portrayal of war in an autobiography, likely spend more time expanding the dialogue with the reader because there are fewer absolutes to be made than in the Compare

essays which compare the way different texts portray themes like cultural notions of motherhood.

This task variation, rather than disciplinary variation, is also seen in the percentage of proclaim formulations across the four courses:
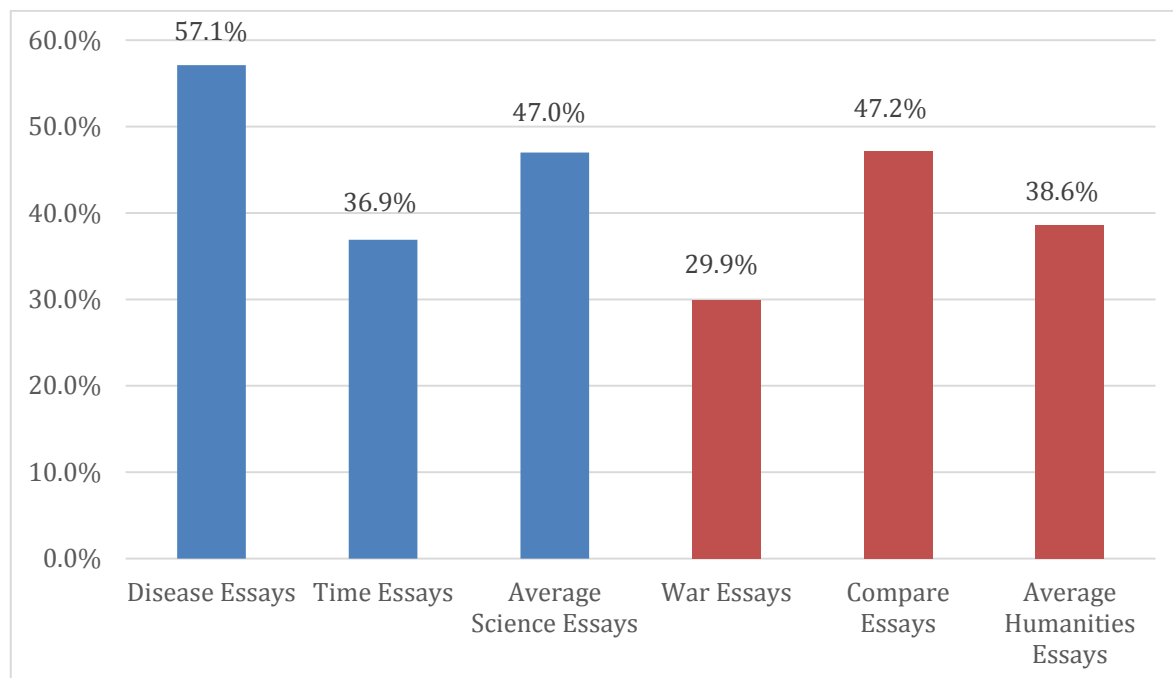
Figure 8-7: Weighting of Proclaim Formulations across Courses

In the Humanities essays, 47.2% of formulations in the Compare essays are proclaim on average, whereas only 29.9% of formulations in the War essays are proclaim. This is a significant difference. The variation of proclaim across the two Science essays is also significant. The Disease essays have 57.1%, whereas the Time essays only have 36.9%. Again, this suggests that the variation in weighting of proclaim formulations is related to differences in the field of the essays rather than disciplinary differences in the AoIs. This is again supported if we look at the weighting across all essays. Figure 8-8 shows that all of the Disease essays have a higher use of proclaim, and all of the Time essays have a higher use (except for one of the Time essays):
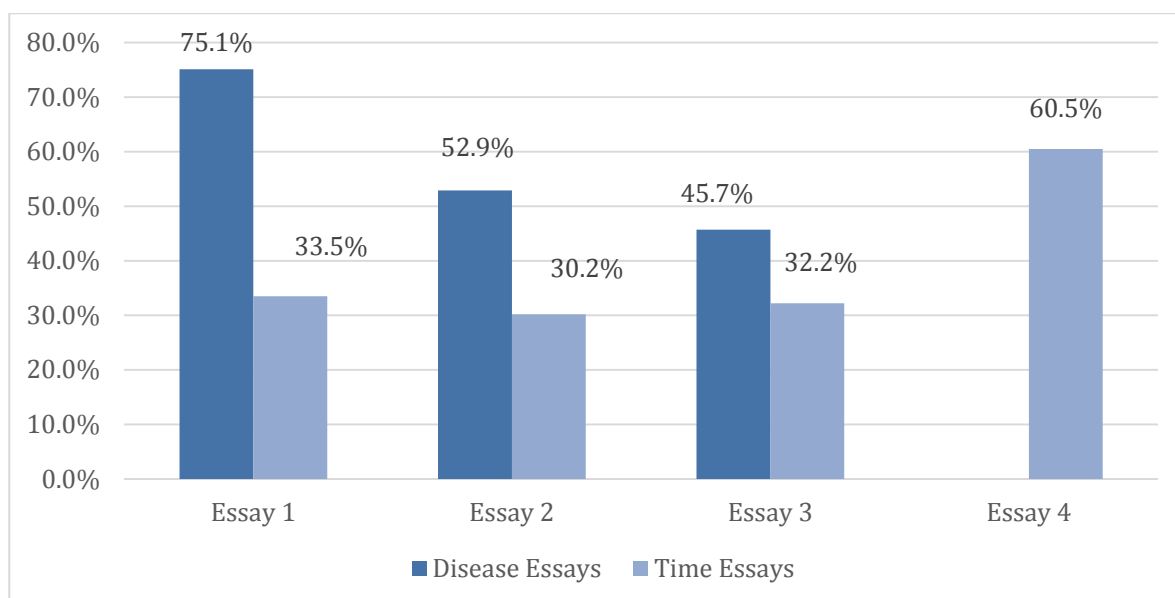
Figure 8-8: Weighting of Proclaim Formulations across the Science Essays

This is also the case for the Humanities essays. All of the War essays have a lower use of proclaim formulations whereas all of the Compare essays have a higher use:
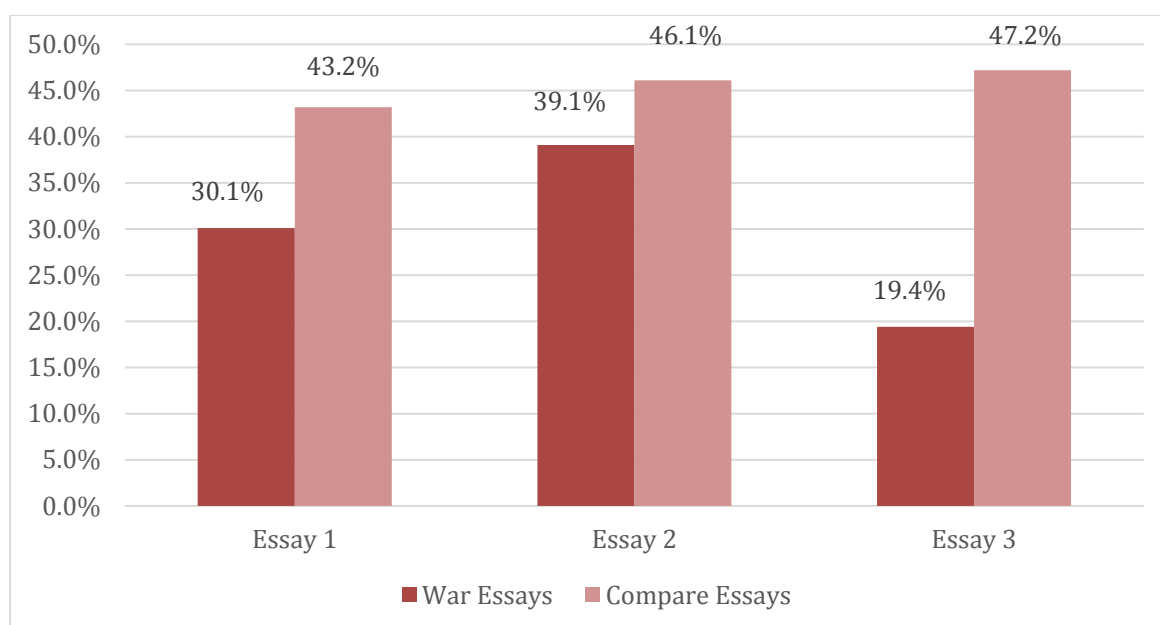
Figure 8-9: Weighting of Proclaim Formulations across the Humanities Essays

Again, this suggests that differences in the weighting of proclaim formulations is not dependent on disciplinary orientation to knowledge in the AoIs, but instead on the essay task given to students which impacts the field of the text.

While this variation in weighting of expand and proclaim can be attributed to differences in the field of the essays rather than disciplinary differences in orientation to knowledge of the two AoIs, the patterns of disclaim indicate that there might be disciplinary differences in the weighting of these formulations (see Figure 8-10):
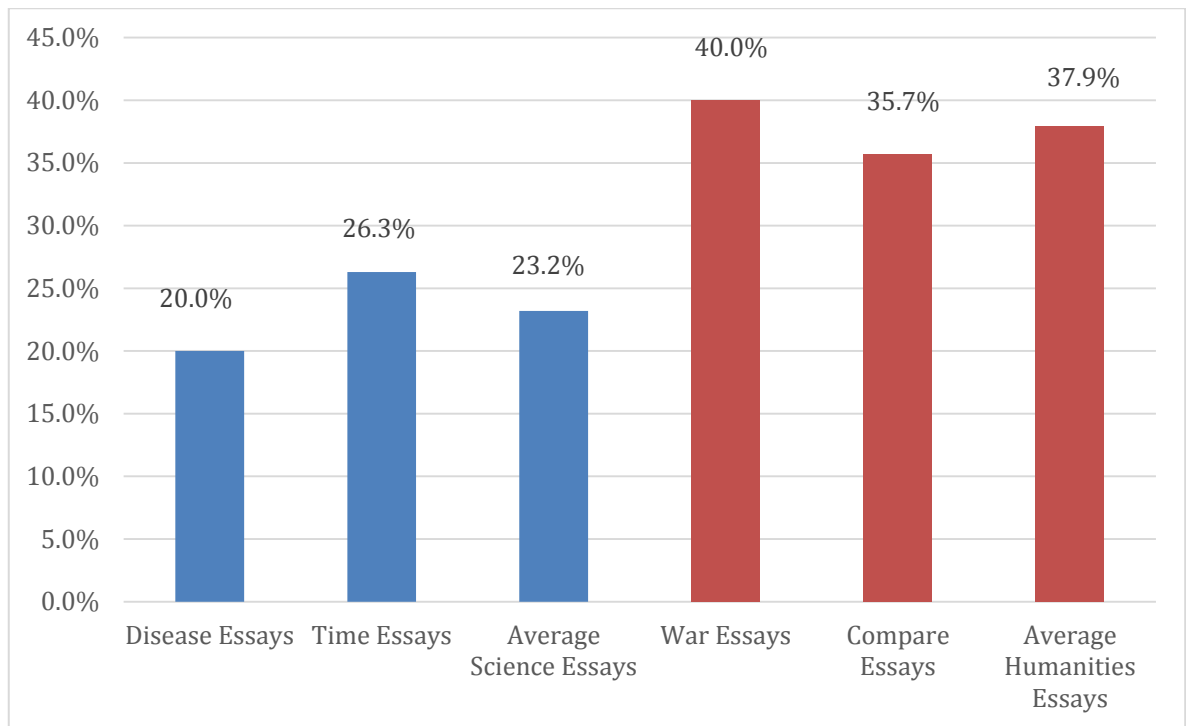
Figure 8-10: Weighting of Disclaim Formulations across Courses

On average, the essays from the Humanities courses have more disclaim formulations than the Science essays. A total of 37.9% of formulations in the Humanities essays are disclaim compared to 23.2% in the Science essays. This variation in weighting holds up across the four courses as well. The essays in each of the Science courses have a lower frequency of disclaim formulations than the essays in each of the Humanities' courses. If we look at whether these disciplinary differences hold up across all of the essays, we can see that there is in fact a pattern of lower use of disclaim formulations in the Science essays than in the Humanities essays (see Figure 8-11), but the differences are much less pronounced on a text by text basis that was seen in the averages across the courses:
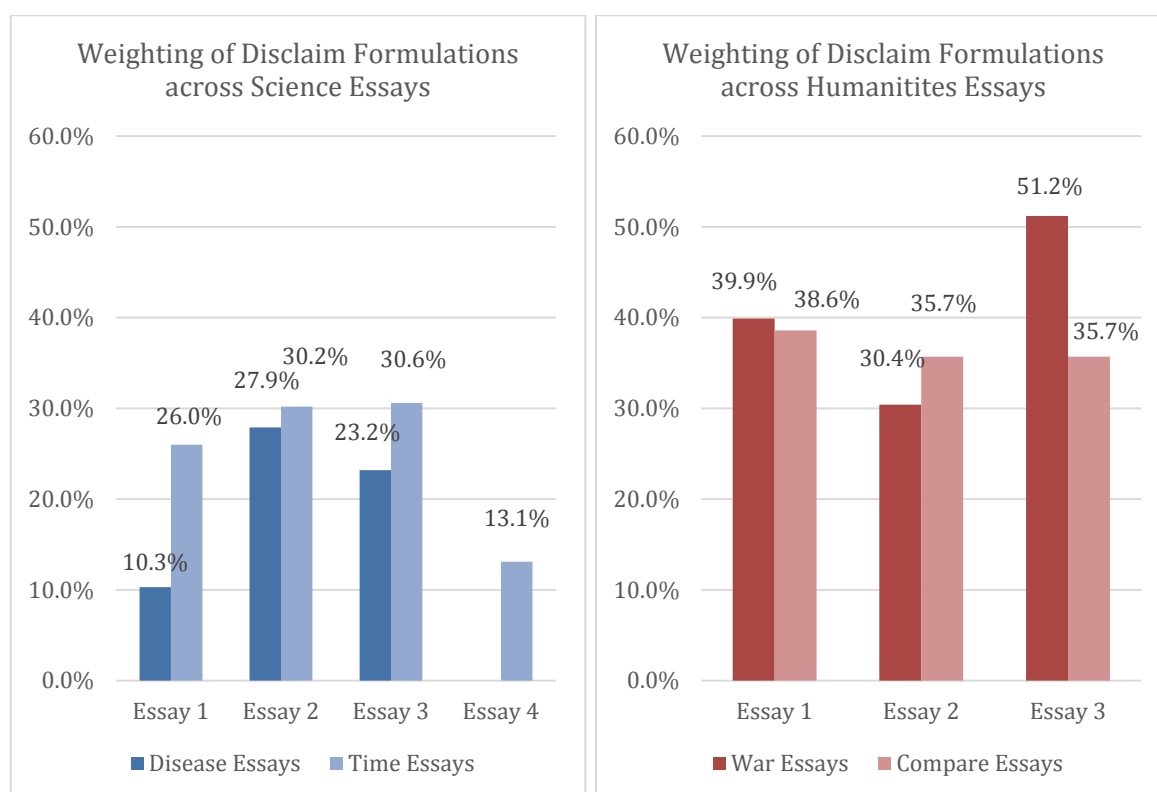
Figure 8-11: Comparison of the Weighting of Disclaim Formulations across the Science and the Humanities Essays

If we take out the two outliers from the Science essays with a very low use of disclaim formulations (Disease_1 and Time_4) and the one outlier from the Humanities essays with a very high use (War_3), then the differences in the frequency of use of disclaim formulations in the Science and the Humanities essays are much less pronounced. Most of the texts are between the high 20% and 30%. More texts would need to be analysed to really identify that there are in fact disciplinary differences at work here. What is clear, however, is that disclaim formulations play an important role in all texts, in all courses and in all disciplines.

What the above analysis of the weighting of expand, proclaim and disclaim formulations shows is that all texts, all courses and all disciplines have a significant use of all three categories of heterogloss and we can therefore say that they are all an integral part of a single Student Voice. Section 8.3 will outline and discuss what this Student Voice is, in terms of heterogloss, and will draw on quantitative data. However, although quantitative data on the relative weightings of the 13 types of heterogloss analysis can tell us a fair amount about the language patterns which are prominent within these A grade texts, what it cannot tell us is how the 13 categories of heterogloss work together in the unfolding discourse in each text. This knowledge is valuable for this research if it is to have pedagogical applications. Therefore, the analysis in Section 8.3 will also take a logogenetic

approach in addition to a quantitative one, meaning that the analysis not only looks at the frequency of types of heterogloss, but also how they function within the unfolding discourse and in relation to each other.

8.3   Heteroglossic Language Patterns in the Student Voice

The analysis of heterogloss in the A-grade essays shows that, of the 13 categories of heterogloss, two categories do not feature in the Student Voice (see Figure 8-12):
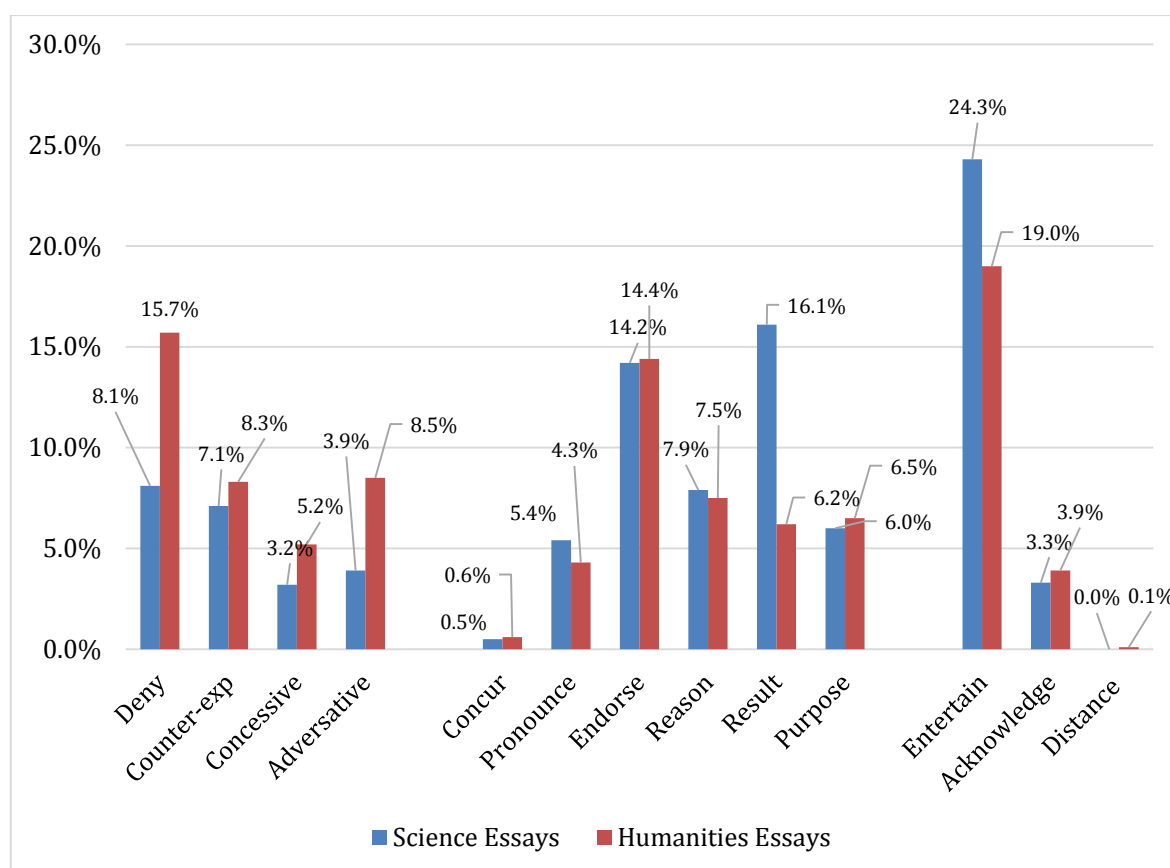
Figure 8-12: Comparison of Weighting of Categories of Heterogloss in the Science and Humanities Essays

Out of the 1,329 instances of heterogloss analysed, only one instance was distance. This lack of distance formulations seems to indicate that a certain kind of criticality is absent in the students' writing, namely an expression of a critical stance towards external voices and the propositions and proposals those external voices have put forward in reading texts. What this suggests is a Core Curriculum where the printed word remains hallowed and unquestioned (at least in the assessed voice) and this raises the question whether students are developing a limited form of criticality in the Core Curriculum. It could be that the ability to critically respond to external voices develops in the later years of the undergraduate curriculum. However, even at this early stage in the curriculum, students can be given help to develop critical reading skills to question ideas posited in required

reading texts and be helped to develop the language skills to be able to encode that critical evaluation in their writing through certain patterns of language such as distance formulations.

There were also very few concur formulations, only three instances in the seven Science essays and four instances in the six Humanities essays. Language used to express these formulations included *clearly, definitely, it is of no doubt, undeniably, of course* and *it is very obvious*. In these formulations, 'addresser and addressee are …presented as so thoroughly in alignment, and the proposition at issues 'so common-sensical' that agreement can be taken for granted' (Martin & White, 2005, p. 123). The fact that these formulations are used sparingly in the Student voice suggests that successful students encode the warrantability of propositions and proposals into their writing through the use of other proclaim formulations, such as proclaim:pronounce and proclaim:justify. Further research which analyses whether this is consistent across Core Curriculum essays in other AoIs and other courses would be valuable.

All of the other eleven categories of heterogloss feature consistently throughout the essays. Although it looks from Figure 8-12 that there are categories which are far more frequently used in one discipline or the other, i.e. deny and result, there are specific essays which are outliers in both categories which contribute to the significant average difference in each discipline. For example, although it looks like the Humanities essays have significantly more deny formulations than the Science essays, Disease_1 only has 1.5% deny formulations whereas War_1 has 24.5%. If we take these outliers out of the equation of averages, the average percentage in the Science essays becomes 10.3% and in the Humanities essays becomes 13.3%, which is far more balanced.

This is the same for result formulations. Although it looks like significantly more result formulations are seen in the Science essays than the Humanities essays, this is also largely because of the effect of specific outliers. For example, 36.8% of all formulations in Disease_1 are result formulations, whereas there are only 2.4% in Compare_2. If we take these outliers out of the equation, the average percentage in Science essays becomes 8.8% and in the Humanities essays becomes 6.6%, which is again much more balanced. This means that all eleven categories of heterogloss feature as part of one united Student Voice across the 13 A-grade essays, regardless of disciplinary AoI.

After all 13 essays were coded and analysed, it was clear that some of these eleven categories functioned in consistent ways throughout the essays. This was the case for two

disclaim formulations (deny and adversative formulations) and the two attribute formulations (endorse and acknowledge formulations). Each of these will be briefly discussed in turn.

Firstly, in the 13 essays deny formulations use negation (i.e. *no, not*) to reject an alternative proposition, for example:

> **It is important to realize that** [contract:pronounce] there is **no** [contract:deny] single factor that **led to** [contract:justify:result] or **could** [expand:entertain] **lead to** [contract:justify:result] the outbreak of a disease. [Disease_1]

> **Despite the fact that** [contract:counter:concess] he was dangerous and violent, the staff and nurse did **not** [contract:deny] give up on him… [War_2]

Secondly, adversative formulations contract the dialogue between reader and writer by limiting the scope of a proposition or proposal in some unexpected way, either that it is more restricted than expected (*merely, just, only*), longer than expected *(still)*, sooner than expected *(already)* or more surprising than expected *(even)*. There is no obvious difference in the use of these adversative formulations across the texts apart from their frequency. The most common types used are those that limit the scope of a proposition *(only),* the time of a proposition *(still* and *already)* and the amount of surprise *(even),* for example:

> **Some critics pointed out** [expand:acknowledge] that the government was too slow to respond and **only** [contract:counter:adv] carry out delayed actions in dealing with the incident of SARS **(9)** [contract:endorse]. [Disease_2]

> **People in regions like Asia** [expand:acknowledge] **still** [contract:counter:adv] **strongly believe** that exposure to chickenpox is the **only** [contract:counter:adv] way to get rid of the disease in their entire life… [Disease_3]

> He **could** [expand:entertain] remember each target vividly and sometimes **even** [contract:counter:adv] thinking of them as individuals who **could** [expand:entertain] have families and dreams. **[footnote]** [contract:endorse] [War_1]

These restrictive formulations '…enable to the writer to create a consensus over shared disciplinary knowledge, but to indicate that some limitation exists which would not be expected by the reader' (Charles, 2009, p. 157) and in this way the students can show themselves to be insightful members of the discipline.

Acknowledge and endorse formulations also function in consistent ways throughout the essays. These are both attribution formulations and are used throughout the essays to

support propositions and proposals by attributing them to external voices (as opposed to the writer's voice). These attributions either expand the dialogue through the use of acknowledge formulations or contract the dialogue through the use of endorse formulations.

In all 13 essays, some form of attribution is used. This indicates that it is important for students to attribute knowledge to external sources in the Student Voice. Three citation systems are used in the essays. An author/date system is used six times, a footnote system four times and a numbering system is used three times. A mixture of these three systems is seen within disciplines and also sometimes within courses (although this is relatively stable), indicating that successful texts do not necessarily need to adhere to a specific system at this stage of the students' academic development, just that there must be the use of one system, and it must be consistently used.

There are three main language patterns used to form acknowledge and endorse formulations. The first pattern seen is the use of a numeric, footnote or author/date citation without any further textual integration in the sentence, for example:

> Also, **as** [contract:justify:reason] it [the vaccine] costs HKD400-800 for each injection, it is quite expensive especially to some parents or individuals with economic hardships **(6)** [contract:endorse]. [Disease_3]

> **Since** [contract:justify:reason] time goes slower for a moving person, his clock will be slower than his motionless counterparts **(Greene, 1999)** [contract:endorse]. [Time_3]

> He **could** [expand:entertain] remember each target vividly and sometimes **even** [contract:counter:adv] thinking of them as individuals who **could** [expand:entertain] have families and dreams. **[footnote]** [contract:endorse] [War_1]

This is the most frequent pattern. The second most frequent pattern is a numeric, footnote or author/date citation with further textual integration, for example:

> **However** [contract:counter:counter-exp], **it is found that** [contract:endorse (+ citation)] the patients infected with HCoV-EMC suffered from multiple organ failures too, which was **not** [contract:deny] commonly found in SARS patients **(6)**. [Disease_2]

> Alone in Hong Kong, there were 299 deaths **reported** [expand:acknowledge + citation] among the 1755 infected citizens **(1)**. [Disease_3]

> **Survivors of the war admit that** [contract:endorse + citation] "those days have been the fullest of their lives"**[footnote]** … [War_3]

The last pattern, and the least frequent, is no citation at all and instead, an attribution to a general class of people. Examples of such acknowledge formulations are:

> The novel virus HCoV-EMC **is believed to** [expand:acknowledge] have a high transmissibility in humans, [Disease_2]

> …**physicists believe** [expand:acknowledge] the separation between past, present, and future is **only** [contract:counter:adv] an illusion, **although** [contract:counter:concess] a convincing one. [Time_4]

> **We tend to believe** [expand:acknowledge] that violent people **must** [expand:entertain] have some unusual experiences like being discriminated… [War_1]

and examples of such endorse formulations are:

> **It is well understood** [contract:endorse] that there is a cyclic variation in disease patterns every year **due to** [contract:justify:reason] the changes in hosts and vectors life cycle. [Disease_1]

> **Various experiments conducted by a team of scientists verified the fact that** [contract:endorse] our brains are subjected to numerous illusions with regards to the concept of time. [Time_4]

In summary, two disclaim formulations (deny and adversative formulations) and two attribute formulations (endorse and acknowledge formations) have been found to be an important part of the Student voice and they function in consistent ways throughout the 13 A-grade essays. These formulations will not be discussed in more detail individually, but they will be discussed below in terms of what other categories of heterogloss they co-occur with. For example, certain combinations of heteroglossic formulations involving attribution will be shown in this chapter to play an important role in the construction of an academic argument throughout the 13 A-grade essays.

The subsequent discussion outlines and discusses the seven remaining heteroglossic formulations which form the Student Voice in these essays. Section 8.3.1 will discuss the role entertain formulations play. Section 8.3.2 will discuss the role pronounce and the three types of justify formulations (i.e. reason, result and purpose) play and Section 8.3.3 will discuss the role counter-expectancy and concessive formulations play within the Student

Voice. How they co-occur with acknowledge and endorse formulations will also be discussed where appropriate. Finally, four moves will be identified throughout this chapter which should be taught to students. These moves are (i) an entertain -> counter -> pronounce move, (ii) a justify -> cite move, (iii) an acknowledge -> counter-expectancy move and finally a (iv) counter-expectancy -> endorse move.

8.3.1   Entertain Language Patterns in the Student Voice

Through expand formulations, writers indicate where they think propositions and proposals are 'open to question' (Martin & White, 2005, p. 103). The effect is to 'entertain dialogistic alternatives and thereby lower the interpersonal cost for any who would advance such an alternative' (Martin & White, 2005, p. 103). In the 13 texts, this is done through the use of acknowledge formulations (which have been discussed in the previous section) and entertain formulations (which are discussed in this section).

The 13 essays entertain primarily through the expression of **possibility** (through the use of epistemic modality and conjunctions that signal conditional hypotactic relationships) and **obligation** (through the use of deontic modality) (see Coffin, Donohue, & North, 2013; Gruber, 2004 for discussion of deontic and epistemic modality). Epistemic modality involves the **modalisation** of knowledge claims. It expresses the extent to which propositions are or are not true. This expression of extent requires the weighing up of degrees, the acknowledgement that propositions are not true under all conditions or in all cases. This use of epistemic modality (and conjunctions that signal conditional hypotactic relationships) places students in a traditional role of 'provider and evaluator of information' (Gruber, 2004, p. 46) and as evaluator, encodes criticality into the essays.

Deontic modality, on the other hand, is the **modulation** of proposals and expresses obligation (e.g. *The general public **should** keep our all-time alertness…* in Disease_2). This expression of deontic modality is heteroglossic as its expression '…explicitly grounds the demand in the subjectivity of the speaker' (Martin & White, 2005, p. 111). It puts the writer in the role of 'advisor' (Gruber, 2004, p. 46) and encodes a different type of dialogic relationship – 'relations of control and compliance / resistance rather than the offering of information and viewpoints' (Martin & White, 2005, p. 111) as seen with epistemic modality. The language patterns associated with each of these two types of modality are discussed below.

The 13 essays predominantly express epistemic modality rather than deontic modality. This is achieved through the use of the following language patterns:

- modals of probability e.g. *may / might / could*
- modal adjuncts e.g. *probably / possibly*
- modal attributes e.g. it is *probable / possible*
- verbs which describe mental processes e.g. *I feel / believe / think*
- evidence / appearance-based postulations e.g. *it seems / appears / suggests*
- nominalisations of probability e.g. *the probability / possibility...*

These language patterns are used extensively in the science essays (i.e. the Disease and Time essays) to express possibility in relation to the scientific concepts discussed in the essays, for example:

Some vectors **might** [expand:entertain] also relocate to places nearer to human, **creating** [contract:justify:result] new opportunities for infection. [Disease_1]

…our government **seems to be** [expand:entertain] very confident… [Disease_2]

In the following essay, we will explore the **possibility** [expand:entertain] of another SARS-like infection battle… [Disease_2]

If [expand:entertain] chickenpox is **really** [contract:pronounce] eradicated, several aspects **may** [expand:entertain] benefit. [Disease_3]

The purpose of this article is to examine animals' time perception, and **suggest** [expand:entertain] animals **do** [contract:pronounce] possess a sense of time. [Time_2]

Wormholes are hypothetically deduced and **thus** [contract:justify:result] theoretically **possible** [expand:entertain]… [Time_3]

To begin with, the telescoping effect reflects that our human recount of the past **might** [expand:entertain] **not** [contract:deny] be that trustworthy… [Time_4]

In the Humanities essays, the language patterns listed above are also used frequently to express possibility. In the Humanities essays, this is usually in relation to the behaviour of characters in the literary texts the students have analysed and also in relation to the value of the texts themselves through the comparison of the texts, for example:

Thus [contract:justify:result] it **seemed** [expand:entertain] easier to dehumanize them by labelling… [War_1]

…**even though** [contract:counter:concess] it **might** [expand:entertain] mean forgiving the war criminals and allowing them to rule the country. [War_2]

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The dangerous fascination about war, **even** [contract:counter:adv] to the victims is **probably** [expand:entertain] linked to the primordial fear and the heady excitement that accompanies every flirtation with death. [War_3]

Perhaps [expand:entertain] the short stories from Joy Luck Club are **just** [contract:counter:adv] reflections of Tan's experiences. [Compare_1]

The Soldier **may** [expand:entertain] **not** [contract:deny] be the most accurate reflection of what happened in the warzone in WW1… [Compare_2]

Second, the relationships **might** [expand:entertain] be altered for the visual elements in a film. [Compare_3]

First of all, cause-and-effects in a relationship **might** [expand:entertain] be simplified **to** [contract:justify:purp] increase the dramatic element of the film. [Compare_3]

Rhetorical questions are used in the both the Science and the Humanities essays to entertain possible scenarios which are then answered throughout the essays, for example:

Are we going to experience the dreadful period of economic downturn, quarantining, wearing N95 masks and psychological burdens again very soon**?** [expand:entertain] [Disease_2]

What would our life be **if** [expand:entertain] we lost either kind of time perception **?** [expand:entertain] [Time_1]

Is war a good thing to these soldiers or it sucks**?** [expand:entertain] How **could** [expand:entertain] they keep their sanity when facing people who fight and die every day**?** [expand:entertain] **If** [expand:entertain] it is war that **makes** [contract:justify:result] them insane like addicts of killing, **should** [expand:entertain] we have war at all**?** [expand:entertain] (9026_1)

In the Disease essays, *can* is used extensively to argue for what is possible in biological processes. The following are typical examples from the Disease essays:

Infectious diseases are diseases that are **caused by** [contract:justify:reason] microorganisms, which **can** [expand:entertain] be spread directly or indirectly, from human to human… [Disease_1]

…the nature of viruses are unpredictable **as** [contract:justify:reason] they **can** [expand:entertain] mutate and undergo antigenic shifts. [Disease_2]

Nonetheless [contract:counter:counter-exp], several complications **can** [expand:entertain] be developed from chickenpox. [Disease_3]

Can is also used in the Humanities essays to construe possibility:

…killings **can** [expand:entertain] be justified when it is used for self-defense and protecting innocent people. [War_1]

However [contract:counter:counter-exp], **in my opinion** [expand:entertain], killings **can** [expand:entertain] be justified [War_2]

The power over the unarmed **can** [expand:entertain] turn the most moral men into practiced killers. [War_3]

…the viewpoints and upbringings of the two authors **can** [expand:entertain] **affect** [contract:justify:result:] their portrayal of characters in their books to a great extent. [Compare_1]

Could is used in the Disease essays to hypothesise:

Breakdown of these public health measures not only hinder the control of an EID, it **could** [expand:entertain] also **cause** [contract:justify:result] stigmatization and misinterpretations in the society… [Disease_1]

Knowledge in this area **could** [expand:entertain] immensely aid in the control and prevention of infectious diseases. [Disease_1]

These [adverse effects] **could** [expand:entertain] be unknown side effects of intense intervention measures. [Disease_2]

This is also seen in the Humanities essays:

…dying for one's country - or any other group identity - **seems** [expand:entertain] the highest meaning one **could** [expand:entertain] achieve in life. [War_3]

On a micro scale, the war destroys lives that **could** [expand:entertain] otherwise be productive and meaningful. [War_3]

…employment and spiritual fulfillment, are ways by which we **could** [expand:entertain] untangle ourselves from the history of conflict. [War_3]

Undeniably [contract:concur] there are many more factors other than the author's viewpoint that **could** [expand:entertain] **affect** [contract:justify:result] the portrayal of the characters in their books. [Compare_1]

As discussed in Section 7.2.1, the conditional hypotactic relationships using *if* and *whether* were also coded as an expression of possibility in this research, even though this is not included in Martin and White's (2005) theoretical framework of Engagement. These structures are fairly common in the Disease and Time essays. In the following examples, a proposition is put forward as only possible in certain circumstances, which are signalled by the *if* clause. Examples from the Disease and Time essays include:

> Every time when Hong Kong faces obstacles like epidemics, we learn to improve our healthcare system and set up new organisations **if** [expand:entertain] necessary **to** [contract:justify:purp] prepare for the next battle to come. [Disease_2]

> **Thus** [contract:justify:result], they are recommended to receive chickenpox immunization **if** [expand:entertain] they have never been exposed to the virus **(8)** [contract:endorse]. [Disease_3]

> **If** [expand:entertain] chickenpox is **really** [contract:pronounce] eradicated, several aspects **may** [expand:entertain] benefit. [Disease_3]

> **If** [expand:entertain] the vaccination is **not** [contract:deny] well-funded, people **may** [expand:entertain] refuse to pay for it. [Disease_3]

> **If** [expand:entertain] we **cannot** [expand:entertain] [contract:deny] interpret time psychologically, we will also be like him. [Time_1]

> …**even** [contract:counter:adv] **if** [expand:entertain] they **could** [expand:entertain] show some limited ability in remembering the past, they **actually** [contract:pronounce] required at least hundreds of training beforehand… [Time_2]

These are also seen in the Humanities essays:

> **If** [expand:entertain] the government collaborates with the war criminals **so as to** [contract:justify:purp] maintain the so-called "peace", it would highly undermine the credibility and legitimacy of its rule. [War_2]

> **But** [contract:counter:counter-exp] in the end, **even** [contract:counter:adv] **if** [expand:entertain] the material profit is gained, lives are lost and cultures are destroyed… [War_3]

> …she **might** [expand:entertain] lose Lulu **if** [expand:entertain] she did **not** [contract:deny] **make** [contract:justify:result] adjustments to her parenting style. [Compare_1]

In summary, a significant feature of the Student Voice in the 13 essays is the use of epistemic modality and conjunctions that signal conditional hypotactic relationships to express possibility. In the Disease essays, they are used to express cautious propositions about the way that infectious processes work and their effect on society. In the Time essays, they are used to express cautious propositions about the veracity of theories of time and their effect on the lives of people and animals. In the War essays, they are used to express cautious propositions about war and the behaviour of people in war time, while in the Compare essays, they are used to express cautious propositions about the behaviour of the characters in the literary texts being analysed and about the differences between the texts being compared.

While the 13 essays predominantly express epistemic modality, most also have some expression of deontic modality and similar meanings as well. Almost all of the Science and the Humanities essays have some form of expression of obligation which is expressed in the texts through the use of the modals of obligation i.e. *should, need to* and *must.* In the Disease essays, deontic modality is used to express the extent to which governments, medical professions or society are obligated to behave in certain ways:

> **Therefore** [contract:justify:result], neither the introduction and maintenance side **should** [expand:entertain] be neglected. [Disease_1]

> We **should** [expand:entertain] always be alert. [Disease_2]

> **Therefore** [contract:justify:result], the governments worldwide **should** [expand:entertain] work together **to** [contract:justify:purp] help better treat and control chickenpox in the near future. [Disease_3]

In the Time essays, *need to* and *must* is used to express obligation in relation to theories of time:

> The concept of psychological time is necessary to us **because** [contract:justify:reason] we **need to** [expand:entertain] learn from the past and plan for our future. [Time_1]

> **Nonetheless** [contract:counter:counter-exp], extreme conditions **may** [expand:entertain] be present and spacecraft **must** [expand:entertain] be carefully designed **to** [contract:justify:purp] withstand extreme temperature or gravitational attraction. [Time_3]

In the War essays, *should* is used to express obligations people have during war time:

> Additionally, it is true that humanitarianism **should** [expand:entertain] always be highly valued… [War_2]

> The society **should** [expand:entertain] learn from conflict **so as to** [contract:justify:purp] build a more humane community… [War_2]

Compare_2, which compares two poems about war, also expresses such obligations in relation to war:

> …that going to war for your country **should** [expand:entertain] **not** [contract:deny] be classified as a noble act… [Compare_2]

> people also have opposing views towards war and why it **should** [expand:entertain] be fought. [Compare_2]

In summary, the expression of epistemic modality, conjunctions that signal conditional hypotactic relationships and deontic modality are important features of the Student Voice in the 13 essays. It is through the use of these formulations that students take on a role of evaluator of information (through the expression of possibility) and advisor (through the expression of obligation). The expression of possibility requires the weighing up of degrees and the acknowledgement that propositions are not true under all conditions or in all cases and seems more important in this educational context due to the range of lexico-grammatical structures that are brought into service to achieve it. The expression of obligation requires students to determine the extent to which people and groups of people are obligated to behave in certain ways. The expression of this weighing up process encodes criticality into the essays.

It is through the expression of these formulations that students enter into a dialogic relationship with the reader by making 'space for alternative voices and value positions' (Martin & White, 2005, p. 108) in the texts. In so doing, the students 'project for the text an audience which is potentially divided over the issue at stake and hence one which may not universally share the value position being referenced....dialogistically validating alternative viewpoints, they thus provide for the possibility of solidarity with those who hold alternative positions' (Martin & White, 2005, pp. 108-109). Students need to learn disciplinary knowledge systems in order to understand which propositions need to be expressed as possible (as opposed to true or not true) through the use of epistemic modality and conjunctions that signal conditional hypotactic relationships. They need to be able to anticipate what a reader might or might not question. This is difficult for new university students who are unfamiliar with what is considered to be established as truth and what is

not, within a discipline. They also need to learn a kind of disciplinary value system as well in order to understand which proposals need to be expressed with different degrees of obligation.

8.3.2 Pronounce and Justify Language Patterns in the Student Voice

Through proclaim formulations, writers actively 'limit the scope of dialogistic alternatives' (Martin & White, 2005, p. 121) in their writing, thereby indicating what knowledge they believe to be highly warrantable. In the 13 texts, this is done through the use of endorse formulations (which has been discussed previously), pronounce formulations and justify formulations. Pronounce formulations limit the scope of the dialogue through the use of authorial emphasis. Justify formulations limit the scope of the dialogue by 'constructing the textual voice as engaged in persuasion' (White, 2003, p. 274), through the expression of reason, result and purpose. Chains of cause and effect expressed through reason, result and purpose formulations justify claims being made, in an attempt to persuade the reader of the warrantability of a proposition, in response to possible resistance from a putative reader. Proclaim formulations are a necessary component of argumentative essays, whose social purpose is to persuade. Section 8.3.2.1 discusses the role pronounce formulations play within this social purpose and Section 8.3.2.2 discusses the role justify formulations play.

8.3.2.1 Pronounce Language Patterns in the Student Voice

Pronounce formulations are assertive moves within the discourse as they emphasise clearly where the writer is closing down the dialogue. They feature in all 13 essays to some extent. The language used to express these formulations is varied. The most common phrases used in the 13 essays are:

- *actually*
- *do (used for emphasis)*
- *indeed*
- *in fact*
- *really*
- *especially*
- *in particular*
- *we can see that*
- *the answer is that*
- *this explains*

- *it is evidence that*

- *which provides a strong basis for*.

These formulations frequently occur within the periodic structure. For example, they often appear within the Macronew (conclusion) of the essays. This use of pronounce formulations within a Macronew serve to reinforce the writer's stance by giving it textual prominence:

> **It is important to realize that** [contract:pronounce] there is **no** [contract:deny] single factor that **led to** [contract:justify:result] or **could** [expand:entertain] **lead to** [contract:justify:result] the outbreak of a disease. [Disease_1]

> **…therefore** [contract:justify:result] this indicate animals **do** [contract:pronounce] have a sense of time. [Time_2]

> It **seems** [expand:entertain] that Coughlin **actually** [contract:pronounce] **never** [contract:deny] thought of whether war was good or not. [War_1]

> **It is also important to** [contract:pronounce] acknowledge that apart from war, there are too many places where these drives **could** [expand:entertain] shape our society for the better. [War_3]

> **The ideas that the writers claim to have come by** [expand:distance] so easily are **actually** [contract:pronounce] the product of thinking, which is **affected by** [contract:justify:reason] their personal experiences. [Compare_1]

> As an interesting novel in terms of the theme and the character settings, Frankenstein **did** [contract:pronounce] have a wide range of film adaptations. [Compare_3]

Pronounce formulations are also seen within Hypernews:

> **This explains** [contract:pronounce] **why** [contract:justify:reason] students find that the hand of the clock on a classroom wall always **seems** [expand:entertain] to go overwhelmingly slowly during class. [Time_4]

and in Hyperthemes:

> Last but not least, from the historical basis, **we can deduce that** [contract:pronounce] the government has learnt enough from the experience of the handling with infectious diseases. [Disease_2]

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> Then you **may** [expand:entertain] wonder why we **still** [contract:counter:adv] **need** [expand:entertain] time units given that we are **actually** [contract:pronounce] able to identify the sequences and duration of events**?** [expand:entertain] [Time_1]

Section 6.3.5 in the chapter on Periodicity indicated how criticality could be introduced into the periodic structure through the use of two Hyperthemes which set up a replacive relationship, which introduce a counter-argument to the student's argument and then a rebuttal. The rebuttal Hypertheme uses pronounce formulations, in part, to signal the return to the student's stance:

> **While** [contract:counter:concess] the above rebuttal statement **seemed to be** [expand:entertain] sound, it is **actually** [contract:pronounce] inaccurate to suggest animals **cannot** [expand:entertain] [contract:deny] cognitively travel in time simply **because of** [contract:justify:reason] their lack of a particular system that exists in human. **In fact** [contract:pronounce], many different studies showed animals have some kind of episodic-like memory, and **can** [expand:entertain] handle different time-related tasks. [Time_2]

What this shows is how different the language system of Periodicity and Engagement work together to achieve the social purpose of persuasion in argumentative essays.

There is also a pattern of entertain, pronounce and counter formulations co-occurring in the essays. This finding draws on the SFL concept of **coupling** which is the 'co-selection of functional features in a text'(Zappavigna, Cléirigh, Dwyer, & Martin, 2009, p. 219).

> Patterns of couplings form syndromes, where a syndrome is defined as the recurrent co-selection of features in a text or corpus contributing to a particular rhetorical strategy (Zappavigna et al., 2009, p. 219).

This research identifies four such syndromes throughout the 13 A-grade essays which used to encode the dialogic nature of academic writing into the essays. The first is an entertain -> counter -> pronounce move. In this move, a proposition is entertained and then rejected through the use of a counter and a pronounce move, often through the use of the word *actually*. This move sometimes occurs within the one sentence:

> **While** [contract:counter:concess] the above rebuttal statement **seemed to be** [expand:entertain] sound, it is **actually** [contract:pronounce] inaccurate to suggest animals **cannot** [expand:entertain] [contract:deny] cognitively travel in time… [Time_2]

> …**even** [contract:counter:adv] **if** [expand:entertain] they **could** [expand:entertain] show some limited ability in remembering the past, they **actually** [contract:pronounce] required at least hundreds of training beforehand… [Time_2]

and sometimes across two sentences:

> It **seems** [expand:entertain] that Coughlin was fed up with war. **However** [contract:counter:counter-exp], **I don't** [contract:deny] **think** [expand:entertain] he **really** [contract:pronounce] thought war is a disaster. [War_1]

> **Some critics pointed out** [expand:acknowledge] that the government was too slow to respond and **only** [contract:counter:adv] carry out delayed actions in dealing with the incident of SARS **(9)** [contract:endorse]. **However**, [contract:counter:counter-exp] **we can see** [contract:pronounce] that with all the above guidelines, the government is now capable of adopting suitable timely measures **for** [contract:justify:purp] disease control once the outbreak happens. [Disease_2]

This entertain -> counter -> pronounce move is a valuable move to teach to students because it enables the expression of an argument which is clearly dialogic through the acknowledgement of a possible alternative viewpoint a reader might have, and then the rejection of that viewpoint through the use of a counter formulation and authorial emphasis through a pronounce formulation. This three-step move encodes into the text a critical thought process that the student has gone through of considering one viewpoint but then rejecting it.

In summary, all of the 13 A-grade essays use pronounce formulations to some extent, which suggests that successful students need to be able to use these assertive formulations in the articulation of a Student Voice. These pronounce formulations can be expressed through a range of language patterns which can be taught to students. In the Student Voice, these formulations need to be used at key points in the development of an academic argument. These key points are often, although not exclusively, at points of textual prominence, shown through the periodic structure, such as in Hyperthemes which 'create expectations by flagging forward' and in Macro / Hypernews which 'consolidate…by summarizing back' (Macronews and Hypernews) (Martin & Rose, 2007, p. 184). Finally, an entertain -> counter -> pronounce move can be taught to students so that they can learn to encode into their essays the kinds of critical thought processes they need to engage in at university. These thought processes include considering a range of possible truths and

deciding which of these they come to see as correct. This two stage discursive process can then be encoded into the texts through the use of an entertain -> counter -> pronounce move. In order for students to do this successfully, however, students need to develop a sensitivity to what viewpoints need to be considered within that specific disciplinary community and which of these possible viewpoints has the potential to be true.

8.3.2.2 Justify Language Patterns in the Student Voice

As outlined above, justify formulations 'construct the textual voice as engaged in persuasion' (White, 2003, p. 274) through the expression of reason, result and purpose, in an attempt to persuade the reader of the warrantability of a proposition. These are proclaim formulations in that they contract the dialogue through the use of these persuasive moves. All 13 essays use all of the three categories of justify (reason, result and purpose) except for two essays (Time_4 and War_3) which have no purpose formulations and one essay (Compare_3) which has no reason formulations. One in four heteroglossic formulations, on average, are justify formulations across the 13 essays, indicating the important role they play in constructing a persuasive academic argument.

The three justify formulations encode the students' understanding of scientific processes into the Science essays. The difference in weighting of reason, to result, to purpose formulations in each essay is a result of differences in the field of each essay. For example, Disease_1 has a strikingly high number of result formulations (36.8%) and these are used to explain the effect of the emergence and re-emergence of infectious diseases. The following example shows the density of these formulations within one part of the essay and how the use of the result formulations constructs a convincing argument for the complex cause / effect relationships in this area of knowledge:

> For example, urbanization enhanced the growth of the mosquito vector that carries Dengue virus, **causing** [contract:justify:result] its re-emergence **(9)** [contract:endorse]. Deforestation **caused** [contract:justify:result] the displacement of fruit bats, which carried the Nipah Virus to infect farm pigs, subsequently **led to** [contract:justify:result] its outbreak in human in 1999 **(10)** [contract:endorse]. Ixodes scapularis is a blacklegged tick that carries the pathogen **causing** [contract:justify:result] Lyme disease. Deforestation **caused** [contract:justify:result] the ticks to shift from infecting Virginia opossums to white-footed mice, which is a more resilient host. This eventually **led to** [contract:justify:result] the emergence of Lyme disease **(5)** [contract:endorse]. [Disease_1]

The other Science essays have different weightings of the three justify formulations, but all have sections where there is a frequent use of these formulations to justify how scientific processes related to diseases or time work, for example:

> The novel virus HCoV-EMC **is believed to** [expand:acknowledge] have a high transmissibility in humans, **owing to** [contract:justify:reason] the many cell types it is able to infect and **hence** [contract:justify:result] **causing** [contract:justify:result] more severe complications. This **contributes to** [contract:justify:result] **the possibilities** [expand:entertain] of another SARS-like outbreak in Hong Kong. [Disease_2]

> **As** [expand:entertain] our eyeballs saccade, **it is found that** [contract:endorse + citation] the images in between the first and the second object are blurred, **causing** [contract:justify:result] a momentary break in visual experience [footnote]. [contract:endorse]. The brain will then fill up this momentary break with the post-saccadic image [footnote] [contract:endorse] by retinal blur and saccadic suppression, **resulting in** [contract:justify:result] an extended subjective duration of the post-saccadic object in our minds. **This explains** [contract:pronounce] **why** [contract:justify:reason] students find that the hand of the clock on a classroom wall always **seems** [expand:entertain] to go overwhelmingly slowly during class. [Time_4]

In the Humanities essays, these justify formulations are also used to persuade on the basis of reason, result or purpose, but their persuasion is not centred around scientific processes. Instead, these formulations are used to persuade in relation to claims about the reason, result and purpose of the behaviour of the characters in the literary texts being analysed, for example:

> As Coughlin put it, "I called him 'Achmed', **because** [contract:justify:reason] I did**n't** [contract:deny] know his real name. **By doing so** [contract:justify:result], I crossed the invisible line of humanizing my enemy." [footnote] [contract:endorse] [War_1]

> Furthermore, he was dehumanized by drugs supplied by the military and consistent violence. The strong effects of drugs and violence **made** [contract:justify:result] him lose empathy and the ability to think. He killed civilians and burnt villages at will **since** [contract:justify:reason] he thought civilians were "sissy" and useless. [War_2]

She realized that medicine was **not** [contract:deny] where her passion lies, **so** [contract:justify:result] she dropped out of pre-med and transferred to San Jose State University **to** [contract:justify:purp] study English and linguistics **(Biography, 1996)** [contract:endorse]. [Compare_1]

Brooke passed away in early 1915 **due to** [contract:justify:reason] a mosquito infection, before he **could** [expand:entertain] serve his country in WWI, which **could** [expand:entertain] also be a reason for his idealistic opinions on war, **as** [contract:justify:reason] he **never** [contract:deny] experienced life in the battlefield. [Compare_2]

After their first meeting, Victor departed Geneva and went on his trip **to** [contract:justify:purp] fulfil his promise of **creating** [contract:justify:result] a female companion for the Creature. [Compare_3]

In both the Science and the Humanities essays, these formulations are an important part of the expression of the Student Voice in that they contract the dialogue by articulating what is highly warrantable on the basis of relationships of cause, effect and purpose.

In many of the examples from the 13 essays given above, justify formulations co-occur with endorse formulations. This justify -> cite move is seen throughout the 13 essays. This move combines two proclaim formulations, thereby enabling students to make strongly persuasive arguments about scientific processes in the Science essays and about the texts being analysed in the Humanities essays. The following is a typical example from one of the Disease essays:

The reemergence of malaria **might be** [expand:entertain] more significantly **affected by** [contract:justify:reason] socioeconomic factors, which will be discussed in later parts. Other examples include dengue fever, another vector-borne disease carried by the Aedes genus mosquito, which is also greatly **affected by** [contract:justify:reason] seasonal changes **(15)** [contract:endorse]. Cholera is a well-known debilitating disease that first **caused** [contract:justify:result] pandemic in 1817. It is found to be reemerging **due to** [contract:justify:reason] an increase in sea surface temperature which **results in** [contract:justify:result] plankton bloom **(16, 17, 18)** [contract:endorse]. [Disease_1]

At the end of each sentence containing justify formulations, one or more citations are given. The following are two more examples from Science essays:

Infection **may** [expand:entertain] be aroused from scratching of blisters, and it **may** [expand:entertain] **lead to** [contract:justify:result] scarlet fever **if** [expand:entertain] there is invasion of Streptococcus into the body **(6)** [contract:endorse]…**Thus** [contract:justify:result], they are recommended to receive chickenpox immunization **if** [expand:entertain] they have never been exposed to the virus **(8)** [contract:endorse]. [Disease_3]

A massive object **creates** [contract:justify:result] space-time curvature, **as** [expand:entertain] a person approaches the mass, his time will be slower than those further away **(Al-Khalili, 1999)** [contract:endorse]. [Time_3]

and examples from the Humanities' essays which endorse through citations:

Instead [contract:counter:counter-exp], they join **because** [contract:justify:reason] of their patriotic motives, their plans for future military careers, and some pecuniary motivations **[footnote]** [contract:endorse]. [War_1]

If [expand:entertain] the government collaborates with the war criminals **so as to** [contract:justify:purp] maintain the so-called "peace", it would highly undermine the credibility and legitimacy of its rule **[footnote]** [contract:endorse]. [War_2]

The mood of the reader is negatively impacted by this and **highlights** [contract:endorse + citation] the contradiction between Owen's idea of patriotism and the title "Dulce et Decorum Est" **("Dulce")**. [Comapre_2]

Series of close-up shots are used **to** [contract:justify:purp] show Victor's changes of emotions: from disappointment to joy and from joy to fear **(Figure 4)** [contract:endorse]. [Compare_3]

Victor refused to revive Justine into a Creaturess **because** [contract:justify:reason] he knew her, **yet** [contract:counter:counter-exp] he rushed to revive Elizabeth **because** [contract:justify:reason] of his excessive love towards Elizabeth **(Figure 9)** [contract:endorse]. [Compare_3]

This justify -> endorse move is a valuable move to teach to students because it makes clear to students that there are times in the discourse where endorse formulations by external voices is particularly necessary. Students need to understand that it is at times when the dialogue between writer and reader is being specifically contracted (through the use of justify formulations) that such endorse formulations are advisable. This justify -> endorse

move has an important role to play in the expression of a Student Voice throughout a persuasive argument.

In summary, the 13 A-grade essays all use justify formulations. They use these formulations to construct persuasive arguments for what is highly warrantable in terms of scientific processes (in the Science essays) and also with respect to claims related to the texts being analysed (in the Humanities essays). Students need to understand that claims such as these, which contract the dialogue between writer and reader, often require an endorsement from an external voice. Teaching this justify -> cite move helps new students understand what propositions might (and might not) require a citation during the construction of a persuasive academic argument.

8.3.3 Counter-expectancy and Concessive Language Patterns in the Student Voice

Disclaim formulations are used to contract the discourse so that some dialogic alternative proposition or proposal is 'directly rejected or supplanted, or is represented as not applying' (Martin & White, 2005, p. 117). In all of the 13 essays this is done through the use of deny formulations (which have been discussed previously) and counter formulations, which are further categorised as adversative, counter-expectancy, and concessive formulations. This section will discuss how counter-expectancy and concessive formulations function within the Student Voice seen in the 13 A-grade essays. Counter formulations encode a critical understanding of academic knowledge into the 13 essays. These formulations enable students to position their own stance in opposition to a stance a putative reader might have. It is this oppositional positioning which encodes criticality into the essays. Because counter-expectancy and concessive formulations have a very similar function, they will be discussed together, rather than in two separate sections.

Concessive formulations are seen in all 13 essays and there is only one essay (Time_4] which has no counter-expectancy formulations. These formulations are spread throughout the essays and are used to reject or refine propositions or proposals in order to argue for an alternative interpretation. Concessive formulations (as discussed and exemplified in Chapter 7) are constructed with a conjunction which appears at the beginning of the clause that is being countered. In contrast, counter-expectancy formulations are constructed with a conjunction which appears at the beginning of the clause that is being proposed (as opposed to the clause that is being countered).

The most frequent conjunctions used to signpost concessive formulations in the 13 essays are *although, despite* and *while*. The following examples all introduce a proposition / proposal and then reject it for an alternative proposition / proposal, some way or other:

Despite [contract:counter:concess] the adverse effects **brought about by** [contract:justify:reason] chickenpox, elimination or eradication of chickenpox is considered **not** [contract:deny] feasible after looking at the upsides and downsides. [Disease_1]

Although [contract:counter:concess] the novel virus spreading from Middle East to Europe and the rest of world continues to bring anxiety all over the globe, our government **seems to be** [expand:entertain] very confident that we **can** [expand:entertain] handle the situation well from the experience of SARS, swine flu and other epidemics in history. [Disease_2]

Despite [contract:counter:concess] its effectiveness, the vaccine has some limitations. [Disease_3]

Although [contract:counter:concess] scientists define the arrow of time by the expansion of universe and amount of entropy **(Klein, 2010)** [contract:endorse], people seldom refer to them when it comes to physical time. [Time_1]

…eventually the target **may** [expand:entertain] be so far the person **could** [expand:entertain] **not** [contract:deny] survive the long return trip to Earth **despite** [contract:counter:concess] having gained youth. [Time_3]

Despite the fact that [contract:counter:concess] he was dangerous and violent, the staff and nurse did **not** [contract:deny] give up on him. [War_2]

Although [contract:counter:concess] they come from the same generation and were brought up with a similar parenting style, **perhaps** [expand:entertain] **because of** [contract:justify:reason] their personal experiences and thoughts, they differ markedly in attitudes towards their Chinese heritage. [Compare_1]

Although [contract:counter:concess] the book was **not** [contract:deny] written with the intention to oppose wars, the raw accounts of the soldiers **make** [contract:justify:result] readers **question whether** [expand:entertain] it is worth sending troops out **to** [contract:justify:purp] suffer in the war zone. [Compare_2]

Although [contract:counter:concess] the director tried to use extra close-up shots **to** [contract:justify:purp] show the emotions of the characters, the inner thoughts of

the characters are **not** [contract:deny] effectively expressed in the film. [Compare_3]

One thing to notice in many of the examples above is the use of entertain formulations. They often appear in the propositions being argued for, indicating how a delicate balance of expand and contract formulations work together to construct an academic argument through the Student Voice.

Counter-expectancy formulations are also common in the text. These formulations are also used to reject one proposition / proposal for another. These formulations are most often signposted in the essays through the use of *but* and *however*. The following are examples of such formulations:

> **Some critics pointed out** [expand:acknowledge] that the government was too slow to respond and **only** [contract:counter:adv] carry out delayed actions in dealing with the incident of SARS **(9)** [contract:endorse]. **However**, [contract:counter:counter-exp] **we can see** [contract:pronounce] that with all the above guidelines, the government is now capable of adopting suitable timely measures **for** [contract:justify:purp] disease control once the outbreak happens. [Disease_2]

> There were humanitarian moments in the battlefield and he **did** [contract:pronounce] believe [expand:acknowledge] that he was saving people rather than killing. **However** [contract:counter:counter-exp], it is unreasonable to regard everyone in a battlefield as a hero. [Time_2]

> **One might argue that** [expand:acknowledge] technological advancement **may** [expand:entertain] one day overcome this. **However** [contract:counter:counter-exp], building such a vehicle is not only limited engineering-wise but also mathematically. [Time_3]

> **Calculations revealed that** [expand:acknowledge] singularity is linked to unknown space-time, **possibly** [expand:entertain] the past, future and other universe. **However** [contract:counter:counter-exp], journey through singularity is impossible **(Al-Khalili, 1999; Davis, 1995)** [contract:endorse]. [Time_3]

> There were humanitarian moments in the battlefield and **he did** [contract:pronounce] **believe** [expand:acknowledge] that he was saving people

rather than killing. **However** [contract:counter:counter-exp], it is unreasonable to regard everyone in a battlefield as a hero. [War_1]

Killing is a crime when it is used against innocent civilians during a conflict, **but** [contract:counter:counter-exp] it is justifiable when a person is standing on the battlefield and confronting his enemy. [War_2]

She depicts herself as a tiger mother who is very strict on child rearing **but** [contract:counter:counter-exp] **still** [contract:counter:adv] provides warmth, love and encouragement. [Compare_1]

Concessive and counter-expectancy formulations are powerful formulations in terms of criticality as they show how multiple perspectives have been brought into the argumentation.

> …the ultimate purpose, of these patterns, is to persuade the reader to accept the writer's position. However, acceptance is made more likely by the acknowledgement of other's views. This recognition of other's opinions goes to the heart of what it means to be a successful academic writer….persuasion is not just about making a strong case of one's own views, but rather about taking account of others' views in the furtherance of one's own. (Charles, 2009, p. 167)

Much research has also stressed the importance of bringing in the views of others into academic arguments (see for example Basturkmen & von Randow, 2014; Coffin, 2004; G. Thompson, 2001). The use of concessive and counter-expectancy formulations play an important role in the expression of the Student Voice seen in these 13 A-grade essays.

There are two moves which some students make in these essays, involving concessive and counter-expectancy formulations, which would be valuable to teach students. The first is an acknowledge -> counter-expectancy move and the second is a counter-expectancy -> endorse move. Each of these will be discussed in turn.

Firstly, there is a pattern in the essays of acknowledge formulations being used in the proposition to be rejected by the counter-expectancy formulation. Copied again below are examples which have already been introduced above:

> **Some critics pointed out** [expand:acknowledge] that the government was too slow to respond and **only** [contract:counter:adv] carry out delayed actions in dealing with the incident of SARS **(9)** [contract:endorse]. **However**, [contract:counter:counter-exp] **we can see** [contract:pronounce] that with all the

above guidelines, the government is now capable of adopting suitable timely measures **for** [contract:justify:purp] disease control once the outbreak happens. [Disease_2]

One might argue that [expand:acknowledge] technological advancement **may** [expand:entertain] one day overcome this. **However** [contract:counter:counter-exp], building such a vehicle is not only limited engineering-wise but also mathematically. [Time_3]

There were humanitarian moments in the battlefield and **he did** [contract:pronounce] **believe** [expand:acknowledge] that he was saving people rather than killing. **However** [contract:counter:counter-exp], it is unreasonable to regard everyone in a battlefield as a hero. [War_1]

Other examples include:

Animals generally were seen as stuck-in-time **in past studies before early 2000s (e.g. Roberts, 2002; Suddendorf & Busby, 2003; Suddendorf & Corballis, 1997; Tulving 1985, 2002)** [expand:acknowledge], **but** [contract:counter:counter-exp] **recent studies contradicted with such claim and suggested otherwise (e.g. Bird, Roberts, Abrams, Kit & Crupi, 2003; Correia, Dickinson & Clayton, 2007; Grondin, 2008; Hampton & Schwartz, 2004; Naqshbandi & Roberts, 2006; Roberts, 2006)** [expand:acknowledge]. [Time_2]

Also, **we tend to believe** [expand:acknowledge] they have some hostile sentiments towards Islamic people **to** [contract:justify:purp] support their behaviours in Iraq. **However** [contract:counter:counter-exp], this is **not** [contract:deny] the case. [War_1]

In the examples above, the writers acknowledge alternative viewpoints in the first stage of the move. Sometimes these viewpoints are from specific sources the students have read (and cite) and sometimes they are viewpoints attributed to groups of people (i.e. *we, one might argue, some critics point out*). The second stage of the move is a counter-expectancy formulation which rejects this alternative viewpoint. This acknowledge -> counter-expectancy move is sometimes taught to students as a counter-argument -> rebuttal move. However, this concept of the counter-argument, when it is taught to students, may or may not include an acknowledge formulation. For example, the following counter-argument -> rebuttal move does not include an acknowledge formulation:

Hong Kong is a rich city, however, there are many people living in poverty.

By framing the move as an acknowledge –> counter-expectancy move, the dialogic nature of academic texts is recognised and alternative viewpoints are explicitly identified and refuted. Students can be taught phrases which they can use to refer to specific alternative viewpoints. They also need to learn disciplinary expectations about whose viewpoints are acceptable and / or necessary to include. Who should or can be acknowledged within a Student Voice is rarely taught to students.

The second move which would be valuable to teach students is a counter-expectancy -> endorse move. In the essays, counter-expectancy formulations are often accompanied by endorse formulations, for example:

> **As** [contract:justify:reason] the population size and density has increased, people are living in closer relationships, **yet** [contract:counter:counter-exp] weaker family structures **lead to** [contract:justify:result] increase sexual contacts **(1, 23)** [contract:endorse]. [Disease_1]

> **However** [contract:counter:counter-exp], there is a recent reemerging pattern in certain parts of the world. **It is found that** [contract:endorse (+ citation)] the densities of Anopheles gambiae, the vector that is responsible in the transmission of malaria, is positively correlated with the rainfall load **(14, 15)**. [Disease_1]

> **However** [contract:counter:counter-exp], **it is found that** [contract:endorse (+ citation)] the patients infected with HCoV-EMC suffered from multiple organ failures too, which was **not** [contract:deny] commonly found in SARS patients **(6)**. [Disease_2]

> **However** [contract:counter:counter-exp], the antibodies produced are short-lived, **thus** [contract:justify:result] **can** [expand:entertain] **only** [contract:counter:adv] provide short-term protection against the disease **(11)** [contract:endorse]. [Disease_3]

> Wormholes are hypothetically deduced and **thus** [contract:justify:result] theoretically **possible** [expand:entertain], **but** [contract:counter:counter-exp] **no** [contract:deny] proof of its presence is evident **(Al-Khalili, 1999)** [contract:endorse]. [Time_1]

He **could** [expand:entertain] remember what he had done **but** [contract:counter:counter-exp] got confused with the exact time and sequences of events **(Clayton, Salwiczek,& Dickinson, 2007)** [contract:endorse]. [Time_1]

Calculations revealed that [expand:acknowledge] singularity is linked to unknown space-time, **possibly** [expand:entertain] the past, future and other universe. **However** [contract:counter:counter-exp], journey through singularity is impossible **(Al-Khalili, 1999; Davis, 1995)** [contract:endorse]. [Time_3]

The warlords who manufactured the ethnic conflict that **led to** [contract:justify:result] the breaking-up of Yugoslavia shared **none** [contract:deny] of their wealth, **but** [contract:counter:counter-exp] left behind broken societies and broken generations **[footnote]** [contract:endorse]. [War_3]

However [contract:counter:counter-exp] **since** [contract:justify:reason] the novel places more emphasis on the daughter's point of view of the situation, it **may** [expand:entertain] **just** [contract:counter:adv] be our brain using available heuristics **(Cherry, 2014)** [contract:endorse]. [Compare_1]

…**yet** [contract:counter:counter-exp] he rushed to revive Elizabeth **because** [contract:justify:reason] of his excessive love towards Elizabeth **(Figure 9)** [contract:endorse]. [Compare_3]

It makes sense that this pattern is seen within academic discourse. Countering an alternative viewpoint (which a reader might have) is an assertive move and it is strengthened, and less open to 'attack' by that reader, if it is accompanied by an endorsement from an external authoritative source in the form of a citation. It is patterns such as these (the pairing of counter-expectancy with endorsement) which need to be explained and taught to students who are in the process of developing their own academic voice.

Finally, counter-expectancy formulations are not only used within and across sentences, as shown in the many examples above. They are also often used to set up a counter-expectancy relationship between paragraphs. In the example from Disease_2 below, the student ends a paragraph by asserting a tentative proposition that it is unlikely that another epidemic like SARS will occur:

Therefore [contract:justify:result], it **may** [expand:entertain] **seem** [expand:entertain] very unlikely for Hong Kong to experience another large-scale

epidemic like SARS in near future, or at least, there will **not** [contract:deny] bring huge influences like economic recession and unemployment as the aftermath of epidemic. [Disease_2]

The next paragraph begins with a counter-expectancy formulation which signals that, contrary to expectation, even if this is so, vigilance is still needed:

> **Nonetheless** [contract:counter:counter-exp], we **should** [expand:entertain] **never** [contract:deny] overlook **the possibility** [expand:entertain] of an epidemic. [Disease_2]

In another example, this time from Disease_3, the student ends one paragraph stating that the vaccine for chickenpox is nearly 99% effective:

> The vaccine is nearly 99% effective and **hence** [contract:justify:result] has changed a lot the infection and mortality rate of the disease **(8)** [contract:endorse]. [Disease_3]

The student then starts the next sentence with *however* in order to make a counter proposition that the vaccine has some limitation, in spite of its effectiveness:

> **However** [contract:counter:counter-exp], **despite** [contract:counter:concess] its effectiveness, the vaccine has some limitations.[Disease_3]

The following are five more examples. Each pair shows the final sentence of one paragraph and is then followed by the first sentence of the subsequent paragraph with the counter-expectancy formulation.

Pair One from Disease_3:

> Individuals who has been infected the virus at early ages have a probability of 10-20% of having Herpes Zoster at older ages **(12)** [contract:endorse].

> **Nonetheless** [contract:counter:counter-exp], several complications **can** [expand:entertain] be developed from chickenpox.

Pair Two from Disease_3:

> **Most importantly** [contract:pronounce], young children **can** [expand:entertain] enjoy a more healthy campus life.

> **However** [contract:counter:counter-exp], the eradication campaign **may** [expand:entertain] **lead to** [contract:justify:result] several adverse effects.

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Pair Three from War_1:

> **I think** [expand:entertain] it was the welcoming and gladness from the family that confirmed the belief in Coughlin's heart. That is, he was doing the right thing and liberating those people.
>
> **However** [contract:counter:counter-exp], such warm incidence is rare in the war.

Pair Four from Compare_3:

> This setting is crucial **so that** [contract:justify:purp] the Creature **could** [expand:entertain] reflect upon his actions, and **to** [contract:justify:purp] create tension between the face-to-face scenes in the book through dialogues.
>
> **However** [contract:counter:counter-exp], the settings of the Creature was heavily altered in the 1931 film.

Pair Five from Compare_3:

> Also, Victor described the changes of his attitude between compassion and anger towards the Creature when he listened to his story **(p. 147)** [contract:endorse].
>
> **However** [contract:counter:counter-exp], as the 1994 film[3] [contract:endorse] has demonstrated, the storytelling of films are mostly in the third person's view.

Putting such counter-expectancy formulations at the beginning of a paragraph gives them textual prominence, thereby highlighting the places where students introduce criticality into their argument. This again shows how the systems of Engagement and Periodicity work together in the student voice.

In summary concessive and counter-expectancy formulations enable students to carefully position their stance through the management of different perspectives a reader might have towards the academic knowledge being discussed. They construe a critical understanding of academic knowledge into the essays, by enabling students to position their stance in opposition to an alternative viewpoint. This critical understanding can be expressed within and between sentences, or can be given added textual prominence by expressing these relationships between paragraphs.

Concessive and counter-expectancy formulations are often paired with entertain formulations to express a carefully constructed argument of what is true, what is not true, and what is possibly true. This is a delicate balancing act and students need to develop the skills to express this balance in their own writing. Two moves have been identified which

can help students express this balance. The first is an acknowledge -> counter-expectancy move which students can use to identify alternative viewpoints a reader might have and then refute them. The second is a counter-expectancy -> endorse move which makes the argument the student is constructing less open to 'attack' by the reader. Both of these moves give students strategies to encode the dialogue between the writer and the reader into their writing in a way which is valued by the Student Voice shown in the 13 A-grade essays.

8.4 Summary of the Heteroglossic Language Patterns in the Student Voice

No disciplinary differences were categorically identified in the use of heterogloss in the Science verses the Humanities essays. Although there was some indication that there may be differences in the frequency of the use of disclaiming formulations, more texts would need to be analysed to verify this. What was found, however, was that there was a single Student Voice functioning with the 13 A-grade texts in terms of Engagement. This suggests that there is a broad trans-disciplinary 'student voice' that all students must learn. Further research would be needed to confirm this, but the data and analysis here suggest that this is the case. The following section summarises the features of this Student Voice. These findings can be used by English for Academic Purposes (EAP) teachers working in similar undergraduate, second-language, university contexts with students writing argumentative essays.

In the Student Voice, students need to contract the dialogue more often than expand it. Students need to express what is true and what is not true, more often than what might possibly be true. An argumentative essay which only expresses what might be true might not fulfil its social purpose to persuade.

Students also need to attribute propositions and proposals to external voices throughout the essays, through the use of acknowledge and endorse formulations. A consistent citation system needs to be used to do this. The lack of distance formulations in the Student voice suggests that at this early stage of the Core Curriculum, students have not developed an ability to express a critical stance towards external voices and the propositions and proposals those external voices have put forward in reading texts. This suggests a curriculum where the printed word remains hallowed and unquestioned (at least in the assessed voice). Students should be given help to develop critical reading skills to question ideas expressed in required reading texts and help to develop the language skills to be able

to encode that critical evaluation in their writing through certain patterns of language such as distance formulations.

Although contract formulations should be more frequently used than expand, expand formulations still play an important role in the Student Voice. Entertain formulations are used to express what is possibly true (as opposed to definitely true) in the texts. This places the writer in the role of evaluator of knowledge. Entertain formulations are also used to express the extent to which people or groups of people are obligated to behave in certain ways. This places the writer in the role of advisor. Both of these roles require students to determine degrees - degrees of possibility and degrees of obligation. This expression of degrees encodes criticality into the essays.

Proclaim formulations also play an important role in the Student Voice. For example, pronounce formulations are used throughout the texts to contract the dialogue and argue for what is highly warrantable, through the use of authorial emphasis. These formulations can be given textual prominence by integrating them in Macro / Hypernews and Hyperthemes. As well as this, justify formulations are used throughout the essays to construct persuasive arguments for what is highly warrantable through the expression of reason, result and purpose. Concur formulations are used sparingly in the Student voice, which suggests that students need to be careful presenting knowledge as common-sensical and it is likely that students need help to understand what academic knowledge can and cannot be expressed in assessments as common-sensical.

Disclaim formulations also play an important role. Deny formulations are frequently used to express what is not true. Adversative formulations are also frequently used to limit the scope of a proposition or proposal in some unexpected way, either that it is more restricted than expected, longer than expected, sooner than expected, or more surprising than expected. Concessive and counter-expectancy formulations enable students to carefully position their stance in opposition to an alternative viewpoint. The expression of these formulations also encoded criticality into the argumentative essays. This critical understanding can be expressed within and between sentences, or can be given added textual prominence by expressing these relationships between paragraphs.

Four moves were identified in the essays which can be taught to students to help them develop this Student Voice. The first is an entertain -> counter -> pronounce move. This move can help students encode into their texts a critical argument which expresses a possible truth the student has considered and then expresses what the student thinks is true

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in relation to that idea. The second move is a justify -> endorse move. This is a valuable move to teach to students because it helps them understand that there are times in the discourse where endorsement by external voices is particularly necessary – times when they are attempting to persuade the reader that a proposition is highly warrantable through cause, effect and purpose. The third move is an acknowledge -> counter-expectancy move which students can use to identify alternative viewpoints a reader might have and then refute them. The last is a counter-expectancy -> endorse move which makes the argument the student is constructing in opposition to a putative reader's point of view, through counter-expectancy, less open to 'attack' by that reader. All of these moves give students strategies to encode the dialogue between the writer and the reader into their writing in a way which is valued by the Student Voice shown in the 13 A-grade essays.

Finally, these findings are not only significant for EAP teachers. They also suggest that Core Curriculum teachers need to scaffold a certain type of disciplinary understanding of academic knowledge. For example, students need to develop a sensitivity to what viewpoints need to be entertained within a specific disciplinary community and which of these possible viewpoints is accepted as true. Students need help understanding what established truth is in a new discipline and what is open to contention.

8.5   Conclusion

This chapter has discussed the patterns of Engagement (heterogloss) used in 13 A-grade argumentative essays. Engagement has been identified as a key resource used by academic writers to adopt a stance which takes into account an imagined readers' assumptions and beliefs. This chapter has answered the following three research questions posed at the beginning of the chapter:

1. How are the features of the documented Core Curriculum, analysed in Chapter 3 (specifically the expression of criticality and the contextualisation of knowledge), encoded in the A-grade essays through the use of heterogloss?

As summarised in Section 8.4 and exemplified throughout this chapter, criticality is encoded into texts through the use of patterns of entertain and counter formulations. Entertain formulations place the writer in the role of evaluator and / or advisor. This role requires students to weigh up and express differing levels of possibility and obligation. This encodes a critical evaluation of knowledge of proposals or propositions into the texts. Counter formulations are the expression of a position in opposition to alternative

viewpoints. This acknowledgement and refutation of alternative viewpoints also encode a critical evaluation of knowledge into the texts.

2. What other heteroglossic language patterns are seen in the A-grade essays and are therefore valued by assessors of Core Curriculum courses?

Many other patterns of heterogloss have been exemplified in this chapter and summarised in Section 8.4. The essays use 11 of the 13 categories of heterogloss and these are used to express a united Student Voice through all of the 13 argumentative essays. Four moves were also identified as being integral to the expression of a Student Voice. These are an entertain -> counter -> pronounce move, a justify -> endorse move, an acknowledge -> counter-expectancy and a counter-expectancy -> endorse move. These moves, along with the other patterns of heterogloss summarised above, should be taught to students in EAP classes to help them develop an appropriate Student Voice.

3. Are there differences in orientation to knowledge, in the use of heterogloss, in Science and Humanities Core Curriculum A-grade essays?

Finally, no differences in orientation to knowledge have been identified in the use of heterogloss in the Science verses the Humanities essays. Instead, a united Student Voice is seen throughout the essays as summarised above.

Heterogloss has been the second 'lens' used to explore language patterns within the 13 A-grade argumentative essays. The next two chapters explore the language patterns of Attitude. Chapter 9 outlines the methodology used to analyse Attitude in the essays and also reviews relevant research which has also used this approach. The analysis of Attitude is outlined and discussed in Chapter 10.

Chapter Nine – Methodology and Literature Review for the Analysis of Attitude in the Assessed Voice

9.1   Introduction to Attitude

Chapters 7 and 8 have shown that A-grade Core Curriculum student writers encode their evaluation of propositions and proposals through the system of Engagement. They do this by entering into a dialogue with the reader. This is achieved, in part, by building up a delicate balance of contract and expand language patterns across a text. However, there is another key resource which these writers use to encode their evaluation of academic knowledge in the essays. This resource is the system of **Attitude** which is used to encode evaluation of academic knowledge, through the description of the way that the world is, for example whether the elements within it are 'good' or 'bad'. Chapter 9 explains the methodology used to analyse Attitude in the 13 A-grade essays as well as reviewing relevant literature which has used Attitude to analyse academic texts. Chapter 10 discusses the analysis of Attitude and argues that three voices are found within the essays with respect to Attitude – a Student Voice, a Science Voice and a Humanities Voice.

The 'canonical realisation of Attitude is the adjective' (Martin & White, 2005, p. 58). Adjectives, 'buried' in nominal groups, express evaluation. For example, emotional reactions can be described as positive or negative e.g. a *happy* person. A person or a group of people can be judged positively or negatively e.g. a *harsh* government. A positive or negative evaluation can be attributed to an entity e.g. a *beautiful* poem. The three examples given above are examples of the three semantic regions covered by the system of Attitude. These semantic regions cover '… what is traditionally referred to as emotion, ethics and aesthetics' (Martin & White, 2005, p. 42). Within the system of Attitude, emotion is called **Affect** (e.g. a *happy* person), ethics is called **Judgement** (e.g. a *harsh* government) and aesthetics is called **Appreciation** (e.g. a *beautiful* poem). Each of these encode our reaction to and evaluation of the world around us in written and spoken texts.

Turning first to Affect, Affect is the expression of how we respond to and evaluate the world around us through our emotions. For example, aspects of that world can make us *happy*, *depressed, interested* or *uneasy*. We learn to construe our world in these terms from a very young age.

Even though the canonical realisation of Attitude is the adjective, a wide range of grammatical forms are used to construe Affect (as well as Judgement and Appreciation). Two examples of Affect in the 13 A-grade essays are given below. In this example, the noun *anxiety,* is used to express an emotional reaction (Affect is identified in italics henceforth):

> Although the novel virus spreading from Middle East to Europe and the rest of world continues to bring *anxiety* [aff:security -] all over the globe. [Disease_2]

This use of a noun, instead of an adjective attributed to a specific person, allows the emotion to be discussed as a phenomenon rather than a personal emotion. This depersonalised discussion of Affect is a common feature of a Science Voice and is typical of the very few examples of Affect found in the Science essays.

Alternatively, Affect in the Humanities essays typically consists of descriptions of emotions felt by characters in the texts the students are analysing. In the following example, the student is quoting (see sections in quotation marks) from the text analysed in the essay and describes the feelings of the character Victor, from the story *Frankenstein*:

> Victor realised that the Creature is the murderer of his brother …, and Victor '*lived in daily fear*' [aff:security -] towards the Creature…, the relationship was complex. He even '*shuddered*' [aff:security -] when he linked the Creature to his brother's murder [Compare_3]

In this example, the negative emotion *fear* is expressed as a noun and the behavioural process *shuddered*, which construes emotion by its physiological manifestation, is expressed as a verb. The above examples show that Affect is realised 'across a range of grammatical structures' (Martin & White, 2005, p. 45). It is realised through 'modification of participants and processes, affective mental and behavioural processes and modal adjuncts' (p. 46). Martin and White give the following table which outlines the range of grammatical structures used to construe affect in English:

Affect as 'quality'	Example	Grammatical category
-describing participants	a **sad** captain	Epithet
-attributed to participants	the captain was **sad**	Attribute
-manner of processes	the captain left **sadly**	Circumstance
Affect as 'process'		
-affective mental	his departure **upset** him	Process (effective)
	he **missed** them	Process (middle)
-affective behavioural	the captain **wept**	Process
Affect as 'comment'		
-desiderative	**sadly**, he had to go	Modal adjunct

Table 9-1: Grammatical Realisations of Affect

As shown in the Table 9-1, Affect can be expressed as a quality through the use of an epithet, attribute or circumstance. It can also be expressed as a process through the use of a mental or behavioural verb. Lastly, it can also be expressed as a comment through the use of a modal adjunct. Martin and White (p. 46) also specify that Affect can be expressed through nominalised realisations of qualities (e.g. *sadness*) and processes (e.g. *grief, a sob*).

While Affect construes an emotional response to the world, Judgement and Appreciation construe a different kind of response. Judgement is a moral response and Appreciation is an evaluative response. These judgements and evaluations are made based on a shared set of community values. Martin and White call these two types of Attitude 'institutionalized feelings' (Martin & White, 2005, p. 45).

In the case of Judgment, these 'institutionalised feelings' might originate from legal, religious or civic communities. These communities tend to share a set of values which judge the moral / ethical behaviour of a person or groups of people. In the following example, two possible judgements of the sniper, Coughlin, are expressed - one positive and one negative (Judgement is underlined henceforth):

> Before I get started, the debates on whether Coughlin is a hero [jud:propriety +] or
> butcher [jud:propriety -] in the book's review area caught my eyes. [War_1]

In this example, the nouns *hero* and *butcher* are being attributed to Coughlin to express opposing moral judgements of him.

In the case of Appreciation, there are also a set of shared values which are used to evaluate the worth of things. They might evaluate the worth of, for example, the academic value of a piece of research, the aesthetic value of a painting or the compositional value of a

scientific phenomenon. In the following example from Disease_1, pathogens are evaluated negatively by the student writer (within a scientific discourse community) in terms of their composition and their subsequent effect on the environment around them (Appreciation is identified in bold henceforth):

> First, they [pathogens] **disrupt the natural** [app:composition +] **habitat** [app:composition -], **alter the biodiversity** [app:composition -] and **increase the wildlife density of many plants and organisms** [app:composition -]. [Disease_1]

In this example, the composition of pathogens is negatively evaluated in so far as they *disrupt the natural habitat*, *alter the biodiversity* and *increase wildlife density*. What is noteworthy here, however, is that while the first expression of Appreciation includes attitudinal lexis (e.g. *disrupt*), the other two expressions do not. *Alter the biodiversity* and *increase the wildlife density* are not negatively charged in and of themselves. They have no attitudinal lexis. It is only within the context that they become negative. These two expressions of Attitude are **invoked**, rather than **inscribed**.

9.2   Inscribed and Invoked Attitude

Attitude can be construed in a text through the use of attitudinal lexis, for example, overtly negative or positive adjectives, nouns, verbs and adverbs. However, Attitude can also be construed through the building up of language over a stretch of text which, within the context, takes on a negative or positive evaluation.

In the example below, the sniper Coughlin is evaluated firstly as *brave*. This is an overtly positive adjective and is therefore an example of inscribed Attitude. Coughlin is then evaluated as *a person who never backs down*:

> A man who also wants to be a marine sniper said that Coughlin is a brave person [jud:tenacity +]. He *admired* [aff:happiness +] Coughlin's as a person who never backs down [jud:tenacity +] … [War_1)

There is no attitudinal lexis used in the second example of Judgement, yet as it follows on from the judgement of his character as *brave*, it is clear from the context that this is also a positive evaluation of his character. One could contextualise a person who never backs down (to his own detriment) as a negative quality, however in this context it is positive as it follows on from the evaluation of his character as *brave*. In another example, two adjectives are used to describe diseases – *emerging* and *infectious*:

> **Emerging** [app:composition -] **infectious** [app:composition -] diseases (EID) **are diseases that have newly appeared to human population** [app:composition -] or those that **are already existed but are increasing in prevalence** [app:composition -]... [Disease_1]

The adjective *infectious* has a clear negative connotation within the world in which we live and is therefore inscribed. *Emerging*, on the other hand, has less of an overt negative meaning on its own when paired with the word *disease*. An *emerging* disease is usually seen to be a negative phenomenon in the world in which we live, although a context could be provided where it was relatively benign. In this sense, *emerging* is invoked as a reader needs to rely on the context of the sentence(s) around the word to 'read' the negative Attitude.

There are two other examples of Attitude in the example given above. These are both used in the text to define what an emerging infectious disease is. In the text, emerging infectious diseases are defined as *diseases that have newly appeared to human population* or *are already existed but are increasing in prevalence.* These are invoked because again, on their own, they do not include any attitudinal lexis and only become negative within the stretch of language (i.e. the context) they are in.

This identification of invoked Attitude introduces an extra level of subjectivity into the analysis. However, ignoring this aspect of analysis would be to ignore a significant evaluative resource which all writers draw on. As Martin and White (2005) state, '…avoiding invoked evaluation … amounts to a suggestion that ideational meaning is selected without regard to the attitudes it engenders' (p. 62). Because of this, the analysis of Attitude is theoretically grounded yet also reliant on a certain level of subjective understanding of lexis within a specific context. Appraisal has been applied to texts from different genres and different contexts in previous research. While this thesis makes reference to how others have analysed similar choices, and thus justifies the analytical choices which have been made, Appraisal is still not a completely robust analytical framework and hence subjective understandings will inevitably be needed. This subjective understanding is related to the specific experience of and view of the world which the analyst possesses. Sometimes this is an individual subjectivity where the reader makes idiosyncratic assumptions about the text. However, it can also be a 'social subjectivity' (p. 62). This is where 'communities of readers positioned by specific configurations of gender, generation, class, ethnicity and in/capacity' (p. 62) interpret the text based on their specific experience of the world. This kind of reading position needs to be identified and

acknowledged in the writing up of such analysis. This is particularly noticeable when engaging in a 'resistant reading' of the text which opposes the reading position presented in a text. This, however, is not the case in this research.

In the next three sections, each of the sub-sections of Affect, Judgement and Appreciation will be detailed and exemplified in turn (from Sections 9.3.1 to 9.3.3), using the system network proposed by Martin and White (2005).

9.3   Method of Analysis of Attitude

9.3.1 Affect

As discussed above, Affect construes the emotional responses we make to the world around us in written and spoken texts, thereby evaluating it positively and negatively. There are four sub-categories of Affect, **un/happiness**, **dis/satisfaction**, **in/security** and **dis/inclination**. Each of these are discussed below. All examples of Affect in the 13-essays are shown in italics, both in the examples below and in the full analysed texts which can be found in Appendices 9.1 and 9.2. Each coding also shows whether the example of Attitude has been analysed as positive (+) or negative (-).

9.3.1.1   Un/happiness

The emotional responses which are construed in this sub-category are 'affairs of the heart' (Martin & White, 2005, p. 49). These are emotions to do with feeling happy or sad, or liking something or disliking it. There are no instances of this type of Affect in the seven Science essays at all. When they appear in the Humanities texts, they describe the emotions of the characters (who are also sometimes the authors of the autobiographies) in the texts the students have analysed, for example:

> Unlike his father *who loved books and history* [aff:happiness +], Coughlin *was keen on sports* [aff:happiness +] [War_1]

9.3.1.2   Dis/satisfaction

The emotional responses which are construed in this sub-category are concerned with the pursuit of goals - 'our feelings of achievement and frustration in relation to the activities in which we are engaged' (Martin & White, 2005, p. 50). Again, there are none of these in the Science essays, but they do appear in the Humanities essays, although infrequently, to express the characters' negative emotions of frustration, resentment and bitterness, and positive emotions of satisfaction and excitement in relation to their pursuit of goals:

> It seems that Coughlin *was fed up* with war [aff:satisfaction -]. [War_1]

His account showed that he *was resentful* towards Victor [aff:satisfaction -] at this point. [Compare_3]

9.3.1.3 In/security

The sub-category of in/security construes our eco-social well-being, our 'feelings of peace and anxiety in relation to our environs' (Martin & White, 2005, p. 49). There are only three instances of this in the Science essays, for example:

Although the novel virus spreading from Middle East to Europe and the rest of world continues to bring *anxiety* [aff:security -] all over the globe… [Disease_2]

There is more frequent use of this in the Humanities texts, again in relation to the emotions experienced by the characters being analysed. The emotions being felt by the characters related to their environment are mainly fear and the feeling of not being an accepted part of the world around them:

Tan was the only Chinese in her high school so she *felt out of place* [aff:security -] and *desperately wanted to fit in* [aff:security -]. [Compare_1]

9.3.1.4 Dis/inclination

The previous three sub-categories of Affect construe emotional reactions to a stimulus in the present or the past. These are categorised by Martin and White as **Realis Affect**. Dis/inclination, on the other hand, construes emotional intentions in regard to potential future events, for example:

He *feared* leaving his job.

These are categorised as **Irrealis Affect** and examples of this were not found within the texts.

9.3.2 Judgement

Whereas Affect construes our emotional reactions to the world around us, Judgement construes appraisal of the behaviour of individuals and groups. Judgement is subject to the writer's or speaker's religious, cultural or social beliefs, and is much more common throughout the 13 A-grade texts than Affect. Whereas only 7% of instances of Attitude in the texts is Affect, 41% is Judgement.

There are five sub-categories of Judgement. Three are related to judgements of **Social Esteem**. Social esteem judges the behaviour of individuals or groups in terms of whether they are (i) normal (called **normality**), (ii) capable (**capacity**) or (iii) tenacious (**tenacity**).

These judgements are based on community values and are often policed through an oral culture in the form of chat, gossip and stories, which are crucial for forming social networks (Martin & White, 2005, p. 52). While these three categories do not tend to have any legal ramifications, judgements related to **Social Sanction** often do. These are moral and ethical judgements which are often encoded in rules, regulations and laws which are 'surveilled by church and state' (Martin & White, 2005, p. 52). There are two sub-categories of this type of Judgement. They are appraised related to (i) ethics (called **propriety**) and to (ii) honesty (**veracity**). These categorisations, described by Martin and White, of the distinctions between social esteem and social sanction, help to explain distinctions in the network.

Each of these five sub-categories is exemplified below. All examples of Judgement are underlined and whether they are positive or negative is also identified.

9.3.2.1   Social Esteem:normality

Judgements of **normality** are related to whether a person is 'normal' in terms of social and cultural norms, or alternatively whether they are different from a certain norm. In the Science essays, these are usually negative and related to abnormal reactions people experience when exposed to infectious diseases. One example of this is given below (showing only the coding for normality – all other coding has been taken out):

> Most of infected [jud:normality -] individuals suffer from itchy spots [jud:normality -] only while a small portion of them will suffer from mild fever [jud:normality -] and headache [jud:normality -] or develop complications [jud:normality -] [Disease_3]

In the example above, five abnormal reactions are identified i.e. (i) *infected* (ii) *suffer from itchy spots*, (iii) *fever*, (iv) *headache* (v) *develop complications*.

The Science essays discussing time also construe abnormal experiences related to time:

> There was once a man who lost his episodic memory after an accident [jud:normality -]. [Time_1]

In the Humanities essays, there is also more frequent expression of negative normality than positive, usually to express how different (and therefore difficult) characters' lives have been from the norm, for example:

> He was separated from his parents [jud:normality -] and became a refugee starting a long journey to find protection [jud:normality -]. [War_2]

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and:

> For Tan, her feelings shifted when she was told that her mother was hospitalized because of an apparent heart attack [jud:normality -]… [Compare_1]

9.3.2.2   Social Esteem:capacity

Judgements of **capacity** are related to how capable a person or a group of people are. These are frequently seen in the Science essays. In the essays which discuss infectious disease, these formulations are used to positively judge groups of people as capable (or incapable) of fighting infectious disease. These groups might be the government, society as a whole or the medical profession, for example:

> We understand the need of wearing masks when we develop symptoms of respiratory diseases [jud:capacity +], frequent washing of hands with soap to reduce chances of transmission by direct contact [jud:capacity +]… [Disease_2]

In the essays related to time, positive and negative capacity is used to judge what people can and cannot do in relation to time. Although Judgement is typically used to evaluate people's capacity, Time_2 argues that animals have a sense of time as well and much of that essay is related to what animals can and cannot do as a result. Because of this construal of animals as conscious beings, such examples were also coded as capacity, for example:

> … they [animals] can anticipate the future [jud:capacity +], and act accordingly [jud:capacity +].   [Time_2]

In the Humanities texts, capacity is most often positive and used to build up a picture of the characters in terms of what their abilities are or could be:

> Tan's parents decided that she would be a full time neurosurgeon [jud:capacity +] and a part time concert pianist [jud:capacity +] [Compare_1]

The ability of the author of the texts which the students have analysed is also periodically judged. One example of this is given below (showing only the coding for capacity):

> Throughout *Dulce et Decorum Est*, Owen uses vivid imagery to project painful disturbing thoughts into the reader's mind [jud:capacity +]. [Compare_2]

In the above example, the author Owen is evaluated as capable of using imagery to project painful and disturbing thoughts.

9.3.2.3 Social Esteem:tenacity

Tenacity is an expression of how resolute a person is. There are very few instances of this type of Judgement in the texts and when they occur, they are only positive. In the Science texts, Tenacity is used to judge people or groups of people as resolute in their commitment to fighting infectious diseases:

> Even before SARS, scientists in Hong Kong <u>are working diligently in disease research</u> [jud:tenacity +] in identifying novel and possible pathogens… [Disease_2]

In the Humanities text Compare_1, which compares the portrayal of characters in the novels *The Joy Luck Club* and *The Battle Hymn of the Tiger Mother*, *tiger* has been coded as positive tenacity as it appears to encode a judgement of the mother as resolute in her actions to make her children as successful and capable as possible. This makes up a large proportion of the instances of tenacity in the Humanities essays.

9.3.2.4 Social Sanction:propriety

Moving on to the two sub-categories of Social Sanction, **propriety** is a judgement of how ethical someone is. What is discussed here is what a person (or group of people) should or should not do. When these are seen in the Science essays, they are mostly used to make judgements about the ethical behaviour of people or groups of people with respect to fighting infectious diseases. One example of this is given below (showing only the coding for propriety):

> …people's <u>refusal to adopt preventive means</u> [jud:propriety -]. [Disease_3]

There were also some instances where the essay writers make suggestions about what should be done. These were also coded as examples of propriety:

> <u>The society should pay more attention to this infectious disease</u> [jud:propriety +] [Disease_3]

While the Science essays do not often engage in judgement of ethics or morality, this is very common in the Humanities' essays. A total of 33% of the instances of Attitude in the six Humanities essays are either positive or negative propriety (as opposed to only 4% in the Science essays). The following are two examples of this:

> Not only did the rebels <u>take advantage of civilians as shield against the military</u> [jud:propriety -] and <u>loot the property of civilians</u> [jud:propriety -], but they <u>also massacred</u> [jud:propriety -] and <u>mutilated civilians at will</u> [jud:propriety -]. [War_2]

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When Tan saw her mother on the hospital bed, she decided that if her mother recovered, she <u>would get to know her mother again</u> [jud:propriety +] and <u>accompany her to China to find the daughters she left forty years ago</u> [jud:propriety +] [Compare_1]

9.3.2.5 Social Sanction:veracity

The last sub-category of Social Sanction is **veracity**. This is a judgement of how truthful a person (or group of people) is, for example:

To begin with, the telescoping effect reflects that our human recount of the past <u>might not be that trustworthy</u> [jud:veracity -] [Time_4]

However, this <u>is not the case</u> [jud:veracity -]. [War_1]

There are very few instances of this throughout the Science essays (only two instances) and in the Humanities essays (only 7 instances).

9.3.2.6 Coding of Nominalised Behaviour

One area of difficulty in the coding of Judgement was when behaviour was nominalised and it became unclear whether the appraised item was the behaviour of a person or group (and therefore an example of Judgement) or an entity in itself (and therefore an example of Appreciation which is discussed below). A number of nominalisations in the Disease essays were clearly construals of people and action, and for this reason they were coded as Judgement in order to maintain a distinction between the evaluation of people and actions (nominalised or not) on the one hand, and phenomena on the other. The following examples from Disease_1 show the nominalisations in boxes which were coded as targets of Judgement:

- transportation of infected people led to rapid spreading of the virus
- international trades and transfers of agricultural products and livestock have also contributed to the spread of pathogens
- The immigration of travellers and labourers due to the construction of national highways Anhui Province, China was also one of the factors that caused the recent re-emergence of malaria in that area
- the increase in use of contaminated needles hugely facilitates the transmission of HIV

The following is an example from Disease_2:

- suspension of schools to prevent the frequent human-to-human contact

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and from Disease_3:

- eradication of chickenpox is considered not feasible

9.3.3 Appreciation

Whereas Judgement construes appraisal of the behaviour of individuals and groups, Appreciation is the 'institutionalised' evaluation of things / entities. These can be broken down into the aesthetic appraisal of entities i.e. **reaction** and **composition** and non-aesthetic appraisal i.e. **valuation**. Martin and White (2005) specify that 'reaction is related to affection, composition is related to perception (our view of order) and valuation is related to cognition (our considered opinions)' (p14). In the following explication of these subcategories, all examples of Appreciation are in bold.

9.3.3.1 Reaction

Reaction construes our appraisal of things in terms of how well they please us, how well they catch our attention, in other words our emotional reaction to things (Martin & White, 2005, p. 56). In this way, reaction can be seen to overlap with Affect. However, whereas Affect construes personal emotions in and of themselves (e.g. *I am sad*), reaction construes and evaluates things in terms of the emotional reaction they create (e.g. *a weepy rendition of a song*) (Martin & White, 2005, p. 58).

In the Disease essays, the instances of reaction are almost all negative reactions to diseases as a burden, a battle, as severe, alarming, serious, tragic and debilitating:

> … disease is one of the major **burden** [app:reaction -] of the world. [Disease_1]

> Besides, the **tragic** [app:reaction -] outbreak of SARS…[Disease_2]

In the Humanities essays, these formulations are mainly found in the War essays. For example Reaction can be related to war itself:

> Encountering a subordinate's death … made war **suck** [app:reaction -]. [War_1]

moments within war:

> …one such **troubled** [app:reaction -] moment [War_1]

expressions:

> …he didn't have to face their **horrified** [app:reaction -] expressions [War_1]

and memories:

> …rather than receive the **painful** [app:reaction -] memory…[War_2]

9.3.3.2 Composition

Composition is evaluation related to our 'view of order' (Martin & White, 2005, p. 57). Whereas reaction evaluates entities in terms of the emotional reactions they engender, composition evaluates them in terms of their composition. A total of 72% of all instances of Appreciation in the Science texts are composition. Composition is used extensively in the Disease essays to explain the negative effects which infectious diseases cause. There are dense sections of composition throughout the three essays which encode students' understanding of scientific phenomena in the texts. In the following example, an understanding of SARS is shown through compositional appraisal:

> Being in the same family with SARS, it **is associated with severe**
> [app:composition -] **acute pneumonia** [app:composition -]**, fever** [app:composition
> -]**, coughing** [app:composition -] **and breathing difficulties** [app:composition -]
> and **resembling the symptoms of SARS** [app:composition -] [Disease_2]

Sometimes it was difficult to decide what perspective to use when judging whether a composition was positive or negative. In the following example, the HCoV-EMC virus is identified as having 'a larger range of human tissue tropism' which leads to human cell lines being 'susceptible to be infected':

> It [HCoV-EMC virus] indeed **has a larger range of human tissue tropism**
> [app:composition -], meaning that more types of human cell lines **are susceptible**
> **to be infected** [app:composition -] by this new virus. (4) It is, therefore, **well-**
> **adapted to humans** [app:composition -]. [Disease_2]

The HCoV-EMC virus is therefore compositionally appraised *as well-adapted to humans*. If we were to judge these compositional features from the viruses' perspective, these would be positive as they lead to the preservation of the virus. However, the essay as a whole is focused on the negative effects of the virus to humans and in this context, these compositional features were coded as negative because they preserve the life of the virus which in turn causes harm to society. The text was read and coded in line with the writer's perceived overall argumentative aim throughout the essay. Therefore *well-adapted to humans* was coded as negative.

The deforestation example already discussed above is another example of this:

> Deforestation **caused the ticks to shift from infecting Virginia opossums to**
> **white-footed mice** [app:composition -], **which is a more resilient host**
> [app:composition -]. [Disease_1]

Being a more resilient host could be a good compositional feature from a tick's perspective, but in this context it leads to the preservation of the ticks which is a part of a negative phenomenon for humanity in the development of infectious diseases. *More resilient host* has therefore been coded as negative.

Scientific phenomena related to time are also appraised in terms of their composition throughout the four Time essays. For example, people's perception of time is appraised in the following example:

> Moreover, it [people's perception of time] **also allows human to look back to the past** [app:composition +] and **look forward to** [app:composition +] and **plan for the future** [app:composition +]. [Time_1]

Composition is much less frequent in the Humanities texts (only 4% of Attitude as opposed to 43% in the Science essays).

9.3.3.3 Valuation

Entities can also be evaluated in terms of their social worth - whether they are, for example, significant, profound, innovative, original or unique. Whereas Judgement evaluates people and their actions based on social values, **valuation** also evaluates on the basis of social values, but valuation evaluates entities, not people and their actions. This type of evaluation is related to the cognition of 'our considered opinions' (Martin & White, 2005, p. 57). This type of appraisal is common throughout all of the 13 essays. A total of 25% of the instances of Attitude are valuation in the Science essays and 22% in the Humanities essays.

Valuation is often seen in the Disease essays. Whereas the composition of diseases is often appraised in terms of its harmful impact, valuation is used to appraise its effect on society. So, whereas the disease might cause a rash (which would be coded as composition), it might also impact the health of individuals and even the society and the economy as a whole:

> It [infectious disease] **does not only affects health of individual human** [app:valuation -] or **animal** [app:valuation -]**,** but also **affect the social and economic aspects of the country** [app:valuation -]. [Disease_1]

Also, many negatively-charged nouns and noun phrases are used throughout the texts to build up an image of the world as the writer sees it. For example, such nouns and noun phrases in the Disease essays include *sanitation problems, challenges, threats, outbreaks,*

pandemics, epidemics, economic downturn. This following example shows a cluster of these which describe the effect emerging infectious diseases can have:

> …**political instability** [app:valuation -] **and inequality** [app:valuation -] **, the lack of education** [app:valuation -] **and awareness of the disease** [app:valuation -] **in undeveloped countries** [app:valuation -] **has also caused immense local spread of HIV in certain developing countries** [app:valuation -] (9). [Disease_1]

Diseases are also sometimes positively evaluated for the positive effect they have had on society:

> It cannot be denied that SARS… **has taught every single one of us the importance** [app:valuation +] **of public health** [app:valuation +]**, hygiene** [app:valuation +] **and unity** [app:valuation +] in 2003. [Disease_2]

In the Time essays, valuation is used to positively evaluate concepts of time in terms of their positive effect on us:

> This essay is going to argue that both psychological time and physical time **are essential for us to manage our life** [app:valuation +] [Time_1].

and to negatively evaluate theories of time:

> Most Time-travel Theories mathematically deduced **are infeasible** [app:valuation -] [Time_2]

A balance of positive and negative valuation encode into the text a complex understanding of academic concepts:

> Wormholes are hypothetically deduced and thus **theoretically possible** [app:valuation +], but **no proof of its presence is evident** [app:valuation -] [Time_3]

The War essays have significantly more negative valuation than positive. This is perhaps to be expected in a discussion of the portrayal of war, although Lukins' long-term research on the discursive portrayal of war in media discourse (see for example 2013) is finding that it is much more often positively appraised. One example of the negative portrayal of war is (only the coding for valuation is shown:

> Sierra Leone Civil War **lasted 11 years** [app:valuation -] and **resulted in heavy** [app:valuation -] **casualties** [app:valuation -] and **civilian deaths** [app:valuation -] ,

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which **left an indelible scar** [app:valuation -] **on the nation** [app:valuation -].
[War_2]

Certain negatively charged nouns and noun phrases are again used, this time in relation to war, for example *child solider, killing machine, violence, warring parties, fake peace, illusions, tyrannies.*

In the Compare essays, Valuation is used to appraise a wide range of entities, for example the value of relationships:

Tan's relationship with her mother **was slightly strained** [app:valuation -] and **it was nothing near to being close** [app:valuation -]. [Compare_1]

the value of the texts being analysed:

The Soldier **may not be the most accurate** [app:valuation -] **reflection of what happened in the warzone in WW1** [app:valuation – [Compare_2]

and certain ideas being posited in the texts being analysed:

What is more important in the novel is [app:valuation +] the philosophical and moral ambiguities… [Compare_3]

In summary, Attitude is a valuable resource which writers draw on to encode their appraisal of elements of the world around them and by doing this, show their understanding and analysis of academic concepts.

Figure 9-1 shows the 11 coding choices used in this research:
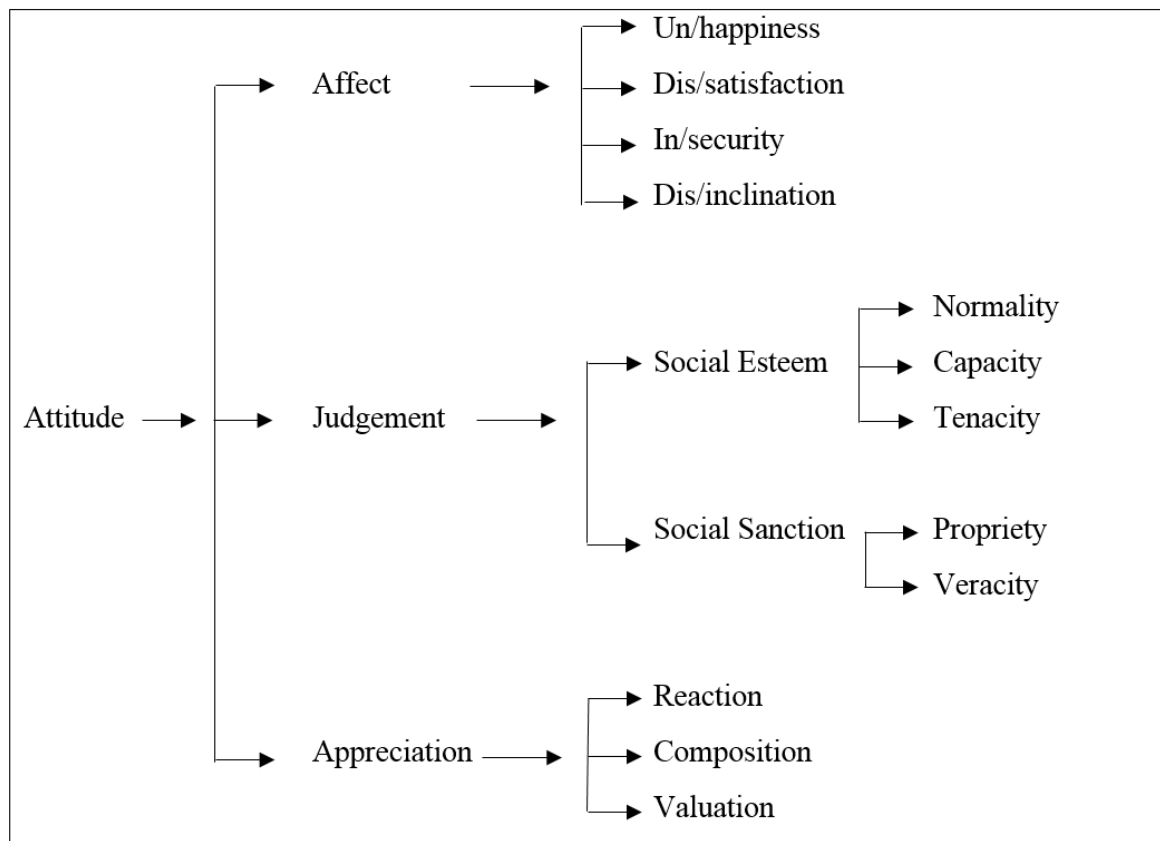
Figure 9-1: Coding Taxonomy for Attitude

9.4 Method of Coding for Attitude

Firstly, each instance of Attitude was identified in the 13 essays, using the subcategories of Attitude shown in Figure 9-1. Affect was shown in *italics*, Judgement was <u>underlined</u> and Appreciation was shown in **bold**. Each instance was also identified as either positive or negative. This analysis can be seen in Appendices 9.1 and 9.2.

Care was taken to separate each instance. In the following example, *disturbing* and *realistic* were coded as two separate instances even though they evaluate the same entity (*experiences he endured during the war*):

> Thus his poem depicts the <u>disturbing</u> [jud:normality -], yet <u>realistic</u> [jud:veracity +] experiences he endured during the war. [Compare_2]

In many instances, expressions of Attitude were embedded in other expressions of Attitude. For example, in the following from Disease_1, the government is judged through the use of invoked capacity (i.e. *has learning enough from the experience of the handling with infectious disease*), and within that expression of capacity is an inscribed expression of composition (i.e. *infectious*).

…the government <u>has learnt enough from the experience of the handling with</u> **<u>infectious</u>** [app:composition -] <u>diseases</u> [jud:capacity +]. [Disease_1]

In another example, enemies (which is itself an expression of propriety) are judged using invoked propriety (i.e. *held a hostile attitude towards each other*) and embedded within that invoked propriety is both an expression of inscribed valuation of an attitude (i.e. *hostile*) as well as expression of inscribed Affect experienced by the enemies (i.e. *held a hostile attitude*).

They became <u>enemies</u> [jud:propriety -], who *<u>held a **hostile**</u>* [app:valuation -] *<u>attitude</u>* [aff:happiness -] <u>towards each other</u> [jud:propriety -] {Compare_3}

Once all instances had been identified and coded, tables were created which listed each instance. In these tables, the first column listed what was being appraised. If the appraised entity was reduced to a pronoun and therefore unclear once extracted from the text and put in the table, the specific entity being appraised was put in square brackets after the pronoun, for example:

it [psychological time]	also allows human to look back to the past	comp +

If the item being appraised had been, for example, nominalised within the Attitude and was not a separate entity, this column was left blank for that instance, for example:

	The importance of having the perception of psychological time	valu +

Column 2 listed the actual Attitude being expressed. Again, when extracting the Attitude, care was taken to make sure each instance was understandable on its own. If this was not the case once each instance had been extracted, information was put back into the text in square brackets to make it clear, for example:

it [psychological time]	[also allows humans to] look forward to [the future]	comp +

The third, fourth and fifth columns were then used to list the type of Attitude along with whether it was negative or positive using the following key:

un/happiness = hap +/-

dis/satisfaction = sat +/-

in/security = sec +/-

normality = norm +/-

capacity = cap +/-

tenacity = ten +/-

propriety = prop +/-

veracity = ver +/-

reaction = reac +/-

composition = comp +/-

valuation = val +/-

These tables can be seen in Appendices 9.3 and 9.4.

Finally, sections and subsections of the texts were listed in the final column in order to identify whether certain sections had specific patterns of Attitude encoded in the text. If sections or subsections were not identified within the essays, paragraphs were listed instead (i.e. P1, P2 P3 etc). All texts have introductions and conclusions and these were also identified in the final columns.

Once the tables had been created, a final numerical count of each of the 11 types of Attitude was created for each text as well as the number of positive and negative instances.

9.5   Relevant Research into the use of Attitude in Student Academic Discourse

The patterns of Attitude have been studied in academic texts (e.g. Hood, 2004a, 2006, 2010, 2012b) and media texts (e.g. Martin & White, 2005; White, 1998). In contrast, the use of Attitude in **student** academic writing has not been as widely researched. Derewianka's (2007) research into adolescent student writing is one example. Derewianka's analysis of four student texts indicative of different stages of development in academic writing showed that as students move through the secondary school system they need to increase their use of invoked forms of Attitude and also rely more on the use of Appreciation (in particular valuation) than Affect and Judgement, which expresses a more personal evaluation.

Lee's (2008) analysis of the use of Attitude (as well as Engagement) in one high and one low-rated undergraduate persuasive essay found that the low-rated text used more overt moralisation through the use of propriety and reaction. This, as well, shows that successful academic discourse tends to favour an 'objectively persuasive' (Hood, 2004a) tone over a more obviously personal tone which is achieved by the more frequent use of valuation (as opposed to Judgement or Affect) and when Judgement is used, in an invoked form rather than directly inscribed into the text.

Lee (2015) continued this focus on the use of Attitude in high and low-rated argumentative essays with an analysis of essays from 12 students in the Faculty of Arts. Her analysis showed also that Attitude in the high-rated essays was mostly that of Appreciation. An outcome of this research was also an extension of valuation into four sub-categories. This built on the work of White's (1998) classification of Valuation in media texts and Coffin's (2000) classification in the discourse of school history student texts. Lee's data suggested that four sub-categories of valuation could be added to the Attitude framework, that of (i) Sociality Valuation (i.e. community-related desirability), (ii) Salience Valuation (i.e. significance), (iii) Validity Valuation (i.e. reliability) and (iv) Maintenance Valuation (i.e. sustainability) (p. 61). Her analysis of the essays from the 12 students suggested that successful texts had a strong preference for the use of Salience Valuation and Maintenance Valuation. Her observation was that successful essays were '…value-ridden, contributing to the creation of a critical voice' (p. 72) and that valuation is a vitally important resource in this expression of a critical voice.

Hood (e.g. 2004b) has also focused on the use of Attitude in student academic writing. Her analysis compared the use of Attitude in introductory sections from six undergraduate dissertations with the introductions from four published research articles. She found that in both types of texts, there was preferred use of Appreciation rather than Judgement or Affect. She found that '…while the overt expression of attitude functions to personalise the discourse, the preference for Appreciation as the valuing of phenomena functions to objectify the evaluation to some extent or at least reflects the nominalised objectified nature of the discourse' (p.30). Although both texts favoured the use of Appreciation in general, the student texts, in comparison to the published texts, used more Judgement and even Affect. She found that the student writer '…constructed a more personalised expression of evaluation' (p.31). Overall she found that the use of Attitude, in particular the use of Appreciation, allowed the writer to balance the need to construct a persuasive argument while refraining from expressing that in too personal (and therefore potentially biased) a manner.

In summary, Attitude is an important linguistic resource which university students need to gain control of if they are to write in ways which are acceptable to an academic audience. Research of successful student texts enables the researcher to identify how Attitude is used successfully in academic discourse and this thesis seeks to add to this body of research. Such research is needed in order to inform the support given to students in EAP courses.

9.6   Attitude in Arguing Texts

Like Engagement, the expression of Attitude is dialogistic in that it risks the reader disagreeing with the position taken by the writer. The writer is asking the reader to share the emotional feeling or institutionalised feeling expressed by the writer.

In all texts, this expression of feeling is 'infused' throughout the text through **prosodies**.

> Prosodies of interpersonal meaning are variously described as the spread, sprawl, smear or diffusion of interpersonal meaning that accumulate, reinforce or resonate with each other to construct an evaluative 'key' over an extended segment of text. (Hood, 2010, p. 141)

The **prosody** of a text is a key notion to consider when analysing Attitude throughout complete texts.

> An awareness of the patterning of interpersonal meaning as prosody makes an important contribution to our understanding of the ways in which writers do persuasive work in academic registers in texts that rely minimally on overt or inscribed attitude. (Hood, 2010, p. 142)

How this 'persuasive work' is achieved through the use of Attitude in the 13 A-grade texts will be explored in the next chapter by looking at how certain patterns of Attitude cluster together and are distributed throughout the texts.

Research has shown that certain patterns of Attitude are commonly seen within arguing texts. For example, Coffin's (2009) analysis of secondary school history arguing texts showed that:

> …in argumentative writing students typically draw on, and bring together resources from judgement, social valuation, graduation and heterogloss… (p. 147)

The identification of patterns of Appraisal within specific genres is often called Voice Theory:

> Voice theory is essentially a means of capturing the conventionalized clustering of Appraisal resources that occur with particular discourse domains and in relation to particular genres. (p. 150)

Coffin, in her research into the History arguing texts, identified two different voices within the texts (Coffin, 2009, pp. 150-158). One of these was the **Recorder Voice**. This voice has a 'factual, neutral feel' and this is created by an 'absence of direct, explicit forms of

evaluation and the exclusion of competing, alternative interpretations' (p. 151). The Recorder Voice:

> …assumes, or stimulates, reader alignment with the writer's world view, thus minimising the amount of explicit interpersonal work to be done (in terms of negotiating with diverse audience positionings). It makes no attempt to complicate its unified and 'factual' presentation of the past by directly engaging with alternative multiple viewpoints… (pp. 151–152).

In terms of Attitude, the Recorder Voice has an overall absence of explicit Judgement and Valuation and is often seen in Recording genres.

The second type of voice is the **Appraiser Voice** and within this, Coffin identified two sub-categories - that of the **Interpreter Voice** and the **Adjudicator Voice**. The Interpreter Voice is characterised by the inclusion of inscribed Social Esteem (normality, capacity and tenacity) and valuation, with little to no inscribed Social Sanction (propriety and veracity) As such, these texts lack moral and ethical evaluations and are typical of Explaining genres. On the other hand, the Adjudicator Voice is characterised by the inclusion of inscribed Social Esteem and valuation like the texts with an Interpreter Voice, but also includes inscribed Social Sanction. This inclusion of moral and ethical evaluations is typical of arguing texts.

Hood's (2012a) analysis of research article introductions also uses voice theory to explore how Appraisal patterns in introductions can be categorised into different voices, or as she calls them, **evaluative keys**. Hood identifies three different voices in the introductions (Hood, 2012b, p. 61). The first one is the **Observer Voice** which focused on appraising the object of study. The second is the **Critic Voice** which appraised the contributions to the knowledge of field being researched. The last is the **Participant Voice** which is where the voice of a participant in the research provides a warrant for the research. This is often seen in the introductions to ethnographic research and research in the Humanities.

The analysis of the 13 A-grade texts will explore the patterns of voice seen within the texts and shows that there are in fact different voices seen within the Science and the Humanities texts.

9.7   Conclusion

This chapter has explained the methodology used to analyse Attitude in the 13 A-grade essays. Attitude is a resource for encoding evaluation of academic knowledge in texts. A

total of 11 types of Attitude have been exemplified. Distinctions between inscribed and invoked Attitude have been explained. How different patterns of Attitude can be used to construct different voices in different texts has also been discussed. The following chapter will explain and discuss what patterns of Attitude are seen in the 13 essays analysed in this thesis.

Chapter Ten – Analysis of Attitude in the Assessed Voice

10.1   Introduction

Chapter 6 and Chapter 8 analysed the Periodicity and the Engagement used in the 13 A-grade essays. It was found that both of these aspects of the discourse are important features of the academic voice within the essays. No significant difference was found between the Science and Humanities essays in terms of the patterns of Periodicity and Engagement. This suggests that there is one Student Voice in the 13 essays in terms of Periodicity and Engagement.

This chapter discusses the analysis of Attitude in the 13 A-grade essays. The aim of this analysis is to identify how Attitude contributes to the expression of an academic voice in successful argumentative essays. This analysis will aim to answer the following three questions:

1. How are the features of the documented Core Curriculum analysed in Chapter 3 (specifically the expression of criticality and the contextualisation of knowledge), encoded in the A-grade essays through the use of **Attitude**?
2. What other patterns of language of **Attitude** are seen in the A-grade argumentative essays and are therefore valued by assessors of Core Curriculum courses?
3. Are there differences in orientation to knowledge, in the use of **Attitude**, in Science and Humanities Core Curriculum A-grade argumentative essays?

Firstly, whether there are disciplinary differences in the use of Attitude will be discussed (Section 10.2). Significant differences in the use of Attitude were found in the Science essays compared to the Humanities essays, as well as some similarities. For this reason, Section 10.3 discusses the Student Voice in the text in terms of Attitude. Section 10.4 discusses the Science Voice and Section 10.5 discusses the Humanities Voice

Appendices 9.1 and 9.2 show the Attitude coding of each essay in full. Language which is coded as Affect is identified in *italics*, Judgement is underlined and Appreciation is identified in **bold**. Appendices 9.3 and 9.4 include the tables summarising each instance of Attitude in all 13 essays.

10.2 Disciplinary Differences in use of Attitude in the 13 Essays

A total of **1,929** instances of Attitude were identified in the 13 A-grade essays - **751** instances in the Science essays and **1,169** in the Humanities essays based on the following coding choices exemplified in the previous chapter:
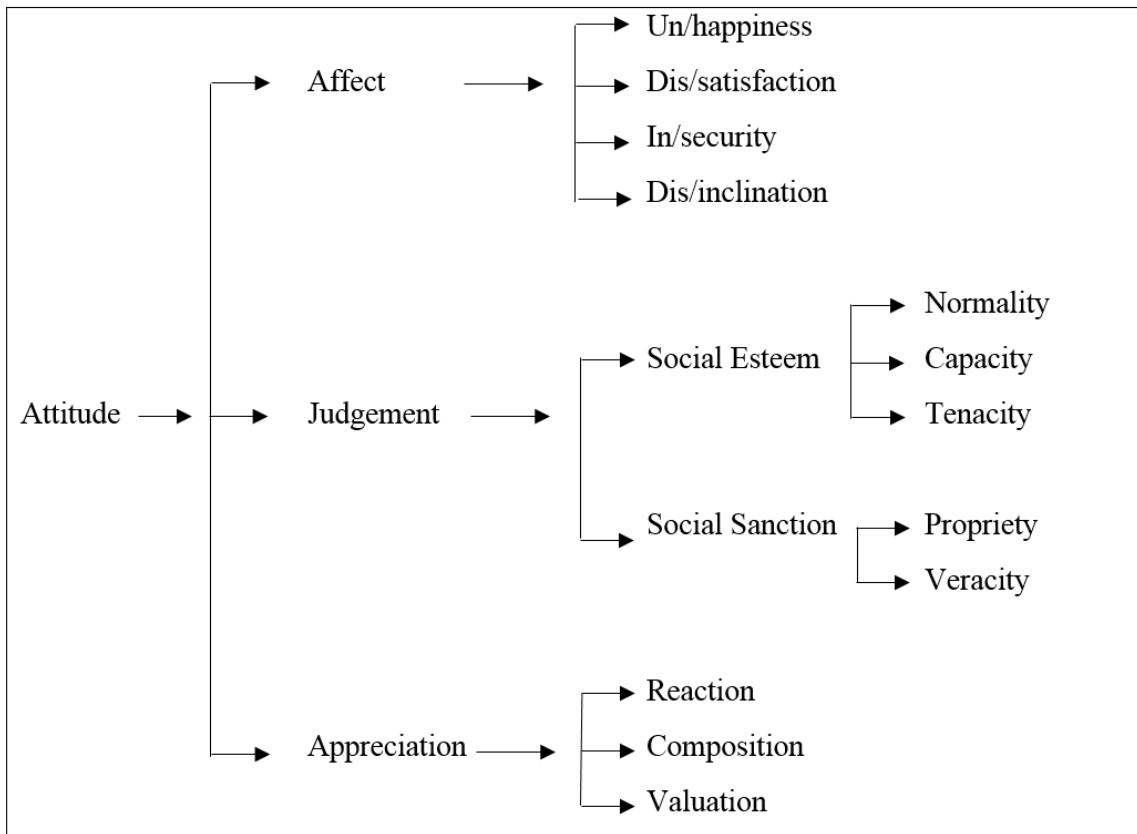
Figure 10-1: Coding Taxonomy for Attitude

Figure 10-1 compares the frequency of use of these categories of Attitude across the seven Science and the six Humanities essays:
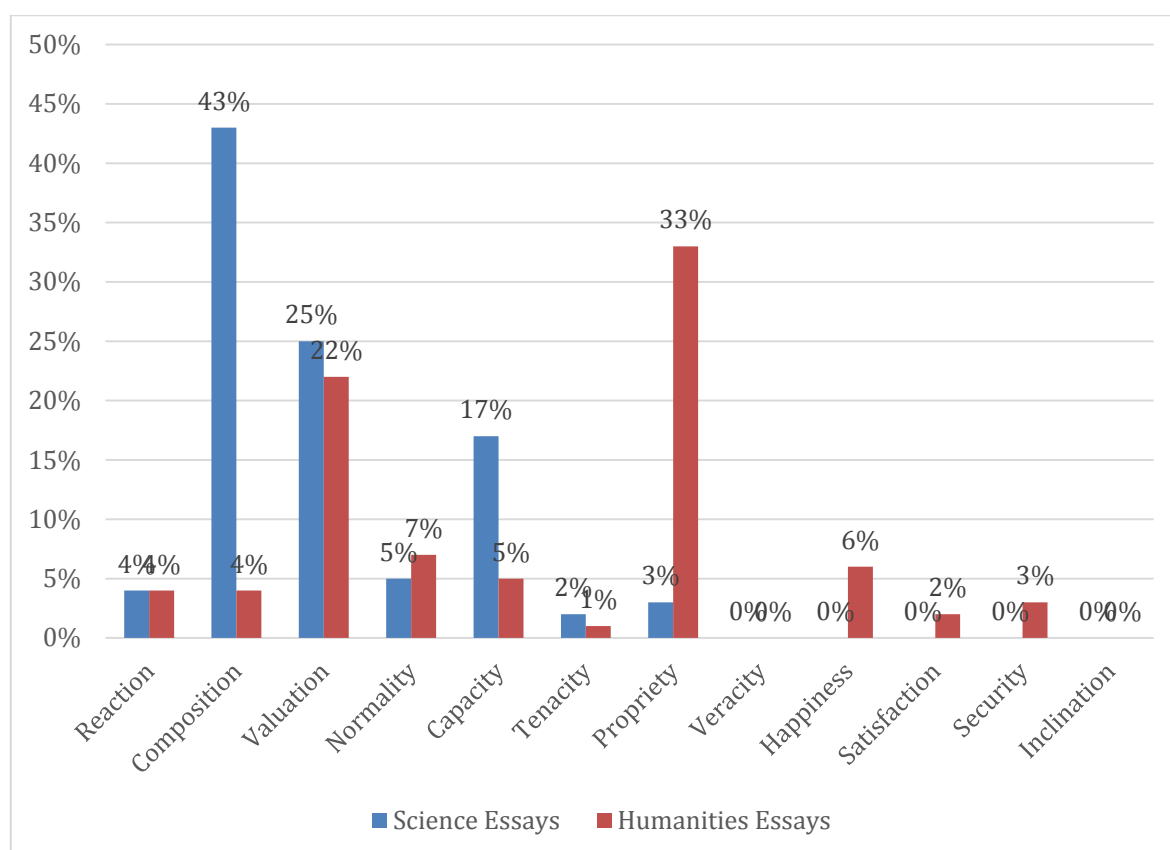
Figure 10-2: Comparison of Attitude in the Science and the Humanities Essays

Figure 10-2 shows that the Science essays (shown in blue) are predominantly characterised by the appraisal of entities most frequently (72% Appreciation) and people less frequently (28% Judgement). The Science essays tend to appraise scientific entities on the basis of their compositional properties first (43% composition) and their social value (25% valuation) second. When they do appraise the behaviour of people or groups of people, they tend to do so in terms of whether they are capable (17% capacity). Finally, the texts are characterised by complete lack of expression of emotion (0% Affect). Only three of the 751 instances of Attitude across the seven Science essays are Affect.

On the other hand, the Humanities texts (shown in blue) are characterised by the appraisal of the behaviour of people most frequently (49% Judgement) and entities slightly less frequently (39% Appreciation). Whereas the Science essays tend to appraise people on the basis of their capacity, the Humanities essays tend to appraise on the basis of their ethics (33% propriety). When appraising entities, the Humanities essays mostly appraise their social value (22% valuation). Finally, the Humanities texts do contain some appraisal of emotion (11% Affect) but it is fairly rare. When it does occur, it is mostly the expression of happiness or unhappiness (6% un/happiness) and it does not encode the writers' feelings into the texts but instead it is the discussion of the feelings of the characters in the novels / films / poems / autobiographies being analysed.

Interestingly, there is exactly the same proportion of positive and negative Attitude in the Science essays and the Humanities essays. Figure 10-3 shows that 64% of Attitude is negative whereas 36% is positive in both the Science and the Humanities' essays:
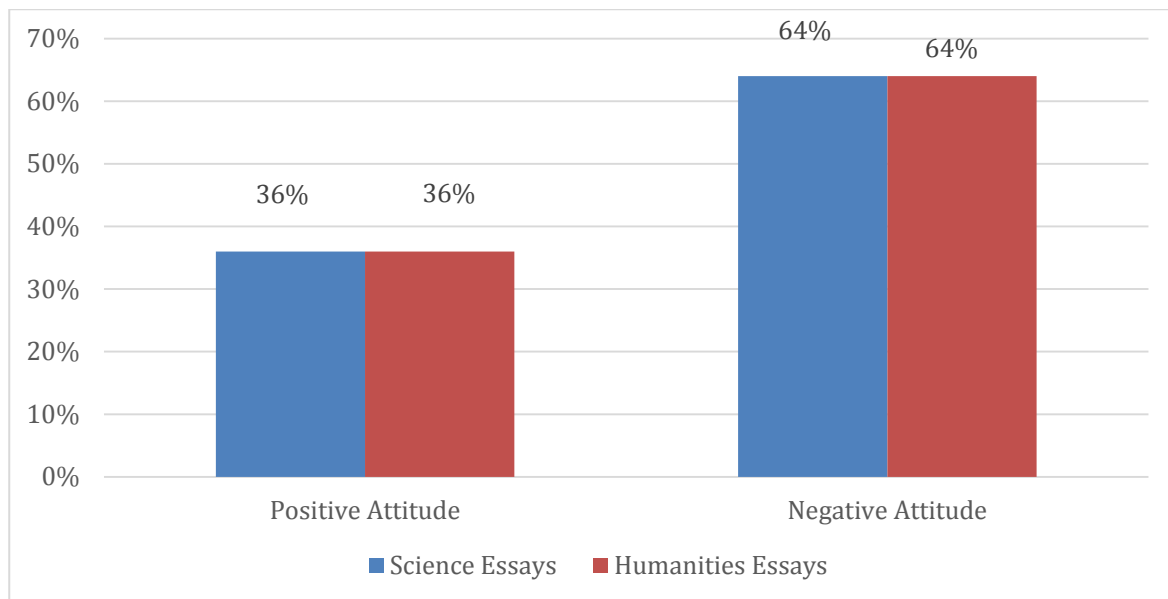
Figure 10-3: Comparison of Positive and Negative Attitude in the Science and Humanities Essays

This tendency for Attitude to more often be negative than positive is seen throughout all of the sub-categories of Appreciation. Figure 10-4 shows the proportion of negative and positive Appreciation, in each of the sub-categories of Appreciation, in the Science and the Humanities essays:
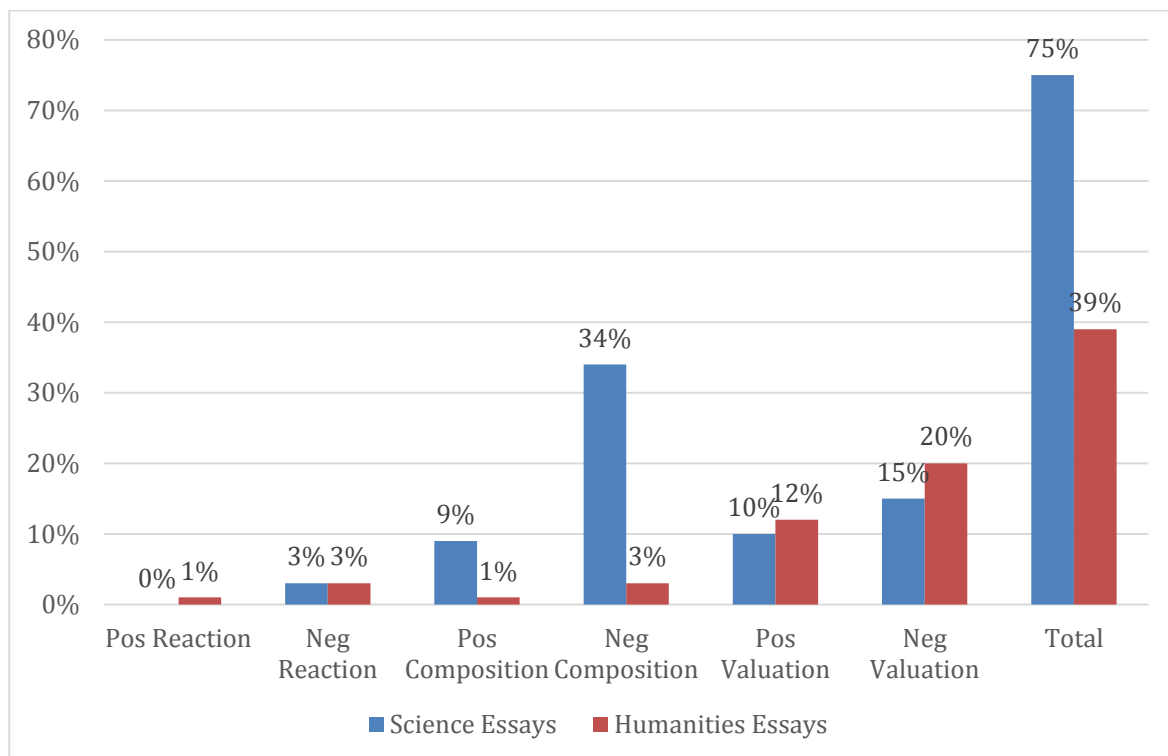
Figure 10-4: Comparison of Positive and Negative Appreciation in the Science and Humanities Essays

In every sub-category, in both the Science and the Humanities essays, there is more negative appraisal than positive. This is most pronounced in the use of composition in the Science essays where composition is predominantly negative (34%) as opposed to positive (9%).

This is not the case for Judgement. Figure 10-5 shows the proportion of negative and positive Judgement, in each of the sub-categories of Judgement, in the Science and the Humanities essays:
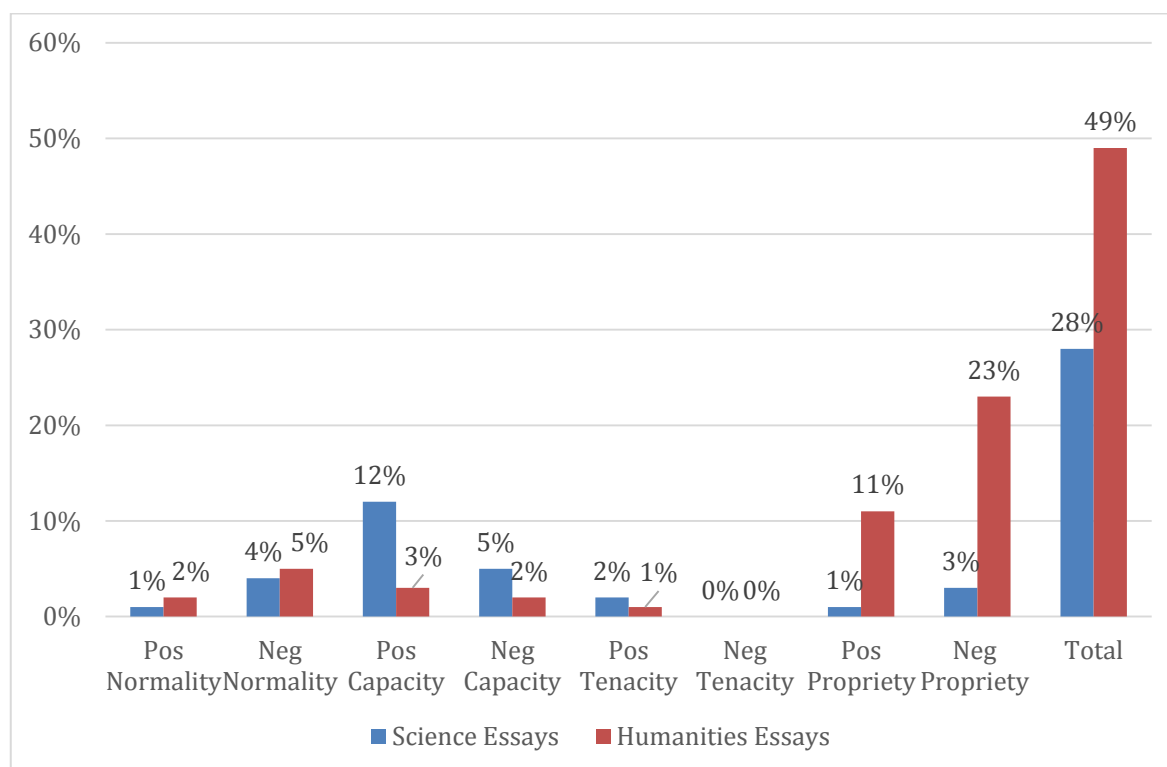
Figure 10-5: Comparison of Positive and Negative Judgement in the Science and the Humanities Essays

Regardless of discipline, capacity and tenacity are more often positively appraised whereas normality and propriety are more often negatively appraised. Where there is frequent use of these types of Judgment, the imbalance is relatively pronounced. For example the Science essays, as discussed above, tend to appraise behaviour on the basis of capacity. 12% of this is positive whereas only 5% is negative. The Humanities essays, on the other hand, tend to appraise behaviour on the basis of propriety and 23% of this is negative whereas only 11% is positive.

When it comes to Affect, like Appreciation, there is more negative Affect than positive. The following figure shows the frequency of positive and negative Affect in the Humanities essays. No data is shown for the Science essays because, as mentioned earlier, only three instances of Affect were found in those essays:
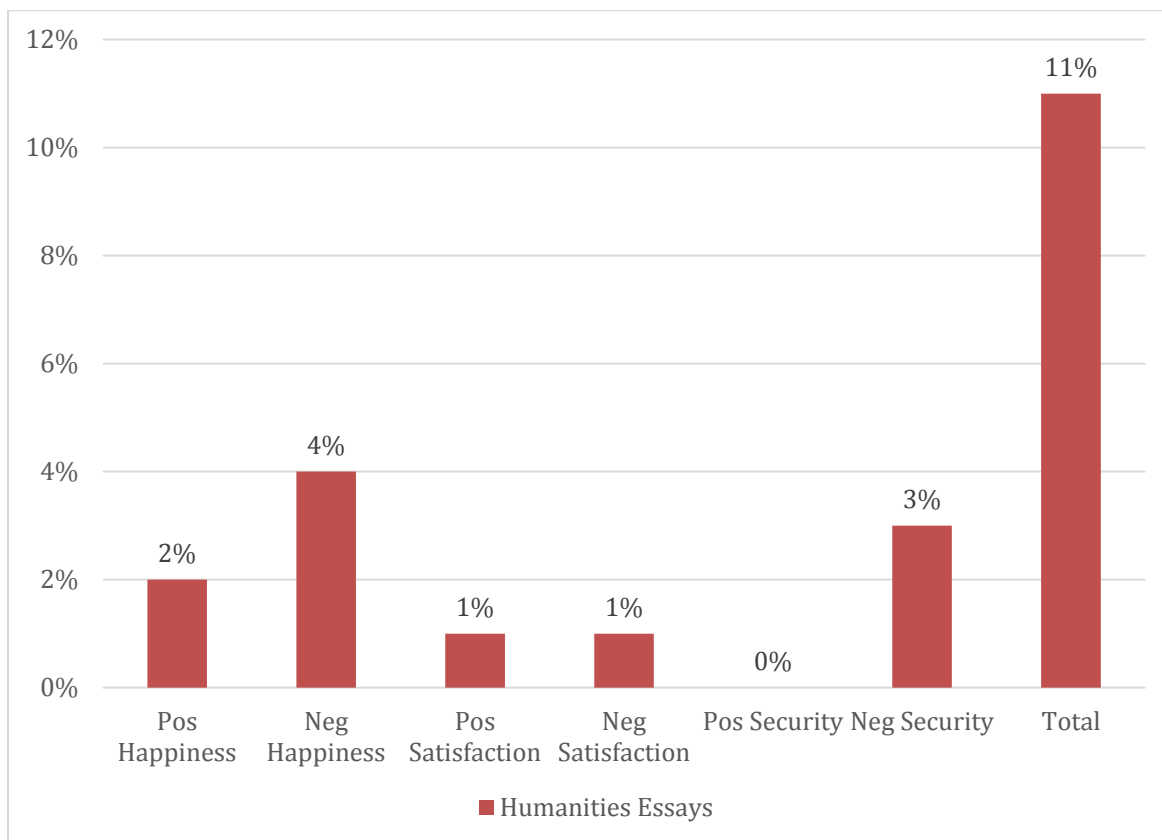
Figure 10-6: Comparison of Positive and Negative Affect in the Humanities Essays

As shown above, there is a tendency for emotions to be appraised negatively, rather than positively although the use of Affect is minimal throughout the texts. What is important to note here, however, is that this Affect is third person Affect not first person Affect. The Affect shown in Figure 10-6, describes the emotional responses of the characters in the texts analysed to the world around them, and not the writer's emotions towards the academic knowledge being discussed.

The reason for this overall tendency to appraise emotions, behaviour and entities negatively (apart from capacity and tenacity), is unclear. It is likely to be related, in part, to the specific task given to the students. For example, the Disease essays focus on infectious diseases which are compositionally negative entities and the War essays discuss morally reprehensible behaviour recounted in the autobiographies. However, it is also likely some indication of how criticality is encoded into academic texts in the Core Curriculum. Criticality is, to a large extent, likely to be encoded into texts through the negative appraisal of entities and behaviours based on norms and beliefs held within academic communities. This suggests that developing a critical ability in the students will require students to understand what those norms and beliefs are within the academy and practice articulating them through the identification of breaches of those beliefs. However it is not enough just to evaluate negatively. It also needs to be balanced with positive evaluation at

appropriate times (in line with disciplinary beliefs) as well as paired with patterns of Engagement (e.g. the use of concession) and Periodicity (e.g. expressed in places of textual prominence such as in Hyperthemes) which have been identified to be part of the Student Voice in Chapters 6 and 8.

In summary, the Science essays are characterised by significantly more use of Appreciation than Judgement and an absence of Affect (and a complete absence of first person Affect). The most frequent types of Appreciation are composition and to a lesser extent valuation. Judgement is that of Social Esteem, in the form of capacity. In comparison, the Humanities essays are characterised by a relatively equal use of Appreciation and Judgement with some, but minimal use of Affect. Social Sanction in the form of propriety is the predominant form of Judgement and valuation is the main form of Appreciation. Attitude is more often negative than positive across the essays.

These differences have been identified based on a summary of the data from all of the Science essays and all of the Humanities essays. If these differences are truly discipline-specific, these differences should also be seen if we look at the data from each course separately and in each text separately. In fact, these differences are indeed seen across courses and even across individual essays within each discipline, even though their weighting within each text does sometimes differ.

Looking at the Science essays firstly, the discussion above indicated that the Science essays are characterised by the appraisal of composition, valuation and capacity, in that order of frequency. If we look at the three most commonly used categories of Attitude in the three Disease essays, that order of frequency holds across each text and in the course as a whole:

	Disease_1	Disease_2	Disease_3	Average
	Composition (57%) Valuation (30%) Capacity (6%)	Composition (30%) Valuation (29%) Capacity (21%)	Composition (54%) Valuation (25%) Capacity (13%)	Composition (47%) Valuation (25%) Capacity (13%)
Total %	93%	80%	92%	85%

Table 10-1: The Three most commonly Used Types of Attitude in the Three Disease Essays

These three categories together make up an average of 85% of all of the instances of Attitude, indicating their prominence and importance within the discourse.

The three categories also hold across the four Time essays, although their relative weighting is different across the four texts:

	Time_1	Time_2	Time_3	Time_4	Average
	Capacity (44%) Valuation (25%) Composition (22%)	Capacity (61%) Composition (26%) Valuation (6%)	Composition (39%) Capacity (32%) Valuation (26%)	Valuation (47%) Composition (46%) Capacity (5%)	Capacity (36%) Composition (34%) Valuation (25%)
Total %	91%	93%	97%	98%	95%

Table 10-2: The Three most commonly Used Types of Attitude in the Four Time Essays

Although capacity is much more prominent in these texts, there is still more Appreciation (composition plus valuation) than Judgement overall, in all essays apart from Time_2. The three categories together make up an average of 95% of the instances of Attitude, indicating their almost exclusive use within the discourse. This indicates that the three types of Attitude identified in the Science essays hold across texts and across courses within the discipline.

Turning to the Humanities essays, they were characterized by a relatively equal use of Appreciation and Judgement. The Appreciation is mostly in the form of valuation and Judgement in the form of propriety. This holds true for all texts and both courses, although their weighting is not as pronounced in each text and course as the features in the Science texts and courses. Whereas the three most common features identified in the Science essays made up 85% and 95% of the Attitude in each course, those figures are 69% and 61% respectively in the two Humanities courses. This is, however, over 50% of the discourse, which is still a strong indication of their importance and prominence.

If we look at the War essays, we can see that while there is a different weighting of the two sub-categories of Attitude across the texts, together they make up a substantial proportion of the Attitude in the texts, 59% for War_1, 77% for War_2 and 68% for War_3:

	War_1	War_2	War_3	Average
	Propriety (39%) Valuation (20%)	Propriety (56%) Valuation (21%)	Valuation (40%) Propriety (28%)	Propriety (40%) Valuation (29%)
Total %	59%	77%	68%	69%

Table 10-3: The Two most commonly Used Types of Attitude in the Three War Essays

If we look at the third and fourth most commonly used type of Attitude in each text, we can see that their frequency drops significantly and the type of Attitude used in each text is different, suggesting that these are text-related differences:

War_1	War_2	War_3
Happiness (12%) Capacity (8%)	Normality (10%) Capacity and Reaction (4%)	Reaction (9%) Composition (7%)

Table 10-4: The Third and Fourth most commonly Used Type of Attitude in the Three War Essays

This pattern is the same for the Compare essays. Propriety and valuation make up a significant proportion of the Attitude in the texts, for example, 51% for Compare_1, 78% for Compare_2 and 53% for Compare_3, which is an average of 61% across the texts. Like the War essays, the weighting of valuation and propriety is different across the texts, but together they make up more than 50% of the Attitude in each essay indicating that there is a pattern in the Humanities essays:

	Compare_1	Compare_2	Compare_3	Average
	Propriety (27%) Valuation (24%)	Valuation (54%) Propriety (24%)	Valuation (28%) Propriety (25%)	Valuation (36%) Propriety (25%)
Total %	51%	78%	53%	61%

Table 10-5: The Two most commonly Used Types of Attitude in the Three Compare Essays

Like the War essays, the third and the fourth most common form of Attitude varies across texts which indicates that these are related to differences in the text rather than any underlying disciplinary difference:

Compare_1	Compare_2	Compare_3
Normality (14%) Capacity and Happiness (11%)	Normality (8%) Composition (4%)	Happiness (12%) Satisfaction (9%)

Table 10-6: The Third and Fourth most commonly Used Types of Attitude in the Three Compare Essays

To summarise, there are distinct disciplinary differences across the 13 A-grade essays. The Science essays use significantly more Appreciation than Judgement. This Appreciation is mainly in the form of composition but also valuation is frequently used. When Judgement is used, it is usually capacity. In comparison, the Humanities essays use a relatively equal amount of Appreciation and Judgement. The Appreciation is mostly in the form of valuation and the Judgement is propriety. Further research would be needed to generalise these findings from the four Core Curriculum courses investigated to courses across the whole Core Curriculum.

This summary describes the most frequently used categories of Attitude in the Science essays in comparison to the Humanities essays. What this suggests is that there are in fact three voices at play in the texts in terms of Attitude. Across the 13 essays, there is one Student Voice as well as a Science and a Humanities Voice. In terms of the Student Voice, all texts have a frequent use of valuation. A total of 25% of the Attitude in the Science essays is valuation and 22% is valuation in the Humanities essays. This can be seen in Figure 10-7 (which has been copied from Figure 10-2), which compares the frequency of Attitude in the Science and the Humanities essays:
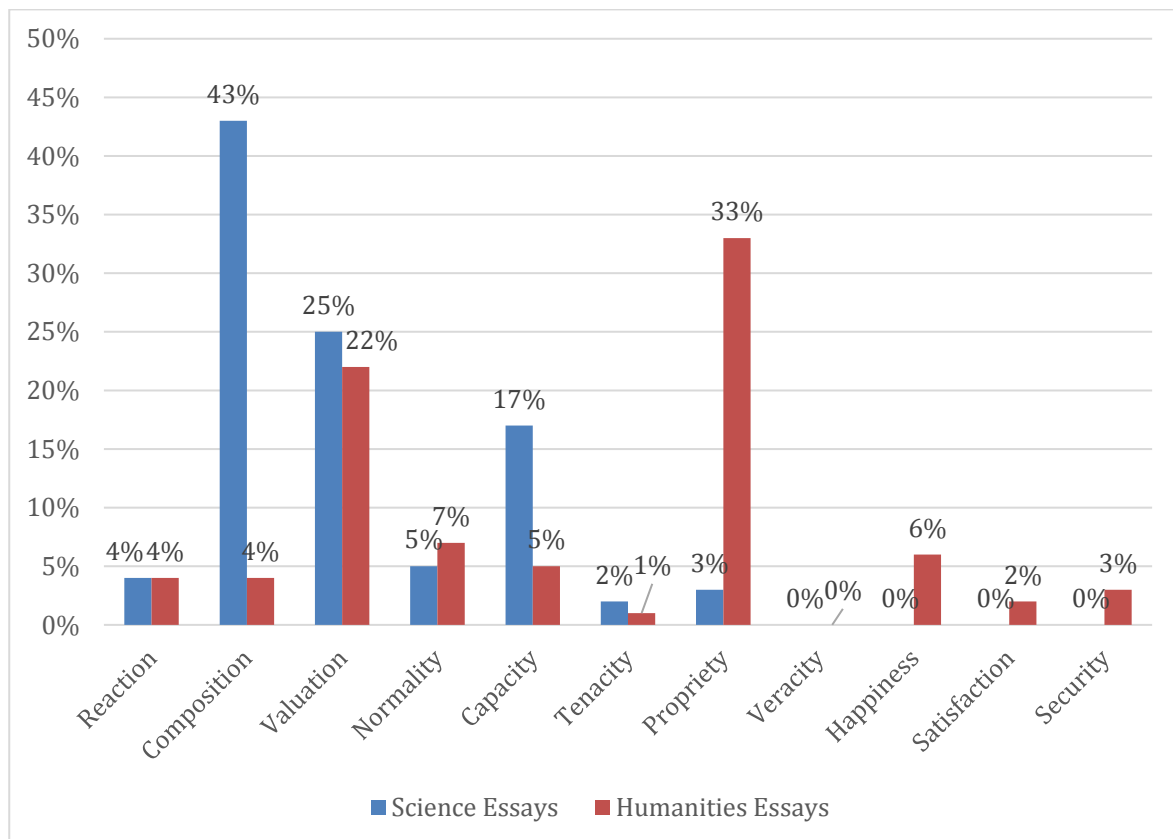
Figure 10-7: Comparison of Attitude in the Science and the Humanities Essays

There are other similarities which suggest that there is one Student Voice across the 13 essays. As discussed above, all texts have an absence of first person Affect. The Humanities essays do include some use of third person Affect to describe how characters feel in texts being analysed, but this is likely to be task-specific rather than discipline-specific because not all Humanities Core Curriculum courses require students to analyse literary texts. Figure 10-7 also shows relatively infrequent use of reaction, normality and tenacity across all essays regardless of discipline. However, a larger number of texts would be needed to argue that their absence is an important part of a Student Voice as there are differences in the frequency of use of these categories of Attitude according to discipline, course and essay.

While these similarities indicate a Student Voice, differences in Figure 10-8 indicate two disciplinary-specific voices. The Science Voice is characterised by use of composition and Social Esteem in the form of capacity. The Humanities Voice, in contrast, is characterised by the use of Social Sanction in the form of propriety. These differences are summarised in Figure 10-8:
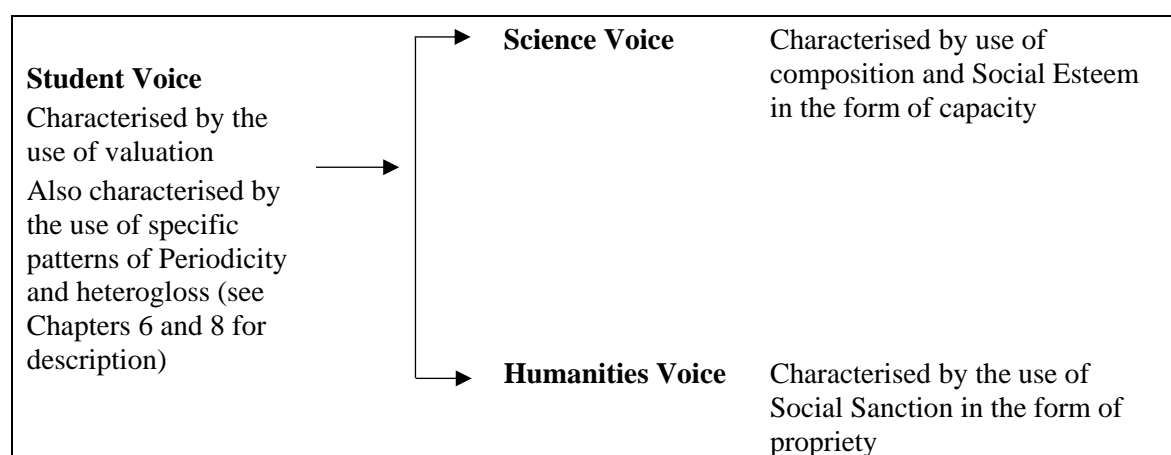
Figure 10-8: Summary of Differences in Student, Science and Humanities Voice in the 13 Essays

What this suggests is that there are specific patterns of language that students need to use in order to express the Student Voice appropriately in the Core Curriculum when writing argumentative essays. These include certain patterns of Attitude (as well as Periodicity and Engagement). In addition to having these features, there are certain language patterns which students need to employ when they are writing argumentative essays in Humanities Core Curriculum courses as opposed to essays in Science Core Curriculum courses, and vice versa.

It is important to identify what language patterns are found in the essays within these three voices if those patterns are to be taught to students. Section 10.3 outlines the language

patterns of Attitude found in the Student Voice. Section 10.4 identifies Attitude patterns in the Science Voice and 10.5 identifies Attitude patterns in the Humanities Voice.

10.3 Attitude Language Patterns in the Student Voice

As stated above, the Student Voice is characterised, in the 13 essays, by the use of valuation and the absence of first person Affect (as well as patterns of Periodicity and Engagement which have been discussed in Chapters 6 and 8). The valuation in both the Science and Humanities essays is formed through the use of inscribed valuation within noun phrases and nominalisations, and invoked Valuation in the Rheme of clauses (Rheme, as a concept, is exemplified in Section 10.3.1.2). The similarity in language patterns used to form Valuation across all 13 essays adds weight to the claim that this is indeed part of one Student Voice. The fact that the expression of valuation is seen to be equally important, regardless of discipline, may be explained by the emphasis the Core Curriculum places on the contextualisation of knowledge in social, cultural and economic contexts (previously identified in Chapter 3). It is through the expression of valuation that students express the positive and negative impact entities have on the world from these social, cultural and economic contexts. This suggests that disciplinary-specific courses within the Core Curriculum have a united voice and that that voice is one which expresses how the world is impacted, for example socially and culturally, by scientific phenomena and how the world is socially and culturally represented through literary texts. This likely sets these courses apart from 'pure' disciplinary courses outside the Core Curriculum which would discuss the scientific phenomenon or the literary texts alone without necessarily discussing their impact on social, cultural and / or economic contexts.

Below, the language patterns used to from valuation in the Science essays is discussed firstly in Section 10.3.1, then Valuation in the Humanities essays is discussed in Section 10.3.2 and a summary of the patterns of Attitude in the Student Voice is given in Section 10.3.3.

10.3.1 Valuation in the Science Voice in the Science Essays

Valuation in the Science essays (as well as the Humanities' essays) is infused throughout the essays in two main ways. The first is through the use of inscribed appraisal of valuation within noun phrases and nominalisations. This is discussed in Section 10.3.1.1. The second is through the use of invoked appraisal in the Rheme of clauses. This is discussed in Section 10.3.1.2.

10.3.1.1 Inscribed Appraisal of Valuation within Noun Phrases and Nominalisations

Valuation is the positive and negative appraisal of entities on the basis of their social worth. This appraisal often occurs in the construction of the noun phrases which construe and describe these entities. For example, the Disease essays negatively evaluate programs, family structures, political systems, as well as others:

- **the weakening** [app:valuation -] **of malaria control programs** [app:valuation -] [Disease_1]
- **severe** [app:valuation -] sanitation **problems** [app:valuation -] [Disease_1]
- **economic downturn** [app:valuation -] [Disease_2]
- **poverty** [app:valuation -] [Disease_3]
- **inadequate** [app:valuation -] education [Disease_3]
- **adverse** [app:valuation -] effects [Disease_3]

Positive appraisal is also seen throughout the essays:

- **closer** [app:valuation +] relationships [Disease_1]
- **improvements** [app:valuation +] [Disease_2]
- **world-class** [app:valuation +] apparatus [Disease_2]
- **the upsides** [app:valuation +] [Disease_3]

This positive and negative appraisal encodes into the texts a discipline-based value system through the appraisal of entities, on the basis of their social benefit or harm.

The Time essays also have a mixture of this kind of negative and positive Valuation:

- **the importance** [app:valuation +] **of having the perception of psychological time** [app:valuation +] [Time_1]
- **the current challenges** [app:valuation -] [Time_2]
- **a significant** [app:valuation +] time dilation effect [Time_3]
- **ingenious** [app:valuation +] quote [Time_4]

The examples above can be categorised into those which are noun phrases and those which are nominalisations. Noun phrases are formed through the pre-modification of nouns with attitudinal adjectives, for example:

- **weaker** [app:valuation -] family structures [Disease_1]
- **better** [app:valuation +] facilities [Disease_2]
- **inadequate** [app:valuation -] education [Disease_3]

- **a significant** [app:valuation +] time dilation effect [Time_3]
- **ingenious** [app:valuation +] quote [Time_4]

This is an inscribed use of Valuation where the adjective appraises the entity clearly through the use of attitudinal lexis.

Nominalisations are also seen throughout the texts and can have inscribed Valuation within them, also in the form of attitudinal lexis, for example *weakening, upsides* and *challenges*:

- **the weakening of malaria control programs** [app:valuation -] [Disease_1]
- **the upsides** [app:valuation +] [Disease_3]
- **the current challenges** [app:valuation -] [Time_2]

Research has shown that the use of such noun phrases and nominalisations are a significant feature of academic writing. Academic writing is typically 'compressed with phrasal (non-clausal) modifiers embedded in noun phrases' (Biber & Gray, 2010, p. 2). It is, to a large extent, through the use of such noun phrases and nominalisations that students show an understanding of academic knowledge and also encode their stance towards that academic knowledge into the texts through the expression of Appreciation. This enables students to show, in the essays, that they are fulfilling the type of learning outcome activities which were identified in Chapter 3 – multi-structural and relational learning outcomes (see Chapter 3, Section 3.2.1).

However, there are a number of challenges which students face when constructing such phrases. One is to form these noun phrases grammatically correctly. Previous research has shown that this is an area of difficulty for students (see for example Schleppegrell, 2005b). Students need to be taught specific language patterns used to encode this type of inscribed Attitude, for example the use of (i) a premodifying evaluative adjective in a nominal group i.e. *inadequate education*, (ii) an evaluative noun as head of nominal group i.e. *the current challenges* and (iii) nominalisation of an evaluative term as head of the nominal group with the target of appraisal as post modifier i.e. *the weakening of malaria control programs.*

Another challenge is to build up an evaluative vocabulary bank which is large enough to express a well-developed stance within the specific disciplinary field. Related to this, is the challenge of collocation. Students often know a word yet do not know what that word collocates with. Students need to know, for example, that *sanitation problems* can be *severe* and *family structures* can be *weaker* but not vice versa. Each new field of knowledge has its own vocabulary and collocations, and this is something which students

need to develop over time. This might be an issue for students, however, who are taking Core Curriculum courses in a discipline which they know they will not be studying in the future. Their motivation, therefore, to do the reading required to develop this vocabulary might be low. Students therefore need training to utilise dictionaries and concordances so that they can independently identify collocations for themselves.

10.3.1.2 Invoked Appraisal of Valuation in Rhemes

Section 10.3.1.1 discussed how noun phrases and nominalisations are formed with valuation embedded into them. These noun phrases infuse the student's stance towards academic knowledge throughout the essays. For example, the entity *family structures* is negatively appraised in terms of its social value through the use of the adjective *weaker* and the entity *effects* is negatively appraised through the use of the adjective *adverse*.

Throughout the seven science essays, such noun phrases are frequently appraised also through the use of largely invoked Attitude, for example (only invoked valuation is coded in the examples below):

- Weaker family structures **lead to increase sexual contacts** [app:valuation -]. [Disease_1]
- These increased awareness in healthcare issues after SARS and clearer concepts of the importance in disease containment by travel restriction, quarantine, suspension of school **contribute to the rapid responses** [app:valuation +]. [Disease_3]

The two examples above are invoked as there is no attitudinal lexis used. It is within the context that these become either positively or negatively appraised. This pattern of invoked Appraisal most commonly appears in the **Rheme** position of a clause in the data. A clause can be seen to be divided into two parts - the Theme and the Rheme. The Theme is everything up to the end of the first experiential element of the clause (which is typically the subject of the clause) and the Rheme is everything after that. In the two examples above, 'weaker family structures' and 'adverse effects' are the subject / Themes of those two clauses (which are also sentences as there is only one clause in the sentence). The Rhemes are everything after those two subjects / Themes.

This pattern of invoked valuation of nouns and noun phrases in Rhemes is seen in all of the Disease essays (only invoked valuation is coded in examples):

- The advancement of science and technology **allowed us to understand more on the nature and pathogenesis of different infective agents** [app:valuation +]. [Disease_1]

- Knowledge in this area **could immensely aid in the prevention of infectious** [app:valuation +]. [Disease_1]
- Many cell types the novel virus HCoV-EMC **contributes to the possibilities of another SARS-like outbreak** [app:valuation -]. [Disease_2]
- Better facilities, technologies and methods in treating **infections contributing to the preparedness for future outbreaks** [app:valuation -]. [Disease_2]
- Vaccination **is yet not popularized** [app:valuation -]. [Disease_3]
- Global vaccination programme **is the most possible way to bring out the eradication of chickenpox** [app:valuation +]. [Disease_3]

In the examples above, many entities are being appraised, such as vaccination programmes, facilities, and advancements in technology to name a few. They are appraised on the basis of their economic worth, or their usefulness in certain respects.

This pattern of invoked valuation of nouns and noun phrases is also seen in the Time essays:

- Physical time **are essential for us to manage our life** [app:valuation +]. [Time_1]
- Wormholes **are theoretically possible** [app:valuation +]. [Time_3]
- Time-travelling **is infeasible** [app:valuation -]. [Time_3]
- The telescoping effect and the stop-watch illusion **seem to greatly challenge our confidence towards our perception of time** [app:valuation -]. [Time_4]
- Our individual, subject sense of time **might actually be radically inconsistent with the actual reality** [app:valuation -]. [Time_4]

One thing to mention here is that within this invoked pattern of valuation in Rhemes, inscribed Attitude is sometimes found in the form of noun phrases or nominalisations. In the following example, *'these adverse effects'* is negatively appraised in the Rheme using *'could be unknown side effects of intense intervention measures'*. Within this invoked valuation is an inscribed valuation (*'unknown side effects'*) with *'unknown'* being the adjective carrying the negative appraisal of valuation:

- These adverse effects **could be unknown** [app:valuation -] **side effects of intense intervention measures** [app:valuation -].

Noun phrases are not only appraised through the use of invoked valuation in the Rheme structure of clauses. Nominalisations are appraised in this way as well, for example (again only showing invoked valuation):

- Political instability and inequality, the lack of education and awareness of the disease in undeveloped countries **has also caused immense local spread of HIV in certain developing countries** [app:valuation -]. [Disease_1]
- Whether these changes and improvements are enough and effective to combat with the coming outbreaks **remain to be unknown** [app:valuation -]. [Disease_2]
- The elimination of chickenpox **is not an appropriate solution** [app:valuation -]. [Disease_3]
- These measurements of physical time **were invented by humans to assist our life** [app:valuation +]. [Time_1]
- Time travelling **is infeasible** [app:valuation -]. [Time_3]

This appraisal of nominalisations 'infuses' the student's stance toward the scientific knowledge throughout the essay and 'compacts' it. This enables the students to express a significant amount of academic knowledge very concisely, for example in the following sentence from Disease_1:

> **The breakdown of these public health measures** [app:valuation -] **not only hinder the control of an EID** [app:valuation -]**, it could also cause stigmatization** [app:valuation -] and **misinterpretations in the society** [app:valuation -]**, which further worsen the condition** [app:valuation -]. [Disease_1]

In one sentence the student is able to make a claim about the ineffectiveness of public health measures and also list four negative consequences of this ineffectiveness.

There are a number of challenges here for teachers. What this use of valuation in the Rheme structure indicates is that students need to be able to invoke Attitude in order to express the right orientation to knowledge in the Student Voice. These examples of invoked valuation given above tend to include (i) the expression of a positive or negative result or purpose i.e. *Many cell types the novel virus HCoV-EMC **contributes to the possibilities of another SARS-like outbreak*** or (ii) a copula verb which is used to form a negative or positive relational process clause i.e. *The elimination of chickenpox **is not an appropriate solution***.

As well as this, attitudinal lexis is largely invisible, apart from the embedded inscribed Attitude. Teachers need to take students through consciousness-raising tasks where, for example, students are given a stretch of text like the sentence from Disease_1 given above and ask them to identify how many instances of evaluation there are and discuss how they identified this. Students could then be given a list of positive and negative valuations and

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be asked to construct a similar stretch of text. These kind of activities can help students to 'unpack' and 'repack' such language patterns in texts.

In summary, valuation functions to encode disciplinary values about what is *important, appropriate, significant, useful, cost-effective* etc. into the texts in order for students to take a position on whether entities have a positive or negative affect on society. Students need to learn how to express those values through the use of certain language patterns. This is achieved largely through the construction of noun phrases and nominalisations which include attitudinal lexis and the invoked appraisal of nouns, noun phrases and nominalisations in the Rheme structure of clauses. Students need to be able to form these language patterns grammatically accurately. These language patterns enable complex relationships between scientific phenomena and their effect on the social world to be expressed concisely throughout the essays. Students also need to develop an evaluative vocabulary bank (including an understanding of collocation) in which to express these disciplinary values being encoded into the text. As well as this, they need to understand those disciplinary values which are taught to them in their lectures and tutorials and in the texts they read.

10.3.2 Valuation in the Student Voice in the Humanities Essays

Valuation in the Humanities essays is infused throughout the essays in the same two ways as in the Science essays. The first is through the use of inscribed appraisal of valuation within noun phrases and nominalisations. This is discussed in Section 10.3.2.1. The second is through the use of invoked appraisal in the Rheme of the clauses. This is discussed in Section 10.3.2.2.

10.3.2.1 Inscribed Appraisal of Valuation within Noun Phrases and Nominalisations

Valuation is used in the Humanities essays to positively and negatively appraise entities on the basis of their social worth. Whereas the Disease essays, for example, negatively evaluated programs, public health measures, family structures, political systems, as well as others, the Humanities essays appraise entities found within the literary texts the students analyse in their essays. For example, the War essays appraise situations, consequences, motives, for example:

- **disastrous** [app:valuation -] consequence [War_1]
- **peaceful** [app:valuation +] environment [War_1]
- **fake** [app:valuation -] peace [War_2]
- **heavy** [app:valuation -] casualties [War_2]

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- **dangerous** [app:valuation -] fascination with war [War_3]
- **heinous** [app:valuation -] deeds [War_3]

The Compare essays appraise parenting styles, attitudes, human conflicts etc.:

- **strict** [app:valuation -] parenting style [Compare_1]
- **excellent** [app:valuation +] parenting credentials [Compare_1]
- **destructive** [app:valuation -] human **conflicts** [app:valuation -] [Compare_2]
- **painful** [app:valuation -] thoughts [Compare_2]
- **hostile** [app:valuation -] attitude [Compare_3]
- **significant** [app:valuation +] influence [Compare_3]

These noun phrases include attitudinal lexis (adjectives) which appraise the entities on the basis of their worth from a disciplinary perspective.

While the above examples are the appraisal of entities found within the literary texts, there are also examples of appraisal of the texts themselves as entities. These are found in the Compare essays, in which this is a task requirement, but not in the War texts. The students appraise the tone, imagery, and amount of detail in the texts. They call the texts *propaganda, notable* and *renowned*:

- **disillusioned** [app:valuation -] tone [Compare_2]
- **patriotic** [app:valuation +] **propaganda** [app:valuation -] [Compare_2]
- **notable** [app:valuation +] poems [Compare_2]
- **rich** [app:valuation +] amount of details [Compare_3]
- **renowned** [app:valuation +] novel [Compare_3]
- **engaging** [app:valuation +] part of the novel [Compare_3]

Like the Science essays, these essays also frequently contain nominalisations which include attitudinal lexis. These nominalisations allow students to inscribe their stance towards the entities described within the texts:

- **subordinate's death** [app:valuation -] [War_1]
- **The harm** [app:valuation -] [War_1]
- **liberation** [app:valuation +] [War_2]
- **domestic instability** [app:valuation -] [War_2]
- **the abuse of power** [app:valuation -] [War_3]
- **the devastation** [app:valuation -] [War_3]

- **criticisms** [app:valuation -] [Compare_1]
- **encouragement** [app:valuation +] [Compare_1]
- **patriotism** [app:valuation +] [Compare_2]
- **universal accountability** [app:valuation +] [Compare_2]

There are also a few nominalisations which appraise the texts themselves:

- **those gaps in the novel** [app:valuation -] [Compare_3]
- **the criticism these adaptations received** [app:valuation -] [Compare_3]

In summary, inscribed valuation is used to appraise entities through the use of attitudinal lexis in noun phrases and nominalisations. These entities are entities within the literary texts and the texts themselves.

10.3.2.2 Invoked Appraisal of Valuation in Rhemes

Like the Science essays, the Humanities essays also have a pattern of invoked valuation in the Rheme structure of clauses. War_1, for example, negatively appraises war, as an entity, in the following ways (only invoked valuation is shown):

- Wars **will probably continue** [app:valuation -].
- War **could never be the right way to solve anything** [app:valuation -].
- War **has nearly made him on the brink of collapse** [app:valuation -].

War_2 uses this pattern throughout the text to describe the negative effects of war:

- The Sierra Leone Civil War **resulted in heavy casualties** [app:valuation -].
- The strong effects of drugs and violence **made him lose empathy** [app:valuation -].
- The desire for vengeance **would only lead to a vicious circle** [app:valuation -].
- Appeasement **would never bring a real peace [to the nation]** [app:valuation -].

This is also seen in War_3 and the following example shows again how this invoked use of Valuation enables a compacted and concise expression of academic knowledge (only invoked valuation is shown):

War **is a mistake that punctuates history** [app:valuation -]. The profit of war **seldom spreads to the general population** [app:valuation -] or **promotes the growth of any society** [app:valuation -]. [War_3]

This pattern is also seen in the Compare essays. However, while there is some of use of invoked appraisal to evaluate entities described in the texts, for example (only invoked valuation is shown):

- Her choice to match her parents' **expectations did not turn out well** [app:valuation -]. [Compare_1]
- Wars in the present day **might not be as catastrophic as World War I** [app:valuation +]. [Compare_2]

it is more frequently used to appraise the texts themselves, for example:

- The mood of the reader **is negatively impacted by this bitter and disillusioned tone** [app:valuation -]. [Compare_2]
- The scene **is less significant in terms of the development in their relationship** [app:valuation -]. [Compare_3]

In summary, valuation in the Humanities essays encodes disciplinary values about what is acceptable / unacceptable and just / unjust in war and what is an appropriate / inappropriate style of parenting, for example. Valuation is also used in the Compare essays to appraise the texts themselves being analysed by the students in terms of whether they have impact, are well-written or are an accurate reflection of reality, for example. This is achieved largely through the construction of noun phrases and nominalisations which include attitudinal lexis and the invoked appraisal of nouns, noun phrases and nominalisations in the Rheme structure of clauses (often with inscribed valuation embedded in the Rheme structure).

10.3.3 Summary of the Attitude Language Patterns in the Student Voice

In terms of Attitude, the Student Voice is characterised by the use of valuation and the absence of first person Affect. In academic writing, appraisal of academic knowledge is generally more highly valued if it is not on the basis of the writer's subjective emotional responses, but on the basis of a 'more reasoned' disciplinary value system. Thus, systematically avoiding first-person affect serves to remove the semblance of a lack of objectivity and personal bias in the writing in these student texts.

Valuation is used to appraise entities on the basis of their social worth using this disciplinary-based value system. This is achieved through the use of inscribed appraisal of valuation within noun phrases and nominalisations and through the use of invoked appraisal in the Rheme of clauses. Students are likely to face a number of difficulties using

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this voice successfully in their writing. They need to be able to form noun phrases and nominalisations grammatically accurately and can be taught, in particular, valuation structures that use (i) a premodifying evaluative adjective in a nominal group i.e. ***inadequate*** *education*, (ii) an evaluative noun as head of nominal group i.e. *the current* ***challenges*** and (iii) nominalisation of an evaluative term as head of the nominal group with the target of appraisal as post modifier i.e. ***the weakening*** *of malaria control programs.* In terms of invoked Attitude, they can be taught to invoke valuation through the use of (i) the expression of a positive or negative result or purpose i.e. *Many cell types the novel virus HCoV-EMC* ***contributes to the possibilities of another SARS-like outbreak*** or (ii) a copula verb which is used to form a negative or positive relational process clause i.e. *The elimination of chickenpox* ***is not an appropriate solution***.

Students also need to develop an evaluative vocabulary bank (including an understanding of collocation) in which to express these disciplinary values being encoded into the text. Finally, they need to be able to invoke valuation through the expression of the positive and negative effects entities have on society. The ability to do this successfully is dependent on their ability to understand the values of the discipline.

Understanding these values poses difficulties. In the Science essays, the students need to understand how scientific phenomena (like time and infectious diseases) and entities influenced by such phenomena (like government policies, hospital facilities and educational measures) are evaluated within the discipline. They need to understand whether policies should be evaluated on the basis of their justness, their economic viability and/or their effectiveness, for example. In the Humanities essays, the students need to understand how the world which is represented in literary texts should be appraised within the discipline. For example, is it acceptable to support certain behaviours in war under certain conditions? What argumentation can be used to support such a stance? This, in turn, raises important questions about what value system is being used in order to do this and whether certain dominant community value systems within academia (e.g. white, / middleclass / male / Christian / Western) are being promoted at the expense of other value systems (e.g. Asian / working class / female / atheist)?

The challenge for teachers is to be able to expose students to a full range of value systems through their teaching and the texts they require students to read if they are to scaffold a critical understanding of academic knowledge, as is one stated aim of the Core Curriculum. Teachers need to help students unpack the texts by identifying and comparing competing value systems within the reading texts and then explicit instruction and modelling to help

students repack that understanding back into their own texts so that they can express a stance which acknowledges and resolves these competing value systems through the use of patterns of Periodicity, Engagement and Attitude.

10.4   Attitude Language Patterns in the Science Voice

The Science Voice is characterised by appraisal of entities on the basis of their composition and appraisal of people and behaviour on the basis of capacity. It is also characterised by the lack of appraisal of people and behaviour on the basis of Propriety. The language patterns associated with composition and capacity are identified and discussed below. Composition is discussed firstly in Section 10.4.1 and then capacity is discussed in Section 10.4.2.

10.4.1 Composition in the Science Voice

A total of 43% of the Attitude in the Science essays is composition, making it the most frequent type of Attitude on average across the seven Science essays. The language patterns used to encode composition into the texts are the same as the valuation language patterns described in Section 10.3. This is because of the nature of Appreciation. Appreciation is the appraisal of entities, and these entities are appraised largely within the noun phrases and nominalisations which identify them, through the use of inscribed composition. This pattern is discussed in Section 10.4.1.1. These entities are again also appraised through the use of invoked Appreciation in the Rheme of clauses. This pattern is discussed in Section 10.4.1.2.

10.4.1.1 Inscribed Appraisal of Composition within Noun Phrases and Nominalisations

The entities appraised in the Disease essays are often the diseases themselves, such as the following examples from Disease_1:

infectious [app:compostion -] diseases

debilitating [app:compostion -] disease

emerging [app:compositon -] **infectious** [app:compostion -] diseases

detrimental [app:compositon -] **infectious** [app:compostion -] diseases

the emergence of [app:compostion -] **infectious** [app:compostion -] diseases

the ever-changing nature [app:compostion -] of **infectious** [app:compostion -] diseases

The above are examples of composition because they negatively appraise an entity (i.e. diseases) in terms of our 'view of order' (Martin & White, 2005, p. 57). As shown above, these noun phrases are of varying length and grammatical complexity.

Disease_1 also includes a number of noun phrases related to the scientific field being discussed, for example:

> **abnormal** [app:compositon -] climate change
>
> **contaminated** [app:compostion -] needles

Such noun phrases are seen in all of the Science essays. The noun phrases in Disease_2 and Disease_3 also appraise entities within the scientific field of infectious diseases. The following are typical examples from Disease_2:

> **poor** [app:compostion -] design of sewage systems
>
> the **unpredicatable** [app:compostion -] nature of diseases
>
> **rapid** [app:compostion +] diagnostic methods

and the following are examples from Disease_3:

> **fatal** [app:compostion -] complications
>
> **high-risk** [app:compostion -] groups
>
> **sensitive** [app:compostion +] diagnostic tools

Such noun phrases related to the scientific field being discussed are also found throughout the Time essays. Some examples are:

> **an accurate** [app:composition +] definition of time (Time_1)
>
> **a limited** [app:composition -] ability to remember the past (Time_2)
>
> **unstable** [app:composition -] wormholes (Time_3)
>
> **an extended subjective** [app:composition -] duration of the post-saccadic object in our minds (Time_4)

Many of the noun phrases within the seven texts are nominalisations of scientific processes which contain expressions of positive or negative composition. For example, *abnormal climate change* listed above from Disease_1 is a nominalisation of a number of complex scientific processes, for example the process of the global surface temperature increasing at

a rate which is not normal. The inclusion of the word *abnormal* adds a negative compositional value to the nominalisation. Some examples of such nominalisations in the Disease and Time essays are given below:

- **the emergence of infectious disease** [app:composition -] [Disease_1]
- **the battle against SARS** [app:composition -] [Disease_2]
- **economic recession** [app:composition -] [Disease_3]
- **technological advancement** [app:composition -] [Time_2]
- **the most practical method** [app:composition +] [Time_3]
- **the inconsistency of human's perception of the past** [app:composition -] [Time_4]

Nominalisations do not only summarise scientific processes in the world outside the text into an abstracted entity so that they can be discussed and appraised, they also serve to summarise ideas given previously within the text so that they can, in turn, be discussed and appraised. For example, Paragraphs 2 and 3 in Time_4 discuss two different scientific illusions. At the beginning of the subsequent paragraph is the following sentence:

> **This trick of our brain** [app:composition -] highlights **the unreliability of the human perception of time** [app:composition -]. [Time_4]

The nominalisation, *this trick of our brain*, becomes one abstracted entity which subsumes all of the discussion of the illusions from the two previous paragraphs and allows the ideas raised previously in the text to be appraised as *the unreliability of the human perception of time*. This illustrates that the construction of nominalisations and noun phrases are central to the expression of Appreciation. Grammatically, they are the same as the nominalisations and noun phrases of inscribed valuation discussed in the previous section, for example structures used to inscribe composition typically use (i) a premodifying evaluative adjective in a nominal group i.e. *fatal complications*, (ii) an evaluative noun as head of nominal group i.e. *economic recession* and (iii) nominalisation of an evaluative term as head of the nominal group with the target of appraisal as post modifier i.e. *the battle against SARS*. Students need practice identifying the appropriate vocabulary and grammatical formation of such nominalisations to correctly subsume previously discussed ideas in order to use evaluation in ways that are highly valued in the Core Curriculum.

10.4.1.2 Invoked Appraisal of Composition in Rhemes

Like with valuation, the noun phrases and nominalisations described above, as well as single nouns, are often appraised through the use of invoked composition in the Rheme of

clauses. The following are four examples which appraise the noun phrase *'re/emerging infectious disease'* from Disease_1:

> Emerging infectious diseases **are diseases that have newly appeared to human population** [app:compostion -].

> Emerging infectious diseases **are already existed but are increasing in prevalence** [app:compostion -].

> Re-emerging infectious disease **are now increasing in worldwide prevalence** [app:compostion -].

> Re-emerging infectious disease **are now increasing in geographical range** [app:compostion -].

The four examples above are all invoked as there is no overt attitudinal lexis. It is within the context that these become appraisal.

There are many such examples of this language pattern in the other Disease essays. Examples in Disease_2 include:

> Viruses **can undergo antigenic shifts** [app:compostion -].

> The novel virus HCoV-EMC **is believed to have a high transmissibility in humans** [app:compostion -].

> Vaccines and effective treatments for both SARS and HCoV-EMC **are still in research state** [app:compostion -].

and in Disease_3 include:

> Chickenpox **infects human through the respiratory tract** [app:compostion -]

> The latent varicella-zoster virus **will cause the second disease – Herpes Zoster** [app:compostion -]

> The antibodies produced **can only provide short-term protection against the disease** [app:compostion -]

This type of invoked use of Attitude functions throughout the essays to encode an understanding of scientific knowledge, how scientific entities have positive and negative compositions.

This is also the case in the Time essays, for example:

Psychological time **means people can have the ability to identify the sequence of events** [app:compostion +]. [Time_1]

Episodic memory system **provide reference points that helped linking up different events into the sequence that they happened** [app:compostion +]. [Time_2]

Such premise **could not be achieved with today's technology** [app:compostion -]. [Time_3]

The images in between the first and the second object **are blurred** [app:compostion -]. [Time_4]

In order to express this aspect of the Science Voice, students need to understand the positive and negative compositions of entities (e.g. the fact that images can be *blurred* and that if an image is blurred that is a negative quality of that image) and have the vocabulary to describe the scientific processes at work (e.g. how *premises* can *be achieved*) in the particular field of study. This can be taught to students by teaching patterns which invoke composition, such as the use of (i) the expression of a positive or negative result or purpose i.e. *Psychological time **means people can have the ability to identify the sequence of events*** or (ii) a copula verb which is used to form a negative or positive relational process clause i.e. *Emerging infectious diseases **are diseases that have newly appeared to human population***.

As discussed in Section 10.3.1.2, Appreciation in the form of nominalisation, noun phrases and invoked Appreciation in the Rheme of clauses contributes to the compression of discourse typical of academic writing. This is seen throughout the Science essays with the use of composition. Figure 10-9 shows one paragraph in Disease_1 where academic knowledge is heavily compressed. Only invoked composition is shown in Figure 10-9. Sometimes inscribed composition is embedded in the invoked composition, but this is not shown:

The rapid economic development, urbanization and industrialization greatly **enhance the spill-over** [app:composition -] **and spill-back of pathogens** [app:composition -]. These activities result in two main consequences that lead to **EID outbreaks** [app:valuation -]. First, they **disrupt the natural habitat** [app:composition -], **alter the biodiversity** [app:composition -] and **increase the wildlife density of many plants and organisms** [app:composition -]. This **could interfere with the reproductive cycles of certain pathogens or hosts** [app:composition -], **as well as their migration patterns** [app:composition -], **leading to changes in geographical distribution** [app:composition -]. Secondly, the denser living environment **creates new contacts between human and animals** [app:composition -], **enhancing the dissemination of diseases** [app:composition -]. Some vectors **might also relocate to places nearer to human** [app:composition -], **creating new opportunities for infection** [app:composition -] [app:composition -]. For example, urbanization **enhanced the growth of the mosquito vector that carries Dengue virus** [app:composition -], **causing its re-emergence** [app:composition -] (9). Deforestation **caused the displacement of fruit bats** [app:composition -], **which carried the Nipah Virus to infect farm pigs** [app:composition -], subsequently **led to its outbreak in human in 1999** [app:composition -] (10). Ixodes scapularis is a blacklegged tick **that carries the pathogen causing Lyme disease** [app:composition -]. Deforestation **caused the ticks to shift from infecting Virginia opossums to white-footed mice** [app:composition -], **which is a more resilient host** [app:composition -]. This **eventually led to the emergence** [app:composition -] **of Lyme disease** [app:composition -] (5).

Figure 10-9: Example of Compressed Academic Writing from Disease_1

At the beginning of the paragraph, numerous complex processes are nominalised into *the rapid economic development, urbanization and industrialization* and these nominalised processes become the entities being appraised through the use of inscribed and invoked Composition. In only two sentences, five negative compositions are attributed to these entities:

1. **enhance the spill-over of pathogens** [app:composition -]
2. **enhance the spill-back of pathogens** [app:composition -]
3. **disrupt the natural habitat** [app:composition -]
4. **alter the biodiversity** [app:composition -]
5. **increase the wildlife density of many plants and organisms** [app:composition -]

In the subsequent sentence those last three compositions in that list are then condensed into a single referent of the demonstrative *this* which allows them in turn to become one entity which is then appraised compositionally through the use of Attitude in the form of three further negative compositions:

1. **could interfere with the reproductive cycles of certain pathogens or hosts**
   [app:composition -]
2. as well as **[could interfere with] their migration patterns** [app:composition -]
3. **leading to changes in geographical distribution** [app:composition -]

After this, the paragraph continues with the pattern of nominalised process (e.g. *denser living environment, urbanization* and *deforestation*) as entity and appraisal of the composition of that entity through invoked and inscribed composition. This pattern of the use of nominalisation plus inscribed and invoked composition allows for the concise construal of complex scientific knowledge.

In summary, inscribed composition is seen in the essays within noun phrases and nominalisations. This encodes into the essays the students' appraisal of these entities. Nouns, noun phrases and nominalisations (which have often been appraised themselves compositionally) are also appraised through the use of invoked composition. This use of inscribed and invoked appraisal 'infuses' the student's appraisal of entities and in turn academic knowledge throughout the text.

10.4.2 Capacity in the Science Voice

Both of the categories of Attitude discussed so far (i.e. valuation and composition) have been types of Appreciation. Appreciation appraises entities. However, people and their behaviour are also appraised / judged in the 13 essays. In the Science essays, people, groups of people and their behaviour are predominantly judged on the basis of whether or not they are capable through the use of capacity.

10.4.2.1 Targets which are the Focus of Capacity
Capacity in the Science Voice is used across the texts to judge whether specific people or groups of people are capable. In the Disease essays, these targets can be categorised into those coming from the political realm:

- the government [Disease_2]
- the Centre for Health Protection [Disease_2]
- the Department of Health in Hong Kong [Disease_3]

the medical realm:

- medical professionals [Disease_2]
- hospital staff [Disease_2]
- our medical professionals [Disease_2]

and the social realm:

- us [Disease_1]
- the whole society [Disease_2]
- many parents [Disease_3]

Capacity is being used in the Disease essays to judge whether these institutions and groups of people are capable of fighting infectious diseases.

In the Time essays, there is no judgement of institutions and instead, concepts related to time are evaluated by the students in terms of whether they enable *people*, *us*, *humans* etc. to do things:

- humans [Time_1]
- we [Time_1]
- a man who lost his episodic memory after an accident [Time_1]
- the person completing the experiment [Time_3]
- people [Time_4]

Time_2 focuses on whether animals, rats and scrub jays are capable of perceiving time.

While specific people or groups of people are often the target of this type of judgement, actual behaviours are also targets of judgement throughout the texts. These behaviours are also judged as successful or unsuccessful through the expression of capacity. Throughout the essays, this is often expressed through the use of noun phrases with a gerund. For example, one target in Disease_3 is *providing free-of-charge chickenpox vaccine* and this is judged in the following way:

- Providing free-of-charge chickenpox vaccine <u>can hopefully help popularize chickenpox immunization in Hong Kong</u> [jud:capacity +].

Other examples of behaviours as targets are:

- quarantining the infected individuals [Disease_1]
- interspecies mixing during transportation of domestic poultries [Disease_1]

Human behaviours also become the target of the judgement of capacity through the nominalisation of those behaviours. As discussed in the previous methodology chapter (Section 9.3.2), Martin and White (2005) categorise these as entities and therefore code them as Appreciation. However, by doing so, such nominalisations of behaviour become 'lost' in the analysis of Appreciation. Instead, by including them in the analysis of

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Judgement, their importance in the evaluation of humans and human behaviours can be identified. It is true, though, that this introduces a layer of complexity into the analysis in terms of deciding which nominalisations are nominalisations of behaviour. As outlined in Section 9.3.2, such nominalisations were only coded as Judgement if the behaviour the nominalisation originated from could be identified. The following is a list of such nominalisations from the Disease essays:

- the way humans handle domestic poultry [Disease_1]
- suspension of schools [Disease_2]
- use of personal protective equipment [Disease_2]
- elimination of chickenpox [Disease_3]

These targets (institutions, people and behaviours) are then appraised in the texts through the use of inscribed and invoked capacity.

10.4.2.1 Inscribed Appraisal of Capacity in Noun phrases and Nominalisations

There is limited inscribed (as opposed to invoked) capacity in the texts. The following examples are from the Disease essays:

- <u>proper</u> [jud:capacity +] use of personal protective equipment [Disease_2]
- our government <u>is very confident</u> [jud:capacity +] [Disease_2]

There are no examples of inscribed capacity in the Time essays. What this indicates is that in the Science voice, in these essays, students inscribe appraisal of Judgement only if it is appraising nominalisations of human behaviour. If students want to appraise people or groups of people directly, they do it through the use of invoked appraisal.

10.4.2.2 Invoked Appraisal of Capacity in Rhemes

Far more common is the pattern of invoked appraisal seen in the previous two types of Attitude – composition and valuation. Targets (people, groups of people or behaviours) are judged through the use of invoked appraisal in the Rheme of clauses.

The examples of invoked capacity are shown below for targets listed in Section 10.4.2.1, in the political realm:

- The government <u>is already taking preventive measures to prevent the spreading of the novel virus into the region</u> [jud:capacity +]. [Disease_2]
- The Centre for Health Protection <u>has been serving as the key player in controlling and preventing infection from spreading</u> [jud:capacity +]. [Disease_2]

- The Department of Health in Hong Kong <u>is planning to include chickenpox vaccine in the Hong Kong Childhood Immunisation Programme from next year, so that children in Hong Kong can receive free-of-charge chickenpox vaccine at age of 1 and 6</u> [jud:capacity +]. [Disease_3]

in the medical realm:

- Medical professionals <u>learnt their lessons after SARS on the importance of infection</u> [jud:capacity +]. [Disease_2]
- Our medical professionals <u>are equipped with world-class facilities and apparatus</u> [jud:capacity +]. [Disease_2]

and in the social realm:

- We <u>successfully develop many drugs and vaccines for the treatment and prevention of many previously detrimental infectious diseases</u> [jud:capacity +]. [Disease_1]
- We <u>can handle the situation well</u> [jud:capacity +]. [Disease_2]
- People <u>have clearer concepts in how global connectedness is related to the disease spreading</u> [jud:capacity +]. [Disease_2]
- The whole society <u>is experienced in fighting against contagion</u> [jud:capacity +]. [Disease_2]
- Many parents <u>[are] underestimating the risk of fatal complications</u> [jud:capacity -]. [Disease_3]
- People <u>know very little about the risks of chickenpox due to the lack of education</u> [jud:capacity -]. [Disease_3]

Institutions and groups of people are largely positively judged for their ability to fight infectious diseases. The invoked capacity is used to describe successful actions carried out by these institutions or groups or qualities which enable them to fight against infectious disease.

Similarly, the capacity in the Time essays describe what people (and animals) can successfully do (and not do) because of the influence of and awareness of time:

- Humans <u>are able to learn from mistakes</u> [jud:capacity +]. [Time_1]
- We <u>cannot interpret time psychologically</u> [jud:capacity -]. [Time_1]
- Animals <u>can refer to the past in order to obtain rewards</u> [jud:capacity +]. [Time_2]
- Rats <u>remember what type of food they caught</u> [jud:capacity +]. [Time_2]

- The person completing the experiment <u>could not survive the long return trip to Earth despite having gained youth</u> [jud:capacity -]. [Time_3]
- People <u>are prone to thinking that recent events to have happened longer ago than they actually are</u> [jud:capacity -]. [Time_4]

Behaviours identified previously are also largely appraised through the use of invoked capacity:

- Quarantining the infected individuals <u>was one most essential method in preventing the large scale spreading of this easily transmitted disease</u> [jud:capacity +]. [Disease_1]
- Interspecies mixing during transportation of domestic poultries <u>had also aided the spread of certain pathogens between animals and from animals to human</u> [jud:capacity -]. [Disease_1]
- Providing free-of-charge chickenpox vaccine <u>can hopefully help popularize chickenpox immunization in Hong Kong</u> [jud:capacity +]. [Disease_3]

These invoked patterns of capacity tend to be formed through the use of (i) an expression of positive or negative behaviour i.e. *The government <u>is already taking preventive measures to prevent the spreading of the novel virus into the region,</u>* (ii) a modal verb of ability plus an expression of positive or negative behaviour i.e. *We <u>cannot interpret time psychologically</u>* or (iii) a copula verb which is used to form a negative or positive relational process clause i.e. *People <u>are prone to thinking that recent events to have happened longer ago than they actually are</u>*.

Again, as with valuation and composition, students need to develop a bank of evaluative vocabulary with which to express capacity. They also need to understand what the disciplinary field considers is and is not evidence of capability and who should and should not be the target of such judgement.

10.4.3 Summary of the Attitude Language Patterns in the Science Voice

In terms of Attitude, the Science Voice is characterised by the frequent appraisal of entities on the basis of their composition and the judgement of certain targets on the basis of their capacity. There is an absence of judgement of people on the basis of their morality. The world represented in the seven Science essays, through the Science Voice, is a world where entities are compositionally 'well-ordered' (or not) and where people, groups of people or behaviours are capable (or not). Whether people, groups of people or behaviours are morally acceptable (or not) is not represented through a Science Voice.

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Students face a number of challenges to develop control of such a voice. In terms of Appreciation, students need to be able to construct complex noun phrases and nominalizations grammatically accurately to inscribe composition through grammatical and lexical patterns such as the use of (i) a premodifying evaluative adjective in a nominal group i.e. ***fatal*** *complications*, (ii) an evaluative noun as head of nominal group i.e. *economic* ***recession*** and (iii) nominalisation of an evaluative term as head of the nominal group with the target of appraisal as post modifier i.e. ***the battle*** *against SARS.* They also need to invoke composition of those noun phrases and nominalizations in the Rheme of clauses through patterns such as the use of (i) the expression of a positive or negative result or purpose i.e. *Psychological time* ***means people can have the ability to identify the sequence of events,*** or (ii) a copula verb which is used to form a negative or positive relational process clause i.e. *Emerging infectious diseases* ***are diseases that have newly appeared to human population***. This enables the compression and concise expression of academic knowledge.

In terms of capacity, students do not need to construct complex noun phrases, as the targets of capacity are more often single nouns or less complex noun phrases. They do, however, need to be able to nominalise behaviour grammatically accurately. They then need to invoke judgement of those targets in the Rheme of clauses through the use of patterns such as (i) an expression of positive or negative behaviour i.e. *The government <u>is already taking preventive measures to prevent the spreading of the novel virus into the region,</u>* (ii) a modal verb of ability plus an expression of positive or negative behaviour i.e. *We <u>cannot interpret time psychologically</u>* or (iii) a copula verb which is used to form a negative or positive relational process clause i.e. *People <u>are prone to thinking that recent events to have happened longer ago than they actually are</u>*.

All of this requires students to have a bank of attitudinal lexis which is appropriate for the disciplinary field of study being discussed. They need control of collocation of this lexis, which again is dependent on the field of study. They also need to understand and be able to express the disciplinary value system which is used to appraise the entities and the people, groups and behaviours. It is a system which values certain entities, finds certain entities 'disordered' and is concerned whether certain groups of people and behaviours can be relied on as capable. The challenge for teachers is to make this value system explicit and help students develop a sensitivity to it.

10.5   Attitude Language Patterns in the Humanities Voice

As discussed previously, the Student Voice in the Humanities essays (as well as the Science essays) is characterised by the frequent use of valuation, as well as the absence of first person Affect. This voice encodes into the essays the appraisal of entities on the basis of their social worth. A disciplinary-based value system is used to achieve this. In the Humanities Voice, this disciplinary-based value system is also expressed through the appraisal of people and groups (as opposed to just entities) through the use of propriety. Propriety is the moral / ethical evaluation of people and their behaviour. This moral / ethical evaluation of the behaviour of people is rare in the Science essays.

This need for moral / ethical evaluation is directly stated in the course descriptions of the two Humanities courses being researched in this study. In the War course, the course description states that students are '*led to reflect on the spiritual foundations, ethical codes, literary traditions and pervasive social functions that underlie fighting cultures.*' It is through the expression of propriety that students show evidence of their ability to '*reflect on ethical codes*' and '*pervasive social functions*' as they critically analyse the portrayal of war in an autobiography of their choice. In the Compare course, the course description states that the course aims to '*enable students to understand human relationships and the social fabric of human communities, to engage in critical, interpretive and analytical exploration of human qualities and experiences.*' Again, it is through the expression of propriety that students show evidence of their ability to '*understand social relationships and the social fabric of human communities*' and to '*engage in critical, interpretive and analytical exploration of human qualities and experiences*'. This is achieved through the comparison of how different literary texts portray one of the four themes covered in the course, (i) love and romance (ii) family and culture, (iii) the emotions of conflict and (iv) man's relationship with the world.

10.5.1 Propriety in the Humanities Voice

Propriety is a judgement of how ethical or moral someone, or their behaviour, is. It is the appraisal of what people or groups of people should or should not do. What the targets of this judgement of propriety are is outlined in the next section.

10.5.1.1 Targets which are the Focus of Propriety
The targets of propriety are mostly the characters in the literary texts which the students analyse in the Humanities essays. The characters which are appraised from the War literary texts are, for example:

- Couglin (the author) [War_1]

- people (in general) [War_1]

- soldiers [War_1]

- the rebels [War_2]

- the military [War_2]

- civilians [War_2]

- the government [War_2]

- victims [War_3]

- survivors of war [War_3]

- Iraqi secret police [War_3]

- warlords [War_3]

- fleeing Serbs [War_3]

The characters which are appraised from the Compare texts are, for example:

- the authors who appear as characters in the texts (Chua & Tan) [Compare_1]

- the author's family members (e.g. their fathers & mothers) [Compare_1]

- the author's children [Compare_1]

- the solider [Compare_2]

- the army [Compare_2]

- Victor [Compare_3]

- the Creature (Frankenstein) [Compare_3]

War_3 is distinct from the other texts in its more abstracted discussion of propriety external to the characters in the literary texts. While War_3 does appraise the characters in Chris Hedges' autobiography *War is a Force that Gives Us Meaning,* the student often extrapolates from the ideas discussed in the autobiography, to the world at large, for example:

- War **is rarely worth its price** [app:valuation -]. Leaders <u>initiate it for the quest of profit</u> [jud:propriety -] and ordinary men <u>take part in it for the quest of meaning</u> <u>[jud:propriety +]</u>. [War_3]

Here, the moral / ethical character of *leaders* and *ordinary men*, external to the literary texts analysed, are appraised. The following is another example where *few* is used to appraise the behaviour of people in general:

- Few <u>are immune to the seduction of battle</u> [jud:propriety -], just like few <u>detest the seduction of sex</u> [jud:propriety -]. [War_3]

Similar to capacity, nominalised behaviours are appraised as the target of propriety throughout the texts. For example, in War_1, *moments in the battle field* are appraised as *humanitarian* in the following:

- There were <u>humanitarian</u> [jud:propriety +] moments in the battlefield…[War_1]

Other examples from the War essays are:

- Providing them with drugs <u>dehumanised them</u> [jud:propriety -]. [War_2]
- Taking revenge <u>was not good</u> [jud:propriety -]. [War_2]
- Ethnic cleansing during the war <u>left whole cities purged of all but one label</u> [jud:propriety -]. [War_3]

and from the Compare essays:

- The Chinese way of parenting <u>is the correct way</u> [jud:propriety +]. [Compare_1]
- Going to war for your country <u>should not be classified as a noble act</u> [jud:propriety -]. [Compare_2]
- <u>the evil</u> [jud:propriety -]. actions of the creature [Compare_3]

These targets are then appraised in the essays through the use of inscribed and invoked propriety.

10.5.1.2 Inscribed Appraisal of Propriety in Noun phrases

There is limited inscribed appraisal (as opposed to invoked) of Propriety seen in the texts, for example:

- <u>child</u> [jud:propriety -] soldier [War_2]
- <u>warring</u> [jud:propriety -] parties [War_2]
- <u>freedom</u> [jud:propriety +] fighter [War_2]
- <u>innocent</u> [jud:propriety +] civilians [War_2]
- <u>humane</u> [jud:propriety +] community [War_2]
- <u>evil</u> [jud:propriety -] actions of the creature [Compare_3]

This is the same as with capacity. This indicates that in these essays, students predominantly appraise on the basis of propriety through the use of invoked language patterns.

10.5.1.3 Invoked Appraisal of Propriety in Rhemes

Far more common is the invoked appraisal of propriety in the Rheme of clauses. This is achieved through the description of 'moral' and 'immoral' behaviour of the targets of propriety. The following are examples from the War essays (only invoked propriety is shown):

- Coughlin was not always the person who wants to kill more enemies [jud:propriety +]. [War_1]
- Coughlin being one of the soldiers who pulled his trigger [jud:propriety 1]. [War_1]
- The rebels take advantage of civilians as shield against the military [jud:propriety -]. [War_2]
- He [the author] realized the importance of love and care [jud:propriety +]. [War_2]
- The fleeing Serbs burned down their own houses to deny the Muslims shelter [jud:propriety -]. [War_3]
- They [men from the lower class] easily drawn to the drug of power [jud:propriety -]. [War_3]

and the following are examples from the Compare essays:

- Chua disgraced her father [jud:propriety -]. [Compare_1]
- She [Waverly] understood how important her mother meant to her [jud:propriety +]. [Compare_1]
- She [Chua] realized that she might lose Lulu if she did not make adjustments to her parenting style [jud:propriety +]. [Compare_1]
- He [the soldier] still has a strong sense of belonging to his country [jud:propriety +]. [Compare_2]
- People deride feelings of patriotism [jud:propriety +]. [Compare_2]
- The Creature is the murderer of his brother [jud:propriety -]. [Compare_3]
- Victor abandoning his promise to the Creature [jud:propriety -]. [Compare_3]
- They [Victor and the creature] held a hostile attitude towards each other [jud:propriety -]. [Compare_3]
- Victor destroyed the unfinished female creature [jud:propriety -]. [Compare_3]

People and groups of people are negatively and positively judged on the basis of whether their actions or beliefs are morally-acceptable or not and this is largely achieved in the essays through this use of invoked Judgement. These invoked patterns of propriety tend to

be formed through the use of (i) an expression of positive or negative behaviour i.e. *The rebels take advantage of civilians as shield against the military* or (ii) a copula verb which is used to form a negative or positive relational process clause i.e. *Coughlin was not always the person who wants to kill more enemies*. The essays also describe events / actions within the literary texts which invoke the judgement of propriety. Often there are no stated targets of these events / actions, for example:

- He [Coughlin] was sent to Iraq to protect American people [jud:propriety +] [War_1]

The target here is not stated but the reader is able to infer it is a judgement of the American military.

Other examples of this include:

- People should stop "taking revenge" immediately [jud:propriety +]. [War_2]
- Bodies are "impaled on the sides of barn doors [jud:propriety -]. [War_3]
- [Jews were] systematically shot by battalions [jud:propriety -]. [War_3]
- June is also forced into playing piano even though that is not where her passion lies [jud:propriety -]. [Compare_1]
- She [Yao Jia Xin] decided to stab her to death to avoid trouble to typical Chinese parenting [jud:propriety -]. [Compare_1]
- Soldiers have been damaged mentally [jud:propriety -]. [Compare_2]

The examples above are full sentences, but there are also nominalisations of behaviour throughout the essays which also invoke judgements of propriety, for example:

- taking a human life [jud:propriety -] [War_1]
- dehumanizing his enemies [jud:propriety -] [War_1]
- securing civilians' lives [jud:propriety +] [War_2]
- preventing warring parties to recruit child soldiers [jud:propriety +] [War_2]
- leaving survivors crippled in body and mind [jud:propriety -] [War_1]

Compare_2 is also distinct from the other Compare essays in terms of the extent of the textual analysis which it engages in. This textual analysis is used to draw conclusions about the moral / ethical values being presented in the two poems being analysed, for example:

- Judging by the choice of diction used throughout the poem, it is evident that Brooke believes that <u>it is an honour to serve</u> [jud:propriety +] and <u>even die for one's country</u> [jud:propriety +].

In this example, the student uses invoked propriety to make claims about what the author of the poem believes. Other examples from Compare_2 include (only invoked propriety is shown):

- The optimistic tone throughout the poem perhaps reflects the patriotic propaganda used to <u>lure men, especially teenagers, to join the army during those days</u> [jud:propriety -]…
- Owen describes "Dulce et decorum est pro patria mori" ("*The Odes*", Book III.II.XIII), the famous written by Horace, as "The old Lie" ("*Dulce*", 25), directly implying that it is in fact <u>not sweet</u> [jud:propriety -] and <u>glorious to die for your country</u> [jud:propriety -].

10.5.2 Summary of the Attitude Language Patterns in the Humanities Voice

In terms of Attitude, the Humanities Voice is characterised by the judgement of people and groups of people (mainly characters in the literary texts being analysed) on the basis of their morality. The world represented in the six Humanities essays, through the Humanities Voice, is a world where people or groups of people act in ways which are sometimes morally acceptable and sometimes not. This 'world' analysed in the essays is not only the world represented within the literary texts but also the world at large. The world represented within the literary texts is also used to make judgements about how moral the world is (and is not) outside of the texts. More research would be needed to extrapolate such a voice to all the Core Curriculum courses in the Humanities AoI. Not all courses in the Humanities AOI require the analysis of the ideas presented in literary texts. More research is needed to identify whether the Humanities Voice is consistent across all / most Core Curriculum Humanities courses.

Nevertheless, there are language patterns here which would be valuable to teach Core Curriculum students. For example, students can be taught that when people or groups of people are being appraised on the basis of propriety, invoked appraisal is preferable to direct inscribed appraisal. They can be taught that invoked propriety is typically formed through the use of (i) an expression of positive or negative behaviour i.e. *The rebels take advantage of civilians as shield against the military* or (ii) a copula verb which is used to

form a negative or positive relational process clause i.e. *Coughlin <u>was not always the person who wants to kill more enemies</u>*.

This enables moral judgements to be 'hidden' in a way which presents the student's stance as more objective and less subjective. Students can also be taught the ability to nominalise behaviour grammatically accurately, as a form of invoked Appraisal of propriety. As well as this, again students need to build up a bank of attitudinal lexis which is appropriate for the appraisal of propriety. Lastly, the disciplinary value system used to make such judgements needs to be made explicit to the students. It is a system which values certain types of behaviour over others and makes certain judgements based on specific types of evidence. The challenge for teachers is to make this value system explicit and help students develop a sensitivity to it.

10.6   Summary of the Attitude Language Patterns in the Student, Science and Humanities Voices

All of the 13 essays have an absence of first person Affect. This absence contributes to constructing an impression of objectivity to the students' essays. This movement away from the expression of personal (first person) emotion is an important feature of successful academic writing. As Coffin argues:

> Successful students move from construing the personal voice of emoter, in which they respond to events using the resources of Affect, to construing the more publically oriented voices….in which behaviour is interpreted and assessed according to publically and culturally sanctioned … norms… (Coffin, 2009, p. 157)

These 'publically and culturally sanctioned norms' are the norms which are used to appraise entities, through the use of Appreciation, and appraise people and their actions, through the use of Judgement. The Attitude in the 13 A-grade essays is almost exclusively Appreciation or Judgement, suggesting that the absence of first person Affect is a feature of academic writing which Core Curriculum teachers favour and also shows the need for students to understand what these 'publically and culturally sanctioned norms' are.

This absence of first person Affect is one characteristic which has been identified in a Student Voice. The other characteristic which has been identified in the Student Voice, across the 13 essays, is the use of valuation to appraise entities on the basis of their social worth. This expression of valuation is equally important across the 13 essays, regardless of discipline. This suggests that that disciplinary-specific courses within the Core Curriculum have a united Student Voice and that that voice is one which expresses the positive and

negative social impacts academic concepts have. This feature of the Student Voice is consistent with the emphasis the Core Curriculum places on the contextualisation of knowledge from social, cultural and economic contexts. This is encoded in all of the 13 essays through the use of valuation.

Two disciplinary-specific voices have also been identified in this chapter – the Science Voice and the Humanities Voice. The Science voice is characterised by the frequent appraisal of entities on the basis of their composition and the judgement of people or groups of people and their behaviour on the basis of their capacity. There is an absence of Judgement of people on the basis of their morality. On the other hand, the Humanities Voice is characterised by the judgement of people and groups of people (mainly characters in the literary texts being analysed) on the basis of their morality. What this indicates is that there are disciplinary preferences in terms of how entities and people should be appraised and which entities and people should be appraised. If students misunderstand these preferences or are not aware of them, they run the risk of their writing being penalised as a result.

Students are faced with a number of challenges when trying to develop control over such voices. When students use Appreciation in their writing (in the form of valuation in the Student Voice or composition in the Science Voice) they need to be able to construct complex noun phrases and nominalizations (grammatically accurately) to express Appreciation. Teachable patterns grammatical include (i) a premodifying evaluative adjective in a nominal group (ii) an evaluative noun as head of nominal group and (iii) nominalisation of an evaluative term as head of the nominal group with the target of appraisal as post modifier. Students also need to embed attitudinal lexis in these noun phrases and nominalizations, where appropriate, to appraise those entities. This enables students to compress the expression of academic knowledge which makes their writing concise. It also allows students to articulate abstract and complex concepts and then express the relations between them, allowing subtle and sophisticated forms of evaluation. They also need to invoke Appreciation of those noun phrases and nominalizations in the Rheme of clauses. Teachable patterns here include (i) a verb plus the expression of a positive or negative result or purpose i.e. *Psychological time **means people can have the ability to identify the sequence of events,*** or (ii) a copula verb which is used to form a negative or positive relational process clause i.e. *Emerging infectious diseases **are diseases that have newly appeared to human population***.

Additionally, when students use Judgement in their writing (in the form of capacity in the Science Voice or propriety in the Humanities Voice) they need to identify appropriate targets (people, groups of people or behaviour) for that Judgement. Instead of inscribing Judgement of these targets, students need to understand that invoked judgement of those targets in the Rheme of clauses is preferable in the Science and Humanities Voice, again to give the impression of objectivity throughout their writing. Teachable patterns include (i) an expression of positive or negative behaviour i.e. *The government is already taking preventive measures to prevent the spreading of the novel virus into the region,* (ii) a modal verb of ability plus an expression of positive or negative behaviour i.e. *We cannot interpret time psychologically* or (iii) a copula verb which is used to form a negative or positive relational process clause i.e. *People are prone to thinking that recent events to have happened longer ago than they actually are*. Students also need to build up a bank of attitudinal lexis in which to appraise these entities and people, groups and behaviour. This attitudinal lexis is often disciplinary-specific and students also need to learn the collocations which go along with this lexis.

Finally, students need to understand the 'publically and culturally sanctioned norms' which they need to use to appraise entities and people in an 'acceptable' way within the discipline. The analysis in the case studies in Chapters 12 and 13 suggests that students are turning to peers to help them understand these disciplinary values which is problematic. This is a gap in the curriculum and disciplinary teachers need to step in to fill this gap. This can be achieved, for example, by exposing students to a range of value systems through the texts they read and helping students identify those competing value systems in the texts. It can also be achieved through the use of probing questions in tutorial discussions which challenge the unconsidered value systems students might hold. Disciplinary teachers can also show previous students' successful essays and help students to identify the value systems being used in the essays and how they are expressed through the writing. The challenge for disciplinary teachers though is to do this in a way which does not impose dominant / privileged value systems (e.g. white / middleclass / male / Christian / Western) at the expense of other value systems.

English-language support teachers can also help students unpack and repack compressed writing which utilises Attitude well. Students can be given consciousness-raising tasks where they are required to identify how many instances of Appreciation, for example, there are and discuss how they identified this. Students could then be given a list of positive / negative valuations and be asked to construct a similar piece of text. The Teaching and

Learning Cycle posited by Rose and Martin (2012) is one methodology which can be used as a framework to help students 'unpack' and 'repack' such language patterns in texts.

10.7   Conclusion

This chapter has discussed the patterns of Attitude used in 13 A-grade argumentative essays. Attitude has been identified as a key resource used by academic writers to express a stance through conventional patterns of expression of feelings, judgements of people and behaviour and evaluation of entities. This chapter has answered the following three research questions posed at the beginning of the chapter:

1. How are the features of the documented Core Curriculum, analysed in Chapter 3 (specifically the expression of criticality and the contextualisation of knowledge), encoded in the A-grade essays through the use of Attitude?

As exemplified throughout this chapter, criticality is encoded into texts through the negative and positive (negative being most frequent) appraisal of entities and behaviours based on norms and beliefs held within academic communities. A disciplinary value system is used to evaluate the world (specifically entities and the behaviour of actors within the world). The expression of this value system is an expression of criticality. As well as this, the contextualisation of knowledge is encoded into the 13 A-grade argumentative essays through the expression of the positive and negative impact entities have on the world from these social, cultural and economic contexts. This is achieved through the use of valuation. Valuation is used to appraise scientific and human phenomena and the ideas presented in literary texts on the basis of their social value.

2. What other Attitude language patterns are seen in the A-grade essays and are therefore valued by assessors of Core Curriculum courses?

3. Are there differences in orientation to knowledge, in the use of Attitude, in Science and Humanities Core Curriculum A-grade essays?

Attitude is encoded into texts through the use of patterns of inscribed and invoked Attitude. All 13 essays have an absence of first person Affect. This moves the appraisal of academic knowledge away from the expression of the writer's subjective emotional responses to that academic knowledge to the expression of appraisal based on a 'more reasoned' disciplinary value system. This more 'academic' as opposed to 'personal' expression of appraisal is achieved through the use of three voices.

Firstly, there is a Student Voice which is seen in all 13 essays. This is characterised by the absence of first person Affect just mentioned and the frequent use of valuation. This valuation is expressed through the use of inscribed appraisal of Valuation within noun phrases and nominalisations and through the use of invoked appraisal in the Rheme of clauses.

The Science Voice is characterised by appraisal of entities on the basis of their composition and appraisal of people and behaviour on the basis of capacity. It is also characterised by the lack of appraisal of people and behaviour on the basis of propriety. Composition is expressed through the use of inscribed appraisal within noun phrases and nominalisations and through the use of invoked appraisal in the Rheme of clauses. Capacity is expressed through the Judgement of specific targets (people, groups of people or behaviours), and this is achieved in the texts through patterns of invoked appraisal of capacity in the Rheme of clauses.

The Humanities Voice is characterised by the appraisal of people and groups (as opposed to just entities) through the use of propriety, which is the moral / ethic evaluation of people and their behaviour. Like capacity, propriety is expressed through the Judgement of specific targets (people, groups of people or behaviours), and this is achieved in the texts through patterns of invoked appraisal of propriety in the Rheme of clauses.

CONCLUSION TO THE EXPLORATION OF THE ASSESSED VOICE

Section 1 of this thesis explored the values expressed through the **institutional voice**, as outlined in curriculum documents. The analysis showed that students are required, in the documented Core Curriculum, to express different levels of understanding – mainly **multi-structural** and **relational**. As well as this, students need to be able to express a critical understanding of that academic knowledge and also contextualize that information **in geographical, social, cultural** and **temporal** contexts. In order to express such an understanding, students need to read, understand and draw on the ideas expressed in advanced academic texts (**academic books, book sections** and **journal articles**) and then communicate their understanding of new knowledge in a range of assignment text types, the most common being **tutorial discussions, oral presentations, essays** and **reports**.

Section 2 explored the patterns of language used to express an appropriate academic voice in the **assessed voice** in A-grade argumentative essays. The analysis showed that each of these three aspects of an academic voice helped to encode criticality and the contextualisation of knowledge into the 13 A-grade argumentative essays. The analysis also showed that there were three voices functioning throughout the texts. There was a **Student Voice** which was characterised by certain patterns of **Periodicity** (summarised in Section 6.6), **Engagement** (summarised in Section 8.4) and **Attitude** (summarised in Section 10.6). Patterns of Attitude were also used to express a **Science Voice** and a **Humanities Voice** in the A-grade essays.

Together, the findings from these two sections suggest that there is both a Visible Core Curriculum and an Invisible (often called hidden in the literature, see Rose, 2004) Core Curriculum which students need to navigate. The Visible Core Curriculum (VCC) is specified (to a large extent) in the learning outcomes and the course descriptions which have been analysed in Section 1. How this VCC is actually enacted linguistically can be seen to form an **Invisible Core Curriculum** (ICC) which the students also need to navigate. For example, the analysis in Section 2, has shown that patterns of Periodicity, Engagement and Attitude form a multi-disciplinary Student Voice and other patterns of Attitude embody disciplinary-specific standards of valuation through a Science Voice and a Humanities Voice (see Figure 10-10 for a summary of this):

| Student Voice
Characterised by the use of valuation

Also characterised by the use of specific patterns of Periodicity and Engagement (see Chapters 6 and 8 for description) | → | **Science Voice** | Characterised by use of composition and Social Esteem in the form of capacity |
| | | **Humanities Voice** | Characterised by the use of Social Sanction in the form of propriety |
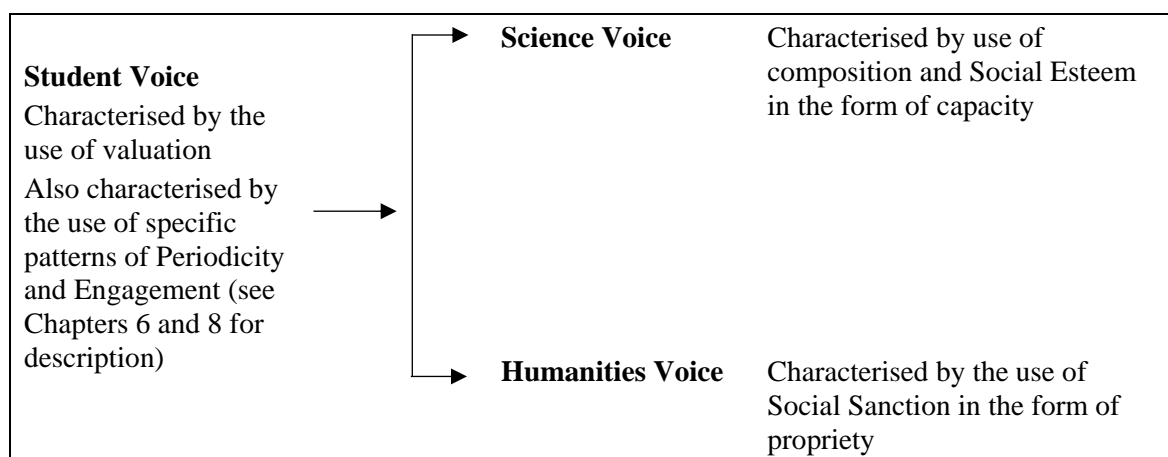
Figure 10-10: Summary of Differences in Student, Science and Humanities Voice in the 13 Essays

If this ICC, which is unstated but very real to students, is kept invisible, then only those students with the right 'cultural capital' (Bourdieu, 1991), the right orientation to knowledge and access to useful support networks will be successful in the Core Curriculum. This ICC is currently invisible not because the university is lax or unwilling to teach this curriculum, but because the ICC is invisible to **everyone** (students, teachers and curriculum developers) without research. It is through the analysis of successful student texts that this invisible curriculum can start to become visible and in turn be explicitly taught to students. For example, Section 2 of this thesis has identified patterns of Periodicity, Engagement and Attitude in 13 A-grade argumentative essays and this has enabled guidelines to be provided (see Sections 6.6 for Periodicity, 8.4 for Engagement and 10.6 for Attitude) in terms of what needs to be taught to students completing similar essay tasks and how this can be achieved. More research is needed to extend this knowledge of patterns of language to other text types, in AoIs other than Science and Humanities, which make up the ICC across the whole Core Curriculum.

Section 3 of the thesis explores the **voice of experience,** specifically how two students navigate the VCC and the ICC as they experience the process of academic acculturation while completing assessments in the Core Curriculum. This exploration shows that currently students are struggling with aspects of the VCC and the ICC because of gaps in the Core Curriculum and that they are turning to other students to help them navigate the VCC and ICC curricula.

SECTION THREE – THE VOICE OF EXPERIENCE

The following section is the last section of the analysis in this thesis - the exploration of **the voice of experience**. In this final section, the analysis aims to answer the following question:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

How students struggle to fulfil institutional requirements (outlined in the **Visible Core Curriculum**) and encode knowledge which is valued by the institution and their discipline into their writing (in other words the **Invisible Core Curriculum**) is explored in this section. The findings from Section 1 and Section 2 provide a context to understand why students struggle with certain aspects of the writing process and why certain experiences help and / or hinder them. Together, the **exploration of the institutional voice**, the **assessed voice** and the **voice of experience** provide a **multi-perspectival exploration** of the Core Curriculum.

The methodology used in the two case studies is discussed in Chapter 11 along with relevant research which has used this methodological approach. Winnie's experience is discussed in Chapter 12 and Louisa's experience is discussed in Chapter 13.

Chapter Eleven – Literature Review and Methodology for Analysis of the Voice of Experience

11.1 Introduction

Case study research is best used when the research project requires "...an extensive and in-depth description of some social phenomenon" (Yin, 2014, p. 4). The case studies in this research aim to explore two students' experience of the enacted Core Curriculum, in particular what they are experiencing towards the beginning of a process of academic acculturation. An identification of the struggles which students experience during this early-stage acculturation process can then help to identify what support students need to be given in order to move through this process and function effectively in the academic learning environment.

In the following chapter, a brief introduction to case study methodology is given. Then relevant literature which has used this methodology in university contexts is discussed. Following that, key stages of the process of case study methodology are discussed and at the same time, how this method is used in this particular research is explained.

11.2 An Overview of Case Study Methodology

The discussion of case study methodology in this chapter draws on two key texts in the field (Duff, 2008; Yin, 2014). Together these provide a comprehensive overview of case study methodology. Yin's work provides a broad discussion and Duff's work (which draws heavily on Yin's work) provides a more specific discussion in the context of Applied Linguistics.

Case study research methodology typically moves through a number of key stages. Figure 11-1 (Duff, 2008) outlines seven key stages or components of good case study methodology. Each of these form a cyclical process starting with theory (see bottom left of the figure) which informs the identification of a problem and the development of the research design. The next stages involve data collection and analysis. Then, data are interpreted and the findings are written up and reported. Finally, findings are presented to the research community which helps to verify (or not) those findings. This leads back into reformulation of theory, which in turn leads back into new research projects. This cyclical process means that 'theory informs research practice and research, in turn, informs theory'

(Duff, 2008, p. 99). The whole process is also governed by good ethical practices in terms of gaining informed consent, and ethical reporting of findings.
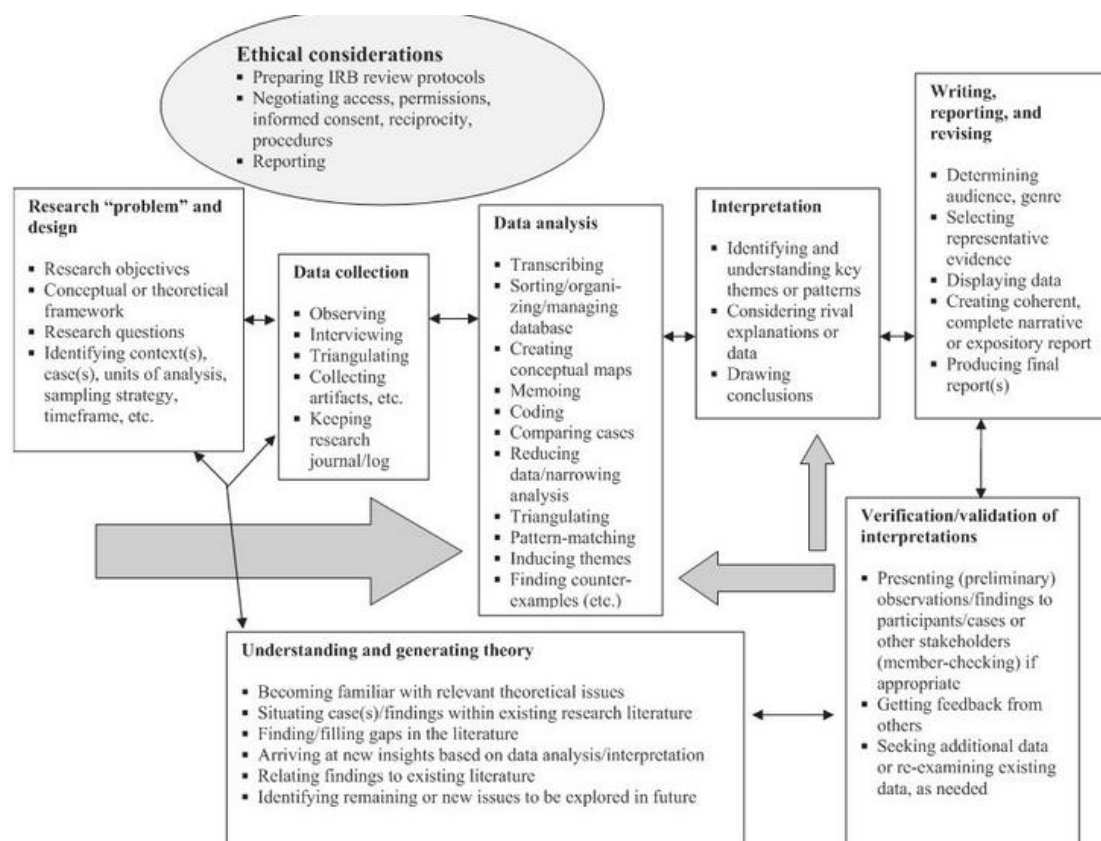
Figure 11-1: How to Conduct a Case Study: Crucial Components, Steps and Interactions (Duff, 2008, p. 100)

Each of these stages is 'crucially and dynamically interrelated' (Duff, 2008, p. 101).

A common criticism of case study research is that one or a few cases cannot be generalised to a wider population and are therefore unreliable or invalid. Yin rightly attributes this criticism to an assumption that statistical generalisation is the most valid type of generalisation which can be made in empirical social science research. 'In statistical generalisation, an inference is made about a population (or universe) on the basis of empirical data collection from a sample of that universe' (Yin, 2014, p. 40). Typically this kind of research in Applied Linguistics includes survey data and or interview data and great importance is placed on explaining how the sample is representative of the wider population. When it comes to case study research, however, this identification of the case as a 'sample' is incorrect. Rather than seeing the case as a 'statistical' representation of a wider population, the case is a way to explain phenomena (e.g. contexts and human action). The case studies in this research tell us about the students' specific experiences as they navigate the Core Curriculum and start to become academically acculturated, in terms of what they do, what they do not do, who they interact with, what difficulties they face

etc. The value of case study research is in its explanatory power rather than its ability to generalise or 'prove'. Combining case study methodology in this section with the textual analysis in Section 2 and the curriculum document analysis in Section 1 gives a **multi-method**, **multi-perspectival**, **triangulated** approach to the analysis of the Core Curriculum (see discussion of and justification of taking a multi-perspectival approach in Chapter 1, Section 1.5).

Case study methodology has often been used to research the teaching and learning of English for Academic purposes to second-language speakers. The following section summarises relevant research using case study methodology in the university context.

11.3   Relevant Research using Case Study Methodology

Case study methodology has often been used for English for Academic Purposes needs analysis. For example, Evans and Morrison's (2011a) case study research tracked the learning experiences of 28 undergraduate students throughout their first term at university, in order to identify the challenges they faced studying in a second language. They found that the main difficulties students experienced were '…comprehending and using specialist vocabulary, understanding their professors' academic requirements, and processing and producing key disciplinary genres' (p. 387) and recommended specific changes be made to EAP provision (e.g. assistance with academic writing and with understanding technical vocabulary encountered in lectures and reading). In another study (Angelova & Riazantseva, 1999), the needs of four first-year international students studying in the United States were explored through the analysis of participant interviews, observations, analysis of written samples, and reflective journals. It was found that these four students had diverse language needs. For example they experienced different problems related to choosing appropriate essay topics, expressing their writing in discipline-specific rhetorical styles and expressing a stance which was acceptable in the discipline. As a result, the researchers recommended that EAP provision directly focus on how academic writing conventions differ across disciplinary cultures. In yet another example (Y. Li, 2006), one physics doctoral student's experience of writing-for-publication was explored through the use of case study methodology. Li found that the student's experience was influenced by a number of factors, such as the unequal power relationship with the supervisor and the institutional context. Again, this paper ends with a call for the incorporation of EAP instruction, namely the discussion of socio-political issues involved in the publication process.

Case study methodology has also been used to investigate how students develop an ability to use specific aspects of academic language. One example of this is Li and Schmitt's (2009) research into the acquisition of lexical phrases in students' academic writing. This was a longitudinal one-year study. The lexical phrases of eight essays and one dissertation from one Chinese Master's student were analysed and the student was also interviewed after each text was written. The research found that the student learnt 166 new lexical phrases yet tended to rely too heavily on a limited range. Another example is Johns' (1998) study into one Macroeconomics student's integration of visual representation (graphs, pictures and charts) in academic texts and how this enabled the student to 'advance argumentation' (p. 187) throughout the text. Johns found that the visuals played a key role in constructing a successful academic argument and Johns used the understanding gained from this students' experience to recommend areas for future research (e.g. an investigation of how the use of visuals affect a student's writing process) as well as to make recommendations for EAP provision (e.g. the integration of collection of visuals during the teaching of note-taking).

Lastly, another large area of case study research has focused on exploring the effectiveness of specific types of EAP pedagogy. For example, the effectiveness of the use of a new video conferencing tool called Wimba was explored in an EAP programme at the University of Alberta using case study methodology (McIntosh, Braul, & Chao, 2003). It was found that its use was effective for enhancing students' listening and speaking skills. In another example, academic writing intervention activities (both in-class and online) with first-year undergraduate applied linguistics students were evaluated (Ursula Wingate, Andon, & Cogo, 2011). The research found that the intervention was perceived to be useful by the teachers and in particular, feedback on writing was highly valued by the students and led to significant improvements in the quality of writing of some of the students. In yet another example, five first-year students at a large northern American university (James, 2006) were followed to see if they transferred their learning from an EAP course to other content courses. It was found that learning transfer did occur, but only in certain circumstances, for example where transfer was specifically required in activities in the content courses and when certain challenging situations arose which required learning transfer to occur.

Case study methodology allows for an in-depth exploration of student experience. This in-depth understanding allows the researcher to gain a complex picture of how learning takes place, where gaps in the curriculum exist, and how effective certain teaching practices are.

This research aims to explore what students are struggling with while they are in the early-stages of moving towards membership of the target academic community, in order to identify where gaps exist in the new Core Curriculum.

The following sections (Sections 11.4 to 11.9) will outline the key aspects of case study methodology and at the same time explain how this method has been used in this particular research.

11.4 Identifying Research Goals

One of the first crucial stages of case study methodology is to determine what one's 'overarching goals are, what issues are to be addressed…' (Duff, 2008, p. 101). Duff outlines five basic types of case study:

1. exploratory (used to formulate new research questions)
2. descriptive (used to answer 'what' and 'why' questions)
3. relational (used to explore the relationship between variables)
4. evaluative (used to evaluate some initiative / programme / methodology)
5. confirmatory (used to confirm existing beliefs)

This research is **descriptive** in nature. As Duff suggests, this type of research aims to answer 'what' and 'why' in order to describe what students are experiencing at one specific point in their journey through the process of academic acculturation. It is also **evaluative** in nature in that the descriptive information allows for an evaluation of the Core Curriculum, in terms of whether it is fulfilling the EAP needs of students and where gaps in the curriculum are being experienced in those areas.

Once the general research goals have been identified, the research design should be determined.

11.5 Determining the Research Design

Both Duff and Yin stress the importance of beginning the process of determining the research design with an exploration of theory related to the area of research. This understanding of theory then feeds into the selection of cases and also can form a theoretical framework with which to analyse the data collected. Duff calls this process 'identification of constructs' (Duff, 2008, p. 10). Examples she gives of common constructs in Applied Linguistics are motivation and identity. In this research, the major construct being explored is that of **academic acculturation**.

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11.5.1 The Construct of Academic Acculturation

The term acculturation has been defined as the 'dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members ' (Berry, 2005, p. 698). In an academic context, acculturation is the 'dynamic adaptation processes of linguistically and culturally diverse students engaging with the academic study cultures' (Cheng & Fox, 2008, p. 309). It is a 'potentially complex and conflictual process of negotiation' (Morita, 2000, p. 279) between the student and the target disciplinary culture. This dynamic process of negotiation takes place through many modes, for example, through explicit instruction, through the texts students read and listen to and through the process of assessment.

This concept of acculturation and its use in research have been critiqued. For example, questions have been raised about whether a culture is in fact static and identifiable and therefore researchable. Questions have also been raised about what exactly the signs of cultural adaptation are in research data. Previous research has also been criticised for glossing over other variables at play, such as socio-economic factors, and instead attributing too much to acculturation. For example, Hunt, Schneider and Comer's systematic review of articles which have researched Hispanic acculturation in US health contexts (2004) argued that 'in the absence of a clear definition and an appropriate historical and socio-economic context, the concept of acculturation has come to function as an ideologically convenient black box, wherein problems of unequal access to health posed by more material barriers, such as insurance, transportation, education, and language, are pushed from the foreground, and ethnic culture is made culpable for health inequalities' (p. 982). It is important to heed this warning and to interrogate assumptions made about cause and effect in research on academic acculturation.

However, there is a growing body of literature which has shown that second-language students do move through a process of academic acculturation in higher education settings (see for example Cheng & Fox, 2008; Ivanič, 2006; X. Jiang et al., 2010; Johns, 1997; Morita, 2000; Salamonson, Everett, Koch, Andrew, & Davidson, 2008; Spack, 1997). These studies focus on students' engagement with the cultural practices of the university in specific disciplines. These studies largely explore students' accounts of their experiences wherein 'cultural knowledge is communicated and instantiated, negotiated and contested, reproduced and transformed' (Garrett & Baquedano-Lopez, 2002, p. 339) through teaching and learning.

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If such research is to be valid, it is important not only to understand constructs but also to operationalise them in order to ensure the construct validity of the research. This research uses a framework of academic acculturation discussed in Maton and Chen (2014). This chapter, in part, recounts Chen's process of identifying a framework for the analysis of academic acculturation. At first, Chen drew on Berry's (2005) acculturation framework which seeks to identify factors which affect cross-cultural adaptation, namely (i) 'the heritage culture', (ii) the 'host culture' and (iii) the 'contact' between them (Karl Maton & Chen, 2014, p. 35). Chen then adapted this model for an academic context. In Chen's study, the heritage context was the Chinese students' '…contexts and practices that shaped these students' educational dispositions'; the host culture '…became the educational contexts and practices they [the Chinese students] encountered in one Australian university'; and the contact became the students' '…educational experiences' (p. 35). Chen then used Bernstein's (1975) notion of education as comprising three 'message systems', i.e. (i) curriculum, (ii) pedagogy, and (iii) assessment, to conceptualise 'educational practices'. This then provided Chen with an organising framework in which to analyse her data.

In this research, academic acculturation is operationalised as a set of educational experiences which provide evidence for the process of moving towards membership of a target disciplinary community. These experiences arise from students' engagement with the (i) curriculum, (ii) pedagogy and (iii) assessment. As this is merely one part of this thesis, it was not possible to explore students' engagement with all three. As a result, students' educational experiences arising from engagement with assessment was chosen as the focus. This is because students can be expected to be most engaged in the curriculum through assessment (in particular gate-keeping assessments). It is logical to assume that students' experience of completing assessments would reveal the struggles they are experiencing fulfilling academic cultural expectations. For this reason, the data which were collected for this section of the research were related to the students' experiences completing gate-keeping Core Curriculum assessments.

11.5.2 Internal Validity

Internal validity also needs to be taken into account when determining the research design. Internal validity refers to whether cause / effect relationships are accurately identified, in other words whether the cause identified is indeed the cause and not the result of some other unidentified cause. Internal validity comes into play at the data analysis stage if the research is attempting to make inferences from the data. 'A case study involves an

inference every time an event cannot be directly observed' (Yin, 2014, p. 47). This is not so much a concern for this research where the students' experience is being explained and that experience is coming directly from the students. However, if cause / effect relationships are to be inferred from the students' experience, then it is important that the research actively considers rival explanations, especially in light of the critique of acculturation research discussed in the previous section.

11.5.3 Reliability

Lastly, reliability also needs to be considered when determining the research design. Research is said to be reliable if another researcher, carrying out the same research with the same subjects under the same conditions would arrive at the same findings. If that is the case, then the researcher's biases are not a factor in the generation of the findings. The aim of increasing reliability is to 'minimise the errors and biases in a study' (Yin, 2014, p. 49). Yin recommends that this can be best achieved by conducting the research '…as if someone were looking over your shoulder' (Yin, 2014, p. 49) and this can be achieved through rigorous documentation of procedures related to data collection and data analysis. Duff calls this an 'audit trail' which includes '…keeping records of relevant documentation for decisions made, data collection strategies, the development of instruments and protocols, and examples of analysis procedures' (Duff, 2008, pp. 109-110). In this research, protocols were set up to document data collection strategies and instruments, and a clear procedure set up for data analysis. These are explained in more detail in Section 11.6 on case selection, Section 11.7 on data gathering and Section11.8 on data analysis.

11.5.4 Research Question

After the research design has been established, the research question(s) can be specified. These questions should be 'clear, specific, answerable and worthwhile' (Duff, 2008, p. 104). The research question which is being asked in this section of the research is:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

11.6   Selecting Cases

Once the research design is in place, decisions need to be made about the specific number and type of cases to select. Yin defines a case as a '…bounded entity (a person, organization, behavioral condition, event, or other social phenomenon)" (2012, p. 6). Yin breaks down the decision of what type of case to select to two variables – that of the

number of cases (one or multiple cases) and the context of the cases (same or multiple contexts) (2014, p. 50). Reasons for selecting a single case design are usually based on the fact that the case is in some way unusual or revealing. It might be a case which seems to counter accepted theory and is used to 'test' accepted assumptions. This is not the approach this research takes.

This research, which is descriptive and evaluative in nature, seeks to explore students' experience of the Core Curriculum and how it reveals their struggles within the early-stage academic acculturation process. As such, a multiple-case design is more appropriate as it allows for more depth of understanding of this phenomenon. If the aim is to explore students' experience of the Core Curriculum and how it reveals their struggles within the academic acculturation process, then more than one case would logically lead to a richer descriptive picture. Again, it is important to note that this is not assuming that the cases are representative of the wider population, merely that these cases can begin to build a picture of the complexity of the students' experience.

This leads to the question of how many cases are appropriate? Logistical aspects need to be taken into account here. This is merely one section of this thesis and that needs to be taken into account. If depth is the aim, then it is better to prioritise depth over breath. However, in all research with students who are busy and not necessarily committed to the research project, the potential dropout rate needs to be taken into account as well. Anticipating this, ten subjects were recruited and by the end, two completed the data gathering exercise in its entirety. The data collected from these two students provided rich data concerning their struggles within the acculturation process.

Specific procedures were put in place to recruit students for this study. Because Chapter 3 showed that essays were the most frequent type of written assessment in the Core Curriculum and the textual analysis in Section 2 also analysed essays, courses which had essays as gate-keeping assessments were chosen as recruitment sites. Core Curriculum courses which listed essays as the primary assessment text type were chosen. An email was sent to all Core Curriculum course coordinators of these courses. This email explained the project, what was required of the students and asked for help to recruit students. Seven coordinators agreed to participate and a meeting was set up to explain the project in more detail. The coordinators were then sent an invitation email which they forwarded to students requesting help.

This invitation email explained the project and stipulated that the students would be required to:

1. come to 3 x 45 minute interviews - one interview before starting the essay, the second interview in the middle of completing the essay and a final interview once the essay had been submitted
2. keep a learning journal of the tasks they did while they were writing the essay as well as any difficulties they experienced
3. provide course and assignment documents
4. provide a copy of their completed essay

As an incentive to join the project, students were offered help with their English skills in the form of advice throughout the period of the research, although it was stressed that no help would be given for the actual essay in the form of editing or proofreading the essay.

The first ten students who replied via email were recruited, assuming that a number would drop out by the end of the project. This was the case. Two students completed the whole project and they provided a rich source of data.

11.7 Gathering Data

Deciding what type of data to collect is also an important decision to make. Data needs to be collected which will answer the research questions posed and allow for the exploration of the theoretical construct which is being examined. Yin (2014) discusses six key types of sources of evidence typically used in case study research. They are:

- documentation
- archival records
- interviews
- direct observation
- participant observation
- physical artefacts (pp. 105-118)

Yin also stresses the importance of using multiple sources of evidence to provide a deeper understanding of the phenomenon than just one source would provide. Multiple sources also allow for triangulation of findings between sources. Yin calls this a 'convergence of evidence' (2014, p. 121) and this helps to increase the construct validity of the findings.

Duff (2008) also outlines a number of typical sources of data in the field of Applied Linguistics, such as:

- course outlines

- student writing samples

- textbooks

- interview data

- observation (p. 128)

Duff cites the work of Wolcott (1994), to summarise three basic categories of data which are the three E's of ethnographic qualitative research – **experiencing** (participant observation), **enquiring** (interviewing) and **examining** (studying documents).

This research used two of these. Firstly data which **enquires** was gathered in the form of student interviews and student learning journals. Secondly, data which **examines** was gathered in the form of course outlines, assignment descriptions and student essays. Methodological issues surrounding the collection of each of these are discussed below as well as the specific data gathering procedures used in this research.

11.7.1 Interviews

Interviewing is an essential source of case study data when the research is about human behavior. In case study research, interviews tend to take the form of 'guided conversations rather than structural queries' (Yin, 2014, p. 110). This is also often called semi-structured interviewing in the literature. This form of interviewing is particularly important for descriptive case study research where it is important that the data gathering not be restricted by a predetermined set of questions. These predetermined questions can become a form of bias which restricts the expression of the students' experience to aspects which the interviewer expects to be there and leaves little room for experience which is unpredicted yet significant. The person being interviewed should be seen as an 'informant' rather than a 'participant' (Yin, 2014, p. 111), someone who is an insider and therefore has information which the interviewer is not privy to.

Throughout the interview process it is important to guard against the problem of reflexivity. In a semi-structured interview, the line of questioning can and should be influenced by what the informant says. If the informant says something which needs clarification, then this should be sought. If the informant goes in a direction which seems irrelevant, some leeway should be given to make sure that that direction is not off-topic and instead, merely unpredicted. However, the nature of this kind of interview means that both parties are influencing the line of inquiry and if this is left unchecked, this can

introduce bias. Although this can never be eliminated, awareness of this phenomenon can help to minimize it.

If the interview is not structured around a predetermined set of questions, how is it best structured? This research sought to understand a phenomenon which the students themselves are not necessarily directly aware of, that of the academic acculturation process. Therefore it was not possible to merely ask students general questions about their experience of academic acculturation. Instead, the interviews were better structured around the students' day-to-day experiences completing the gate-keeping assignment which in turn would help to reveal their experiences of academic acculturation. For this reason, learning journals were used to document these day-to-day experiences and these in turn formed the structure of the interview. What these learning journals consisted of is outlined in the next section.

In the first interview, students were asked to describe their English language learning history. The second and third interviews were structured by going through each of the comments in the learning journal, in order. Throughout the interview process, the students were asked to explain each point made in their learning journal and questions were asked to probe for a deeper understanding. If these questions led to students remembering other issues not raised in the learning journals, this line of questioning was continued and then brought back to the next point raised in the learning journal after that line of questioning was completed. Each interview was audio recorded for transcription purposes.

11.7.2 Student Learning Journals

As outlined above, the students' learning journals were used to document the day-to-day challenges students faced completing Core Curriculum assessments as they arose. In this way, the journals acted as a form of memory retrieval for the interviews. It was assumed that as long as students documented briefly the challenge they faced in the journal, they would be able to recall the incident in the interview in more depth. This assumption was born out in the data.

Students were given a set of guidelines to follow at the beginning of the data collection process in relation to what should be included in the learning journals. These guidelines were as follows:

Every time you work on your essay, I am interested in knowing your answer to the following questions:

1. What did you do?
2. Why did you do it?
3. Was it useful?
4. What problems / difficulties are you experiencing?
5. What help do you wish you had?

As you work through the essay, you will be doing different things like:

- Choosing a topic
- Choosing what to read
- Reading
- Taking notes
- Planning the structure of your essay
- Talking to people about your essay
- Writing the essay
- Editing the essay

I want to know your experience of all of these things as well as <u>anything else</u> that you do.

Just a few things to keep in mind

- Be honest
- Information is 100% confidential
- Be as detailed as you have time for
- You will not be judged by me for anything you do / don't do / say / don't say
- Mention anything that comes to your mind, don't edit your thoughts. Don't worry if you think it might be irrelevant, just mention whatever comes into your mind.

Figure 11-2: Student Instructions for Learning Journal

It was felt that these instructions would provide enough information to students so that they would understand what kind of information was required of them but was also general enough not to be restrictive or leading.

11.7.3 Student Essays

As mentioned above, some form of triangulation should be built into case study design. In this research, this was achieved through the collection and analysis of student essays. If,

for example, a student reported having difficulty organizing ideas into a coherent argument, this could then also be explored by looking at that student's essay.

The use of student essays not only allowed for triangulation. It also served to provide even more richness to the data. If a student did in fact have difficulty in one area, such as the ability to organize ideas into a coherent argument, the essay enabled the researcher to explore this aspect in the student's actual writing. The essays provided one more source of data in which to explore the challenges students say they faced.

11.7.4 Course Documents

Finally, course and assignment documents provided a context to understand the challenges students were facing. For example, course outlines listed course learning outcomes. These learning outcomes, as they are enacted, are in theory one trigger for the academic acculturation difficulties experienced by the students. How students attempted to meet course requirements, such as the expression of **critical** and **relational** areas of knowledge was a focus of this section of the research. Another example was the assignment guidelines. The students in this research relied heavily on the assessment guidelines which were given to them to structure their essays. It is therefore important to study and incorporate these data into the analysis as they have a direct effect on the students' actions.

In the end, the following data were collected from the two students:

	Winnie (a pseudonym)	**Louisa (a pseudonym)**
Interviews	3 interviews (6,900 words transcribed)	3 Interviews (10,500 words transcribed)
Learning Journal	Yes	Yes
Assessment Guidelines	Yes	Yes
Course Description	Yes	Yes
Essay	Yes	Yes

Table 11-1: Summary of Data Collected from Winnie and Louisa

The course descriptions can be found in Appendix 12.1 (for Winnie) and 13.1 (for Louisa). The Assessment guidelines are in Appendix 12.2 and 13.2. Appendix 12.3 and 13.3 include the learning journals. The transcriptions are in Appendix 12.4 and 13.4 and the essays are in 12.5 and 13.5.

11.8   Analysing Data

Once data has been collected, analysis needs to take place. Yin (2014) outlines four general strategies for data analysis (pp. 136-142). One of these is to rely on theoretical

propositions. Data can be analysed in terms of the extent to which the data support or contradict these propositions and alternative propositions can be theorised. In direct contrast to this is to work with the data 'from the ground up' (p. 136). This involves noticing patterns within the data and using these patterns to form an analytic path which can lead to further data collection, then a concrete set of findings and potentially the development of a new theory. This kind of inductive analytic approach is seen in grounded theory research which was first proposed by Glaser and Strauss (Glaser & Strauss, 1967).

The third general strategy is to use a descriptive framework to explore the data. This is useful in cases where the case study is purely descriptive and research questions have not been developed. The last general strategy is to examine plausible rival explanations and this is advisable in all case studies: 'Case study research demands the seeking of rival explanations throughout the research process' (Yin, 2012, p. 14). This research utilises the second (working with the data 'from the ground up') and the last (examination of rival explanations) of these strategies.

Coding of the journal and interview data was an iterative process and was completed using NVivo. Themes which emerged as data were transcribed were named and coded and modified as more codes were identified. 'Over time, and with further analysis, codes or categories may change; they may be added, deleted, merged or fine-tuned, and may also be linked to themes in existing research literature' (Duff, 2008, p. 160). The development of these codes is essential to make sense of the data and to identify themes as they emerge and to compare cases. Yin suggests starting by 'playing' with the data. 'You are searching for patterns, insights, or concepts that seem promising." (Yin, 2014, p. 135). Data need to be returned to time and again until sense is made of it. Both Duff and Yin note the need to see case study data analysis as an iterative process.

Figure 11-3 summarises the analytical steps taken in this research:

Course
Description
Documents

Triangulation

Stage One: → **Stage Two**: → **Stage Three**: ←→ **Stage Four**:

Understand · Analyse · Identify Aspects · Triangulate

Contextual · Learning · of Acculturation · Findings

Information · Journal Data · Process · with Student

· & Interview · · Essay Data

· Data

Assignment · **Stage Five**:

Description · Develop a

Documents · Description of

· Academic

· Acculturation

Figure 11-3: Process of Analysis of Case Study Data

In Stage 1, contextual information (the course description and assignment description documents) was read to understand the academic expectations placed on the students and the tasks which the students were completing. This informed the understanding of the learning journal data and interview data. In Stage 2 the interview and learning journal data were coded and then a list of aspects of the academic acculturation processes the students were struggling with were identified in Stage 3. In Stage 4, triangulation took place by looking for evidence of these in the student essay data (when appropriate). All of this led to the development of a description of the academic acculturation struggles the students were experiencing while completing one gate-keeping assessment. This was the final stage. Throughout every stage of the process, rival explanations were also considered.

11.9 Reporting Results

Finally, the research needs to be written up and published in order for the findings to be reviewed by the research community and to lead to the possibility of research findings being investigated further - the process of academic knowledge building. Because the

purpose of the case study research is to explore something in depth, the report needs to be able to describe that depth in all of its complexity. This descriptive / explanatory picture needs to be built up carefully with evidence from the data interspersed throughout the text. Overall, the report needs to be both coherent and compelling. The report will be structured in a way which builds up an explanatory picture of the challenges the students face. Each students' experiences will be presented in turn, structured around the themes which emerged from the analysis of the data.

11.10 Procedures for Upholding Ethical Principles

A number of steps were taken to ensure that ethical principles of research were upheld. Firstly, ethics approval was gained from both Macquarie University (reference no HE27JUN2008-D05961) and the university which is the focus of this study (reference no. EA1501001) to collect data from human subjects. Secondly, invitation emails sent to academic staff and students clearly outlined the requirements for being involved in the research. Students were informed that their real names would not be used in any write up of the research and pseudonyms were given which retained the gender identity of the participants (Winnie and Louisa in this research).

Students were also informed what they could gain from the research in terms of help with their English. They were informed that they could ask questions about how to improve their English but no help would be given proofreading or editing the essay they were completing during the course. Winnie and Louisa did ask specific questions which helped them to complete their essays, such as how to search for information or how to take notes during the reading process. While this blurred the lines, a few times, between my role as a researcher and my role as a professional English consultant, an account of when this happened is clearly stated in Chapters 12 and 13.

A consent form was signed by all participants, which made clear that they were able to withdraw from the research at any time. When participants did not respond to email requests to come to an interview, they were not pressured to remain in the study.

11.11 Conclusion

This chapter has outlined the method used for the analysis of the two cases as well as review relevant literature which has used this method. It has discussed how the theoretical construct of academic acculturation is operationalised and explored through the collection and analysis of data. A rationale has been given for the selection of two cases of students completing language-rich gate-keeping essay assessments. Justification has been given for

the collection of data which enquires (student interviews and student learning journals) and examines (course outlines, assignment descriptions and student essays). Methods for ensuring ethical principles are followed have been outlined.

The following two chapters analyse and discuss the findings from each of the two case studies. Chapter 12 describes Winnie's experience (a first-year student from Mainland China) and Chapter 13 describes Louisa's experience (a first-year student from Hong Kong).

Chapter Twelve – The Analysis of Winnie's Experience

12.1 Introduction

Chapters 12 and 13 discuss the findings from the two case studies and aim to answer the following question:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

Chapter 12 recounts Winnie's struggles with early-stage academic acculturation and Chapter 13 recounts Louisa's. Each chapter beings with contextual information related to the students' educational history as well as a description of the course and the assessment task they completed. After this, themes describing the academic acculturation challenges the students experienced are discussed. These themes outline the difficulties the students faced and the strategies they employed to deal with these difficulties. Interestingly, the themes which emerged from the data are very similar for both students.

Throughout the two chapters, quotes from the interviews and the learning journals are integrated extensively into the discussion so that the readers can get a rich descriptive picture of the experience of the students. The following key outlines how this data is presented throughout the chapters:

> **Quote from interview** - *Indented and Italics*
>
> **Quote from learning journal** - <u>*Indented, Italics and Underlined*</u>
>
> **Quote from other documents such as course description, assignment guidelines, student essay or essay outline** – Indented with no Italics or Underlining
>
> **My additions to quotes** - [words in square bracket without italics]
>
> **Text between two sections of data which has been cut** - [Cut]
>
> **The researcher** - M
>
> **Winnie** - W
>
> **Louisa** - L

When student language is included, 'errors' have not been corrected nor marked with [sic]. Student language has been reproduced in this thesis faithfully, as it was collected.

12.2   Contextual Information

Section 12.2 provides contextual information about Winnie's educational history and the course and assessment task Winnie completed.

12.2.1 Personal Details

Name: Winnie (a pseudonym)

Sex: Female

Age: 20

Country of Origin: Mainland China (Fujian Province)

Year of study: First Year (Second Semester)

Degree: Bachelor of Economics and Finance

12.2.2 Educational History

Winnie completed her primary and secondary school education in Mainland China. Children in Mainland China are required by law to complete nine years of compulsory education - normally six years of primary education and three years of junior secondary education. Students can then go on to complete a further three years of senior secondary education in order to gain entrance to university. Winnie completed all six years of secondary education.

Most children attend state schools which are free of charge in Mainland China. However, there are a number of fee-paying private schools as well, usually in larger and wealthier cities, which children can attend. Winnie attended one of these:

> *W: Fortunately I went to secondary school which is a foreign language school. It's not like an international school in Hong Kong but it focus more on English studies.*

This school was a Chinese medium of instruction school, as almost all schools are in China, but it provided slightly more English instruction than the average state-run secondary school:

> *W: ...in my school we have like ten hours of English classes a week. Compared to other Mainland secondary schools...like seven or eight hours... so it would quite...a little more... Not that much.'*

The medium of instruction in these English classes was Putonghua (Mandarin). This school did, however, offer a range of extra-curricular activities in English:

> *W: But we have English activities, like English plays and English festivals.*

Overall, this meant that Winnie had been given more exposure to English than the average Mainland secondary school student, but that that exposure was still limited, especially in terms of her speaking and writing.

> *W: Before going to* [name of university being researched in this study]*, I think the most thing I wrote in English is like about 200 words.*

After secondary school, Winnie attended a foundation year at a university in Mainland China before being accepted to her current university in Hong Kong. This is quite a common route into a Hong Kong university for students from the Mainland. During that foundation year, she took the TOEFL test at a private school in order to gain entry into the university in Hong Kong.

> *W: ... in order to attend the TOEFL I attend one course in some private school but I don't think it's quite useful.*

Once Winnie entered the university, she completed a compulsory English for Academic Purposes course through the university's English language support centre. This course was taken during her first semester (one semester before this research took place). This course aimed to improve Winnie's academic writing skills and required her to write an academic essay as a final assessment. This course seems to have had a significant influence on Winnie. Throughout the interviews, she mentioned beliefs about academic writing which she gained during that course, as well as from her studies before she came to the university in Hong Kong.

12.2.3 Course Description

The Core Curriculum course, which Winnie was taking during this research, was called *People, Propaganda and Profit: Understanding Media in China*. It was one of the 32 courses on offer in the *China: Culture, State and Society* Area of Inquiry (one of the four Areas of Inquiry in the Core Curriculum). The course examines Chinese citizens'

increasing access to more diverse forms of media and whether this is a positive or negative social and cultural force. The course description can be seen in Appendix 12.1.

The learning outcomes show a mixture of **multi-structural** (e.g. identify and describe) and **relational** (e.g. discuss, analyse and assess) learning outcome activities which are typical of Core Curriculum courses (see Chapter 3, Section 3.2.1 for discussion of the most frequent learning outcome activities across the Core curriculum). There is also reference to **criticality***,* as in many Core Curriculum courses (e.g. critically discuss):

On completion of the course, students will be able to:

- **Identify** and **describe** major factors that transformed China's media from a vehicle of mass propaganda to mass communication.
- **Investigate** the emerging diverse media and popular culture forms and **analyse** its impact on media, state and social relations.
- **Describe** the emerging of the people's voice via the rise of new media, other diverse media and popular culture forms and **analyse** its contribution to the development of China's nascent civil society.
- **Critically discuss** the on-going debate concerning media autonomy and Party control by applying various media studies and sociology theories covered.
- **Assess** the limitations of unfettered media commercialization and profit making within continued Party ideological domination.

This course was offered through the Department of Sociology and the description and learning outcomes above are heavily focused on how new media influence society and culture in Mainland China. As shown in Chapter 3, social and cultural contexts are common contexts in which students are required to explore knowledge in the Core Curriculum. This focus on the social and cultural impacts poses a challenge for students who are taking this course with no prior academic experience of sociology or cultural theory. Even the assignment guidelines were a struggle to understand for Winnie. For example, Winnie said:

> *W: ...because I major in Economics and Finance so…maybe I have too little knowledge about sociology and I don't even quite understand the guidelines…*

and:

> *W: I mean the guidelines are not so clear. They don't help me to understand for someone not majoring in sociology.*

Nevertheless, Winnie chose this course because it interested her:

> *M: So why did you choose the Core Curriculum course you are doing?*

> *W: You know Hong Kong is different from Mainland because it's free atmosphere and without the censorship I can know more about Chinese media.*

12.2.4 Assessment Description

There were three forms of assessment in the course Winnie was taking - a mid-term essay (worth 30% of final grade), a final essay (40%) and a group presentation (30%). The assessment which is the focus of this research was the final essay. In the final essay, students were required to choose one Chinese dissident or controversial artist and analyse how that person had been portrayed in different forms of media, in order to evaluate the following statement from the assessment guidelines:

> The media and cultural landscape in China is more open than before. Do you agree or disagree?

Students were recommended to include (but not be limited to) three key aspects in their essay:

> **Background**: What makes this person/work controversial in the area of contemporary Chinese media and culture? How does censorship operate in the individual case that you have selected to analyse? How has it been contested? What outcomes have ensued? Use specific examples and quotes from at least three different media sources (e.g., TV news, Internet blogs and forums, documentary films) to provide a detailed portrait of this individual/creative work.
> **Analysis:** Based on your understanding of media developments in recent years, what aspects of the relationship between the public, the state, and market forces best explain why we see the outcomes we do in the case you selected? How would these differ from the pre-reform period?
> **Assessment:** What does this examination tell you about censorship and how strongly it is enforced in today's media and cultural landscape? What are some limits to the practice of censorship?

The assessment guidelines also provided the students with a list of eleven possible Chinese dissidents they could focus their essay on.

A full description of the assessment guidelines can be found in Appendix 12.2.

12.3   Difficulties Faced by Winnie

Section 12.3 discusses the main challenges Winnie faced while completing the assessment. These were difficulties related to selecting a focus for the essay, finding and choosing reading texts, planning the structure of the essay, developing coherence throughout the text and understanding new disciplinary vocabulary.

12.3.1 Selecting a Focus for the Essay

The first aspect which Winne found difficult was selecting a dissident / controversial artist to focus on in her essay. Her choices at different stages of this decision-making process reveal certain beliefs or approaches to academic writing.

Winnie started off by attempting to choose someone who she thought was inherently interesting to her. She wrote in her learning journal:

> *Check the list of suggested dissidents, search each person's information*
>
> - *in Chinese, to facilitate matters*
> - *compare their experience and find those who interest me*
> - *Useful*

In order to choose someone who interested her, she searched for basic information about each person online, both in English and in Chinese:

> *M: So where did you search?*
>
> *W: Wikipedia.*
>
> *M: Ok*
>
> *W: And some other…because we have to list three references of China's media about this figure so I also searched some related reports about this figure.*
>
> *M: Yeah, and so when you are looking for the sources in Chinese are you using a Chinese search engine?*
>
> *W: I used Google and Baidu* [a Chinese search engine]*.*

Winnie's preliminary use of the Internet is a common strategy amongst students.

> …Generation Y students…will usually go to the Internet first, whether it be for personal, academic, or professional information (Weiler, 2005, p. 50).

This process helped Winnie to narrow down her focus to three dissidents which she found most interesting.

Winnie then went to the library online catalogue to do a more detailed search:

> *Bookmark all the related pages and write down the title of books and borrow them from library*
>
> *Cannot find enough information*

As she says, she struggled to find enough information. This problem of where and how to find good quality academic sources of information was one that consumed a lot of Winnie's time and focus. Winnie understandably felt that without enough information, she would not be able to write a successful essay. As a result, interest became less of a reason for choosing a focus and access to information became the primary focus.

When asked why she could not find enough information, she replied:

> *W: Because I think this figures are kind of censored in China* [Laugh*] so we can't find information.*

Winnie was required in the essay to find sources from the 'official media' (state controlled) the 'commercial media' as well as other 'new' forms of media such as blogs. She told me she was often able to find information from one of these types of media but not all three, for each individual.

Before the second interview, Winnie wrote in her journal that she decided to write about Hu Jia, an activist who focuses on democratic rights, environmental issues and the rights of HIV sufferers:

> *Decide the topic.*
>
> - *Not exactly, but I know it would be some about HU Jia and the activists in China*

However, by the third interview she had changed her focus again to a controversial artist rather than a dissident. Although she was less interested in this person, there was more information accessible on him because he was an artist, rather than a dissident and therefore not as censored by the media as dissidents tend to be.

One more aspect influenced Winnie's choice of focus for her essay throughout this process. This was whether this person was a 'unique' person to choose. She asked for advice from a friend from the course who received an A on her midterm essay:

> *W:…one of my friends got an A on the midterms so I learn from her.*
>
> *M: What did you learn?*
>
> *W: I ask her how to…actually I asked some general ideas about how to choose the idea, because I think my main points is always too stereotype, but her ideas …she write from a new angle, she choose the….ahh…let me see…a local government official, but most of us, for example, choose a journalist* [for their midterm essay] *or a Chinese people or…I think I should try to make my essay* [her final essay] *at least not so stereotyped, so I asked her this question.*
>
> [Cut]
>
> *M: … Do you think that is why she got an A, because she did something different to other people?*
>
> *W: Yeah, I think so. So what I learnt of her is that I should try to not to be so stereotyped, but I think it's difficult.*

Winnie believes that she has gained some insight into an unstated expectation of the task and it would be interesting in future research to investigate whether there are indeed such unstated expectations in these types of assessments.

In the end, her choice of a controversial artist (Han Han) seems to have been successful. The reference list from her essay shows that there were enough media sources to fulfil the essay requirements (see Appendix 12.5 for a copy of her essay). In fact, Winnie used far more than three media sources. Han Han was also not on the list of suggested dissidents or artists given to students which meant that it was a 'unique' choice.

Even though the process of selecting a focus was a time-consuming one for Winnie, the nature of the assignment seemed to require this effort. Winnie felt that this length of time was problematic, when in reality, it is likely that this is just a normal narrowing-down process which is common in assessment tasks which require students to come up with their own focus. Had Winnie known that this was a normal process, she might have felt less frustration and the preliminary stages might have been a more positive experience for her.

These findings have implications for teacher education. Teachers need to be aware of students' personal journeys when setting assignment tasks which require students to choose a focus or topic. It would likely be very helpful to students to be given opportunities to discuss their possible focus both with their peers and also with the teacher during class time so that reasons for selection can be discussed, possible misconceptions can be eliminated and 'hidden' expectations (if any) can become known to the students. This would, in turn, help students to become acculturated to academic expectations.

12.3.2 Finding and Choosing Reading Texts

Winnie not only looked for media sources related to Hu Jia and Han Han. She also looked for academic texts related to these people, as well as academic texts about pluralism and censorship of the media in China – two key concepts taught on the course.

To do this, Winnie tried to use the online databases:

> *W: Actually I just search in the library. And search online database. It is very difficult to use this. And I try to find more academic texts about this figure.*

Winnie knew that she should be using the library to find good academic sources of information, but she did not have the skills to do this effectively. At the end of the second interview, Winnie asked me to show her how to use the online databases. I showed her how to use these as well as Google Scholar. I then encouraged her to try to use those information searching skills over the following weeks and to write about the experience in her journal.

During the third interview, Winnie mentioned that she had had a lot more success using the searching techniques that I had shown her after the second interview:

> *W: And then I realised I should searching something related to ….media reform because I think it is related to pluralism so I find more information.*
>
> *M: So where did you search.*
>
> *W: First on GoogleScholar and the library as you taught me and I think this time I find too many* [Laugh].

Winnie was happy to have learnt these skills because she believed that if she read more, she would get a better grade:

> <u>*Read all the related reports*</u>

> *Want to get a better grade*
>
> *Moreover, the number of sources I have found is small :(*

I asked her about this belief about the link between extensive reading and grades given:

> *W: I think that the more I read the more I learn about so I ought to read more.*
>
> *M: You think there is a relationship between reading more and getting a better grade?*
>
> *W: Yeah I think so* [Laughs]
>
> *M: Why do you think that might be?*
>
> *W: Because we read more and we can know more scholars ideas about this figure and we can….so we may think more…comprehensive.*

This belief that the more you read, the better the grade you are likely to receive has some basis in truth although it is clearly not a one-to-one cause / effect relationship. While it is true that a deeper knowledge of the topic through extensive reading provides the information to express a more detailed and critically reflective stance on a topic than one without that information, merely reading more will not mean that Winnie is able to express that range of information effectively in her writing. She also will not necessarily have the critical reading skills to select appropriate evidence from her reading. Nevertheless, it is clear that Winnie believes that extensive reading is important to successful academic writing and this is something that she put time and effort into achieving. In fact, Winnie reported that information searching and reading was the most time-consuming part of completing the assignment.

Winnie's experience seems to be a common one for undergraduate students. One review of literature on information searching behaviour amongst undergraduates suggests that issues of time and difficulty of finding information are what tend to concern students (rightly or wrongly) rather than whether a source is reliable:

> From the research it is apparent that, aside from personal preconceptions, issues of time and levels of difficulty in obtaining information are usually of more concern to students than issues of accuracy. (Weiler, 2005, p. 51)

Although it might be assumed that this would not be the case for students these days who tend to be extremely technologically literate, in fact the skills they know do not often transfer into the academic environment:

It was very interesting to note immense emotional challenges that students had - the Millennials or Generation Y who are considered to be very competent and comfortable about their online-networked environment using Blogs, MySpace, and every other information technology every day. They became so uncomfortable, confused, and intimidated in an unfamiliar, huge academic library. (Kwon, 2008, p. 129)

This suggests that academic information literacy training for students is very important for early-stage academic acculturation. How this can be achieved is an area for future research and discussion, but research has suggested that library programs should:

...concentrate on critical thinking and high-level information competence skills, such as developing search strategies and choosing and evaluating resources appropriate to university-level research. (P. A. Jackson, 2005, p. 207)

The Association of College and Research Libraries in the United States argues that the following information literacy standards be set for all students:

Students should be able to:

- determine the nature and extent of information needed
- access needed information effectively and efficiently
- evaluate information and its sources critically and incorporate selection information into his / her knowledge base and value system
- use information effectively to accomplish a specific purpose
- understand many of the economic, legal and social issues surrounding the use of information and access and use information ethically and legally. (Baron & Strout-Dapaz, 2001, p. 319)

If these standards are to be met, students need explicit teaching of information literacy skills. Barron and Strout-Dapaz (2001) suggest the following pedagogical methods from a review of the professional literature:

- Distribute general library handouts when course-related library instructions are given
- Provide hands-on library workshops for a variety of skill levels
- Offer print and online resources which are 'clear, concise, appealing and user-friendly'

- Give training not only about library services and resources but also about 'library terminology, organisation of materials, source citation examples and plagiarism policy, layout of the library and most importantly where to get help'
- Offer online training modules which students can do when they need it (pp. 319-320)

In the end, Winnie's reference list for her essay was extensive. She was successful at finding a very broad range of sources. For example, there were four blog entries, four journal articles, one academic book and one academic book chapter and 11 different media sources. Although the process was time-consuming and she reported feeling stressed by the process, she was able to successfully fulfil the task requirements. This process would have been an easier one though had she had training in information literacy skills.

12.3.3 Planning the Structure of the Essay

Another aspect of the assignment which consumed a lot of Winnie's time was planning the structure of the essay. She struggled to make sense of how she could use the assignment guidelines document to create an essay structure. One problem was related to the three sections which students had been given to cover in the guidelines (outlined in Section 12.2.4). There were eight different questions in these three sections recommended, as well as an overarching statement. It is not surprising that Winnie struggled to translate all of this into a structure for her essay:

W: [Laugh] *But I find it difficult to include all of these points.*

M: Why?

W: Maybe there are no so many points but they are a little bit unorganised.

M: In what way?

W: You can see that main point should be this. [Winnie is talking about the following overarching statement – 'You will evaluate the following statement: The media and cultural landscape in China is more open than before'] *But our topic is about pluralism and censorship. And then we have to… the background part we have to include both sides. And I think the second and third part covered pluralism and censorship separately so I kind of confused…*

Winnie was particularly sensitive to issues of organisation because of previous feedback she had been given on her midterm essay:

W: ...I have talked to my teacher after I got my midterm essay and she said that my midterm essay has a small problem. And she found that I always put the facts in the first part, for example I put the media coverage of the earthquake in the first part and analyse it in the second part. She think it's wrong because the reader will find it confused when they read my first part, so this time I will try to change.

When asked why she thought her assessor might have been confused, she said:

W: Because for example in my midterm essay she put many question mark in the first part but actually I have explained these questions in the second part.

M: In the second part....I see.

W: Yeah because I thought the guidelines of the midterm essay is just like this. The first part is about the facts and the second part is about the analysis.

[Cut]

M: Ok. So when she put the question mark on your midterm and you explained it later on [in the essay], what is she putting the question mark about? What was it that you were missing? Can you give me an example?

W: For example she will ask why the official media act like this.

M: Ok I see. So you were making a statement about how the media acts and yet she wanted some analysis of that, the reasons etc and you put that in the second part.

W: Right.

Winnie had interpreted the midterm essay guidelines to be recommending the separation of factual academic information and analysis of that information. Yet, the feedback she was given suggested that this separation hindered her ability to develop an academic argument and Winnie did not want to make the same mistake again. However, she also understood the need to make her argument clear and was reluctant not to use the guidelines for the final essay as she felt that sectioning her points according to the guidelines would make it clearer for her reader. This was a dilemma for her.

Winnie developed two plans during the writing process to try to deal with this issue:

W: So I think actually I have changed how I wrote my essay totally. So this is the two versions. [Winnie was pointing to two versions in the learning journal]...

In the first version, Winnie started with an introduction and then included three sections that corresponded closely to the three sections in the assessment guidelines. This outline, which Winnie put in her learning journal, is shown in Figure 12-1 exactly as it appeared in the learning journal:

Introduction

Han Han + Censorship
- What makes this person controversial ?
- How does censorship operate in the individual case?
- How has it been contested?
- What outcomes have ensued?

Bright side
- at least three different media sources: provide a detailed portrait of this individual/creative work. ->pluralism
- Analysis: reasons,differ from the pre-reform period?

Conclusion
- conclusion
- limitation of censorship

Figure 12-1: Winnie's First Essay Outline

The first section after the introduction was called 'Han Han and Censorship' and the questions she wrote on this point were questions taken directly from the first section of the guidelines, although they had been shortened slightly. The next section she called 'Bright Side', referring to her stance that pluralism is a positive social force. Included in this section was to be a discussion of the portrayal of this person from three different media sources as well as a comparison with the 'pre-reform period', as suggested in the guidelines. What was listed as 'Assessment' in the last section in the guidelines she called 'Conclusion' in her outline. The guidelines had two questions related to how strongly censorship is enforced in China and what limits are put on it but Winnie only included the latter in her plan.

Her second outline, on the other hand, combined the last two sections together into one section, combining the 'analysis' and the 'assessment' sections of the guidelines into one

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section (the 'bright side' and the 'conclusion' in the first outline). This is the structure she used for her first draft of the essay:
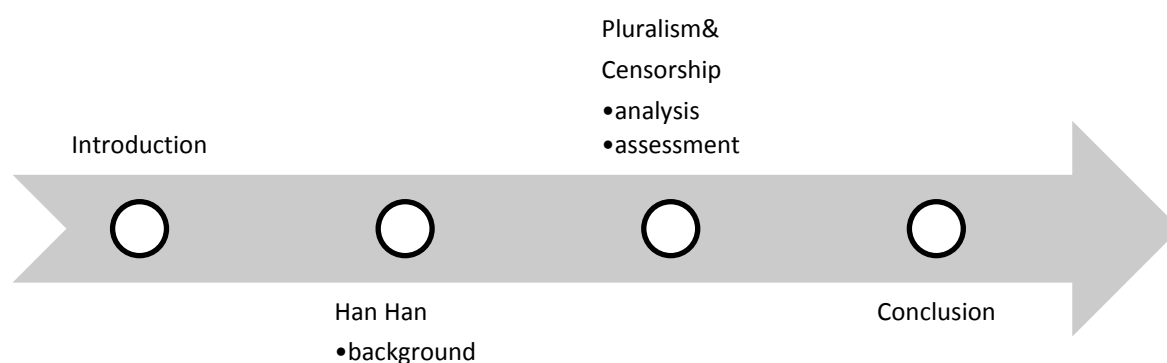
Figure 12-2: Winnie's Second Essay Outline

Unfortunately, this attempt was a failure in Winnie's eyes. When she wrote that third section which attempted to combine the analysis and the assessment from the guidelines together, she believed that her argument became unclear. This was based on feedback from a friend:

> *W: …. And actually when I finish my third part I emailed it to my friend to let her have a glance for me and she find it a little bit confused too.*
>
> *M: Ok, right.*
>
> *W: I don't send her my guidelines for the essay and when she read it she get the wrong point. She think I was trying to analyse the individual case, it's my main point, but actually that's not my main point. So I modified the essay back to the structure of my midterm essay. [Laughs]*

The process of planning, replanning to the modified version, writing, getting feedback, and replanning and rewriting based on that feedback was a very time-consuming process for Winnie.

Winnie's thought processes during this procedure show that she is struggling with important aspects of academic writing, aspects related to organisation and coherence. The findings in Chapter 6 on Periodicity provide insight into how this can be achieved. Winnie could have benefited from some practice of how to intertwine factual information and analysis of that information within sections. Some discussion from her teacher about

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possible ways to structure the essay would also have helped. Students like Winnie could clearly benefit from being given tasks to do to interpret a range of assignment guidelines and translate those guidelines into essay plans which structure information logically into sections and paragraphs through an exploration of Periodicity.

12.3.4 Developing Coherence throughout the Text

As mentioned above, Winnie was concerned about the coherence of her argument throughout the essay. She wrote in her learning journal:

> *Maybe my logic/structure is difficult for others to understand.*

When asked for more information, she mentioned again the negative feedback related to argumentation on her midterm essay.

I then asked her:

> *M: …In terms of language, how can you make the logic or the structure clear?*

She suggested:

> *W: Maybe transitions and mini-conclusions. I just use what we learnt from CAES class.*
>
> *M: Yeah, all of those things are important.*
>
> *W: But I find that I don't do well this time in topic sentences. I think I find...*[Laughs]*...I miss this point. I just do the mini-conclusions but some of the paragraphs I don't give the topic sentences.*

She also wrote in her learning journal that when she is editing her essay she looks at the:

> *Transitions and mini-conclusions*

Here, Winnie is talking about the use of Hyperthemes and Hypernews (see Chapter 6 for detailed explication of their role in the periodic structure in 13 A-grade essays), although she has not been taught this metalanguage.

Although Winnie says that she is struggling with this aspect of her writing, there is frequent evidence in her essay that Winnie has a good developing ability to use many features of coherence in her writing. In particular, Winnie's use of Hyperthemes and Hypernews in the periodic structure of the essay successfully signals to the reader what information is coming and what information has gone, thereby creating waves of information throughout the text. There is also a frequent use of Attitude in the

Hyperthemes which enables Winnie to indicate the development of the argument she is trying to make across the text. As well as this, certain Engagement formulations are used to show the development of the argument across paragraphs. The following Hyperthemes (see Appendix 12.5 for the full essay where the paragraphs have been numbered for ease of reference) are examples of this ability to construct a coherent argument. Examples of Attitude have been indicated in boxes and two countering Engagement formulations, which are used to show the development of the argument across paragraphs, are shown in bold:

Censorship is not limited to his blog posts. [Hypertheme for Paragraph 4]

Nevertheless, while censorship does exist on these aspects mentioned, Han Han, this controversial and, to some extent, politically sensitive figure [Judgement] has not been banned in China. (Hypertheme for Paragraph 6)

On the contrary, the official media tends to play a more critical role [Judgement]. [Hypertheme for Paragraph 8]

There are also other voices which are more neutral [Judgement]. [Hypertheme for Paragraph 9]

Such pluralism can be reflected in the comprehensive media coverage [Appreciation] of the controversial [Judgement] figure Han Han and the differences of standpoints between official and commercial media in this case [Valuation]. [Hypertheme for Paragraph 13]

There are also two Hypernews in the text which give the 'take-away message' at the end of a section. Attitude also features prominently in these (highlighted in boxes):

In brief, as a typical controversial and politically sensitive figure [Judgement], Han Han has to compromise with the strict censorship in China [Judgement]. However, the media coverage of Han Han in China is comprehensive [Appreciation], which is presented as a mixture of praise and criticism. [Hypernew for Paragraph 10]

From this point of view, the fact that controversial and slightly sensitive figures [Judgement] such as Han Han have not been totally censored in China [Judgement] is a product of the change of propaganda methodologies. Compared with pre-reform period, China's propaganda becomes "more market-friendly, scientific, high tech and politics-lite" [Appreciation] (Brady, 2009, p.434). [Hypernew for Paragraph 16]

Winnie's essay also has a Macrotheme (in the form of an introduction) and Macronew (in the form of a conclusion), both of which are effective. The introduction includes all of the features a typical academic essay introduction has – an introduction to the focus of the essay, a summary of the stance to come and an outline of the main points which will be covered in the essay. Her conclusion also is effective in summarising the stance in its complexity through the use of Engagement, for example countering formulations (i.e. *although*) and expanding entertaining formulations (i.e. *to some extent*). There is again extensive use of Attitude as well (shown in boxes):

> **Although** limitations do exist as Chinese Communist Party still remains the editorial control [Judgement], the diversification [Appreciation] of media forms and the sophisticated [Judgement] audience in China nowadays have **to some extent** obstruct the practice of China's censorship [Judgement]. [Conclusion]

Winnie also successfully utilises many other features of coherence throughout her text, such as:

- section headings e.g. *Openness and Media Pluralism, Censorship and its Limits*
- coherence markers e.g. *on the one hand, on the other hand, moreover, also, but, consequently, first and foremost*
- anaphoric reference through the use of demonstratives e.g. *this, these*

Winnie is in the process of developing the ability to construct a coherent argument within the academy. As shown above, her feedback from her midterm essay and her experience in the EAP course has raised her awareness of the importance of such coherence in academic writing and at the time of the research, she was in the process of trying to modify her writing in response to this feedback. This cycle of practice / feedback / practice is how students are helped to move through the academic acculturation process. Without useful feedback and opportunities to put into practice that feedback, students run the risk of stagnating, especially without adequate institutional support, for example from English courses or one-to-one writing support services. Winnie's experience also shows how important it can be for students to make contact with each other and draw on each other's experience as a resource in the absence of adequate institutional support.

12.3.5 Developing a Critical Argument throughout the Text

As mentioned above, Winnie's feedback from the midterm essay was at the forefront of her mind while she was completing her final essay. One aspect, already mentioned in

Section 12.3.3 above, was how to create an essay structure which could interweave factual information and critical analysis of that information. She felt that this was the reason for the question marks her assessor put on the first part of her midterm essay and this was backed up by verbal feedback from her teacher (quote repeated from Section 12.3.3 above):

> *W: ...I have talked to my teacher after I got my midterm essay and she said that my midterm essay has a small problem. And she found that I always put the facts in the first part, for example I put the media coverage of the earthquake in the first part and analyse it in the second part. She think it's wrong because the reader will find it confused when they read my first part, so this time I will try to change.*

We discussed this together and she asked me whether the background information she usually gives at the beginning of an essay can include some critical arguments:

> *W: Yeah, you mean I can put some main points of my argument in my background?*

I responded to her by saying:

> *M: Well, you've only given me one example, so it's difficult for me to know exactly why she's putting these question marks but it might be just that as you are talking about the background and what's happened, that you don't just list or state the facts, but as you are talking about the facts you are maybe also putting in a couple of sentences here and there where you are also talking about it critically as well.*
>
> *W: Yeah I think this is right.*
>
> *M: So you are not mixing everything together, but that when you are doing this background section it is not just factual, it is a bit critical as well and I think at university level that is what tutors want to see.*
>
> *W: Yeah, this time I want to try this but I don't know if it will work or not.*

This idea of weaving factual information and analysis of that information together throughout her text resonated with Winnie.

Winnie showed other evidence of being aware of the need to express a critical argument in her writing. For example, she said that one of the reasons why she chose Han Han as her focus was that there were both positive and critical media reports on this person:

> *W: ...as I said last time I found it difficult to find the information about the figure, so this time I changed my case to a more popular and he is a controversial figure*

but there are critical reports and praise for him as well so I think I can have a detailed project of him in this essay so I changed to him.

Winnie felt that the use of both critical and positive media reports would enable her, in her words, to construct a *'detailed project'*. The word *'detailed'* here can be understood as meaning a project which discusses a nuanced view of Han Han's portrayal in the media, which in turn can be seen to be one aspect of the development of a critical argument which expresses the full complexity of the area of knowledge Winnie was being asked to explore. It seemed that Winnie understood that she had to orient towards knowledge in a certain way. But rather than taking any topic and examining it in that way, she was attempting to find a subject that she could 'package' in the right way in terms of critical argumentation.

At the time of the research, Winnie was not able to verbalize what a critical academic argument was, but it was clear that she was beginning to develop an understanding of its importance within the academy and was wrestling with understanding how to encode it into the text. Winnie would have benefited from explicit teaching of patterns of Periodicity, Engagement and Attitude which encode critical argumentation in the 13 successful Core Curriculum academic essays, outlined in Chapters 6, 8 and 10.

12.3.6 Understanding New Disciplinary Vocabulary

Understanding new disciplinary vocabulary was another aspect of academic acculturation which Winnie was struggling with. Winnie expressed difficulty, for example, understanding the key disciplinary term *pluralism*. This term was used frequently in the course notes and lectures and was also the theoretical construct she needed to understand and discuss in the final essay. Winnie tried to search for a definition for this term:

> *M: So when you searched for the definition of pluralism to understand it, where did you look?*
>
> *W: First, I of course look it up in the dictionary and then I try to research it in the Google and find some websites which is about…actually I find there are…a few websites mentioning this phrase but I find they don't quite…give me a satisfying understanding.*

In the last interview I asked her to define the term for me to see whether she was able to express an understanding of it after having written the essay, but her definition was fairly simplistic and she did not seem very confident in her understanding of the term, saying:

W: It is just…it means the forms of the media have begun more and more than before. [Laughs] *I'm not sure how to say but I think I just get an impression of it.*

In her actual essay, she did not specifically define the term, instead using it as though its meaning was going to be understood by the reader through a quote:

> …Consequently, media and cultural landscape in China 'has been transformed away from the monopolistic type and will be continually transformed in a more pluralistic direction' (Liu & McCormick, 2011, pp.126-128). [Paragraphs 12]

New disciplinary terms such as these are often difficult for students to understand because they are highly abstracted, or can also be said to have a low level of what Maton (2014) calls **semantic gravity**. Semantic gravity can be defined as '...the degree to which meaning relates to its context' (Karl Maton, 2014, p. 2). The less the meaning is dependent on its context, the lower the semantic gravity. Theoretical constructs such as *pluralism* are, by nature, content **in**dependent, as their power is in their ability to condense complex phenomena into one abstracted entity. *Pluralism* is not related to any one context. It is not describing a process which happens specifically in X or Y country for example, it is an abstracted construct which can be applied to any context to make sense of phenomena which are being observed (for example the Chinese media landscape).

A word such as *pluralism* can also be said to have high **semantic density**. Semantic density can be defined as '…the degree of condensation of meaning' (Karl Maton, 2014, p. 2). To fully understand a term such as *pluralism*, one needs to understand that it can be applied to different areas of knowledge (e.g. cultural pluralism, legal pluralism and scientific pluralism to name a few). One also needs to understand that such a term comes from a certain philosophical tradition. For example, pluralism is also related to certain political theories. Terms such as these are '…relationally situated within a complex semantic structure that imbues the term with a greater range of meanings and thus relatively strong semantic density' (Karl Maton, 2014, p. 2). Therefore, to fully understand a term such as *pluralism* is to understand the complex semantic structure which surrounds it.

Terms such as these, with high semantic density have been termed **power words** (Martin, 2013) because of their privileged status in academic writing as the encoders of 'uncommonsense knowledge' (Martin, 2013). Martin argues that secondary school students need help unpacking the density of such words to understand their place in the complex disciplinary semantic structure and also need help repacking it back into its

abstracted form in their writing (Martin, 2013). Winnie's experience shows that this is just as crucial for university students meeting such power words for the first time. Winnie needs to understand such power words in order to be able to use them in her writing to express the uncommonsense knowledge of the discipline. This is likely to be best done through a combination of explicit teaching from disciplinary teachers as well as by using them in her own writing in order to understand the term. This dialectic process of development is one which takes place over time.

12.4   Summary of Winnie's Experience

This chapter has discussed Winnie's experience of completing one Core Curriculum assessment and has sought to answer the following question:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

The findings from this chapter give an insight into the difficulties Winnie was experiencing with academic acculturation at the time of the research.

The difficulties Winnie faced while completing one gate-keeping assessment can be summarised as:

1. choosing a focus for her essay
2. finding and choosing acceptable reading texts
3. structuring her essay
4. ensuring her writing was coherent
5. expressing a critical argument
6. understanding key disciplinary vocabulary

Throughout this process she also struggled to put into practice feedback she had gained from multiple sources such as her friends, her previous English teachers and the assessor of her mid-term essay. This feedback sometimes conflicted with instructions in assessment guidelines and Winnie needed to resolve these conflicts. Overall, this discussion has revealed one student's experience of being an 'outsider' who is in the process of working out what is required of her by the target community.

This research has revealed that there were gaps in the curriculum for Winnie and that because of those gaps, Winnie turned to an 'underground' network of support from her peers, who she thought had 'worked out' more successfully what the disciplinary

requirements were. The gaps which she was attempting to fill through this network need to be systemically and systematically dealt with.

Systemically, the institution needs to provide support to students and to teachers to fill these gaps. This involves undertaking research which identifies the gaps in the curriculum and funding services to fill those gaps. This can then be achieved through the systematic provision of support to students and teachers. This research suggests that different approaches need to be taken. The first is a linguistic approach through the provision of EAP courses. Such courses need to provide students with training on how to search for, choose, critically read and extract information from academic reading texts for their writing. These courses also need to scaffold an understanding of how key features of academic writing, such as coherence and criticality, are encoded successfully into texts. The analysis in Chapters 6, 8 and 10 outline patterns of Periodicity, Engagement and Attitude which also need to be explicitly taught. Without explicit teaching, the patterns of language identified in Chapter 6, 8 and 10 and the aspects of academic writing identified in this case study will remain an Invisible Core Curriculum.

A second approach also needs to be taken, and that is through the training of Core Curriculum teachers. Core Curriculum teachers need help to develop techniques to support students through the academic acculturation process. For example, they need to be aware that a lack of understanding of key disciplinary terminology (the power words of the discipline) limits students' ability to express a full understanding of the knowledge of the discipline. Such terminology needs to be unpacked and repacked with the students and teachers need to be given training on how to do this in the classroom. Teachers can also be helped to understand that students need help expressing uncommonsense knowledge in their writing and teachers can be trained how to use examples of this being successfully done by students, in the classroom. The findings from this research also suggest that teachers need training on how to be clear when giving written feedback on assessments. Winnie understood that her teacher had identified an important problem in her writing, but all she had written on the midterm essay was a series of question marks. It was only when Winnie asked for clarification of this face-to-face that she began to realise what these question marks stood for. Finally, maybe one of the most useful systemic changes the institution could make would be the provision of time within the curriculum for one-to-one or small group consultation sessions with Core Curriculum teachers, where students are encouraged to ask many of the questions which Winnie struggled with when she was selecting a topic, or structuring her essay according to the guidelines. This would allow for

focused help for students' individual needs, which is especially important in these Core Curriculum courses which are intended to help acculturate students into the academic community of the university. This kind of focused support could then reduce the need for the 'underground' network of support which is currently being used and could help to make the Invisible Core Curriculum visible and teachable to students.

This chapter has discussed the academic acculturation challenges faced by Winnie while completing one gate-keeping assessment. The following chapter will describe Louisa's experience.

Chapter Thirteen – The Analysis of Louisa's Experience

13.1 Introduction

Chapter 12 described Winnie's struggles with academic acculturation. Chapter 13 describes Louisa's experience. Like the previous chapter, this chapter begins with contextual information about the student's educational history as well as a description of the course and the assessment task. Following on from this, the academic acculturation challenges Louisa was experiencing as she completed one assessment are discussed.

13.2 Contextual Information

Section 13.2 provides contextual information about Louisa's educational history, the course and the assessment task she completed.

13.2.1 Personal Details

Sex: Female

Age: 20

Country of Origin: Hong Kong

Year of study: First Year (Second Semester)

Degree: Bachelor of Science in Information Management (Library Science)

Employment: Works part time at the library shelving books

13.2.2 Educational History

Louisa went to a local catholic, English as a medium of instruction school in Hong Kong for her secondary education. She studied in the humanities stream. During her secondary studies, she reported that she developed her writing skills:

> *L: I went to* [name of school] *school in* [place] *and then I actually have much experience of writing essays because I studied literature in English, Liberal Studies and History.*

Louisa went through the local Hong Kong system before the 3+3+4 education reform. She completed the Hong Kong Certificate of Education Examination at the end of Form Five and the Hong Kong Advanced Level Examination at the end of Form Seven, both of which

ended with high-stakes public examinations. As outlined in Chapter 1, those two examinations have now been replaced by the Hong Kong Diploma of Secondary Education which students take at the end of Form Six.

Louisa told me that although she had to write many essays during her secondary education, she felt she was not given a lot of support to develop her writing skills:

> M: And in that you had to write essays, is that right?
>
> L: Yes, but then they don't really have a separate class for us learn how to write good essays. Most the teaching is content in books and then for the writing skills they don't really teach much about that.

I asked her how she felt she learned to write academic texts and she said:

> L: I think it is from practice. When the teachers mark our works, she may point out some of the points for like, here you have to give a definition in the introduction and you have to give the topic sentence for each paragraph and each paragraph you can only write one points…like this, some very general skills for that.

Louisa did not get the grades necessary to enter straight into an undergraduate programme so she look a common route at that time which was to complete a Higher Diploma and then use that qualification to gain entry. Her Higher Diploma was in Library and Information Management and after completing that she gained entry to a Bachelor of Science in Information Management, which also focuses on information management in libraries.

Louisa had to take a compulsory EAP course during her Higher Diploma. Of this course she said:

> L: [Cut] it teach us pretty much about report writing but this only some kind of theories. But when it come to practice it might not be so useful.
>
> M: Why not?
>
> L: Why not…umm…because they are always telling us introduction, conclusion, one paragraph one idea, topic sentence but sometimes I was frustrated for having a catchy introduction when they suggest us when we are writing something. How can we catch the eyes of the audience when we are writing our first sentence? I think it is quite difficult for the construction of that sentence and sometimes I will feel very frustrated for that and then I would have to spend a lot of time on that particular sentence…and then mmmm…

During her Higher Diploma course she learned skills which she was utilising at university, such as citation and referencing skills:

> *M: So you learnt how to do that* [cite and reference] *in your Higher Diploma?*
>
> *L: Yes.*
>
> *M: What subject did you learn that in?*
>
> *L: In all of the courses they taught us that. They required us to do citation in each of the assignments.*

She also learnt about what a suitable academic source of information was:

> *L: This is what I have learn from my Higher Diploma programme because they suggest that those published materials are more ...more...reliable sources.*
>
> *M: So if you were going to look on the internet for something that might be reliable, where would you look?*
>
> *L: Might be reliable? Maybe the online journals.*

She also felt that her chosen major (Library and Information Management) during her Higher Diploma was helping her to complete assessments:

> *M: Do you think you are at an advantage writing this essay because you have a background in information systems?*
>
> [cut]
>
> *L: Yes sure. Because when I...as I know, some students are not very familiar with the library search engine, and then I know how to search and retrieve information.*

13.2.3 Course Description

The course which Louisa was taking was about Hong Kong culture in the context of globalisation. It was one of the courses on offer in the Global Issues Area of Inquiry. According to the course outline, the course '…provides an interdisciplinary and critical analysis of the impact of globalisation on Hong Kong culture' and explores:

- What is culture?
- What are the important global cultural trends that Hong Kong also participates in and contributes to?
- What aspects of globalization are relevant to the study of Hong Kong culture?

- How can postcolonial Hong Kong culture offer new ways to understand the relation between the colonial past and the present global world order?
- How can we understand the global-local cultural dynamics that drive Hong Kong into the future?
- What will we learn about Hong Kong culture if we adopt new critical and self-reflective perspectives?

The course learning outcomes show a mixture of multi-structural (e.g. *demonstrate awareness* and *understanding*) and relational (e.g. *examine and critique* and *critically question and reflect*) learning outcome activities which are typical of Core Curriculum courses (see Chapter 4 for discussion of these activities throughout the Core Curriculum):

- **Demonstrate awareness** and **understanding** of the relation of Hong Kong culture to issues of globalization and culture.
- **Interpret** local and cross-cultural texts and case studies on globalization and culture.
- **Demonstrate awareness** and **understanding** of the interconnectedness of the cultural and economic aspects of globalization.
- **Examine** and **critique** issues of globalization from a range of different theoretical perspectives.
- **Critically question** and **reflect** on mainstream values and assumptions about globalization, particularly in the local context of Hong Kong.
- **Apply** critical theories to **respond creatively** to issues of globalization that are observable in local communities or comparable foreign cases.

There is a heavy emphasis on criticality throughout the learning outcomes, for example:

- **critique** issues
- **critically** question
- apply **critical** theories

as well as in the course description:

- This course provides an interdisciplinary and **critical** analysis of the impact of globalization on Hong Kong culture.
- What will we learn about Hong Kong culture if we adopt new **critical** and self-reflective perspectives?

- The course introduces key concepts and theories of globalization by focusing on cultural analyses and **critical** cultural responses to globalization.

The course was offered through the Department of Comparative Literature and a large part of the course focused on the impact of globalisation on Hong Kong cinema. However, there were also strands on the impact of globalisation on urban planning, politics and business. Appendix 13.1 shows the full course description.

13.2.4 Assessment Description

There were four assessments in the course, which are shown in Table 13-1:

Assessment Tasks	Weighting
1. Take Home Mid-term test based on the cultural tour and mental map workshop	35%
2. End of course analytic term essay (approximately 1200-1500 words)	40%
3. Facilitated and guided mental map workshop	10%
4. Tutorial participation, discussion, presentations. Besides actively participating in the tutorial discussions, students are also required to give presentations related to the readings	15%

Table 13-1: List of Assessments for Louisa's course

The assignment which was the focus of this case study was the end of course analytic term essay worth 40% of a student's final grade.

Students could choose between four topics for the analytic term essay. A full description of the topics is in Appendix 13.2 and the first and fourth topics are copied below in full as these were the two essay topics which Louisa considered writing her essay on:

> **Topic One:** Using examples from daily life, explain what neoliberalism means and how its effects are felt in our daily lives and our mainstream culture and mentality. For example, explain what neoliberalism believes in, how these beliefs are executed in policy terms and illustrate with examples how these neoliberal policies and government decisions impact our daily lives and our culture. Conclude by giving us your overall analysis and evaluation of neoliberalism as a dominant form of governance both locally and globally.

> **Topic Four:** Develop your own essay topic based on one of the key concepts introduced in this course. Be certain that your essay clearly addresses one or more of the learning outcomes for this class.

The course assessment guidelines specify that the students must write between 1,000 and 1,500 words for the essay, refer to at least three class readings, use 'proper' citation and

'support all your points with clear, concrete examples from class lectures, screenings and readings'.

13.3   Difficulties Faced by Louisa

Section 13.3 discusses the main challenges Louisa faced while completing the essay assessment. These were difficulties related to choosing a topic for the essay, finding and choosing reading texts, planning the structure of the essay, developing note-taking strategies, developing coherence throughout the text, and developing a stance.

13.3.1 Choosing a Topic for the Essay

At first, Louisa decided to choose her own topic but eventually switched to one of the provided topics:

> *L: ....the lecturer finally distributed the essay topic to us. There are four. There are provided topics and then the last one is a topic we can choose by ourselves. So I decided to choose among the provided topic.*
>
> *M: Why did you decide that?*
>
> *L: Because I try come up with a topic by myself before and it seems quite difficult with me and I discussed with my tutor and she seems not really interested in the topic I choose. And I have to refer from the readings and they are related to the* [provided] *topics.*

At first, Louisa was very interested to choose her own topic because she wanted to write about something that was personally interesting to her, but she was worried that her assessor would want her to choose a topic which was more 'academic':

> *L: I just want to…something interest me like playing, eating, that kind of culture things to me is interesting but I think they take it more academically.*
>
> *M: What does that mean?*
>
> *L: More academically? I think they like politics, they like economics, they like social issues. They are more concerned about that. Because some kinds of social issues such as the redevelopment of the old districts in Hong Kong, they spent much time to cover that kind of topics.*

I asked Louisa why she though that those topics were seen as more academic:

L: Yeah I think what I come up with toys is something…I think they are what I would touch when… in my leisure time so they are more relaxing. It's not very serious topics. For politics, economics I think they are more serious topics and it requires us to read a lot of news because it keep on happening. Unlike toys, names, everybody can talk about that.

M: So is it a difference between what's personal and what's not personal?

L: Yeah, yeah, yeah.

An interesting interaction happened between Louisa and her tutor when Louisa went to discuss her ideas for her own topic, as she was required to do in the assessment guidelines. When asked how she knew that her tutor was not interested in the topics she was suggesting, Louisa recounted:

L: Because when I told her about these topics she was all Umm…Errr… these kind of facial expressions [She mimics her tutor looking confused and sceptical]

M: [Laughs] *Ahhh Ok.*

L: [laughs] *It gives me the impression she is not going to like it and she didn't talk too much about that. Actually I suggest three topics and the last one is about how toys reflect our culture and shape our habit for playing kinds of toys and she would like to talk about that further. I think she prefer the topic toys but actually it's not my first priority so I didn't chose that and instead I just pick up the topics they suggest instead.*

The issue of what topic to choose came up frequently in the interviews and I asked Louisa what she thought a good topic was. In Interview Two, she said:

L: It must be related to our course and I think they might want us to write something related to something they have taught us. They spend a lot of time on West Kowloon issue [this issue is related to the development of a new cultural centre in Hong Kong] *and I think they might be very interested in that but I'm not interested in that* [Laugh] *so I try not to write that but…if I'm really going to write what they taught us maybe I'd write about McDonaldisation or Disneyland that kind of stuff is taught at the very beginning of the course. And I find if I really need to choose something we taught I would choose that kind of topic, something related to food or something related to entertainment. That draws my attention and interest. When I looking for something, I look for something that suit my taste.*

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In Interview Three, she said:

> *L: I think there should be something they have talk about in the lectures or during the study something they have covered, discussed with us not those that we just want to know ourselves. And I think for them they are more focused on the social issues so maybe something related to politics, something related to social culture that would be something that they like, instead of what I am interested in. I don't know politics.* [Laughs]

What Louisa appears to be struggling with here is understanding what kind of knowledge is privileged in the academic context. She has an understanding that it is not enough to write about something merely because it is personally interesting to her. However, she is also just beginning to understand that a topic which is personally interesting can be framed in a way that is valued at university. For example she seems to understand that she can frame the discussion away from food to the more abstracted phenomenon of MacDonaldization which she has been taught in the course.

In other words, Louisa is beginning to develop an understanding of the role **commonsense** and **uncommonsense** knowledge plays in the academy. Bernstein (2000) conceptualised these two constructs and the role they play in academic contexts has been explored in research recently. For example, a special edition of the *Journal of Linguistics and Education* focused specifically on this (see for example Macnaught, Maton, Martin, & Matruglio, 2013; Martin, 2013; Karl Maton, 2013; Matruglio, Maton, & Martin, 2013). The development of knowledge throughout the educational system from primary to secondary to university education can be seen as a move from a commonsense understanding of the world to an uncommonsense understanding. It is the expression of an uncommonsense understanding of the world which is privileged at the higher stages of the educational system (Martin, 2013). A student's success within that academic system is largely dependent on their ability to encode an uncommonsense understanding in written texts (Martin, 2013, p. 23), as written texts are the texts which tend to play a gate-keeping role in the academy (see Chapter 3, Section 3.4 for evidence of the emphasis placed on written assessment texts in the Core Curriculum).

Louisa seems to be developing an understanding of the importance of that uncommonsense knowledge. However, what she needs at this stage in her academic acculturation process is help to transform her understanding of the commonsense into the uncommonsense and help in learning how to express that understanding in her writing through the language

forms which encode such knowledge, for example the use of grammatical metaphor and abstracted (low semantic gravity) and technicalised (high semantic density) language as well as patterns of Periodicity, Engagement and Attitude (see Chapter 12, Section 12.3.6 for discussion of semantic gravity and density).

The assessment guidelines for the essay topic that she chose in fact required Louisa to move between such an expression of the commonsense and the uncommonsense:

> Using examples from daily life, explain what neoliberalism means and how its effects are felt in our daily lives and our mainstream culture and mentality.

It makes sense that topics such as these are a part of the first-year curriculum as it is just such tasks which help students to unpack abstracted concepts such as *neoliberalism* by relating them to their daily lives. The students are then required to repacking them in such essay topics through a discussion of how this commonsense world can be made sense of by discussion how this abstracted concept applies to, for example, culture. However, Louisa needs help to do this. Teachers also need to understand that this movement is difficult for students and that they need to provide students with help through discussion and through modelling.

This incident also shows how difficult it often is for novice university students to choose a topic of their own which fulfils expectations such as the need to focus on uncommonsense knowledge. One suggestion might be that specific topics be given to students at this stage of their development which scaffold this unpacking and repacking, such as the neoliberalism essay topic, and also that students be shown how to encode this into the texts through modelling. Or, if students are to choose their own topic, specific training should be given to tutors to help students to reframe topics which focus on commonsense knowledge into ones which involve the discussion of uncommonsense knowledge.

13.3.2 Finding and Choosing Reading Texts

Throughout the interviews, Louisa mentions certain frustrations with finding useful sources of information for her essay. For example:

> L: Yeah and I try to find neoliberalism and there are MANY results so I narrow it down to neoliberalism and Hong Kong and I got only a few results then and some of them are already lent out so I can just use those inside library. Most of them are in Chinese but it doesn't matter as I just want to get more ideas. But I think they are not very related to what I want to write. Then I find the books, a new book

called neoliberalism and culture but it was being processed by the library so I try to get it sent from another university library. But then I was disappointed because the title means a lot of my essay but then then the articles inside were not really that related. So I just use my required readings and the lecture notes to be my references. And also the topic guidelines for the essay it doesn't require us to find references ourselves but I want to read more resources to get more ideas.

Even though Louisa was not required to find references to cite outside of the course reading list, she spent quite a bit of time trying to find relevant readings not on her reading list. This was partly because she thought that the lecturer would give her extra credit for this. She also thought that if she found sources of information which were directly related to her topic, that that was going to provide her with better support than trying to make the readings in the course list 'fit' what she wanted to argue in her essay:

L: ...I think that if the sources that are found by myself I can really find what I want instead of trying to read all the readings and then try to relate the required the readings to MY own essay. It is kind of different. Do you know what I mean?

M: Yes, I understand.

L: So I think it would be easier if I got the target and I find the sources based on the target rather than read the sources and related it to my target.

However, Louisa said that she did not use any resources she found in the end because they were mostly academic books and she felt she did not have time to read them:

M: Yeah, why do you think you were not successful in finding your own references? Is there something you could have done differently that would have increased your chances of findings useful sources?

L: I think there are many results when I type in the search engine and they are all books this kind of thick and if I read them all it would be quite time-consuming and I don't have time.

This is consistent with Weiler's (2005, p. 51) finding that '…issues of time and levels of difficulty in obtaining information are usually of more concern to students than issues of accuracy'.

Louisa's comments seem to indicate that she lacked key academic reading skills such as skimming and scanning and / or sufficient knowledge of the language of that discourse and instead believed that she would need to read the whole book in order to use the ideas from

it in her essay. This is different from Winnie who seemed more comfortable utilising larger academic sources of information such as academic books.

Like Winnie, though, she also believed that internet resources should be used with caution. This belief came from her experience during the Higher Diploma:

> L: *This is what I have learn from my Higher Diploma programme because they suggest that those published materials are more …more…reliable sources.*

When I challenged the assumption that internet sources are all unreliable she demonstrated that she was aware that there were reliable sources of information on the internet but that she decided to merely use the sources given to her:

> M: *So if you were going to look on the internet for something that MIGHT BE reliable, where would you look?*
>
> L: *Might be reliable? Maybe the online journals.*
>
> M: *Mmmm… Did you look at those?*
>
> L: *No* [laughs]
>
> M: *Why not?*
>
> L: *I look at the internet to get general ideas about the topic but I don't use it for reference. I would refer to the required reading for my references.*
>
> M: *I see. Alright.*

In the end Louisa had five references in her essay and three of them were from the recommended reading list provided to students (see Appendix 13.5 for her full essay). She used two others, one journal article and one reference to the Basic Law which were not on the reading list. It might be the case, however, that she was given these sources in her lectures or tutorials.

Louisa shows that she is developing a set of beliefs about what sources of information are valuable and these beliefs sometimes come into conflict with practical issues such as time restraints. Louisa's experience is by no means unique. Chapter 3 has shown that required reading texts in the Core Curriculum are predominately academic texts (academic books, academic book chapters and journal articles) which are likely to include an expression of the uncommonsense knowledge discussed in the previous section. These texts are difficult for first-year university students who are unused to reading heavily abstracted and

technicalised language. These students are also doing this in a second language as well. These texts are also likely to be significantly longer than the texts which they are used to reading and also in genres which are unfamiliar to them. Space in the curriculum should be given to students to develop the skills to search for academically acceptable sources of information and to develop the skills to skim and scan and critically read such texts and extract useful ideas and data to support the arguments they want to make in their writing.

13.3.3 Planning the Structure of the Essay

Like Winnie, Louisa also considered carefully how to structure her essay to fulfil the task requirements, yet also create a coherent argument throughout the text. Louisa relied heavily on feedback from a friend to do this:

> *L:* [Laughs] *Actually most of the argument development rely on my friends because originally what my plan is …is not very precise enough I think. I'm just trying to explain the real examples and not try to apply it to neoliberalism concept. So actually when I gave them for like two times to edit, the first time I came up with my plan to my friend he gives me feedback and then I rewrite it again and give it to him to read it again and he can also make some edit to me. It is difficult for me to develop the argument. If it is just made by myself I would not have come up with the main argument I have now.*

Louisa provided a copy of her final essay plan which was indeed comprehensive. This is shown in Table 13-2:

Beliefs	Policies	Effects	
Part 1 Promote free trade, free market	Deregulation: free flow of capital	Hot money → rise of private house price + rent → ordinary ppl cannot afford / have to spend large amount of income for housing → reduce other expenditure → living standard decline	
Part 2 Government: limited or no intervention of market	Small government	Market-oriented / monopolize → price increase → inflation No protection law for labour, minimum wages →	→ Wider rich-poor gap
Part 3 The role of government: create and preserve an institutional framework appropriate to the practice	MTR, railways, urban renewal	Urban renewal → Gentrification → breaking original social network + rising house price / rent Such 'massive public expenditure' benefited mostly 'international tourists and the socioeconomically privileged communities'	
Part 4 The beliefs of neoliberalism is widely promoted in education, media, and daily life examples → affect the mainstream culture and mentality e.g. ppl against the law enforcement for minimum wages because they believes in free market e.g. ppl believes in the strong private property right (intellectual property rights) → not willing to share e.g. believes in free trade but not fair trade → global exploitation of the world's resources (cheap labour, raw materials, and natural resources)			

Table 13-2: Louisa's Essay Outline

Louisa's structure aligned well with the essay topic she had been given. The essay plan had four columns. The first column was labelled 'beliefs', the second 'policy' and the third 'effects'. These aligned closely to the essay topic (see Section 13.2.4 for full essay topic) which asked students to:

- explain what neoliberalism believes in (her first column labelled 'beliefs'),
- how these beliefs are executed in policy terms (her second column labelled 'policies')
- illustrate with examples how these neoliberal policies and government decisions impact our daily lives and our culture (her third column labelled 'effects')

The last column was unlabelled but related to the final sentence in the essay topic:

- Conclude by giving us your overall analysis and evaluation of neoliberalism as a dominant form of governance both locally and globally.

In the last column she wrote:

> → Wider rich-poor gap

which seemed to be the overriding stance she wished to argue throughout the essay.

In her plan she also included a section at the end (labelled Part 4) which related to different aspects of the neoliberal doctrine which she wanted to cover in the essay. She told me that these were taken from the definition of the term neoliberalism which she used.

I asked her whether she followed this outline closely when she wrote her essay and she said that she needed to modify it to some extent because she found better examples throughout her reading and that she also needed to make changes to achieve coherence in her essay:

> *L: I found that I have still got some revise.*
>
> *M: Why did you revise that initial plan?*
>
> *L: When I really come to the actual writing I will find maybe there is not that case because when I'm writing I have to consider the coherence and how to relate them in each paragraph and maybe there is some example that I have list in the essay plan about that argument but when I am really writing I will remember that there is a better example than the one I thought of so I will use the one that just come up in my mind.*

When asked to explain in more detail what she meant by her comment about coherence she stated:

> *L: Coherence to me is, is this paragraph related to the previous one? Or am I writing like ....and look at it is a whole. That should be coherence.*

In the end, an analysis of her final essay showed that Louisa followed her essay plan fairly closely. The following is a breakdown of the focus of each paragraph and how it related to her essay plan (see Appendix 13.5 for Louisa's essay):

Paragraph No.	Focus of Paragraph	Related Section in Essay Plan
1	Introduction	
2	Definition of Neoliberalism	
3	Statement of Focus of essay on Hong Kong and aspects of neoliberalism	
4	Facts about the relationship between neoliberalism and free trade / free markets	Part One
5	Problems related to the relationship between neoliberalism and free trade / free markets	Part One
6	Facts about the relationship between neoliberalism and small government and the problems related with this	Part Two
7	Facts about the relationship between neoliberalism and creation of an institutional framework	Part Three
8	Problems with the relationship between neoliberalism and creation of an institutional framework	Part Three
9	Argument that neoliberalism is accepted by the HK people through education and media which makes enacting labour law difficult.	Part Four
10	Argument that neoliberalism leads to increasing wealth gap between rich and poor in terms of how the poor get poorer	Part Four
11	Argument about how the rich get richer	Part Four
12	Argument that neoliberalism is also problematic globally (not just in Hong Kong).	Part Four
13	Argument that neoliberalism leads to exploitation of human and natural resources.	Part Four
14	Conclusion	

Table 13-3: Analysis of the Relationship between Louisa's Essay and Essay Plan

However, unlike Winnie's essay, Louisa's essay did not have a clear periodic structure running throughout the essay. Although the argument was mostly clear within each paragraph through the use of cohesive devices, across the text there was a lack of clarity and consistency between the introduction (the Macrotheme), the conclusion (the Macronew) and the arguments in each paragraph. For example, the Macrotheme seems to be spread over the first three paragraphs of Louisa's essay (see Appendix 13.5 for Louisa's essay) and the third paragraph (copied below) seems to set up a macrostructure for the text:

> Hong Kong shall be the best example for illustrating the neoliberal practice. The beliefs of neoliberalism, which include free trade, free market, and minimum intervention but maximum support from the government, have reflected in many policies and decision of the HKSAR. [Paragraph 3]

If this was indeed supposed to be the structure of the essay, this was not born out in the main body of the essay. If we look at Table 13-3, we can see that free trade and free markets are firstly discussed in Paragraphs 4 and 5, as predicted in the Macrotheme. However, the essay then moves to discussing neoliberalism and small government in Paragraph 6, then neoliberalism and creation of an institutional framework in Paragraphs 7 and 8, and finally it moves through a series of paragraphs about the problematic outcomes of neoliberalism, such as the widening wealth gap and the exploitation of human and natural resources in Paragraphs 9 to 13. None of these is signalled in the Macrotheme. The conclusion is also not a successful Macronew in that it does not summarise the main arguments which have been made from Paragraphs 4 to 13:

> Although neoliberalism shows it influential power towards the governance around the world, we must also take account for its side-effects and take actions to prevent and to solve them accordingly. Attention should pay for the social development rather than merely the economic development. [Conclusion]

Overall, it is difficult to understand the flow of Louisa's argument throughout the whole text because of the lack of a clear periodic structure. This essay contrasts with the 13 A-grade essays analysed in Section 2 of this thesis and shows that an 'average' student (not A-grade) is in need of EAP support (in this case in terms of Periodicity but likely in many other respects as well). Although Louisa knows that coherence is an important feature of academic writing, it is clear that she would benefit greatly from explicit teaching of Periodicity.

13.3.4 Developing Note-taking Strategies

Louisa also reported struggling with certain note-taking strategies during the completion of her essay. For example, she had not developed any habit of note-taking and instead was merely highlighting the texts she was reading:

> L: I read the lecture notes first and then also the readings. And the readings I am trying to get the definition for neoliberalism so that I can base on that definition and make my arguments. And then I would highlight the points that I think would be useful and then try to refer them back when I have my essay plan.

> M: Ok so you don't actually take notes, you just highlight. Is that what you do?

> L: Yes I just highlight.

> M: Do you make notes on the thing you are reading or just highlight?

L: Just highlight.

She reported that this led to problems because after a certain amount of time, she could not remember which text had which idea:

L: And it is actually quite difficult when I'm doing my essay plan I still have to refer back to my readings because there are many highlights there.

M: How do you find what you need to? [Laughs]

L: [Laughs] *Yeah so keep on flipping the papers so …I don't know...*

M: Can you think of a better way so that that link between reading and writing…how can you make that transition easier?

L: [Laughs] *I don't know. Because I think I have suffered in this problem quite a lot of times. I just don't know, because when I read it I find it is very useful. For books I borrow from the library I can't highlight them.*

She mentioned this problem again at another stage in the interviews:

L: [Laughs] *Yeah I just put a memo* [post-it-note marker] *and then just to mark it that this is important thing but when I finish there are many many memos and so every time I want to refer back I have to flip back one by one.*

M: Yeah, that's very time-consuming. You can't think of a better way of doing it?

L: I don't know, because the idea….I just when I writing an essay and come up to a sentence and then think Oh!, I remember something in a book about that and I have to go back and try to find it.

and again here:

L: When I read all the readings or all the sources and I just read it, there are many arguments from the others but how do I group them or how do I choose what I will write or put in my essay cause there are many and I don't have enough word limit and time to put in more to my own essay. So I don't know how to really summarise them or to get the ideas and develop my own argument.

It was interesting that, when prompted, Louisa did not think to mention note-taking as a possible solution for her problem. Note-taking under the headings of her essay plan would have allowed her to group ideas from multiple readings together and begin to form a stance

towards the topic. Note-taking in such a way would have also benefited her paraphrasing skills which she also reported struggling with:

> *L: …. right now it is still a challenge to me because I find it very time-consuming to paraphrase the words because I'm not going to directly quote all the long paragraph so I need to paraphrase the main idea and give credit to the author.*

> *M: What's difficult about that?*

> *L: Sometimes I feel the wordings they use are the most suitable words to reflect the ideas but then I can't directly quote them so I have to use other words but I find it is quite difficult to find other words to really get the same meaning but different words. It is the difficulties for me.*

When I asked her to describe the process she went through when paraphrasing she explained:

> *L: I would try to use a different sentence structure but …*

> *M: When you are typing your essay would you be looking at the original as you are trying to paraphrase? Or do you read it, put it aside and then type?*

> *L: I actually look at the original passage and type the essay. Yeah. But what's the difference? Would it be easiest if I just read it and put it aside?*

> *M: Personally I think it would be better. You should try that.*

Research has shown that paraphrasing is a skill which many new undergraduate students struggle with (see for example Keck, 2006; Y. Li & Casanave, 2012; Shi, 2012). Keck's study, for example, found that L1 and L2 students, when given a summarising task, attempted the same number of paraphrases, but the L2 students relied a lot more heavily on the original source than the L1 students. L2 students' used significantly more 'Near Copy' or 'Minimal Revision' paraphrases than L1 students, while L1 students used significantly more 'Moderate Revision', and 'Substantial Revision' paraphrases than L2 students (Keck, 2006). Li and Casanave's (2012) case study of two first-year Hong Kong undergraduate students showed that they used 'patchwriting' heavily. Patchwriting is characterised as 'copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym substitutes' (Howard, 1993, p. 233). From Louisa's description of her paraphrasing process, it is quite likely that she is also 'patchwriting' and that this is a sign that while she was on the way to developing her paraphrasing skills, she

likely needed help to move from 'Near Copy' or 'Minimal Revision' to 'Moderate Revision' and 'Substantial revision'.

13.3.5 Developing Coherence throughout the Text

Like Winnie, Louisa said that when she was writing her essay she often felt that she needed to improve the coherence of her essay. For example she would think that:

> *L: … maybe I'm not explaining enough. Maybe I just mention one thing and then jump to another and the gap between them is not really that clear enough.*
>
> *M: So how do you know whether something is clear enough for the reader?*
>
> *L:* [Laughs] *I don't know. And that's why I just think so many times. Yeah, because when I am in secondary school and having an essay for subjects like history and English, always the feedback I get is it is not clear enough.* [Laughs]
>
> *M:* [Laughs] *Ok.*
>
> *L: And that is why I am really nervous about that and try to reread it and reread it.*

This attempt to correct behaviour based on prior negative feedback was very similar to Winnie's experience with the feedback she received on her midterm essay.

When asked what she thought coherence was, Louisa expressed a very basic understanding of the concept:

> *M: …Can you give me some examples of some language that you would use in your essay to make sure there is good coherence?*
>
> *L: Some language?*
>
> *M: Yep.*
>
> *L: I think…I'd like to use something like "Apart from the previous one, this one is blah blah" and those kind of linkage words.*

Like Winnie, Louisa here showed some awareness of the importance of Hyperthemes in her writing, although she had not been taught this terminology.

Louisa relied on her friend to help her with this aspect of her writing:

> *L: They would tell me point by point…they would give me advice that you can make it clearer if you write in this way.*
>
> *M: In what way? You mean they would give you suggestions for what to say?*

L: And how to relate points. For example I have separate ideas into two points then they suggest me to put them into one point.

M: What do you mean by a point?

L: This is a paragraph. And there is some time I put two ideas in one paragraph they would suggest me to separate them because they are different thing.

M: I see, so they are making suggestions about the organisation of your ideas in the essay?

L: Yeah.

Looking at her essay, her fear that she was not able to clearly explain her argumentation was, for the most part unfounded, although I was only seeing her final draft which seems to have been heavily influenced by feedback from her peers. Although the arguments in her essay tended to be quite simplistic (see discussion of this in Section 13.3.6) they were, for the most part coherent, although the coherence was negatively affected by mistakes in vocabulary and grammar. For example, Paragraph 10 successfully expressed the fairly complex relationship between market-oriented pricing of goods, lack of protection of labour rights and the resulting decrease in living standards of many Hong Kong people:

> …In neoliberal practice, prices of goods are market-oriented. Consumers are force to bear unreasonable high prices while the protection of labour rights is not well-constructed. Labours who cannot gain adequate protection from labour law and minimum wages will possibly lead to working poverty. It is not easy for them to maintain the average living standard. Even though there are aids from different non-profit making organization, only small amount of them can be beneficial. Their poor situation is difficult to improve. [Paragraph 10]

Although Louisa did not display quite as sophisticated an ability to use Hyperthemes which refer back in the text and forward as Winnie did, she did use Engagement markers within her Hyperthemes to show the development of the argument across paragraphs, for example:

> **However**, the free flow of capital will lead to the flow of hot money easily. [Hypertheme for Paragraph 5]

> **On the other hand**, the wealthy people are able to use money to earn money in this free trade and free market. [Hypertheme for Paragraph 6]

She also had a Macrotheme in the form of an introduction and a Macronew in the form of a conclusion. Both of these were only minimally effective, in that they were short and not very informative as signals of what information was to come or had come. There were no Hypernews in the text. Like Winnie, however, Louisa was also able to use coherence markers e.g. *on the one hand, on the other hand, moreover, for example, thus, in addition, although* and anaphoric reference through the use of demonstratives and pronouns e.g. *this, these, it* throughout her text.

13.3.6 Expressing a Stance

Another aspect which preoccupied a lot of Louisa's thoughts during the writing process was whether she was expressing an appropriate stance throughout her essay. An example of this thought process came up when we discussed her introduction. Louisa recounted how her friend had given her feedback that her stance was not clearly stated in an earlier draft of her introduction:

> *L: …. Actually I just write the first sentence* [of the introduction] *based on this belief* [about what neoliberalism is]. *And the one about the effects being harmful, this is the suggestion from my friend to add in and I think, yeah, it do reflect my stance.*
>
> *M: Yeah, this to me is your stance that the effects tend to be harmful.*
>
> *L: Yeah*
>
> *M: That is a very evaluative belief.*
>
> *L: Yes, if I don't get the advice from my friend I would not have put that in. I would just stop after the first sentence and miss the second sentence which is actually my stance.*
>
> *M: Yeah, I think you would be missing something if you didn't have that.*
>
> *L: Yeah so I will just miss loads of things…*

The following is the first paragraph from Louisa's essay. The first sentence is the one which Louisa wrote first and the second sentence is the one she included after feedback from her friend.

> Neoliberalism has been a dominant form of governance both locally and globally and it affects our daily lives and culture in a large extent because many policy

makings are based on its beliefs. The effects are tended to be harmful. [Paragraph 1]

Louisa and I talked for quite a long time about what an academic stance is in a university essay. For example she wondered whether she needed to come up with a unique stance that no one else had thought of before:

> L:...Because sometimes when I am writing other essays I will keep thinking if I will have to make my own argument or opinion should it be a brand new opinion? Should it be different from the others? Can I try to development my own argument different from what I read? I don't know where I get this kind of feeling that I should work like this.

Louisa also seemed to be of the opinion that a stance needed to be completely in support of a proposition or completely against. I suggested to her that:

> M: ...it's not black and white and you need to discuss this. That is usually the reality about academic topics, is that things are controversial. Some people believe things on the extreme end but most people are somewhere in the middle and its complex. And really as an undergraduate student you need to think about being critical of what you read and then aligning yourself with the people who you think are right, rather than coming up with a whole new argument yourself.

In response to this, Louisa asked a question which I have been asked many times by first-year undergraduate students – whether a stance which is 'in the middle' (i.e. not totally in support of something or against it) is acceptable:

> L: But then when I say the other side in the middle will that mean that I won't have a clear standpoint?

> M: You need to have a standpoint but it can be, its complex and it depends on the situation. But what I see a lot of students say is "It is complex"... and they then leave it at that.

> L: [Laughs]

> M: And that is not acceptable. You need to explain what that complexity is. In what situation would this happen? In what situation wouldn't it happen? I imagine that a concept like neoliberalism can be a positive or a negative force depending on when it is applied, how is it applied, in what context it is applied.

L: Yeah.

M: I think that is what tutors and lecturers are looking for in you, that you can recognise these complexities and evaluate them. And that is still a stance. Maybe you DO believe one of the extremes, but you just need to come up with a justification but also acknowledge the other side of the argument.

[Cut]

M: Or if you say there is no answer. I mean sometimes there is no definite answer. But if you just step back and say some people think this and some people think that and leave it at that, end of story, that is not really acceptable.

L: I think that might be what I did.

What Louisa was wrestling with here was understanding what it is to form and express a stance in relation to an area of knowledge. For example, the essay topic asked her to:

Conclude by giving us your overall analysis and evaluation of neoliberalism as a dominant form of governance both locally and globally.

As discussed above, Louisa added the following sentence to her introduction after being given advice that her stance was not clear enough by her friend:

The effects are tended to be harmful.

What Louisa has added here is a stance which is somewhere in the middle of a continuum of full support or full rejection for neoliberalism through the use of an expanding Engagement formulation (i.e. *tended to be*). The system of Engagement (see Chapter 7 for detailed explication) explains how certain language patterns are used to argue for a stance which 'anticipate the responses of actual, potential or imagined readers' (Martin & White, 2005, p. 92) and the ability to do this is an important part of a well-formed academic voice. Louisa's stance uses *tend to be* to expand the 'dialogue' between her and the reader to take into account possible disagreements a reader might have. Louisa believes that, in some circumstances, neoliberalism can be a positive force and after talking to her friend she believes that this must be encoded in her expression of her stance. This expression of her stance on a continuum was also restated in the conclusion through the use of the countering Engagement formulation *although* which enabled the writer to contrast a positive effect of neoliberalism with its negatives:

> **Although** neoliberalism shows it influential power [Appreciation] towards the governance around the world, we must also take account for its side-effects [Appreciation] and take actions to prevent and to solve them accordingly. Attention should pay for the social development rather than merely the economic development. [Conclusion]

Attitude (identified above in boxes) was also used by Louisa to restate her stance. What this shows is that Louisa was beginning to be able to use a combination of Periodicity, Engagement and Attitude to express the right academic voice but more explicit teaching would have helped her to answer the questions she had about how to express an acceptable academic stance.

13.4   Summary of Louisa's Experience

This chapter has discussed Louisa's experience of completing one Core Curriculum assessment task and has sought to answer the following question:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

The findings from this chapter give an insight into the difficulties Louisa was experiencing with academic acculturation at the time of the research.

The difficulties Louisa faced while completing one gate-keeping assessment can be summarised as:

1. choosing a topic for her essay
2. finding and choosing acceptable reading texts
3. structuring her essay
4. developing note-taking strategies
5. developing coherence throughout the text
6. expressing a stance

Like Winnie's experiences, Louisa's experiences revealed that there were gaps in the curriculum. Like Winnie, she attempted to fill those gaps with the help of an 'underground' network of support from her peers.

Louisa's experience suggests, like Winnie's, that these gaps need to be filled by giving specific types of support for students and teachers. However, this process needs to begin with the institution realising that gaps exist. More research which identifies such gaps,

such as this research, needs to be undertaken to fully explore those gaps and resources need to be given in order for those gaps to be filled.

This research has shown that a linguistic approach is one approach which needs to be taken. Both Winnie and Louisa need to complete EAP courses which scaffold an understanding of key features of academic writing. Such courses would need to help students to search for academically-reliable and useful texts for their assignments, help them to understand their generic structure, read them critically and extract information from them using note-taking and paragraphing strategies. Louisa specifically struggled with coherence, but as well as this, she struggled with how to express a stance which was acceptable in the disciplinary context of the course. Louisa also recounted having difficulties with note-taking and paraphrasing strategies as well. Language courses need to be provided to students to develop all of these skills. As discussed above, the analysis in Chapters 6, 8 and 10 outlined patterns of Periodicity, Engagement and Attitude which also need to be explicitly taught. Without explicit teaching, these patterns of language and academic writing skills constitute an Invisible Core Curriculum which needs to be made visible and taught.

The second approach which needs to be taken is a pedagogical one. Louisa's experience, like Winnie's, suggests that Core Curriculum teachers need training to help students understand the difference between commonsense and uncommonsense knowledge in their particular discipline. Training can be provided to teachers on how to use exemplars of A-grade student writing to help scaffold students' understanding of this. Both Winnie's and Louisa's experience also suggests that teachers need training to write assessment questions and guidelines which help students clearly understand expectations of the discipline and help them make that transition from the expression of commonsense to uncommonsense knowledge in their writing. And as stated earlier, Winnie's experience also suggests that teachers need training to unpack and repack the power words of the discipline and training to give clear and useful written feedback.

Finally, Louisa's experience, like Winnie's suggests that one of the most useful systemic changes the institution could make would be the provision of time within the curriculum for one-to-one or small group consultation sessions with Core Curriculum teachers. Louisa could have used such a consultation, for example, to get feedback on the structure of her essay. Her teacher could have helped her to modify the structure of her essays so that she related her commonsense expression of the world back to the power word *neoliberalisation*, thereby achieving a more abstracted discussion of disciplinary

knowledge. Without such strategies in place, students are forced to fall back on their own 'underground' networks of support, which may be effective in some cases, but may also be ineffective, or non-existent for many students.

CONCLUSION TO THE EXPLORATION OF THE VOICE OF EXPERIENCE

This section (Section 3) has answered the following question:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

Section 12.4 has outlined the findings for Winnie and Section 13.4 has outlined findings for Louisa. The analysis of these two case studies suggests that the students, who are in the early-stages of moving towards membership of the target academic community, typically struggled with (i) certain linguistic features of academic writing (specifically the ability to construct a coherent and critical argument throughout the text and the ability to express an academically acceptable stance), (ii) certain academic reading skills associated with the writing process (specifically the ability to find, choose, and critically read academic sources of information and also take notes and paraphrase from those sources), and (iii) understanding certain knowledge structures associated with the target discourse community (specifically what knowledge is valued by the specific discourse community, how commonsense knowledge can be abstracted into uncommonsense knowledge in the writing process and how to unpack and understand the power words of the discipline).

Without adequate support, students are likely to be forced to seek help from elsewhere to fill in the gaps they are experiencing in the curriculum: in some cases at least, from an 'underground' network of support of their peers. Explicit support needs to be given to students, both from EAP teachers and Core Curriculum teachers, to fill these gaps in the curriculum. Such support can help to make the **Invisible Core Curriculum** visible and teachable to students.

Chapter Fourteen – Conclusion

14.1 Introduction

This research was undertaken to identify the language demands a new Core Curriculum places on students at a large-scale, research-led, English as a medium of Instruction university in Hong Kong. This was motivated by the desire to provide focused EAP support to first-year students to help them learn effectively in this new curriculum. This research has made a unique contribution to an understanding of:

1. what the institution values in terms of knowledge and educational experiences
2. how these values are instantiated by students in successful assessed texts
3. how students experience these institutional values as they complete gate-keeping assessments

and ultimately, through the combination of all three perspectives, an understanding of:

4. what language support should be given to students to help them function effectively in this new curriculum

A mixed method, multi-perspectival methodology was used to examine the academic English language demands placed on students in the new curriculum. Three voices were explored – the institutional voice, the assessed voice and the voice of experience. The analysis of **the institutional voice** has answered the following question:

> What knowledge and learning experiences does the institution value?

A summary of the findings from this section of the research is given in Section 14.2.1.

The analysis of **the assessed voice** has answered the following question:

> What patterns of language, in terms of Periodicity, Engagement and Attitude, are seen in A-grade argumentative essays and are therefore valued by assessors of Core Curriculum essays?

A summary of the findings from this section of the research is given in Section 14.2.2.

The analysis of **the voice of experience** has answered the following question:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

A summary of the findings from this section of the research is given in Section 14.2.3.

The implications of the findings are discussed in Section 14.3. This chapter will also discuss the limitations of this research in Section 14.4. Section 14.5 will discuss directions for further research that are suggested by this thesis and finally a conclusion will be given in Section 14.6.

14.2   Contributions of the Thesis

This section summarises the major findings of the research in relation to the research questions posed in Chapter 1.

14.2.1 Contribution to an Understanding of Institutional Values

The **institutional voice** was explored through an analysis of institutionally-approved course descriptions. This analysis has answered the following question:

> What type of knowledge (i.e. learning outcome activities and contexts) and learning experiences (i.e. reading text types and assessment text types) does the institution value?

1,034 learning outcome activities (typically verbs), 232 learning outcome contexts, 119 references to criticality in the learning outcomes, 928 required reading texts and 659 assessment text types were analysed. The findings from this analysis of the documented curriculum (as opposed to the enacted curriculum) are summarised below.

14.2.1.1 Knowledge Valued by the Institution

What knowledge is valued by the institution was explored through an analysis of learning outcomes, in particular the learning outcome activities, learning outcome contexts and references to criticality using the SOLO framework conceptualised by Biggs and Tang (2011). In terms of the learning outcome activities, the documented Core Curriculum was found to value both **uni / multi-structural** and **relational** levels of understanding of academic knowledge. Common uni / multi-structural activities were *describe, demonstrate an understanding of, identify*, and *recognise* and common relational activities were *analyse, evaluate, explain* and *discuss* course descriptions were found to place more emphasis on relational levels of understanding, although this varied according to Area of Inquiry (AoI). The greater incidence of relational activities in proportion to uni / multi-structural activities in the Humanities AoI compared to the Science AoI suggests that there are disciplinary differences in terms of the orientation to knowledge, as has been shown in previous research (see the work of Maton 2014), in these two AoIs and the analysis of the assessed voice confirmed this (see a summary of these differences in Section 14.2.2.5).

Although **extended abstract, communicative, skills** and **ethical** learning outcome activities were identified in the analysis of the learning outcomes, these were found to play a limited role in the documented Core Curriculum. Overall, the ability to express both uni / multi-structural and relational levels of understanding of academic knowledge were found to be crucial to success **across** the Core Curriculum. How these were encoded into successful A-grade argumentative essays, through patterns of language, is summarised in Section 14.2.2.

The exploration of the institutional voice, through the analysis of learning outcomes, also identified that the institution valued the contextualisation of knowledge. The analysis identified that students needed to be able to contextualise academic knowledge within certain contexts in the documented Core Curriculum, the most frequent being **geographical, temporal, social** and **cultural** contexts. It was proposed that this need to contextualise academic knowledge was likely to increase the linguistic complexity of the expression of this academic knowledge. It was also proposed that this complexity was likely to be further compounded when knowledge needed to be contextualised in more than one context. Section 14.2.2 summarises how certain language patterns in successful argumentative essays were used to achieve this contextualisation of knowledge.

As well as this, it was identified that the documented Core Curriculum placed considerable importance on **the expression of a critical voice** across the four AoIs. The Humanities AoI placed significantly more emphasis on the critical expression of knowledge than the Science AoI. How criticality was encoded into successful argumentative essays and how this was sometimes expressed differently in different disciplines is also summarised in Section 14.2.2 and Section 14.2.2.5. The pedagogical implications of these values held by the institution are discussed in Section 14.3.

14.2.1.2 Learning Experiences Valued by the Institution
The analysis of institutionally-approved course descriptions also showed that the institution valued reading texts which are predominantly written for an academic audience. The three most common types of reading text in required reading lists were **academic books, academic book chapters** and **journal articles**. It was suggested that these types of reading texts pose challenges for novice university students in terms of the understanding of new academic genres (i.e. journal articles and academic book chapters) as well as the understanding of unfamiliar disciple-specific vocabulary. Students' experience of reading these texts and utilising the knowledge within them while completing gate-keeping assessments is summarised in Section 14.2.3.

Finally, the analysis of institutionally-approved course descriptions also showed that the institution valued both spoken and written assessment text types. Spoken assessment were found to be mostly pedagogical spoken texts such as **tutorial discussions** or **oral presentations**. Written assessments were also found to be mostly pedagogical texts, in particular **essays** and **reports**. The most common written assessment text type was an essay. The language patterns found within successful A-grade argumentative essays were analysed and the findings from this analysis are summarised in the next section (Section 14.2.2). The pedagogical implications of the findings from the analysis of the learning experiences valued by the institution are discussed in Section 14.3.

14.2.2 Contribution to an Understanding of how Institutional Values are Instantiated in Assessed Texts

The **assessed voice** was explored through an analysis of 13 A-grade argumentative essays. The aim of this analysis was to identify how institutional values are instantiated in assessed texts. Essays were chosen for analysis because they had been found to be the most frequent assessment text type across the Core Curriculum. Three discourse-level linguistic resources, from the theoretical framework of Systemic Functional Linguistics (see for example Eggins, 2004; Halliday & Matthiessen, 2014), were used to analyse the assessed voice. This was because the analysis of the learning outcome activities showed that the documented Core Curriculum required students to be able to communicate uni / multi-structural and relational levels of understanding of academic knowledge. This kind of knowledge is construed throughout texts, above the level of clause or sentence. This means that the linguistic resources which writers and speakers draw on at the level of discourse semantics needed to be analysed.

This section of the analysis focused on interpersonal and textual linguistic resources utilised in the 13 A-grade essays, rather than ideational, because much research had already been done on experiential meanings such as grammatical metaphor. Instead, linguistic resources of **Appraisal** (interpersonal), using the framework presented in Martin and White (2005) were analysed, as well as **Periodicity** (textual), using the definition presented in Martin and Rose (2007). The framework of Appraisal was chosen as it provides a system of options for encoding evaluation throughout a text. Evaluation plays a central role in the construction of an academic argument. Within the framework of Appraisal, it was decided to focus on an analysis of **Attitude** and **Engagement** and not Graduation. **Periodicity** was also chosen because it plays a crucial role in the management of information and meaning throughout a text.

The research question which was answered by this section of the analysis was:

> What patterns of language, in terms of Periodicity, Engagement and Attitude, are seen in A-grade argumentative essays and are therefore valued by assessors of Core Curriculum essays?

Section 14.2.2.1 summarises the findings from the analysis of Periodicity. Section 14.2.2.2 summarises the extension of the Engagement network made by the researcher which makes a contribution to the theory of Appraisal and Section 14.2.2.3 summarises the findings from the analysis of Engagement. Section 14.2.2.4 summarises the findings from the analysis of Attitude and finally Section 14.2.2.5 summarises the findings from all three aspects of the analysis by outlining three voices which were used in the 13 A-grade argumentative essays – a **Student Voice**, a **Humanities Voice** and a **Science Voice**. The pedagogical implications of the findings from the analysis of the assessed voice are discussed in Section 14.3.

14.2.2.1 Patterns of Periodicity in Successful Argumentative Essays

The analysis in this thesis identified **Periodicity** to be an important linguistic resource in the making of meaning throughout the 13 A-grade essays. Periodicity guides the reader through the text, taking them through the argument step by step, clearly and explicitly. This is achieved in a number of ways in the 13 A-grade essays. Firstly, the generic structure and the periodic structure were found to map onto each other in the 13 A-grade essays. For example, all of the successful argumentative essays included the use of a **Macrotheme** and a **Macronew**. The expression of the periodic structure within the Macrotheme mapped onto a typical statement of position expressed in the generic structure of an Exposition. This statement of position in an Exposition was typically expressed in three basic moves - namely a statement of background -> a statement of thesis -> a statement of essay structure, which has been shown to be typical of Expositions (see Coffin, 2009).

Secondly, all successful essays utilised at least one level of **Hypertheme** (and often more than one). These Hyperthemes usually mapped onto the paragraph / section structure of the texts, although this was not expertly handled in all of the A-grade texts. The number of levels of Hyperthemes was usually related to:

- the length of the text (e.g. the shorter the text, the fewer the levels)
- the essay task (e.g. compare / contrast tasks sometimes led to the use of multiple levels of Hyperthemes)

- the complexity of the argument the student wished to make

Thirdly, successful essays utilised the periodic structure to build up a complex **conceptual taxonomy** throughout the text in order to encode a detailed understanding of academic knowledge - whether uni / multi-structural, and / or relational - into the text. This was done in two ways. Firstly, this was achieved by **extending** the categories of the taxonomy and signalling this to the reader through the periodic structure, through a process of categorisation and sub-categorisation. This was the vertical **Extension** seen in the 13 essays. The second way a conceptual taxonomy was built up was to **exemplify** these categories and sub-categories. This was the horizontal **Elaboration** seen in the essays. The successful essays used the periodic structure to signal the movement from the discussion of one category / sub-category of the taxonomy to the other and the movement from one example of each category / sub-category to the next. The important role Hyerthemes play in academic texts and the need to build up a complex conceptual taxonomy through Periodicity have also been shown in previous literature (see Ravelli, 2004).

Certain patterns of language were also identified to be frequently used in the Hyperthemes in the 13 essays **Nominalisation** was used extensively to transform processes into abstract ideas or entities. Without nominalisation, these categories would not exist and not be able to be discussed. **Conjunctive relations** were also used extensively to signal the movement from one category or example of the taxonomy to another across the text. **Contrastive** conjunctive relations were often used (e.g. *however* and *on the other hand)* to construct a critical argument as required in many of the Core Curriculum learning outcomes. **Temporal** conjunctive relations were also often used to highlight the movement from one argument made by the student to the next (e.g. *firstly, secondly* and *finally*). They were also used to signal the movement from one period of time to the next (i.e. external conjunction), for example the following in the War essays: *in the beginning of the conflict, in the second stage as a child solider* and *in the final stage as a rehabilitant*. These patterns of laguage have been shown by other researchers to be key features of academic writing (see Martin, 1992, 1993).

As well as this, successful essays sometimes built **criticality** into the periodic structure. This was achieved in the texts in a number of ways through:

- the inclusion of a counter-argument then a rebuttal Hypertheme
- the use of Hyperthemes, which referred back in the text to previous Hyperthemes, in order to argue against the ideas posited in them

- the use of evaluative language patterns (Attitude) in the periodic structure, which set up a stance that the student then supported in the rest of the paragraph or section

The periodic structure was also used to signal the **contextualisation of knowledge** within social, geographical, cultural and temporal contexts as specified in the Core Curriculum learning outcomes. This was achieved by categorising / sub-categorising in the periodic structure on the basis of context (e.g. social versus economic versus geographical or versus cultural context). Thus, by using (i) Periodicity, (ii) the linguistic devices of nominalisation and conjunctive relations and (iii) the evaluative language of Attitude, these successful essays clearly guided the reader not only through the argument and discussion. These findings are consistent with previous findings about the importance of Periodicity in academic writing (for example Christie, 2012; Dreyfus, Humphrey, Mahboob, & Martin, 2016; Hood, 2004a; Martin, 1992; Ravelli, 2004; Rose & Martin, 2012) as well as the importance of the use of linguistic devices such as nominalisation (for example Chen & Foley, 2005; Christie, 2012; B. Derewianka & Jones, 2015; Dreyfus et al., 2016; Martin, 1992, 1993; Schleppegrell, 2005b) and the use of Attitude (for example Bednarek, 2009; Dreyfus et al., 2016; Hood, 2004a). This research also extends this work by not only showing the importance of these linguistic patterns in academic writing, but also showing how these features of language enable the students to demonstrate a 'way of knowing' that was consistent with the knowledge requirements of the learning outcomes of the documented Core Curriculum. This research does this by exploring the relationships between the institutional and the assessed voices.

14.2.2.2 Extension of the Engagement Network

The ability to adopt a stance which takes into account the putative readers' assumptions and beliefs, otherwise known as **Engagement**, was also identified to be a key linguistic resource used to express an academic voice in the 13 A-grade essays. During the analysis of Engagement, patterns of language were identified which required two extensions of the Engagement network theorised by Martin and White (2005). The first was the addition of **conditional language patterns** to express **entertain** formulations. The second was the addition of **justify formulations** to the **proclaim** network.

Chapter 7 outlined Martin and White's Engagement network used in this section of the research. In this network, there are three main options – **expand, proclaim** and **disclaim** formulations. One sub-category in the category of expand, is **entertain**. These formulations expand the discourse through an expression of possibility. This expression encodes into the text the recognition of alternative points of view. Martin and White (2005)

specify certain patterns of language which are used to encode entertain formulations. These are mostly modal auxiliaries (*may, might, could, can*), modal adjuncts (*perhaps, probably, possibly*), modal attributes (it is *probable / likely* that…), verbs which describe mental processes (I *feel / believe / think* that) and evidence / appearance-based postulations (it *appears* to, it *seems* to, it *tends* to).

This research identified another language pattern which was consistently used to construe possibility in the 13 A-grade essays. This was the use of conjunctions that signal **conditional hypotactic relationships** between clause complexes. These conjunctions included the use of 'if' to signal a relationship between the dependent and the independent clause in the clause complex:

> …**if** [expand:entertain] given the chance, they pervert into that of rape and killing common in war of any age. [War_3]

In this example, the proposition holds only under a certain set of conditions, which opens up or entertains the possibility that it might not hold (i.e. under a different set of conditions).

Conjunctions other than 'if' were also found to have been used to construe this conditional relationship between dependent and independent clauses, for example 'whether' and 'unless':

> **Whether** [expand:entertain] these changes and improvements are enough and effective **to** [contract:justify:purp] combat with the coming outbreaks remain to be **unknown** [contract:deny] **unless** [expand:entertain] the outbreaks really happens unluckily. [Disease_2]

'As' was also found to have been used to construe possibility to propose that X happens 'as' Y happens, thereby opening up the possibility for Y not to happen as A, B, or C happens:

> **As** [expand:entertain] a person approaches the mass, his time will be slower than those further away [Time_3]

'When' was also used in this way:

> **When** [expand:entertain] the immunoglobin (which are monoclonal antibodies) is injected into the body, it will induce immediate immune response **to** [contract:justify:purp] produce antibodies **against** [contract:deny] the varicella-zoster virus. [Disease_3]

This research suggests that these conditional structures should be included in future descriptions of the linguistic realisations of expand:entertain because they position knowledge as possible only under certain conditions, and are part of the suite of linguistic devices that students used in the data in this research to express possibility. There is existing precedent for this kind of structure in the engagement network, with adversative conjunctions realising the systemic choices of **counter** in the **contract** part of the network.

Such an extension of the expand network would be as follows, with two systemic choices arising from entertain (see extension of the network in red):
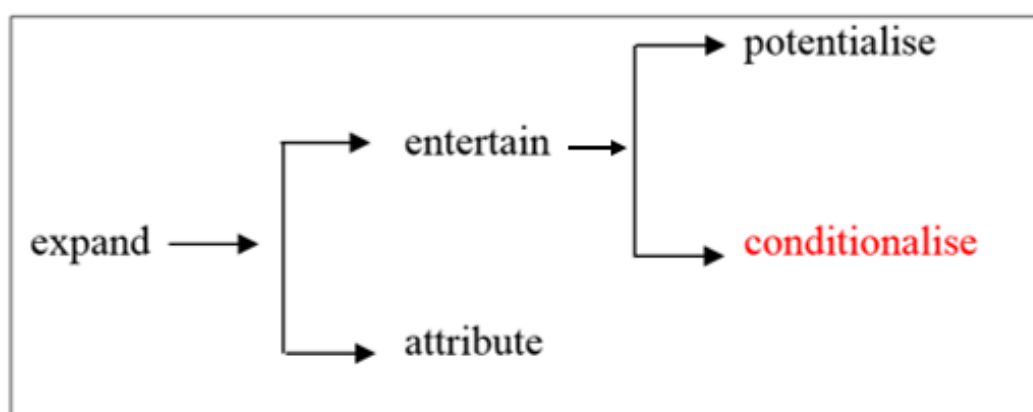
Figure 14-1: Extension of Expand:entertain

The existing realisations of entertain, as outlined in Martin and White (2005), are used to express the **potential** for something to happen (hence labelled potentialise in line with the verb form of the other options in the network) whereas the conditional structures identified in the data in this thesis are used to express the **condition** for something to happen (hence labelled conditionalise). While both of these express possibility, these are two systemic choices and as such suggest that the Engagement network should be extended to represent these systemic choices as shown in Figure 14-1. While Martin and White's level of delicacy met the needs for this thesis, (as such I did not go back and recode for these choices once they became apparent towards the end of the coding process), the data in this thesis suggest that there are in fact two different systemic choices at work here. As such it would be valuable for future projects to look at these as separate.

The analysis of the 13 A-grade essays also suggested that the **proclaim** option of the **Engagement** network be extended to include another subcategory, that of **justify**. This option is what White classifies as 'modal consequentially' or 'justification' and he defines these formulations as those which:

…construct the textual voice as engaged in persuasion and some other communicative participant (typically the immediate addressee) as being in the role of 'persuadee', as holding a viewpoint which is to some extent different from that of the textual voice and against which the textual voice needs to mount an argument (White, 2003, pp. 274-275).

White lists the following as examples of language used to achieve this - *therefore, thus, accordingly, because, for this reason,* and *that is why.* This language has also been coded as proclaim in other research (S. H. Lee, 2006), and this research, along with Lee's research, help to confirm that these formulations play an important role in the Engagement system in academic texts, as they function to contract the dialogue by asserting an academic position as highly warrantable. This research argues that it is these kinds of formulations which subtly encode warrantability in the 13 A-grade essays, rather than more overt declarations of warrantability (through contract:pronounce and contract:concur) as outlined in Martin and White (2005). In this way, this research contributes to a growing body of work (for example Beverly Derewianka, 2007; Wu, 2008) which attempts to identify how academic arguments are construed in unique ways through the use of Engagement because of their unique social context. Further research is needed to identify whether these types of formulations are found in other academic texts.

Based on categorisations of 'cause' taken from Halliday and Matthisessen (2004) and Martin and Rose (2007), these **justify** formulations were sub-categorised in this research in the following ways:

- contract:justify:reason
- contract:justify:result
- contract:justify:purpose

Reason formulations were those which attempted to persuade the reader of the cause / reason for a causal consequential relationship, for example:

> **However** [contract:counter:counter-exp], infectious diseases **still** [contract:counter:adv] emerge **due to** [contract:justify:reason] problems such as antibiotic resistance and natural selection of pathogens… [Disease_1]

Result formulations were those which attempted to persuade the reader of the outcome / result of a causal consequential relationship, for example:

Our viewpoints and personal experiences are the main elements that shape our thinking. These in turn **determine** [contract:justify:result] personality and **thereby** [contract:justify:result] **affect** [contract:justify:result] our actions. [Compare_1]

Purpose formulations were those which attempted to persuade the reader of the purpose of a consequential relationship, for example:

Nevertheless, [contract:counter:concess] from the lessons learnt from SARS, we are alerting and training staff at hospitals, clinics and the airports **for** [contract:justify:purp] identification of suspicious cases of the diseases with strict border control and screening **to ensure** [contract:justify:purp] the situation is under control **(7)** [contract:endorse]. [Disease_2]

These justify formulations represent positions as '…needing to be substantiated, and the audience as needing to be won over' (White, 2003, p. 275). This research has shown that the audience is 'won over' in these 13 A-grade texts through the expression of causal consequential relationships about how the world is and why the world is as it is. A 'well-reasoned' academic text utilizes these formulations to persuade the reader that a position is warrantable, thus demonstrating an understanding of academic knowledge. This extension of the **proclaim** option in the **Engagement** network is shown in Figure 14-2 in red:
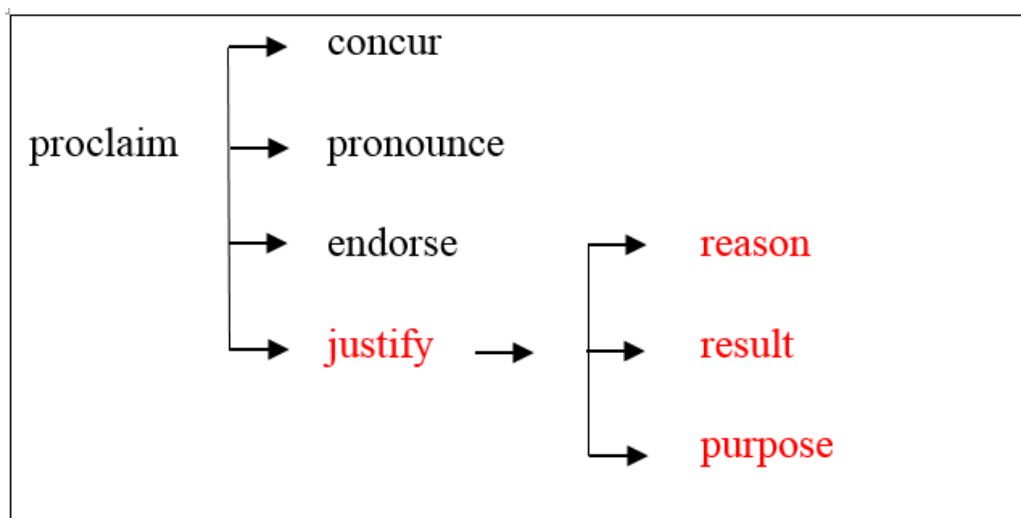
Figure 14-2: Extension of Contract:proclaim

This research has aimed to inform our understanding of how academic knowledge is encoded in A-grade essays in the Core Curriculum. By employing the analytical tools of Appraisal to do so, it has also contributed to extending aspects of the Engagement network in Appraisal as set out above. This makes a contribution to Appraisal theory.

14.2.2.3 Patterns of Engagement in Successful Argumentative Essays

The analysis of Engagement identified that the A-grade essays utilised 11 of the 13 categories of the **Engagement** network. Expand:distance and proclaim:concur were not utilised. Overall, the analysis identified that the A-grade essays **contract** the dialogue more often than **expand** it. In other words, the texts more often expressed what is true and what is not true, than what might possibly be true. This suggests that an argumentative essay which only expresses what might possibly be true would not fulfil its social purpose to persuade. It was also found that the 13 essays **attribute** propositions and proposals to external voices throughout the essays, through the use of **acknowledge** and **endorse** formulations. A consistent citation system was used in all texts to achieve this. Three types of citation were used across the 13 essays – an author data system, a numeric system and a footnote system.

Although contract formulations were used more frequently than expand, expand formulations were found to play an important role in the essays through the expression of possibility and obligation. **Entertain** formulations (both potentialise and conditionalise formulations) were used to express what is possibly true (as opposed to definitely true) in the texts and/or the conditions under which it might be true, placing the writer in the **role of evaluator of knowledge** and allowing them to display an understanding of academic knowledge. Much research has shown the importance of formulations which indicate possibility in academic writing (often called hedging) (see Hyland, 2004a, 2005, 2009a; Hyland & Guinda, 2012), and some research has shown the importance of conditional structures in academic writing (see Carter-Thomas & Rowley-Jolivet, 2008; Warchal, 2010). This research has shown how these two patterns of language work within the entertain network to open up the dialogue between writer and reader.

Entertain formulations were also used to express the extent to which people or groups of people are obligated to behave in certain ways, placing the writer in the **role of advisor**. Both of these roles required students to determine degrees - degrees of possibility and degrees of obligation. This expression of degrees encoded **criticality** into the essays, thereby fulfilling learning outcomes which stressed the need for critical argumentation. There has been a call for more research to identify what features of language encode criticality into academic writing (see Woodward-Kron, 2002), in order for criticality to be explicitly taught, and this research contributes to this endeavour.

Proclaim formulations were also found to play an important role in the 13 A-grade essays. For example, pronounce formulations were used throughout the texts to contract the

dialogue and argue for what is highly warrantable, through the use of authorial emphasis. As well as this, justify formulations were used throughout the essays to construct persuasive arguments for what is highly warrantable through the expression of reason, result and purpose.

Disclaim formulations were also found to play an important role. Deny formulations were frequently used to express what is not true. Adversative formulations were also frequently used to limit the scope of a proposition or proposal in some unexpected way. Lastly, concessive and counter-expectancy formulations were found to carefully position the writer's stance in opposition to alternative viewpoints. The expression of these formulations also encoded **criticality** into the 13 argumentative essays.

Four **Engagement moves** were identified in the essays. The first was an **entertain -> counter -> pronounce move**. An entertain formulation firstly expressed a possible truth the student had considered. This was then countered and then the pronounce formulation expressed what the student thought was true in relation to that idea. This move was used to encode a critical evaluation of knowledge into the essays.

The second move was a **justify -> endorse move**. This move was found to have been used at points in the essays where the students felt endorsement by an external voice to be particularly necessary. This was at times when they were attempting to persuade the reader that a proposition was highly warrantable through reason, result or purpose.

The third move was an **acknowledge -> counter-expectancy move**. The acknowledge formulation firstly acknowledged an alternative viewpoint attributed to an external source. Next, a counter-expectancy formulation was used to refute that alternative viewpoint. Again, this move was used in the essays to encode a critical expression of knowledge.

The last was a **counter-expectancy -> endorse move**. Firstly a counter-expectancy formulation was used to contract the dialogue by expressing what is not true. This expression of counter-expectancy was then supported by an endorse formulation. Because a counter-expectancy formulation expresses knowledge in opposition to view a putative reader might hold, the endorse formulation strengthened the proposition being made, making it less open to 'attack' by the reader. In summary, along with Periodicity, Engagement was used in these successful essays to encode a critical understanding of academic knowledge into the texts in order to fulfil learning outcomes set out in the documented Core Curriculum. Patterns in academic discourse such as those described above have been identified in previous research, mainly in terms of a counter-argument ->

rebuttal move (for example Nussbaum & Schraw, 2007). However, this research is unique in that these patterns have been identified within the framework of Martin and White's (2005) Engagement network. To the author's knowledge, no such findings have been published before. What this then provides, are very clear teachable patterns to scaffold students' understanding of the importance of Engagement in academic writing.

14.2.2.4 Patterns of Attitude in Successful Argumentative Essays

The ability to express a stance through the expression of feelings, judgements of people and behaviour and evaluation of entities (otherwise known as **Attitude)** was also identified to be a key linguistic resource used to express an academic voice in the 13 A-grade essays, in line with previous research (see Hood, 2010; Hood, 2012b). Attitude is used to encode an understanding of academic knowledge specified in uni / multi-structural and relational learning outcomes. Attitude was found to have been encoded into texts through the use of patterns of **inscribed** and **invoked** Attitude.

Throughout the 13 A-grade essays there was little use of **Affect**, and when it was used, it was used to express the emotions felt by the characters in the literary texts being analysed. There was a complete absence of the expression of first person (the writer's) Affect. Instead, the Attitude in the 13 A-grade essays was almost exclusively that of Appreciation or Judgement. Appreciation in the 13 essays was predominantly valuation and composition and Judgement was predominantly capacity and propriety. The findings from the analysis of each of these four categories of Attitude are summarised in turn below.

Firstly, **valuation** was found to be used in all essays to appraise entities on the basis of their social worth. This was achieved through the use of **inscribed valuation** within noun phrases and nominalisations. Students also appraised entities on the basis of their social worth through the use of **invoked valuation** in the **Rheme** of clauses. The ability to successfully appraise on the basis of valuation was dependent on their ability to understand the values of the discipline. For example, in the Science essays the students needed to understand how scientific phenomena (like time and infectious diseases) and entities within sectors influenced by such phenomena (like government policies and hospital faculties) are evaluated within the discipline. In the Humanities essays, the students needed to understand how the world, which was represented in literary texts, should be appraised within the discipline. For example, is it acceptable to support certain behaviours in war under certain conditions? What argumentation can be used to support such a stance? This expression of valuation encodes the contextualisation of knowledge from social and

cultural contexts which were identified to be institutionally-valued in the analysis of the documented Core Curriculum.

Secondly, **composition** was found to be used extensively in the Science essays to appraise entities on the basis of their composition – to what extent they are 'well-ordered'. Like valuation, composition was expressed through the use of **inscribed composition** within noun phrases and nominalisations using the same grammatical constructions discussed above for inscribed valuation. As well as this, nouns, noun phrases and nominalisations were also appraised through the use of **invoked composition** in the Rheme of clauses, again, using the same grammatical formations discussed above for invoked valuation. This use of inscribed and invoked appraisal 'infused' the students' appraisal of entities and in turn academic knowledge throughout the text, showing an understanding of academic knowledge specified in learning outcomes.

While Appreciation was found throughout essays in the form of valuation and composition, Judgement was also found in the form of capacity and propriety. The Science essays were found to judge people and groups of people on the basis of their **capacity -** how capable they are. Targets, which were the focus of such judgement, were predominantly political, medical and social. Behaviours were also the target of judgement. These targets were mostly judged through the use of **invoked capacity**. As with composition and valuation, students need to understand what the disciplinary field considers is and is not evidence of capability and who should and should not be the target of such judgement.

Finally, the Humanities essays were found to judge people and groups of people on the basis of their **propriety** which is the moral / ethic evaluation of people and their behaviour. The targets of propriety were mostly the characters in the literary texts which the students analysed in the Humanities essays. Similar to capacity, nominalised behaviours were also appraised as the target of propriety throughout the texts. Like capacity, it was found that most of the appraisal was invoked in the Rheme of clauses. This **invoked propriety** was achieved through the evaluation of 'moral' and 'immoral' behaviour of the targets of Propriety. In summary, along with Periodicity and Engagement, Attitude was used in these successful essays to encode a critical understanding of academic knowledge into the texts in order to fulfil learning outcomes set out in the documented Core Curriculum.

This analysis of Attitude, as with the analysis of Peridocity and Engagement, identified a number of teachable patterns. Teachable patterns of valuation included the use of (i) a

premodifying evaluative adjective in a nominal group i.e. ***inadequate*** *education*, (ii) an evaluative noun as head of nominal group i.e. *the current **challenges*** and (iii) nominalisation of an evaluative term as head of the nominal group with the target of appraisal as post modifier i.e. ***the weakening*** *of malaria control programs.* Students need to develop an evaluative vocabulary bank (including an understanding of collocation) in which to express this type of evaluation.

Teachable patterns of invoked valuation included the use of (i) the expression of a positive or negative result or purpose i.e. *Many cell types the novel virus HCoV-EMC **contributes to the possibilities of another SARS-like outbreak*** or (ii) a copula verb which is used to form a negative or positive relational process clause i.e. *The elimination of chickenpox **is not an appropriate solution***. Secondly, teachable patterns of capacity included the use of (i) an expression of positive or negative behaviour i.e. *The government is already taking preventive measures to prevent the spreading of the novel virus into the region,* (ii) a modal verb of ability plus an expression of positive or negative behaviour i.e. *We cannot interpret time psychologically* or (iii) a copula verb which is used to form a negative or positive relational process clause i.e. *People are prone to thinking that recent events to have happened longer ago than they actually are*.

Lastly, teachable patterns of Propriety included (i) an expression of positive or negative behaviour i.e. *The rebels take advantage of civilians as shield against the military* or (ii) a copula verb which is used to form a negative or positive relational process clause i.e. *Coughlin was not always the person who wants to kill more enemies*. Knowledge of such teachable patterns of Attitude, as well as Periodicity and Engagement, can be used to create research-infomed teaching materials to scaffold students' understanding of academic discourse. Research such as this, which identifies these teachable patterns, 'unveils' the hidden curriculum and enables it to be taught. This compliments the work of Hyland and others around expression of stance in academic writing (for example Hyland, 2005; Hyland & Guinda, 2012), the identification of patterns academic discourse using corpus methodology (see Biber, 2006a; Charles, 2009; Charles, Hunston, & Pecorari, 2011; Hunston, 2010) and at the primary and secondary school level, the genre analysis of the Sydney School (see Christie & Martin, 2005; Coffin, 2009; Beverly Derewianka, 1990; Rose, 2000).

14.2.2.5 Three Voices Expressed in Successful Argumentative Essays
The analysis of the language patterns of Periodicity, Engagement and Attitude showed that three voices were expressed throughout the 13 A-grade essays, that of a **Student Voice**, a

Science Voice and a **Humanities Voice**, drawing on the concept of voice discussed in Martin and White (2005) and Coffin (2009). A united Student Voice was seen throughout the 13 A-grade essays, regardless of whether they were from a Science or Humanities AoI course, in terms of Periodicity and Engagement. The **Student Voice** was characterised by the patterns of Periodicity summarised in Section 14.2.2.1 as well as patterns of Engagement summarised in Section 14.2.2.3. It was also characterised by certain patterns of Attitude, namely the absence of first person Affect and the use of valuation to appraise entities on the basis of their social worth. This expression of the positive and negative social impact academic concepts have is a result of the emphasis the Core Curriculum places on the contextualisation of knowledge from social and cultural contexts. Together, patterns of Periodicity, Engagement and Attitude worked together in the 13 A-grade essays to construe a 'way of knowing' that was consistent with the knowledge requirements of the learning outcomes of the Core Curriculum, in a similar way to the specific voices that secondary students of History (see Coffin, 2009) and media professionals (see Martin & White, 2005; White, 1998) are expected to adopt according to the social purpose and audiences of their texts.

Two discipline-specific sub-types of the Student Voice were also identified in this research – the Science Voice and the Humanities Voice. The broad spread of the Humanities and Science disciplines were reflected in language patterns in 13 A-grade essays. The **Science Voice** was characterised by the frequent appraisal of entities on the basis of their composition and the judgement of people, groups of people and their behaviour on the basis of their capacity. On the other hand, the **Humanities Voice** was characterised by the judgement of people and groups of on the basis of their propriety. What this indicates is that there are disciplinary preferences in terms of how entities and people should be appraised and which entities and people should be appraised. If students misunderstand these preferences or are not aware of them, they run the risk of their writing being penalised as a result. For this reason, identifiable patterns of meaning, in terms of Periodicity, Engagement and Attitude as identified in this research, need to be taught to students. This research adds to the growing body of research which identifies explicit, teachable patterns at the level of grammar (see Hao, 2016), discourse semantics (see Hood, 2010) and genre (see Christie, 2012).

14.2.3 Contribution to an Understanding of Students' Experience of the Core Curriculum

Finally, the **voice of experience** was explored through two case studies – Winnie and Louisa. These case studies were used to answer the following research question:

> How do students experience the process of academic acculturation as they complete assessments in the Core Curriculum?

This research question aimed to identify how students fulfilled institutional requirements and encoded knowledge which is institutionally-valued into their writing as they completed one gate-keeping assessment. It was found that the difficulties which Winnie faced were:

1. choosing a focus for her essay
2. finding and choosing acceptable reading texts
3. structuring her essay
4. ensuring her writing was coherent
5. expressing a critical argument
6. understanding key disciplinary vocabulary

It was also found that Winnie struggled to put into practice feedback on her writing she had gained from multiple sources such as her friends, her previous English teachers and the assessor of her mid-term essay. This feedback sometimes conflicted with instructions in assessment guidelines and Winnie needed to resolve these conflicts. The case study also revealed that there were gaps in the curriculum for Winnie and that because of those gaps, Winnie turned to an 'underground' network of support from her peers, who she thought had 'worked out' more successfully what the disciplinary requirements were.

Louisa also experienced similar difficulties to Winnie, such as:

1. choosing a topic for her essay
2. finding and choosing acceptable reading texts
3. structuring her essay

As well as this, Louisa also found the following activities difficult:

1. developing note-taking strategies
2. developing coherence throughout the text
3. expressing a stance which was acceptable in the disciplinary context

Like Winnie's experiences, Louisa's experiences revealed that there were gaps in the curriculum. Like Winnie, she attempted to fill those gaps with the help of an 'underground' network of support from her peers.

Overall, this section of the research explored two students' experience of being an 'outsider' who were in the process of working out what was required of them by the target community. The analysis of the experience of Winnie and Louisa concluded that the students struggled with (i) certain linguistic features of academic writing (specifically the ability to construct a coherent and critical argument throughout the text and the ability to express an academically acceptable stance); (ii) certain academic reading skills associated with the writing process (specifically the ability to find, choose, and critically read academic sources of information and also take notes and paraphrase from those sources), and (iii) understanding certain knowledge structures associated with the target discourse community (specifically what knowledge is valued by the specific discourse community, how commonsense knowledge can be abstracted into uncommonsense knowledge in the writing process and how to unpack and understand the power words of the discipline). Identifying what these knowledge structures are is a growing field of research (see Karl Maton, 2013; Karl Maton, Christie, & Martin, 2007). Without adequate support to become acculturated to these knowledge structures, students are likely to be forced to seek help from elsewhere to fill in the gaps they are experiencing in the curriculum: in some cases at least, from an 'underground' network of support of their peers. Case study research such as this is invaluable for identifying the stuggles that second-langauge students face, similar to the work of Evans and Morrison (2011b) and Li (2006) who both researched the Hong Kong student experience. Without such research, curricula intervention to support students to overcome these struggles is unlikely to happen.

14.3   Implications of the Findings

The findings summarised above show that the Core Curriculum can be seen to have a **Visible Core Curriculum** (VCC) and an **Invisible Core Curriculum** (ICC). The analysis of the institutionally-endorsed course descriptions in Section 1 of this thesis have outlined aspects of the VCC. The analysis of the 13 A-grade essays in Section 2 and the analysis of the two case studies in Section 3 have provided insight into an ICC at work. If this ICC remains invisible, but very real to students, then only those students with the right orientation to knowledge and access to useful support networks will be successful in the Core Curriculum. The analysis in Sections 2 and 3 have also shown that students need to move from a **commonsense** to an **uncommonsense** understanding of knowledge and that

there are specific patterns of language which are used to encode that uncommonsense knowledge into texts. This section will outline the implications these findings have for the teaching of English for Academic Purposes (Section 14.3.1) for the support Core Curriculum teachers should provide to students and the training which they need (Section 14.3.2) and for the support the institution should provide (Section 14.3.3). There are also implications for undergraduate education in the wider educational community (14.3.4).

14.3.1 Implications for the Teaching of English for Academic Purposes

The findings from the exploration of the **institutional voice** suggests that students need practice of reading academic texts such as academic books, academic book chapters and journal articles. They need to understand how these texts are typically structured. They need to practice understanding the arguments made in these texts and they need practice extracting useful information from these texts for use in their speaking and writing. The exploration of the institutional voice also suggests that students need practice writing key text types such as essays and reports, as has been found in other SFL genre tertiary research (Dreyfus et al., 2016), and also practice producing spoken texts such as tutorial discussions and oral presentations. The exploration of the institutional voice also suggests that students need to be told that the institution values the expression of uni / multi-structural and relational levels of understanding, the expression of critical argumentation and the contextualisation of knowledge. Students then need explicit teaching which teaches them the language patterns to encode these into their own writing through tasks which help them notice such features in successful writing and tasks which help them reproduce such language patterns successfully in their own writing in order for them to encode an uncommonsense understanding of the world into their writing (and speaking), as is required within the academy (Bernstein, 2000).

The findings from the exploration of the **assessed voice** suggest students need to gain control of certain language patterns of Periodicity, Engagement and Attitude, also identified in previous research (for example Hood, 2010; Ravelli, 2004; Siew Mei, 2007). In order to do this, students need to be taught metalanguage associated with Appraisal and Periodicity (mediated for classroom use) so that the teachers and students have a common language in which to discuss features of discourse. Throughout this EAP support, the Teaching and Learning Cycle posited by Rose and Martin (2012) is one methodology which should be used as a framework to help students acquire control of these language patterns as it provides a principled framework for scaffolding learning.

In terms of **Periodicity**, students need to be shown how the generic structure and periodic structure of texts should ideally map onto each other. Students can be given activities where they identify the periodic structure of argumentative essays. They can be asked to, for example, (i) identify the number of Hyperthemes in a text, (ii) identify how many levels of Hypertheme there are, (ii) identify elements of the Macrotheme and Macronew. Such conscious-raising tasks are ways in which students can be helped to understand the role the periodic structure plays in the development of a coherent argument throughout a text. The analysis in this research identified that the successful A-grade essays built up conceptual taxonomies throughout the essays through the periodic structure. Students can be given tasks which ask them to read an essay and draw a dynamic view of the conceptual taxonomy expressed in that essay. They can also be given a task to modify a dynamic view to introduce the contextualisation of knowledge or a critical argument into the periodic structure. Thirdly, they can be given a task where a dynamic view is given to them and they need to write the Macrotheme, Macronew and Hyperthemes and Hypernews for the conceptual taxonomy represented in the dynamic view. Tasks such as these can help students to understand the role Periodicity plays in successful extended academic texts, and help them understand how they can create such patterns of Periodicity themselves. Lastly, language patterns commonly used within the periodic structure also need to be explicitly taught to students, such as nominalisation and conjunctive relations of time and contrast, as has been identified in previous research (see Devrim, 2013; Liardét, 2016; Schleppegrell, 2005a).

In terms of **Engagement**, students need to be explicitly taught the language patterns associated with expand, proclaim and disclaim formulations. As well as this, they need help to understand the function of each in academic discourse, for example the use of counter-expectancy formulations to express a critical voice. As well as this, they need to be taught how to balance these three categories of Engagement in order to construct an appropriate academic voice. For example, they need to understand that an overreliance on expand formulations (as opposed to contract formulations in the form of proclaim or disclaim) could lead to the impression of a lack of confidence about the claims being made. Alternatively, an overreliance on disclaim formulations at the expense of proclaim could give the impression of a lack of understanding of academic knowledge. Students can also be helped to develop an appropriate academic voice through explicit teaching of the four Engagement moves identified in this research - an entertain -> counter -> pronounce move, a justify -> endorse move, an acknowledge -> counter-expectancy move and a counter-expectancy -> endorse move. These are powerful moves to teach students in that they can

help students encode into their texts a critical argument (i.e. the entertain -> counter -> pronounce move, the acknowledge -> counter-expectancy move and the counter-expectancy -> endorse move), and help students persuade the reader of the warrantability of their stance (i.e. the justify -> endorse move). While Siew Mei (2007) and Chang and Schleppegrell (2011), for example, have made important findings in relation to the use of Engagement in academic discourse, the identification of these moves is a unique contribution of this thesis.

Lastly, in terms of **Attitude**, students need to be taught that academic writing favours certain types of evaluation, namely Appreciation and Judgement and not Affect. They also need to be taught that certain disciplines favour certain types of Appreciation and Judgement. Consciousness raising activities which compare segments of essays from Science and Humanities AoI courses can be used to achieve this. Students also need to be explicitly taught language patterns used to construe Attitude. For example, they need to be taught to form noun phrases and nominalisations if they are to successfully express inscribed Appreciation (i.e. valuation and composition) through the use of (i) a premodifying evaluative adjective in a nominal group, (ii) an evaluative noun as head of nominal group and (iii) nominalisation of an evaluative term as head of the nominal group with the target of appraisal as post modifier. Students also need to develop an understanding of a range of evaluative attitudinal lexis (including an understanding of collocation) in which to express their evaluation of academic concepts through the use of inscribed Appreciation. Students also need to learn to invoke Appreciation and Judgement in the Rheme of clauses typically through the use of (i) the expression of a positive or negative result or purpose or (ii) a copula verb which is used to form a negative or positive relational process clause

Again, exemplar texts can be used to highlight how this is achieved across texts. Students can be given activities where they need to highlight the use of Appreciation and Judgement in a text which can help them understand how such evaluation is **infused throughout a text prosodically** and sometimes **given textual prominence** in the periodic structure of texts. Lastly, students also need to be taught that in an academic voice, direct inscribed Judgement is rare, and instead, Judgement is typically expressed through invoked judgement in the Rheme of clauses. These findings add to previous research which has identified patterns of Attitude in academic texts (see Bednarek, 2009; Hood, 2004b; S. H Lee, 2008).

Finally, the findings from the exploration of the **voice of experience** suggest that students need EAP courses to help them scaffold an understanding of certain **linguistic features** of academic writing (namely the ability to construct a coherent and critical argument throughout the text and the ability to express an academically acceptable stance) and certain **academic reading skills** associated with the writing process (namely the ability to find, choose, and critically read academic sources of information and also take notes and paraphrase from those sources). The difficulties Winnie and Louisa experienced, while similar in many ways and similar to the experience of other students (Evans & Morrison, 2011b; Y. Li & Casanave, 2012), also demonstrated that EAP support needs to be flexible enough to meet differing needs of students.

14.3.2 Implications for Support Needed from Core Curriculum Teachers

This research has also shown that certain discipline-specific knowledge also needs to be learnt if students are to express an appropriate academic voice in their writing. For example, the exploration of the assessed voice showed that Core Curriculum teachers need to scaffold a certain type of disciplinary understanding of academic knowledge. For example, in terms of Engagement, students need to develop a sensitivity to what viewpoints need to be entertained within a specific disciplinary community and which of these possible viewpoints is accepted as correct. Students need help understanding what established truth is in a new discipline and what is open to contention. In order words, Core Curriculum teachers need to help novice writers understand what a potential critical reader might think about the arguments they are trying to make throughout the text, what they might be likely to criticize. Students need to develop an understanding of what might be contested in the disciple they are learning about. This research is significant in its ability to identify specific linguistic patterns used to encode such knowledge in specific academic contexts, similar to the work of Martin (2013) and Maton (2008).

In terms of Attitude, students need to understand the 'publically and culturally sanctioned norms' which they need to use to appraise entities and people in an 'acceptable' way within the discipline. The challenge for Core Curriculum teachers is to do this in a way which does not impose dominant / privileged value systems (e.g. white, / middleclass / male / Christian / Western) at the expense of other value systems. This can be achieved, for example, by exposing students to a range of value systems through the texts they read and helping students identify those competing value systems in the texts. It can also be achieved through the use of probing questions in tutorial discussions which challenge the unconsidered values students might hold. Disciplinary teachers can also show previous

students' successful essays and help students to identify the value systems being used in the essays and how that is expressed through the writing. Overall, students need help unpacking the texts they are reading by identifying and comparing competing value systems within those texts and then help students repack that understanding back up into their own texts so that they can express a stance which acknowledges and resolves these competing value systems. Otherwise students entering the university system without the right cultural capital (Bourdieu, 1991) will not be able to express discipline-specific value systems in their writing (and speaking) in important gate-keeping assessments.

Lastly, the exploration of the voice of experience showed that both Winnie and Louisa struggled to understand certain knowledge structures associated with the target discourse community (specifically what knowledge is valued by the specific discourse community, how commonsense knowledge can be abstracted into uncommonsense knowledge in the writing process and how to unpack and understand the power words of the discipline). Core Curriculum teachers need to be able to help students understand the difference between **commonsense** and **uncommonsense** knowledge in their particular discipline (Bernstein, 2000; Karl Maton, 2013). They need to help students 'unpack' the **power words** of the discipline and 'repack' them into their assessed writing and speaking (Martin, 2013). Both Winnie's and Louisa's experience also suggests that teachers need to make sure the feedback they give on students' work is understandable to the students. Both Winnie's and Louisa's experience also suggests that teachers need to write assessment questions and guidelines which help students clearly understand disciplinary expectations.

14.3.3 Implications for Support from the Institution

The two case studies showed that without adequate support, students are forced to seek help from an 'underground' network of support of their peers to fill gaps in the curriculum. While this can be effective, it is also often likely not to be. This means that systemically, the institution needs to provide support to students and to teachers to fill these gaps. This involves undertaking research which identifies the gaps in the curriculum and funding services to fill those gaps, thereby making the **invisible** curriculum **visible**, similar to the work of Christie (2012) and Rose (2000). Winnie and Louisa's experience suggests that one of the most useful systemic changes the institution could make would be the provision of time within the curriculum for one-to-one or small group consultation sessions with Core Curriculum teachers. In these sessions, students can be encouraged to ask many of the questions which Winnie and Louisa struggled with when they were, for example, selecting a topic or structuring the essay according to the guidelines. This kind of focused support

could then reduce the need for the 'underground' network of support which is currently being used.

The institution also needs to fund the provision of EAP support to all students and make adequate space in the curriculum for this support. They should also fund one-to-one writing support in self-access centres, staffed by experienced EAP teachers, which students can utilise when they experiencing specific problems completing written assessments. The institution also needs to provide training for Core Curriculum teachers (examples of this in the literature include Harris & Ashton, 2011; Harvey, 2013; U. Wingate, 2006) to help them provide the support which students need which has been outlined in Section 14.3.2. Lastly, the institution needs to fund research such as this which explores the invisible curriculum, as experienced by the students, in order to identify what it is so that it can be made visible and taught.

14.3.4 Implications for Undergraduate Education in the Wider Community

This research was undertaken at a time of wide-ranging educational reform (see discussion of this in Chapter 1, Section 1.2). The large-scale, research-led, English as a medium of instruction Hong Kong university, which was the focus of this research, had implemented a new inter-disciplinary Core Curriculum to equip students with 'the intellectual skills to engage in critical enquiry and independent thinking, to ask questions from different perspectives and to formulate their own answers to these questions' (Tsui, 2012, p. 66). This move towards more inter-disciplinary inquiry in undergraduate curricula is a world-wide trend. 'Whereas once university curriculum was almost entirely determined by disciplinary experts, this has changed and the influence that external stakeholders now have in directing curriculum is unprecedented' (Millar, 2016, p. 471). Governments and employers are increasingly making demands on university curricula learning outcomes and one common outcome of this is the call for more inter-disciplinary knowledge to be learnt. 'In recent years, many previously tradition-bound universities have made radical reforms to their curriculum in many cases, shifting the balance between discipline-based and interdisciplinary components of the curriculum' (Millar, 2016, p. 472). This is the case at the institution studied in this research.

Because of this trend towards more inter-disciplinary inquiry, the findings from this research have implications for other universities who are also modifying their curricula towards in this way, especially when inter-disciplinary courses are taken by first and second-year students. The findings from this research suggest that such early-stage, inter-disciplinary courses can provide a pathway into undergraduate curricula for students in that

these courses can play an important role in beginning the academic acculturation process. By their very nature, these courses provide an introduction to (i) a **unified academic knowledge structure** and (ii) **broad disciplinary knowledge structures** (i.e. Science verses the Humanities in this research). If students develop the ability to encode a unified academic knowledge structure as well as broad disciplinary knowledge structures in academic texts in their early years, this can then provide a foundation for acquiring more discipline-specific knowledge structures in the later years of study and in turn provides a foundation for students to learn to encode these knowledge structures into their writing and speaking in those later years as well.

The **Student**, **Science** and **Humanities Voices** identified in this research are the instantiation of this unified academic knowledge structure and the two broad disciplinary knowledge structures. The findings regarding the language patterns of these three voices can provide a framework for other English Language Centres which need to provide EAP support to students taking similar early-stage, inter-disciplinary curricula. For example, the findings show that a unified academic knowledge structure is encoded in academic texts (to a large extent) through discourse-level patterns of language, drawing on the system of Appraisal and Periodicity. This is the **Student Voice**. These Appraisal and periodic patterns of language are used to construe commonsense knowledge into uncommonsense knowledge in ways which are valued **across** the academy. This Student Voice is also used to encode an institutionally-valued unified academic voice into texts in terms of the expression of uni / multi-structural and relational levels of understanding, criticality and the contextualisation of knowledge in specific contexts. These are also valued across the academy. This research has also shown that broad disciplinary knowledge structures are also encoded in academic texts through the use of specific patterns of Attitude in the **Science** and the **Humanities Voices**.

This research suggests that all students would benefit from explicit instruction of these voices. If early-stage curricula are to provide a pathway into advanced curricula, then institutions need to provide funding and space in the curriculum for such provision. Materials development and professional development programmes for language teachers and subject teachers in such contexts can also be informed by the findings of this research.

14.4   Limitations of the Study

This research is limited in three ways. The first is in terms of the context. This research has been carried out in one large-scale, research-led, English as a medium of instruction

niversity in Hong Kong. The findings summarised in this chapter are relevant to the provision of language support in similar contexts but not necessarily for contexts where the majority of students are studying in a first language. The findings are also relevant to other contexts which have a similar core, inter-disciplinary early-stage curricula, but not necessarily to contexts where students immediately enter university focusing on one specific discipline.

Another research limitation is in the choice of argumentative essays in the analysis of the assessed voice. The findings summarised in this chapter arise out of the analysis of a specific genre and care must be taken when applying these findings to the understanding of or teaching of other academic genres.

Lastly, this research is limited in the linguistic resources which were analysed in the assessed voice. Because of limitations of time and space, other discourse-level linguistic resources could not be explored, such as ideational linguistic resources and lexico-grammatical resources. However, these are also important linguistic resources used to express an academic voice.

14.5   Directions for Further Research

Further research should be done to analyse other linguistic resources used in argumentative essays such as ideational and lexico-grammatical resources in order to further inform the provision of EAP support. Research should also be carried out to explore the patterns of language explored in this research (Periodicity, Engagement and Attitude) in other written text types commonly used in the Core Curriculum such as reports and in spoken texts such as tutorial discussions and oral presentations. It would also be valuable to analyse weak texts as well as strong, as this would provide more insight into the language support students need. As well as this, the argumentative essays were taken from Science and Humanities AoI courses in this research. Further research should also be carried out to explore how similar, or different, the language patterns of argumentative essays are in the other two AoIs (Global and China) and consider what implications this has for the provision of EAP support.

In the future, it would also be valuable to show the findings from the exploration of the assessed voice to the Core Curriculum teachers who assessed those essays. It would be valuable to ask these teachers to what extent they thought the language patterns identified in the analysis contributed to those students being given an A grade. This would help to

understand the relationship between linguistic resources and the expression of a successful academic voice from disciplinary insiders.

This research has also focused on an analysis of Core Curriculum assessment and curricula. It would also be valuable to look at the pedagogy of the Core Curriculum in terms of what is being taught and learnt in the Core Curriculum and what implications that has for what is being institutionally-valued and what language support should be given to students in order that they have meet these expectations. Finally, as the Core Curriculum develops, research such as the case study research in this thesis should continue to be carried out to identify where gaps in the curriculum exist in order for them to be filled.

14.6 Conclusion

Returning to Cathy, the typical undergraduate student described at the beginning of this thesis, we now have a significantly clearer picture of the support she needs in the early years of her studies. Cathy had been told by her tutors that her 'ideas were not clear', that she had 'not been critical enough', yet she did not understand what it was to be clear, or critical, and how to improve her writing to achieve these things. What Cathy was struggling with, and what all students struggle with to some extent, is navigating the invisible curriculum. This research has provided insight into one instance of an invisible curriculum - what this invisible curriculum is made up of and how that curriculum can be made visible.

This research suggests that invisible curricula can become visible if certain steps are taken. EAP support needs to be provided which makes clear academic expectations in terms of how knowledge should be instantiated in texts. This needs to be modelled for students and students need to be given time to acquire control of such language through practice, feedback and more practice. Academic staff who teach subject courses also need training to be able to make academic and disciplinary knowledge structures explicit to students. The institution also needs to provide funding and space in the curriculum for this support to be given to students.

The process of un-hiding and making the invisible curriculum explicit and teachable, provides access to knowledge for those students who enter the institution without the right cultural capital and / or the right orientation to knowledge. These students are at a distinct disadvantage without support. Cathy's struggles have been shown to be very real. How we deal with invisibility in university curricula is one of the key educational issues of our time

as universities continue to expand their student intake to a wider and wider section of the population. This research contributes to providing a solution.

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An Exploration of the Voices of a New University Curriculum in Hong Kong: Implications for the Teaching of English for Academic Purposes

Volume II

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Table of Contents

APPENDICIES FOR CHAPTERS TWO & THREE – CURRICULUM ANALYSIS

Appendix 2.1   Multi-structural Learning Outcome Activities

2.1.1 Multi-structural Learning Outcome Activities in the China AoI

Apply basic economic concepts to **understand** the advantages of Hong Kong

Apply critical and creative thinking skills to the analysis and interpretation of primary documents and secondary materials related to sports and Chinese society covered in this course.

Apply key concepts to analyze the dynamics of dating, mate selection and marriage, and how individual views, choices and behavior are shaped by complex interconnected political, economic and social forces in different regions in China.

Apply knowledge learned to appreciate and critically reflect on the issues and challenges in 21st century Chinese culture.

Apply research and historiographical skills (including developing hypotheses, conducting original research, and placing research findings within existing scholarly contexts) to the analysis and interpretation of primary historical texts and secondary materials on issues related to sports and Chinese society covered in this course.

Apply the analysis [of family theories and concepts] to the contexts of China and international settings.

Apply the basic concepts and theoretical perspectives to analyze how global knowledge is practiced differently in different local contexts.

Apply the knowledge gained from the course to analyze and **understand** contemporary China and East Asian affairs

Apply them [basic demographic concepts and measures] to the contexts of Hong Kong and China and international settings.

Characterize the political and social forces in the process of modernization at the local and global levels.

Clarify basic demographic concepts and measures

Connect the knowledge acquired in class to an analysis of Hong Kong as an Asian city in a group project report.

Connect the knowledge acquired in class to an analysis of Hong Kong as an Asian city in a group project report.

Define the concept of social development

Deliver an in-depth account on why western style science did not flourish in China.

Demonstrate a broad understanding of political change, mass movement, revolution, and the fundamental difference between dictatorship and democracy.

Demonstrate adequate knowledge about Chinese cultural history since 1949 and the development of film in contemporary China.

Demonstrate an awareness of Hong Kong's past, present and future

Demonstrate an awareness of major social issues in contemporary China and their significance for a globalizing world.

Demonstrate an awareness of the characteristics and diversities of China's culture and heritage and her Buddhist impact.

Demonstrate an awareness of the complex relations between the socio-economic-political processes and environmental change in a high-density urban setting.

Demonstrate an awareness of the implications of such responses on the challenges China is facing in her ongoing quest for modernization.

Demonstrate an awareness of the serious pollution situation in mainland China

Demonstrate an understanding of how Chinese architecture and landscape are transformed over time, influenced by changes of thoughts, values, technology, and society.

Demonstrate an understanding of how medical practice is embedded in cultural values.

Demonstrate an understanding of how physical patterns displayed in Chinese architecture and landscape were related to thoughts, values, technology as well as ways of life in Chinese culture.

Demonstrate an understanding that the history of a region and country (in this case China) can be subjected to a variety of sharply contrasting views and interpretation

Demonstrate knowledge of the basic facts and complexities about ethnicity in China, and

Demonstrate solid knowledge of key components of the traditional Sino-centric world order and its continuous impacts on late imperial Chinese society

Demonstrate understanding of China's perspectives, priorities and strategies in pursuing its multi-faceted relations with the Asian region and how China has utilized its growing economic and military resources in its Asian policy.

Demonstrate understanding of how businesses are organized and relations are managed to achieve business goals in a social context.

Demonstrate understanding of New Institutional Theory

Demonstrate understanding of the Chinese economy in a historical and comparative context

Demonstrate understanding of the diversity and dynamism of Chinese culture from past to present

Demonstrate understanding of the evolution and modernization of Chinese cities in the past three decades.

Demonstrate understanding of the role Buddhist culture plays in the various forms of Chinese life such as thought, value, visual art, architecture, literature, language, and folk beliefs

Describe and critically examine the historical and cultural importance of the Silk Road towards the construction of China's Nationhood

Describe and critically explain the changing patterns of state-society relationship during China's modernization process, from 1840 until today.

Describe and critically explain the links between various social movements and China's quest for modernity.

Describe and explain Buddhist influence on Chinese culture in general

Describe and explain key concepts for understanding the diversity and plurality of Chinese culture.

Describe and explain the history of modernization of China within the East Asia context

Describe and explain the key arguments of major theoretical perspectives on the governance of transitional and emerging economies

Describe and explain the notion of built heritage and the common methods of classification and conservation, competing conservation approached

Describe and explain the observable phenomena of built heritage degradation and conservation in terms of different forms of property rights and their resource use implications and the significance of property rights for enabling/inhibiting innovations by investment.

Describe and explain urban sustainability challenges at the global level and examine responses in Hong Kong.

Describe China's legal traditions

Describe major events and figures of the Self-strengthening Movement and the Hundred Days' Reform of 1898.

Describe musical exchanges between China and other Eurasian musical cultures.

Describe the development of the Chinese economy since economic reform.

Describe the economic interactions between Hong Kong and China since the early twentieth century.

Describe the range of conceptions and practices of the dao in the Chinese tradition

Describe the theoretical role of key concepts such as *fa* (standards), *ming* (names) and *dao* (way) in the early development of Chinese political philosophy.

Describe, **experience**, and analyze ideas of holism and "same origin of herbs and food" that influence Chinese ways of life from past to present.

Give an account of the extent of scientific achievements in ancient China

Highlight the multi-faceted nature of the challenge for sustainable development.

Identify and analyze population issues in relation to social services and public policies.

Identify and analyze the factors that may determine the development of constitutionalism in modern China

Identify and appreciate the musical features of a broad range of Silk Road music traditions.

Identify and assess critically the inherent cultural implications of Chinese myths

Identify and **describe** the key facts about family planning scheme and one-child policy in China

Identify and **describe** the key facts about population policies and schemes in Hong Kong and China

Identify and discuss major factors that transformed China's media from a vehicle of mass propaganda to mass communication.

Identify and explain the theories, models and facts about family changes and its interconnectedness of modernization from multidisciplinary perspectives.

Identify and explain the theories, models and facts about population processes.

Identify important issues and challenges facing contemporary Chinese cities.

Identify key problems of a Chinese city based on its urban development history and current conditions.

Identify possible solutions to address these problems and challenges

Identify respectively the Confucian and the modern understanding of person

Identify the broad changes and the transformation in China and the world in order to understand how these come to influence the most intimate aspects of one's life.

Identify the causes, scale and characteristics of the key governance challenges facing contemporary China

Identify the economic functions that Hong Kong serves for China and the underlying unique advantages of Hong Kong.

Identify the factors leading to the successful implementation of the rule of law in the modern Republic of China (Taiwan).

Identify the key features of Hong Kong as an Asian world city.

Identify the social and political factors that affect the performance and decisions of Chinese businesses in historical periods before and after 1949.

Locate and appraise family issues to social services and public policies.

Outline the historical and geographical setting of the Silk Road.

Provide an overview of built heritage endeavours by government, NGO and private bodies.

Relate what has been learnt in class to daily experience.

Review the leading ideas of the May Fourth Movement and appraise their significance.

Specify the implications and challenges of Hong Kong's ageing population.

Summarize the nature and magnitude of the social challenges facing current China.

Trace and **differentiate** major sources of demographic data

Trace and **differentiate** major sources of family demographic data and their limitations.

Underline and **clarify** basic family theories and concepts

Understand the causes of pollution and obstacles to environmental protection, including an examination of the social, political and institutional dimensions.

Understand the difficulties that China faces in tackling them [causes, scale and characteristics of the key governance challenges facing contemporary China].

2.1.2 Multi-structural Learning Outcome Activities from the Global AoI

Apply basic economic concepts **to understand** the economic benefits and costs of globalization

Apply conceptual and theoretical frameworks to explore the factors, conditions, and processes which impact on the way governance is administered.

Apply formal methodologies from sensory science to evaluate the organoleptic properties of food products.

Apply fundamental skills **to the identification** and interpretation of natural and cultural heritage, both tangible and intangible

Apply intellectual skills with particular emphasis on the analysis, synthesis and evaluation of ideas, concepts and theories relevant to the study of globalization and tourism.

Apply knowledge to increase users' online literacy

Apply the basic concepts and theoretical perspectives to an analysis of the impacts of globalization in our social life.

Apply them [theories of globalisation] **to an understanding** of the social, economic and political organization of the international tourism system

Articulate differences with its current forms in globalization.

Articulate the complexity of identity issues in a global world through discussions of filmic texts and filmmakers' experiences.

Comprehend and evaluate the changing relationships between states, civil society and markets, and their influence on the relations of power and inequality in international tourism.

Comprehend the tensions between state actions and criminal entrepreneurship and the ambiguous moral areas of state-sanctioned illegal covert activities

Connect the basic concepts and theoretical perspectives to an analysis of a selected topic on sports culture under global capitalism in their group project report.

Define the important characteristics of the various economic, political, sociological, cultural and urban forces of globalization.

Demonstrate a heuristic understanding of economic concepts relevant to analyzing CSR issues.

Demonstrate an awareness and **understanding** of local food issues, their relation to global food process.

Demonstrate an awareness of globalization's role in facilitating the spread of disease.

Demonstrate an awareness of how normative debates can be connected with, affected by and impact upon political agendas

Demonstrate an awareness of linguistic diversity in human history.

Demonstrate an awareness of sustainable practices in corporate and consumer behavior.

Demonstrate an awareness of the emergence of "new voices" in the global media.

Demonstrate an awareness of the importance of energy systems as a key determinant of societal sustainability, globally and locally.

Demonstrate an awareness of ways forward for humanitarian intervention in the complex circumstances of the contemporary world.

Demonstrate an understanding and **awareness** of the various domains of human progress.

Demonstrate an understanding and **awareness** that we have a duty to help safeguard it for future generations

Demonstrate an understanding of basic components of the skill sets required to analyze energy/sustainability issues.

Demonstrate an understanding of how trade and specialization are central to human advancement.

Demonstrate an understanding of key environmental impacts of contemporary energy systems and the potential contribution of technological developments in energy supply systems and their costs and benefits and role in green development.

Demonstrate an understanding of the critical issues facing China's struggle to feed itself

Demonstrate an understanding of the literature on the illicit global economy and its linkages to transnational crime in the global era.

Demonstrate awareness and **understanding** of the interconnectedness of the cultural and economic aspects of globalization.

Demonstrate awareness and **understanding** of the relation of Hong Kong culture to issues of globalization and culture.

Demonstrate awareness towards the collaborative and interdisciplinary nature of the making of our cities, especially in light of the dissolving of conventional boundaries for improved global connectivity, for better tolerance of differences in our society, and for a more socially and environmentally sustainable approach towards our built environment.

Demonstrate awareness, as 'young people' themselves, of the interconnectedness of the world.

Demonstrate knowledge and **understanding** of World Heritage Sites as a testimony to peace, human rights, democracy, and the importance of racial non-discrimination, tolerance, and respect for all people and their cultures

Demonstrate knowledge, understanding and appreciation that the world's cultural and natural heritage belongs to all of us

Demonstrate understanding of and sensitivity to the core values and ethical stances regarding social, economic and environmental sustainability

Demonstrate understanding of how seemingly far-off phenomena such as wars, famines, the dispossession of people or corruption in governance can have an effect on urban centers and urban lives.

Demonstrate understanding of human and social developments in the movement of people across time

Demonstrate understanding of the basic concepts of law, the Rule of Law and globalization.

Demonstrate understanding of the complex relationship of sustainability, information society, and social media

Demonstrate understanding of the concepts, practices and dilemmas of environmental journalists

Demonstrate understanding of the influence of business pressure on news operations in market-driven/influenced media systems.

Demonstrate understanding of the nature, challenges, responses and consequences of East Asia's globalization.

Demonstrate understanding of the process of framing international and local issues in light of contending political, cultural and economic paradigms.

Demonstrate understanding of the role of development and trade in producing surplus labor and dispossessed populations who migrate

Demonstrate understanding of the role of dominant cultural values in the creation of narrative frames

Describe and discuss the relationship between language and identity at the individual and societal level.

Describe and explain environmental NGOs' media and communication strategies

Describe and explain historical and contemporary networks, operations and principles of food production, distribution and disposal and to begin to articulate the relationship between local and global systems.

Describe and explain some of the main global problems and some of the main theories about global justice intended to tackle these problems

Describe and explain the basic principles of evolutionary theory as a model for human progress.

Describe and explain the Green Revolution and its relationship to future improvements in agriculture through biotechnology

Describe and explain the history and global development of the Internet with its myriad impacts on the daily personal lives of individuals around the world.

Describe and explain the institutional framework of economic globalization and how it affects the environment.

Describe and explain the origin, production, and processing of a range of key food materials and food products.

Describe and explain the technological development of nuclear, chemical and biological WMD and their application in conflicts.

Describe and explain theories of globalization

Describe and **understand** humanitarian intervention through an awareness of both historical development and territorial reach.

Describe the evolution of the principle of the Rule of Law in western societies

Describe the impact economic globalization has had on labor migration, consumption, carbon economy and sustainable development.

Describe what type of technology is used for compliance monitoring.

Develop the awareness and **understanding** of the relevant social factors in different cultural environments.

Distinguish and explain the framework behind the identification, protection and preservation of World Heritage Sites, the inscription process, criteria used to justify the inclusion on the World Heritage List, and the vital process of World Heritage Conservation

Engage with the moral and political discourses shaping people flows across borders.

Enhance comprehension and **[enhance] effective use** of the Internet

Identify actions that could be taken to remedy negative impacts you might have on the world.

Identify and analyse the economic, political and socio-cultural implications of China's investment in Africa.

Identify and analyze potential worst-case WMD attack scenarios and develop appropriate response strategies.

Identify and analyze the impacts of globalization on social life (sports culture being an example) in the contemporary world.

Identify and analyze the prevailing practices of institutional and individual Internet users, including those who have created changes or controversies in society.

Identify and **articulate** key World Heritage issues

Identify and **demonstrate understanding of** the mechanisms by which governments, intelligence agencies, political parties, churches and businesses influence the framing of news

Identify and **describe** the major global issues confronting Africa today.

Identify and devise effective strategies to regulate processes of tourism development that are compatible with notions of social justice and fair trade, particularly in poorer regions and states.

Identify and evaluate the relationship between WMD producers and proliferators and how globalization has impacted these relationships.

Identify and evaluate the sociolinguistic issues and challenges in the local context

Identify and explain the challenges that modernity poses to diversity

Identify critical theories that had influenced the development of architecture and the city.

Identify key concepts that illustrate the interconnected relationship between the global scene and local lives through analysis of cinematic texts and film-institutional practices.

Identify prevailing ideas and philosophies.

Identify the implications of global criminal activities and how they relate to the Hong Kong society and in turn how local criminal activities have worldwide repercussions

Identify the stakeholders and their basic strategies in environmental politics and communication

Identify types of human flows, and objectify their causes, motivations, nature, issues and debates in discourses of globalized human flows.

Illustrate the different levels of the Rule of Law and the institutions needed to achieve the goals of each of the levels and the cultural conditions for each of the levels.

Outline the history of global trade in selected food commodities and products

Recognize and discuss the important sociolinguistic issues involved in the appropriation of a global language such as English in contemporary local multilingual Asian contexts.

Relate and **apply** these theories to specific cases and issues and to different phases in the development of the international order

Relate global changes to their daily experience.

Review the multi-dimensional relationships between law and globalization

Review the multi-faceted nature of globalization by acquiring new knowledge about Hong Kong cinema in the global context.

Show an understanding of how this impacted economic development and cultural change.

Understand and appraise fundamental ethical and legal principles, including areas such as freedom of speech, privacy, defamation, copyright and obscenity, and how they affect Internet users

Understand how both the "haves" and "have nots" of technology are simultaneously benefited and limited by ICT.

Understand, analyze and critically interpret and reflect upon interacting economic and political dimensions of growth and poverty.

Understand, analyze and critically interpret and reflect upon the outcomes for growth and poverty comparing socialist versus capitalist economies and open versus closed economies through the study of cases and examples in history

Understand, analyze and critically interpret and reflect upon the relationship between issues of corporate social responsibility affecting businesses and its broader relationship with the nature of society and duties of itizenship.

Understand, analyze and critically interpret and reflect upon the relationship between issues of growth and poverty and its broader relationship with human development.

Understand, analyze and critically interpret cases and examples of issues in corporate social responsibility

Understand, analyze and critically interpret key economic concepts and ideas through **applying** them to quantitative data on growth and poverty across the world and over time.

2.1.3 Multi-structural Learning Outcome Activities from the Humanities AoI

Apply the theories to their everyday experiences.

Apply comparative historical approaches to examine the political, social and ethical issues which underlie current public health debates.

Apply knowledge and understanding of the theories and analytical tools learnt to conduct critical analysis of popular cultural texts.

Apply personal experiences and observations to the discussion of social divisions.

Apply scientific perspectives and concepts to analyze, interpret and evaluate spiritual concepts and their associated social and religious practices.

Apply the learned theories to analyze how political power is produced and embedded in our living environment.

Apply this understanding to critically examine news reports in the press.

Articulate how these works of art make meaning within their cultural context

Categorize and compare different theoretical concepts with given common criteria.

Demonstrate a broad knowledge of ideas behind visions that drive the making of cities

Demonstrate a broad perspective of the issues defining girlhood

Demonstrate a deep awareness of music and its roots in the body through the appraisal of various functions of the body in perceiving and making music.

Demonstrate a deeper level of knowledge of the role that ethical standards play in the definition of a "good" professional

Demonstrate an awareness and **understanding** of the ideological nature of narrative endings.

Demonstrate an awareness of the function of literary representation as both shaped by concrete situations and shaping responses to such situations.

Demonstrate an awareness of the need for the sustainability of cultural heritage in contemporary society.

Demonstrate an awareness of underlying principles of artistic practices across cultures

Demonstrate an understanding of the concept of sustainable living environments,

Demonstrate an understanding of the emotional concerns, family issues and psychosocial aspects of death and dying on the individual level

Demonstrate an understanding of the experiences of persons with disabilities

Demonstrate an understanding of the moral philosophical approaches and techniques in moral reasoning.

Demonstrate awareness of the presence of the nature vs. nurture debate in other disciplines.

Demonstrate awareness of the significance of war and combat in human history and society.

Demonstrate awareness of the urgency to address the dis-connectedness between culture and nature as a global issue

Demonstrate comprehensive understanding of the complex relationship between gender and beauty and how culture and history impact this relationship

Demonstrate how these insights impact the daily lives of students – both male and female.

Demonstrate knowledge of the key features of the historical project, trajectory and history of the British Empire.

Demonstrate understanding of historical changes (and cultural differences) in the ways in which sexual and gender diversity has been (and is) viewed.

Demonstrate understanding of how a myriad of modern disciplines – such as anthropology, psychology, economics, sociology, medicine and politics – shape our perception and definition of girlhood

Demonstrate understanding of how the public sphere is constituted in different societies.

Demonstrate understanding of the importance of a sustainable reciprocity between human culture and nature.

Describe and critically examine a variety of representations of Empire in text and image using appropriate critical frameworks.

Describe and explain how literary texts and film texts reflect, shape and influence historical perspectives and cultural norms.

Describe and explain the fundamental knowledge, myths, attitudes, practices and ideological contradictions of death, dying and bereavement with a cultural sensitivity to the Chinese experience

Describe and explain the impact of new technologies on creative work and on the ways people share ideas, views and information in modern society.

Describe and explain the major stage theories of development and alternative approaches to development in psychology, biology, sociology and anthropology, including their underlying assumptions and key concepts.

Describe and explain the origin and development of different popular cultural genres from the perspectives of major critical cultural theories.

Describe and explain the ways in which human sexuality (the ways we think and talk about it, as well as the way we experience and express it) contributes to our sense of self, and intersects with other facets of self

Describe and explain with specific examples the roles played by both the linguistic and non-linguistic modes of communication such as visuals, sounds, music, colours and moving images in the construction of multimodal popular cultural texts from both local and global contexts.

Describe and interpret the implications of the cultural, architectural and urban theories behind the making of different cities

Describe conceptions of mental health and mental illness.

Describe, explain and **connect** the basic concepts and theories pertaining to cultural heritage using appropriate academic language.

Describe, explain and **differentiate** the sociological, psychological, anthropological and biological theories and ideas related to body, beauty and fashion.

Differentiate when it comes to beauty, the subjective from the objective.

Distinguish between different concepts and representations of the environment

Distinguish the different intentions and contexts that brought about different visions and revolutionary thought.

Employ relevant information from case studies to critically examine the limitations of the theories

Express an understanding of the family issues, educational concerns, and psychosocial aspects of the disability experience.

Identify and analyze legal and ethical issues relating to creative works in daily life, both within and outside the university.

Identify and explain the impact of urban development on the human environment.

Identify each theory's specific context, strength and limitation

Identify key concepts in understanding intimacy using contemporary sociological and political theories of identity, gender and sexuality.

Identify key issues in eco-criticism

Identify prevailing ideas and philosophies in sustainable development

Identify the basic issues regarding human beings' ability to acquire knowledge of language.

Identify the changes necessary to build up a barrier-free society.

Identify the social, political, biological and cultural determinants of social exclusion in disabilities.

Identify the strengths and weaknesses of different philosophical and popular arguments in the four topic areas of the course.

Identify ways to narrow social divides in contemporary societies.

Illustrate an understanding of the intertwined nature of the relationship between biology and culture through the paradigmatic example of music.

Integrate knowledge gained from multidisciplinary perspectives

Place these messages in both a local and global context.

Point out their historical relationships to material and imaginary uses of places.

Recognize and critique, from the perspective of the professional and the client-observer, the ethical standards expected of different professions.

Recognize distinct imaginary and institutional environments constituted by literature

Recognize the various ways in which the arts can be used to increase awareness of global issues and concerns, foster interpersonal relationships and facilitate self-actualization.

Trace their [eco-criticism] histories across different cultural traditions

Understand the relationship between the press, public opinion and public policy.

Use copyright as an example **to describe** and explain the concept, historical origin and rationale of intellectual property rights, and their current impacts on the creation of works in arts and science.

2.1.4 Multi-structural Learning Outcome Activities from the Science AoI

Analyze and **understand** the effect of Big Data on social and moral values.

Apply data organizing and searching methodologies to organize a potentially large amount of personal information.

Apply ethical and moral understanding to evaluate the benefits and dilemmas of stem cell technologies.

Apply knowledge and theories to analyze judgments and decisions in real world situations.

Apply knowledge gained to evaluate solutions appropriate to the specific cultures and environments.

Apply knowledge on the human dependence on the oceans to decision making on policies pertaining to their management.

Apply mathematical ideas and methods to decision making on everyday issues.

Apply optimization techniques when placing priorities on utilization of limited resources in scientific research of health improvement, promotion and prevention

Apply simple mathematics to the construction of different musical scales (just, equal, meantone)

Apply the knowledge about the trust on Big Data to improve the quality of confidence in a given piece of data.

Apply the knowledge obtained from the course to assess the impact on society of the major scientific discoveries of the future.

Apply the understanding of security issues of Big Data to the protection of personal data, or new kinds of data appearing in the future.

Apply the understanding of the nature of science and technology and news media in critical analysis of SSI.

Articulate how science is distinct from, and connected with, other areas of investigation in the humanities, the social sciences, and in everyday life.

Classify different types of science fiction

Comprehend and **describe** how mathematics was and is being developed as a work of human culture

Comprehend the working principles of several selected inventions and phenomena, e.g. radar, mirage, and telescope, as examples of how wave motion has brought changes to the society

Conduct simple experiments to solve these problems related to materials, to design

Define the basic characteristics of different types of stem cells

Define the scientific method

Demonstrate ability to apply established scientific principles to everyday devices and phenomena

Demonstrate an awareness of information sources regarding hazards

Demonstrate an awareness of the impacts of science within the broader economic, environmental and socio-cultural context

Demonstrate an understanding of the general principles by which the scientific method can be used to evaluate complex, ill-defined problems

Demonstrate an understanding of the universal beauty of natural science

Demonstrate awareness of the impact of human activity on the natural and built environment

Demonstrate awareness of the importance of professional standards and ethical practices

Demonstrate awareness of the utmost importance of social, national and global responsibilities and moral obligations to ensure equity and justness to enjoy the scientific achievement for human health

Demonstrate good understanding of how modern forensic science is being applied to uphold justice in the society and solve crimes in everyday life

Demonstrate their understanding of how nature has inspired and continues to inspire innovative intelligent responsive systems in buildings

Demonstrate their understanding of ways in which intelligent buildings respond to and shape culturally diverse values as well as influence each of our daily lives

Demonstrate understanding of abstract to semi-technical issues relating to sustainable development in the context of the built environment

Demonstrate understanding of how a body of scientific knowledge is created

Demonstrate understanding of how cultural and personal beliefs shape engagement with blood through rituals, ceremonies, and in films and stories associated with vampirism

Demonstrate understanding of important applications of mathematics in our everyday life

Demonstrate understanding of real-world issues relating to the balance between the use of cyberspace technologies, legal challenges and ethical responsibilities

Demonstrate understanding of some commonly used probability and statistical concepts

Demonstrate understanding of the ecology and epidemiology of some important emerging and re-emerging infectious diseases that are locally or globally important

Demonstrate understanding of the importance of a free flow of information in the global control of infectious diseases

Demonstrate understanding of the interaction between microbes and humans in infectious diseases

Demonstrate understanding of the scientific principles that underline and support the practical application of various scientific disciplines that are involved in the forensic sciences

Demonstrate understanding of the ways energy was discovered and used in human history

Demonstrate understanding of what actions or application of technology in our everyday life might constitute a crime in the cyberspace

Demonstrate understanding that "computing" as a tool is a double-edge sword

Describe and evaluate the various measures that can be used to reduce the impact of environmental hazards

Describe and explain how climate change impacts everyday life and society

Describe and explain how major biomedical discoveries have improved human health globally by providing the basics of disease mechanism, diagnosis and treatment

Describe and explain how scientific and technological principles are being applied in modern forensic science

Describe and explain the basic principles of genetics and evolution

Describe and explain the concept of Time and how it has been measured and perceived in different stages of the story of human civilization

Describe and explain the conditions under which a given piece of data can be trusted.

Describe and explain the influence of science on science fiction and vice versa

Describe and explain the legal challenges of cyberspace crime in Hong Kong

Describe and explain the most important scientific revolutions that took place in science, their causes, and their historical context

Describe and explain the origins, occurrence, and characteristics of various hazards

Describe and explain the principles of inheritance, recombinant DNA and cloning

Describe and explain the relationship between the usage of materials and advancement in human civilization

Describe and explain the science principles behind the preparation, production, consumption, storage and safety measures of food and cooking.

Describe and explain the societal implications of scientific discoveries relating to the origin, evolution and future of life

Describe and explain various energy conversion technologies

Describe and explain why and how Big Data impacts different aspects of the society.

Describe and explain, in a high-level manner, various representative computational algorithms (e.g., Google search, MapQuest route finding, etc.)

Describe and explain, in general and non-technical terms, the general principles that govern neural function and hemispheric specialization in the human brain

Describe and **give examples** of common errors in intuitive judgment and decisions

Describe and **understand** the basic principles of organizing and searching Big Data.

Describe how advances in technology have influenced scientific thinking on the origin, evolution and future of life

Describe how global conflict and the quest for food and resources led to advancement in our understanding of the oceans

Describe how it [the scientific process] relates to oceanography

Describe how such understanding has evolved over history

Describe how the mass media shapes our view of the modern world

Describe modern day built environment systems and sustainable technologies

Describe multiple connections between the body's physiological systems (immune, endocrine, and nervous systems).

Describe the beauty, the utility, and the "Way" of mathematics

Describe the emergence of rational thinking

Describe the environmental, ecological, social, historical, and human factors in determining the epidemiology of infectious diseases

Describe the historical development of optical fiber and wireless communications

Describe the impact of these problems to our society

Describe the scientific method

Describe the scientific process

Describe what is science fiction

Describe why transfusions of blood and its products have been viewed to bring both benefit and harm to human beings

Describe, explain and **connect** the basic principles, concepts and theories, pertaining to the climate change debate using appropriate scientific language

Differentiate between objective and mal-use of statistics and scientific evidence in advertisement and media

Differentiate true innovation from marketing hypes

Differentiate when it comes to beauty, the subjective from the objective

Discriminate between scientific explanations and other belief-based explanations for the origin and evolution of life.

Give an account of the principal historical figures and their major ideas and contributions

Identify and **describe** key developments in building technology that contribute to and inspire smart building systems that react and appropriately respond to various human actions and needs as well as environmental conditions or phenomena

Identify and **describe** relevant features of science and technology as reflected in history of science and contemporary science practice

Identify and distinguish fundamental similarities and differences in physical properties and attributes between the various forms of ionizing (e.g. x-rays) and non-ionizing (e.g. visible light, microwave) radiation.

Identify problems related to the improper usage and disposal of materials

Identify qualitative and quantitative everyday astronomical phenomena

Identify the difficulties, challenges and drawbacks encountered when science is applied to improve the health of human beings and hazard prevention and minimization

Identify the distinctions, restrictions and interconnectedness between elegant, rigorous scientific principles and the demand for cost, efficiency and performance of products in technology

Identify the key design considerations pertinent to technologies intended for deployment in the developing world

Identify, describe, and compare some essential materials used by human in the past and present

Illustrate the use and misuse of science as a plot device

Investigate and **describe** the interplay among mathematics and other areas of human culture

Obtain a better understanding of the nature of Time as perceived in different cultures

Realize and discuss coherently philosophical issues at the science and music interface

Realize that waves of gigantic scales occurring in Nature (e.g. tsunamis and earthquakes) cannot be seen nor heard, and since measurements of these motions are difficult, international collaboration must be sought to mitigate potential damages

Realize the importance of good management of time

Recognize and **describe** the reciprocal relationships between humans and their environment influenced by scientific discovery and technological development

Recognize and **identify** these errors common errors in intuitive judgment and decisions in real world situations

Recognize how all living organisms have compositional and organizational similarities at the molecular level

Recognize how it [the scientific method] is applied in the real world

Recognize the importance and widespread occurrence of wave motion, the primary process in the transmission of energy and information in Nature

Relate the evidence for harmfulness of drugs to their legal status

Review theories of evolution and the origins of life from both historical and theoretical perspectives

Show awareness of the moral-ethical considerations in applying a scientific achievement to the health of human beings, especially in imminent and imperative clinical situations e.g. outbreaks or epidemics

State the principles of biomedical ethics

Understand their [various sources of scientific data] validity and limitations hence allowing **critical** appraisal of their value in providing answers for solving a crime.

Appendix 2.2   Relational Learning Outcome Activities

2.2.1   Relational Learning Outcome Activities from the China AoI

Analyze how China views its rise in the world, how China should come to terms with its own rise, and how the "outside world" and China's domestic reforms are mutually transformative.

Analyze in collaboration with fellow students, the opportunities and challenges facing Chinese businesses in the global economy.

Analyze its [emerging diverse media and popular culture forms] impact on media, state and social relations.

Analyze the central ideas of human rights and democracy

Analyze the Chinese government's social policy responses within the historical and globalized features.

Analyze the contributions of fertility, mortality, and migration to population change

Analyze the differences and similarities between China and her neighbours, notably Japan and Korea in their approaches towards modernity and development

Analyze the impacts of China's economic development on the global economy

Analyze the relations between China and the key players and how China has dealt with several critical issues.

Analyze the rise of new media and its contribution to the development of China's nascent civil society.

Analyze why the Chinese government has adopted a particular set of policy measures in coping with such challenges [the difficulties that China faces in tackling causes, scale and characteristics of the key governance challenges facing contemporary China]

Apply critical and creative thinking skills to **the analysis** and interpretation of primary documents and secondary materials related to sports and Chinese society covered in this course.

Apply key concepts **to analyze** the dynamics of dating, mate selection and marriage, and how individual views, choices and behavior are shaped by complex interconnected political, economic and social forces in different regions in China.

Apply knowledge learned to **appreciate** and **critically reflect** on the issues and challenges in 21st century Chinese culture.

Apply research and historiographical skills (including developing hypotheses, conducting original research, and placing research findings within existing scholarly contexts) to **the analysis** and interpretation of primary historical texts and secondary materials on issues related to sports and Chinese society covered in this course.

Apply the basic concepts and theoretical perspectives **to analyze** how global knowledge is practiced differently in different local contexts.

Apply the knowledge gained from the course **to analyze** and understand contemporary China and East Asian affairs

Appraise and **evaluate** musical and cultural relevance of contemporary East-meets-West performances.

Appraise various law reforms in China since the late Qing Dynasty.

Assess Hong Kong's performance in terms of tackling various global issues.

Assess their [major sources of demographic data] limitations.

Challenge any pre-conceived assumptions held about the modernization of China and Asia from previous historical studies.

Challenge normative assumptions on Chinese ethnic/cultural identity

Compare and **contrast** China's rise with the power transition of other great powers in the past.

Compare and **contrast** rule by *fa* (standards) with rule of law

Compare and **contrast** the developmental trajectories and governance challenges in China and other emerging economies.

Compare and **contrast** the similarities and differences of the environmental challenges faced by Hong Kong and its neighboring jurisdictions in Southern China.

Compare and **discuss** the major claims made by anti-traditionalism and conservatism on Chinese tradition.

Compare different origins of Chinese and Western medicne

Compare how Chinese intellectuals responded to the crisis China faced when encountering western power since the 19th century and their views on the application of constitutionalism to China.

Connect the knowledge acquired in class to **an analysis** of Hong Kong as an Asian city in a group project report.

Critically analyze and **comment** on contemporary political events in Hong Kong and Mainland China from both a comparative and a historical perspective.

Critically analyze the historical and social significance of Chinese myths

Critically analyze the on-going debate concerning media autonomy and Party control using various media studies and sociology theories covered.

Critically assess diverse historical sources, literary, and multi-media representations.

Critically assess the Western media's and Chinese government's views about human rights, justice, equality, and freedom of speech for ethnic minorities in China.

Critically assess their [the key arguments of major theoretical perspectives on the governance of transitional and emerging economies] relative strengths and weaknesses in interpreting China's developmental experience.

Critically determine the relevance of culture in the constitutional development of a society.

Critically evaluate the legal development of the People's Republic of China from both a law and social perspective.

Critically evaluate their [policy choices] effectiveness and impacts.

Critically evaluate varied types of textual and visual sources

Critically examine the views discussed

Critically review the constitutional development during Imperial China, Republican China and Communist China on how far constitutionalism was achieved.

Critique the commonly held assumptions about race and ethnicity in China,

Demonstrate a nuanced comparative understanding of China's political, economic and cultural changes

Demonstrate a reflective response to global sustainability challenges in the context of Hong Kong

Demonstrate appreciation of the intellectual framework for and historical experience with rule by *fa* (standards) in traditional Chinese political thought.

Demonstrate critical reflection on the value of rule of law and potential challenges to its implementation in a Chinese cultural context.

Demonstrate interpretive, analytical, and **argumentative skills** in oral presentation and writing by discussing issues arising in early Chinese political thought in written assignments, tutorial discussions, and debates.

Demonstrate interpretive, analytical, and **argumentative skills** in oral presentation and writing by discussing these issues and views in written assignments, class discussion, and tutorial presentations.

Demonstrate the capacity to analyze how medical institutions are transformed by political contexts and the consequential influence on the perception of the body and health.

Describe and **critically examine** the historical and cultural importance of the Silk Road towards the construction of China's Nationhood

Describe and **critically explain** the changing patterns of state-society relationship during China's modernization process, from 1840 until today.

Describe and **critically explain** the links between various social movements and China's quest for modernity.

Describe and **explain** Buddhist influence on Chinese culture in general

Describe and **explain** key concepts for understanding the diversity and plurality of Chinese culture.

Describe and **explain** the causes, contours and consequences of major environmental issues in Hong Kong.

Describe and **explain** the history of modernization of China within the East Asia context

Describe and **explain** the key arguments of major theoretical perspectives on the governance of transitional and emerging economies

Describe and **explain** the notion of built heritage and the common methods of classification and conservation, competing conservation approached

Describe and **explain** the observable phenomena of built heritage degradation and conservation in terms of different forms of property rights and their resource use implications and the significance of property rights for enabling/inhibiting innovations by investment.

Describe and **explain** urban sustainability challenges at the global level

Describe, experience, and **analyze** ideas of holism and "same origin of herbs and food" that influence Chinese ways of life from past to present.

Develop the ability to summarize differences and similarities among ideas/images presented in these sources

Distinguish various disciplinary methodologies involved in the study of the Cultural Revolution.

Engage in critical reflection on one's life choice in relation to social norms of specific gender, class and race categories.

Engage in the debate about different perspectives on the rise of China and its implications for world order, both from inside and outside of China.

Evaluate advantages and limitations of traditional Chinese medical culture.

Evaluate the challenges and opportunities that Hong Kong faces in response to the changing socio-economic environment in the regional and global economies.

Evaluate the impact of China's rise on its search for great power status and the future of the Asian region.

Evaluate the impacts of the forces [family planning scheme and one-child policy in China] on the modernization.

Evaluate the impacts of the forces on modernization.

Evaluate their [the central ideas of human rights and democracy] compatibility with Confucianism.

Evaluate their [the Confucian and the modern understanding of person] compatibility.

Examine critically the strengths and limitations of the policies formulated to address environmental problems in Hong Kong and its neighboring jurisdictions in Southern China.

Examine responses in Hong Kong.

Examine the limitations of unfettered media commercialization and continued Party ideological domination.

Examine the nature and course of China's rising and how the rise of China can be measured in tangible and intangible variables, in hard power and soft power.

Examine the political considerations and consequences of these policy choices

Examine the role of the government in addressing social problems in the context of globalization and modernization.

Examine the social and economic implications of family dynamics in a multidisciplinary context with reference to the situations of Modern China.

Examine the social and economic implications of population dynamics in a multidisciplinary context with reference to Hong Kong and China.

Explain and **analyze** how world order is constructed in the international society and how the rise and fall of great powers in history have shaped world order.

Explain how institutions interact with business activities in a society.

Explain the central ideas of constitutionalism

Explain the conceptual basis for rule of law in traditional Chinese political philosophy.

Explain the connections between constitutionalism and individual rights, justice and democracy.

Explain the social-environmental background governing the development of science and technology in ancient China.

Explain the surrounding controversies.

Explain their [the range of conceptions and practices of the dao in the Chinese tradition] significance with respect to human life.

Explore ways of critical analysis of the relationship between Chinese built forms and landscape, as well as their and social-economical contexts behind.

Give a critical comparison of the approach and inquiry methods used by scholars in ancient China and in modern scientific studies.

Identify and **analyze** population issues in relation to social services and public policies.

Identify and **analyze** the factors that may determine the development of constitutionalism in modern China

Identify and **appreciate** the musical features of a broad range of Silk Road music traditions.

Identify and **assess critically** the inherent cultural implications of Chinese myths

Identify and **discuss** major factors that transformed China's media from a vehicle of mass propaganda to mass communication.

Identify and **explain** the theories, models and facts about family changes and its interconnectedness of modernization from multidisciplinary perspectives.

Identify and **explain** the theories, models and facts about population processes.

Interpret, analyze, and **critically** and creatively **reflect** upon how China's rise as a sports power coincides with its rise as an economic and political power and affects the country's relations with the rest of the world.

Interpret, analyze, and **critically** and creatively **reflect** upon how Chinese attitudes toward traditional and modern sports are affected by national politics and elite members, and how by studying sports students are better equipped to address questions "what is China" and "who are the Chinese".

Interpret, **analyze**, and **critically** and creatively **reflect** upon how sports played an important role in defining and affecting Chinese society and politics and gender issues and how sports has changed its people, the nation, and the world in fundamental and sometimes profound ways.

Investigate the emerging diverse media and popular culture forms

Investigate their [the problems and challenges] implications for the sustainability of Chinese cities.

Locate and **appraise** family issues to social services and public policies.

Reflect critically upon the challenges and prospect of Hong Kong in maintaining its position as an Asian world city.

Reflect on important historical and social factors that conditioned Chinese perception, representation, and imagination of the West

Review the prospect of constitutionalism in modern China.

Skilfully examine popular culture in the Chinese context.

Think critically about China-related issues.

Use a nuanced comparative understanding of China's political, economic and cultural changes to draw and study trends developing in the region

Use basic theoretical tools to **critically analyze** the causes, processes and outcomes of social resistances and social movement.

Use relevant information about environmental impacts of various pollutants to **discuss** environmental pollution in a given case.

Use relevant information to **critically examine** how significant Buddhist culture is in Chinese people's daily life such as Guanyin belief and ancestor worship

2.2.2 Relational Learning Outcome Activities from the Global AoI

Analytically engage in the current debates over culture and globalization within and outside the academic circle.

Analyze how epidemics have shaped the modern world.

Analyze how key local and transnational regulatory developments, including in Greater China, are changing the nature and use of the Internet worldwide

Analyze the proactive and positive role youth can play in the context of the changing world.

Analyze the pros and cons of economic globalization on different stakeholders from multiple perspectives, such as economic, social, and political economy

Analyze the viability of various theories of globalization, and how different architectural and urban manifestations of globalization had enhanced the lives of its inhabitants, while incurring implied or hidden costs to society.

Apply conceptual and theoretical frameworks to **explore** the factors, conditions, and processes which impact on the way governance is administered.

Apply formal methodologies from sensory science to **evaluate** the organoleptic properties of food products.

Apply fundamental skills to the identification and **interpretation** of natural and cultural heritage, both tangible and intangible

Apply intellectual skills with particular emphasis on **the analysis,** synthesis and evaluation of ideas, concepts and theories relevant to the study of globalization and tourism.

Apply the basic concepts and theoretical perspectives to **an analysis** of the impacts of globalization in our social life.

Appraise different cultures outside their own world.

Appraise the constraints, dilemmas and quandaries facing nation-states and international institutions in their dealings with the illicit activities in the globalized age

Appraise the limitations of strictly national forms of governance and the need for cooperation among diverse stakeholders on a global level.

Appraise the views and presentations of others as found in published texts as well as in class

Appreciate the inter-connectedness between sustainable development, aspects of energy production and consumption, and the globalization process.

Assess the global market

Communicate effectively in oral and written forms through their **analyses** and **discussions** of cinematic and cultural texts.

Compare and **analyze** different methods used in ascertaining the level of the Rule of Law attained by a political community.

Compare and **contrast** regional institutions across Europe, Latin America, Asia and the Middle East in the context of globalization.

Compare, **explain**, and differentiate the basic concepts, terminology, modes, and mechanisms of governance at the global level.

Comprehend and **evaluate** the changing relationships between states, civil society and markets, and their influence on the relations of power and inequality in international tourism.

Connect the basic concepts and theoretical perspectives to **an analysis** of a selected topic on sports culture under global capitalism in their group project report.

Critically analyze media events, fiction films and documentaries related to environmental issues.

Critically analyze the concepts of poverty and development and how they are used in various contexts.

Critically assess both the positive and negative consequences of globalization for selected African societies and cultures.

Critically assess how globalization influences different aspects of young people's daily lives.

Critically evaluate previous and current international efforts to address environment issues at a global level

Critically examine and **evaluate** the values of architectural and cultural theories.

Critically examine the discourse of linguistic endangerment and revitalization and its foundations

Critically question and **reflect on** mainstream values and assumptions about globalization, particularly in the local context of Hong Kong.

Critically question and **reflect upon** existing ethical judgments about illicit activities and their actual functionality in host societies.

Critique global and regional governance from multiple perspectives.

Critique the challenges of a free-market system, including the provision of social services (such as health and education), and issues related to consumerism and the environment.

Demonstrate a keen understanding of the interconnectedness of the world by **critically evaluating** films, websites, video clips, Internet media, and other sources.

Demonstrate critical evaluation of the politics of diversity in multilingual societies, in particular educational policies

Demonstrate critical thinking and **reflective learning** by examining World Heritage issues in the context of Hong Kong's natural and cultural heritage conservation and its related challenges.

Demonstrate knowledge, understanding and **appreciation** that the world's cultural and natural heritage belongs to all of us

Describe and **discuss** the relationship between language and identity at the individual and societal level.

Describe and **explain** environmental NGOs' media and communication strategies

Describe and **explain** historical and contemporary networks, operations and principles of food production, distribution and disposal and to begin to articulate the relationship between local and global systems.

Describe and **explain** some of the main global problems and some of the main theories about global justice intended to tackle these problems

Describe and **explain** the basic principles of evolutionary theory as a model for human progress.

Describe and **explain** the basic principles of evolutionary theory as a model for human progress.

Describe and **explain** the Green Revolution and its relationship to future improvements in agriculture through biotechnology

Describe and **explain** the history and global development of the Internet with its myriad impacts on the daily personal lives of individuals around the world.

Describe and **explain** the institutional framework of economic globalization and how it affects the environment.

Describe and **explain** the origin, production, and processing of a range of key food materials and food products.

Describe and **explain** the technological development of nuclear, chemical and biological WMD and their application in conflicts.

Describe and **explain** theories of globalization

Differentiate and **integrate** the key theories, concepts and issues relating to globalization and ICT.

Discuss critically the fundamental relationships among energy supply, energy cost, and food production.

Discuss how proliferation networks of nuclear, chemical and biological WMD differ and how non-state actors seek to acquire WMD.

Discuss the economic, social, institutional, technological and other underlying forces that drive globalization

Distinguish and **explain** the framework behind the identification, protection and preservation of World Heritage Sites, the inscription process, criteria used to justify the inclusion on the World Heritage List, and the vital process of World Heritage Conservation

Distinguish and **weigh trade-offs** of different courses of action to ameliorate negative impacts or enhance positive impacts.

Evaluate and **critically reflect** on how democratic forms of governance are challenged by globalization.

Evaluate business and social opportunities from a novel point of view concurrent with the technological trends.

Evaluate how each of the case studies were carried out, and how improvements may be made for the future.

Evaluate key components of recent nuclear test ban treatises

Evaluate the effectiveness of the social media tools in reaching different market segments and promoting social equality and justice.

Evaluate the extent to which these [ideas and philosophies] influence, and are influenced by, everyday practices, and the landscape, infrastructure and architecture of urban environments and communities.

Evaluate the impact of economic globalization on the conflict between nations, social classes, and how international organizations mitigate or aggravate succonflicts.

Examine and **assess** the impact of "new media" on the global power dynamics of information flow and control

Examine and **critique** issues of globalization from a range of different theoretical perspectives.

Examine and **differentiate** the impact of globalization in various areas of the world.

Examine the strategies used by individuals and organizations, including nations, multilateral agencies, foundations, corporations, and individuals, to reduce poverty and promote sustainable development.

Explain and **analyze** sociolinguistic phenomena and issues both to academic peers as well as to the wider non-linguistic, non-academic community, in an intelligent, interesting and accessible mode

Explain and **debate** the principles of globalization and sustainable development as these apply at the global, regional and local levels.

Explain the impact of globalization in influencing the developmental path of the Rule of Law in non-western societies.

Explain the way global trade and the global financial system works

Explore and apply a multi-cultural perspective of global citizenship and the duties and responsibilities associated with global membership.

Explore media news programs, framing and agenda setting, especially in the environmental area.

Express a critical understanding of the digital divide debate

Form a critical voice/position with regard to these issues and their relation to a more sustainable food system.

Form an informed opinion

Identify and **analyse** the economic, political and socio-cultural implications of China's investment in Africa.

Identify and **analyze** potential worst-case WMD attack scenarios and develop appropriate response strategies.

Identify and **analyze** the impacts of globalization on social life (sports culture being an example) in the contemporary world.

Identify and **analyze** the prevailing practices of institutional and individual Internet users, including those who have created changes or controversies in society.

Identify and **evaluate** the relationship between WMD producers and proliferators and how globalization has impacted these relationships.

Identify and **evaluate** the sociolinguistic issues and challenges in the local context

Identify and **explain** the challenges that modernity poses to diversity

Identify key concepts that illustrate the interconnected relationship between the global scene and local lives **through analysis** of cinematic texts and film-institutional practices.

Interpret local and cross-cultural texts and case studies on globalization and culture.

Recognize and **discuss** the important sociolinguistic issues involved in the appropriation of a global language such as English in contemporary local multilingual Asian contexts.

Reflect on and **discuss** the ways you and Hong Kong impact and are impacted by the global economy and environment.

Reflect upon and **critically consider** the value of historical knowledge in meeting current global health challenges.

Reflect upon the challenges posed for global democratic governance.

Reflect upon the interactions between economic and political dimensions of corporate social responsibility issues and their moral dilemmas.

Support it [the informed opinion] by **argument**.

Understand and **appraise** fundamental ethical and legal principles, including areas such as freedom of speech, privacy, defamation, copyright and obscenity, and how they affect Internet users

Understand, **analyze** and **critically interpret** and **reflect upon** interacting economic and political dimensions of growth and poverty.

Understand, **analyze** and **critically interpret** and **reflect upon** the outcomes for growth and poverty comparing socialist versus capitalist economies and open versus closed economies through the study of cases and examples in history.

Understand, **analyze** and **critically interpret** and **reflect upon** the relationship between issues of corporate social responsibility affecting businesses and its broader relationship with the nature of society and duties of citizenship.

Understand, **analyze** and **critically interpret** and **reflect upon** the relationship between issues of growth and poverty and its broader relationship with human development.

Understand, **analyze** and **critically interpret** cases and examples of issues in corporate social responsibility

Understand, **analyze** and **critically interpret** key economic concepts and ideas through applying them to quantitative data on growth and poverty across the world and over time.

Use a historically-informed approach to **critically examine** contemporary ideas about contagion.

Use newly developed skills to **critically read**, **analyze** and **interpret** media reports on food supply related topic.

Use relevant information about globalization to **evaluate** the influence of international tourism on economic development, employment, migration and notions of citizenship in global society.

Use the relevant information about humanitarian intervention to **analyze** and **explain** the issues of principle and practice it generates.

2.2.3 Relational Learning Outcome Activities from the Humanities AoI

Analyse and use evidence to construct historical accounts.

Analyze and **compare** different conventions and strategies in the representation of place in literature

Analyze and **discuss** portrayal of human developmental stages in literature and the arts.

Analyze and **discuss** the complexities and holistic nature of human development and the interconnectedness of culture, societal change and human biology.

Analyze and **evaluate** evidence for and against it, by synthesizing psychological, biological, sociological and anthropological perspectives.

Analyze critically the impact of increasing global interconnectedness in framing ideas about sexual and gender diversity, norms for sexual and gendered behaviour, and individual and collective responses to individuals from sexual and gender minorities.

Analyze how images can be digitally manipulated to influence our perceptions.

Analyze social divisions from different perspectives.

Analyze the consequences of such constructions on women's status and input.

Analyze the effects of any such homogenization.

Analyze the formal elements (that is the appearance) of selected examples of works of art

Analyze the historical role of the state in regulating health.

Analyze the ideological effects of particular kinds of endings.

Analyze the immediate and long-term social issues that emerge when societies limit how girl power is both explicitly and implicitly defined.

Analyze the intersection of anthropological, neuroscientific, psychological and aesthetic philosophical theories as they influence understanding of arts as a way of knowing.

Analyze the potential consequences on a world-wide level if we do not take the sustainability issue collectively as a serious matter.

Analyze the role of urban development in determining the urban environment in terms of its effect on society.

Analyze the role that culture plays in normatizing girlhood, taking examples from both developed and developing societies.

Apply comparative historical approaches **to examine** the political, social and ethical issues which underlie current public health debates.

Apply knowledge and understanding of the theories and analytical tools learnt to **conduct critical analysis** of popular cultural texts.

Apply personal experiences and observations **to the discussion** of social divisions.

Apply scientific perspectives and concepts **to analyze**, **interpret** and **evaluate** spiritual concepts and their associated social and religious practices.

Apply the learned theories **to analyze** how political power is produced and embedded in our living environment.

Apply this understanding to **critically examine** news reports in the press.

Appraise critical and aesthetic qualities of literary texts.

Appraise the impact of death and loss on the societal level

Appraise the role that society and culture play in the construction of these concepts and the links and distinctions that are drawn between them, and in framing actual development of individuals from sexual and gender minorities.

Appreciate how certain mental health issues have been conceived and defined through a dynamic interplay of various biomedical, psychological, sociological and cultural perspectives.

Appreciate how visions of the future can inspire innovation in thinking and design

Appreciate the city through its diverse representations.

Appreciate the nature vs. nurture debate in language

Assess and **critique** messages regarding beauty, body image and fashion

Assess how the historiography relates to women's position today.

Assess the inter-relatedness of health perceptions and practices across cultures.

Challenge the contemporary attitude towards the treatment of the environment.

Challenge the hypocrisy of pricing human life and commercializing death in the modern era.

Challenge traditional processes and thinking

Compare and **contrast** the various behaviorist, nativist and social interactionist views on human beings' ability to acquire knowledge of language.

Compare expressions of religion and spirituality emanating from different cultural and religious backgrounds.

Compare the way pictures are captured by a camera with the perception we acquire through sight.

Compare these with the values expected of their projected profession.

Create a more profound understanding of the "self" through **an appraisal** of personal beliefs, cultural ideologies and popular religions and philosophies on spirituality and immortality.

Critically analyze and **assess** whether the current responses to issues of information sharing, for example legal interventions through copyright law, are beneficial or detrimental to society.

Critically appraise the contributions and limitations of the various conceptions of mental health and mental illness.

Critically appraise the oppressive social norms, rituals, discourses and portrayals of death and dying in contemporary societies.

Critically appraise the ways that ideas about sexual and gender diversity are created and transmitted (and adherence to norms is regulated) within any culture or society

Critically assess social messages regarding body, beauty and fashion

Critically debate the value-system of a society based on outward appearance.

Critically discuss lessons drawn from the historical precedents to engage with global issues and adapt to local contexts, by articulating their intuitions and observations of the city through well-considered and impactful representations.

Critically discuss the ethics of aggression and defence in different cultures and eras.

Critically evaluate concepts central to the study of sexual and gender diversity

Critically evaluate the meaning of health **through the analysis** of qualitative and quantitative health data, literary and artistic works and personal introspection.

Critically evaluate various theories on the role of press in society.

Critically examine the basis of discrimination and necessary changes for social inclusion of human diversities.

Critically examine the future development of social policies, service provisions, education programs as well as the commercial industry on the management and commodification of death and dying.

Critically examine the inequality of access to care and services among vulnerable groups such as widows, minors, orphans, the poor and people with contentious diesase such as AIDS and other life-limiting infections.

Critically examine the preservation and conservation of cultural heritage in Hong Kong and other Asian societies using relevant theoretical knowledge.

Critically examine the related social policies and service provisions

Critically examine the validity of the stage approach to development.

Critically interpret interconnections between past and present.

Critically reflect on how one's own development has been shaped by multiple forces, including cultural values, the Internet age, and globalization.

Critically revisit the traditional separation of the mind and the body in the light of embodied nature of musical thinking.

Critically understand the complex relationship between girl power and masculinity.

Critique how girl power is both assisted and hindered by patriarchal-oriented social norms

Critique the imbalanced situation between the contemporary culture and the environment

Demonstrate and articulate appreciation and **critical understanding** of the complex relationship between literary texts and human experience.

Demonstrate critical thinking and literacy skills when **analyzing** text and film interpretations of novels.

Demonstrate critical understanding of the academic and policy debates and framework of cultural heritage from various media portrayal (newspapers, films, internet, and journals).

Demonstrate critical understanding of the complexity of issues of intimacy in their everyday lives through examination of the interplay between the self and society, i.e. how social, economic, political and cultural forces shape our intimate choices and decisions; and between private and public, i.e. how our most private decisions are bound up with public institutions such as the state, the law, the media, and medicine.

Demonstrate increased awareness and **critical understanding** of the world, others, and self, as a result of direct participation in the process of individual and/or group creative arts expressions.

Describe and **explain** how literary texts and film texts reflect, shape and influence historical perspectives and cultural norms.

Describe and **explain** the fundamental knowledge, myths, attitudes, practices and ideological contradictions of death, dying and bereavement with a cultural sensitivity to the Chinese experience

Describe and **explain** the impact of new technologies on creative work and on the ways people share ideas, views and information in modern society.

Describe and **explain** the major stage theories of development and alternative approaches to development in psychology, biology, sociology and anthropology, including their underlying assumptions and key concepts.

Describe and **explain** the origin and development of different popular cultural genres from the perspectives of major critical cultural theories.

Describe and **explain** the ways in which human sexuality (the ways we think and talk about it, as well as the way we experience and express it) contributes to our sense of self, and intersects with other facets of self

Describe and **explain** with specific examples the roles played by both the linguistic and non-linguistic modes of communication such as visuals, sounds, music, colours and moving images in the construction of multimodal popular cultural texts from both local and global contexts.

Describe and **interpret** the implications of the cultural, architectural and urban theories behind the making of different cities

Describe, **compare** and **contrast** the ways in which broader culture has in different times and places shaped sexual discourse, experience and expression (and related facets of self), as well as in turn being shaped by changing discourses, and ways of experiencing and expressing sexuality

Describe, **explain** and connect the basic concepts and theories pertaining to cultural heritage using appropriate academic language.

Describe, **explain** and differentiate the sociological, psychological, anthropological and biological theories and ideas related to body, beauty and fashion.

Discuss ideas about the interdependent relationship between humans and their environment, and the values and responsibilities placed on humans as custodians of the environment.

Discuss personal responsibilities towards achieving health in a rational way and how this contributes to the individual, community and global good

Discuss the relationship between gender and violence.

Discuss the roles of artist-activists in different societies to challenge established conventions

Discuss the social responsibility of accepting, not judging beauty as they explore alternative concepts of beauty that question conventional definitions.

Display an appreciation of the contribution of literary texts to our everyday world in the ways they reflect on our own behaviour, experience and human development.

Employ relevant information from case studies to **critically examine** the limitations of the theories

Engage critically with representations of the past.

Engage in arguments about their relevance to society.

Engage in debates on the role of urban development in determining the urban environment in terms of its effect on society.

Engage in self-reflective dialogue with others on issues of spiritual and social concern.

Evaluate the appropriateness of different forms of spiritual and religious engagement for improving the human condition in the context of an emerging global society

Evaluate the extent to which there is a homogenization of human sexuality in our modern world

Evaluate the extent to which these influence, and are influenced by the built environment.

Evaluate the quality of information appearing in social media and other new forms of information exchange.

Evaluate the relationship between intangible cultural heritages and the tourist industry in the local and global environment.

Examine social exclusion faced by disadvantaged social groups.

Examine women's resistance and agency at different times and in different global contexts.

Explain and apply key theories and concepts relating to how we define girlhood from both historical and contemporary perspectives.

Explain and **interpret** the significance and impact of popular culture on one's own worldviews and beliefs regarding different social issues and social groups (e.g., related to race, class, gender, sexuality, religious persuasions, etc.).

Explain disability issues **through a critical analysis** of its definitions, moving away from the purely medical model to a human rights perspective and the social model of disabilities.

Explain health as a multi-dimensional and dynamic concept, which necessarily integrates individual, societal, biomedical, spiritual, cultural and historical influences, and how this relates to health issues encountered in everyday life.

Explain how artist-activists engage with issues of ethics in art.

Explain how social divisions are socially constructed.

Explain how the concept of art is constructed within Europe and Asia

Explain the historical meaning of these works of art

Explain the key concepts in the social/spatial theories covered

Explain the processes through which art makes meaning vis-à-vis tradition and innovation

Explain the significance of cultural heritage in everyday life and society from historical and contemporary perspectives.

Explain the social and cultural construction of gender stereotypes at different historical points.

Explain their significance in relation to environmental attitudes and values

Explain, explore and **appreciate** the form and function of historical texts, the novel, poetry, travel writing, painting, sketch and cartoon

Explore, **interpret**, and **critically analyze** expressions of the future environment through time and its attendant physical and socio-cultural contexts

Express an appreciation of the distinctiveness and inter-relatedness of their own and other intimate cultures

Formulate and **critically assess** personal positions/convictions.

Identify and **analyze** legal and ethical issues relating to creative works in daily life, both within and outside the university.

Identify and **explain** the impact of urban development on the human environment.

Interpret and **formulate arguments** about the ideological functions and impact of different popular cultural genres in contemporary social life in both local and global cultural contexts.

Interpret, **analyze**, and **critically** and creatively **reflect** upon how governing elites and non-governmental actors have attempted to use catastrophes and the reconstruction processes that follow to redevelop landscapes and reorder societies.

Interpret, **analyze**, and **critically** and creatively **reflect** upon how historical knowledge and understanding of past natural disasters can help us better understand and develop solutions to problems posed by future catastrophes in our region of the world.

Interpret, **analyze**, and **critically** and creatively **reflect** upon how natural disasters have been understood, interpreted, explained, and expressed across cultures and over time since 1700 to the present.

Interpret, **analyze**, and **critically** and creatively **reflect** upon how the study of natural disasters can illuminate the interconnections between science, technology, religion, politics, economics, society, and the humanities.

Interrogate thoughtfully the students' own values

Open-mindedly **consider** different viewpoints of moral controversies.

Practice close reading strategies, **analysis**, discussion and argument.

Produce close critical analyses of literary texts.

Recognize and **critique**, from the perspective of the professional and the client-observer, the ethical standards expected of different professions.

Re-define their own ways of sustainable living by **evaluating** how others have attempted to restore the balance between human culture and the environment.

Reflect and **debate** issues of human sexual and gender diversity in an informed and rational way, incorporating an awareness of others' experiences and perspectives and a commitment to fundamental democratic values such as freedom of speech (including expression of ideas), human rights, justice and equality.

Reflect on the meaning of life though a heightened awareness of death and an enhanced spiritual orientation

Reflect on the personal values and societal issues of social inclusion.

Reflect upon and critically consider how Western and non-Western health systems have impacted upon each other.

Reflect upon and **critically consider** the relationship between health and societal organization.

Reflect upon and **critically consider** the value of historical awareness.

Reflect upon how these ideas (including norms) frame our responses (individual and collective) to sexual and gender diversity and to the behaviour of persons belonging to sexual and gender minority groups.

Use copyright as an example to describe and **explain** the concept, historical origin and rationale of intellectual property rights, and their current impacts on the creation of works in arts and science.

Use critical approaches to various genres of text and image, including specifically genre and gender discourse, colonial discourse analysis and postcolonial theory.

Use personal experience/examples to support, and personal counter-experience/examples **to criticize** the key theoretical concepts covered.

Use relevant information to **critically evaluate** the arguments that support or challenge the various hypotheses.

2.2.4 Relational Learning Outcome Activities from the Science AoI

Analyse the impact of how humankind's evolutionary past may have shaped our emotional makeup on how we behave to each other and the material world.

Analyze and **discuss** how smart buildings/environments, technology and society mutually spur their collective development.

Analyze and **evaluate** case scenarios for informed decision making

Analyze and **evaluate** case scenarios such as cooking myths and health claims of functional food using evidence-based scientific methods.

Analyze and integrate various sources of scientific data

Analyze and understand the effect of Big Data on social and moral values.

Analyze how humankind's evolutionary past may have shaped our emotional makeup

Analyze how images can be digitally manipulated to influence our perceptions

Analyze how stress, relaxation, the power of positive/negative suggestion and previous experience come into play as a part of mind-body interaction during their daily lives.

Analyze novel or ill-defined problem situations embedded in messages raised in the media concerning socio-scientific issues

Analyze problems from a statistical perspective

Analyze simple scientific problems related to materials, to design

Analyze the impact of science in larger socio-cultural context.

Analyze the impacts of scientific discovery and technological development on the natural environment and human societies at different spatial and temporal scales.

Analyze the inter-relatedness among different territories

Analyze the moral and ethical issues inherent in societal and personal application of and responses to the use of evidence for population based decision making.

Apply ethical and moral understanding **to evaluate** the benefits and dilemmas of stem cell technologies.

Apply knowledge and theories to **analyze** judgments and decisions in real world situations.

Apply knowledge gained to **evaluate** solutions appropriate to the specific cultures and environments.

Apply the knowledge obtained from the course **to assess** the impact on society of the major scientific discoveries of the future.

Apply the understanding of the nature of science and technology and news media in **critical analysis** of SSI.

Appraise and **evaluate** scientific and societal relevance of science fiction works.

Appraise mind-body therapies alongside those of conventional medicine (What are the benefits? What are the potential pitfalls?).

Appraise the socio-economic well-being of a territory through statistics.

Appreciate the beauty, the utility, and the "Way" of mathematics.

Appreciate the historical development of scales in both Europe and China.

Argue the role professionals have played and will play

Assess how technology can actively contribute to the betterment of life in the developing world

Assess the effects of social environment on intellectual development through historical examples

Assess the social benefits and environmental impacts of the fossil fuel economy

Balance the risk and benefits of vaccination as a preventive measure for infectious diseases.

Compare and **contrast** the impacts on human society of various hazards for different regions of the world.

Compare the way pictures are captured by a camera with the perception we acquire through sight

Critically appraise the depiction of science in the media and in popular culture:

Critically assess films and other media information (e.g. from the internet, the popular press, books, journals) on the climate change debate

Critically evaluate a SSI and make sensible judgments and decisions on the SSI based on evidence and ethical values, etc.

Critically evaluate and **discuss** the practical and moral-ethical issues relating to the benefits of radiation exposure (e.g. using x-rays to diagnose disease) versus possible health risks associated with its use (e.g. cancer).

Critically evaluate the cause and impact of food productions, food safety scandals and other food related issues from scientific, social and economic perspectives.

Critically evaluate the nature of brain organization that underlies different human abilities (e.g., seeing, language, creativity).

Debate scientific, philosophical and ethical issues pertinent to modern-day synthetic biology research

Demonstrate appreciation of how in the modern era close ties still exist but for various reasons are largely ignored.

Demonstrate appreciation of the close ties there have been between the study of music and science over the centuries, and how in the modern era close ties still exist but for various reasons are largely ignored.

Demonstrate capability to evaluate claims and conjectures in newspaper and media

Describe and **evaluate** the various measures that can be used to reduce the impact of environmental hazards.

Describe and **explain** how climate change impacts everyday life and society.

Describe and **explain** how major biomedical discoveries have improved human health globally by providing the basics of disease mechanism, diagnosis and treatment

Describe and **explain** how scientific and technological principles are being applied in modern forensic science.

Describe and **explain** the basic principles of genetics and evolution

Describe and **explain** the concept of Time and how it has been measured and perceived in different stages of the story of human civilization

Describe and **explain** the conditions under which a given piece of data can be trusted.

Describe and **explain** the influence of science on science fiction and vice versa.

Describe and **explain** the legal challenges of cyberspace crime in Hong Kong.

Describe and **explain** the most important scientific revolutions that took place in science, their causes, and their historical context.

Describe and **explain** the origins, occurrence, and characteristics of various hazards.

Describe and **explain** the principles of inheritance, recombinant DNA and cloning.

Describe and **explain** the relationship between the usage of materials and advancement in human civilization.

Describe and **explain** the science principles behind the preparation, production, consumption, storage and safety measures of food and cooking.

Describe and **explain** the societal implications of scientific discoveries relating to the origin, evolution and future of life.

Describe and **explain** various energy conversion technologies.

Describe and **explain** why and how Big Data impacts different aspects of the society.

Describe and **explain**, in a high-level manner, various representative computational algorithms (e.g., Google search, MapQuest route finding, etc.)

Describe and **explain**, in general and non-technical terms, the general principles that govern neural function and hemispheric specialization in the human brain.

Describe, **explain** and connect the basic principles, concepts and theories, pertaining to the climate change debate using appropriate scientific language.

Determine, **explain** and **appraise** the benefits and shortcomings of the application of biotechnology knowledge.

Discuss and **critically evaluate** psychological theories of intuitive judgement and decision making.

Discuss how blood maintains our body in health

Discuss how multiple systems in the body participate in the response to stress.

Discuss key concepts in molecular, evolutionary and synthetic biology

Discuss the ethical and socio-scientific implications of using nuclear technologies (e.g. nuclear power), with particular emphasis on its global environmental impact and its direct and indirect effects on human well-being.

Discuss the implications of the findings of such studies.

Discuss the socio-economic impact of major technologies from recent years.

Discuss their [characteristics of different types of stem cells] applications in medicine.

Effectively communicate and collaborate with teammates in developing a term project that **critically evaluates** the link between cerebral laterality and domains of human expression

Elaborate critically on an ordinary, everyday phenomenon such as Time, and on its role in the development of knowledge and its consequences for modern society

Evaluate and **interpret critically** statistics reporting from the press and various research reports.

Evaluate arguments as presented in different sources of the media on the same issue.

Evaluate critically the physical, chemical and biological impacts of human activities on the ocean systems.

Evaluate how emerging and future biological technologies may benefit and/or potentially endanger the global population

Evaluate how technological advances can affect the long-term future of humankind.

Evaluate the evidence concerning the relative roles of nature and nurture (or genes and environment) in the determination of human individual differences

Evaluate the potential of renewable energy technologies for future sustainable development.

Evaluate the role of science in transforming our philosophical thinking

Examine the interconnections with changing values of society in the context of contemporary discoveries in biology

Examine the role of science in modern human history.

Explain and **evaluate** the social and ethical implications of major biomedical discoveries

Explain how intelligent building systems contribute to sustainability.

Explain how scientific discoveries and technolgoical innovations shape our understanding of blood, its biological properties and potential uses.

Explain how the public understanding and perception of science and technology issues is shaped by the mass media.

Explain how the scientific method was developed and applied to explain and predict motions of celestial objects

Explain how various forms of ionizing and non-ionizing radiation may be used for diverse practical applications, and have very differing effects on human health.

Explain psychological theories for these errors common errors in intuitive judgment and decisions and supporting empirical evidence.

Explain the basic process of scientific discovery and the historical and scientific background behind major biomedical breakthroughs

Explain the basic scientific principles of how there materials function.

Explain the challenges in designing technologies for the developing world

Explain the intricate relationship between facts and opinions

Explain the positions taken by different individuals, organizations and cultures with respect to stem cell technologies.

Explain the production of musical tone and timbre in musical instruments using the scientific principles and understanding of sound propagation, waves and harmonics.

Explain why radiation and radiation-related issues raise concern and controversy among the general publi

Express the implications of stem cell technologies on individuals, families, societies and humankind.

Formulate arguments in responding to cyberspace crime related ethical issues.

Formulate informed arguments in responding to energy-related environmental issues.

Identify and **analyze** the capability and the limitations of these two modern inventions of technology

Identify and **distinguish fundamental similarities and differences** in physical properties and attributes between the various forms of ionizing (e.g. x-rays) and non-ionizing (e.g. visible light, microwave) radiation.

Identify, describe, and **compare** some essential materials used by human in the past and present

Interpret, organize and **report** logically and **analytically** multiple representations of numerical information derived from daily life transactions

Investigate and apply forensic principles and analysis on evidences/samples gathered by students.

Investigate and describe the interplay among mathematics and other areas of human culture.

Investigate and **explain** the role of mathematics in the development of civilization.

Investigate the mathematical foundation of topics that are related to everyday life.

Learn to formulate opinions on facts depicted, seeing how it shapes our society.

Make connections between issues such as consumers' choice, resources and risk-taking in health and science

Make informed judgments as to what new services/products we can expect to be derived from them

Make logical decisions from a statistical perspective

Offer reasoned explanations for any inconsistencies to the evidence for harmfulness of drugs to their legal status

Offer related theoretical explanations for different international recommendations on food components and their consumption.

Rationalize the use of evidence in claims to knowing within different complex debates.

Realize and **discuss** coherently philosophical issues at the science and music interface.

Select and **justify** the use of advanced biotechnology products through bioethical consideration.

Solve real-life problems using mathematics and present the solutions using appropriate software.

Understand their [various sources of scientific data] validity and limitations hence allowing **critical appraisal** of their value in providing answers for solving a crime.

Use the relevant information about the scientific revolutions to **critically examine** their social impact.

Use the understanding of limitations on computability to **judge** whether a certain problem is computable

Appendix 2.3   Extended Abstract Learning Outcome Activities

2.3.1   Extended Abstract Learning Outcome Activities from the China AoI

Apply scientific (both engineering and social science) knowledge and understanding to **propose control strategies** for difference pollutions

Illustrate viable reform directions for China's social development.

Predict their future trends.

2.3.2   Extended Abstract Learning Outcome Activities from the Global AoI

Choose some small (or large) actions to take to contribute to sustainable development.

Develop an actionable plan to help reduce poverty and/or promote sustainable development.

Identify and **devise effective strategies** to regulate processes of tourism development that are compatible with notions of social justice and fair trade, particularly in poorer regions and states.

Propose how young people as global citizens can and should respond to transformations brought about by globalization.

Apply knowledge and understanding of evolutionary theory, psychology, and the scientific method to **solving several societal problem**s.

2.3.3   Extended Abstract Learning Outcome Activities from the Humanities AoI

Extrapolate key elements of various theories regarding beauty, body image, fashion and gender

Formulate and communicate their independent views as to what is required to support and sustain a free, vibrant and creative society.

Propose a policy framework for implementation of the preservation and conservation of cultural heritage in Hong Kong.

Propose various forms and possibilities of Spatial Practices that can be accomplished by the local people to improve their community toward a more just one

2.3.4   Extended Abstract Learning Outcome Activities from the Science AoI

Apply the various "tricks" learned in designing algorithms (e.g., recursion) to **come up with a rough solution to a new problem**

Formulate a design model for a technology that has potential to be developed into a working prototype for use in the developing world

Formulate strategies to ensure sustainable development of current and future built environments

Recommend strategies for stem cell research policy making.

Appendix 2.4 Skills Learning Outcome Activities

2.4.1 Skills Learning Outcome Activities from the China AoI

Apply critical and **creative thinking skills** to the analysis and interpretation of primary documents and secondary materials related to sports and Chinese society covered in this course

Apply research and **historiographical skills** (including developing hypotheses, conducting original research, and placing research findings within existing scholarly contexts) to the analysis and interpretation of primary historical texts and secondary materials on issues related to sports and Chinese society covered in this course

Demonstrate the ability to collect information, analyze data and arguments, and write up findings and arguments

Explore and **use various sources of information**

Demonstrate enhanced critical thinking.

2.4.2 Skills Learning Outcome Activities from the Global AoI

Demonstrate investigative skills by preparing an in-depth group investigation (resulting in a 30 minute presentation) using library databases and FAOStat production data

Demonstrate the ability to investigate a topic within the subject matter of the course

Apply skills in **critical thinking, analysis, integration, diagramming, mapping**, writing, presentation and working with others.

2.4.3 Skills Learning Outcome Activities from the Humanities AoI

Demonstrate critical thinking and **literacy skills** when analyzing text and film interpretations of novels

Practice close reading strategies, analysis, discussion and argument

2.4.4 Skills Learning Outcome Activities from the Science AoI

Demonstrate academic research capabilities by carrying out a research project on some topic relating science and music
Analyze and **integrate various sources of scientific data**

Appendix 2.5   Communicative Learning Outcome Activities

2.5.1   Communicative Learning Outcome Activities from the China AoI

Apply presentation skills

Cooperate in group work

Cooperate in groups to conduct field trips and to produce a presentation

Demonstrate appropriate presentation skills

Demonstrate interpretive, analytical, and argumentative skills in oral presentation and writing by discussing these issues and views in written assignments, class discussion, and tutorial presentations

Demonstrate interpretive, analytical, and argumentative skills in oral presentation and writing by discussing issues arising in early Chinese political thought in written assignments, tutorial discussions, and debates

Demonstrate the ability to collect information, analyze data and arguments, and **write up findings and arguments**

Express through the means of oral presentations and essay writing their own opinions on the humanistic value of Chinese myths

Use the communication skills and techniques acquired to conduct and present their own case studies to an audience in different art forms

Work with others to identify critical "success formula" in business operations

Effectively communicate the cultural and medical exchanges between China and the West.

Work in teams to provide reasons for and innovative solutions to specific problems of interethnic conflict in China.

Demonstrate cultural sensitivity and **interpersonal skills in group projects**

2.5.2 Communicative Learning Outcome Activities from the Global AoI

Communicate effectively in oral and written forms through their analyses and discussions of cinematic and cultural texts

Cooperate in groups to produce a presentation

Demonstrate appropriate presentation skills

Demonstrate communication skills and leadership for the improvement of the human condition

Engage in intensive group activities with their classmates in seeking solutions to existing problems in human flows

Apply skills in critical thinking, analysis, integration, diagramming, mapping, w**riting, presentation** and **working with others.**

2.5.3 Communicative Learning Outcome Activities from the Humanities AoI

Demonstrate critical thinking and **literacy skills** when analyzing text and film interpretations of novels

2.5.4 Communicative Learning Outcome Activities from the Science AoI

Communicate daily life problems and solutions using appropriate mathematical terminology and good English
Communicate findings and views on socio-scientific issues with the support of quantitative data in platforms such as workshops, seminars and e-forum
Communicate ideas related to science, technology and society in an organized manner with appropriate terminologies
Demonstrate public speaking skills
Display interpersonal communication and **collaboration skills** in working with students from different backgrounds
Effectively communicate and **collaborate with teammates** in developing a term project that critically evaluates the link between cerebral laterality and domains of human expression
Organize, present and **discuss** their findings from the experiments in public or other workshops
Present IT and **communication skills** in the form of internet searching for relevant information and group digital presentation of research results
Produce written evidence, in the form of individual course work, of their acquisition of knowledge and analytical skills in the topic
Work constructively in peer-selected groups to produce a presentation

Appendix 2.6 Ethical Learning Outcome Activities

2.6.1 Ethical Learning Outcome Activities from the China AoI

Demonstrate cultural sensitivity and interpersonal skills in group projects

Demonstrate leadership and **advocacy** for achieving peace and prosperity in Asia

Show **openness to different points of view.**

2.6.2 Ethical Learning Outcome Activities from the Global AoI

Contribute actively to solving global environmental issues

Demonstrate a sense of global citizenship and **social responsibility**

Demonstrate communication skills and **leadership** for the improvement of the human condition

Participate as active members of a diverse global community through exposure to issues of development

2.6.3 Ethical Learning Outcome Activities from the Humanitites AoI

Behave as responsible global citizens who respect individual differences and preferences

Demonstrate a cultural sensitivity with people of diverse cultures

Demonstrate a sense of "ethical studentship" that includes maintaining the highest standards of academic integrity

Develop a compassion for individuals, communities and the larger world as well as a **commitment to activism,** equity and social justice during those most vulnerable moments in the human experience

Develop cultural sensitivity towards intercultural differences in understanding and responding to issues in mental health and mental illness

Uphold the core values of a democratic society: human rights, justice, equality and freedom of speech

2.6.4 Ethical Learning Outcome Activities from the Science AoI

Demonstrate professional and **ethical approaches** in presenting findings and analyses in a coherent and effective manner

Appendix 2.7   Learning Outcome Contexts

2.7.1   Learning Outcome Conexts from the China AoI

from previous historical studies.	Academic
in a multidisciplinary context	Academic
from multidisciplinary perspectives.	Academic
in a multidisciplinary context	Academic
from a legal perspective	Academic
since economic reform.	Economic
on the global economy.	Economic
in China and other emerging economies.	Economic
in the global economy.	Economic
in the regional and global economies.	Economic
on the global economy.	Geographical
in the global economy.	Geographical
in the regional and global economies.	Geographical
within the East Asia context	Geographical
in Hong Kong.	Geographical
faced by Hong Kong and its neighbouring jurisdictions in Southern China.	Geographical
in Asia.	Geographical
both from inside and outside of China.	Geographical
in different regions in China.	Geographical
and globalized features.	Geographical
to the contexts of Hong Kong and China and international settings.	Geographical
at the local and global levels.	Geographical
with reference to Hong Kong and China.	Geographical
in Hong Kong and China	Geographical
to the contexts of China and international settings.	Geographical
at the global level	Geographical
in Hong Kong.	Geographical
in the context of Hong Kong	Geographical
in different local contexts.	Geographical
in China.	Geographical
in China.	Geographical
in the Chinese context.	Geographical
in China	Geographical
in the modern Republic of China (Taiwan).	Geographical

in ancient China.	Geographical
with reference to the situations of Modern China.	Geographical
in China's future.	Geographical
in contemporary China.	Geographical
since the late Qing Dynasty.	Geographical
in post-1949 China.	Geographical
on campus.	Other
in a high-density urban setting.	Other
a comparaptive context	Other
in the context of modernization	Other
in a given case.	Other
in a society.	Social
in a social context.	Social
From a social perspective	Social
in the modern world.	Temporal
in the past three decades.	Temporal
from past to present	Temporal
in a historical context.	Temporal
from 1840 until today.	Temporal
from a historical perspective.	Temporal
within the historical features	Temporal
in ancient China.	Temporal
in historical periods before and after 1949.	Temporal
with reference to the situations of Modern China.	Temporal
since the early twentieth century.	Temporal
from past to present.	Temporal
in China's future.	Temporal
in contemporary China.	Temporal
since the late Qing Dynasty.	Temporal
in post-1949 China.	Temporal
since economic reform.	Temporal

2.7.2 Learning Outcome Conexts from the Global AoI

within and outside the academic circle.	Academic
in light of contending political, cultural and economic paradigms.	Academic
in the context of globalization.	Academic
in light of contending political, cultural and economic paradigms.	Cultural
for selected African cultures	Cultural
in different cultural environments.	Cultural
in non-western societies.	Cultural
in light of contending political, cultural and economic paradigms.	Economic
in corporate and consumer behaviour.	Economic
emerging global economy	Economic
particularly in poorer regions and states.	Economic
to their everyday experiences.	Experiential
to their daily experience.	Experiential
in the global context.	Geographical
emerging global economy	Geographical
for selected African cultures	Geographical
at the global level.	Geographical
on a global level.	Geographical
in human history.	Geographical
in Africa.	Geographical
at a global level	Geographical
in global society.	Geographical
in non-western societies.	Geographical
in the local context	Geographical
both globally and locally.	Geographical
at the global, regional and local levels.	Geographical
globally and locally.	Geographical
for selected African societies	Geographical
in the global era.	Geographical
in contemporary local multilingual Asian contexts.	Geographical
in ancient China.	Geographical
in the global media.	Geographical
in market-driven/influenced media systems.	Media
in the global media.	Media
especially in the environmental area.	Other
related to environmental issues.	Other
in various contexts.	Other

from multiple perspectives.	Other
outside their own world.	Other
in contemporary local multilingual Asian contexts.	Other
in our social life.	Social
for selected African societies	Social
at the societal level.	Social
in non-western societies	Social
in the context of the changing world.	Temporal
in the contemporary world.	Temporal
today.	Temporal
in human history.	Temporal
in the global era.	Temporal
the future.	Temporal
of the contemporary world.	Temporal
over the past 30 years.	Temporal
in ancient China.	Temporal

2.7.3 Learning Outcome Conexts from theHumanities AoI

in thinking and design.	Academic
in psychology, biology, sociology and anthropology	Academic
in literature and the arts.	Academic
both within and outside the university.	Academic
from the perspectives of major critical cultural theories.	Academic
socio-cultural contexts,	Cultural
across cultures	Cultural
within any culture	Cultural
emanating from different cultural	Cultural
within their cultural context.	Cultural
across cultures	Cultural
across cultures	Cultural
in different cultures	Cultural
across different cultural traditions.	Cultural
from comparative and cross-cultural perspectives.	Cultural
taking examples from both developed and developing societies.	Economic
to their everyday experiences.	Experiential
in everyday life	Experiential
in their everyday lives	Experiential
encountered in everyday life.	Experiential
on the individual level	Experiential
in our region of the world.	Geographical
both locally and globally.	Geographical
in both a local and global context.	Geographical
in Hong Kong and other Asian societies	Geographical
in Hong Kong.	Geographical
in the local and global environment.	Geographical
in the context of an emerging global society	Geographical
within Europe and Asia.	Geographical
as a global issue	Geographical
from both local and global contexts.	Geographical
both local and global cultural contexts.	Geographical
in different global contexts.	Geographical
from various media portrayal (newspapers, films, internet, journals).	Media
in the press	Media
in the four topic areas of the course.	Other
from different perspectives.	Other

religious backgrounds.	Other
on the human environment.	Other
its effect on society.	Social
effect on society.	Social
socio-cultural contexts,	Social
within any society	Social
faced by disadvantaged social groups.	Social
in contemporary society.	Social
and society	Social
in contemporary societies.	Social
on the societal level	Social
in modern society.	Social
to society.	Social
and society.	Social
in society.	Social
in different societies.	Social
taking examples from both developed and developing societies.	Social
in the context of an emerging global society	Social
in Hong Kong and other Asian societies	Social
through time	Temporal
and over time since 1700 to the present.	Temporal
from both historical and contemporary perspectives.	Temporal
in contemporary societies.	Temporal
from historical and contemporary perspectives.	Temporal
in human history	Temporal
and eras.	Temporal
at different historical points.	Temporal
at different times	Temporal
today.	Temporal
in contemporary societies.	Temporal
in modern society.	Temporal

2.7.4 Learning Outcome Conexts from the Science AoI

and theoretical perspectives	Academic
in the context of contemporary discoveries in biology	Academic
through bioethical considerations.	Academic
at different spatial scales	Academic
physicochemical aspects	Academic
in the humanities,	Academic
the social sciences,	Academic
from a statistical perspective.	Academic
through statistics.	Academic
using evidence-based scientific methods.	Academic
in science	Academic
socio-cultural context	Cultural
appropriate to the specific cultures	Cultural
in popular culture	Cultural
social-cultural context	Cultural
in larger socio-cultural context.	Cultural
in the development of civilization.	Cultural
in different cultures.	Cultural
in the developing world.	Economic
within the broader economic context	Economic
economic perspective	Economic
in our everyday life.	Experiential
that are related to everyday life.	Experiential
and in everyday life.	Experiential
relevant to their daily life.	Experiential
in everyday life.	Experiential
during their daily lives.	Experiential
globally	Geographical
that are locally or globally important.	Geographical
in both Europe and China.	Geographical
in Hong Kong.	Geographical
for different regions of the world.	Geographical
as presented in different sources of the media on the same issue.	Media
from the press and various research reports.	Media
in the media	Media
on individuals, families and humankind.	Other
in the real world.	Other
in real world situations.	Other
in real world situations.	Other
Environmental context	other
socio-cultural context	Social
societal aspects	Social
to our society.	Social
social perspective	Social

In the society	Social
on societies	Social
from both historical perspectives	Temporal
has evolved over history.	Temporal
through historical examples	Temporal
and temporal scales	Temporal
from recent years.	Temporal
in human history.	Temporal
in relation to its historical aspects.	Temporal
and their historical context.	Temporal
in modern human history.	Temporal
in the future	Temporal
in the context of contemporary discoveries in biology	Temporal

Appendix 2.8   Required Reading Texts

2.8.1   Academic books on the required reading lists in the China AoI

Beder, S., & Earth Foundation Australia. (1996). *The nature of sustainable development*. Newham, Victoria: Scribe Publications.

Berry, C. (Ed.). (2003). *Chinese films in focus: 25 new takes.* London: British Film Institute.

Berry, C. (Ed.). (2008). *Chinese films in focus II.* Basingstoke, UK; New York: BFI/Palgrave Macmillan.

Berry, C., & Farquhar, M. (2006). *China on screen.* New York: Columbia University Press.

Birrell, A. M. (1999). *Chinese mythology: An introduction.* Baltimore, MD: Johns Hopkins University Press.

Boyd, A. C. H. (1962). *Chinese architecture and town planning: 1500 B.C.-A.D. 1911.* Chicago: University of Chicago Press.

Chinese Academy of Architecture. (1986). *Classical Chinese architecture* (2nd ed.). Hong Kong: Joint Publishing Co.

Chiu, S. W. K., & Lui, T. L. (2009). *Hong Kong: Becoming a Chinese global city*. London; New York: Routledge.

Chow, G. C. (2012). *China as a leader of the world economy.* Hackensack, NJ: World Scientific.

Day, K. A. (2005). *China's environment and the challenge of sustainable development*. Armonk, NY: M. E. Sharpe.

Ebrey, P. E. (1996). *The Cambridge illustrated history of China*. Cambridge: Cambridge University Press.

Fairbank, J. K., & Goldman, M. (2006). *China: A new history* (2nd enl. ed.). Cambridge, MA: Belknap Press of Harvard University Press.

Fang, L. (2010). *China's Buddhist culture*. Singapore: Cengage Learning Asia.

Gladney, D. C. (1991). *Muslim Chinese: Ethnic nationalism in the People's Republic.* Cambridge, MA: Council of East Asian Studies and Fellows of Harvard University.

Han, P. T. (1992). *The story of Chinese landscape design: External forms and internal visions*. Taipei: Youth Cultural Enterprise Co.

Ho, K., & Xi, Y. (Eds.). (2009). *The challenges of water resources and water environment in China*. Xianggang: Xianggang huan jing ke xue chu ban she.

Horn, J. (1969). *Away with all pests: An English surgeon in People's China: 1954-1969*. New York: Monthly Review Press.

Institute of the History of Natural Sciences, Chinese Academy of Sciences. (1983). *Ancient China's technology and science*. Beijing: Foreign Languages Press.

Irving, R. T. A., Morton, B., & World Wide Fund for Nature Hong Kong. (1988). *A geography of the Mai Po Marshes*. Hong Kong: Hong Kong University Press.

Jacques, M. (2009). *When China rules the world: The end of the western world and the birth of a new global order*. New York: Penguin Press.

Jeffreys, E. (Ed.). (2006). *Sex and sexuality in China*. London: Routledge.

Johnston, A. I., & Ross, R. S. (2006). *New directions in the study of China's foreign policy*. Stanford, CA: Stanford University Press.

Keswick, M. (1986). *The Chinese garden: History, art & architecture* (2nd rev. ed.). London: Academy Editions.

Knapp, R. G. (1989). *China's vernacular architecture: House form and culture*. Honolulu: University of Hawaii Press.

Knapp, R. G. (1999). *China's living houses: Folk beliefs, symbols, and household ornamentation*. Honolulu: University of Hawaii Press.

Lai, L. W. C. (1998). *Zoning and property rights: A Hong Kong case study*. Hong Kong: Hong Kong University Press.

Lampton, D. M. (2001). *The making of Chinese foreign and security policy in the era of reform, 1978-2000*. Stanford, CA: Stanford University Press.

Leung, K. P. B. (2003). *Hong Kong: Legacies and prospects of development*. Aldershot, UK: Burlington Ashgate.

Liang, S., & Fairbank, W. (1984). *A pictorial history of Chinese architecture: A study of the development of its structural system and the evolution of its types*. Cambridge, MA: MIT Press.

Lin, J. Y. (2012). *Demystifying the Chinese economy*. Cambridge: Cambridge University Press.

Lin, T., & Swanson, T. (Eds.). (2010). *Economic growth and environmental regulation: The People's Republic of China's path to a brighter future*. London; New York: Routledge.

Luo, Q., & He, P. (Eds.). (1999). *Gu cheng jin xi: Zhongguo min jian sheng huo fang shi* [Living heritage: Vernacular environment in China]. Xianggang: Yong ming tang.

Ma, L. J. C., & Wu, F. (2005). *Restructuring the Chinese city: Changing society, economy and space*. London; New York: Routledge.

MacFarquhar, R., & Schoenhals, M. (2006). *Mao's last revolution.* Cambridge, MA; London: Belknap Press of Harvard University Press

Mao, Z. (1967). *Quotations from Chairman Mao Tse-tung* (2nd ed.).Beijing: Foreign Languages Press.

Mottershead, T. (Ed.). (2004). *Sustainable development in Hong Kong*. Hong Kong: Hong Kong University Press.

Ngo, T. W. (1999). *Hong Kong's history: State and society under colonial rule*. London; New York: Routledge.

Page, E. (2006). *Climate change, justice and future generations*. Cheltenham, UK: Edward Elgar.

Pan, P. P. (2008). *Out of Mao's shadow: The struggle for the soul of a new China* (1st Simon & Schuster hardcover ed.). New York: Simon & Schuster.

Rollo, D. (1991). *The guns and gunners of Hong Kong*. Hong Kong: The Gunners' Roll of Hong Kong.

Scheid, V. (2002). *Chinese medicine in contemporary China: Plurality and synthesis*. Durham, NC: Duke University Press.

Sen, A. (2006). *Identity and violence*. New York: W. W. Norton & Company.

Shahar, M., & Weller, R. P. (1996). *Unruly gods: Divinity and society in China*. Honolulu: University of Hawaii Press.

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Spence, J. D. (1999). *The search for modern China* (2nd ed.). New York: Norton.

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Tregear, M. (1980). *Chinese art*. London: Thames and Hudson.

Unschuld, P. U. (1985). *Medicine in China: A history of ideas*. Berkeley, CA: University of California Press.

Wong, K. C., & Wu, L. (1932). *History of Chinese medicine: Being a chronicle of medical happenings in China from ancient times to the present period*. Tianjin: Tianjin Press.

Wu, F., Xu, J., & Yeh, A. G. O. (2007). *Urban development in post-reform China: State, market, and space*. London; New York: Routledge.

Wu, N. I. (1963). *Chinese and Indian architecture: The city of man, the mountain of god, and the realm of the immortals*. New York: George Brasiller.

Xu, G. (2008). *Olympic dreams: China and sports, 1895-2008*. Cambridge, MA: Harvard University Press.

Yü, C. F. (2001). *Kuan-yin: The Chinese transformation of Avalokiteśvara*. New York: Columbia University Press.

Yuan, K. (1995). *Dragons and dynasties: An introduction to Chinese mythology* (K. Echlin & Z. Nie, Trans.). London: Puffin.

Zhang, Y. (2002). *Screening China: Critical interventions, cinematic reconfigurations, and the transnational imaginary in contemporary Chinese cinema.* Ann Arbor: Center for Chinese Studies, University of Michigan.

Zhao, Y. (1998). *Media, market, and democracy in China: Between the party line and the bottom line*. Urbana, IL: University of Illinois Press.

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Hansen, C. (1992). *A Daoist theory of Chinese thought: A philosophical interpretation*. New York: Oxford University Press.

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2.8.2 Academic books on the required reading lists in the Global AoI

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Jarzombek, M., Vikramaditya, P., & Ching, F. D. K. (2011). Globalization takes command. In A global history of architecture (2nd ed.). Hoboken, NJ: Wiley.

MacCannell, D. (1992). Empty meeting grounds: The tourist papers. London: Routledge.

McLuhan, M., & Powers, B. R. (1989). The global village: Transformations in world life and media in the 21st century. New York: Oxford University Press.

Glenny, M. (2008). McMafia: A journey through the global criminal underworld. VintageBooks USA.

Cheung, E. M. K., Marchetti, G., & Tan, S. K. (2011). Hong Kong screenscapes: From the new wave to the digital frontier. Hong Kong: Hong Kong University Press.

Cheung, E. M. K., & Zhu, Y. (2004). Between home and world: A reader in Hong Kong cinema. Hong Kong: Oxford University Press.

LaFeber, W. (2002). Michael Jordan and the new global capitalism (Expanded ed.). New York: W.W. Norton.

Collier, P. (2007). The bottom billion: Why the poorest countries are failing and what can be done about it. Oxford; New York: Oxford University Press.

Albanese, J. S. (2011). Transnational crime and the 21st century: Criminal enterprise, corruption, and opportunity. Oxford University Press, USA.

Wolf, M. (2004). Why globalization works. New Haven: Yale University Press.

Pomeranz, K., & Topik, S. (2006). The world that trade created: Society, culture, and the world economy, 1400 to the present (2nd ed.). Armonk, NY: M. E. Sharpe.

Appadurai, A. (1996). Modernity at large: Cultural dimensions of globalization. Minneapolis, MN: University of Minnesota Press.

Augé, M. (2008). Non-places (2nd English language ed.). London; New York: Verso.

Ford, S. (2008). Mabel Cheung Yuen-ting's An autumn's tale. Hong Kong: Hong Kong University Press.

Andreas, P., & Nadelmann, E. (2006). Policing the globe: Criminalization and crime control in international relations. Oxford; New York: Oxford University Press

Schwartz, S. I. (1998). Atomic audit: The costs and consequences of U.S. nuclear weapons since 1940. Washington, DC: Brookings Institution Press.

Hall, C. M. (1994). Tourism and politics: Policy, power, and place. Chichester, UK: Wiley.

Sharpley, R., & Telfer, D. J. (Eds.). (2002). Tourism and development: Concepts and issues. Clevendon, UK: Channel View Publications.

Sachs, J. (2005). The end of poverty: Economic possibilities for our time. New York: Penguin Press.

Giulianotti, R. (1999). Football: A sociology of the global game. Cambridge: Polity Press.

Pollan, M. (2009). Food rules: An eater's manual. New York: Penguin Books.

Banerjee, A. V., & Duflo, E. (2011). Poor economics: A radical rethinking of the way to fight global poverty. New York: PublicAffairs.

Sen, A. (2001). Development as freedom. Oxford; New York: Oxford University Press.

Marchetti, G. (2007). Andrew Lau and Alan Mak's Infernal affairs – The trilogy. Hong Kong: Hong Kong University Press.

Yue, A. (2010). Ann Hui's Song of the exile. Hong Kong: Hong Kong University Press.

Bryman, A. (2004). The disneyization of society. London; Thousand Oaks, CA: Sage Publishers.

Evans, N. (2010). Dying words: Endangered languages and what they have to tell us. Chichester, UK: Wiley-Blackwell.

Steel, C. (2008). Hungry city: How food shapes our lives. London: Chatto & Windus.

Dryzek, J. S. (2005). The politics of the earth: Environmental discourses. Oxford: Oxford University Press.

Collins, D. (2009). Portfolios of the poor: How the world's poor live on. Princeton: Princeton University Press.

Friman, R. (Ed.). (2009). Crime and the global political economy. Boulder, CO: Lynne Rienner Publishers.

Giddens, A. (2003). Runaway world: How globalization is reshaping our lives. New York: Routledge.

Keohane, R. O., & Nye, J. S. (2001). Power and interdependence (3rd ed.). New York: Longman.

Lechner F. J., & Boli, J. (Eds.). (2008). The globalization reader (3rd ed.). Oxford: Wiley-Blackwell. (Newer edition is also acceptable.)

King, A. (2002). The end of the terraces: The transformation of English football in the 1990s (Rev. ed.). London; New York: Leicester University Press.

Castells, M. (1996). The rise of the network society. Malden, MA: Blackwell Publishers.

Chang, L. T. (2008). Factory girls: From village to city in a changing China. New York: Spiegel & Grau.

Asante, M. K. (2007). The history of Africa: The quest for eternal harmony. New York; London: Routledge.

Ferguson, N. (2008). The ascent of money: A financial history of the world. New York: Penguin Press.

Bodomo, A. B. (2012). Africans in China: A sociocultural study and its implications on Africa-China relations. Amherst, NY: Cambria Press.

Barnett, M. N. (2010). The international humanitarian order. Abingdon, UK: Routledge.

Nettle, D., & Romaine, S. (2000). Vanishing voices: The extinction of the world's languages. New York: Oxford University Press.

De Blij, H. J. (2009). The power of place: Geography, destiny, and globalization's rough landscape. Oxford; New York: Oxford University Press.

Naaim, M. (2005). Illicit: How smugglers, traffickers and copycats are hijacking the global economy. New York: Doubleday.

Ridley, M. (2010). The rational optimist: How prosperity evolves. New York: Harper.

Easterly, W. (2006). The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good. New York: Penguin Press.

Brautigam, D. (2009). The dragon's gift: The real story of China in Africa. Oxford; New York: Oxford University Press.

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Acemoglu, D. & Robinson, J. (2012). Why nations fail: The origins of power, prosperity, and poverty. New York: Crown Business.

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Banks, F. E. (2007). The political economy of world energy: An introductory textbook. Singapore: World Scientific Publishing Co. Pte Ltd.

Toossi, R. (2009). Energy and the environment: Sources, technologies, and impacts (2nd ed.). Irvine, CA: VerVe Publishers.

Cockrall-King, J. (2012). Food and the city: Urban agriculture and the new food revolution. Amherst, NY: Prometheus Books.

Estabrook, B. (2011). Tomatoland: How modern industrial agriculture destroyed our most alluring fruit. Kansas City, MO: Andrews McMeel Publishing.

Altschull, J. H. (1995). Agents of power: The media and public policy (2nd ed.). White Plains, NY: Longman Pub. USA.

Bennett, W. L. (2011). News: The politics of illusion (9th ed.) New York: Pearson/Longman.

Browne, M. N., & Keeley, S. M. (2009). Asking the right questions: A guide to critical thinking (9th ed). Upper Saddle River, NJ: Pearson Prentice Hall.

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Herman, E. S., & Chomsky, N. (2002). Manufacturing consent: The political economy of the mass media. New York: Pantheon Books.

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Nazer, H. M. (1999). Power of a third kind: The Western attempt to colonize the global village. Westport, CT; London: Praeger.

Postman, N. (2005). Amusing ourselves to death: Public discourse in the age of show business. New York: Penguin Books.

Rampton, S., & Stauber, J. C. (2003). Weapons of mass deception: The uses of propaaganda in Bush's war on Iraq. New York: Jeremy P. Tarcher/Penguin.

Schiffrin, A., & Kircher-Allen, E. (2012). From Cairo to Wall Street: Voices from the Global Spring. New York: New Press.

Bashford, A., & Hooker, C. (2001). Contagion: Historical and cultural studies. London: Routledge.

Crossley, P. K. (2008). What is global history? Cambridge, UK; Malden, MA: Polity.

Farmer, P. (1999). Infections and inequalities: The modern plagues. Berkeley, CA: University of California Press.

Garrett, L. (1995). The coming plague: Newly emerging diseases in a world out of balance. New York: Penguin.

Hays, J. N. (1998). The burdens of disease: Epidemics and human response in western history. New Brunswick, NJ: Rutgers University Press.

Mazlish, B., & Iriye, A. (2005). The global history reader. New York: Routledge.

McNeill, W. H. (1976). Plagues and peoples (1st ed.). Oxford: Blackwell

Price-Smith, A. T. (2009). Contagion and chaos: Disease, ecology, and national security in the era of globalization. Cambridge, MA: MIT Press.

Rosenberg, C. E. (1992). Explaining epidemics and other studies in the history of medicine. Cambridge; New York: Cambridge University Press.

Wald, P. (2008). Contagious: Cultures, carriers, and the outbreak narrative. Durham, NC: Duke University Press.

Seib, P. (Ed.). (2012). Al Jazeera English: Global news in a changing world (1st ed.).New York: Palgrave Macmillan.

Castells, M. (2007). Mobile communication and society: A global perspective: A project of the Annenberg Research Network on international communication. Cambridge, MA: MIT Press.

Diebert, R. (Ed.). (2008). Access denied: The practice and policy of global Internet filtering. Cambridge, MA: MIT Press.

Lessig, L. (2009). Code 2.0. New York: Basic Books.

Nakamura, L. (2008). Digitizing race: Visual cultures of the Internet. Minneapolis, MN: University of Minnesota Press.

Palfrey, J., & Gasser, U. (2008). Born digital: Understanding the first generation of digital natives. New York: Basic Books.

Solove, D. (2008). The future of reputation: Gossip, rumor and privacy on the Internet. New Haven, CT: Yale University Press.

Thussu, D. K. (2007). News as entertainment: The rise of global infotainment. Thousand Oaks, CA: Sage.

Zittrain, J. (2009). The future of the Internet and how to stop it. New Haven, CT: Yale University Press.

Hisrich, R. (2010). International entrepreneurship: Starting, developing, and managing a global venture. Los Angeles: Sage Publications.

Landes, D., Mokyr, J., & Baumol, W. (Eds.). (2010). The invention of enterprise: Entrepreneurship from ancient Mesopotamia to modern times. Princeton: Princeton University Press.

Salkowitz, R. (2010). Young world rising: How youth technology and entrepreneurship are changing the world from the bottom up. Hoboken, NJ: Wiley.

Westhead, P., Wright, M., & McElwee, G. (Eds.). (2011). Entrepreneurship: Perspectives and cases. London: FT Prentice Hall.

Gardner, D. K., & Zhu, X. (1990). Learning to be a sage: Selections from the conversations of Master Chu, arranged topically. Berkeley, CA: University of California Press

Ivanhoe, P. J., Huineng, Lu, J., & Wang, Y. (2009). Readings from the Lu-Wang school of Neo-Confucianism. Indianapolis, IN: Hackett Publishing Company.

2.8.3 Academic books on the required reading lists in the Humanites AoI

Liu, X., Kelley, J., & Asian Art Museum, Chong-Moon Lee Center for Asian Art and Culture. (2006). *The Three Gorges Project: Paintings by Liu Xiaodong*. San Francisco, CA: Asian Art Museum, Chong-Moon Lee Center for Asian Art and Culture.

Callenbach, E. (1977). *Ecotopia*. Toronto; New York: Bantam Books.

Clark, D. B. (1997). *The cinematic city*. London: Routledge.

Debord, G. (1994). *The society of the spectacle*. New York: Zone Books.

Lailach, M., & Grosenick, U. (2007). *Land art*. Köln; London: Taschen.

Arnold, D. (1993). *Colonizing the body: State medicine and epidemic disease in nineteenth-century India*. Berkeley, CA: University of California Press.

Casper, M., & Moore, L. J. (2009). *Missing bodies: The politics of visibility*. New York: New York University Press. [Electronic resource]

Braham, P., & Janes, L. (2002). *Social differences and divisions*. Oxford: Blackwell.

Hayden, D. (1995). *The power of place: Urban landscapes as public history*. Cambridge, MA: MIT Press.

Goldsworthy, A. (1990). *Andy Goldsworthy: A collaboration with nature*. New York: H. N. Abrams.

Tufnell, B. (2006). *Land art*. London; New York: Tate; Distributed in the U.S. by Harry N. Abrams.

Youde, J. R. (2010). *Biopolitical surveillance and public health in international politics*. New York: Palgrave Macmillan.

Dahl, A. L. (1996). *The eco principle: Ecology and economics in symbiosis*. Oxford: George Ronald; London: Zed Books.

AlSayyad, N. (2006). *Cinematic urbanism: A history of the modern from reel to real*. New York; London: Routledge.

Augé, M. (1995). *Non-places: Introduction to an anthropology of supermodernity*. London: Verso.

Elbe, S. (2010). *Security and global health*. Cambridge: Polity.

Grande, J. K. (2004). *Art nature dialogues: Interviews with environmental artists*. Albany, NY: State University of New York Press.

Chan, C. L. W., & Chow, A. Y. M. (2006). *Death, dying and bereavement: A Hong Kong Chinese experience*. Hong Kong: Hong Kong University Press.

Teilhard de Chardin, P. (1959/1964). *The future of man*. New York: Harper & Row.

Macy, L. W. (Ed.). (1998-). *Grove's dictionary of art online*. Oxford: Oxford University Press.

Mortenson, G., & Relin, D. O. (2007). Three cups of tea: One man's mission to promote peace… one school at a time. New York: Penguin Books.

Rathus, S. A., Nevid, J. S., & Fichner-Rathus, L. (2008). *Human sexuality in a world of diversity* (7th ed.). Boston, MA: Pearson/A&B.

Donnan, H., & Magowan, F. (2010). *The anthropology of sex*. New York: Berg.

Wang, Y. (2000). *Looking at Chinese painting*. Tokyo: Nigensha.

Pipher, M. B. (1994). Reviving Ophelia: Saving the selves of adolescent girls. New York: Putnam.

Fairchild, A. L., Bayer, R., & Colgrove, A. (2007). *Searching eyes: Privacy, the state, and disease surveillance in America*. Berkeley, CA: University of California Press.

Farmer, P. (2005). *Pathologies of power: Health, human rights, and the new war on the poor*. Berkeley, CA: University of California Press.

Foucault, M., & Rabinow, P. (1991). *The Foucault reader.* London: Penguin Books.

McCloud, S. (1994). *Understanding comics: The invisible art*. New York: Harper Perennial.

Foucault, M. (1990). *The history of sexuality*. New York: Vintage Books.

Haralambos, M., & Holborn, M. (2008). *Sociology: Themes and perspectives.* London: HarperCollins.

Lemke, T. (2011). *Biopolitics: An advanced introduction*. New York: New York University Press.

Tetlock, P. E., Lebow, R. N., & Parker, G. (2006). *Unmaking the West: "What-if" scenarios that rewrite world history*. Ann Arbor: University of Michigan Press.

Graziani, R. (2004). *Robert Smithson and the American landscape*. New York: Cambridge University Press.

Lupton, D. (1995). *The imperative of health: Public health and the regulated body*. London; Thousand Oaks, CA: Sage Publications.

Porter, D. (1999). *Health, civilization, and the state: A history of public health from ancient to modern times*. London; New York: Routledge.

Abbas, M. A. (1997). *Hong Kong: Culture and the politics of disappearance*. Hong Kong: Hong Kong University Press.

Best, S. (2005). *Understanding social divisions*. London; Thousand Oaks, CA: SAGE.

Blackburn, S. (2003). *Being good: An introduction to ethics*. New York: Oxford University Press. [Full book (150 pages) finished before Lecture 3]

Howard, R. A., & Korver, C. D. (2008). *Ethics for the real world: Creating a personal code to guide decisions in work and life*. Boston: Harvard Business School Publishing.

Francis, B. (2006). The nature of gender. In C. Skelton (Ed.), *Sage handbook of gender and education*. Thousand Oaks, CA: Sage.

Pritchard, M. S. (2006). *Professional integrity: Thinking ethically*. Lawrence, KS: University Press of Kansas.

Wang, C. Y., & Goodridge, W. (2009). *Chicken feathers and garlic skin: Diary of a Chinese garment factory girl on saipan*. New York: Passion Profit Company.

Howard, E. (1974). *Garden cities of to-morrow*. London: Faber and Faber.

Munroe, A., Yokohama Bijutsukan, Solomon R. Guggenheim Museum., & San Francisco Museum of Modern Art. (1994). *Japanese art after 1945: Scream against the sky*. New York: H. N. Abrams.

DeSpelder, L. A., & Strickland, A. L. (2009). *The last dance: Encountering death and dying*. Boston: McGraw Hill.

Bellamy, E. (1996). *Looking backward*. New York: Dover Publications.

Malpas, W. (2009). *The art of Richard Long: Complete works*. Kent, UK: Crescent Moon Publishing.

Phillips, K., & Reay, B. (2002). *Sexualities in history: A reader*. New York: Routledge.

Chang, L. T. (2008). Factory girls: From village to city in a changing China (1st ed.). New York: Spiegel & Grau.

Bloch, M. L. B. (1953). *The historian's craft*. New York: Knopf.

Plummer, K. (2003). *Intimate citizenship: Private decisions and public dialogues*. Seattle: University of Washington Press. [Key reading]

Lassiter, L. E. (2006). *Invitation to anthropology*. Lanham, MD: Altamira Press.

Plate, S. B. (2008). *Religion and film: Cinema and the re-creation of the world*. London; New York: Wallflower.

Kaldor, M. (2007). *New & old wars*. Stanford, CA: Stanford University Press.

Beardsley, J. (1998). *Earthworks and beyond: Contemporary art in the landscape* (3rd ed.). New York: Abbeville Press.

Rosen, G. (1993). *A history of public health* (Expanded ed.). Baltimore, MD: Johns Hopkins University Press.

Lyon, D. (2007). *Surveillance studies: An overview*. Cambridge: Polity.

Schaarschmidt-Richter, I., Städtische Kunstsammlungen Chemnitz, Schirn Kunsthalle Frankfurt, & Kokusai Kōryū Kikin. (2000). *Japanese modern art: Painting from 1910 to 1970*. Zurich: Edition Stemmle.

Smithson, R., Tsai, E., Butler, C. H., Crow, T. E., Alberro, A., Roth, M., et al. (2004). *Robert Smithson*. Berkeley, CA: University of California Press.

Hobsbawm, E. J., & Ranger, T. O. (1983). *The invention of tradition*. Cambridge, UK; New York: Cambridge University Press.

Frisby, D. (2001). *Cityscapes of modernity: Critical explorations*. Cambridge: Polity Press.

Capra, F. (1976/1982). *The Tao of physics: An exploration of the parallels between modern physics and Eastern mysticism*. London: Flamingo.

Wilkins, D. G., Schultz, B., & Linduff, K. M. (2005). *Art past, art present*. Upper Saddle River, NJ: Pearson Prentice Hall.

Jacobs, J. (1993). *The death and life of great American cities*. New York: Modern Library.

Koolhaas, R. (1994). *Delirious New York: A retroactive manifesto for Manhattan*. New York: Monacelli Press.

McLuhan, M., & Fiore, Q. (1967). *The medium is the massage*. New York: Touchstone.

Sassen, S. (1991). *The global city: New York, London, Tokyo*. Princeton, NJ: Princeton University Press.

Foucault, M. (1977). *Discipline and punish: The birth of the prison*. New York: Vintage Books.

Crystal, D. (1998). *Language play*. London: Penguin.

Banham, R. (1984). Environmental management. In *Architecture of the well-tempered environment* (2nd ed.). Chicago: University of Chicago Press.

Korsmeyer, C. (1999). *Making sense of taste: Food & philosophy*. Ithaca, NY: Cornell University Press.

Cobb, M. (2006). *The egg & sperm race: The seventeenth-century scientists who unravelled the secrets of sex, life and growth*. London: Free Press.

Powell, N., & Humphreys, B. (1984). *Proportions of the aesthetic face*. New York: Thieme-Stratton.

Kress, G. R., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (2nd ed.). London; New York: Routledge. [e-book version available through HKU library website]

Storey, J. (2003). *Cultural studies and the study of popular culture* (2nd ed.). Athens, GA: The University of Georgia Press.

Habermas, J. (1989). *The structural transformation of the public sphere: An inquiry into a category of Bourgeois society* (T. Burger, Trans.). Cambridge, UK: Polity Press.

E. J. Eitel, extract from *Europe in China* (history

R. M. Martin, extract from *Report on the Island of Hong Kong* (history)

Joseph Chamberlain, 'The True Conception of Empire' (politics)

Lady Elizabeth Butler, 'Egypt 1885', from *From Sketch-Book and Diary* (travel writing

Sigelman, C. K., & Rider, E. A. (2012). *Human development across the life span* (7th ed.). Belmont, CA: Wadsworth Cengage Learning.

Addiss, S. (1989). *The art of Zen: Paintings and calligraphy by Japanese monks, 1600-1925*. New York: H. N. Abrams.

Barnet, S. (2005). *A short guide to writing about art* (8th ed.). Hong Kong: Pearson Longman.

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Damasio, A. R. (1994). *Descartes' error: Emotion, reason, and the human brain*. New York: Putnam.

Foucault, M. (1989). *The birth of the clinic: An archaeology of medical perception*. London: Routledge.

Illich, I. (1976). *Medical nemesis: The expropriation of health*. New York: Pantheon Books.

Leder, D. (1990). *The absent body*. Chicago: University of Chicago Press.

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Sacks, O. W. (1990). *The man who mistook his wife for a hat and other clinical tales*. New York: Harper Perennial Library.

Sacks, O. W. (1996). *Awakenings*. London: Duckworth.

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2.8.7 Academic book chapters on the required reading lists in the Humanites AoI

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APPENDICIES FOR CHAPTERS FIVE & SIX – PERIODICITY ANALYSIS

Appendix 5.1   Student Essays – Science AoI

5.1.1   Disease Essay One

Factors Affecting the Emergence and Re-emergence of Infectious Diseases in Humans

Abstract

It is of no doubt that infectious disease is one of the major burden of the world. It does not only affects health of individual human or animal, but also affect the social and economic aspects of the country. Huge amount of resource is therefore put into the research of the nature, pathophysiology and management of infectious diseases.

The difficulty of controlling a particular type of infectious disease lies on the ever-changing nature of many of them. It could be a direct change in the infective agent, an indirect change in external factors that leads to the change in disease prevalence, or both. This forms the basis of emerging and reemerging infectious diseases. Here, the factors affecting the emergence and reemergence of infectious diseases will be discussed using appropriate examples. At the same time, it is hoped that improvements in the control and preventive measures could be facilitated with increased understanding in this area.

Introduction

Infectious diseases are diseases that are caused by microorganisms, which can be spread directly or indirectly, from human to human or from animals to human (zoonotic diseases). It is one of the major burdens worldwide, especially in developing countries, where sanitation problems are severe.

Infectious diseases can be classified into two broad categories: emerging and re-emerging. Emerging infectious diseases (EID) are diseases that have newly appeared to human population or those that are already existed but are increasing in prevalence or geographic range; while re-emerging infectious disease are those that existed in the past and are now increasing in worldwide prevalence, as well as geographical and human host range (1). This classification is useful when investigating the causes of emergence and considering control and prevention strategies. Yet, for simplicity, they will be considered together here.

Over the past few decades, science and technology have advanced drastically, which allowed us to understand more on the nature and pathogenesis of different infective agents. At the same time, this has also allowed us to successfully develop many drugs and vaccines for the treatment and prevention of many previously detrimental infectious diseases (2). However, infectious diseases still emerge due to problems such as antibiotic resistance and natural selection of pathogens, which are in turn affected by many other factors. It is therefore important for us to understand these factors in order to overcome new challenges.

Factors Affecting the Emergence of an Infectious Disease

It is important to realize that around 75% of the emerging and reemerging pathogens are zoonotic in origin (3,4). The emergence and spread of an infectious disease involve the complex interactions between the host (humans or animals), the pathogen, the environment, and may or may not involve vectors, that carry and aid the spread of the agents. Factors affecting them can be divided into three main categories: ecological, environmental and socio-economics.

Ecological Factors

Ecological factors include factors that affect the natural habitat of the wildlife and the associated pathogens. Many infections depend on wildlife and domestic animal reservoir. Spill-over of pathogens from domestic to wildlife species causes wildlife EID. Pathogens can also spill-back from wildlife to domestic species and eventually to human beings, leading to serious zoonotic threats (5, 6, 7). For example, HIV-1 that originates in chimpanzees and has now spread to human; rabies that first appeared in wild dogs has spread to domestic dogs and now to human; Lyme disease has also spread from rodents to human (5). Diseases like HIV could be rapidly spread from human to human due to various socio-economic factors, which will be discussed further. Pathogens can also be spread through other routes, for example mosquito vectors, which spread and cause the re-emergence of malaria and dengue in South America, Africa and Asia in the 1980s (8, 9, 7).

The rapid economic development, urbanization and industrialization greatly enhance the spill-over and spill-back of pathogens. These activities result in two main consequences that lead to EID outbreaks. First, they disrupt the natural habitat, alter the biodiversity and increase the wildlife density of many plants and organisms. This could interfere with the reproductive cycles of certain pathogens or hosts, as well as their migration patterns, leading to changes in geographical distribution. Secondly, the denser living environment creates new contacts between human and animals, enhancing the dissemination of diseases. Some vectors might also relocate to places nearer to human, creating new opportunities for infection. For example, urbanization enhanced the growth of the mosquito vector that carries Dengue virus, causing its re-emergence (9). Deforestation caused the displacement of fruit bats, which carried the Nipah Virus to infect farm pigs, subsequently led to its outbreak in human in 1999 (10) . Ixodes scapularis is a blacklegged tick that carries the pathogen causing Lyme disease. Deforestation caused the ticks to shift from infecting Virginia opossums to white-footed mice, which is a more resilient host. This eventually led to the emergence of Lyme disease (5).

The high mutation rate of viruses is another factor that causes continuous reemergence of diseases. Antigenic drift of influenza virus is a well-known example, where point mutations occur from time to time resulting in strains that humans have no immunity against. This has led to serious pandemics, such as the Spanish Flu in 1918, which is caused by the emergence of H1N1 virus (11). The way human handle domestic poultry had also aided the spread of certain pathogens between animals and from animals to human. Influenza A is originally of low pathogenicity in humans. It circulates among wild birds and poultries. However, interspecies mixing during transportation of domestic poultries, high stocking densities and the increase in proximity between human and animals had

greatly facilitated the infectious contact and spread of viruses. This allowed different strains to come together and undergo gene reassortment, a process known as antigenic shift, resulting in the emergence of highly pathogenic strains, such as H3N2 in 1968, H5N1 in 2004 and the many other swine flu endemics and pandemics (12) .

Environmental Factors

Environmental factors mainly concern with the global climate changes. It is well understood that there is a cyclic variation in disease patterns every year due to the changes in hosts and vectors life cycle. Mosquitoes, for example, are extremely sensitive to temperature changes. Therefore, abnormal changes in climate could disrupt this pattern causing outbreaks of diseases in the human population. Global warming is an example of abnormal climate change resulted from deforestation previously mentioned.

Malaria is a vector-borne disease caused by the Plasmodium species. It is generally well controlled through preventive measures, such as anti-malarial drugs and the use of mosquito nets (13). However, there is a recent reemerging pattern in certain parts of the world. It is found that the densities of Anopheles gambiae, the vector that is responsible in the transmission of malaria, is positively correlated with the rainfall load (14, 15). The reemergence of malaria might be more significantly affected by socioeconomic factors, which will be discussed in later parts. Other examples include dengue fever, another vector-borne disease carried by the Aedes genus mosquito, which is also greatly affected by seasonal changes (15). Cholera is a well-known debilitating disease that first caused pandemic in 1817. It is found to be reemerging due to an increase in sea surface temperature, which results in plankton bloom (16, 17, 18).

Socio-economics Factors

Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls. The speed of spread of a certain infectious disease is affected by the movement of human or the vectors that carry the disease (11). As the world is becoming more developed, the mobility of people has increased. Increasing number of people move from rural to urban areas, transferring diseases locally into big cities and towns. Globalization and the increasing use of commercial air-travel has also allowed people to conveniently travel from one country to another, facilitating the dissemination of diseases across the globe (9).

One example is the emergence of SARS in 2003, which first appeared in Guangdong province in China. During early infection, SARS patients are asymptomatic but infectious, migration and transportation of infected people led to rapid spreading of the virus (19, 20). Apart from human migration, international trades and transfers of agricultural products and livestock have also contributed to the spread of pathogens (21). Cholera, which was originated in Indian Subcontinent was disseminated to Europe and America through trade routes in 1817 (18). The immigration of travellers and laborers due to the construction of national highways Anhui Province, China, was also one of the factors that caused the recent reemergence of malaria in that area. (22).

The development of EID through changes in human behavior is best illustrated by sexually transmitted diseases (STD) like HIV/AIDS.   As the population size and density has

increased, people are living in closer relationships, yet weaker family structures lead to increase sexual contacts (1, 23). There are also increase use of contaminated needles by intravenous drug users. Both of which hugely facilitates the transmission of HIV. Apart from that, political instability and inequality, the lack of education and awareness of the disease in undeveloped countries has also caused immense local spread of HIV in certain developing countries (9).

Public health measures are important in the control of infectious diseases. Taking SARS as an example, quarantining the infected individuals was one most essential method in preventing the large scale spreading of this easily transmitted disease at the time of outbreak (20). This relies on the health care policy of the countries involved. These policies or regulations is again greatly affected by the political stability of that country. Moreover, apart from education on appropriate drug use previously mentioned, increase in awareness on the modes of spread of diseases, such as STDs, prevention measures, such as the use of condoms and facemasks, are also critical in the control of diseases like AIDs/HIV and SARS (24). A systemic review has shown that one of the major factors that caused the resurgence of malaria was the weakening of malaria control programs due to political and financial reasons (25). Therefore, neitherthe introduction and maintenance side should be neglected. Breakdown of these public health measures not only hinder the control of an EID, it could also cause stigmatization and misinterpretations in the society, which further worsen the condition (24).

Conclusion

In conclusion, factors that lead to the emergence and re-emergence of infectious diseases are broadly divided into 3 categories: ecological, environmental and socioeconomic factors. It is important to realize that there is no single factor that led to or could lead to the outbreak of a disease. Instead, it requires the interactions of many factors over all 3 categories. For example, the reemergence of malaria could be due to the combination of climate changes, drug-resistance and the breakdown of preventive measures. While this paper only highlights some of the most influential factors, many others are of equal importance. Knowledge in this area could immensely aid in the control and prevention of infectious diseases.

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5.1.2 Disease Essay Two

Will there be another SARS-like Battle – The possibility of novel coronavirus outbreak and lessons learnt from SARS.

Abstract

As a Hong Kong citizen, SARS is probably one of the most striking experiences in our lives. In the following essay, we will explore the possibility of another SARS-like infection battle brought by the Novel Human Betacoronavirus EMC (HCoV-EMC) coming by analysing the issue critically from different perspectives, including scientifically, politically and personally, as well as from what lessons have been learnt in 2003.

Introduction

Near the end of 2002, an unknown yet highly virulent virus started to spread in Guangdong. Soon in the several months that follow, it swept the whole world in a form of respiratory contagious pandemic, infected a total of 8,098 people in more than 20 countries and took away 774 valuable lives. Alone in Hong Kong, there were 299 deaths reported among the 1755 infected citizens (1). That was the story of alarming outbreak of Severe Acute Respiratory Syndrome (SARS) brought by SARS-CoV. While many of the Hong Kong citizens are still overwhelmed by the striking experience of the battle after ten years, another similar human coronavirus, currently commonly known as the novel coronavirus (nCoV), are starting another epidemic in the Middle East and gradually to other places since last year. Up to late March 2013, there were 11 died out of the 17 people infected with nCoV (2). Will there be another global outbreak of respiratory disease like SARS? Are we going to experience the dreadful period of economic downturn, quarantining, wearing N95 masks and psychological burdens again very soon? The answer is probably no.

Scientific analysis: Genetically related with higher virulence

The novel coronavirus (nCoV) is scientifically known as Novel Human Betacoronavirus EMC (HCoV-EMC) (3). Similar to the SARS-CoV, studies show that the HCoV-EMC is a RNA virus with a zoonotic origin in bats and it targets at human airway epithelium (HAE) (3). It indeed has a larger range of human tissue tropism, meaning that more types of human cell lines are susceptible to be infected by this new virus (4). It is, therefore, well-adapted to humans. Being in the same family with SARS, it is associated with severe acute pneumonia, fever, coughing and breathing difficulties and resembling the symptoms of SARS (5). However, it is found that the patients infected with HCoV-EMC suffered from multiple organ failures too, which was not commonly found in SARS patients (6).

The novel virus HCoV-EMC is believed to have a high transmissibility in humans, owing to the many cell types it is able to infect and hence causing more severe complications. This contributes to the possibilities of another SARS-like outbreak in Hong Kong.

Government responses: We are prepared

Although the novel virus spreading from Middle East to Europe and the rest of world continues to bring anxiety all over the globe, our government seems to be very confident

that we can handle the situation well from the experience of SARS, swine flu and other epidemics in history.

Firstly, the government is already taking preventive measures to prevent the spreading of the novel virus into the region (7). The World Health Organisation does not advise any special screening at entry nor any travel or trade restrictions up till now for the novel human coronavirus (2). Nevertheless, from the lessons learnt from SARS, we are alerting and training staff at hospitals, clinics and the airports for identification of suspicious cases of the diseases with strict border control and screening to ensure the situation is under control (7).

Secondly, the government has a set of strategies planned for any outbreak of infectious diseases like influenza and the re-emergence of SARS (8). These includes quarantine, which is proved to be successful after the practice in 2009 for swine flu control, contact surveillance and suspension of schools to prevent the frequent human-to-human contact and so on. Some critics pointed out that the government was too slow to respond and only carry out delayed actions in dealing with the incident of SARS (9). However, we can see that with all the above guidelines, the government is now capable of adopting suitable timely measures for disease control once the outbreak happens.

Last but not least, from the historical basis, we can deduce that the government has learnt enough from the experience of the handling with infectious diseases. Back in the British colony time, we experienced the plague, malaria and cholera; in recent decades, we went through SARS, swine flu and avian flu etc (10). Every time when Hong Kong faces obstacles like epidemics, we learn to improve our healthcare system and set up new organisations if necessary to prepare for the next battle to come. After SARS, the Centre for Health Protection is established, which has been serving as the key player in controlling and preventing infection from spreading since then. We also have close collaboration with the World Health Organisation and foreign countries for information exchange and to control infections with concerted efforts by well-established reporting networks (8).

Obviously, the government has been playing an active role in the prevention of infectious diseases after SARS, including this time with novel coronavirus. Whether these changes and improvements are enough and effective to combat with the coming outbreaks remain to be unknown unless the outbreaks really happens unluckily, yet, with more efforts and experiences, the government is optimistic about the forthcoming battles.

Medical and scientific professionals: We are ready too

With the advancement in medicine, research and diagnostic techniques, we now have much better facilities, technologies and methods in treating infections when compared to ten years ago during SARS, contributing to the preparedness for future outbreaks as well as the control of infections.

Even before SARS, scientists in Hong Kong are working diligently in disease research in identifying novel and possible pathogens and in doing testing for samples for World Health Organisation (7). This can be proved by the success in identifying the SARS virus in 2003 by researchers of The University of Hong Kong (11) as well as their discovery in the cell line susceptibility of the HCoV-EMC recently (4) etc. Other scientists with different

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research interests also contribute much by findings in various fields of pathogens and infectious diseases. In spite of the lack of vaccines and specialised drugs to treat the novel coronavirus infection, there are also rapid diagnostic methods like reverse transcription-PCR assays, novel biosensors etc and effective isolation techniques for viral respiratory diseases as well as wide-ranging medical researches on treatments going on like effects of types I and III interferons etc (3), which provide a solid foundation for outbreak control.

Apart from the researches, medical professionals and the hospital staff learnt their lessons after SARS on the importance of infection control guidelines during an outbreak. In 2003, many of the SARS patients are medical staff in hospitals like doctors, nurses, caretakers etc. This was believed to be due to the poor infection precautions of the hospital staff and their lack of awareness (8). Nevertheless, we now have much better facilities like isolation wards with specialised ventilation and negative pressure system and other medical apparatus. The Infectious Diseases Centre in Princess Margaret Hospital, Major Incident Control Centre (MICC) of the Hospital Authority and high-end P3 Laboratory in Queen Mary Hospital etc are established after SARS outbreak to improve the disease control measures and reduce chances of spreading of infections too (13). Together with stricter control over hospital infections and preventive measures in outbreak with new guidelines and the raised general awareness on importance of diseases control and personal hygiene like proper use of personal protective equipment (14), the experience from SARS has brought confidence to the medical sector that even when the novel virus come into Hong Kong, the scale of outbreak can be minimized.

General public: We have learnt our lessons

It cannot be denied that SARS, being a short-lived yet unforgettable contagion Hong Kong people went through, has taught every single one of us the importance of public health, hygiene and unity in 2003 (15).

First of all, we are more aware of the personal hygiene. We understand the need of wearing masks when we develop symptoms of respiratory diseases, frequent washing of hands with soap to reduce chances of transmission by direct contact, proper procedures of patients' discharge and other related measures. All these have become part of our lives, no matter if there is an outbreak happening around.

We also have more thorough understanding in infection transmission and increased awareness in healthcare issues after SARS. Having experienced SARS, people have clearer concepts in how global connectedness is related to the disease spreading and the importance in disease containment by travel restriction, quarantine, suspension of school etc. All these contribute to the rapid responses and cooperation between the citizens, various economic sectors and the government, in case of outbreaks.

Besides, the tragic outbreak of SARS in Amoy Garden due to poor design of sewage systems reminded all the Hong Kong citizens in the environmental factors in disease transmission. We are having more comprehensive designs in housing estates and improvements in living environment.

Conclusion: We should always be alert

Taking the above aspects of discussion into consideration, we understand that the novel coronavirus (HCoV-EMC), being more transmissible in nature and virulent in attacking various tissue types it is probable that it can cause an epidemic or pandemic. However, with the lessons learnt from SARS, our government are closely monitoring the situation with new regulatory bodies and enhanced collaboration with the international community; our medical and research professionals are top in the field equipped with world-class facilities and apparatus; and the whole society is experienced in fighting against contagion. Therefore, it may seem very unlikely for Hong Kong to experience another large-scale epidemic like SARS in near future, or at least, there will not bring huge influences like economic recession and unemployment as the aftermath of epidemic.

Nonetheless, we should never overlook the possibility of an epidemic. As mentioned above, the vaccines and effective treatments for both SARS and HCoV-EMC are still in research state (8) and the nature of viruses are unpredictable as they can mutate and undergo antigenic shifts. The epidemiology of the novel viruses is not clear too (16). While our discussion is limited to HCoV-EMC infection, there are many other potential outbreaks like H7N9 influenza and so on that may again bring us back to the situation in 2003. In conclusion, the governments of different cities, scientists, medical professionals and the general public should keep our 'all-time alertness' so that we can have concerted strength and unity in combating with novel coronavirus and/or the next contagion.

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5.1.3 Disease Essay Three

Chickenpox – a Biological View

Abstract

Chickenpox, being a common infectious disease nowadays, affects people in different ways. It is caused by varicella-zoster virus, which is also the virus causing Herpes Zoster. There are various measures like vaccination that can be done to prevent chickenpox, however people usually underestimate its risk in developing fatal complications, hence they do not have enough awareness to protect themselves from catching chickenpox, and vaccination is yet not popularized. Despite the adverse effects brought about by chickenpox, elimination or eradication of chickenpox is considered not feasible after looking at the upsides and downsides. Therefore, the governments worldwide should work together to help better treat and control chickenpox in the near future.

Introduction

We all share the same early-childhood memories: In early spring, while young children all returned to the campus after having spent a happy holiday, chickenpox, being common in winter and spring, often appeared in the schools. Most of us have had chickenpox once in our lives, but its effects, other than those itchy red spots, are often neglected. The society should pay more attention to this infectious disease as it does not only infect young children, but also the adults and the elderlies. This essay serves to give a biological view on the effects of chickenpox. It will begin with some background information of chickenpox and the virus causing the disease, and then reveal reasons of people's refusal to adopt preventive means. It will then discuss the probability of eradication of the disease. Finally, it will conclude by stating what should be done in future in order to better handle with the disease.

Background information of the virus causing chickenpox

Chickenpox is believed to be one of the most common global illnesses among young children (1). The virus causing it actually takes the role of initiating two diseases, namely chickenpox and Herpes Zoster, and therefore named varicella-zoster virus (VZV) (2). It is one of the most infectious viruses, with a household transmission rate of greater than 85% (2). It is transmitted through air or by direct contact with the blisters on the infected skin (3). It infects human through the respiratory tract, and then into the blood circulation and finally the lymphatic system to cause the disease.

Varicella-zoster virus has a latent period of 13-17 days for chickenpox (2). However, the antibodies produced in young patients are usually not strong enough to eliminate all the virus in the body, so it will lurk inside the nerve tissue for many years. While the person experiences fatigue or decline in immunity, the latent varicella-zoster virus will cause the second disease – Herpes Zoster (3).

Chickenpox is common among young children of age 1-4, who usually show mild symptoms, whereas those older will have mild fever and headache at the early stage of the disease. Clinical symptoms initiate with the presence of red itchy blisters, processing to

macules, papules, vesicles, pustules and scabs on mainly the limbs and the face. The symptoms will last for 5-10 days (3).

Treatments of chickenpox are usually symptomatic for infection in healthy and young patients, and its course is less complicated compared with those in adults or persons with reduced immunity (4). For example, analgesics like paracetamol or acetaminophen can be given to relieve fever, and lotion can be applied to relieve itching (5). Certain groups of people, e.g. those of age 12 or above, with chronic disease or receiving steroid therapy, require antiviral drugs like oral acyclovir or vidarabine (5).

Chickenpox was first recorded over 500 years ago. It was named 'chickenpox' as it has symptoms similar to smallpox (7). Chickenpox becomes very common nowadays, that there were about 8,600 cases in Hong Kong over the year in 2012 (6).

Prevention of chickenpox

There are several ways to prevent chickenpox. Other than maintaining good hygiene, quarantining of infected persons and avoiding the exposure of high-risk groups (such as newborns or immune-compromised persons) to chickenpox, vaccination is known to be the most effective way to prevent chickenpox infection (8). Chickenpox vaccine consists of weakened living varicella-zoster virus. Once received the immunization, the immune system will be induced to produce a large amount of antibodies in the injected body against the disease, and the antibodies will retain in the body for many years for any future exposure (9). As adults have a relatively higher chance of developing complications, they are recommended to receive the vaccine. The vaccine is nearly 99% effective and hence has changed a lot the infection and mortality rate of the disease (8).

However, despite its effectiveness, the vaccine has some limitations. For example, some groups of people should not receive the vaccine, such as those with cancers, immune-compromised persons, pregnant women and infants of age lower than 1. Also, as it costs HKD400-800 for each injection, it is quite expensive especially to some parents or individuals with economic hardships (6). Along with inadequate education and publicity of the importance of the vaccine, many parents believes that their children must catch chickenpox in order to gain life-long immunity, whilst underestimating the risk of fatal complications (3). In fact , the Department of Health of Hong Kong is planning to include chickenpox vaccine in the Hong Kong Childhood Immunisation Programme from next year, so that children in Hong Kong can receive free-of-charge chickenpox vaccine at age of 1 and 6 (6) . This can hopefully help popularize chickenpox immunization in Hong Kong.

Other than the active vaccination as mentioned above, passive vaccination also helps prevent the disease at early infection stage by injection of acyclovir (ACV) immunoglobulin. When the immunoglobin (which are monoclonal antibodies) is injected into the body, it will induce immediate immune response to produce antibodies against the varicella-zoster virus. However, the antibodies produced are short-lived, thus can only provide short-term protection against the disease (11).

How chickenpox affects people

As chickenpox is highly infectious, infected individuals are required to stay home for 1-2 weeks until all rashes disappear. This not only bring discomfort to patients for quite a long time but also interferes with their routine life and work, especially those who are having exams or are working on important issues. This can possibly cause adverse effects on a student's academic performance or even economic or administrative affairs of an enterprise.

Moreover, the varicella-zoster virus is actually life-long infectious, that it can actually remain in the nerve cells of the body for many years, and become active in adults to cause Herpes Zoster (2). Herpes Zoster, also known as shingles, is a viral skin disease which causes much greater discomfort and pain than chickenpox to patients. Unlike chickenpox, Herpes Zoster is not seasonal, and its incidence rate has a lot to do with increasing age. Individuals who has been infected the virus at early ages have a probability of 10-20% of having Herpes Zoster at older ages (12).

Nonetheless, several complications can be developed from chickenpox. Infection may be aroused from scratching of blisters, and it may lead to scarlet fever if there is invasion of Streptococcus into the body (6). Complications like encephalitis and viral pneumonia may be developed (3). As chickenpox has a more complicated course on adults and immune-compromised persons, they have greater chance in developing fatal complications. Thus, they are recommended to receive chickenpox immunization if they have never been exposed to the virus (8).

Should chickenpox be eliminated or eradicated?

Looking at how chickenpox affects us, a question shall be raised – whether we should make this disease disappear forever on earth?

Both elimination and eradication are results of deliberation measures. Elimination refers to the reduction of the incidence of a disease or infection caused by a particular pathogen to zero in a specific region, whereas eradication refers to the global reduction of the population of the pathogen causing a particular disease or infection to zero. Continuous interventions are required to maintain the state of elimination and prevent reestablishment of transmission, while eradication of a disease is permanent and thus needs no continuous interventional means (15). Cases of elimination of diseases include measles in Latin America and the Caribbean (13), while cases of successful eradication include smallpox and SARS (14).

As chickenpox is a global disease, elimination is not an appropriate solution. Investigating whether chickenpox should be eradicated, diseases which are currently or are going to be under eradication campaign can be considered. Examples include polio, guinea worm disease, lymphatic filariasis and measles (14). They all share some preconditions as follow (13):

1. The pathogen causing the disease does not have any known animal hosts;
2. Sensitive diagnostic and managing tools are available;
3. The transmittance among humans can be terminated by specific means;

4. Life-long immunity against the disease can be gained through vaccination programmes or non-fatal infection;
5. The disease causes great adverse effects on global hygiene;
6. Nations have made political commitment on the disease eradication.

Only diseases fulfilling all these will be considered as a candidate for the eradication campaign. Looking at the features of chickenpox, it is very obvious that it cannot fulfill the last two conditions due to the following reasons:

1. It has relatively very low mortality rate, which is declining every decade. There were about 100 death cases each year in 1990-1994 in the US, while many of the Hong Kong citizens are still overwhelmed by the striking experience of the battle after ten years, another similar human coronavirus, currently commonly known as the novel coronavirus (nCoV), are starting another epidemic in the Middle East and gradually to other places since last year only 13 and 14 deaths recorded in the year 2006 and 2007 respectively (16).
2. The symptoms of chickenpox are relatively mild. Most of infected individuals suffer from itchy spots only while a small portion of them will suffer from mild fever and headache, or develop complications (3).

Other than pre-conditions, the feasibility of the eradication shall be considered as well. Global vaccination programme, which successfully eradicated smallpox in 1978, is the most possible way to bring out the eradication of chickenpox (14). Intense information flow nowadays as well as advanced technologies may contribute to help introduce the global scheme, but great global effort, however vital, is hard to gather. There are various barriers which interfere with the unification of global policies, for instance, culture difference, poverty, and lack of education. People in regions like Asia still strongly believe that exposure to chickenpox is the only way to get rid of the disease in their entire life, and people know very little about the risks of chickenpox due to the lack of education, hence they usually judge the value of the immunization only on the little mortality rate. Moreover, people in poverty can hardly bear the cost of the vaccine without government's subsidy. Considering the rather-little effect of chickenpox on global health, global chickenpox vaccination may not be cost-beneficial, and therefore hard to carry out complete eradication.

If chickenpox is really eradicated, several aspects may benefit. Global health would be improved as no people would ever catch chickenpox, and so the number of death cases from complications which can be developed from chickenpox would decrease. The global lifespan would be longer, though slightly, especially among those of impaired immunity. Besides, lowered number of hospitalized patients may help sooth the shortage and heavy workload of the healthcare personnel. Resources on the treatment and vaccination of chickenpox can be saved for development of other healthcare uses. Most importantly, young children can enjoy a more healthy campus life.

However, the eradication campaign may lead to several adverse effects. These could be unknown side effects of intense intervention measures. An example of side effects leading to the failure of eradication is the malaria eradication campaign in 1953, where the DDT used actually developed resistance in the mosquitoes, and at the same time causing great

burden in the government expenditure (13). Moreover, people may panic of the coming of an epidemic. If the vaccination is not well-funded, people may refuse to pay for it. Under insufficient global coordination and high difficulty in maintaining sustainable intervention measures, it is of high probability in leading to failure like the polio eradication initiated in 1985 (13).

Conclusion

Balancing the feasibility, as well as the pros and cons, it can be concluded that chickenpox does not worth eradication. Governments of all nations, however, should pay effort in minimizing the adverse effects of chickenpox to people's routine life. Other than funded vaccination programme and education, the governments should provide subsidy for development of new technologies to better treat chickenpox. By this, people all around the world are expected to have a brighter future with better health and longer lifespan.

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5.1.4 Time Essay One

Why we need to have psychological time and physical time?

It is not difficult to realize our life is dominated by two kinds of time perception: psychological time and physical time. Sometimes you just feel the lecture is longer than you expect and the holiday is shorter than you think it would be. While our schedule is regulated by physical time, we also have psychological perception of time. This essay is going to argue that both psychological time and physical are essential for us to manage our life.

The importance of having the perception of psychological time can be shown easily. According to R.A Block, three main aspects build up psychological time: succession, duration and temporal perspective (Block and Zakay, 1996). It means people can have the ability to identify the sequence of events and a rough understanding about the duration of events without the help of other tools. Moreover, it also allows human to look back to the past and look forward to and plan for the future.

The concept of psychological time is necessary to us because we need to learn from the past and plan for our future. Humans are different from any other creatures in the sense that we are able to learn from mistakes and act based on our prediction to the future. Furthermore, we have episodic memory so that we can recall a specific event that has happened in the past (Clayton, Salwiczek, & Dickinson, 2007). It should be also noted that recalling is actually a kind of psychological time travelling. Although there is no way to conduct physical time travelling now, thanks to psychological time, we can go "back to the past" in our mind by recalling them.

Compared to psychological time, the definition of physical time is more abstract. Although scientists define the arrow of time by the expansion of universe and amount of entropy (Klein, 2010), people seldom refer to them when it comes to physical time. Instead, we are more familiar with the calendars, the units of time like second, minute and hour. These measurements of physical time were invented by humans to assist and regulate our life. For example, one day is defined as the approximate time for the earth to rotate once around its own axis. With a definition like that, we work from sunrise and rest after sunset.

Then you may wonder why we still need time units given that we are actually able to identify the sequences and duration of events? The answer is that psychological time is subjective (Cohen, 1964). Ones' culture, nation and subjective feeling make them interpret the time they have experienced differently (Cohen, 1964). Therefore, an identical and accurate definition of time is needed in a world that is full of interaction and cooperation.

What would our life be if we lost either kind of time perception? There was once a man who lost his episodic memory after an accident. He appeared to be normal when interacted with others but he cannot plan his schedule and cannot understand the meaning of future. He could remember what he had done but got confused with the exact time and sequences of events (Clayton, Salwiczek & Dickinson, 2007). If we cannot interpret time psychologically, we will also be like him. Of course we also need an objective definition of time so that we can easily interact with others.

Therefore, we can see that both psychological time and physical time are essential for us.

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5.1.5 Time Essay Two

Do Animals Have a Sense of Time?

It has been argued for a long time that human's sense of time cannot be found in animals (e.g. Grondin, 2008; Roberts, 2002, 2007; Tulving, 1985, 2002). In daily experiences and some experiments, animals have showed their sensitivity in time through different actions (e.g. Bird, Roberts, Abroms, Kit, & Crupi, 2003; Grondin, 2008; Roberts, 2002; Suddendorf & Busby, 2003). However, some argued these time-related actions were linked to their biological rhythm, instead of really possessing the sense of time (Roberts, 2002; Tulving, 1985, 2002). The purpose of this article is to examine animals' time perception, and suggest animals do possess a sense of time. This discussion of animals' sense of time can be further divided into whether animals can refer to the past in order to obtain rewards, as well as whether they can anticipate the future and act accordingly.

One of the most common rebuttals for animals having the concept of time is they do not possess an episodic memory in addition to the semantic memory system (Roberts, 2002; Tulving, 1985, 2002). Memories stored in semantic memory system only included general information of the event, for instance the location and objects, while episodic memory system provide time markers and reference points that helped linking up different events into the sequence that they happened. Since animals seemed not to possess episodic memory system, it is highly possible they failed to recognize when the event happened or link past experiences to predict the future. Their ability of tracking time for feed, for example in pet dogs, can be accounted by biological rhythm, instead of actual possessing the sense of time, and even if they could show some limited ability in remembering the past, they actually required at least hundreds of training beforehand and was not their nature to do so (Roberts, 2002).

While the above rebuttal statement seemed to be sound, it is actually inaccurate to suggest animals cannot cognitively travel in time simply because of their lack of a particular system that exists in human. In fact, many different studies showed animals have some kind of episodic-like memory, and can handle different time-related tasks. For instance, in a study conducted by Bird et al. (2003) showed rats not only remember where they caught their food and what type of food they caught, but also when food of good quality can be caught whilst degraded food needed to be avoided. Further study revealed that their memory regarding time lasted from hours to days and regardless of their circadian rhythm, although such ability was not shared among all species of animals and may not take place cognitively (Hampton & Schwartz, 2004).

In addition to their ability to retrieve information of time from the past, animals showed the ability of predicting in future in different researches. Scrub Jays, for example, stopped collecting their food when they discovered food they caught every time would be stolen or replaced by degraded food (Grondin, 2008), and showed their anticipation of their future needs independently from their current motivational state and immediately needs, contradictory to the Bischof-Köhler hypothesis (Correia, Dickinson, & Clayton, 2007). This suggested that the sense of time and cognitively travel of time is not unique to human but also some other animal species.

Animals generally were seen as stuck-in-time in past studies before early 2000s (e.g. Roberts, 2002; Suddendorf & Busby, 2003; Suddendorf & Corballis, 1997; Tulving, 1985, 2002) , but recent studies contradicted with such claim and suggested otherwise (e.g. Bird et al., 2003; Correia et al., 2007; Grondin, 2008; Hampton & Schwartz, 2004; Naqshbandi & Roberts, 2006; Roberts, 2007) . They showed at least to a certain extent, animals possess the ability of tracking past experiences and retrieve time-related information and to anticipate future needs other than the current challenges, and therefore this indicate animals do have a sense of time.

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5.1.6   Time Essay Three

Topic: Analyse the possibility of time-travel

Thesis Statement: Most Time-travel Theories mathematically deduced are infeasible

Time-travelling was no longer a fantasy when Einstein proposed special and general relativity. Not only did they reveal that time depends on one's speed and location, these two theories also predicted the presence of black-hole and wormhole (Al-Khalili, 1999). Various time-travelling theories were deduced based on calculations of black-hole and wormhole. This essay attempts to logically evaluate four time-travelling theories and argue that all are infeasible.

The first method suggested time dilation of special relativity allows a person moving at high speed to travel into the future. Since time goes slower for a moving person, his clock will be slower than his motionless counterparts (Greene, 1999). However, one major requirement is that travelling speed must be of a significant portion of light speed – 300,000km/s. Such premise could not be achieved with today's technology; as NASA (2010) reported, their fastest spacecraft by 2010 travelled at a mere 10.8km/s. One might argue that technological advancement may one day overcome this. However, building such a vehicle is not only limited engineering-wise but also mathematically. Kinetic energy of spacecraft increases, as it speeds up; since E=mc2 and light speed c is constant, mass of spacecraft will rise. To propel a vehicle that grows heavier and heavier implies an infinite amount of energy supply (Greene, 1999). Hence, it is physically infeasible to demonstrate a significant time dilation effect, rendering this method currently impossible.

The second method based on general relativity is the most practical among the four but several limitations remain. A massive object creates space-time curvature, as a person approaches the mass, his time will be slower than those further away (Al-Khalili, 1999). In time-travelling, these massive objects are usually heavy planets, stars or black-holes. It is feasible for astronauts to orbit the target for months or years; the longer one stays in the slower space-time, the younger he will be returning to Earth (Greene, 1999) . Nonetheless, extreme conditions may be present and spacecraft must be carefully designed to withstand extreme temperature or gravitational attraction. Gravity of black-hole is, in particular, not favourable for the task. Another barrier is the distance between Earth and the mass. Searching for a mass with suitable conditions is not easy, eventually the target may be so far the person could not survive the long return trip to Earth despite having gained youth.

The last two methods utilize the concept of wormhole. Wormholes are hypothetically deduced and thus theoretically possible, but no proof of its presence is evident (Al-Khalili, 1999). Natural wormhole can be found at the centre of black-hole – singularity. Calculations revealed that singularity is linked to unknown space-time, possibly the past, future and other universe. However, journey through singularity is impossible (Al-Khalili, 1999; Davis, 1995). First, wormholes are unstable and might only be opened for less than a second. Second, light approaching infinite gravity will be blue-shifted to higher frequencies; and the person will not survive the blast from high energy radiation.

Lastly, an artificial wormhole can be created for space-time-travelling (Al-Khalili, 1999; Davis, 1995). However, this method is also impossible because mathematics suggested,

wormhole creation required exotic matter as raw material. This matter of negative mass is again nothing but a deduction with no proof.

In conclusion, the four time-travelling theories aforementioned all possess varying degree of difficulty in execution. Thus, with today technology, time-travelling is infeasible.

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5.1.7   Time Essay Four

The telescoping effect, stop-watch illusion and their implications to our perception of time

Introduction

Various experiments conducted by a team of scientists verified the fact that our brains are subjected to numerous illusions with regards to the concept of time. Amongst the many illusions, the telescopic effect and the stop-watch illusion seem to greatly challenge our confidence towards our perception of time. In the following, I will discuss the ideas behind aforesaid illusions and ultimately suggest that our brain's perception of time is not as reliable as we have imagined.

The Telescopic effect

The Telescopic effect has much to do with our perception of the past. In abstract, the telescopic effect shows how people are prone to thinking that recent events to have happened longer ago than they actually are; and perceiving events which have happened long ago to have happened not that long ago. [footnote] [1]

The Stop-watch illusion

Firstly, the term 'Saccade' refers to the rapid movement of the eye, 'especially as it jumps from fixation on one point to another' [footnote]. As our eyeballs saccade, it is found that the images in between the first and the second object are blurred, causing a momentary break in visual experience [footnote]. The brain will then fill up this momentary break with the post-saccadic image [footnote] by retinal blur and saccadic suppression, resulting in an extended subjective duration of the post-saccadic object in our minds. This explains why students find that the hand of the clock on a classroom wall always seems to go overwhelmingly slowly during class.

Implications of the illusions regarding our perception of time

This trick of our brain highlights the unreliability of the human perception of time. To begin with, the telescoping effect reflects that our human recount of the past might not be that trustworthy because our brains do have a rather messy concept towards the distance between past events and the present.

In terms of our perception towards the 'present' and the 'past', the stop-watch illusion reflects that our brain always tries to trick us into believing in a seamless story about our experiences by filling in saccadic gaps, covering up the breaks and loss. Hence, the present that I deem to be the present might actually happen to be the future that the brain recreates to fill in gaps in between breaks. This follows that our individual, subject sense of time might actually be radically inconsistent with the actual reality, because according to this the stop-clock illusion, what we thought to have happened earlier actually happens later.

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[1] Footnotes have been deleted but marked

In sum, in view of the inconsistency of human's perception of the past, present and future with the reality, I think it is fair to conclude with Einstein's ingenious quote : "...for us physicists believe the separation between past, present, and future is only an illusion, although a convincing one."

Appendix 5.2 Student Essays – Humanities AoI

5.2.1 War Essay One

Looking into a Top-ranked Marine Sniper - A review of the autobiography of Jack Coughlin

Introduction

As a person living in a relatively peaceful environment, it is hard to imagine taking a human life. However, wars exist, and probably will continue, not only in a history textbook or in a remote place people cannot reach, but also in the same planet we are living right now. While reading this sentence, it is possible that someone is undergoing a life-or-death decision of taking or preserving a person's life with his eyes on his scope. It is also possible that someone just pulled his trigger and saw a person falling down 100 yards away. It gets us wondering what those people are experiencing and how they think of that. What's the feeling of killing someone in a war? Would they feel scared or guilty? Is war a good thing to these soldiers or it sucks? How could they keep their sanity when facing people who fight and die every day? If it is war that makes them insane like addicts of killing, should we have war at all?

Maybe an autobiography of a true sniper could help us get an insight of these questions, and here, I choose Jack Coughlin, the top ranked marine sniper who recorded at least thirty-six kills during the Operation Iraqi Freedom alone. [footnote]

2. Good or Bad Guy?

Before I get started, the debates on whether Coughlin is a hero or butcher in the book's review area caught my eyes. On one side, he was a solider belonging to Marines and was sent to Iraq to protect American people. On the other side, he was a man who killed dozens of people.

"One of our nation's heroes."

A man who also wants to be a marine sniper said that Coughlin is a brave person. He admired Coughlin's as a person who never backs down and says what he belief is right. What's more, Coughlin's pushy and persistent attitude towards changing the way snipers work in a war attracted him.

"The adulation of killing is loud and clear."

Conversely, a pacifist could not stand the pro-military attitude in the book and nearly gave up reading. He refused to accept Coughlin's claim of valuing human's life, but regarded him as an addict of killing. He thought war could never be the right way to solve anything.

I read the book with this question, and after finishing, I agree to none of them. Coughlin was neither a hero not a butcher. He isn't evil at all. There were humanitarian moments in the battlefield and he did believe that he was saving people rather than killing. However, it is unreasonable to regard everyone in a battlefield as a hero. In fact, he fought not because he wanted to sacrifice just like he didn't intend to kill. He made himself believed that what

he was doing has just reasons, instead of really considering its reasons. And being a sniper was his work, he earned salary, he gained satisfaction, he made it a part of his life.

In the following, I would like to illustrate my conclusion by tracing his military career and footprints of life.

3. Jack Coughlin

3.1 A sketch of early life

Coughlin was born in 1966 with Irish blood and grew up in a wealthy Boston suburb. His has four elder sisters and loving parents who he thought were a perfect fit. He admired his father who is a teacher and once became a painting contractor in order to support his family. His father didn't own a gun and they never went hunting together. Unlike his father who loved books and history, Coughlin was keen on sports and managed to enter a major university with a full athletic scholarship. However, his dream of playing baseball in the major leagues faded away when his pitching shoulder was hurt. At the age of 19, he end up joining Marines under the suggestion of his friend. He finished his sniper course with great performance and his first ten years passed in a movement from place to place. He went to Europe, Philippines, Panama and so on. It was in 1993 that he got married with Kim, with whom he soon had two daughters. On March 20, 2003, Operation Iraqi Freedom began and he was one of the people who landed in Iraq. [footnote]

Nothing strange, right? We tend to believe that violent people must have some unusual experiences like being discriminated because of his ethnic or religion. Also, we tend to believe they have some hostile sentiments towards Islamic people to support their behaviours in Iraq. However, this is not the case. He joined the army because he needed something to do and fortunately he was really good at it. In fact, like Jack Coughlin, most of the American soldiers do not join the army because of hostile sentiment or vengeance. Instead, they join because of their patriotic motives, their plans for future military careers, and some pecuniary motivations [footnote]. It means most of them are not motivated by the eager of killing someone. And the question is raised: how could they keep sanity in a war situation when they have to kill people without a strong motivation?

3.2 'If I didn't get him, he would get us'

Coughlin succeeded to persuade himself that what he was doing was right. As he wrote in his book: "Today, they were trying to kill Americans, so I had no choice but to do my job before they could do theirs." Such kind of words repeat again and again in the book as a reminder of our readers as well as himself. After killing, Coughlin did feel depression sometimes. He could remember each target vividly and sometimes even thinking of them as individuals who could have families and dreams. [footnote]   However, he justified it. By regarding war as a choice under no choice, he gradually accepted and felt passionate to do such just and heroic things. In the first ten years of his military life, he spared no efforts to advertise his new idea of mobile sniper team. It was indeed a career, he thought and strove to make it better just like working for a Fortune 500 company. Finally when the time of 9/11 attacks came, he became a person who couldn't help fighting with his rifle even when staying at America with his family aside. "I didn't know who had done this, but they were not going to get away with it", he wrote. [footnote]

What Coughlin used to save himself from depression was dehumanizing his enemies. Due to the nature of his job, he rarely had chances to talk to his targets. Thus it seemed easier to dehumanize them by labelling because he didn't have to face their horrified expressions as well as hear them begging for mercy. There was only one exception, a man Coughlin called him Achmed, who managed to escape from his rifle gun. Coughlin happened to meet Achmed in the prison after shooting him. After hearing the injured man explain that he was about to surrender at the moment he was shot, Coughlin was strangely delighted to learn he had survived instead of being angry that he had missed the target. And he finally gave him some simple treat and let him go. It was not until then I stared to notice that Coughlin was not always the person who wants to kill more enemies. It strikes me that such a simple communication manage to save a person's life. As Coughlin put it, "I called him 'Achmed', because I didn't know his real name. By doing so, I crossed the invisible line of humanizing my enemy." [footnote]

3.3 The Worst and First-Feel-Good Moment

Coughlin's feelings of war changed from time to time. At the end of March, 2004, around ten days after entering Iraq, Coughlin was carrying out a task as usual. While marching forward the target, his team inevitably encountered a residential house. To their surprise, after explaining their purpose, the host warmly welcomed them and let them walking through his home. There, Coughlin found people with kindness, and a little girl's smile touched him and made him homesick. On the way out, he paused and patted the head of the big-eyed girl. At that time, he felt "the first feel-good moment of the war" [footnote]. I think it was the welcoming and gladness from the family that confirmed the belief in Coughlin's heart. That is, he was doing the right thing and liberating those people.

However, such warm incidence is rare in the war. Death is the theme of war. Encountering a subordinate's death indirectly due to his own command made war suck. And, there were things even worse than that.

> "There is a dirty part of war that is seldom discussed……By crossing that bridge, we stepped into one such troubled moment, a terrible situation that preordained, with an outcome that was inevitable before it started……We did not intend to kill civilians, but we did, and we would just have to live with it." [footnote]

The civilian causalities in Diyala Bridge caught the attention of media. Many regarded it as a good example of the disastrous consequence of America's military operation on Iraq. For instance, a criticism stressed that Diyala Bridge was not the only case, and the estimated 6,716 civilians was likely to being killed by ground forces during the initial invasion [footnote]. Coughlin, being one of the soldiers who pulled his trigger, nearly collapsed after the tragedy. "Oh, my God, what have we done?" he shouted inside. Though he regarded as the worst thing in his life, he still managed to persuade himself that they had no choice but to shoot in order to defend themselves and to achieve the military goal. What we should not deny is that it indeed made him feel terrible about war.

3.4 Discussion

The last sentence in this book is somewhat thought-provoking. "I will never fight again." Coughlin wrote down [footnote]. It seems that Coughlin was fed up with war. However, I

don't think he really thought war is a disaster. We have seen the motivation for him to join the army and the strategy he used to help him keep sanity as a human being. We have also seen that war has nearly made him on the brink of collapse. There were times when he wanted to go home. But when we come back to his ultimate thought that "we are right", we can't help wondering what made him so firm about that. In fact, I once felt scared when he questioned that whether Iraq has WMDs. It seems that Coughlin actually never thought of whether war was good or not. Those just reasons exists because of his need for justifying. This remind me the research conducted by Stanley Milgram. When people being commanded to harm someone, they would do so. And they justify it without really thinking of the harm. The evil part of human being seems inside everyone. [footnote]

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5.2.2 War Essay Two

Autobiography: A Long Way Gone: Memoirs of a Boy Soldier

A Long Way Gone is a memoir written by Ishmael Beah, a former child soldier and survivor in the Sierra Leone Civil War. This book is a record of the author's experience of being a war victim and expresses the author's feelings and views on this conflict. The Sierra Leone Civil War started in 1991 when the Revolutionary United Front (RUF), a rebel group with support from National Patriotic Front of Liberia, tried to seize political and economic power in Sierra Leone militarily [footnote]. The civil war formally ended in 2002 when Britain's military intervention successfully defeated the RUF [footnote]. Sierra Leone Civil War lasted 11 years and resulted in heavy casualties and civilian deaths, which left an indelible scar on the nation. In this essay, the memoir of this conflict will be analyzed in three aspects, including the experience and roles of the author in the conflict, the author's views on this conflict and my own opinion on the author's point of view.

First and foremost, the experience and roles of the author in the conflict will be examined. The author played three different roles in three different periods of time. In the beginning of the conflict, the author was a helpless and vulnerable refugee. Despite the fact that the civil war first took place in 1992, the author was touched by the war in 1993 when he was twelve. He left home with his older brother and a friend to participate in their friends' talent show in the town of Mattru Jong. The rebellion spread to his home, Mogbwemo, before he could went back there. He was separated from his parents and became a refugee starting a long journey to find protection. He witnessed a multitude of war crimes committed by the RUF during the conflict. Not only did the rebels take advantage of civilians as shield against the military and loot the property of civilians, but they also massacred and mutilated civilians at will. Moreover, they forced the children they caught to be child soldiers.

The second role played by the author was a ruthless child soldier fighting against the RUF. The author was separated from his brother and friends when they were trying to escape from the rebels. Later, he met another group of friends and continued his journey. They were recruited by the military as child soldiers when the village they lived in was under threat. They were taught to kill. And the military provided them with drugs which made them fearless, but at the same time, dehumanized them. The author gradually became a cruel killing machine who killed both of his enemies and civilians.

The third role of the author was a rehabilitant. The author was rescued by the United Nations Children's Fund (UNICEF) in 1996 and put into a rehabilitation programme. Because of the successful treatment, he was able to refrain from addiction of drugs, and began a new and normal life with his uncle in Freetown, the capital of Sierra Leone. However, in 1997, a military coup took place. The RUF was invited to Freetown where they committed numerous atrocities. Owing to the domestic instability, the author became refugee again and travelled alone to the U.S. after the death of his uncle.

Apart from the roles of author, he expresses his views on this conflict in the memoir. His views were changing with the changes of his roles and it could be divided into three stages.

In the first stage, as a refugee, his view was featured by criticism on the rebel groups and mercifulness towards the civilians.   He criticized the rebellion for committing crimes against humanity, however, it was difficult to distinguish the author's political stance in this stage since he was too young to understand the conflict and all judgments he made were out of humanistic instinct. The author was afraid of the RUF for what they had done to the civilians. For instance, he witnessed the rebels killed a family by shooting them, chopping off a civilian's fingers and forcing children into child soldiers. He found it ironic that the rebels claimed themselves "freedom fighter" bringing "liberation" since everything they did to the civilians were extremely inhumane and barbarous. Moreover, he showed great sympathy towards the refugees for suffering from this conflicts.

In the second stage, being a child soldier, his view was characterized by strong hatred and resentment towards the rebel groups and lack of empathy towards civilians.   The author sided with the government and put all the blame on the rebellion in this stage. He accepted the offer to be a child soldier in order to protect the village giving him shield. After the author's family and friends were killed by the rebels, he strongly resented the RUF. He held a strong desire to take revenge on the rebellion and completely eradicate them from the country. Furthermore, he was dehumanized by drugs supplied by the military and consistent violence. The strong effects of drugs and violence made him lose empathy and the ability to think. He killed civilians and burnt villages at will since he thought civilians were "sissy" and useless. It reflected that he looked down on human's lives and lost empathy.

In the final stage, as a rehabilitant, his view is featured by the call for peace and forgiveness.   The author was rescued by the UNICEF in 1996. He was transported to rehabilitation center and received treatments. Despite the fact that he was dangerous and violent, the staff and nurse did not give up on him and he was gradually recovered physically and mentally with their efforts. The UNICEF also helped him find his relatives, and later he lived a normal life with his uncle. After the rehabilitation program, he realized the importance of love and care. He criticized violence, denounced war and called for instant peace and forgiveness. Right and wrong was not important anymore. Ending the war was of the supreme emergency with a view to securing civilians' lives and preventing warring parties to recruit child soldiers. In addition, he made a deep reflection based on his experience of being a child soldier. He regarded it as a wrong decision because people should never kill under any circumstance. Moreover, he believed that people should stop "taking revenge" immediately since desire for vengeance would only lead to a vicious circle.

Additionally, it is true that humanitarianism should always be highly valued, especially during the war. I agree with the author that even though conflict itself is cruel, we should have empathy for the war victims. The protection of human rights is an international consensus of all time. It can never be justified to massacre innocent civilians in the name of "freedom" and "liberation". The society should learn from conflict so as to build a more humane community and secure civilians' property and right to life, rather than receive the painful memory of conflict passively and allowed the same tragedy to repeat.

However, I have some reservations about the author's view in the third stage.   Firstly, he argued that the supreme emergency of the nation was to end the war, which should be done

by forgiveness. He believed that "taking revenge" was not good and people had to learn to forgive in order to enhance the peace-making progress. It reflected that the author thought it was acceptable to make a compromise between the government and the RUF to stop the prolonged conflict even though it might mean forgiving the war criminals and allowing them to rule the country.

Although the author possesses a good intention, his view is invalid. Appeasement would never bring a real and lasting peace to a nation, especially when the collaborator is a notorious barbarous and ruthless military group. This can be proved by the massacre happening in the Freetown in 1997. Koroma, the new president of Sierra Leone in 1997, invited the RUF to Freetown and collaborate with him to rule the country [footnote]. The rebels killed, raped and looted at will. This holocaust eventually resulted in 5000 deaths [footnote]. This event reveals that the so-called "peace" and "end of the war" achieved by the compromise does not necessarily bring "real peace". In the case of Sierra Leone, it only brings pseudo-peace and even more violence. In addition, even though peace agreement is signed and violence does not take place, the "peace" achieved can sometimes be superficial and unstable. It is because the local population who suffered from the conflict held strong resentment towards the war criminals. For instance, one victim of Sierra Leone Civil War, whose arms were amputated in the conflict, insisted that Taylor (the leader of National Patriotic Front of Liberia who provided special support to the RUF during the war) deserved 100 years in jail for his role in the atrocities" [footnote]. This example showed that war victims were hostile to the war criminals. If the government collaborates with the war criminals so as to maintain the so-called "peace", it would highly undermine the credibility and legitimacy of its rule [footnote]. And it is possible to give a rise to another political and military rebellion and internal social unrest. Therefore, what the international and local community should do is to bring war criminals to justice and rebuild a civic society, rather than make a fake peace with the war criminals.

Furthermore, the author also reflects on his experience of being a child soldier. However, I have some reservations about the statements he made.   The author argues that under no circumstance should a person kill other people, even it is for protecting civilians and own survival. This view apparently influence him deeply. When the massacre occurred in Freetown in 1997, he travelled along to the America and abandoned his widowed aunt and cousins, because he did not want to kill anyone for any purpose. However, in my opinion, killings can be justified when it is used for self-defense and protecting innocent people. The desire for staying alive and securing beloved one is not a shame. It is true that the author commit inhumane war crimes when being a child soldier, but he do not have to completely deny his initial intention to protecting himself and the civilians. Killing is a crime when it is used against innocent civilians during a conflict, but it is justifiable when a person is standing on the battlefield and confronting his enemy.

In conclusion, this essay analyzed the memoir of Sierra Leone Civil War in three aspects, namely the roles of the author in the conflict, the author's views on this conflict and my opinion on the author's view. The 11-years civil war leads to 70000 people killed and half of the population is displaced [footnote]. War crimes, such as recruitment of child soldiers, execution, torture and amputation committed against civilians, were common [footnote]. It is

hoped that war crimes, can be eliminated in the future and humanitarianism can be effectively enacted by the international community.

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5.2.3 War Essay Three

Dulce Et Decorum Est: A Critical Analysis of Chris Hedges' War is a Force that Gives Us Meaning

Pro patria mori - to die for your country - is the most beautiful and pervasive lie man has made. It speaks to us through silenced voices and antiquated scripts. It masquerades on digital TV, roadside billboards and 3D screen blockbusters. It lives and propagates in states and groups, disseminated by the powerful and consumed by the powerless. It is inscribed in war memorials [footnote], engraved on epigraphs and tombstones, and worshipped as revelation by youngsters. However moral and learned we deem ourselves, we struggle to recognize the truth of war: there is no worthy death nor divine cause. War is rarely worth its price.

All that war thrives on are illusions. Chris Hedges, a war journalist who covered in Central American, Middle Eastern and Balkan battlefields, knows well the flamboyance of the myth and underneath, its gross reality. But illusions produce madness, even among its most moral audience. War is intrinsically appealing to the human psyche, argues Hedges, for it provides to its ingesters sensory exhilaration and immense power under a sanctified cause.

Few are immune to the seduction of battle, just like few detest the seduction of sex. In fact, the association between violence and sex is intimate. Freudian theories suggest that there are two conflicting forces in the unconscious: Eros, the life instinct that powers love and sex, and Thanatos, the death instinct which governs aggression and destruction [footnote]. These drives are very likely selected for during evolution because they promote survival and propagation. "This struggle is what all life essentially consists of," Freud wrote [footnote]. Hedges' observations support this link as well: military women seem more beautiful than they were in peacetime, and women report attraction to men in uniforms that looked otherwise mundane [footnote]. Both war and sex expose our animalistic nature under civil clothing and moral constraints. These drives hold our society in peacetime, fueling love and competition; or, if given the chance, they pervert into that of rape and killing common in war of any age.

Another appeal of war lies in its sensory exhilaration. In peacetime people satisfy this need by entertainment, sports or even drugs. In war, however, there is a continual source of such gratification. Sensations of war are seldom, if not never, pleasant. Picture the scene as Hedges describes his first-hand experience in the siege of Sarajevo: "The hurling bits of iron fragmentation left bodies mangled, dismembered, decapitated. The other reporters and I slipped and slid in the blood and entrails thrown out by the shell blasts, heard the groans of anguish ..." [footnote]. The sights and the sounds are so lurid and real, laid bare in such menacing proximity, that one cannot choose but to succumb. No experience in peacetime would parallel its powerful thrill, and even the most euphoric drug experience is no more than "war's pale substitute" [footnote]. War is a drug - a very addicting one. Combat veterans find themselves troubled by withdrawal symptoms that receive little relief in cosmopolitan life; everything seems bland and uninteresting. A photographer who had worked in El Salvador's war zone, one of whom Hedges worked with, had a hard time readjusting to the "flat, dull, uninteresting" life in Miami, and chose to go back to the battlefield. He was shot to death - consumed by his own deadly addiction [footnote].

Victims, too, pick up the addiction readily available in the war context. Survivors of the war admit that "those days have been the fullest of their lives" [footnote], despite the terrible living conditions in the bombarded city and the close calls of death. The dangerous fascination about war, even to the victims is probably linked to the primordial fear and the heady excitement that accompanies every flirtation with death. For people who actually fight in war, the appeal of the drug doubles: war grants their otherwise vulnerable egos a God-like power - the power to destroy.

Power itself is an intoxicating drug. It is addictive and easily sustainable for the long-term abuser. For a running supply of the power drug, tyrannies subject their peoples to constant terror and fear by the use of violence. In war, power is with the armed, sustained likewise by violence and terror, and enjoyed for its sheer omnipotence over other human lives. This can be seen notoriously in the desecration of corpses by their killers. Bodies are "impaled on the sides of barn doors, decapitated, or draped like discarded clothing. This is carried out by tyrannies. Iraqi secret police, for instance, would videotape their executions and take photographs of themselves "squatting like big game hunters" next to their victims [footnote]. The abuse of power is a motif in the history of human atrocities, but while it corrupts top-down in tyrannies, it also infects bottom-up during war. The power over the unarmed can turn the most moral men into practiced killers. In the Holocaust, Jews were taken out of Polish villages and systematically shot by battalions. The first killings of one particular battalion saw many soldiers retreating for the barbarity of their deed; soon after, as the same men grew inured to the killing, they did so without trouble [footnote]. What is startling is that this type of killers is usually ordinary men from the lower class; they are easily drawn much like their domestic oppressors, to the drug of power. Only in war does such power become legally permitted, and even encouraged; it taps into Thanatos of human nature - the hidden desire to destroy. And in consummation it works with another aspect of war: the sense of meaning that exalts depravity and suffering to the same sanctity.

Underlying every war there is a hidden agenda and a publicized cause. Propaganda provides a meaning of sacrifice, usually in the form of the old lie - it is good to die for one's country. Soldiers are deemed selfless and upright, and battles become the sacred defense of justice and honor; when martyrs are born, they are hailed as saints and messiahs. When Hedges covered in the Israeli-Palestinian conflict, he interviewed a Palestinian child about whom he wanted to be. "A martyr," answered the two-year-old - and same for his older brother, who told his parents they would dig his grave [footnote]. To subscribers of the nationalist lie, which is always the great majority, dying for one's country - or any other group identity - seems the highest meaning one could achieve in life. This lie draws into battle aspiring youths, disillusioned men, aimless wanderers and even criminals - all of whom crave the purpose of life promised by war. War warps everyone into another moral universe. Following the Napoleonic Wars, it was reported, the unidentifiable bones of humans and horses left in major battlefields were dug up, shipped and ground to make manure [footnote]. War is meaningless once it is over, and the meaning during war is the product of collective self-deception. The only things left of war are scars - permanent wounds of the affected generation, and long-term consequences for yet more to come.

War is a mistake that punctuates history. The profit of war seldom spreads to the general population or promotes the growth of any society. The warlords who manufactured the ethnic conflict that led to the breaking-up of Yugoslavia shared none of their wealth, but left behind broken societies and broken generations [footnote]. Ethnic cleansing during the war left whole cities purged of all but one label. The capital of Bosnia, which was home to diverse groups was almost entirely Muslim after the war; even when the devastation has been mended back and infrastructure built anew, it had become a "cultural wasteland" [footnote]. Moreover, the war left bitterness hatred among the groups. On the eve of the Muslim takeover, fleeing Serbs burned down their own houses to deny the Muslims shelter - an act of not only hatred, but self-annihilation [footnote]. After the violent struggles of war, belief systems of entire peoples are toppled, something that had been sedimenting so long that physical reconstruction does little to recover it. This is seen when World War I concluded in widespread disillusionment with the future of humanity, and World War II ended with fear for nuclear warfare and the destruction of mankind. Wars like these expose our capacity for stupidity and cruelty at the same time. They tear down our preexisting self-confidence and reduce us down to the unworthy creatures we are. On a micro scale, the war destroys lives that could otherwise be productive and meaningful. People who come out of the random violence of wars lose their aim for life, knowing that only those who stole, cheated or killed could become the favorites of fate [footnote]. The disillusionment with the myth of war disillusions one from the purpose of life; the accustomization to the corruption of war estranges one from the original moral universe. This is a profound wound upon an individual and upon a society. The wound takes generations to heal, and healing requires the admission and repentance of the past wrongs inflicted by every side of a conflict, which involves even more painful introspection.

War is rarely worth its price. Leaders initiate it for the quest of profit and ordinary men take part in it for the quest of meaning. But in the end, even if the material profit is gained, lives are lost and cultures are destroyed, leaving survivors crippled in body and mind. In the end, the cost of war generally outweighs its profit.

There is a common misunderstanding that wars are justified for their inevitability. The inevitability of an event does not justify it; it only provides pessimism about its recurrence. Every generation is susceptible to war's appeal, with the same grotesque fascination for the realm of war. They still listen to myths and stories of their fallen fathers, their ancient glory, and the canonical Achilleses whose heinous deeds are never recorded for the educational purpose [footnote]. They still struggle to confront Thanatos, when he looms near, and Eros, when he drives them on.

Hedges speaks of combating Thanatos with Eros, that is, driving off the drug of war with tenderness and love. But I believe that is not the core of the problem, for both these primordial drives are easily perverted to mutual accompliceship. Instead, the system of myth has to be debunked first. It is also important to acknowledge that apart from war, there are too many places where these drives could shape our society for the better. Community projects, exchange trips and similar projects of inclusion could make meaning out of Eros, while competitive sports and martial arts would be helpful in harnessing Thanatos. It takes immense courage for any state to acknowledge its crimes of war, or to promise never to initiate one again; but for the best hope of humanity, such trivial steps,

coupled with overall better education, employment and spiritual fulfillment, are ways by which we could untangle ourselves from the history of conflict.

The ancient lie has to wear out. When the headstone crumbles and the words dissipate, what replaces it would be another of contemporary value: Dulce et Decorum Pro Patria Vivere [footnote].

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5.2.4 Comparision Essay One

Compare and Contrast how Viewpoints affect the Portrayal of characters in Joy Luck Club and the Battle Hymn of the Tiger Mother

According to various articles, our thoughts actually control our actions. Thoughts are far more powerful than people think they are. Our viewpoints and personal experiences are the main elements that shape our thinking. These in turn determine personality and thereby affect our actions. When further examining the two popular literary works, Joy Luck Club by Amy Tan and The Battle Hymn of the Tiger Mother by Amy Chua, it can be seen that the viewpoints and upbringings of the two authors can affect their portrayal of characters in their books to a great extent. Both Amy Tan and Amy Chua's parents were Chinese immigrants and grew up in America, but they do not have the same viewpoint towards their Chinese heritage and parenting styles. Because of this disparity, their stance towards parenting creates a contrast. Despite this difference, they are still similar in their message for the audience and the reflection of their own attitude shifts.

Both Tan and Chua belong to the "second generation" as referred to in Chua's Battle Hymn of the Tiger Mother (Chua, 2011). People from this generation have immigrant parents and are "the first to be born in America and will typically be high achieving" (Chua, 55). The lives of the first generation are usually very tough, so the children of the first generation are expected to be nothing but the best. While most American families award their children for getting a B, anything lower than an A grade would be considered unacceptable in a Chinese family. Tan's parents decided that she would be a full time neurosurgeon and a part time concert pianist (Interview, 1996) while Chua was told that she disgraced her father when she came up second place in a history contest (Chua, 46). Although they come from the same generation and were brought up with a similar parenting style, perhaps because of their personal experiences and thoughts, they differ markedly in attitudes towards their Chinese heritage.

Tan was the only Chinese in her high school so she felt out of place and desperately wanted to fit in. She was very unhappy and ashamed of her Asian appearance and heritage and tried very hard to become more American. She would wear a clothespin on her nose, hoping to slim down her Asian looking nose. She also came to dislike all Chinese food and believed that eating more American food would make her more American (Hubbard, Wilhelm, 1986). All while trying to become more American, Tan acquired the American way of thinking. In addition to the shame she felt, her choice to match her parents' expectations did not turn out well. She realized that medicine was not where her passion lies, so she dropped out of pre-med and transferred to San Jose State University to study English and linguistics (Biography, 1996). So it would not be wrong to say that Tan is slightly against the Chinese style of parenting and supports the American style of parenting and thinking. Whereas for Chua, other than the experience in grade school in which a boy made "slanty-eyed gestures" and mimicked her pronunciation that made her vow to get rid of her Chinese accent, she did not particularly reject her own culture (Chua, 47). She grew up believing hard work is the norm, and that ultimately the Chinese way of parenting is the correct way (Chua, 2011). Unlike Tan, Chua accepted the Chinese thoughts instilled by her parents and managed to find a balance between the inherent Chinese part of herself and the

newly acquired American part. Because of the distinct stance towards the style of parenting each author holds, the point of view of the characters from the two separate books vary quite extensively.

As a daughter of a strict Chinese mother, Tan's disapproval of the Chinese way of parenting and support for the American way can be one explanation to why Joy Luck Club is written mostly in the point of view of the four daughters and focuses on their struggles and resentment of the daughters towards their mother's strict Chinese parenting style. The similarity between Tan's personal experience and the plot of the story is not a coincidence. Perhaps the short stories from Joy Luck Club are just reflections of Tan's experiences. Waverly Jong for example, is a typical Chinese American who does not like her Asian appearance and is ashamed of her Chinese ancestry, as evident when she frowns upon hearing Mr. Rory say that she looks like her mother (Tan, 1989). Similarly, June is also forced into playing piano even though that is not where her passion lies (Tan, 310). It is also important to note that the parenting styles of the mothers described in Joy Luck Club carries a certain amount of negative connotation to it. However since the novel places more emphasis on the daughter's point of view of the situation, it may just be our brain using available heuristics (Cherry, 2014).

On the other hand, The Battle Hymn of the Tiger Mother is a memoir written in the point of view of a parent. So it is not surprising that Chua portrays her own style of parenting in a relatively more positive light than Tan would portray it. She depicts herself as a tiger mother who is very strict on child rearing but still provides warmth, love and encouragement. Although she would not let her children do many things that are considered normal and unimaginable to lose, such as attend sleepovers, watch TV, play computer games, choose their own extracurricular activities, be in a school play, and get any grade less than A (Chua, 21), she "assumes strength" in her children and genuinely believes that she is helping her children build their self-esteem by forcing them to drill and eventually excel in all aspects of their lives (Luscombe, 2011).

Other than the contrast in stances regarding parenting styles, the two authors also vary in terms of the message they are trying to bring out. The message Tan is trying to convey is a lot less specific compared to Chua's. Tan's novel seems more of an attempt to illustrate how growing up in an environment where cultural clashes constantly occur between mothers and daughters is like. Whereas in Chua's novel, the situation is a lot like a vendetta and the message Chua is trying to bring out is that Chinese parenting is superior when things go right but it does not work on everyone. Her father was a good example that showed what would happen when Chinese parenting goes wrong. Her father moved as far as he could away from his family and never thought of his mother except in anger (Chua, 390). Despite the general agreement that Chua's message is to provide a rough guideline to parenting, Chua defends herself and emphasizes that the intention of the book is to share her personal experiences and get people thinking about the styles of parenting in the west (Fischer, 2011).

To sum it up, the comments of Feng Daing, a Chinese parent who has excellent parenting credentials, on the widely accepted attribution of the outrageous act committed by Yao Jia Xin who ran into a woman while driving and decided to stab her to death to avoid trouble

to typical Chinese parenting is very appropriate. He says "parenting is a highly individualized thing, and you can't simply set up a formula for others to copy (Gu, 2011).

There are also quite a few similarities between the two authors regardless of their differences. Both of the authors recognized attitude shifts in their lives and reflected these shifts in the portrayal of the characters.

For Tan, her feelings shifted when she was told that her mother was hospitalized because of an apparent heart attack and she came to realize that her mother could be leaving her anytime, following the path of her father and older brother (Hubbard and Wilhelm, 1989). According to an ancient Chinese reprimand, children often believe that their parents are immortal and thus do not cherish them until they have lost them. It was something like that for Tan even though she already lost her father. Before the hospitalization, Tan's relationship with her mother was slightly strained and they were nothing near to being close. Perhaps it was because of the incident, in which Tan defied her mother's wishes to continue studying pre-med in the college her mother picked out for her and left with her boyfriend to another university that estranged Tan from her mother. When Tan saw her mother on the hospital bed, she decided that if her mother recovered, she would get to know her mother again and accompany her to China to find the daughters she left forty years ago (Biography, 1996).

After coming back from their trip to China, Tan gained a new perspective towards her relationship with her mother and this was what inspired her to write Joy Luck Club. This draws a parallel with the experience of Waverly Jong in the book. Since Waverly's childhood, her relationship with her mother Lindo was quite similar to that of Tan's. Waverly started seeing her mother as her invincible opponent already when she was young (Tan, 221). She felt ashamed of her mother's actions and appearance but at the same time she fears her criticisms. She knows that there are truths in them and feels as if these truths might once again affect her opinion on her choice of men. It was not until the day after the family dinner that Waverly paid a visit to express the anger she felt towards Lindo's way of treating Rich that the fear of her mother dying hit her and she understood how important her mother meant to her. She realized that her mother was just criticizing Rich because she is truly concerned and does not want her daughter to repeat her mistakes again.

Similarly, Chua goes through a shift in views when Lulu, her younger daughter, throws a major rebellion against her during their trip to Russia (Chua, 378). Although Lulu started showing signs that she was going to be hard to tame in sixth grade, Chua did not see it as a problem. She refused to admit that her style of parenting would fail. After all, she was the parent and had the upper hand. It was not until Lulu started talking back to Chua, openly disobeying her and even went a step further to cutting her own hair when Chua did not drive her to the hair salon because of her bad attitude that she realized that she might lose Lulu if she did not make adjustments to her parenting style (Chua, 314, 322). Chua transformed; she went from being the tiger mother to becoming a more open and more lenient parent. She did not force Lulu to practice violin for long hours anymore. She gave her the choice to do whatever she wanted.

Undeniably there are many more factors other than the author's viewpoint that could affect the portrayal of the characters in their books. Nevertheless, an author's way of thinking and

experiences are the main elements that determine and shape what the characters in their book would be like. When asked where their ideas come from, without thinking, many writers tend to give simple and seemingly apathetic answers like "I make them up in my head" or "The thought just struck me" (Gaiman, 1997). Despite the straightforwardness of these simple statements, they actually hold many truths. The ideas that the writers claim to have come by so easily are actually the product of thinking, which is affected by their personal experiences.

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5.2.5 Comparison Essay Two

Compare and contrast the ways in which patriotism is presented in the poems The Soldier by Rupert Brooke and Dulce et Decorum Est by Wilfred Owen.

From the earliest battles between ancient civilizations to today's wars in places such as Iraq, Afghanistan and Syria, wars have shaped the course of our history. While some people consider war to be the most destructive and horrific of human conflicts, others glorify it, considering it to be an expression of one's patriotism. Wilfred Owen and Rupert Brooke were both English poets who wrote about World War I (WW1), but they had very different opinions on war, perhaps due to the time when they wrote their notable poems. Brooke wrote The Soldier in 1914, which was the year WWI broke out. In the poem, Brooke displays his supportive view of patriotism, describing the honour of dying for England in a battle. Owen, on the other hand, wrote Dulce et Decorum Est after the war started, in 1917, when he was in rehabilitation after a severe concussion and the poem is filled with the bitter and harsh reality of war. Ironically, the meaning of the title, Dulce et Decorum Est, which implies that it is sweet and glorious to die for your country, is in contradiction with his actual perception of war; he does not believe that dying for one's country is an honourable thing. This essay will discuss how Brooke shares his patriotic beliefs about war through The Soldier and how Owen criticizes the notion of patriotism in Dulce et Decorum Est.

The Soldier may not be the most accurate reflection of what happened in the warzone in WW1, but the idealistic views on war and death displayed in the poem could have reflected the general population's naivety about war and its consequences. Brooke passed away in early 1915 due to a mosquito infection, before he could serve his country in WWI, which could also be a reason for his idealistic opinions on war, as he never experienced life in the battlefield. Owen, on the other hand, wrote from his first-hand experience of fighting in WW1. Thus his poem depicts the disturbing, yet realistic experiences he endured during the war. Owen served in the army for more than a year before suffering a concussion that sent him to Craiglockhart War Hospital in 1917 (Lee, 1997). Craiglockhart was the place where he met his mentor Siegfried Sassoon and drafted Dulce et Decorum Est. At the hospital, his doctor, Arthur Brock, "encouraged him to translate the experiences he had suffered into poetry" (Fishwick, n.d.). In Dulce et Decorum Est and Owen's other anti-war poems, Owen tries to convince readers, through his experience, that going to war for your country should not be classified as a noble act, as the consequences one has to face are insufferable.

Throughout Dulce et Decorum Est, Owen uses vivid imagery to project painful disturbing thoughts into the reader's mind. The first two lines of the poem introduce us to a scene where soldiers have been damaged both physically and mentally. The similes "like old beggars under sacks" and "coughing like hags" ("Dulce", 1-2) are used to paint a picture of the horrendous conditions of soldiers. In the third stanza, where a poisonous gas is released on the soldiers, the imagery becomes even more graphic. The setting is described as "a green sea" ("Dulce", 12) because of the toxic chlorine gas released into the field, with some soldiers "…yelling out and stumbling" and "flound'ring like a man in fire or lime" ("Dulce", 11-12). This scene further intensifies the descriptions of the horrors on the

battlefield. Owen describes every obscene detail of a soldier's war experience in Dulce et Decorum Est, creating a bitter and disillusioned one for the poem. The mood of the reader is negatively impacted by this and highlights the contradiction between Owen's idea of patriotism and the title "Dulce et Decorum Est" ("Dulce").

Brooke, on the other hand, was known for his idealistic sonnets on war (Poetry Foundation, n.d.). In The Soldier, Brooke focuses on the meaning of a soldier's death rather than the gruesome experiences of soldiers. The first line in the poem portrays Brooke's stance that going to war and dying for one's country is a noble and honourable act. In Brooke's case, the country is England and the repetition of "England" and "English" throughout the poem emphasizes what the death of a soldier means to the country. Another example is line 7, "A body of England's" ("Soldier", 7) implies that even when the soldier is dead, he still has a strong sense of belonging to his country. Furthermore, the metaphor "breathing English air" ("Soldier", 7) is used to convey the soldier's loyalty towards England. Judging by the choice of diction used throughout the poem, it is evident that Brooke believes that it is an honour to serve and even die for one's country.

The tone of The Soldier is generally soft and comforting, despite the sensitive topic of death. The optimistic tone throughout the poem perhaps reflects the patriotic propaganda used to lure men, especially teenagers, to join the army during those days, as no one knew how the war would turn out during the beginning stages of WWI. The mood of the reader is also heavily influenced by the positive tone of the poem, convincing him how much a soldier's contributions means to the country through the exaggerated patriotic opinions conveyed in the poem. Through an encouraging tone generated by idealistic fantasies of death that resemble war propaganda, Brooke was able to show his heightened sense of patriotism and his love for his native country.

The structure of The Soldier also depicts Brooke's supportive view of patriotism. The poem is written in the form of a Shakespearean sonnet, which is significant, as it correlates with all the other references to England throughout the poem. However, a traditional Shakespearean sonnet typically ends with an EFEFGG rhyme scheme, but the sestet from The Soldier has a rhyme scheme of EFGEFG, which is used in a Petrarchan sonnet. The combination of the two types of rhyme schemes has perhaps been used to set a scene where conflict arises between England and other European countries. This backdrop actually helps to highlight the message conveyed in the sestet. After the volta, the focus of the poem shifts to the imaginary afterlife of a soldier, where he enters "English heaven" ("Soldier", 14) and recalls all the "sights and sounds" ("Soldier", 12) from his homeland. The effect of the sestet is made more powerful by the use of Petrarchan rhyme scheme as it stresses the soldier's loyalty to England, which is consistent with Brooke's support of patriotism.

Unlike The Soldier, Dulce et Decorum Est does not follow a traditional and neat structure, as Owen tries to portray the abruptness of events during war through the inconsistent structure of the poem. For instance, The Soldier uses a perfect iambic pentameter, while Owen's poem does not fully follow the iambic pentameter, as there are lines where the rhythm is broken, such as "He plunges at me, guttering, choking, drowning" ("Dulce", 16) . The interruption in the rhythm could be used to show the reader the suddenness of events during war, like the unanticipated release of toxic gas mentioned in the poem. The varying

lengths of each stanza emphasize certain imagery and messages in the poem. For example, stanza three only consists of the two lines, "In all my dreams, before my helpless sight, / He plunges at me, guttering, choking, drowning." ("Dulce", 15-16). It appears that Owen intentionally singles out these two lines from the previous sestet in order to stress the graphical scene of a soldier's painful death by poison. Another example is the last four lines of final stanza. The previous three stanzas do not exceed eight lines, but the final stanza consists of twelve lines, which puts more emphasis on the final four lines as it seems like an extension to the poem. The message conveyed at the end of the poem is perhaps the most important, as Owen describes "Dulce et decorum est pro patria mori" ("The Odes", Book III.II.XIII), the famous line written by Horace, as "The old Lie" ("Dulce", 25) , directly implying that it is in fact not sweet and glorious to die for your country. The power of this message is intensified as it is placed at the end of the extended final stanza, which is another structural tool Owen uses to voice his criticism of the patriotic propaganda used to recruit men for the war.

The two poems have very different viewpoints towards war and patriotism, and in today's society, where wars are still raging in certain countries, people also have opposing views towards war and why it should be fought. However, in the modern day, war propaganda is not as evident compared to the recruitment of soldiers during WWI, probably due to the lesser need for soldiers to fight the wars because of factors such as sophisticated weaponry, advancement in military strategies and universal accountability. However, organizations, such as the U.S. Marine Corps, still run recruitment campaigns in order to attract young men to join the forces. For example, the recruitment motto for the U.S. Marine Corps is "The Few. The Proud. The Marines." (U.S. Marine Corps, n.d.) , which may not be as persuasive and forceful as the "Who's absent? Is it you?" poster back in 1914 (Duffy, 2009), but is still convincing as it projects enlisting in the army in a positive light. Such advertisements can be misleading because they do not mention the violent consequences of serving one's country in the war. However, it is unlikely that people from first world countries today share Brooke's naivety in 1914 due to the increasing amount of information regarding war and its consequences.

There are more and more "truths" revealed, in the present day, about war and the true experience on the battlefield. In the book The Things They Cannot Say, written by renowned journalist Kevin Sites, soldiers share the truth about war, ranging from unforgettable physical torture, like the experiences in Dulce et Decorum Est, to the guilt of killing a complete stranger. Although the book was not written with the intention to oppose wars, the raw accounts of the soldiers make readers question whether it is worth sending troops out to suffer in the war zone. In addition, war and post-war disabilities such as posttraumatic stress disorder (PTSD), are gaining more and more currency in modern society, implying that the experiences Owen and other soldiers had to go through are now being exposed much more to society. This sort of media coverage may serve the same purpose as Owen's poems, as they do share a common motive of exposing the events that soldiers have to go through both in and out of the warzone, although the media may not necessarily be doing so in order to criticize the idea of patriotism.

In conclusion, the messages of both are loud and clear in their respective poems. Brooke idealistic views on war and his patriotic heart for England is shown mainly through his

choice of diction, along with the rather traditional structure of a Shakespearean sonnet with slight features of a Petrarchan sonnet. Meanwhile, Owen voices his aversion to patriotism through his use of vivid imagery to recount a soldier's experiences, which generates a gloomy tone to the poem. Although both poems were written almost a century ago, the modern reader can definitely still relate to them, especially soldiers who are serving their countries right now, and also the families and friends of these soldiers. In the present day, while there are still people, who are patriotic and willing to go to war for their country, there are also people who condemn war and deride feelings of patriotism. In addition, the media covers wars extensively, revealing the deadly consequences and brutalities of war, as well as portraying stories of patriotism, love and sacrifice for one's countries. The wars in the present day might not be as catastrophic as World War I, but the general feeling of sending troops to fight one another remains the same, making war poetry, such as The Soldier and Dulce et Decorum Est, and their opinions on patriotism from a century ago, still significant and relatable to our generation.

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5.2.6 Comparison Essay Three

Topic: Compare and contrast the portrayals of Victor Frankenstein-Creature relationship between Mary Shelley's novel Frankenstein and film adaptations

Mary Shelley's Frankenstein is an in-depth study of human nature, despite the common perception that it is merely a horror story. Among different themes in the novel, the relationship between Victor Frankenstein and the Creature provides deep reflections to readers, in terms of the diversified interpretations of the relationship (father-and-son, creator-and-creation) and the philosophical debates behind it. As a renowned novel, Mary Shelley's Frankenstein was adapted into different films throughout the history of cinema. In this essay, the portrayal of the Victor-Creature relationship in the novel and films will be compared.

The 1931 Frankenstein by James Whale and Kenneth Branagh's Mary Shelley's Frankenstein in 1994 are selected for analysis. The 1931 Frankenstein is selected as it was the first sound film adaptation of the novel1 , which is also renowned as a successful kick-starter to the whole horror genre, as mentioned from Jones' (2013) review. While the 1994 Mary Shelley's Frankenstein also possesses horror elements, it also "contains the real story" (Ebert, 1994); it is loyal to the novel in terms of the incidents mentioned and the time frame. The selection of the films aims to compare how the Victor-Creature relationship is represented in films produced in different time, and with different motives.

Relationship of Victor Frankenstein and the Creature

Relationship is a broad term. According to the Oxford Dictionaries, the term 'relationship' is the way in which two people "behave towards each other or deal with each other" (Hornby, 2000). In the essay, the behaviours and attitudes that Victor and the Creature had towards each other will be compared to study their relationship. In order to further focus the comparison, specific scenes, which have significant influence to the relationship, are selected as the means for comparison.

~~Before the comparison~~, a summary of the portrayal of the relationship between Victor Frankenstein and the Creature will be given. The Victor-Creature relationship was complex and remained evolving as the story proceeded. From the moment the Creature was alive to the moment Victor realised that the Creature is the murderer of his brother (approximately Volume I of the novel), and Victor "lived in daily fear" towards the Creature (Shelley, 1818, p. 95), the relationship was complex. He even "shuddered" (p. 78) when he linked the Creature to his brother's murder.

At this point the Creature have undergone more changes on his attitude towards Victor, and hence have experienced diversified views on the relationship. First, the creature had no idea of his relationship with Victor until he read the journals of Victor's experiments. After he learnt his origin, as well as the process of its creation, he cursed Victor, his creator, for giving him this "filthy type" (p. 133) of appearance. His account showed that he was resentful towards Victor at this point. Such resentment is further intensified; when the Creature encountered a series of incidents in which he was "shunned and hated by all mankind," (p.147) he "sworn eternal revenge" (p. 144) to Victor and his family, leading to the death of William and their subsequent meeting.

Their relationship from this point and on was rather interactive. After their first meeting, Victor departed Geneva and went on his trip to fulfil his promise of creating a female companion for the Creature. In this period of time, Victor is constantly under the pressure of the Creature, while the Creature waited in the dark for him to fulfil that promise. Another significant event that deeply affected their relationship is Victor abandoning his promise to the Creature. They became enemies, who held a hostile attitude towards each other, after Victor destroyed the unfinished female creature. The Creature swore that he will ravish Victor from his happiness (p. 173); Victor was "burned with rage" (p. 173) and decided to end the life of the Creature. Such mutual hate was further intensified with several murders committed by the Creature. After Elizabeth's murder, which the Creature committed, Victor chased the Creature for revenge.

The conclusion to their relationship was when Victor died on Walton's ship after his unsuccessful pursuit of the Creature on the ice, the Creature came and mourned his death. In Victor's last words, although he did reflect on his past actions, he passed the task of killing the Creature to Walton. In the meantime, the Creature had a great change in his attitude towards Victor and their relationship. The Creature asked for Victor's pardon beside the deathbed of him (p. 221). This shows the Creature's remorse towards Victor, and his regret for all the murders he committed.

From the analysis of the development of the Victor-Creature relationship in the novel, it can be concluded that the relationship in the book is continually evolving, affected by particular incidents. Also, there are a rich amount of details supporting the changes in relationships, which provided a strong basis for the philosophical discussions about the book. Meanwhile, the Victor-Creature relationship is subjected to major changes in the film adaptations. These changes will be discussed with specific scenes as evidence.

The Relationship is Simplified through the Character Settings in the Films

When constructing the relationship, the character Victor and the Creature have necessary qualities to create the dramatic conflicts in the novel. In the Creature's own words, "My sensations had, by this time, become distinct, and my mind received every day additional ideas. My eyes… perceive objects in their right forms" (p. 106). The Creature had a fully functional brain, which could learn to speak and think, just like other human beings. This setting is crucial so that the Creature could reflect upon his actions, and to create tension between the face-to-face scenes in the book through dialogues.

However, the settings of the Creature was heavily altered in the 1931 film. In this film, the Creature became a purely monstrous being. It couldn't talk and could make strange noises only; there are no motives supporting its action, for instance, like attacking Elizabeth (Figure 1) . It existed like a primitive being according to the portrayal in the film (Figure 2).

With these limitations, the Creature is only a monster, which acted according to its instincts. It was influenced by the abnormal brain used in the experiment (Figure 3). Here, the film creator cut the social influences that shaped the Creature in the novel, and change it to a rather simple cause to account for the actions of the Creature. The Creature had no intellectual thoughts which could justify the motive of its action. Such character setting diminishes the Creature's equal status in the Victor-Creature relationship: the Creature is

regarded as a rogue product of an experiment rather than a self-conscious being. The relationship have been simplified to a problem-solving adventure for Victor, due to these alterations.

The character settings of Victor is also subjected to alterations in these film adaptations. In both version, Victor is more emotionally vigorous during the experiment, as well as when he's confronting with the Creature. While the novel portrayed that Victor was under horror and disgust when the creature first moved, and soon rushed out of the room, Victor2 in the films are filled with joy and excitement from his success. In the 1994 film, he ran across the room and to released the Creature. Series of close-up shots are used to show Victor's changes of emotions: from disappointment to joy and from joy to fear (Figure 4). The use of a one-minute tracking shot followed Victor during the creation, which successfully stressed the continuity in Victor's emotional changes.

Unlike the rational portrayal of Victor in the novel, the vigorous qualities of Victor have also simplified the relationship between Victor and the Creature. Through the vigorous emotion of Victor in the 1994 film, his actions are subsequently more extreme. In his laboratory, he chased the Creature with an axe (Figure 5), aiming to kill it. However, a second ago he was just running away from the Creature. This kind of abrupt changes in the film create and sharpen the hatred between Victor and his Creature, which establish the stage of being 'enemies' in their relationship upon creation. It indeed simplified the development of the Victor-Creature relationship from its origin.

The Relationship is Simplified through the Narrative in the Films

In the novel, the Victor-Creature relationship is supported by detailed psychological depictions of both Victor and the Creature, through first person narratives. The readers could comprehend and understand every changes the characters made through the descriptions of their thoughts. For instance, in their first encounter, the Creature told Victor the things happened to him in the two years after his creation. During the Creature's account, the readers could see how his attitudes towards this relationship grew. Also, Victor described the changes of his attitude between compassion and anger towards the Creature when he listened to his story (p. 147).

However, as the 1994 film3 has demonstrated, the storytelling of films are mostly in the third person's view. This limits the readers' understanding of the character. In the scene that Victor and the Creature sat down and talked in the "sea of ice" (Figure 6), which is parallel to their first meeting in the novel, there was only a short discussion about the murder and the responsibility of the Creation. Above all, the Creature demanded the creation of a female partner. Although the director tried to use extra close-up shots to show the emotions of the characters, the inner thoughts of the characters are not effectively expressed in the film.

In this sense, this scene actually serves merely for the plot development, which is introducing the Creature's demand for a creatures. Without the Creature's account of his life (which is arranged before this scene in the film), the scene is less significant in terms of the development in their relationship, as they were less connected in mutual understandings. In fact, due to the third person narrating perspective, the Victor-Creature

relationship is simplified as the inner thoughts of the character could not be shown, as their conversation proceed.

The Relationship is Changed by the Altered Focus in the Films

In both films, the Victor-Creature relationship is changed by the altered focus in the films. Although the idea of creating a monster is clearly a horrifying idea even for nowadays, the experiments and the method of creation were not the focus of the novel. There is only a relatively concise part for Victor to describe his scientific pursuits (approximately from Chapter two to five). What is more important in the novel is the philosophical and moral ambiguities, caused by the Creation. In this sense, the Victor-Creature relationship act as a crucial carrier of these discussion concerning these ambiguities. However, both films did not portray this relationship as in the novel.

For the 1931 Frankenstein, the producers aimed to create a film that "millions are waited to be thrilled" (Universal Pictures, 1931). Nearly a third of the film (20 minutes) is used to portray Victor's experiment, while the other parts describe the evil actions of the Creature, without any scenes that discuss the storyline between Henry Frankenstein and the Creature. In the film, the director employs a lot of cinematic devices to create such a horrifying atmosphere. For example, most of the film is shot with a low-key exposure (Figure 7), named as film noir or Gothic style, most parts of the screen is in darkness. With such style, the movements of the Creature are revealed slower and more mysteriously, spreading fear and horror to the audience. As the film aims to induce horror on the audience, which the first line of the film has presented (…Well, we've warn you) such intention, the original relationship in the novel is eventually diminished in the film, due to limited time (Figure 8).

For the 1994 Mary Shelley's Frankenstein, the Victor-Creature relationship is also altered. As the director, Kenneth Branagh said in an interview, the crew wished to to "fill those gaps (in the novel) and build the psychological details of the character" (Fuller, 1994). In the same interview, he explained that the adaptation actually tried to focus more on the family aspect of Victor's story, especially the relationship between Victor and Elizabeth, his "more-than sister" (p. 37) , as the novel have put it.

In order to show such romantic relationship between Victor and Elizabeth, the screen time between Victor and the Creature must be shortened, which makes the portrayal of their relationship less detailed and worth discussions. Additional scenes are added to portray the romantic relationship, which have altered the Victor-Creature relationship. For instance, unlike the novel, after Elizabeth was murdered by the Creature, Victor revived Elizabeth by sewing her head to Justine's body, which he previously refused to revive. Here, of the sake of "existence of the whole human race" (p. 173), Victor refused to revive Justine into a Creaturess because he knew her, yet he rushed to revive Elizabeth because of his excessive love towards Elizabeth (Figure 9). It strengthens the romantic relationship between Victor and Elizabeth. Shortly after this scene, the revived Elizabeth was forced to choose between Victor and the Creature, and she burnt herself to death due to despair and confusion (Figure 10). This scene completely changed the course of the Victor-Creature relationship from the book. Their relationship is changed from their mutual hate into mutual jealousy and competition, which are cause by their desire for Elizabeth. In this

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sense, the Victor-Creature relationship is really altered by the movie's focus on the romantic relationship.

Reason for these Alternations in Cinematic Adaptations

From the discussions above, the Victor-Creature relationships presented in film adaptations are greatly different from that in the book. Yet changing this relationship might not be the intention of the creators. The relationship is subjected to alternations for various reasons.

First of all, cause-and-effects in a relationship might be simplified to increase the dramatic element of the film. This has demonstrated in the 1931 Frankenstein, where the evil actions of the Creature are accounted for by the abnormal brain used. As there are limited space for storytelling in a film, the stories are mostly delivered in simplified ways to make it more dramatic and eye-catching.

Second, the relationships might be altered for the visual elements in a film. The visual elements have opened up a lot of possibilities for film adaptations. Various unmentioned scenes can be added to grant a more horrifying, repulsed atmosphere to the original story. In both adaptations, the detailed portrayal of Victor's laboratory, as well as the experiment process, served as the major part of the film. The films are more horrifying and visually engaging for audiences through these settings. However, the portrayal of the Victor-Creature relationship will be hindered due to the limited time in films.

Conclusion

The original Victor-Creature relationship, being one of the most engaging parts in the novel, did not receive great attention from the film adaptation creators', namely the ones of 1931 Frankenstein and 1994 Mary Shelley's Frankenstein. There are different reasons for such decisions, yet these reasons are related to the films' motives respectively. For 1931 Frankenstein, the horrifying atmosphere of the film successfully started the horror genre; and for 1994 Mary Shelly's Frankenstein, the altered focus of Victor-Elizabeth relationship did stir up polarized opinion.

As an interesting novel in terms of the theme and the character settings, Frankenstein did have a wide range of film adaptations. Most of them have great differences from the novel; some maybe criticized of being a "vulgarizations or travesties of the original" (Herffernan, 1997, p. 136). Despite the criticism these adaptations received, the alternations made to the story might be a credible reference towards the taste of the mainstream audiences, who paid to watch these films. While we questioned the changes in these Frankenstein adaptations, the film-watching experience of audiences might as well bring about changes to the film-making industry, like the first appearance of the animated Creature in the 1930s created the whole Horror genre, shaping our perceptions towards Frankenstein's monster until now.

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Appendix 5.3   Periodicity Analysis – Science AoI

5.3.1 Disease Essay One

Factors Affecting the Emergence and Re-emergence of Infectious Diseases in Humans

Abstract

It is of no doubt that infectious disease is one of the major burden of the world. It does not only affects health of individual human or animal, but also affect the social and economic aspects of the country. Huge amount of resource is therefore put into the research of the nature, pathophysiology and management of infectious diseases.

The difficulty of controlling a particular type of infectious disease lies on the ever-changing nature of many of them. It could be a direct change in the infective agent, an indirect change in external factors that leads to the change in disease prevalence, or both. This forms the basis of emerging and reemerging infectious diseases. Here, the factors affecting the emergence and reemergence of infectious diseases will be discussed using appropriate examples. At the same time, it is hoped that improvements in the control and preventive measures could be facilitated with increased understanding in this area. **[MACROTHEME 1]**

Introduction

Infectious diseases are diseases that are caused by microorganisms, which can be spread directly or indirectly, from human to human or from animals to human (zoonotic diseases). It is one of the major burdens worldwide, especially in developing countries, where sanitation problems are severe.

Infectious diseases can be classified into two broad categories: emerging and re-emerging. Emerging infectious diseases (EID) are diseases that have newly appeared to human population or those that are already existed but are increasing in prevalence or geographic range; while re-emerging infectious disease are those that existed in the past and are now increasing in worldwide prevalence, as well as geographical and human host range (1). This classification is useful when investigating the causes of emergence and considering control and prevention strategies. Yet, for simplicity, they will be considered together here.

Over the past few decades, science and technology have advanced drastically, which allowed us to understand more on the nature and pathogenesis of different infective agents. At the same time, this has also allowed us to successfully develop many drugs and vaccines for the treatment and prevention of many previously detrimental infectious diseases (2). However, infectious diseases still emerge due to problems such as antibiotic resistance and natural selection of pathogens, which are in turn affected by many other factors. It is therefore important for us to understand these factors in order to overcome new challenges. **[MACROTHEME 2]**

Factors Affecting the Emergence of an Infectious Disease

It is important to realize that around 75% of the emerging and reemerging pathogens are zoonotic in origin (3,4). The emergence and spread of an infectious

disease involve the complex interactions between the host (humans or animals), the pathogen, the environment, and may or may not involve vectors, that carry and aid the spread of the agents. Factors affecting them can be divided into three main categories: ecological, environmental and socio-economics. **[HYPERTHEME A]**

Ecological Factors

Ecological factors include factors that affect the natural habitat of the wildlife and the associated pathogens. **[HYPERTHEME B]**

Many infections depend on wildlife and domestic animal reservoir. Spill-over of pathogens from domestic to wildlife species causes wildlife EID. **[HYPERTHEME C (part of preceding paragraph)]** Pathogens can also spill-back from wildlife to domestic species and eventually to human beings, leading to serious zoonotic threats (5, 6, 7). For example, HIV-1 that originates in chimpanzees and has now spread to human; rabies that first appeared in wild dogs has spread to domestic dogs and now to human; Lyme disease has also spread from rodents to human (5). Diseases like HIV could be rapidly spread from human to human due to various socio-economic factors, which will be discussed further. Pathogens can also be spread through other routes, for example mosquito vectors, which spread and cause the re-emergence of malaria and dengue in South America, Africa and Asia in the 1980s (8, 9, 7).

The rapid economic development, urbanization and industrialization greatly enhance the spill-over and spill-back of pathogens. **[HYPERTHEME C]** These activities result in two main consequences that lead to EID outbreaks. First, they disrupt the natural habitat, alter the biodiversity and increase the wildlife density of many plants and organisms. This could interfere with the reproductive cycles of certain pathogens or hosts, as well as their migration patterns, leading to changes in geographical distribution. Secondly, the denser living environment creates new contacts between human and animals, enhancing the dissemination of diseases. Some vectors might also relocate to places nearer to human, creating new opportunities for infection. For example, urbanization enhanced the growth of the mosquito vector that carries Dengue virus, causing its re-emergence (9). Deforestation caused the displacement of fruit bats, which carried the Nipah Virus to infect farm pigs, subsequently led to its outbreak in human in 1999 (10) . Ixodes scapularis is a blacklegged tick that carries the pathogen causing Lyme disease. Deforestation caused the ticks to shift from infecting Virginia opossums to white-footed mice, which is a more resilient host. This eventually led to the emergence of Lyme disease (5).

The high mutation rate of viruses is another factor that causes continuous reemergence of diseases. **[HYPERTHEME C]** Antigenic drift of influenza virus is a well-known example, where point mutations occur from time to time resulting in strains that humans have no immunity against. This has led to serious pandemics, such as the Spanish Flu in 1918, which is caused by the emergence of H1N1 virus (11). The way human handle domestic poultry had also aided the spread of certain pathogens between animals and from animals to human. Influenza A is originally of low pathogenicity in humans. It circulates among wild birds and poultries. However, interspecies mixing during transportation of domestic poultries, high stocking densities and the increase in proximity between human and animals had greatly facilitated the infectious contact and spread of viruses. This allowed different strains to come together and undergo gene reassortment, a process known as antigenic shift, resulting in the emergence of highly pathogenic strains, such as H3N2 in 1968, H5N1 in 2004 and the many other swine flu endemics and pandemics (12) .

Environmental Factors

Environmental factors mainly concern with the global climate changes. **[HYPERTHEME B]** It is well understood that there is a cyclic variation in disease patterns every year due to the changes in hosts and vectors life cycle. Mosquitoes, for example, are extremely sensitive to temperature changes. Therefore, abnormal changes in climate could disrupt this pattern causing outbreaks of diseases in the human population. Global warming is an example of abnormal climate change resulted from deforestation previously mentioned.

Malaria is a vector-borne disease caused by the Plasmodium species. It is generally well controlled through preventive measures, such as anti-malarial drugs and the use of mosquito nets (13). However, there is a recent reemerging pattern in certain parts of the world. It is found that the densities of Anopheles gambiae, the vector that is responsible in the transmission of malaria, is positively correlated with the rainfall load (14, 15). The reemergence of malaria might be more significantly affected by socioeconomic factors, which will be discussed in later parts. Other examples include dengue fever, another vector-borne disease carried by the Aedes genus mosquito, which is also greatly affected by seasonal changes (15). Cholera is a well-known debilitating disease that first caused pandemic in 1817. It is found to be reemerging due to an increase in sea surface temperature, which results in plankton bloom (16, 17, 18).

Socio-economics Factors

Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls. **[HYPERTHEME B]**

The speed of spread of a certain infectious disease is affected by the movement of human or the vectors that carry the disease (11). **[HYPERTHEME C (part of preceding paragraph)]** As the world is becoming more developed, the mobility of people has increased. Increasing number of people move from rural to urban areas, transferring diseases locally into big cities and towns. Globalization and the increasing use of commercial air-travel has also allowed people to conveniently travel from one country to another, facilitating the dissemination of diseases across the globe (9).

One example is the emergence of SARS in 2003, which first appeared in Guangdong province in China. During early infection, SARS patients are asymptomatic but infectious, migration and transportation of infected people led to rapid spreading of the virus (19, 20). Apart from human migration, international trades and transfers of agricultural products and livestock have also contributed to the spread of pathogens (21). **[HYPERTHEME C]** Cholera, which was originated in Indian Subcontinent was disseminated to Europe and America through trade routes in 1817 (18). The immigration of travellers and laborers due to the construction of national highways Anhui Province, China, was also one of the factors that caused the recent reemergence of malaria in that area. (22).

The development of EID through changes in human behavior is best illustrated by sexually transmitted diseases (STD) like HIV/AIDS. **[HYPERTHEME C]** As the population size and density has increased, people are living in closer relationships, yet weaker family structures lead to increase sexual contacts (1, 23). There are also increase use of contaminated needles by intravenous drug users. Both of which hugely facilitates the transmission of HIV. Apart from that, political instability and inequality, the lack of education and awareness of the disease in undeveloped countries has also caused immense local spread of HIV in certain developing countries (9).

Public health measures are important in the control of infectious diseases. **[HYPERTHEME C]** Taking SARS as an example, quarantining the infected individuals was one most essential method in preventing the large scale spreading of this easily transmitted disease at the time of outbreak (20). This relies on the health care policy of the countries involved. These policies or regulations is again greatly affected by the political stability of that country.

Moreover, apart from education on appropriate drug use previously mentioned, increase in awareness on the modes of spread of diseases, such as STDs, prevention measures, such as the use of condoms and facemasks, are also critical in the control of diseases like AIDs/HIV and SARS (24) . A systemic review has shown that one of the major factors that caused the resurgence of malaria was the weakening of malaria control programs due to political and financial reasons (25). Therefore, neither the introduction and maintenance side should be neglected. Breakdown of these public health measures not only hinder the control of an EID, it could also cause stigmatization and misinterpretations in the society, which further worsen the condition (24).

Conclusion

In conclusion, factors that lead to the emergence and re-emergence of infectious diseases are broadly divided into 3 categories: ecological, environmental and socioeconomic factors. It is important to realize that there is no single factor that led to or could lead to the outbreak of a disease. Instead, it requires the interactions of many factors over all 3 categories. For example, the reemergence of malaria could be due to the combination of climate changes, drug-resistance and the breakdown of preventive measures. While this paper only highlights some of the most influential factors, many others are of equal importance. Knowledge in this area could immensely aid in the control and prevention of infectious diseases. **[MACRONEW]**

[References taken out]

5.3.2 Disease Essay Two

Will there be another SARS-like Battle – The possibility of novel coronavirus outbreak and lessons learnt from SARS.

Abstract

As a Hong Kong citizen, SARS is probably one of the most striking experiences in our lives. In the following essay, we will explore the possibility of another SARS-like infection battle brought by the Novel Human Betacoronavirus EMC (HCoV-EMC) coming by analysing the issue critically from different perspectives, including scientifically, politically and personally, as well as from what lessons have been learnt in 2003. **[MACROTHEME 1]**

Introduction

Near the end of 2002, an unknown yet highly virulent virus started to spread in Guangdong. Soon in the several months that follow, it swept the whole world in a form of respiratory contagious pandemic, infected a total of 8,098 people in more than 20 countries and took away 774 valuable lives. Alone in Hong Kong, there were 299 deaths reported among the 1755 infected citizens (1). That was the story of alarming outbreak of Severe Acute Respiratory Syndrome (SARS) brought by SARS-CoV. While many of the Hong Kong citizens are still overwhelmed by the striking experience of the battle after ten years, another similar human coronavirus, currently commonly known as the novel coronavirus (nCoV), are starting another epidemic in the Middle East and gradually to other places since last year. Up to late March 2013, there were 11 died out of the 17 people infected with nCoV (2). Will there be another global outbreak of respiratory disease like SARS? Are we going to experience the dreadful period of economic downturn, quarantining, wearing N95 masks and psychological burdens again very soon? The answer is probably no. **[MACROTHEME 2]**

Scientific analysis: Genetically related with higher virulence **[HYPERTHEME A]**

The novel coronavirus (nCoV) is scientifically known as Novel Human Betacoronavirus EMC (HCoV-EMC) (3). Similar to the SARS-CoV, studies show that the HCoV-EMC is a RNA virus with a zoonotic origin in bats and it targets at human airway epithelium (HAE) (3). It indeed has a larger range of human tissue tropism, meaning that more types of human cell lines are susceptible to be infected by this new virus (4). It is, therefore, well-adapted to humans. Being in the same family with SARS, it is associated with severe acute pneumonia, fever, coughing and breathing difficulties and resembling the symptoms of SARS (5). However, it is found that the patients infected with HCoV-EMC suffered from multiple organ failures too, which was not commonly found in SARS patients (6).

The novel virus HCoV-EMC is believed to have a high transmissibility in humans, owing to the many cell types it is able to infect and hence causing more severe complications. This contributes to the possibilities of another SARS-like outbreak in Hong Kong.

Government responses: We are prepared

Although the novel virus spreading from Middle East to Europe and the rest of world continues to bring anxiety all over the globe, our government seems to be very confident that we can handle the situation well from the experience of SARS, swine flu and other epidemics in history. **[HYPERTHEME A]**

Firstly, the government is already taking preventive measures to prevent the spreading of the novel virus into the region (7). **[HYPERTHEME B]** The World Health Organisation does not advise any special screening at entry nor any travel or trade restrictions up till now for the novel human coronavirus (2). Nevertheless, from the lessons learnt from SARS, we are alerting and training staff at hospitals, clinics and the airports for identification of suspicious cases of the diseases with strict border control and screening to ensure the situation is under control (7).

Secondly, the government has a set of strategies planned for any outbreak of infectious diseases like influenza and the re-emergence of SARS (8). **[HYPERTHEME B]** These includes quarantine, which is proved to be successful after the practice in 2009 for swine flu control, contact surveillance and suspension of schools to prevent the frequent human-to-human contact and so on. Some critics pointed out that the government was too slow to respond and only carry out delayed actions in dealing with the incident of SARS (9). However, we can see that with all the above guidelines, the government is now capable of adopting suitable timely measures for disease control once the outbreak happens.

Last but not least, from the historical basis, we can deduce that the government has learnt enough from the experience of the handling with infectious diseases. **[HYPERTHEME B]** Back in the British colony time, we experienced the plague, malaria and cholera; in recent decades, we went through SARS, swine flu and avian flu etc (10). Every time when Hong Kong faces obstacles like epidemics, we learn to improve our healthcare system and set up new organisations if necessary to prepare for the next battle to come. After SARS, the Centre for Health Protection is established, which has been serving as the key player in controlling and preventing infection from spreading since then. We also have close collaboration with the World Health Organisation and foreign countries for information exchange and to control infections with concerted efforts by well-established reporting networks (8).

Obviously, the government has been playing an active role in the prevention of infectious diseases after SARS, including this time with novel coronavirus. Whether these changes and improvements are enough and effective to combat with the coming outbreaks remain to be unknown unless the outbreaks really happens unluckily, yet, with more efforts and experiences, the government is optimistic about the forthcoming battles. **[HYPERNEW A]**

Medical and scientific professionals: We are ready too

With the advancement in medicine, research and diagnostic techniques, we now have much better facilities, technologies and methods in treating infections when compared to ten years ago during SARS, contributing to the preparedness for future outbreaks as well as the control of infections. **[HYPERTHEME A]**

Even before SARS, scientists in Hong Kong are working diligently in disease research in identifying novel and possible pathogens and in doing testing for samples for World Health Organisation (7). **[HYPERTHEME B]** This can be proved by the success in identifying the SARS virus in 2003 by researchers of The University of Hong Kong (11) as well as their discovery in the cell line susceptibility of the HCoV-EMC recently (4) etc. Other scientists with different research interests also contribute much by findings in various fields of pathogens and infectious diseases. In spite of the lack of vaccines and specialised drugs to treat the novel coronavirus infection, there are also rapid diagnostic methods like reverse transcription-PCR assays, novel biosensors etc and effective isolation techniques for viral respiratory diseases as well as wide-ranging medical researches on treatments going on like effects of types I and III interferons etc (3), which provide a solid foundation for outbreak control.

Apart from the researches, medical professionals and the hospital staff learnt their lessons after SARS on the importance of infection control guidelines during an outbreak. **[HYPERTHEME B]** In 2003, many of the SARS patients are medical staff in hospitals like doctors, nurses, caretakers etc. This was believed to be due to the poor infection precautions of the hospital staff and their lack of awareness (8). Nevertheless, we now have much better facilities like isolation wards with specialised ventilation and negative pressure system and other medical apparatus. The Infectious Diseases Centre in Princess Margaret Hospital, Major Incident Control Centre (MICC) of the Hospital Authority and high-end P3 Laboratory in Queen Mary Hospital etc are established after SARS outbreak to improve the disease control measures and reduce chances of spreading of infections too (13) . Together with stricter control over hospital infections and preventive measures in outbreak with new guidelines and the raised general awareness on importance of diseases control and personal hygiene like proper use of personal protective equipment (14), the experience from SARS has brought confidence to the medical sector that even when the novel virus come into Hong Kong, the scale of outbreak can be minimized.

General public: We have learnt our lessons

It cannot be denied that SARS, being a short-lived yet unforgettable contagion Hong Kong people went through, has taught every single one of us the importance of public health, hygiene and unity in 2003 (15). **[HYPERTHEME A]**

First of all, we are more aware of the personal hygiene. **[HYPERTHEME B]** We understand the need of wearing masks when we develop symptoms of respiratory diseases, frequent washing of hands with soap to reduce chances of transmission by direct contact, proper procedures of patients' discharge and other related measures. All these have become part of our lives, no matter if there is an outbreak happening around.

We also have more thorough understanding in infection transmission and increased awareness in healthcare issues after SARS. **[HYPERTHEME B]** Having experienced SARS, people have clearer concepts in how global connectedness is related to the disease spreading and the importance in disease containment by travel restriction, quarantine, suspension of school etc. All these contribute to the rapid responses and cooperation between the citizens, various economic sectors and the government, in case of outbreaks.

Besides, the tragic outbreak of SARS in Amoy Garden due to poor design of sewage systems reminded all the Hong Kong citizens in the environmental factors in disease transmission. **[HYPERTHEME B]** We are having more comprehensive designs in housing estates and improvements in living environment.

Conclusion: We should always be alert

Taking the above aspects of discussion into consideration, we understand that the novel coronavirus (HCoV-EMC), being more transmissible in nature and virulent in attacking various tissue types it is probable that it can cause an epidemic or pandemic. However, with the lessons learnt from SARS, our government are closely monitoring the situation with new regulatory bodies and enhanced collaboration with the international community; our medical and research professionals are top in the field equipped with world-class facilities and apparatus; and the whole society is experienced in fighting against contagion. Therefore, it may seem very unlikely for Hong Kong to experience another large-scale epidemic like SARS in near future, or at least, there will not bring huge influences like economic recession and unemployment as the aftermath of epidemic.

Nonetheless, we should never overlook the possibility of an epidemic. As mentioned above, the vaccines and effective treatments for both SARS and HCoV-EMC are still in research state (8) and the nature of viruses are unpredictable as they can mutate and undergo antigenic shifts. The epidemiology of the novel viruses is not clear too (16). While our discussion is limited to HCoV-EMC infection, there are many other potential outbreaks like H7N9 influenza and so on that may again bring us back to the situation in 2003. In conclusion, the governments of different cities, scientists, medical professionals and the

general public should keep our 'all-time alertness' so that we can have concerted strength and unity in combating with novel coronavirus and/or the next contagion. **[MACRONEW]**

[References taken out]

5.3.3 Disease Essay Three

Chickenpox – a Biological View

Abstract

Chickenpox, being a common infectious disease nowadays, affects people in different ways. It is caused by varicella-zoster virus, which is also the virus causing Herpes Zoster. There are various measures like vaccination that can be done to prevent chickenpox, however people usually underestimate its risk in developing fatal complications, hence they do not have enough awareness to protect themselves from catching chickenpox, and vaccination is yet not popularized. Despite the adverse effects brought about by chickenpox, elimination or eradication of chickenpox is considered not feasible after looking at the upsides and downsides. Therefore, the governments worldwide should work together to help better treat and control chickenpox in the near future. **[MACRONEW 1]**

Introduction

We all share the same early-childhood memories: In early spring, while young children all returned to the campus after having spent a happy holiday, chickenpox, being common in winter and spring, often appeared in the schools. Most of us have had chickenpox once in our lives, but its effects, other than those itchy red spots, are often neglected. The society should pay more attention to this infectious disease as it does not only infect young children, but also the adults and the elderlies. This essay serves to give a biological view on the effects of chickenpox. It will begin with some background information of chickenpox and the virus causing the disease, and then reveal reasons of people's refusal to adopt preventive means. It will then discuss the probability of eradication of the disease. Finally, it will conclude by stating what should be done in future in order to better handle with the disease. **[MACROTHEME 2]**

> Background information of the virus causing chickenpox **[HYPERTHEME A]**
>
> Chickenpox is believed to be one of the most common global illnesses among young children (1). The virus causing it actually takes the role of initiating two diseases, namely chickenpox and Herpes Zoster, and therefore named varicella-zoster virus (VZV) (2). It is one of the most infectious viruses, with a household transmission rate of greater than 85% (2). It is transmitted through air or by direct contact with the blisters on the infected skin (3). It infects human through the respiratory tract, and then into the blood circulation and finally the lymphatic system to cause the disease.
>
> Varicella-zoster virus has a latent period of 13-17 days for chickenpox (2). However, the antibodies produced in young patients are usually not strong enough to eliminate all the virus in the body, so it will lurk inside the nerve tissue for many years. While the person experiences fatigue or decline in immunity, the latent varicella-zoster virus will cause the second disease – Herpes Zoster (3).
>
> Chickenpox is common among young children of age 1-4, who usually show mild symptoms, whereas those older will have mild fever and headache at the early stage of the disease. Clinical symptoms initiate with the presence of red itchy blisters,

processing to macules, papules, vesicles, pustules and scabs on mainly the limbs and the face. The symptoms will last for 5-10 days (3).

Treatments of chickenpox are usually symptomatic for infection in healthy and young patients, and its course is less complicated compared with those in adults or persons with reduced immunity (4). For example, analgesics like paracetamol or acetaminophen can be given to relieve fever, and lotion can be applied to relieve itching (5). Certain groups of people, e.g. those of age 12 or above, with chronic disease or receiving steroid therapy, require antiviral drugs like oral acyclovir or vidarabine (5).

Chickenpox was first recorded over 500 years ago. It was named 'chickenpox' as it has symptoms similar to smallpox (7). Chickenpox becomes very common nowadays, that there were about 8,600 cases in Hong Kong over the year in 2012 (6).

Prevention of chickenpox

There are several ways to prevent chickenpox. **[HYPERTHEME A]**

> Other than maintaining good hygiene, quarantining of infected persons and avoiding the exposure of high-risk groups (such as newborns or immune-compromised persons) to chickenpox, vaccination is known to be the most effective way to prevent chickenpox infection (8). **[HYPERTHEME B (part of preceding paragraph)]** Chickenpox vaccine consists of weakened living varicella-zoster virus. Once received the immunization, the immune system will be induced to produce a large amount of antibodies in the injected body against the disease, and the antibodies will retain in the body for many years for any future exposure (9). As adults have a relatively higher chance of developing complications, they are recommended to receive the vaccine. The vaccine is nearly 99% effective and hence has changed a lot the infection and mortality rate of the disease (8).
>
> However, despite its effectiveness, the vaccine has some limitations. For example, some groups of people should not receive the vaccine, such as those with cancers, immune-compromised persons, pregnant women and infants of age lower than 1. Also, as it costs HKD400-800 for each injection, it is quite expensive especially to some parents or individuals with economic hardships (6). Along with inadequate education and publicity of the importance of the vaccine, many parents believes that their children must catch chickenpox in order to gain life-long immunity, whilst underestimating the risk of fatal complications (3). In fact , the Department of Health of Hong Kong is planning to include chickenpox vaccine in the Hong Kong Childhood Immunisation Programme from next year, so that children in Hong Kong can receive free-of-charge chickenpox

vaccine at age of 1 and 6 (6) . This can hopefully help popularize chickenpox immunization in Hong Kong.

Other than the active vaccination as mentioned above, passive vaccination also helps prevent the disease at early infection stage by injection of acyclovir (ACV) immunoglobulin. **[HYPERTHEME B]** When the immunoglobin (which are monoclonal antibodies) is injected into the body, it will induce immediate immune response to produce antibodies against the varicella-zoster virus. However, the antibodies produced are short-lived, thus can only provide short-term protection against the disease (11).

How chickenpox affects people **[HYPERTHEME A]**

As chickenpox is highly infectious, infected individuals are required to stay home for 1-2 weeks until all rashes disappear. This not only bring discomfort to patients for quite a long time but also interferes with their routine life and work, especially those who are having exams or are working on important issues. This can possibly cause adverse effects on a student's academic performance or even economic or administrative affairs of an enterprise.

Moreover, the varicella-zoster virus is actually life-long infectious, that it can actually remain in the nerve cells of the body for many years, and become active in adults to cause Herpes Zoster (2). Herpes Zoster, also known as shingles, is a viral skin disease which causes much greater discomfort and pain than chickenpox to patients. Unlike chickenpox, Herpes Zoster is not seasonal, and its incidence rate has a lot to do with increasing age. Individuals who has been infected the virus at early ages have a probability of 10-20% of having Herpes Zoster at older ages (12).

Nonetheless, several complications can be developed from chickenpox. Infection may be aroused from scratching of blisters, and it may lead to scarlet fever if there is invasion of Streptococcus into the body (6). Complications like encephalitis and viral pneumonia may be developed (3). As chickenpox has a more complicated course on adults and immune-compromised persons, they have greater chance in developing fatal complications. Thus, they are recommended to receive chickenpox immunization if they have never been exposed to the virus (8).

Should chickenpox be eliminated or eradicated?

Looking at how chickenpox affects us, a question shall be raised – whether we should make this disease disappear forever on earth? **[HYPERTHEME A]**

Both elimination and eradication are results of deliberation measures. Elimination refers to the reduction of the incidence of a disease or infection caused by a particular pathogen to zero in a specific region, whereas eradication refers to the global reduction of the population of the pathogen causing a particular disease or infection to zero. Continuous interventions are required to maintain the state of elimination and prevent reestablishment of transmission, while eradication of a disease is permanent and thus needs no continuous interventional means (15). Cases of elimination of diseases include measles in Latin America and the

Caribbean (13), while cases of successful eradication include smallpox and SARS (14).

As chickenpox is a global disease, elimination is not an appropriate solution. Investigating whether chickenpox should be eradicated, diseases which are currently or are going to be under eradication campaign can be considered. Examples include polio, guinea worm disease, lymphatic filariasis and measles (14). They all share some preconditions as follow (13):

1. The pathogen causing the disease does not have any known animal hosts;
2. Sensitive diagnostic and managing tools are available;
3. The transmittance among humans can be terminated by specific means;
4. Life-long immunity against the disease can be gained through vaccination programmes or non-fatal infection;
5. The disease causes great adverse effects on global hygiene;
6. Nations have made political commitment on the disease eradication.

Only diseases fulfilling all these will be considered as a candidate for the eradication campaign. Looking at the features of chickenpox, it is very obvious that it cannot fulfill the last two conditions due to the following reasons:

1. It has relatively very low mortality rate, which is declining every decade. There were about 100 death cases each year in 1990-1994 in the US, while many of the Hong Kong citizens are still overwhelmed by the striking experience of the battle after ten years, another similar human coronavirus, currently commonly known as the novel coronavirus (nCoV), are starting another epidemic in the Middle East and gradually to other places since last year only 13 and 14 deaths recorded in the year 2006 and 2007 respectively (16).
2. The symptoms of chickenpox are relatively mild. Most of infected individuals suffer from itchy spots only while a small portion of them will suffer from mild fever and headache, or develop complications (3).

Other than pre-conditions, the feasibility of the eradication shall be considered as well. Global vaccination programme, which successfully eradicated smallpox in 1978, is the most possible way to bring out the eradication of chickenpox (14). Intense information flow nowadays as well as advanced technologies may contribute to help introduce the global scheme, but great global effort, however vital, is hard to gather. There are various barriers which interfere with the unification of global policies, for instance, culture difference, poverty, and lack of education. People in regions like Asia still strongly believe that exposure to chickenpox is the only way to get rid of the disease in their entire life, and people know very little about the risks of chickenpox due to the lack of education, hence they usually judge the value of the immunization only on the little mortality rate. Moreover, people in poverty can hardly bear the cost of the vaccine without government's subsidy. Considering the rather-little effect of chickenpox on global health, global chickenpox vaccination may not be cost-beneficial, and therefore hard to carry out complete eradication.

If chickenpox is really eradicated, several aspects may benefit. **[HYPERTHEME A]** Global health would be improved as no people would ever catch chickenpox, and so the number of death cases from complications which can be developed from chickenpox would decrease. The global lifespan would be longer, though slightly, especially among those of impaired immunity. Besides, lowered number of hospitalized patients may help sooth the shortage and heavy workload of the healthcare personnel. Resources on the treatment and vaccination of chickenpox can be saved for development of other healthcare uses. Most importantly, young children can enjoy a more healthy campus life.

However, the eradication campaign may lead to several adverse effects. **[HYPERTHEME A]** These could be unknown side effects of intense intervention measures. An example of side effects leading to the failure of eradication is the malaria eradication campaign in 1953, where the DDT used actually developed resistance in the mosquitoes, and at the same time causing great burden in the government expenditure (13). Moreover, people may panic of the coming of an epidemic. If the vaccination is not well-funded, people may refuse to pay for it. Under insufficient global coordination and high difficulty in maintaining sustainable intervention measures, it is of high probability in leading to failure like the polio eradication initiated in 1985 (13).

Conclusion

Balancing the feasibility, as well as the pros and cons, it can be concluded that chickenpox does not worth eradication. Governments of all nations, however, should pay effort in minimizing the adverse effects of chickenpox to people's routine life. Other than funded vaccination programme and education, the governments should provide subsidy for development of new technologies to better treat chickenpox. By this, people all around the world are expected to have a brighter future with better health and longer lifespan. **[MACRONEW]**

[References taken out]

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5.3.4 Time Essay One

Why we need to have psychological time and physical time?

It is not difficult to realize our life is dominated by two kinds of time perception: psychological time and physical time. Sometimes you just feel the lecture is longer than you expect and the holiday is shorter than you think it would be. While our schedule is regulated by physical time, we also have psychological perception of time. This essay is going to argue that both psychological time and physical are essential for us to manage our life. **[MACROTHEME]**

The importance of having the perception of psychological time can be shown easily. **[HYPERTHEME]** According to R.A Block, three main aspects build up psychological time: succession, duration and temporal perspective (Block and Zakay, 1996). It means people can have the ability to identify the sequence of events and a rough understanding about the duration of events without the help of other tools. Moreover, it also allows human to look back to the past and look forward to and plan for the future.

The concept of psychological time is necessary to us because we need to learn from the past and plan for our future. **[HYPERTHEME]** Humans are different from any other creatures in the sense that we are able to learn from mistakes and act based on our prediction to the future. Furthermore, we have episodic memory so that we can recall a specific event that has happened in the past (Clayton, Salwiczek, & Dickinson, 2007). It should be also noted that recalling is actually a kind of psychological time travelling. Although there is no way to conduct physical time travelling now, thanks to psychological time, we can go "back to the past" in our mind by recalling them.

Compared to psychological time, the definition of physical time is more abstract. **[HYPERTHEME]** Although scientists define the arrow of time by the expansion of universe and amount of entropy (Klein, 2010), people seldom refer to them when it comes to physical time. Instead, we are more familiar with the calendars, the units of time like second, minute and hour. These measurements of physical time were invented by humans to assist and regulate our life. For example, one day is defined as the approximate time for the earth to rotate once around its own axis. With a definition like that, we work from sunrise and rest after sunset.

Then you may wonder why we still need time units given that we are actually able to identify the sequences and duration of events? The answer is that psychological time is subjective (Cohen, 1964). **[HYPERTHEME]** Ones' culture, nation and subjective feeling make them interpret the time they have experienced differently (Cohen, 1964). Therefore, an identical and accurate definition of time is needed in a world that is full of interaction and cooperation.

What would our life be if we lost either kind of time perception? **[HYPERTHEME]** There was once a man who lost his episodic memory after an accident. He appeared to be normal when interacted with others but he cannot plan his schedule and cannot understand the meaning of future. He could remember what he had done but got

confused with the exact time and sequences of events (Clayton, Salwiczek & Dickinson, 2007). If we cannot interpret time psychologically, we will also be like him. Of course we also need an objective definition of time so that we can easily interact with others.

Therefore, we can see that both psychological time and physical time are essential for us. [MACRONEW]

[References taken out]

5.3.5 Time Essay Two

Do Animals Have a Sense of Time?

It has been argued for a long time that human's sense of time cannot be found in animals (e.g. Grondin, 2008; Roberts, 2002, 2007; Tulving, 1985, 2002). In daily experiences and some experiments, animals have showed their sensitivity in time through different actions (e.g. Bird, Roberts, Abroms, Kit, & Crupi, 2003; Grondin, 2008; Roberts, 2002; Suddendorf & Busby, 2003). However, some argued these time-related actions were linked to their biological rhythm, instead of really possessing the sense of time (Roberts, 2002; Tulving, 1985, 2002). The purpose of this article is to examine animals' time perception, and suggest animals do possess a sense of time. This discussion of animals' sense of time can be further divided into whether animals can refer to the past in order to obtain rewards, as well as whether they can anticipate the future and act accordingly. **[MACROTHEME]**

One of the most common rebuttals for animals having the concept of time is they do not possess an episodic memory in addition to the semantic memory system (Roberts, 2002; Tulving, 1985, 2002). **[HYPERTHEME]** Memories stored in semantic memory system only included general information of the event, for instance the location and objects, while episodic memory system provide time markers and reference points that helped linking up different events into the sequence that they happened. Since animals seemed not to possess episodic memory system, it is highly possible they failed to recognize when the event happened or link past experiences to predict the future. Their ability of tracking time for feed, for example in pet dogs, can be accounted by biological rhythm, instead of actual possessing the sense of time, and even if they could show some limited ability in remembering the past, they actually required at least hundreds of training beforehand and was not their nature to do so (Roberts, 2002).

While the above rebuttal statement seemed to be sound, it is actually inaccurate to suggest animals cannot cognitively travel in time simply because of their lack of a particular system that exists in human. In fact, many different studies showed animals have some kind of episodic-like memory, and can handle different time-related tasks. **[HYPERTHEME]** For instance, in a study conducted by Bird et al. (2003) showed rats not only remember where they caught their food and what type of food they caught, but also when food of good quality can be caught whilst degraded food needed to be avoided. Further study revealed that their memory regarding time lasted from hours to days and regardless of their circadian rhythm, although such ability was not shared among all species of animals and may not take place cognitively (Hampton & Schwartz, 2004) .

In addition to their ability to retrieve information of time from the past, animals showed the ability of predicting in future in different researches. **[HYPERTHEME]** Scrub Jays, for example, stopped collecting their food when they discovered food they caught every time would be stolen or replaced by degraded food (Grondin, 2008) , and showed their anticipation of their future needs independently from their current motivational state and immediately needs, contradictory to the Bischof-Köhler

hypothesis (Correia, Dickinson, & Clayton, 2007) . This suggested that the sense of time and cognitively travel of time is not unique to human but also some other animal species.

Animals generally were seen as stuck-in-time in past studies before early 2000s (e.g. Roberts, 2002; Suddendorf & Busby, 2003; Suddendorf & Corballis, 1997; Tulving, 1985, 2002) , but recent studies contradicted with such claim and suggested otherwise (e.g. Bird et al., 2003; Correia et al., 2007; Grondin, 2008; Hampton & Schwartz, 2004; Naqshbandi & Roberts, 2006; Roberts, 2007) . They showed at least to a certain extent, animals possess the ability of tracking past experiences and retrieve time-related information and to anticipate future needs other than the current challenges, and therefore this indicate animals do have a sense of time. [**MACRONEW**]

[References taken out]

5.3.6 Time Essay Three

Topic: Analyse the possibility of time-travel

Thesis Statement: Most Time-travel Theories mathematically deduced are infeasible

Time-travelling was no longer a fantasy when Einstein proposed special and general relativity. Not only did they reveal that time depends on one's speed and location, these two theories also predicted the presence of black-hole and wormhole (Al-Khalili, 1999). Various time-travelling theories were deduced based on calculations of black-hole and wormhole. This essay attempts to logically evaluate four time-travelling theories and argue that all are infeasible. **[MACROTHEME]**

The first method suggested time dilation of special relativity allows a person moving at high speed to travel into the future. **[HYPERTHEME]** Since time goes slower for a moving person, his clock will be slower than his motionless counterparts (Greene, 1999). However, one major requirement is that travelling speed must be of a significant portion of light speed – 300,000km/s. Such premise could not be achieved with today's technology; as NASA (2010) reported, their fastest spacecraft by 2010 travelled at a mere 10.8km/s. One might argue that technological advancement may one day overcome this. However, building such a vehicle is not only limited engineering-wise but also mathematically. Kinetic energy of spacecraft increases, as it speeds up; since $E=mc^2$ and light speed c is constant, mass of spacecraft will rise. To propel a vehicle that grows heavier and heavier implies an infinite amount of energy supply (Greene, 1999). Hence, it is physically infeasible to demonstrate a significant time dilation effect, rendering this method currently impossible. **[HYPERNEW]**

The second method based on general relativity is the most practical among the four but several limitations remain. **[HYPERTHEME]** A massive object creates space-time curvature, as a person approaches the mass, his time will be slower than those further away (Al-Khalili, 1999). In time-travelling, these massive objects are usually heavy planets, stars or black-holes. It is feasible for astronauts to orbit the target for months or years; the longer one stays in the slower space-time, the younger he will be returning to Earth (Greene, 1999) . Nonetheless, extreme conditions may be present and spacecraft must be carefully designed to withstand extreme temperature or gravitational attraction. Gravity of black-hole is, in particular, not favourable for the task. Another barrier is the distance between Earth and the mass. Searching for a mass with suitable conditions is not easy, eventually the target may be so far the person could not survive the long return trip to Earth despite having gained youth.

The last two methods utilize the concept of wormhole. Wormholes are hypothetically deduced and thus theoretically possible, but no proof of its presence is evident (Al-Khalili, 1999). **[HYPERTHEME]** Natural wormhole can be found at the centre of black-hole – singularity. Calculations revealed that singularity is linked to unknown space-time, possibly the past, future and other universe. However, journey through singularity is impossible (Al-Khalili, 1999; Davis, 1995). First, wormholes are unstable and might only be opened for less than a second. Second, light approaching

infinite gravity will be blue-shifted to higher frequencies; and the person will not survive the blast from high energy radiation.

Lastly, an artificial wormhole can be created for space-time-travelling (Al-Khalili, 1999; Davis, 1995). However, this method is also impossible because mathematics suggested, wormhole creation required exotic matter as raw material. **[HYPERTHEME]** This matter of negative mass is again nothing but a deduction with no proof.

In conclusion, the four time-travelling theories aforementioned all possess varying degree of difficulty in execution. Thus, with today technology, time-travelling is infeasible. **[MACRONEW]**

[References taken out]

5.3.7 Time Essay Four

The telescoping effect, stop-watch illusion and their implications to our perception of time

Introduction

Various experiments conducted by a team of scientists verified the fact that our brains are subjected to numerous illusions with regards to the concept of time. Amongst the many illusions, the telescopic effect and the stop-watch illusion seem to greatly challenge our confidence towards our perception of time. In the following, I will discuss the ideas behind aforesaid illusions and ultimately suggest that our brain's perception of time is not as reliable as we have imagined. **[MACROTHEME]**

The Telescopic effect

The Telescopic effect has much to do with our perception of the past. **[HYPERTHEME]** In abstract, the telescopic effect shows how people are prone to thinking that recent events to have happened longer ago than they actually are; and perceiving events which have happened long ago to have happened not that long ago. [footnote]

The Stop-watch illusion **[HYPERTHEME]**

Firstly, the term 'Saccade' refers to the rapid movement of the eye, 'especially as it jumps from fixation on one point to another' [footnote]. As our eyeballs saccade, it is found that the images in between the first and the second object are blurred, causing a momentary break in visual experience [footnote]. The brain will then fill up this momentary break with the post-saccadic image [footnote] by retinal blur and saccadic suppression, resulting in an extended subjective duration of the post-saccadic object in our minds. This explains why students find that the hand of the clock on a classroom wall always seems to go overwhelmingly slowly during class.

Implications of the illusions regarding our perception of time

This trick of our brain highlights the unreliability of the human perception of time. **[HYPERTHEME]** To begin with, the telescoping effect reflects that our human recount of the past might not be that trustworthy because our brains do have a rather messy concept towards the distance between past events and the present.

In terms of our perception towards the 'present' and the 'past', the stop-watch illusion reflects that our brain always tries to trick us into believing in a seamless story about our experiences by filling in saccadic gaps, covering up the breaks and loss. Hence, the present that I deem to be the present might actually happen to be the future that the brain recreates to fill in gaps in between breaks. This follows that our individual, subject sense of time might actually be radically inconsistent with the actual reality, because according to this the stop-clock illusion, what we thought to have happened earlier actually happens later.

In sum, in view of the inconsistency of human's perception of the past, present and future with the reality, I think it is fair to conclude with Einstein's ingenious quote : "...for us

physicists believe the separation between past, present, and future is only an illusion, although a convincing one." **[MACRONEW]**

Appendix 5.4   Periodicity Analysis – Humanities AoI

5.4.1 War Essay One

Looking into a Top-ranked Marine Sniper - A review of the autobiography of Jack Coughlin

1. Introduction

As a person living in a relatively peaceful environment, it is hard to imagine taking a human life. However, wars exist, and probably will continue, not only in a history textbook or in a remote place people cannot reach, but also in the same planet we are living right now. While reading this sentence, it is possible that someone is undergoing a life-or-death decision of taking or preserving a person's life with his eyes on his scope. It is also possible that someone just pulled his trigger and saw a person falling down 100 yards away. It gets us wondering what those people are experiencing and how they think of that. What's the feeling of killing someone in a war? Would they feel scared or guilty? Is war a good thing to these soldiers or it sucks? How could they keep their sanity when facing people who fight and die every day? If it is war that makes them insane like addicts of killing, should we have war at all?

Maybe an autobiography of a true sniper could help us get an insight of these questions, and here, I choose Jack Coughlin, the top ranked marine sniper who recorded at least thirty-six kills during the Operation Iraqi Freedom alone. [footnote] **[MACROTHEME]**

2. Good or Bad Guy?

Before I get started, the debates on whether Coughlin is a hero or butcher in the book's review area caught my eyes. On one side, he was a solider belonging to Marines and was sent to Iraq to protect American people. On the other side, he was a man who killed dozens of people. **[HYPERTHEME A]**

"One of our nation's heroes." **[HYPERTHEME B]**

A man who also wants to be a marine sniper said that Coughlin is a brave person. He admired Coughlin's as a person who never backs down and says what he belief is right. What's more, Coughlin's pushy and persistent attitude towards changing the way snipers work in a war attracted him.

"The adulation of killing is loud and clear." **[HYPERTHEME B**

Conversely, a pacifist could not stand the pro-military attitude in the book and nearly gave up reading. He refused to accept Coughlin's claim of valuing human's life, but regarded him as an addict of killing. He thought war could never be the right way to solve anything.

I read the book with this question, and after finishing, I agree to none of them. Coughlin was neither a hero not a butcher. He isn't evil at all. There were humanitarian moments in the battlefield and he did believe that he was saving people rather than killing. However, it is unreasonable to regard everyone in a battlefield as a hero. In fact, he fought not because he wanted to sacrifice just like he didn't intend to

kill. He made himself believed that what he was doing has just reasons, instead of really considering its reasons. And being a sniper was his work, he earned salary, he gained satisfaction, he made it a part of his life. **[HYPERNEW A]**

In the following, I would like to illustrate my conclusion by tracing his military career and footprints of life.

3. Jack Coughlin **[HYPERTHEME A]**

3.1 A sketch of early life **[HYPERTHEME B]**

Coughlin was born in 1966 with Irish blood and grew up in a wealthy Boston suburb. His has four elder sisters and loving parents who he thought were a perfect fit. He admired his father who is a teacher and once became a painting contractor in order to support his family. His father didn't own a gun and they never went hunting together. Unlike his father who loved books and history, Coughlin was keen on sports and managed to enter a major university with a full athletic scholarship. However, his dream of playing baseball in the major leagues faded away when his pitching shoulder was hurt. At the age of 19, he end up joining Marines under the suggestion of his friend. He finished his sniper course with great performance and his first ten years passed in a movement from place to place. He went to Europe, Philippines, Panama and so on. It was in 1993 that he got married with Kim, with whom he soon had two daughters. On March 20, 2003, Operation Iraqi Freedom began and he was one of the people who landed in Iraq. [footnote]

Nothing strange, right? We tend to believe that violent people must have some unusual experiences like being discriminated because of his ethnic or religion. Also, we tend to believe they have some hostile sentiments towards Islamic people to support their behaviours in Iraq. However, this is not the case. He joined the army because he needed something to do and fortunately he was really good at it. In fact, like Jack Coughlin, most of the American soldiers do not join the army because of hostile sentiment or vengeance. Instead, they join because of their patriotic motives, their plans for future military careers, and some pecuniary motivations [footnote] . It means most of them are not motivated by the eager of killing someone. And the question is raised: how could they keep sanity in a war situation when they have to kill people without a strong motivation? **[HYPERNEW B]**

3.2 'If I didn't get him, he would get us'

Coughlin succeeded to persuade himself that what he was doing was right. **[HYPERTHEME B]** As he wrote in his book: "Today, they were trying to kill Americans, so I had no choice but to do my job before they could do theirs." Such kind of words repeat again and again in the book as a reminder of our readers as well as himself. After killing, Coughlin did feel depression sometimes. He could remember each target vividly and sometimes even thinking of them as individuals who could have families and dreams.

[footnote] However, he justified it. By regarding war as a choice under no choice, he gradually accepted and felt passionate to do such just and heroic things. In the first ten years of his military life, he spared no efforts to advertise his new idea of mobile sniper team. It was indeed a career, he thought and strove to make it better just like working for a Fortune 500 company. Finally when the time of 9/11 attacks came, he became a person who couldn't help fighting with his rifle even when staying at America with his family aside. "I didn't know who had done this, but they were not going to get away with it", he wrote. [footnote]

What Coughlin used to save himself from depression was dehumanizing his enemies. Due to the nature of his job, he rarely had chances to talk to his targets. Thus it seemed easier to dehumanize them by labelling because he didn't have to face their horrified expressions as well as hear them begging for mercy. There was only one exception, a man Coughlin called him Achmed, who managed to escape from his rifle gun. Coughlin happened to meet Achmed in the prison after shooting him. After hearing the injured man explain that he was about to surrender at the moment he was shot, Coughlin was strangely delighted to learn he had survived instead of being angry that he had missed the target. And he finally gave him some simple treat and let him go. It was not until then I stared to notice that Coughlin was not always the person who wants to kill more enemies. It strikes me that such a simple communication manage to save a person's life. As Coughlin put it, "I called him 'Achmed', because I didn't know his real name. By doing so, I crossed the invisible line of humanizing my enemy." [footnote]

3.3 The Worst and First-Feel-Good Moment

Coughlin's feelings of war changed from time to time. **[HYPERTHEME B]** At the end of March, 2004, around ten days after entering Iraq, Coughlin was carrying out a task as usual. While marching forward the target, his team inevitably encountered a residential house. To their surprise, after explaining their purpose, the host warmly welcomed them and let them walking through his home. There, Coughlin found people with kindness, and a little girl's smile touched him and made him homesick. On the way out, he paused and patted the head of the big-eyed girl. At that time, he felt "the first feel-good moment of the war" [footnote]. I think it was the welcoming and gladness from the family that confirmed the belief in Coughlin's heart. That is, he was doing the right thing and liberating those people.

However, such warm incidence is rare in the war. Death is the theme of war. Encountering a subordinate's death indirectly due to his own command made war suck. And, there were things even worse than that.

"There is a dirty part of war that is seldom discussed……By crossing that bridge, we stepped into one such troubled moment, a terrible situation that

preordained, with an outcome that was inevitable before it started……We did not intend to kill civilians, but we did, and we would just have to live with it." [footnote]

The civilian causalities in Diyala Bridge caught the attention of media. Many regarded it as a good example of the disastrous consequence of America's military operation on Iraq. For instance, a criticism stressed that Diyala Bridge was not the only case, and the estimated 6,716 civilians was likely to being killed by ground forces during the initial invasion [footnote]. Coughlin, being one of the soldiers who pulled his trigger, nearly collapsed after the tragedy. "Oh, my God, what have we done?" he shouted inside. Though he regarded as the worst thing in his life, he still managed to persuade himself that they had no choice but to shoot in order to defend themselves and to achieve the military goal. What we should not deny is that it indeed made him feel terrible about war.

3.4 Discussion **[HYPERTHEME B]**

The last sentence in this book is somewhat thought-provoking. "I will never fight again." Coughlin wrote down [footnote]. It seems that Coughlin was fed up with war. However, I don't think he really thought war is a disaster. We have seen the motivation for him to join the army and the strategy he used to help him keep sanity as a human being. We have also seen that war has nearly made him on the brink of collapse. There were times when he wanted to go home. But when we come back to his ultimate thought that "we are right", we can't help wondering what made him so firm about that. In fact, I once felt scared when he questioned that whether Iraq has WMDs. It seems that Coughlin actually never thought of whether war was good or not. Those just reasons exists because of his need for justifying.

This remind me the research conducted by Stanley Milgram. When people being commanded to harm someone, they would do so. And they justify it without really thinking of the harm. The evil part of human being seems inside everyone. [footnote] **[MACRONEW (part of the paragraph above)]**

[References taken out]

5.4.2 War Essay Two

Autobiography: A Long Way Gone: Memoirs of a Boy Soldier

A Long Way Gone is a memoir written by Ishmael Beah, a former child soldier and survivor in the Sierra Leone Civil War. This book is a record of the author's experience of being a war victim and expresses the author's feelings and views on this conflict. The Sierra Leone Civil War started in 1991 when the Revolutionary United Front (RUF), a rebel group with support from National Patriotic Front of Liberia, tried to seize political and economic power in Sierra Leone militarily [footnote]. The civil war formally ended in 2002 when Britain's military intervention successfully defeated the RUF [footnote]. Sierra Leone Civil War lasted 11 years and resulted in heavy casualties and civilian deaths, which left an indelible scar on the nation. In this essay, the memoir of this conflict will be analyzed in three aspects, including the experience and roles of the author in the conflict, the author's views on this conflict and my own opinion on the author's point of view. **[MACROTHEME]**

First and foremost, the experience and roles of the author in the conflict will be examined. The author played three different roles in three different periods of time. **[HYPERTHEME A]**

In the beginning of the conflict, the author was a helpless and vulnerable refugee. **[HYPERTHEME B (part of the paragraph above)]** Despite the fact that the civil war first took place in 1992, the author was touched by the war in 1993 when he was twelve. He left home with his older brother and a friend to participate in their friends' talent show in the town of Mattru Jong. The rebellion spread to his home, Mogbwemo, before he could went back there. He was separated from his parents and became a refugee starting a long journey to find protection. He witnessed a multitude of war crimes committed by the RUF during the conflict. Not only did the rebels take advantage of civilians as shield against the military and loot the property of civilians, but they also massacred and mutilated civilians at will. Moreover, they forced the children they caught to be child soldiers.

The second role played by the author was a ruthless child soldier fighting against the RUF. **[HYPERTHEME B]** The author was separated from his brother and friends when they were trying to escape from the rebels. Later, he met another group of friends and continued his journey. They were recruited by the military as child soldiers when the village they lived in was under threat. They were taught to kill. And the military provided them with drugs which made them fearless, but at the same time, dehumanized them. The author gradually became a cruel killing machine who killed both of his enemies and civilians.

The third role of the author was a rehabilitant. **[HYPERTHEME B]** The author was rescued by the United Nations Children's Fund (UNICEF) in 1996 and put into a rehabilitation programme. Because of the successful treatment, he was able to refrain from addiction of drugs, and began a new and normal life with his uncle in Freetown, the capital of Sierra Leone. However, in 1997, a military coup took place. The RUF was invited to Freetown where they committed numerous atrocities. Owing to the domestic instability, the author became refugee again and travelled alone to the U.S. after the death of his uncle.

Apart from the roles of author, he expresses his views on this conflict in the memoir. His views were changing with the changes of his roles and it could be divided into three stages. **[HYPERTHEME A]**

In the first stage, as a refugee, his view was featured by criticism on the rebel groups and mercifulness towards the civilians. **[HYPERTHEME B]** He criticized the rebellion for committing crimes against humanity, however, it was difficult to distinguish the author's political stance in this stage since he was too young to understand the conflict and all judgments he made were out of humanistic instinct. The author was afraid of the RUF for what they had done to the civilians. For instance, he witnessed the rebels killed a family by shooting them, chopping off a civilian's fingers and forcing children into child soldiers. He found it ironic that the rebels claimed themselves "freedom fighter" bringing "liberation" since everything they did to the civilians were extremely inhumane and barbarous. Moreover, he showed great sympathy towards the refugees for suffering from this conflicts.

In the second stage, being a child soldier, his view was characterized by strong hatred and resentment towards the rebel groups and lack of empathy towards civilians. **[HYPERTHEME B]** The author sided with the government and put all the blame on the rebellion in this stage. He accepted the offer to be a child soldier in order to protect the village giving him shield. After the author's family and friends were killed by the rebels, he strongly resented the RUF. He held a strong desire to take revenge on the rebellion and completely eradicate them from the country. Furthermore, he was dehumanized by drugs supplied by the military and consistent violence. The strong effects of drugs and violence made him lose empathy and the ability to think. He killed civilians and burnt villages at will since he thought civilians were "sissy" and useless. It reflected that he looked down on human's lives and lost empathy.

In the final stage, as a rehabilitant, his view is featured by the call for peace and forgiveness. **[HYPERTHEME B]** The author was rescued by the UNICEF in 1996. He was transported to

rehabilitation center and received treatments. Despite the fact that he was dangerous and violent, the staff and nurse did not give up on him and he was gradually recovered physically and mentally with their efforts. The UNICEF also helped him find his relatives, and later he lived a normal life with his uncle. After the rehabilitation program, he realized the importance of love and care. He criticized violence, denounced war and called for instant peace and forgiveness. Right and wrong was not important anymore. Ending the war was of the supreme emergency with a view to securing civilians' lives and preventing warring parties to recruit child soldiers. In addition, he made a deep reflection based on his experience of being a child soldier. He regarded it as a wrong decision because people should never kill under any circumstance. Moreover, he believed that people should stop "taking revenge" immediately since desire for vengeance would only lead to a vicious circle.

Additionally, it is true that humanitarianism should always be highly valued, especially during the war. **[HYPERTHEME A]** I agree with the author that even though conflict itself is cruel, we should have empathy for the war victims. The protection of human rights is an international consensus of all time. It can never be justified to massacre innocent civilians in the name of "freedom" and "liberation". The society should learn from conflict so as to build a more humane community and secure civilians' property and right to life, rather than receive the painful memory of conflict passively and allowed the same tragedy to repeat.

However, I have some reservations about the author's view in the third stage. **[HYPERTHEME A]** Firstly, he argued that the supreme emergency of the nation was to end the war, which should be done by forgiveness. He believed that "taking revenge" was not good and people had to learn to forgive in order to enhance the peace-making progress. It reflected that the author thought it was acceptable to make a compromise between the government and the RUF to stop the prolonged conflict even though it might mean forgiving the war criminals and allowing them to rule the country.

Although the author possesses a good intention, his view is invalid. Appeasement would never bring a real and lasting peace to a nation, especially when the collaborator is a notorious barbarous and ruthless military group. This can be proved by the massacre happening in the Freetown in 1997. Koroma, the new president of Sierra Leone in 1997, invited the RUF to Freetown and collaborate with him to rule the country [footnote]. The rebels killed, raped and looted at will. This holocaust eventually resulted in 5000 deaths [footnote]. This event reveals that the so-called "peace" and "end of the war" achieved by the compromise does not necessarily bring "real peace". In the case of Sierra Leone, it only brings pseudo-peace and even more violence. In addition, even though peace agreement is signed and violence does not take place, the "peace" achieved can sometimes be superficial and unstable. It is because the local population who suffered from the

conflict held strong resentment towards the war criminals. For instance, one victim of Sierra Leone Civil War, whose arms were amputated in the conflict, insisted that Taylor (the leader of National Patriotic Front of Liberia who provided special support to the RUF during the war) deserved 100 years in jail for his role in the atrocities" [footnote]. This example showed that war victims were hostile to the war criminals. If the government collaborates with the war criminals so as to maintain the so-called "peace", it would highly undermine the credibility and legitimacy of its rule [footnote]. And it is possible to give a rise to another political and military rebellion and internal social unrest. Therefore, what the international and local community should do is to bring war criminals to justice and rebuild a civic society, rather than make a fake peace with the war criminals [footnote]. **[HYPERNEW A]**

Furthermore, the author also reflects on his experience of being a child soldier. However, I have some reservations about the statements he made. **[HYPERTHEME A]** The author argues that under no circumstance should a person kill other people, even it is for protecting civilians and own survival. This view apparently influence him deeply. When the massacre occurred in Freetown in 1997, he travelled along to the America and abandoned his widowed aunt and cousins, because he did not want to kill anyone for any purpose. However, in my opinion, killings can be justified when it is used for self-defense and protecting innocent people. The desire for staying alive and securing beloved one is not a shame. It is true that the author commit inhumane war crimes when being a child soldier, but he do not have to completely deny his initial intention to protecting himself and the civilians. Killing is a crime when it is used against innocent civilians during a conflict, but it is justifiable when a person is standing on the battlefield and confronting his enemy. **[HYPERNEW A]**

In conclusion, this essay analyzed the memoir of Sierra Leone Civil War in three aspects, namely the roles of the author in the conflict, the author's views on this conflict and my opinion on the author's view. The 11-years civil war leads to 70000 people killed and half of the population is displaced [footnote]. War crimes, such as recruitment of child soldiers, execution, torture and amputation committed against civilians, were common [footnote]. It is hoped that war crimes, can be eliminated in the future and humanitarianism can be effectively enacted by the international community. **[MACRONEW]**

[References taken out]

5.4.3 War Essay Three

Dulce Et Decorum Est: A Critical Analysis of Chris Hedges' War is a Force that Gives Us Meaning

Pro patria mori - to die for your country - is the most beautiful and pervasive lie man has made. It speaks to us through silenced voices and antiquated scripts. It masquerades on digital TV, roadside billboards and 3D screen blockbusters. It lives and propagates in states and groups, disseminated by the powerful and consumed by the powerless. It is inscribed in war memorials [footnote], engraved on epigraphs and tombstones, and worshipped as revelation by youngsters. However moral and learned we deem ourselves, we struggle to recognize the truth of war: there is no worthy death nor divine cause. War is rarely worth its price. **[MAROTHEME]**

All that war thrives on are illusions. **[HYPERTHEME]** Chris Hedges, a war journalist who covered in Central American, Middle Eastern and Balkan battlefields, knows well the flamboyance of the myth and underneath, its gross reality. But illusions produce madness, even among its most moral audience. War is intrinsically appealing to the human psyche, argues Hedges, for it provides to its ingesters sensory exhilaration and immense power under a sanctified cause.

Few are immune to the seduction of battle, just like few detest the seduction of sex. **[HYPERTHEME]** In fact, the association between violence and sex is intimate. Freudian theories suggest that there are two conflicting forces in the unconscious: Eros, the life instinct that powers love and sex, and Thanatos, the death instinct which governs aggression and destruction [footnote]. These drives are very likely selected for during evolution because they promote survival and propagation. "This struggle is what all life essentially consists of," Freud wrote [footnote]. Hedges' observations support this link as well: military women seem more beautiful than they were in peacetime, and women report attraction to men in uniforms that looked otherwise mundane [footnote]. Both war and sex expose our animalistic nature under civil clothing and moral constraints. These drives hold our society in peacetime, fueling love and competition; or, if given the chance, they pervert into that of rape and killing common in war of any age.

Another appeal of war lies in its sensory exhilaration. **[HYPERTHEME]** In peacetime people satisfy this need by entertainment, sports or even drugs. In war, however, there is a continual source of such gratification. Sensations of war are seldom, if not never, pleasant. Picture the scene as Hedges describes his first-hand experience in the siege of Sarajevo: "The hurling bits of iron fragmentation left bodies mangled, dismembered, decapitated. The other reporters and I slipped and slid in the blood and entrails thrown out by the shell blasts, heard the groans of anguish ..." [footnote]. The sights and the sounds are so lurid and real, laid bare in such menacing proximity, that one cannot choose but to succumb. No experience in peacetime would parallel its powerful thrill, and even the most euphoric drug experience is no more than "war's pale substitute" [footnote]. War is a drug - a very

addicting one. Combat veterans find themselves troubled by withdrawal symptoms that receive little relief in cosmopolitan life; everything seems bland and uninteresting. A photographer who had worked in El Salvador's war zone, one of whom Hedges worked with, had a hard time readjusting to the "flat, dull, uninteresting" life in Miami, and chose to go back to the battlefield. He was shot to death - consumed by his own deadly addiction [footnote]. Victims, too, pick up the addiction readily available in the war context. Survivors of the war admit that "those days have been the fullest of their lives" [footnote], despite the terrible living conditions in the bombarded city and the close calls of death. The dangerous fascination about war, even to the victims is probably linked to the primordial fear and the heady excitement that accompanies every flirtation with death. For people who actually fight in war, the appeal of the drug doubles: war grants their otherwise vulnerable egos a God-like power - the power to destroy.

Power itself is an intoxicating drug. **[HYPERTHEME]** It is addictive and easily sustainable for the long-term abuser. For a running supply of the power drug, tyrannies subject their peoples to constant terror and fear by the use of violence. In war, power is with the armed, sustained likewise by violence and terror, and enjoyed for its sheer omnipotence over other human lives. This can be seen notoriously in the desecration of corpses by their killers. Bodies are "impaled on the sides of barn doors, decapitated, or draped like discarded clothing. This is carried out by tyrannies. Iraqi secret police, for instance, would videotape their executions and take photographs of themselves "squatting like big game hunters" next to their victims [footnote]. The abuse of power is a motif in the history of human atrocities, but while it corrupts top-down in tyrannies, it also infects bottom-up during war. The power over the unarmed can turn the most moral men into practiced killers. In the Holocaust, Jews were taken out of Polish villages and systematically shot by battalions. The first killings of one particular battalion saw many soldiers retreating for the barbarity of their deed; soon after, as the same men grew inured to the killing, they did so without trouble [footnote]. What is startling is that this type of killers is usually ordinary men from the lower class; they are easily drawn much like their domestic oppressors, to the drug of power. Only in war does such power become legally permitted, and even encouraged; it taps into Thanatos of human nature - the hidden desire to destroy. And in consummation it works with another aspect of war: the sense of meaning that exalts depravity and suffering to the same sanctity.

Underlying every war there is a hidden agenda and a publicized cause. **[HYPERTHEME]** Propaganda provides a meaning of sacrifice, usually in the form of the old lie - it is good to die for one's country. Soldiers are deemed selfless and upright, and battles become the sacred defense of justice and honor; when martyrs are born, they are hailed as saints and messiahs. When Hedges covered in the Israeli-Palestinian conflict, he interviewed a Palestinian child about whom he wanted to be. "A martyr," answered the two-year-old - and same for his older brother, who told his parents they would dig his grave [footnote]. To subscribers of the nationalist lie, which is always the great majority, dying for one's country - or

any other group identity - seems the highest meaning one could achieve in life. This lie draws into battle aspiring youths, disillusioned men, aimless wanderers and even criminals - all of whom crave the purpose of life promised by war. War warps everyone into another moral universe. Following the Napoleonic Wars, it was reported, the unidentifiable bones of humans and horses left in major battlefields were dug up, shipped and ground to make manure [footnote]. War is meaningless once it is over, and the meaning during war is the product of collective self-deception. The only things left of war are scars   - permanent wounds of the affected generation, and long-term consequences for yet more to come.

War is a mistake that punctuates history. **[HYPERTHEME]** The profit of war seldom spreads to the general population or promotes the growth of any society. The warlords who manufactured the ethnic conflict that led to the breaking-up of Yugoslavia shared none of their wealth, but left behind broken societies and broken generations [footnote]. Ethnic cleansing during the war left whole cities purged of all but one label. The capital of Bosnia, which was home to diverse groups was almost entirely Muslim after the war; even when the devastation has been mended back and infrastructure built anew, it had become a "cultural wasteland" [footnote]. Moreover, the war left bitterness hatred among the groups. On the eve of the Muslim takeover, fleeing Serbs burned down their own houses to deny the Muslims shelter - an act of not only hatred, but self-annihilation [footnote]. After the violent struggles of war, belief systems of entire peoples are toppled, something that had been sedimenting so long that physical reconstruction does little to recover it. This is seen when World War I concluded in widespread disillusionment with the future of humanity, and World War II ended with fear for nuclear warfare and the destruction of mankind. Wars like these expose our capacity for stupidity and cruelty at the same time. They tear down our preexisting self-confidence and reduce us down to the unworthy creatures we are. On a micro scale, the war destroys lives that could otherwise be productive and meaningful. People who come out of the random violence of wars lose their aim for life, knowing that only those who stole, cheated or killed could become the favorites of fate [footnote]. The disillusionment with the myth of war disillusions one from the purpose of life; the accustomization to the corruption of war estranges one from the original moral universe. This is a profound wound upon an individual and upon a society. The wound takes generations to heal, and healing requires the admission and repentance of the past wrongs inflicted by every side of a conflict, which involves even more painful introspection.

War is rarely worth its price. **[HYPERTHEME]** Leaders initiate it for the quest of profit and ordinary men take part in it for the quest of meaning. But in the end, even if the material profit is gained, lives are lost and cultures are destroyed, leaving survivors crippled in body and mind. In the end, the cost of war generally outweighs its profit.

There is a common misunderstanding that wars are justified for their inevitability. **[HYPERTHEME]** The inevitability of an event does not justify it; it only provides

pessimism about its recurrence. Every generation is susceptible to war's appeal, with the same grotesque fascination for the realm of war. They still listen to myths and stories of their fallen fathers, their ancient glory, and the canonical Achilleses whose heinous deeds are never recorded for the educational purpose [footnote]. They still struggle to confront Thanatos, when he looms near, and Eros, when he drives them on.

Hedges speaks of combating Thanatos with Eros, that is, driving off the drug of war with tenderness and love. But I believe that is not the core of the problem, for both these primordial drives are easily perverted to mutual accompliceship. **[HYPERTHEME]** Instead, the system of myth has to be debunked first. It is also important to acknowledge that apart from war, there are too many places where these drives could shape our society for the better. Community projects, exchange trips and similar projects of inclusion could make meaning out of Eros, while competitive sports and martial arts would be helpful in harnessing Thanatos. It takes immense courage for any state to acknowledge its crimes of war, or to promise never to initiate one again; but for the best hope of humanity, such trivial steps, coupled with overall better education, employment and spiritual fulfillment, are ways by which we could untangle ourselves from the history of conflict.

The ancient lie has to wear out. When the headstone crumbles and the words dissipate, what replaces it would be another of contemporary value: Dulce et Decorum Pro Patria Vivere [footnote]. **[MACRONEW]**

[References taken out]

5.4.4 Comparison Essay One

Compare and Contrast how Viewpoints affect the Portrayal of characters in Joy Luck Club and the Battle Hymn of the Tiger Mother

According to various articles, our thoughts actually control our actions. Thoughts are far more powerful than people think they are. Our viewpoints and personal experiences are the main elements that shape our thinking. These in turn determine personality and thereby affect our actions. When further examining the two popular literary works, Joy Luck Club by Amy Tan and The Battle Hymn of the Tiger Mother by Amy Chua, it can be seen that the viewpoints and upbringings of the two authors can affect their portrayal of characters in their books to a great extent. Both Amy Tan and Amy Chua's parents were Chinese immigrants and grew up in America, but they do not have the same viewpoint towards their Chinese heritage and parenting styles. Because of this disparity, their stance towards parenting creates a contrast. Despite this difference, they are still similar in their message for the audience and the reflection of their own attitude shifts. **[MACROTHEME**]

Both Tan and Chua belong to the "second generation" as referred to in Chua's Battle Hymn of the Tiger Mother (Chua, 2011). **[HYPERTHEME A]** People from this generation have immigrant parents and are "the first to be born in America and will typically be high achieving" (Chua, 55). The lives of the first generation are usually very tough, so the children of the first generation are expected to be nothing but the best. While most American families award their children for getting a B, anything lower than an A grade would be considered unacceptable in a Chinese family. Tan's parents decided that she would be a full time neurosurgeon and a part time concert pianist (Interview, 1996) while Chua was told that she disgraced her father when she came up second place in a history contest (Chua, 46). Although they come from the same generation and were brought up with a similar parenting style, perhaps because of their personal experiences and thoughts, they differ markedly in attitudes towards their Chinese heritage. **[HYPERTHEME A]**

Tan was the only Chinese in her high school so she felt out of place and desperately wanted to fit in. **[HYPERTHEME B]** She was very unhappy and ashamed of her Asian appearance and heritage and tried very hard to become more American. She would wear a clothespin on her nose, hoping to slim down her Asian looking nose. She also came to dislike all Chinese food and believed that eating more American food would make her more American (Hubbard, Wilhelm, 1986). All while trying to become more American, Tan acquired the American way of thinking. In addition to the shame she felt, her choice to match her parents' expectations did not turn out well. She realized that medicine was not where her passion lies, so she dropped out of pre-med and transferred to San Jose State University to study English and linguistics (Biography, 1996). So it would not be wrong to say that Tan is slightly against the Chinese style of parenting and supports the American style of parenting and thinking. Whereas for Chua, other than the experience in grade school in which a boy made "slanty-eyed gestures" and mimicked her pronunciation that made her vow to get rid of her Chinese accent, she did not particularly reject her own culture (Chua, 47) . **[HYPERTHEME B]** She grew up believing hard work is the norm, and that ultimately the Chinese way of parenting is the correct way (Chua, 2011). Unlike

Tan, Chua accepted the Chinese thoughts instilled by her parents and managed to find a balance between the inherent Chinese part of herself and the newly acquired American part.

Because of the distinct stance towards the style of parenting each author holds, the point of view of the characters from the two separate books vary quite extensively. **[HYPERTHEME A (final sentence of preceding paragraph)]**

As a daughter of a strict Chinese mother, Tan's disapproval of the Chinese way of parenting and support for the American way can be one explanation to why Joy Luck Club is written mostly in the point of view of the four daughters and focuses on their struggles and resentment of the daughters towards their mother's strict Chinese parenting style. **[HYPERTHEME B]** The similarity between Tan's personal experience and the plot of the story is not a coincidence. Perhaps the short stories from Joy Luck Club are just reflections of Tan's experiences. Waverly Jong for example, is a typical Chinese American who does not like her Asian appearance and is ashamed of her Chinese ancestry, as evident when she frowns upon hearing Mr. Rory say that she looks like her mother (Tan, 1989). Similarly, June is also forced into playing piano even though that is not where her passion lies (Tan, 310). It is also important to note that the parenting styles of the mothers described in Joy Luck Club carries a certain amount of negative connotation to it. However since the novel places more emphasis on the daughter's point of view of the situation, it may just be our brain using available heuristics (Cherry, 2014) .

On the other hand, The Battle Hymn of the Tiger Mother is a memoir written in the point of view of a parent. So it is not surprising that Chua portrays her own style of parenting in a relatively more positive light than Tan would portray it. **[HYPERTHEME B]** She depicts herself as a tiger mother who is very strict on child rearing but still provides warmth, love and encouragement. Although she would not let her children do many things that are considered normal and unimaginable to lose, such as attend sleepovers, watch TV, play computer games, choose their own extracurricular activities, be in a school play, and get any grade less than A (Chua, 21), she "assumes strength" in her children and genuinely believes that she is helping her children build their self-esteem by forcing them to drill and eventually excel in all aspects of their lives (Luscombe, 2011).

Other than the contrast in stances regarding parenting styles, the two authors also vary in terms of the message they are trying to bring out. **[HYPERTHEME A]**

The message Tan is trying to convey is a lot less specific compared to Chua's. **[HYPERTHEME B (part of preceding paragraph)]** Tan's novel seems more of an attempt to illustrate how growing up in an environment where cultural clashes constantly occur between mothers and daughters is like. Whereas in Chua's novel, the situation is a lot like a vendetta and the

message Chua is trying to bring out is that Chinese parenting is superior when things go right but it does not work on everyone. **[HYPERTHEME B]** Her father was a good example that showed what would happen when Chinese parenting goes wrong. Her father moved as far as he could away from his family and never thought of his mother except in anger (Chua, 390). Despite the general agreement that Chua's message is to provide a rough guideline to parenting, Chua defends herself and emphasizes that the intention of the book is to share her personal experiences and get people thinking about the styles of parenting in the west (Fischer, 2011).

To sum it up, the comments of Feng Daing, a Chinese parent who has excellent parenting credentials, on the widely accepted attribution of the outrageous act committed by Yao Jia Xin who ran into a woman while driving and decided to stab her to death to avoid trouble to typical Chinese parenting is very appropriate. He says "parenting is a highly individualized thing, and you can't simply set up a formula for others to copy (Gu, 2011). **[MACROTHEME A]**

There are also quite a few similarities between the two authors regardless of their differences. Both of the authors recognized attitude shifts in their lives and reflected these shifts in the portrayal of the characters. **[HYPERTHEME A]**

For Tan, her feelings shifted when she was told that her mother was hospitalized because of an apparent heart attack and she came to realize that her mother could be leaving her anytime, following the path of her father and older brother (Hubbard and Wilhelm, 1989). **[HYPERTHEME B]** According to an ancient Chinese reprimand, children often believe that their parents are immortal and thus do not cherish them until they have lost them. It was something like that for Tan even though she already lost her father. Before the hospitalization, Tan's relationship with her mother was slightly strained and they were nothing near to being close. Perhaps it was because of the incident, in which Tan defied her mother's wishes to continue studying pre-med in the college her mother picked out for her and left with her boyfriend to another university that estranged Tan from her mother. When Tan saw her mother on the hospital bed, she decided that if her mother recovered, she would get to know her mother again and accompany her to China to find the daughters she left forty years ago (Biography, 1996).

After coming back from their trip to China, Tan gained a new perspective towards her relationship with her mother and this was what inspired her to write Joy Luck Club. This draws a parallel with the experience of Waverly Jong in the book. Since Waverly's childhood, her relationship with her mother Lindo was quite similar to that of Tan's. Waverly started seeing her mother as her invincible opponent already when she was young (Tan, 221). She felt ashamed of her mother's actions and appearance but at the same time she fears her criticisms. She knows that there are truths in them and feels

as if these truths might once again affect her opinion on her choice of men. It was not until the day after the family dinner that Waverly paid a visit to express the anger she felt towards Lindo's way of treating Rich that the fear of her mother dying hit her and she understood how important her mother meant to her. She realized that her mother was just criticizing Rich because she is truly concerned and does not want her daughter to repeat her mistakes again.

Similarly, Chua goes through a shift in views when Lulu, her younger daughter, throws a major rebellion against her during their trip to Russia (Chua, 378). **[HYPERTHEME B]** Although Lulu started showing signs that she was going to be hard to tame in sixth grade, Chua did not see it as a problem. She refused to admit that her style of parenting would fail. After all, she was the parent and had the upper hand. It was not until Lulu started talking back to Chua, openly disobeying her and even went a step further to cutting her own hair when Chua did not drive her to the hair salon because of her bad attitude that she realized that she might lose Lulu if she did not make adjustments to her parenting style (Chua, 314, 322). Chua transformed; she went from being the tiger mother to becoming a more open and more lenient parent. She did not force Lulu to practice violin for long hours anymore. She gave her the choice to do whatever she wanted.

Undeniably there are many more factors other than the author's viewpoint that could affect the portrayal of the characters in their books. Nevertheless, an author's way of thinking and experiences are the main elements that determine and shape what the characters in their book would be like. When asked where their ideas come from, without thinking, many writers tend to give simple and seemingly apathetic answers like "I make them up in my head" or "The thought just struck me" (Gaiman, 1997). Despite the straightforwardness of these simple statements, they actually hold many truths. The ideas that the writers claim to have come by so easily are actually the product of thinking, which is affected by their personal experiences. **[MACRONEW]**

[References taken out]

5.4.5 Comparison Essay Two

Compare and contrast the ways in which patriotism is presented in the poems The Soldier by Rupert Brooke and Dulce et Decorum Est by Wilfred Owen.

From the earliest battles between ancient civilizations to today's wars in places such as Iraq, Afghanistan and Syria, wars have shaped the course of our history. While some people consider war to be the most destructive and horrific of human conflicts, others glorify it, considering it to be an expression of one's patriotism. Wilfred Owen and Rupert Brooke were both English poets who wrote about World War I (WW1), but they had very different opinions on war, perhaps due to the time when they wrote their notable poems. Brooke wrote The Soldier in 1914, which was the year WWI broke out. In the poem, Brooke displays his supportive view of patriotism, describing the honour of dying for England in a battle. Owen, on the other hand, wrote Dulce et Decorum Est after the war started, in 1917, when he was in rehabilitation after a severe concussion and the poem is filled with the bitter and harsh reality of war. Ironically, the meaning of the title, Dulce et Decorum Est, which implies that it is sweet and glorious to die for your country, is in contradiction with his actual perception of war; he does not believe that dying for one's country is an honourable thing. This essay will discuss how Brooke shares his patriotic beliefs about war through The Soldier and how Owen criticizes the notion of patriotism in Dulce et Decorum Est. **[MACROTHEME]**

The Soldier may not be the most accurate reflection of what happened in the warzone in WW1, but the idealistic views on war and death displayed in the poem could have reflected the general population's naivety about war and its consequences. **[HYPERTHEME]** Brooke passed away in early 1915 due to a mosquito infection, before he could serve his country in WWI, which could also be a reason for his idealistic opinions on war, as he never experienced life in the battlefield. Owen, on the other hand, wrote from his first-hand experience of fighting in WW1. Thus his poem depicts the disturbing, yet realistic experiences he endured during the war. **[HYPERTHEME]** Owen served in the army for more than a year before suffering a concussion that sent him to Craiglockhart War Hospital in 1917 (Lee, 1997). Craiglockhart was the place where he met his mentor Siegfried Sassoon and drafted Dulce et Decorum Est. At the hospital, his doctor, Arthur Brock, "encouraged him to translate the experiences he had suffered into poetry" (Fishwick, n.d.). In Dulce et Decorum Est and Owen's other anti-war poems, Owen tries to convince readers, through his experience, that going to war for your country should not be classified as a noble act, as the consequences one has to face are insufferable.

Throughout Dulce et Decorum Est, Owen uses vivid imagery to project painful disturbing thoughts into the reader's mind. **[HYPERTHEME]** The first two lines of the poem introduce us to a scene where soldiers have been damaged both physically and mentally. The similes "like old beggars under sacks" and "coughing like hags" ("Dulce", 1-2) are used to paint a picture of the horrendous conditions of soldiers. In the third stanza, where a poisonous gas is released on the soldiers, the imagery becomes even more graphic. The setting is described as "a green sea"

("Dulce", 12) because of the toxic chlorine gas released into the field, with some soldiers "…yelling out and stumbling" and "flound'ring like a man in fire or lime" ("Dulce", 11-12). This scene further intensifies the descriptions of the horrors on the battlefield. Owen describes every obscene detail of a soldier's war experience in Dulce et Decorum Est, creating a bitter and disillusioned one for the poem. The mood of the reader is negatively impacted by this and highlights the contradiction between Owen's idea of patriotism and the title "Dulce et Decorum Est" ("Dulce").

Brooke, on the other hand, was known for his idealistic sonnets on war (Poetry Foundation, n.d.). In The Soldier, Brooke focuses on the meaning of a soldier's death rather than the gruesome experiences of soldiers. **[HYPERTHEME]** The first line in the poem portrays Brooke's stance that going to war and dying for one's country is a noble and honourable act. In Brooke's case, the country is England and the repetition of "England" and "English" throughout the poem emphasizes what the death of a soldier means to the country. Another example is line 7, "A body of England's" ("Soldier", 7) implies that even when the soldier is dead, he still has a strong sense of belonging to his country. Furthermore, the metaphor "breathing English air" ("Soldier", 7) is used to convey the soldier's loyalty towards England. Judging by the choice of diction used throughout the poem, it is evident that Brooke believes that it is an honour to serve and even die for one's country.

The tone of The Soldier is generally soft and comforting, despite the sensitive topic of death. **[HYPERTHEME]** The optimistic tone throughout the poem perhaps reflects the patriotic propaganda used to lure men, especially teenagers, to join the army during those days, as no one knew how the war would turn out during the beginning stages of WWI. The mood of the reader is also heavily influenced by the positive tone of the poem, convincing him how much a soldier's contributions means to the country through the exaggerated patriotic opinions conveyed in the poem. Through an encouraging tone generated by idealistic fantasies of death that resemble war propaganda, Brooke was able to show his heightened sense of patriotism and his love for his native country.

The structure of The Soldier also depicts Brooke's supportive view of patriotism. **[HYPERTHEME]** The poem is written in the form of a Shakespearean sonnet, which is significant, as it correlates with all the other references to England throughout the poem. However, a traditional Shakespearean sonnet typically ends with an EFEFGG rhyme scheme, but the sestet from The Soldier has a rhyme scheme of EFGEFG, which is used in a Petrarchan sonnet. The combination of the two types of rhyme schemes has perhaps been used to set a scene where conflict arises between England and other European countries. This backdrop actually helps to highlight the message conveyed in the sestet. After the volta, the focus of the poem shifts to the imaginary afterlife of a soldier, where he enters "English heaven" ("Soldier", 14) and recalls all the "sights and sounds" ("Soldier", 12) from his homeland. The effect of the sestet is made more powerful by the use of Petrarchan rhyme scheme as it stresses the soldier's loyalty to England, which is consistent with Brooke's support of patriotism.

Unlike The Soldier, Dulce et Decorum Est does not follow a traditional and neat structure, as Owen tries to portray the abruptness of events during war through the inconsistent structure of the poem. **[HYPERTHEME]** For instance, The Soldier uses a perfect iambic pentameter, while Owen's poem does not fully follow the iambic pentameter, as there are lines where the rhythm is broken, such as "He plunges at me, guttering, choking, drowning" ("Dulce", 16) . The interruption in the rhythm could be used to show the reader the suddenness of events during war, like the unanticipated release of toxic gas mentioned in the poem. The varying lengths of each stanza emphasize certain imagery and messages in the poem. For example, stanza three only consists of the two lines, "In all my dreams, before my helpless sight, / He plunges at me, guttering, choking, drowning." ("Dulce", 15-16). It appears that Owen intentionally singles out these two lines from the previous sestet in order to stress the graphical scene of a soldier's painful death by poison. Another example is the last four lines of final stanza. The previous three stanzas do not exceed eight lines, but the final stanza consists of twelve lines, which puts more emphasis on the final four lines as it seems like an extension to the poem. The message conveyed at the end of the poem is perhaps the most important, as Owen describes "Dulce et decorum est pro patria mori" ("The Odes", Book III.II.XIII), the famous line written by Horace, as "The old Lie" ("Dulce", 25) , directly implying that it is in fact not sweet and glorious to die for your country. The power of this message is intensified as it is placed at the end of the extended final stanza, which is another structural tool Owen uses to voice his criticism of the patriotic propaganda used to recruit men for the war.

The two poems have very different viewpoints towards war and patriotism, and in today's society, where wars are still raging in certain countries, people also have opposing views towards war and why it should be fought. However, in the modern day, war propaganda is not as evident compared to the recruitment of soldiers during WWI, probably due to the lesser need for soldiers to fight the wars because of factors such as sophisticated weaponry, advancement in military strategies and universal accountability. **[HYPERTHEME]** However, organizations, such as the U.S. Marine Corps, still run recruitment campaigns in order to attract young men to join the forces. For example, the recruitment motto for the U.S. Marine Corps is "The Few. The Proud. The Marines." (U.S. Marine Corps, n.d.) , which may not be as persuasive and forceful as the "Who's absent? Is it you?" poster back in 1914 (Duffy, 2009), but is still convincing as it projects enlisting in the army in a positive light. Such advertisements can be misleading because they do not mention the violent consequences of serving one's country in the war. However, it is unlikely that people from first world countries today share Brooke's naivety in 1914 due to the increasing amount of information regarding war and its consequences.

There are more and more "truths" revealed, in the present day, about war and the true experience on the battlefield. **[HYPERTHEME]** In the book The Things They Cannot Say, written by renowned journalist Kevin Sites, soldiers share the truth about war, ranging from unforgettable physical torture, like the experiences in Dulce et Decorum Est, to the guilt of killing a complete stranger. Although the

book was not written with the intention to oppose wars, the raw accounts of the soldiers make readers question whether it is worth sending troops out to suffer in the war zone. In addition, war and post-war disabilities such as posttraumatic stress disorder (PTSD), are gaining more and more currency in modern society, implying that the experiences Owen and other soldiers had to go through are now being exposed much more to society. This sort of media coverage may serve the same purpose as Owen's poems, as they do share a common motive of exposing the events that soldiers have to go through both in and out of the warzone, although the media may not necessarily be doing so in order to criticize the idea of patriotism.

In conclusion, the messages of both are loud and clear in their respective poems. Brooke idealistic views on war and his patriotic heart for England is shown mainly through his choice of diction, along with the rather traditional structure of a Shakespearean sonnet with slight features of a Petrarchan sonnet. Meanwhile, Owen voices his aversion to patriotism through his use of vivid imagery to recount a soldier's experiences, which generates a gloomy tone to the poem. Although both poems were written almost a century ago, the modern reader can definitely still relate to them, especially soldiers who are serving their countries right now, and also the families and friends of these soldiers. In the present day, while there are still people, who are patriotic and willing to go to war for their country, there are also people who condemn war and deride feelings of patriotism. In addition, the media covers wars extensively, revealing the deadly consequences and brutalities of war, as well as portraying stories of patriotism, love and sacrifice for one's countries. The wars in the present day might not be as catastrophic as World War I, but the general feeling of sending troops to fight one another remains the same, making war poetry, such as The Soldier and Dulce et Decorum Est, and their opinions on patriotism from a century ago, still significant and relatable to our generation. **[MACRONEW]**

[References taken out]

5.4.6 Comparison Essay Three

Topic: Compare and contrast the portrayals of Victor Frankenstein-Creature relationship between Mary Shelley's novel Frankenstein and film adaptations

Mary Shelley's Frankenstein is an in-depth study of human nature, despite the common perception that it is merely a horror story. Among different themes in the novel, the relationship between Victor Frankenstein and the Creature provides deep reflections to readers, in terms of the diversified interpretations of the relationship (father-and-son, creator-and-creation) and the philosophical debates behind it. As a renowned novel, Mary Shelley's Frankenstein was adapted into different films throughout the history of cinema. In this essay, the portrayal of the Victor-Creature relationship in the novel and films will be compared. **[MACORTHEME]**

The 1931 Frankenstein by James Whale and Kenneth Branagh's Mary Shelley's Frankenstein in 1994 are selected for analysis. **[HYPERTHEME A]** The 1931 Frankenstein is selected as it was the first sound film adaptation of the novel[1], which is also renowned as a successful kick-starter to the whole horror genre, as mentioned from Jones' (2013) review. While the 1994 Mary Shelley's Frankenstein also possesses horror elements, it also "contains the real story" (Ebert, 1994); it is loyal to the novel in terms of the incidents mentioned and the time frame. The selection of the films aims to compare how the Victor-Creature relationship is represented in films produced in different time, and with different motives.

Relationship of Victor Frankenstein and the Creature

Relationship is a broad term. According to the Oxford Dictionaries, the term 'relationship' is the way in which two people "behave towards each other or deal with each other" (Hornby, 2000). In the essay, the behaviours and attitudes that Victor and the Creature had towards each other will be compared to study their relationship. In order to further focus the comparison, specific scenes, which have significant influence to the relationship, are selected as the means for comparison.

Before the comparison, a summary of the portrayal of the relationship between Victor Frankenstein and the Creature will be given. The Victor-Creature relationship was complex and remained evolving as the story proceeded. **[HYPERTHEME A]**

From the moment the Creature was alive to the moment Victor realised that the Creature is the murderer of his brother (approximately Volume I of the novel), and Victor "lived in daily fear" towards the Creature (Shelley, 1818, p. 95), **[HYPERTHEME B (part of the preceding paragraph)]** the relationship was complex. He even "shuddered" (p. 78) when he linked the Creature to his brother's murder.

At this point the Creature have undergone more changes on his attitude towards Victor, and hence have experienced diversified views on the relationship. **[HYPERTHEME B]** First, the creature had no idea of his relationship with Victor until he read the journals of Victor's experiments. After he learnt his origin, as well

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as the process of its creation, he cursed Victor, his creator, for giving him this "filthy type" (p. 133) of appearance. His account showed that he was resentful towards Victor at this point. Such resentment is further intensified; when the Creature encountered a series of incidents in which he was "shunned and hated by all mankind," (p.147) he "sworn eternal revenge" (p. 144) to Victor and his family, leading to the death of William and their subsequent meeting.

Their relationship from this point and on was rather interactive. **[HYPERTHEME B]** After their first meeting, Victor departed Geneva and went on his trip to fulfil his promise of creating a female companion for the Creature. In this period of time, Victor is constantly under the pressure of the Creature, while the Creature waited in the dark for him to fulfil that promise. Another significant event that deeply affected their relationship is Victor abandoning his promise to the Creature. They became enemies, who held a hostile attitude towards each other, after Victor destroyed the unfinished female creature. The Creature swore that he will ravish Victor from his happiness (p. 173); Victor was "burned with rage" (p. 173) and decided to end the life of the Creature. Such mutual hate was further intensified with several murders committed by the Creature. After Elizabeth's murder, which the Creature committed, Victor chased the Creature for revenge.

The conclusion to their relationship was when Victor died on Walton's ship after his unsuccessful pursuit of the Creature on the ice, the Creature came and mourned his death. **[HYPERTHEME B]** In Victor's last words, although he did reflect on his past actions, he passed the task of killing the Creature to Walton. In the meantime, the Creature had a great change in his attitude towards Victor and their relationship. The Creature asked for Victor's pardon beside the deathbed of him (p. 221). This shows the Creature's remorse towards Victor, and his regret for all the murders he committed.

From the analysis of the development of the Victor-Creature relationship in the novel, it can be concluded that the relationship in the book is continually evolving, affected by particular incidents. Also, there are a rich amount of details supporting the changes in relationships, which provided a strong basis for the philosophical discussions about the book. **[HYPERNEW A]** Meanwhile, the Victor-Creature relationship is subjected to major changes in the film adaptations. These changes will be discussed with specific scenes as evidence.

The Relationship is Simplified through the Character Settings in the Films [HYPERTHEME A]

When constructing the relationship, the character Victor and the Creature have necessary qualities to create the dramatic conflicts in the novel. In the Creature's own words, "My sensations had, by this time, become distinct, and my mind received every day additional ideas. My eyes… perceive objects in their right forms" (p. 106). The Creature had a fully functional brain, which could learn to

speak and think, just like other human beings. This setting is crucial so that the Creature could reflect upon his actions, and to create tension between the face-to-face scenes in the book through dialogues.

However, the settings of the Creature was heavily altered in the 1931 film. In this film, the Creature became a purely monstrous being. It couldn't talk and could make strange noises only ; there are no motives supporting its action, for instance, like attacking Elizabeth (Figure 1) . It existed like a primitive being according to the portrayal in the film (Figure 2).

With these limitations, the Creature is only a monster, which acted according to its instincts. It was influenced by the abnormal brain used in the experiment (Figure 3). Here, the film creator cut the social influences that shaped the Creature in the novel, and change it to a rather simple cause to account for the actions of the Creature. The Creature had no intellectual thoughts which could justify the motive of its action. Such character setting diminishes the Creature's equal status in the Victor-Creature relationship: the Creature is regarded as a rogue product of an experiment rather than a self-conscious being. The relationship have been simplified to a problem-solving adventure for Victor, due to these alterations.

The character settings of Victor is also subjected to alterations in these film adaptations. In both version, Victor is more emotionally vigorous during the experiment, as well as when he's confronting with the Creature. While the novel portrayed that Victor was under horror and disgust when the creature first moved, and soon rushed out of the room, Victor[2] in the films are filled with joy and excitement from his success. In the 1994 film, he ran across the room and to released the Creature. Series of close-up shots are used to show Victor's changes of emotions: from disappointment to joy and from joy to fear (Figure 4). The use of a one-minute tracking shot followed Victor during the creation, which successfully stressed the continuity in Victor's emotional changes.

Unlike the rational portrayal of Victor in the novel, the vigorous qualities of Victor have also simplified the relationship between Victor and the Creature. Through the vigorous emotion of Victor in the 1994 film, his actions are subsequently more extreme. In his laboratory, he chased the Creature with an axe (Figure 5), aiming to kill it. However, a second ago he was just running away from the Creature. This kind of abrupt changes in the film create and sharpen the hatred between Victor and his Creature, which establish the stage of being 'enemies' in their relationship upon creation. It indeed simplified the development of the Victor-Creature relationship from its origin.

The Relationship is Simplified through the Narrative in the Films
[HYPERTHEME A]

In the novel, the Victor-Creature relationship is supported by detailed psychological depictions of both Victor and the Creature, through first person narratives. The readers could comprehend and understand every changes the characters made through the descriptions of their thoughts. For instance, in their first encounter, the Creature told Victor the things happened to him in the two years

after his creation. During the Creature's account, the readers could see how his attitudes towards this relationship grew. Also, Victor described the changes of his attitude between compassion and anger towards the Creature when he listened to his story (p. 147).

However, as the 1994 film[3] has demonstrated, the storytelling of films are mostly in the third person's view. This limits the readers' understanding of the character. In the scene that Victor and the Creature sat down and talked in the "sea of ice" (Figure 6), which is parallel to their first meeting in the novel, there was only a short discussion about the murder and the responsibility of the Creation. Above all, the Creature demanded the creation of a female partner. Although the director tried to use extra close-up shots to show the emotions of the characters, the inner thoughts of the characters are not effectively expressed in the film.

In this sense, this scene actually serves merely for the plot development, which is introducing the Creature's demand for a creatures. Without the Creature's account of his life (which is arranged before this scene in the film), the scene is less significant in terms of the development in their relationship, as they were less connected in mutual understandings. In fact, due to the third person narrating perspective, the Victor-Creature relationship is simplified as the inner thoughts of the character could not be shown, as their conversation proceed.

The Relationship is Changed by the Altered Focus in the Films

In both films, the Victor-Creature relationship is changed by the altered focus in the films. **[HYPERTHEME A]** Although the idea of creating a monster is clearly a horrifying idea even for nowadays, the experiments and the method of creation were not the focus of the novel. There is only a relatively concise part for Victor to describe his scientific pursuits (approximately from Chapter two to five). What is more important in the novel is the philosophical and moral ambiguities, caused by the Creation. In this sense, the Victor-Creature relationship act as a crucial carrier of these discussion concerning these ambiguities. However, both films did not portray this relationship as in the novel.

For the 1931 Frankenstein, the producers aimed to create a film that "millions are waited to be thrilled" (Universal Pictures, 1931). Nearly a third of the film (20 minutes) is used to portray Victor's experiment, while the other parts describe the evil actions of the Creature, without any scenes that discuss the storyline between Henry Frankenstein and the Creature. In the film, the director employs a lot of cinematic devices to create such a horrifying atmosphere. For example, most of the film is shot with a low-key exposure (Figure 7), named as film noir or Gothic style, most parts of the screen is in darkness. With such style, the movements of the Creature are revealed slower and more mysteriously, spreading fear and horror to the audience. As the film aims to induce horror on the audience, which the first line of the film has presented (…Well, we've warn you) such intention, the original relationship in the novel is eventually diminished in the film, due to limited time (Figure 8).

For the 1994 Mary Shelley's Frankenstein, the Victor-Creature relationship is also altered. As the director, Kenneth Branagh said in an interview, the crew wished to to "fill those gaps (in the novel) and build the psychological details of the character" (Fuller, 1994). In the same interview, he explained that the adaptation actually tried to focus more on the family aspect of Victor's story, especially the relationship between Victor and Elizabeth, his "more-than sister" (p. 37) , as the novel have put it.

In order to show such romantic relationship between Victor and Elizabeth, the screen time between Victor and the Creature must be shortened, which makes the portrayal of their relationship less detailed and worth discussions. Additional scenes are added to portray the romantic relationship, which have altered the Victor-Creature relationship. For instance, unlike the novel, after Elizabeth was murdered by the Creature, Victor revived Elizabeth by sewing her head to Justine's body, which he previously refused to revive. Here, of the sake of "existence of the whole human race" (p. 173), Victor refused to revive Justine into a Creaturess because he knew her, yet he rushed to revive Elizabeth because of his excessive love towards Elizabeth (Figure 9). It strengthens the romantic relationship between Victor and Elizabeth. Shortly after this scene, the revived Elizabeth was forced to choose between Victor and the Creature, and she burnt herself to death due to despair and confusion (Figure 10). This scene completely changed the course of the Victor-Creature relationship from the book. Their relationship is changed from their mutual hate into mutual jealousy and competition, which are cause by their desire for Elizabeth. In this sense, the Victor-Creature relationship is really altered by the movie's focus on the romantic relationship.

Reason for these Alternations in Cinematic Adaptations

From the discussions above, the Victor-Creature relationships presented in film adaptations are greatly different from that in the book. Yet changing this relationship might not be the intention of the creators. The relationship is subjected to alternations for various reasons **[HYPERTHEME A]**.

First of all, cause-and-effects in a relationship might be simplified to increase the dramatic element of the film. **[HYPERTHEME B]** This has demonstrated in the 1931 Frankenstein, where the evil actions of the Creature are accounted for by the abnormal brain used. As there are limited space for storytelling in a film, the stories are mostly delivered in simplified ways to make it more dramatic and eye-catching.

Second, the relationships might be altered for the visual elements in a film. **[HYPERTHEME B]** The visual elements have opened up a lot of possibilities for film adaptations. Various unmentioned scenes can be added to grant a more horrifying, repulsed atmosphere to the original story. In both adaptations, the detailed portrayal of Victor's laboratory, as well as the experiment process, served as the major part of the film. The films are more horrifying and visually engaging

for audiences through these settings. However, the portrayal of the Victor-Creature relationship will be hindered due to the limited time in films.

Conclusion

The original Victor-Creature relationship, being one of the most engaging parts in the novel, did not receive great attention from the film adaptation creators', namely the ones of 1931 Frankenstein and 1994 Mary Shelley's Frankenstein. There are different reasons for such decisions, yet these reasons are related to the films' motives respectively. For 1931 Frankenstein, the horrifying atmosphere of the film successfully started the horror genre; and for 1994 Mary Shelly's Frankenstein, the altered focus of Victor-Elizabeth relationship did stir up polarized opinion.

As an interesting novel in terms of the theme and the character settings, Frankenstein did have a wide range of film adaptations. Most of them have great differences from the novel; some maybe criticized of being a "vulgarizations or travesties of the original" (Herffernan, 1997, p. 136). Despite the criticism these adaptations received, the alternations made to the story might be a credible reference towards the taste of the mainstream audiences, who paid to watch these films. While we questioned the changes in these Frankenstein adaptations, the film-watching experience of audiences might as well bring about changes to the film-making industry, like the first appearance of the animated Creature in the 1930s created the whole Horror genre, shaping our perceptions towards Frankenstein's monster until now. **[MACRONEW]**

[References taken out]

Appendix 5.5   Summary of Periodicity – Science AoI

5.5.1 Disease Essay One

Heading for P1 & P2. Abstract

P1. It is of no doubt that infectious disease is one of the major burden of the world. It does not only affects health of individual human or animal, but also affect the social and economic aspects of the country. Huge amount of resource is therefore put into the research of the nature, pathophysiology and management of infectious diseases.

P2. The difficulty of controlling a particular type of infectious disease lies on the ever-changing nature of many of them. It could be a direct change in the infective agent, an indirect change in external factors that leads to the change in disease prevalence, or both. This forms the basis of emerging and reemerging infectious diseases. Here, the factors affecting the emergence and reemergence of infectious diseases will be discussed using appropriate examples. At the same time, it is hoped that improvements in the control and preventive measures could be facilitated with increased understanding in this area. **[MACROTHEME 1]**

Heading for P3 – P4. Introduction

P3. Infectious diseases are diseases that are caused by microorganisms, which can be spread directly or indirectly, from human to human or from animals to human (zoonotic diseases). It is one of the major burdens worldwide, especially in developing countries, where sanitation problems are severe.

P4. Infectious diseases can be classified into two broad categories: emerging and re-emerging. Emerging infectious diseases (EID) are diseases that have newly appeared to human population or those that are already existed but are increasing in prevalence or geographic range; while re-emerging infectious disease are those that existed in the past and are now increasing in worldwide prevalence, as well as geographical and human host range (1). This classification is useful when investigating the causes of emergence and considering control and prevention strategies. Yet, for simplicity, they will be considered together here.

P5. Over the past few decades, science and technology have advanced drastically, which allowed us to understand more on the nature and pathogenesis of different infective agents. At the same time, this has also allowed us to successfully develop many drugs and vaccines for the treatment and prevention of many previously detrimental infectious diseases (2). However, infectious diseases still emerge due to problems such as antibiotic resistance and natural selection of pathogens, which are in turn affected by many other factors. It is therefore important for us to understand these factors in order to overcome new challenges. **[MACROTHEME 2]**

    Heading for P6. Factors Affecting the Emergence of an Infectious Disease

    P6. It is important to realize that around 75% of the emerging and reemerging pathogens are zoonotic in origin (3,4). The emergence and spread of an infectious disease involve the complex interactions between the host (humans or animals), the pathogen, the environment, and may or may not involve vectors,that carry and aid the spread of the agents. Factors affecting them can be divided into three main categories: ecological, environmental and socio-economics. **[HYPERTHEME A]**

      Heading for P7 – P9. Ecological Factors

P7. Ecological factors include factors that affect the natural habitat of the wildlife and the associated pathogens. **[HYPERTHEME B]**

P7 Cont. Many infections depend on wildlife and domestic animal reservoir. Spill-over of pathogens from domestic to wildlife species causes wildlife EID. **[HYPERTHEME C]**

P8. The rapid economic development, urbanization and industrialization greatly enhance the spill-over and spill-back of pathogens. **[HYPERTHEME C]**

P9. The high mutation rate of viruses is another factor that causes continuous reemergence of diseases. **[HYPERTHEME C]**

Heading for P10 – P11. Environmental Factors

P10. Environmental factors mainly concern with the global climate changes. **[HYPERTHEME B]**

Heading for P12 – P15. Socio-economics Factors

P12. Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls. **[HYPERTHEME B]**

P12 Cont. The speed of spread of a certain infectious disease is affected by the movement of human or the vectors that carry the disease (11). **[HYPERTHEME C]**

Middle OF P13. Apart from human migration, international trades and transfers of agricultural products and livestock have also contributed to the spread of pathogens (21). **[HYPERTHEME C]**

P14. The development of EID through changes in human behavior is best illustrated by sexually transmitted diseases (STD) like HIV/AIDS. **[HYPERTHEME C]**

P15. Public health measures are important in the control of infectious diseases. **[HYPERTHEME C]**

Heading for P16. Conclusion

P16. In conclusion, factors that lead to the emergence and re-emergence of infectious diseases are broadly divided into 3 categories: ecological, environmental and socioeconomic factors. It is important to realize that there is no single factor that led to or could lead to the outbreak of a disease. Instead, it requires the interactions of many factors over all 3 categories. For example, the reemergence of malaria could be due to the combination of climate changes, drug-resistance and the breakdown of preventive measures. While this paper only highlights some of the most influential factors, many others are of equal importance. Knowledge in this area could immensely aid in the control and prevention of infectious diseases. **[MACRONEW]**

5.5.2 Disease Essay Two

Abstract

P1. As a Hong Kong citizen, SARS is probably one of the most striking experiences in our lives. In the following essay, we will explore the possibility of another SARS-like infection battle brought by the Novel Human Betacoronavirus EMC (HCoV-EMC) coming by analysing the issue critically from different perspectives, including scientifically, politically and personally, as well as from what lessons have been learnt in 2003. **[MACROTHEME 1]**

Introduction

P2. Near the end of 2002, an unknown yet highly virulent virus started to spread in Guangdong. Soon in the several months that follow, it swept the whole world in a form of respiratory contagious pandemic, infected a total of 8,098 people in more than 20 countries and took away 774 valuable lives. Alone in Hong Kong, there were 299 deaths reported among the 1755 infected citizens (1). That was the story of alarming outbreak of Severe Acute Respiratory Syndrome (SARS) brought by SARS-CoV. While many of the Hong Kong citizens are still overwhelmed by the striking experience of the battle after ten years, another similar human coronavirus, currently commonly known as the novel coronavirus (nCoV), are starting another epidemic in the Middle East and gradually to other places since last year. Up to late March 2013, there were 11 died out of the 17 people infected with nCoV (2). Will there be another global outbreak of respiratory disease like SARS? Are we going to experience the dreadful period of economic downturn, quarantining, wearing N95 masks and psychological burdens again very soon? The answer is probably no. **[MACROTHEME 2]**

Heading for P3 & 4. Scientific analysis: Genetically related with higher virulence **[HYPERTHEME A]**

Heading for P5 – P9. Government responses: We are prepared

P5. Although the novel virus spreading from Middle East to Europe and the rest of world continues to bring anxiety all over the globe, our government seems to be very confident that we can handle the situation well from the experience of SARS, swine flu and other epidemics in history. **[HYPERTHEME A]**

P6. Firstly, the government is already taking preventive measures to prevent the spreading of the novel virus into the region (7). **[HYPERTHEME B]**

P7. Secondly, the government has a set of strategies planned for any outbreak of infectious diseases like influenza and the re-emergence of SARS (8). **[HYPERTHEME B]**

P8. Last but not least, from the historical basis, we can deduce that the government has learnt enough from the experience of the handling with infectious diseases. **[HYPERTHEME B]**

P9. Obviously, the government has been playing an active role in the prevention of infectious diseases after SARS, including this time with novel coronavirus. Whether these changes and improvements are enough and effective to combat with the coming outbreaks remain to be unknown unless the outbreaks really happens unluckily, yet , with more efforts and experiences, the government is optimistic about the forthcoming battles. **[HYPERNEW A]**

Heading for P10 – P12. Medical and scientific professionals: We are ready too

P10. With the advancement in medicine, research and diagnostic techniques, we now have much better facilities, technologies and methods in treating infections when compared to ten years ago during SARS, contributing to the preparedness for future outbreaks as well as the control of infections. **[HYPERTHEME A]**

    P11. Even before SARS, scientists in Hong Kong are working diligently in disease research in identifying novel and possible pathogens and in doing testing for samples for World Health Organisation (7). **[HYPERTHEME B]**

    P12. Apart from the researches, medical professionals and the hospital staff learnt their lessons after SARS on the importance of infection control guidelines during an outbreak. **[HYPERTHEME B]**

Heading for P 13 – P16. General public: We have learnt our lessons

P13. It cannot be denied that SARS, being a short-lived yet unforgettable contagion Hong Kong people went through, has taught every single one of us the importance of public health, hygiene and unity in 2003 (15). **[HYPERTHEME A]**

    P14   First of all, we are more aware of the personal hygiene. **[HYPERTHEME B]**

    P15   We also have more thorough understanding in infection transmission and increased awareness in healthcare issues after SARS. **[HYPERTHEME B]**

    P16   Besides, the tragic outbreak of SARS in Amoy Garden due to poor design of sewage systems reminded all the Hong Kong citizens in the environmental factors in disease transmission. **[HYPERTHEME B]**

Heading for P17 – P18. Conclusion: We should always be alert

P17. Taking the above aspects of discussion into consideration, we understand that the novel coronavirus (HCoV-EMC), being more transmissible in nature and virulent in attacking various tissue types it is probable that it can cause an epidemic or pandemic. However, with the lessons learnt from SARS, our government are closely monitoring the situation with new regulatory bodies and enhanced collaboration with the international community; our medical and research professionals are top in the field equipped with world-class facilities and apparatus; and the whole society is experienced in fighting against contagion. Therefore, it may seem very unlikely for Hong Kong to experience another large-scale epidemic like SARS in near future, or at least, there will not bring huge influences like economic recession and unemployment as the aftermath of epidemic.

P18. Nonetheless, we should never overlook the possibility of an epidemic. As mentioned above, the vaccines and effective treatments for both SARS and HCoV-EMC are still in research state (8) and the nature of viruses are unpredictable as they can mutate and undergo antigenic shifts. The epidemiology of the novel viruses is not clear too (16). While our discussion is limited to HCoV-EMC infection, there are many other potential outbreaks like H7N9 influenza and so on that may again bring us back to the situation in 2003. In conclusion, the governments of different cities, scientists, medical professionals and the general public should keep our 'all-time alertness' so that we can have concerted strength and unity in combating with novel coronavirus and/or the next contagion. **[MACRONEW]**

5.5.3 Disease Essay Three

Abstract

P1. Chickenpox, being a common infectious disease nowadays, affects people in different ways. It is caused by varicella-zoster virus, which is also the virus causing Herpes Zoster. There are various measures like vaccination that can be done to prevent chickenpox, however people usually underestimate its risk in developing fatal complications, hence they do not have enough awareness to protect themselves from catching chickenpox, and vaccination is yet not popularized. Despite the adverse effects brought about by chickenpox, elimination or eradication of chickenpox is considered not feasible after looking at the upsides and downsides. Therefore, the governments worldwide should work together to help better treat and control chickenpox in the near future. **[MACROTHEME 1]**

Introduction

P2. We all share the same early-childhood memories: In early spring, while young children all returned to the campus after having spent a happy holiday, chickenpox, being common in winter and spring, often appeared in the schools. Most of us have had chickenpox once in our lives, but its effects, other than those itchy red spots, are often neglected. The society should pay more attention to this infectious disease as it does not only infect young children, but also the adults and the elderlies. This essay serves to give a biological view on the effects of chickenpox. It will begin with some background information of chickenpox and the virus causing the disease, and then reveal reasons of people's refusal to adopt preventive means. It will then discuss the probability of eradication of the disease. Finally, it will conclude by stating what should be done in future in order to better handle with the disease. **[MACROTHEME 2]**

> **Heading for P3 – P7.** Background information of the virus causing chickenpox **[HYPERTHEME A]**
>
> **Heading for P8 – P10**. Prevention of chickenpox
>
> **P8**. There are several ways to prevent chickenpox. **[HYPERTHEME A]**
>
>> **P8 Cont.** Other than maintaining good hygiene, quarantining of infected persons and avoiding the exposure of high-risk groups (such as newborns or immune-compromised persons) to chickenpox, vaccination is known to be the most effective way to prevent chickenpox infection (8). **[HYPERTHEME B]**
>>
>> **P10**. Other than the active vaccination as mentioned above, passive vaccination also helps prevent the disease at early infection stage by injection of acyclovir (ACV) immunoglobulin. **[HYPERTHEME B]**
>
> **Heading for P11 – 13.** How chickenpox affects people **[HYPERTHEME A]**
>
> **Heading for P14 – P18**. Should chickenpox be eliminated or eradicated?
>
> **P14**. Looking at how chickenpox affects us, a question shall be raised – whether we should make this disease disappear forever on earth? **[HYPERTHEME A]**
>
> **P19.** If chickenpox is really eradicated, several aspects may benefit. **[HYPERTHEME A]**
>
> **P20.** However, the eradication campaign may lead to several adverse effects. **[HYPERTHEME A]**

Conclusion

P21. Balancing the feasibility, as well as the pros and cons, it can be concluded that chickenpox does not worth eradication. Governments of all nations, however, should pay effort in minimizing the adverse effects of chickenpox to people's routine life. Other than funded vaccination programme and education, the governments should provide subsidy for development of new technologies to better treat chickenpox. By this, people all around the world are expected to have a brighter future with better health and longer lifespan. **[MACRONEW]**

5.5.4 Time Essay One

Title of Text. Why we need to have psychological time and physical time?

P1. It is not difficult to realize our life is dominated by two kinds of time perception: psychological time and physical time. Sometimes you just feel the lecture is longer than you expect and the holiday is shorter than you think it would be. While our schedule is regulated by physical time, we also have psychological perception of time. This essay is going to argue that both psychological time and physical are essential for us to manage our life. **[MACROTHEME]**

> **P2.** The importance of having the perception of psychological time can be shown easily. **[HYPERTHEME]**
>
> **P3.** The concept of psychological time is necessary to us because we need to learn from the past and plan for our future. **[HYPERTHEME]**
>
> **P4**. Compared to psychological time, the definition of physical time is more abstract. **[HYPERTHEME]**
>
> **P5**. Then you may wonder why we still need time units given that we are actually able to identify the sequences and duration of events? The answer is that psychological time is subjective (Cohen, 1964). **[HYPERTHEME]**
>
> **P6**. What would our life be if we lost either kind of time perception? **[HYPERTHEME]**

P6 Cont. Therefore, we can see that both psychological time and physical time are essential for us. **[MACRONEW]**

5.5.5 Time Essay Two

Title of Text. Do Animals Have a Sense of Time?

P1   It has been argued for a long time that human's sense of time cannot be found in animals (e.g. Grondin, 2008; Roberts, 2002, 2007; Tulving, 1985, 2002). In daily experiences and some experiments, animals have showed their sensitivity in time through different actions (e.g. Bird, Roberts, Abroms, Kit, & Crupi, 2003; Grondin, 2008; Roberts, 2002; Suddendorf & Busby, 2003). However, some argued these time-related actions were linked to their biological rhythm, instead of really possessing the sense of time (Roberts, 2002; Tulving, 1985, 2002). The purpose of this article is to examine animals' time perception, and suggest animals do possess a sense of time. This discussion of animals' sense of time can be further divided into whether animals can refer to the past in order to obtain rewards, as well as whether they can anticipate the future and act accordingly. **[MACROTHEME]**

>**P2.** One of the most common rebuttals for animals having the concept of time is they do not possess an episodic memory in addition to the semantic memory system (Roberts, 2002;Tulving, 1985, 2002). **[HYPERTHEME]**

>**P3.** While the above rebuttal statement seemed to be sound, it is actually inaccurate to suggest animals cannot cognitively travel in time simply because of their lack of a particular system that exists in human. In fact, many different studies showed animals have some kind of episodic-like memory, and can handle different time-related tasks. **[HYPERTHEME]**

>**P4.** In addition to their ability to retrieve information of time from the past, animals showed the ability of predicting in future in different researches. **[HYPERTHEME]**

P5. Animals generally were seen as stuck-in-time in past studies before early 2000s (e.g. Roberts, 2002; Suddendorf & Busby, 2003; Suddendorf & Corballis, 1997; Tulving, 1985, 2002), but recent studies contradicted with such claim and suggested otherwise (e.g. Bird et al., 2003; Correia, Dickinson, & Clayton, 2007; Grondin, 2008; Hampton & Schwartz, 2004; Naqshbandi & Roberts, 2006; Roberts, 2007) . They showed, at least to a certain extent, animals possess the ability of tracking past experiences and retrieve time-related information and to anticipate future needs other than the current challenges, and therefore this indicate animals do have a sense of time. **[MACRONEW]**

5.5.6 Time Essay Three

Title of Text. Topic: Analyse the possibility of time-travel

Thesis Statement: Most Time-travel Theories mathematically deduced are infeasible

P1. Time-travelling was no longer a fantasy when Einstein proposed special and general relativity. Not only did they reveal that time depends on one's speed and location, these two theories also predicted the presence of black-hole and wormhole (Al-Khalili, 1999). Various time-travelling theories were deduced based on calculations of black-hole and wormhole. This essay attempts to logically evaluate four time-travelling theories and argue that all are infeasible. **[MACROTHEME]**

> **P2.** The first method suggested time dilation of special relativity allows a person moving at high speed to travel into the future. **[HYPERTHEME]**
>
> **P2 Cont.** Hence, it is physically infeasible to demonstrate a significant time dilation effect, rendering this method currently impossible. **[HYPERNEW]**
>
> **P3.** The second method based on general relativity is the most practical among the four but several limitations remain. **[HYPERTHEME]**
>
> **P4**. The last two methods utilize the concept of wormhole. Wormholes are hypothetically deduced and thus theoretically possible, but no proof of its presence is evident (Al-Khalili, 1999). **[HYPERTHEME]**
>
> **P5**. Lastly, an artificial wormhole can be created for space-time-travelling (Al-Khalili, 1999; Davis, 1995). However, this method is also impossible because mathematics suggested, wormhole creation required exotic matter as raw material. **[HYPERTHEME]**

P6. In conclusion, the four time-travelling theories aforementioned all possess varying degree of difficulty in execution. Thus, with today technology, time-travelling is infeasible. **[MACRONEW]**

5.5.7 Time Essay Four

Title of Text. The telescoping effect, stop-watch illusion and their implications to our perception of time

Heading for P1. Introduction

P1. Various experiments conducted by a team of scientists verified the fact that our brains are subjected to numerous illusions with regards to the concept of time. Amongst the many illusions, the telescopic effect and the stop-watch illusion seem to greatly challenge our confidence towards our perception of time. In the following, I will discuss the ideas behind aforesaid illusions and ultimately suggest that our brain's perception of time is not as reliable as we have imagined. **[MACROTHEME]**

> **Heading for P2**. The Telescopic effect
> **P2**. The Telescopic effect has much to do with our perception of the past. **[HYPERTHEME]**
> **Heading for P3**. The Stop-watch illusion **[HYPERTHEME]**
> **Heading for P4 – P5.** Implications of the illusions regarding our perception of time
> **P4.** This trick of our brain highlights the unreliability of the human perception of time. **[HYPERTHEME]**

P6. In sum, in view of the inconsistency of human's perception of the past, present and future with the reality, I think it is fair to conclude with Einstein's ingenious quote : "...for us physicists believe the separation between past, present, and future is only an illusion, although a convincing one." **[MACRONEW]**

Appendix 5.6 Summary of Periodicity – Humanities AoI

5.6.1 War Essay One

Looking into a Top-ranked Marine Sniper - A review of the autobiography of Jack Coughlin

Heading for P1. Introduction

P1. As a person living in a relatively peaceful environment, it is hard to imagine taking a human life. However, wars exist, and probably will continue, not only in a history textbook or in a remote place people cannot reach, but also in the same planet we are living right now. While reading this sentence, it is possible that someone is undergoing a life-or-death decision of taking or preserving a person's life with his eyes on his scope. It is also possible that someone just pulled his trigger and saw a person falling down 100 yards away. It gets us wondering what those people are experiencing and how they think of that. What's the feeling of killing someone in a war? Would they feel scared or guilty? Is war a good thing to these soldiers or it sucks? How could they keep their sanity when facing people who fight and die every day? If it is war that makes them insane like addicts of killing, should we have war at all?

P2. Maybe an autobiography of a true sniper could help us get an insight of these questions, and here, I choose Jack Coughlin, the top ranked marine sniper who recorded at least thirty-six kills during the Operation Iraqi Freedom alone. **[MACROTHEME]**

> **Heading for P3 – P6** 2. Good or Bad Guy?
>
> **P3.** Before I get started, the debates on whether Coughlin is a hero or butcher in the book's review area caught my eyes. On one side, he was a solider belonging to Marines and was sent to Iraq to protect American people. On the other side, he was a man who killed dozens of people. **[HYPERTHEME A]**
>
> > **Heading for P4**. "One of our nation's heroes." **[HYPERTHEME B]**
> > **Heading for P5.** "The adulation of killing is loud and clear."
> > **[HYPERTHEME B**
>
> **P6.** I read the book with this question, and after finishing, I agree to none of them. Coughlin was neither a hero not a butcher. He isn't evil at all. There were humanitarian moments in the battlefield and he did believe that he was saving people rather than killing. However, it is unreasonable to regard everyone in a battlefield as a hero. In fact, he fought not because he wanted to sacrifice just like he didn't intend to kill. He made himself believed that what he was doing has just reasons, instead of really considering its reasons. And being a sniper was his work, he earned salary, he gained satisfaction, he made it a part of his life. **[HYPERNEW A]**
>
> **P6 Cont.** In the following, I would like to illustrate my conclusion by tracing his military career and footprints of life.
>
> **Heading for P7 – P14.** 3. Jack Coughlin **[HYPERTHEME A]**
>
> > **Heading for P7 – P8.** 3.1 A sketch of early life **[HYPERTHEME B]**
> > **End of P8.** It means most of them are not motivated by the eager of killing someone. And the question is raised: how could they keep sanity in a war situation when they have to kill people without a strong motivation? **[HYPERNEW B]**

Heading for P9 – P10 3.2 If I didn't get him, he would get us"

P9. Coughlin succeeded to persuade himself that what he was doing was right. **[HYPERTHEME B]**

Heading for P11 – P13. 3.3 The Worst and First-Feel-Good Moment

P11. Coughlin's feelings of war changed from time to time.
[HYPERTHEME B]

Heading for P14. 3.4 Discussion **[HYPERTHEME B]**

P14 Cont. This remind me the research conducted by Stanley Milgram. When people being commanded to harm someone, they would do so. And they justify it without really thinking of the harm. The evil part of human being seems inside everyone. **[MACRONEW]**

5.6.2 War Essay Two

Title of Text. Autobiography: A Long Way Gone: Memoirs of a Boy Soldier

P1. A Long Way Gone is a memoir written by Ishmael Beah, a former child soldier and survivor in the Sierra Leone Civil War. This book is a record of the author's experience of being a war victim and expresses the author's feelings and views on this conflict. The Sierra Leone Civil War started in 1991 when the Revolutionary United Front (RUF), a rebel group with support from National Patriotic Front of Liberia, tried to seize political and economic power in Sierra Leone militarily. The civil war formally ended in 2002 when Britain's military intervention successfully defeated the RUF. Sierra Leone Civil War lasted 11 years and resulted in heavy casualties and civilian deaths, which left an indelible scar on the nation. In this essay, the memoir of this conflict will be analyzed in three aspects, including the experience and roles of the author in the conflict, the author's views on this conflict and my own opinion on the author's point of view. **[MACROTHEME]**

> **P2.** First and foremost, the experience and roles of the author in the conflict will be examined. The author played three different roles in three different periods of time. **[HYPERTHEME A]**

>> **P2 Cont.** In the beginning of the conflict, the author was a helpless and vulnerable refugee. **[HYPERTHEME B]**

>> **P3.** The second role played by the author was a ruthless child soldier fighting against the RUF. **[HYPERTHEME B]**

>> **P4.** The third role of the author was a rehabilitant. **[HYPERTHEME B]**

> **P5.** Apart from the roles of author, he expresses his views on this conflict in the memoir. His views were changing with the changes of his roles and it could be divided into three stages. **[HYPERTHEME A]**

>> **P5 Cont.** In the first stage, as a refugee, his view was featured by criticism on the rebel groups and mercifulness towards the civilians. **[HYPERTHEME B]**

>> **P6.** In the second stage, being a child soldier, his view was characterized by strong hatred and resentment towards the rebel groups and lack of empathy towards civilians. **[HYPERTHEME B]**

>> **P7.** In the final stage, as a rehabilitant, his view is featured by the call for peace and forgiveness. **[HYPERTHEME B]**

> **P8.** Additionally, it is true that humanitarianism should always be highly valued, especially during the war. **[HYPERTHEME A]**

> **P9.** However, I have some reservations about the author's view in the third stage. **[HYPERTHEME A]**

> **End of P10.** Therefore, what the international and local community should do is to bring war criminals to justice and rebuild a civic society, rather than make a fake peace with the war criminals. **[HYPERNEW A]**

> **P11.** Furthermore, the author also reflects on his experience of being a child soldier. However, I have some reservations about the statements he made. **[HYPERTHEME A]**

End of P11. Killing is a crime when it is used against innocent civilians during a conflict, but it is justifiable when a person is standing on the battlefield and confronting his enemy. **[HYPERNEW A]**

P12. In conclusion, this essay analyzed the memoir of Sierra Leone Civil War in three aspects, namely the roles of the author in the conflict, the author's views on this conflict and my opinion on the author's view. The 11-years civil war leads to 70000 people killed and half of the population is displaced. War crimes, such as recruitment of child soldiers, execution, torture and amputation committed against civilians, were common. It is hoped that war crimes, can be eliminated in the future and humanitarianism can be effectively enacted by the international community. **[MACRONEW]**

5.6.3 War Essay Three

Title for Text. Dulce Et Decorum Est: A Critical Analysis of Chris Hedges' War is a Force that Gives Us Meaning

P1. Pro patria mori - to die for your country - is the most beautiful and pervasive lie man has made. It speaks to us through silenced voices and antiquated scripts. It masquerades on digital TV, roadside billboards and 3D screen blockbusters. It lives and propagates in states and groups, disseminated by the powerful and consumed by the powerless. It is inscribed in war memorials, engraved on epigraphs and tombstones, and worshipped as revelation by youngsters. However moral and learned we deem ourselves, we struggle to recognize the truth of war: there is no worthy death nor divine cause. War is rarely worth its price. **[MAROTHEME]**

P2. All that war thrives on are illusions. **[HYPERTHEME]**

P3. Few are immune to the seduction of battle, just like few detest the seduction of sex. **[HYPERTHEME]**

P4. Another appeal of war lies in its sensory exhilaration. **[HYPERTHEME]**

P5. Power itself is an intoxicating drug. **[HYPERTHEME]**

P6. Underlying every war there is a hidden agenda and a publicized cause. **[HYPERTHEME]**

P7. War is a mistake that punctuates history. **[HYPERTHEME]**

P8. War is rarely worth its price. **[HYPERTHEME]**

P9. There is a common misunderstanding that wars are justified for their inevitability. **[HYPERTHEME]**

P10. Hedges speaks of combating Thanatos with Eros, that is, driving off the drug of war with tenderness and love. But I believe that is not the core of the problem, for both these primordial drives are easily perverted to mutual accompliceship. **[HYPERTHEME]**

P11. The ancient lie has to wear out. When the headstone crumbles and the words dissipate, what replaces it would be another of contemporary value: Dulce et Decorum Pro Patria Vivere. **[MACRONEW]**

5.6.4 Comparison Essay One

Title for Text. Compare and Contrast how Viewpoints affect the Portrayal of characters in Joy Luck Club and the Battle Hymn of the Tiger Mother

P1. According to various articles, our thoughts actually control our actions. Thoughts are far more powerful than people think they are. Our viewpoints and personal experiences are the main elements that shape our thinking. These in turn determine personality and thereby affect our actions. When further examining the two popular literary works, Joy Luck Club by Amy Tan and The Battle Hymn of the Tiger Mother by Amy Chua, it can be seen that the viewpoints and upbringings of the two authors can affect their portrayal of characters in their books to a great extent. Both Amy Tan and Amy Chua's parents were Chinese immigrants and grew up in America, but they do not have the same viewpoint towards their Chinese heritage and parenting styles. Because of this disparity, their stance towards parenting creates a contrast. Despite this difference, they are still similar in their message for the audience and the reflection of their own attitude shifts. **[MACROTHEME]**

> **P2 Cont.** Although they come from the same generation and were brought up with a similar parenting style, perhaps because of their personal experiences and thoughts, they differ markedly in attitudes towards their Chinese heritage. **[HYPERTHEME A]**

>> **P3.** Tan was the only Chinese in her high school so she felt out of place and desperately wanted to fit in. **[HYPERTHEME B]**
>> **P3 Cont.** Whereas for Chua, other than the experience in grade school in which a boy made "slanty-eyed gestures" and mimicked her pronunciation that made her vow to get rid of her Chinese accent, she did not particularly reject her own culture (Chua, 47) . **[HYPTHEME B]**

> **End of P3.** Because of the distinct stance towards the style of parenting each author holds, the point of view of the characters from the two separate books vary quite extensively. **[HYPERTHEME A]**

>> **P4.** As a daughter of a strict Chinese mother, Tan's disapproval of the Chinese way of parenting and support for the American way can be one explanation to why Joy Luck Club is written mostly in the point of view of the four daughters and focuses on their struggles and resentment of the daughters towards their mother's strict Chinese parenting style. **[HYPERTHEME B]**
>> **P5.** On the other hand, The Battle Hymn of the Tiger Mother is a memoir written in the point of view of a parent. So it is not surprising that Chua portrays her own style of parenting in a relatively more positive light than Tan would portray it. **[HYPERTHEME B]**

> **P6.** Other than the contrast in stances regarding parenting styles, the two authors also vary in terms of the message they are trying to bring out. **[HPYERTHEME A]**

>> **P6 Cont.** The message Tan is trying to convey is a lot less specific compared to Chua's. **[HYPERTHEME B]**
>> **P6 Cont.** Whereas in Chua's novel, the situation is a lot like a vendetta and the message Chua is trying to bring out is that Chinese parenting is

superior when things go right but it does not work on everyone. **[HYPERTHEME B]**

P7. To sum it up, the comments of Feng Daing, a Chinese parent who has excellent parenting credentials, on the widely accepted attribution of the outrageous act committed by Yao Jia Xin who ran into a woman while driving and decided to stab her to death to avoid trouble to typical Chinese parenting is very appropriate. He says "parenting is a highly individualized thing, and you can't simply set up a formula for others to copy (Gu, 2011). **[MACRONEW A]**

P8. There are also quite a few similarities between the two authors regardless of their differences. Both of the authors recognized attitude shifts in their lives and reflected these shifts in the portrayal of the characters. **[HYPERTHEME A]**

P8 Cont. For Tan, her feelings shifted when she was told that her mother was hospitalized because of an apparent heart attack and she came to realize that her mother could be leaving her anytime, following the path of her father and older brother (Hubbard and Wilhelm, 1989). **[HYPTHEME B**]

P10. Similarly, Chua goes through a shift in views when Lulu, her younger daughter, throws a major rebellion against her during their trip to Russia (Chua, 378). **[HYPERTHEME B]**

P11. Undeniably there are many more factors other than the author's viewpoint that could affect the portrayal of the characters in their books. Nevertheless, an author's way of thinking and experiences are the main elements that determine and shape what the characters in their book would be like. When asked where their ideas come from, without thinking, many writers tend to give simple and seemingly apathetic answers like "I make them up in my head" or "The thought just struck me" (Gaiman, 1997). Despite the straightforwardness of these simple statements, they actually hold many truths. The ideas that the writers claim to have come by so easily are actually the product of thinking, which is affected by their personal experiences. **[MACROTHEME]**

5.6.5 Comparison Essay Two

Title of Text. Compare and contrast the ways in which patriotism is presented in the poems The Soldier by Rupert Brooke and Dulce et Decorum Est by Wilfred Owen.

P1. From the earliest battles between ancient civilizations to today's wars in places such as Iraq, Afghanistan and Syria, wars have shaped the course of our history. While some people consider war to be the most destructive and horrific of human conflicts, others glorify it, considering it to be an expression of one's patriotism. Wilfred Owen and Rupert Brooke were both English poets who wrote about World War I (WW1), but they had very different opinions on war, perhaps due to the time when they wrote their notable poems. Brooke wrote The Soldier in 1914, which was the year WWI broke out. In the poem, Brooke displays his supportive view of patriotism, describing the honour of dying for England in a battle. Owen, on the other hand, wrote Dulce et Decorum Est after the war started, in 1917, when he was in rehabilitation after a severe concussion and the poem is filled with the bitter and harsh reality of war. Ironically, the meaning of the title, Dulce et Decorum Est, which implies that it is sweet and glorious to die for your country, is in contradiction with his actual perception of war; he does not believe that dying for one's country is an honourable thing. This essay will discuss how Brooke shares his patriotic beliefs about war through The Soldier and how Owen criticizes the notion of patriotism in Dulce et Decorum Est. **[MACROTHEME]**

P2. The Soldier may not be the most accurate reflection of what happened in the warzone in WW1, but the idealistic views on war and death displayed in the poem could have reflected the general population's naivety about war and its consequences. **[HYPERTHEME]**

P2 Cont. Owen, on the other hand, wrote from his first-hand experience of fighting in WW1. Thus his poem depicts the disturbing, yet realistic experiences he endured during the war. **[HYPERTHEME]**

P3. Throughout Dulce et Decorum Est, Owen uses vivid imagery to project painful disturbing thoughts into the reader's mind. **[HYPERTHEME]**

P4. Brooke, on the other hand, was known for his idealistic sonnets on war (Poetry Foundation, n.d.). In The Soldier, Brooke focuses on the meaning of a soldier's death rather than the gruesome experiences of soldiers. **[HYPERTHEME]**

P5. The tone of The Soldier is generally soft and comforting, despite the sensitive topic of death. **[HYPERTHEME]**

P6. The structure of The Soldier also depicts Brooke's supportive view of patriotism. **[HYPERTHEME]**

P7. Unlike The Soldier, Dulce et Decorum Est does not follow a traditional and neat structure, as Owen tries to portray the abruptness of events during war through the inconsistent structure of the poem. **[HYPERTHEME]**

P8. The two poems have very different viewpoints towards war and patriotism, and in today's society, where wars are still raging in certain countries, people also have opposing views towards war and why it should be fought. However, in the modern day, war propaganda is not as evident compared to the recruitment of soldiers during WWI, probably due to the lesser need for soldiers to fight the wars

because of factors such as sophisticated weaponry, advancement in military strategies and universal accountability. **[HYPERTHEME]**

P9. There are more and more "truths" revealed, in the present day, about war and the true experience on the battlefield. **[HYPERTHEME]**

P10. In conclusion, the messages of both are loud and clear in their respective poems. Brooke idealistic views on war and his patriotic heart for England is shown mainly through his choice of diction, along with the rather traditional structure of a Shakespearean sonnet with slight features of a Petrarchan sonnet. Meanwhile, Owen voices his aversion to patriotism through his use of vivid imagery to recount a soldier's experiences, which generates a gloomy tone to the poem. Although both poems were written almost a century ago, the modern reader can definitely still relate to them, especially soldiers who are serving their countries right now, and also the families and friends of these soldiers. In the present day, while there are still people, who are patriotic and willing to go to war for their country, there are also people who condemn war and deride feelings of patriotism. In addition, the media covers wars extensively, revealing the deadly consequences and brutalities of war, as well as portraying stories of patriotism, love and sacrifice for one's countries. The wars in the present day might not be as catastrophic as World War I, but the general feeling of sending troops to fight one another remains the same, making war poetry, such as The Soldier and Dulce et Decorum Est, and their opinions on patriotism from a century ago, still significant and relatable to our generation. **[MACRONEW]**

5.6.6 Comparison Essay Three

Title of Text. Compare and contrast the portrayals of Victor Frankenstein-Creature relationship between Mary Shelley's novel Frankenstein and film adaptations

P1. Mary Shelley's Frankenstein is an in-depth study of human nature, despite the common perception that it is merely a horror story. Among different themes in the novel, the relationship between Victor Frankenstein and the Creature provides deep reflections to readers, in terms of the diversified interpretations of the relationship (father-and-son, creator-and-creation) and the philosophical debates behind it. As a renowned novel, Mary Shelley's Frankenstein was adapted into different films throughout the history of cinema. In this essay, the portrayal of the Victor-Creature relationship in the novel and films will be compared. **[MACORTHEME]**

> **P2.** The 1931 Frankenstein by James Whale and Kenneth Branagh's Mary Shelley's Frankenstein in 1994 are selected for analysis. **[HYPERTHEME A]**
> **Heading for P3 – P8**. Relationship of Victor Frankenstein and the Creature
> **P3.** Relationship is a broad term. According to the Oxford Dictionaries, the term 'relationship' is the way in which two people "behave towards each other or deal with each other" (Hornby, 2000). In the essay, the behaviours and attitudes that Victor and the Creature had towards each other will be compared to study their relationship. In order to further focus the comparison, specific scenes, which have significant influence to the relationship, are selected as the means for comparison.
> **P4.** ~~Before the~~ comparison, a summary of the portrayal of the relationship between Victor Frankenstein and the Creature will be given. The Victor-Creature relationship was complex and remained evolving as the story proceeded

[HYPERTHEME A]

> > **P4 Cont.** From the moment the Creature was alive to the moment Victor realised that the Creature is the murderer of his brother (approximately Volume I of the novel), and Victor "lived in daily fear" towards the Creature (Shelley, 1818, p. 95), **[HYPERTHEME B]**
> > **P5.** At this point the Creature have undergone more changes on his attitude towards Victor, and hence have experienced diversified views on the relationship. **[HYPERTHEME B]**
> > **P6.** Their relationship from this point and on was rather interactive. **[HYPERTHEME B]**
> > **P7.** The conclusion to their relationship was when Victor died on Walton's ship after his unsuccessful pursuit of the Creature on the ice, the Creature came and mourned his death. **[HYPERTHEME B]**
> **P8.** From the analysis of the development of the Victor-Creature relationship in the novel, it can be concluded that the relationship in the book is continually evolving, affected by particular incidents. Also, there are a rich amount of details supporting the changes in relationships, which provided a strong basis for the philosophical discussions about the book. **[HYPERNEW A]**
> **End of P8.** Meanwhile, the Victor-Creature relationship is subjected to major changes in the film adaptations. These changes will be discussed with specific scenes as evidence.

The Relationship is Simplified through the Character Settings in the Films **[HYPERTHEME A]**

Heading for P14 – P16. The Relationship is Simplified through the Narrative in the Films **[HYPERTHEME A]**

Heading for P17 – P19. The Relationship is Changed by the Altered Focus in the Films

P17. In both films, the Victor-Creature relationship is changed by the altered focus in the films. **[HYPERTHEME A]**

Heading for P20 – P21. Reason for these Alternations in Cinematic Adaptations

P20. From the discussions above, the Victor-Creature relationships presented in film adaptations are greatly different from that in the book. Yet changing this relationship might not be the intention of the creators. The relationship is subjected to alternations for various reasons. **[HYPERTHEME A]**

> **P20 Cont.** First of all, cause-and-effects in a relationship might be simplified to increase the dramatic element of the film. **[HYPERTHEME B]**
>
> **P21.** Second, the relationships might be altered for the visual elements in a film. **[HYPERTHEME B]**

Heading for P22 – P23. Conclusion

P22. The original Victor-Creature relationship, being one of the most engaging parts in the novel, did not receive great attention from the film adaptation creators', namely the ones of 1931 Frankenstein and 1994 Mary Shelley's Frankenstein. There are different reasons for such decisions, yet these reasons are related to the films' motives respectively. For 1931 Frankenstein, the horrifying atmosphere of the film successfully started the horror genre; and for 1994 Mary Shelly's Frankenstein, the altered focus of Victor-Elizabeth relationship did stir up polarized opinion.

P23. As an interesting novel in terms of the theme and the character settings, Frankenstein did have a wide range of film adaptations. Most of them have great differences from the novel; some maybe criticized of being a "vulgarizations or travesties of the original" (Herffernan, 1997, p. 136). Despite the criticism these adaptations received, the alternations made to the story might be a credible reference towards the taste of the mainstream audiences, who paid to watch these films. While we questioned the changes in these Frankenstein adaptations, the film-watching experience of audiences might as well bring about changes to the film-making industry, like the first appearance of the animated Creature in the 1930s created the whole Horror genre, shaping our perceptions towards Frankenstein's monster until now. **[MACRONEW]**

APPENDICIES FOR CHAPTERS SEVEN & EIGHT – ENGAGEMENT ANALYSIS

Appendix 7.1   Engagement Analysis – Science AoI

7.1.1 Disease Essay One

Factors **Affecting** [contract:justify:result] the Emergence and Re-emergence of Infectious Diseases in Humans

 Abstract

It is of no doubt [contract:concur] that infectious disease is one of the major burden of the world. It does not only **affects** [contract:justify:result] health of individual human or animal, but also **affect** [contract:justify:result] the social and economic aspects of the country. Huge amount of resource is **therefore** [contract:justify:result] put into the research of the nature, pathophysiology and management of infectious diseases.

The difficulty of controlling a particular type of infectious disease lies on the ever-changing nature of many of them. It **could** [expand:entertain] be a direct change in the infective agent, an indirect change in external factors that **leads to** [contract:justify:result] the change in disease prevalence, or both. This forms the basis of emerging and reemerging infectious diseases. Here, the factors **affecting** [contract:justify:result] the emergence and reemergence of infectious diseases will be discussed using appropriate examples. At the same time, **it is hoped that** [expand:acknowledge] improvements in the control and preventive measures **could** [expand:entertain] **be facilitated with** [contract:justify:reason] increased understanding in this area.

Introduction

Infectious diseases are diseases that are **caused by** [contract:justify:reason] microorganisms, which **can** [expand:entertain] be spread directly or indirectly, from human to human or from animals to human (zoonotic diseases). It is one of the major burdens worldwide, especially in developing countries, where sanitation problems are severe.

Infectious diseases **can** [expand:entertain] be classified into two broad categories: emerging and re-emerging. Emerging infectious diseases (EID) are diseases that have newly appeared to human population or those that are **already** [contract:counter:adv] existed **but** [contract:counter:counter-exp] are increasing in prevalence or geographic range; while re-emerging infectious disease are those that existed in the past and are now increasing in worldwide prevalence, as well as geographical and human host range **(1)** [contract:endorse]. This classification is useful when investigating the causes of emergence and considering control and prevention strategies. **Yet** [contract:counter:counter-exp], for simplicity, they will be considered together here.

Over the past few decades, science and technology have advanced drastically, which **allowed us to** [contract:justify:result] understand more on the nature and pathogenesis of different infective agents. At the same time, this has also **allowed us to**

[contract:justify:result] successfully develop many drugs and vaccines **for** [contract:justify:purp] the treatment and prevention of many previously detrimental infectious diseases **(2)** [contract:endorse]. **However** [contract:counter:counter-exp], infectious diseases **still** [contract:counter:adv] emerge **due to** [contract:justify:reason] problems such as antibiotic resistance and natural selection of pathogens, which are **in turn affected by** [contract:justify:reason] many other factors. It is **therefore** [contract:justify:result] important for us to understand these factors **in order to** [contract:justify:purp] overcome new challenges.

Factors **Affecting** [contract:justify:result] the Emergence of an Infectious Disease

It is important to realize that [contract:pronounce] around 75% of the emerging and reemerging pathogens are zoonotic in origin **(3,4)** [contract:endorse]. The emergence and spread of an infectious disease involve the complex interactions between the host (humans or animals), the pathogen, the environment, and **may** [expand:entertain] or **may** [expand:entertain] **not** [contract:deny] involve vectors, that carry and aid the spread of the agents. Factors **affecting** [contract:justify:result] them **can** [expand:entertain] be divided into three main categories: ecological, environmental and socio-economics.

 Ecological Factors

Ecological factors include factors that **affect** [contract:justify:result] the natural habitat of the wildlife and the associated pathogens. Many infections depend on wildlife and domestic animal reservoir. Spill-over of pathogens from domestic to wildlife species **causes** [contract:justify:result] wildlife EID. Pathogens **can** [expand:entertain] also spill-back from wildlife to domestic species and eventually to human beings, **leading to** [contract:justify:result] serious zoonotic threats **(5, 6, 7)** [contract:endorse]. For example, HIV-1 that originates in chimpanzees and has now spread to human; rabies that first appeared in wild dogs has spread to domestic dogs and now to human; Lyme disease has also spread from rodents to human **(5)** [contract:endorse]. Diseases like HIV **could** [expand:entertain] be rapidly spread from human to human **due to** [contract:justify:reason] various socio-economic factors, which will be discussed further. Pathogens **can** [expand:entertain] also be spread through other routes, for example mosquito vectors, which spread and **cause** [contract:justify:result] the re-emergence of malaria and dengue in South America, Africa and Asia in the 1980s **(8, 9, 7)** [contract:endorse].

The rapid economic development, urbanization and industrialization greatly enhance the spill-over and spill-back of pathogens. These activities **result in** [contract:justify:result] two main consequences that **lead to** [contract:justify:result] EID outbreaks. First, they disrupt the natural habitat, alter the biodiversity and increase the wildlife density of many plants and organisms. This **could** [expand:entertain] interfere with the reproductive cycles of certain pathogens or hosts, as well as their migration patterns, **leading to** [contract:justify:result] changes in geographical distribution. Secondly, the denser living environment **creates** [contract:justify:result] new contacts between human and animals, enhancing the dissemination of diseases. Some vectors **might** [expand:entertain] also relocate to places nearer to human, **creating** [contract:justify:result] new opportunities for infection. For example, urbanization enhanced the growth of the mosquito vector that carries Dengue virus, **causing** [contract:justify:result] its re-emergence **(9)**

[contract:endorse]. Deforestation **caused** [contract:justify:result] the displacement of fruit bats, which carried the Nipah Virus to infect farm pigs, subsequently **led to** [contract:justify:result] its outbreak in human in 1999 **(10)** [contract:endorse]. Ixodes scapularis is a blacklegged tick that carries the pathogen **causing** [contract:justify:result] Lyme disease. Deforestation **caused** [contract:justify:result] the ticks to shift from infecting Virginia opossums to white-footed mice, which is a more resilient host. This eventually **led to** [contract:justify:result] the emergence of Lyme disease **(5)** [contract:endorse].

The high mutation rate of viruses is another factor that **causes** [contract:justify:result] continuous reemergence of diseases. Antigenic drift of influenza virus is a well-known example, where point mutations occur from time to time **resulting in** [contract:justify:result] strains that humans have **no** [contract:deny] immunity against. This has **led to** [contract:justify:result] serious pandemics, such as the Spanish Flu in 1918, which **is caused by** [contract:justify:reason] the emergence of H1N1 virus **(11)** [contract:endorse]. The way human handle domestic poultry had also aided the spread of certain pathogens between animals and from animals to human. Influenza A is originally of low pathogenicity in humans. It circulates among wild birds and poultries. **However** [contract:counter:counter-exp], interspecies mixing during transportation of domestic poultries, high stocking densities and the increase in proximity between human and animals had greatly **facilitated** [contract:justify:result] the infectious contact and spread of viruses. This **allowed** [contract:justify:result] different strains to come together and undergo gene reassortment, a process known as antigenic shift, **resulting in** [contract:justify:result] the emergence of highly pathogenic strains, such as H3N2 in 1968, H5N1 in 2004 and the many other swine flu endemics and pandemics **(12)** [contract:endorse].

Environmental Factors

Environmental factors mainly concern with the global climate changes. **It is well understood** [contract:endorse] that there is a cyclic variation in disease patterns every year **due to** [contract:justify:reason] the changes in hosts and vectors life cycle. Mosquitoes, for example, are extremely sensitive to temperature changes. **Therefore** [contract:justify:result], abnormal changes in climate **could** [expand:entertain] disrupt this pattern **causing** [contract:justify:result] outbreaks of diseases in the human population. Global warming is an example of abnormal climate change **resulted from** [contract:justify:reason] deforestation previously mentioned.

 Malaria is a vector-borne disease **caused by** [contract:justify:reason] the Plasmodium species. It is generally well controlled through preventive measures, such as anti-malarial drugs and the use of mosquito nets **(13)** [contract:endorse]. **However** [contract:counter:counter-exp], there is a recent reemerging pattern in certain parts of the world. **It is found that** [contract:endorse (+ citation)] the densities of Anopheles gambiae, the vector that is responsible in the transmission of malaria, is positively correlated with the rainfall load **(14, 15)**. The reemergence of malaria **might be** [expand:entertain] more significantly **affected by** [contract:justify:reason] socioeconomic factors, which will be discussed in later parts. Other examples include dengue fever, another vector-borne disease carried by the Aedes genus mosquito, which is also greatly **affected by**

[contract:justify:reason] seasonal changes **(15)** [contract:endorse]. Cholera is a well-known debilitating disease that first **caused** [contract:justify:result] pandemic in 1817. It is found to be reemerging **due to** [contract:justify:reason] an increase in sea surface temperature, which **results in** [contract:justify:result] plankton bloom **(16, 17, 18)** [contract:endorse].

Socio-economics Factors

Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls. The speed of spread of a certain infectious disease **is affected by** [contract:justify:reason] the movement of human or the vectors that carry the disease **(11)** [contract:endorse]. **As** [contract:justify:reason] the world is becoming more developed, the mobility of people has increased. Increasing number of people move from rural to urban areas, transferring diseases locally into big cities and towns. Globalization and the increasing use of commercial air-travel has also **allowed** [contract:justify:result] people to conveniently travel from one country to another, **facilitating** [contract:justify:result] the dissemination of diseases across the globe **(9)** [contract:endorse].

One example is the emergence of SARS in 2003, which first appeared in Guangdong province in China. During early infection, SARS patients are asymptomatic **but** [contract:counter:counter-exp] infectious, migration and transportation of infected people **led to** [contract:justify:result] rapid spreading of the virus **(19, 20)** [contract:endorse]. Apart from human migration, international trades and transfers of agricultural products and livestock have also **contributed to** [contract:justify:result] the spread of pathogens **(21)** [contract:endorse]. Cholera, which was originated in Indian Subcontinent was disseminated to Europe and America through trade routes in 181**(18)** [contract:endorse]. The immigration of travellers and laborers **due to** [contract:justify:reason] the construction of national highways Anhui Province, China, was also one of the factors that **caused** [contract:justify:result] the recent reemergence of malaria in that area. **(22)** [contract:endorse].

The development of EID through changes in human behavior is best illustrated by sexually transmitted diseases (STD) like HIV/AIDS. **As** [contract:justify:reason] the population size and density has increased, people are living in closer relationships, **yet** [contract:counter:counter-exp] weaker family structures **lead to** [contract:justify:result] increase sexual contacts **(1, 23)** [contract:endorse]. There are also increase use of contaminated needles by intravenous drug users. Both of which hugely **facilitates** [contract:justify:result] the transmission of HIV. Apart from that, political instability and inequality, the lack of education and awareness of the disease in undeveloped countries has also **caused** [contract:justify:result] immense local spread of HIV in certain developing countries **(9)** [contract:endorse].

Public health measures are important in the control of infectious diseases. Taking SARS as an example, quarantining the infected individuals was one most essential method in preventing the large scale spreading of this easily transmitted disease at the time of outbreak **(20)** [contract:endorse]. This relies on the health care policy of the countries involved. These policies or regulations **is again greatly affected by** [contract:justify:reason] the political stability of that country. Moreover, apart from

education on appropriate drug use previously mentioned, increase in awareness on the modes of spread of diseases, such as STDs, prevention measures, such as the use of condoms and facemasks, are also critical in the control of diseases like AIDs/HIV and SARS **(24)** [contract:endorse]. A systemic review has shown that one of the major factors that **caused** [contract:justify:result] the resurgence of malaria was the weakening of malaria control programs **due to** [contract:justify:reason] political and financial reasons **(25)** [contract:endorse]. **Therefore** [contract:justify:result], neither the introduction and maintenance side **should** [expand:entertain] be neglected. Breakdown of these public health measures not only hinder the control of an EID, it **could** [expand:entertain] also **cause** [contract:justify:result] stigmatization and misinterpretations in the society, which further worsen the condition **(24)** [contract:endorse].

 Conclusion

In conclusion, factors that **lead to** [contract:justify:result] the emergence and re-emergence of infectious diseases are broadly divided into 3 categories: ecological, environmental and socioeconomic factors. **It is important to realize that** [contract:pronounce] there is **no** [contract:deny] single factor that **led to** [contract:justify:result] or **could** [expand:entertain] **lead to** [contract:justify:result] the outbreak of a disease. **Instead** [contract:counter:counter-exp], it requires the interactions of many factors over all 3 categories. For example, the reemergence of malaria **could** [expand:entertain] be **due to** [contract:justify:reason] the combination of climate changes, drug-resistance and the breakdown of preventive measures. **While** [contract:counter:concess] this paper **only** [contract:counter:adv] highlights some of the most influential factors, many others are of equal importance. Knowledge in this area **could** [expand:entertain] immensely aid in the control and prevention of infectious diseases.

[References taken out]

7.1.2 Disease Essay Two

Will there be another SARS-like Battle – The **possibility** [expand:entertain] of novel coronavirus outbreak and lessons learnt from SARS.

Abstract

As a Hong Kong citizen, SARS is **probably** [expand:entertain] one of the most striking experiences in our lives. In the following essay, we will explore the **possibility** [expand:entertain] of another SARS-like infection battle **brought by** [contract:justify:reason] the Novel Human Betacoronavirus EMC (HCoV-EMC) coming by analysing the issue critically from different perspectives, including scientifically, politically and personally, as well as from what lessons have been learnt in 2003.

Introduction

Near the end of 2002, an unknown **yet** [contract:counter:counter-exp] highly virulent virus started to spread in Guangdong. Soon in the several months that follow, it swept the whole world in a form of respiratory contagious pandemic, infected a total of 8,098 people in more than 20 countries and took away 774 valuable lives. Alone in Hong Kong, there were 299 deaths **reported** [expand:acknowledge (+ citation)] among the 1755 infected citizens **(1)**. That was the story of alarming outbreak of Severe Acute Respiratory Syndrome (SARS) **brought by** [contract:justify:reason] SARS-CoV. **While** [contract:counter:concess] many of the Hong Kong citizens are **still** [contract:counter:adv] overwhelmed by the striking experience of the battle after ten years, another similar human coronavirus, currently **commonly known as** [expand:acknowledge] the novel coronavirus (nCoV), are starting another epidemic in the Middle East and gradually to other places since last year. Up to late March 2013, there were 11 died out of the 17 people infected with nCoV **(2)** [contract:endorse]. Will there be another global outbreak of respiratory disease like SARS**?** [expand:entertain] Are we going to experience the dreadful period of economic downturn, quarantining, wearing N95 masks and psychological burdens again very soon**?** [expand:entertain] The answer is **probably** [expand:entertain] **no** [contract:deny].

 Scientific analysis: Genetically related with higher virulence

The novel coronavirus (nCoV) is **scientifically known as** [expand:acknowledge (+ citation)] Novel Human Betacoronavirus EMC (HCoV-EMC) **(3)**. Similar to the SARS-CoV, **studies show that** [contract:endorse (+ citation)] the HCoV-EMC is a RNA virus with a zoonotic origin in bats and it targets at human airway epithelium (HAE) **(3)**. It **indeed** [contract:pronounce] has a larger range of human tissue tropism, meaning that more types of human cell lines are susceptible to be infected by this new virus **(4)** [contract:endorse]. It is, **therefore**, [contract:justify:result] well-adapted to humans. Being in the same family with SARS, it is associated with severe acute pneumonia, fever, coughing and breathing difficulties and resembling the symptoms of SARS **(5)** [contract:endorse]. **However** [contract:counter:counter-exp], **it is found that** [contract:endorse (+ citation)] the patients infected with HCoV-EMC suffered from multiple organ failures too, which was **not** [contract:deny] commonly found in SARS patients **(6)**.

The novel virus HCoV-EMC **is believed to** [expand:acknowledge] have a high transmissibility in humans, **owing to** [contract:justify:reason] the many cell types it is able to infect and **hence** [contract:justify:result] **causing** [contract:justify:result] more severe complications. This **contributes to** [contract:justify:result] **the possibilities** [expand:entertain] of another SARS-like outbreak in Hong Kong.

Government responses: We are prepared

Although [contract:counter:concess] the novel virus spreading from Middle East to Europe and the rest of world continues to bring anxiety all over the globe, our government **seems to be** [expand:entertain] very confident that we **can** [expand:entertain] handle the situation well from the experience of SARS, swine flu and other epidemics in history.

Firstly, the government is **already** [contract:counter:adv] taking preventive measures **to** [contract:justify:purp] prevent the spreading of the novel virus into the region **(7)** [contract:endorse]. 9008_2) **Nevertheless**, [contract:counter:concess] from the lessons learnt from SARS, we are alerting and training staff at hospitals, clinics and the airports **for** [contract:justify:purp] identification of suspicious cases of the diseases with strict border control and screening **to ensure** [contract:justify:purp] the situation is under control **(7)** [contract:endorse].

Secondly, the government has a set of strategies planned for any outbreak of infectious diseases like influenza and the re-emergence of SARS **(8)** [contract:endorse]. These includes quarantine, which **is proved to be** [contract:endorse] successful after the practice in 2009 **for** [contract:justify:purp] swine flu control, contact surveillance and suspension of schools **to** [contract:justify:purp] prevent the frequent human-to-human contact and so on. **Some critics pointed out** [expand:acknowledge] that the government was too slow to respond and **only** [contract:counter:adv] carry out delayed actions in dealing with the incident of SARS **(9)** [contract:endorse]. **However**, [contract:counter:counter-exp] **we can see** [contract:pronounce] that with all the above guidelines, the government is now capable of adopting suitable timely measures **for** [contract:justify:purp] disease control once the outbreak happens.

Last but not least, from the historical basis, **we can deduce that** [contract:pronounce] the government has learnt enough from the experience of the handling with infectious diseases. Back in the British colony time, we experienced the plague, malaria and cholera; in recent decades, we went through SARS, swine flu and avian flu etc **(10)** [contract:endorse]. Every time when Hong Kong faces obstacles like epidemics, we learn to improve our healthcare system and set up new organisations **if** [expand:entertain] necessary **to** [contract:justify:purp] prepare for the next battle to come. After SARS, the Centre for Health Protection is established, which has been serving as the key player in controlling and preventing infection from spreading since then. We also have close collaboration with the World Health Organisation and foreign countries **for** [contract:justify:purp] information exchange and **to** [contract:justify:purp] control infections with concerted efforts by well-established reporting networks **(8)** [contract:endorse].

 Obviously [contract:concur], the government has been playing an active role in the prevention of infectious diseases after SARS, including this time with novel coronavirus.

Whether [expand:entertain] these changes and improvements are enough and effective **to** [contract:justify:purp] combat with the coming outbreaks remain to be unknown **unless** [expand:entertain] the outbreaks **really** [contract:pronounce] happens unluckily, **yet** [contract:counter:counter-exp], with more efforts and experiences, the government is optimistic about the forthcoming battles.

Medical and scientific professionals: We are ready too

With the advancement in medicine, research and diagnostic techniques, we now have much better facilities, technologies and methods in treating infections when compared to ten years ago during SARS, **contributing to** [contract:justify:result] the preparedness for future outbreaks as well as the control of infections.

Even [contract:counter:adv] before SARS, scientists in Hong Kong are working diligently in disease research in identifying novel and possible pathogens and in doing testing for samples for World Health Organisation **(7)** [contract:endorse]. **This can be proved by** [contract:endorse (+ citation and phrase highlighted below] the success in identifying the SARS virus in 2003 **by researchers of The University of Hong Kong (11)** as well as their discovery in the cell line susceptibility of the HCoV-EMC recently **(4)** [contract:endorse] etc. **Other scientists with different research interests also contribute much** [contract:endorse] by findings in various fields of pathogens and infectious diseases. **In spite of** [contract:counter:concess] the **lack** [contract:deny] of vaccines and specialised drugs **to** [contract:justify:purp] treat the novel coronavirus infection, there are also rapid diagnostic methods like reverse transcription-PCR assays, novel biosensors etc and effective isolation techniques for viral respiratory diseases as well as wide-ranging medical researches on treatments going on like effects of types I and III interferons etc **(3)** [contract:endorse], which provide a solid foundation **for** [contract:justify:purp] outbreak control.

Apart from the researches, medical professionals and the hospital staff learnt their lessons after SARS on the importance of infection control guidelines during an outbreak. In 2003, many of the SARS patients are medical staff in hospitals like doctors, nurses, caretakers etc. This **was believed to be** [expand:acknowledge (+ citation)] **due to** [contract:justify:reason] the poor infection precautions of the hospital staff and their **lack** [contract:deny] of awareness **(8)**. **Nevertheless**, [contract:counter:counter-exp] we now have much better facilities like isolation wards with specialised ventilation and negative pressure system and other medical apparatus. The Infectious Diseases Centre in Princess Margaret Hospital, Major Incident Control Centre (MICC) of the Hospital Authority and high-end P3 Laboratory in Queen Mary Hospital etc are established after SARS outbreak **to** [contract:justify:purp] improve the disease control measures and reduce chances of spreading of infections too **(13)** [contract:endorse]. Together with stricter control over hospital infections and preventive measures in outbreak with new guidelines and the raised general awareness on importance of diseases control and personal hygiene like proper use of personal protective equipment **(14)** [contract:endorse], the experience from SARS **has brought** [contract:justify:result] confidence to the medical sector that **even** [contract:counter:adv] when the novel virus come into Hong Kong, the scale of outbreak **can** [expand:entertain] be minimized.

General public: We have learnt our lessons

It cannot be denied that [contract:pronounce] SARS, being a short-lived **yet** [contract:counter:counter-exp] unforgettable contagion Hong Kong people went through, has taught every single one of us the importance of public health, hygiene and unity in 2003 **(15)** [contract:endorse].

First of all, we are more aware of the personal hygiene. We understand the need of wearing masks **when** [expand:entertain] we develop symptoms of respiratory diseases, frequent washing of hands with soap **to** [contract:justify:purp] reduce chances of transmission by direct contact, proper procedures of patients' discharge and other related measures. All these have become part of our lives, **no matter if** [contract:counter:concess] there is an outbreak happening around.

We also have more thorough understanding in infection transmission and increased awareness in healthcare issues after SARS. Having experienced SARS, people have clearer concepts in how global connectedness is related to the disease spreading and the importance in disease containment by travel restriction, quarantine, suspension of school etc. All these **contribute to** [contract:justify:result] the rapid responses and cooperation between the citizens, various economic sectors and the government, in case of outbreaks.

Besides, the tragic outbreak of SARS in Amoy Garden **due to** [contract:justify:reason] poor design of sewage systems reminded all the Hong Kong citizens in the environmental factors in disease transmission. We are having more comprehensive designs in housing estates and improvements in living environment.

Conclusion: We **should** [expand:entertain] always be alert

Taking the above aspects of discussion into consideration, **we understand that** [contract:endorse] the novel coronavirus (HCoV-EMC), being more transmissible in nature and virulent in attacking various tissue types it is **probable** [expand:entertain] that it **can** [expand:entertain] **cause** [contract:justify:result] an epidemic or pandemic. **However**, [contract:counter:counter-exp] with the lessons learnt from SARS, our government are closely monitoring the situation with new regulatory bodies and enhanced collaboration with the international community; our medical and research professionals are top in the field equipped with world-class facilities and apparatus; and the whole society is experienced in fighting against contagion. **Therefore** [contract:justify:result], it **may** [expand:entertain] **seem** [expand:entertain] very unlikely for Hong Kong to experience another large-scale epidemic like SARS in near future, or at least, there will **not** [contract:deny] bring huge influences like economic recession and unemployment as the aftermath of epidemic.

Nonetheless [contract:counter:counter-exp], we **should** [expand:entertain] **never** [contract:deny] overlook **the possibility** [expand:entertain] of an epidemic. As mentioned above, the vaccines and effective treatments for both SARS and HCoV-EMC are **still** [contract:counter:adv] in research state **(8)** [contract:endorse] and the nature of viruses are unpredictable **as** [contract:justify:reason] they **can** [expand:entertain] mutate and undergo antigenic shifts. The epidemiology of the novel viruses is **not** [contract:deny] clear too **(16)** [contract:endorse]. **While** [contract:counter:concess] our discussion is limited to HCoV-

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EMC infection, there are many other **potential** [expand:entertain] outbreaks like H7N9 influenza and so on that **may** [expand:entertain] again bring us back to the situation in 2003. In conclusion, the governments of different cities, scientists, medical professionals and the general public **should** [expand:entertain] keep our 'all-time alertness' **so that** [contract:justify:purp] we **can** [expand:entertain] have concerted strength and unity in combating with novel coronavirus and/or the next contagion.

[References taken out]

7.1.3 Disease Essay Three

Chickenpox – a Biological View

Abstract

Chickenpox, being a common infectious disease nowadays, **affects** [contract:justify:result] people in different ways. It **is caused by** [contract:justify:reason] varicella-zoster virus, which is also the virus **causing** [contract:justify:result] Herpes Zoster. There are various measures like vaccination that **can** [expand:entertain] be done **to** [contract:justify:purp] prevent chickenpox, **however** [contract:counter:counter-exp] people usually underestimate its risk in developing fatal complications, hence they do **not** [contract:deny] have enough awareness **to** [contract:justify:purp] protect themselves from catching chickenpox, and vaccination is **yet** [contract:counter:adv] **not** [contract:deny] popularized. **Despite** [contract:counter:concess] the adverse effects **brought about by** [contract:justify:reason] chickenpox, elimination or eradication of chickenpox is considered **not** [contract:deny] feasible after looking at the upsides and downsides. **Therefore** [contract:justify:result], the governments worldwide **should** [expand:entertain] work together **to** [contract:justify:purp] help better treat and control chickenpox in the near future.

Introduction

We all share the same early-childhood memories: In early spring, while young children all returned to the campus after having spent a happy holiday, chickenpox, being common in winter and spring, often appeared in the schools. Most of us have had chickenpox once in our lives, but its effects, other than those itchy red spots, are often neglected. The society **should** [expand:entertain] pay more attention to this infectious disease **as** [contract:justify:reason] it does not only infect young children, but also the adults and the elderlies. This essay serves to give a biological view on the effects of chickenpox. It will begin with some background information of chickenpox and the virus **causing** [contract:justify:result] the disease, and then reveal **reasons** [contract:justify:reason] of people's refusal to adopt preventive means. It will then discuss the **probability** [expand:entertain] of eradication of the disease. Finally, it will conclude by stating what **should** [expand:entertain] be done in future **in order to** [contract:justify:purp] better handle with the disease.

Background information of the virus **causing** [contract:justify:result] chickenpox

Chickenpox **is believed** [expand:acknowledge (+ citation)] to be one of the most common global illnesses among young children **(1)**. The virus **causing** [contract:justify:result] it **actually** [contract:pronounce] takes the role of initiating two diseases, namely chickenpox and Herpes Zoster, and **therefore** [contract:justify:result] named varicella-zoster virus (VZV) **(2)** [contract:endorse]. It is one of the most infectious viruses, with a household transmission rate of greater than 85% **(2)** [contract:endorse]. It is transmitted through air or by direct contact with the blisters on the infected skin **(3)** [contract:endorse]. It infects human through the respiratory tract, and then into the blood circulation and finally the lymphatic system to **cause** [contract:justify:result] the disease.

Varicella-zoster virus has a latent period of 13-17 days for chickenpox **(2)** [contract:endorse]. **However** [contract:counter:counter-exp], the antibodies produced in young patients are usually **not** [contract:deny] strong enough **to** [contract:justify:purp] eliminate all the virus in the body, **so** [contract:justify:result] it will lurk inside the nerve tissue for many years. While the person experiences fatigue or decline in immunity, the latent varicella-zoster virus will **cause** [contract:justify:result] the second disease – Herpes Zoster **(3)** [contract:endorse].

Chickenpox is common among young children of age 1-4, who usually show mild symptoms, whereas those older will have mild fever and headache at the early stage of the disease. Clinical symptoms initiate with the presence of red itchy blisters, processing to macules, papules, vesicles, pustules and scabs on mainly the limbs and the face. The symptoms will last for 5-10 days **(3)** [contract:endorse].

Treatments of chickenpox are usually symptomatic for infection in healthy and young patients, and its course is less complicated compared with those in adults or persons with reduced immunity **(4)** [contract:endorse]. For example, analgesics like paracetamol or acetaminophen **can** [expand:entertain] be given **to** [contract:justify:purp] relieve fever, and lotion **can** [expand:entertain] be applied **to** [contract:justify:purp] relieve itching **(5)** [contract:endorse]. Certain groups of people, e.g. those of age 12 or above, with chronic disease or receiving steroid therapy, require antiviral drugs like oral acyclovir or vidarabine **(5)** [contract:endorse].

Chickenpox was first recorded over 500 years ago. It was named 'chickenpox' **as** [contract:justify:reason] it has symptoms similar to smallpox **(7)** [contract:endorse]. Chickenpox becomes very common nowadays, that there were about 8,600 cases in Hong Kong over the year in 2012 **(6)** [contract:endorse].

Prevention of chickenpox

There are several ways to prevent chickenpox. Other than maintaining good hygiene, quarantining of infected persons and avoiding the exposure of high-risk groups (such as newborns or immune-compromised persons) to chickenpox, vaccination **is known to be** [contract:endorse (+ citation)] the most effective way to prevent chickenpox infection **(8)**. Chickenpox vaccine consists of weakened living varicella-zoster virus. Once received the immunization, the immune system will be induced to produce a large amount of antibodies in the injected body against the disease, and the antibodies will retain in the body for many years for any future exposure **(9)** [contract:endorse]. **As** [contract:justify:reason] adults have a relatively higher chance of developing complications, they are recommended to receive the vaccine. The vaccine is nearly 99% effective and **hence** [contract:justify:result] has changed a lot the infection and mortality rate of the disease **(8)** [contract:endorse].

However [contract:counter:counter-exp], **despite** [contract:counter:concess] its effectiveness, the vaccine has some limitations. For example, some groups of people **should** [expand:entertain] **not** [contract:deny] receive the vaccine, such as those with cancers, immune-compromised persons, pregnant women and infants of age lower than 1. Also, **as** [contract:justify:reason] it costs HKD400-800 for each injection, it is quite expensive especially to some parents or individuals with economic hardships **(6)** [contract:endorse]. Along with inadequate education and publicity of the importance of the

vaccine, **many parents believes** [expand:acknowledge] that their children **must** [expand:entertain] catch chickenpox **in order to** [contract:justify:purp] gain life-long immunity, whilst underestimating the risk of fatal complications **(3)** [contract:endorse]. **In fact** [contract:pronounce], the Department of Health of Hong Kong is planning to include chickenpox vaccine in the Hong Kong Childhood Immunisation Programme from next year, **so that** [contract:justify:purp] children in Hong Kong **can** [expand:entertain] receive free-of-charge chickenpox vaccine at age of 1 and 6 **(6)** [contract:endorse]. This **can** [expand:entertain] hopefully help popularize chickenpox immunization in Hong Kong.

Other than the active vaccination as mentioned above, passive vaccination also helps prevent the disease at early infection stage by injection of acyclovir (ACV) immunoglobulin. **When** [expand:entertain] the immunoglobin (which are monoclonal antibodies) is injected into the body, it will induce immediate immune response **to** [contract:justify:purp] produce antibodies against the varicella-zoster virus. **However** [contract:counter:counter-exp], the antibodies produced are short-lived, **thus** [contract:justify:result] **can** [expand:entertain] **only** [contract:counter:adv] provide short-term protection against the disease **(11)** [contract:endorse].

How chickenpox **affects** [contract:justify:result] people

As [contract:justify:reason] chickenpox is highly infectious, infected individuals are required to stay home for 1-2 weeks until all rashes disappear. This not only bring discomfort to patients for quite a long time but also interferes with their routine life and work, especially those who are having exams or are working on important issues. This **can** [expand:entertain] **possibly** [expand:entertain] **cause** [contract:justify:result] adverse effects on a student's academic performance or **even** [contract:counter:adv] economic or administrative affairs of an enterprise.

Moreover, the varicella-zoster virus is **actually** [contract:pronounce] life-long infectious, that it **can** [expand:entertain] **actually** [contract:pronounce] remain in the nerve cells of the body for many years, and become active in adults to **cause** [contract:justify:result] Herpes Zoster **(2)** [contract:endorse]. Herpes Zoster, also known as shingles, is a viral skin disease which **causes** [contract:justify:result] much greater discomfort and pain than chickenpox to patients. **Unlike** [contract:counter:concess] chickenpox, Herpes Zoster is **not** [contract:deny] seasonal, and its incidence rate has a lot to do with increasing age. Individuals who has been infected the virus at early ages have a probability of 10-20% of having Herpes Zoster at older ages **(12)** [contract:endorse].

Nonetheless [contract:counter:counter-exp], several complications **can** [expand:entertain] be developed from chickenpox. Infection **may** [expand:entertain] be aroused from scratching of blisters, and it **may** [expand:entertain] **lead to** [contract:justify:result] scarlet fever **if** [expand:entertain] there is invasion of Streptococcus into the body **(6)** [contract:endorse]. Complications like encephalitis and viral pneumonia **may** [expand:entertain] be developed **(3)** [contract:endorse]. **As** [contract:justify:reason] chickenpox has a more complicated course on adults and immune-compromised persons, they have greater chance in developing fatal complications. **Thus** [contract:justify:result], they are recommended to receive chickenpox immunization **if** [expand:entertain] they have never been exposed to the virus **(8)** [contract:endorse].

Should [expand:entertain] chickenpox be eliminated or eradicated?

Looking at how chickenpox **affects** [contract:justify:result] us, a question shall be raised – whether we **should** [expand:entertain] make this disease disappear forever on earth**?** [expand:entertain]

Both elimination and eradication are results of deliberation measures. Elimination refers to the reduction of the incidence of a disease or infection **caused by** [contract:justify:reason] a particular pathogen to zero in a specific region, whereas eradication refers to the global reduction of the population of the pathogen **causing** [contract:justify:result] a particular disease or infection to zero. Continuous interventions are required to maintain the state of elimination and prevent reestablishment of transmission, while eradication of a disease is permanent and **thus** [contract:justify:result] **needs** [expand:entertain] **no** [contract:deny] continuous interventional means **(15)** [contract:endorse]. Cases of elimination of diseases include measles in Latin America and the Caribbean **(13)** [contract:endorse], while cases of successful eradication include smallpox and SARS **(14)** [contract:endorse].

As [contract:justify:reason] chickenpox is a global disease, elimination is **not** [contract:deny] an appropriate solution. Investigating **whether** [expand:entertain] chickenpox **should** [expand:entertain] be eradicated, diseases which are currently or are going to be under eradication campaign **can** [expand:entertain] be considered. Examples include polio, guinea worm disease, lymphatic filariasis and measles **(14)** [contract:endorse]. They all share some preconditions as follow **(13)** [contract:endorse]:

1. The pathogen **causing** [contract:justify:result] the disease does **not** [contract;deny] have any known animal hosts;

2. Sensitive diagnostic and managing tools are available;

3. The transmittance among humans **can** [expand:entertain] be terminated by specific means;

4. Life-long immunity against the disease **can** [expand:entertain] be gained through vaccination programmes or non-fatal infection;

5. The disease **causes** [contract:justify:result] great adverse effects on global hygiene;

6. Nations have made political commitment on the disease eradication.

Only [contract:counter:adv] diseases fulfilling all these will be considered as a candidate for the eradication campaign. Looking at the features of chickenpox, **it is very obvious** [contract:concur] that it can**not** [contract:deny] fulfill the last two conditions **due to** [contract:justify:reason] the following reasons:

1. It has relatively very low mortality rate, which is declining every decade. There were about 100 death cases each year in 1990-1994 in the US, while many of the Hong Kong citizens are **still** [contract:counter:adv] overwhelmed by the striking experience of the battle after ten years, another similar human coronavirus, currently **commonly known as** [expand:acknowledge] the novel coronavirus (nCoV), are starting another epidemic in the Middle East and gradually to other places since last year. **only**

[contract:counter:adv] 13 and 14 deaths recorded in the year 2006 and 2007 respectively **(16)** [contract:endorse].

2. The symptoms of chickenpox are relatively mild. Most of infected individuals suffer from itchy spots **only** [contract:counter:adv] **while** [contract:counter:concess] a small portion of them will suffer from mild fever and headache, or develop complications **(3)** [contract:endorse].

Other than pre-conditions, the feasibility of the eradication shall be considered as well. Global vaccination programme, which successfully eradicated smallpox in 1978, is the most **possible** [expand:entertain] way to bring out the eradication of chickenpox **(14)** [contract:endorse]. Intense information flow nowadays as well as advanced technologies **may** [expand:entertain] **contribute** [contract:justify:result] **to** [contract:justify:purp] help introduce the global scheme, **but** [contract:counter:counter-exp] great global effort, **however** [contract:counter:counter-exp] vital, is hard to gather. There are various barriers which interfere with the unification of global policies, for instance, culture difference, poverty, and lack of education. **People in regions like Asia** [expand:acknowledge] **still** [contract:counter:adv] **strongly believe** that exposure to chickenpox is the **only** [contract:counter:adv] way to get rid of the disease in their entire life, and people know very little about the risks of chickenpox **due to** [contract:justify:reason] the lack of education, hence they usually judge the value of the immunization **only** [contract:counter:adv] on the little mortality rate. Moreover, people in poverty **can** [expand:entertain] hardly bear the cost of the vaccine **without** [contract:deny] government's subsidy. Considering the rather-little effect of chickenpox on global health, global chickenpox vaccination **may** [expand:entertain] **not** [contract:deny] be cost-beneficial, and **therefore** [contract:justify:result] hard to carry out complete eradication.

If [expand:entertain] chickenpox is **really** [contract:pronounce] eradicated, several aspects **may** [expand:entertain] benefit. Global health would be improved **as** [contract:justify:reason] **no** [contract:deny] people would ever catch chickenpox, and so the number of death cases from complications which **can** [expand:entertain] be developed from chickenpox would decrease. The global lifespan would be longer, **though** [contract:counter:concess] slightly, especially among those of impaired immunity. Besides, lowered number of hospitalized patients **may** [expand:entertain] help sooth the shortage and heavy workload of the healthcare personnel. Resources on the treatment and vaccination of chickenpox **can** [expand:entertain] be saved **for** [contract:justify:purp] development of other healthcare uses. **Most importantly** [contract:pronounce], young children **can** [expand:entertain] enjoy a more healthy campus life.

However [contract:counter:counter-exp], the eradication campaign **may** [expand:entertain] **lead to** [contract:justify:result] several adverse effects. These **could** [expand:entertain] be unknown side effects of intense intervention measures. An example of side effects **leading to** [contract:justify:result] the failure of eradication is the malaria eradication campaign in 1953, where the DDT used **actually** [contract:pronounce] developed resistance in the mosquitoes, and at the same time **causing** [contract:justify:result] great burden in the government expenditure **(13)** [contract:endorse]. Moreover, people **may** [expand:entertain] panic of the coming of an epidemic. **If** [expand:entertain] the vaccination is **not**

[contract:deny] well-funded, people **may** [expand:entertain] refuse to pay for it. Under insufficient global coordination and high difficulty in maintaining sustainable intervention measures, it is of high **probability** [expand:entertain] in **leading to** [contract:justify:result] failure like the polio eradication initiated in 1985 **(13)** [contract:endorse].

Conclusion

Balancing the feasibility, as well as the pros and cons, it **can** [expand:entertain] be concluded that chickenpox does **not** [contract:deny] worth eradication. Governments of all nations, **however** [contract:counter:counter-exp], **should** [expand:entertain] pay effort in minimizing the adverse effects of chickenpox to people's routine life. Other than funded vaccination programme and education, the governments **should** [expand:entertain] provide subsidy **for** [contract:justify:purp] development of new technologies **to** [contract:justify:purp] better treat chickenpox. By this, people all around the world **are expected to** [expand:entertain] have a brighter future with better health and longer lifespan.

[References taken out]

7.1.4 Time Essay One

Why we **need to** [expand:entertain] have psychological time and physical time?

It is **not** [contract:deny] difficult to realize our life is dominated by two kinds of time perception: psychological time and physical time. Sometimes you **just** [contract:counter:adv] feel the lecture is longer than you expect and the holiday is shorter than you think it would be. **While** [contract:counter:concess] our schedule is regulated by physical time, we also have psychological perception of time. **This essay is going to argue that** [expand:acknowledge] both psychological time and physical are essential for us to manage our life.

The importance of having the perception of psychological time **can** [expand:entertain] be shown easily. **According to R.A Block** [expand:acknowledge], three main aspects build up psychological time: succession, duration and temporal perspective **(Block and Zakay, 1996)**. It means people **can** [expand:entertain] have the ability to identify the sequence of events and a rough understanding about the duration of events **without** [contract:deny] the help of other tools. Moreover, it also **allows** [contract:justify:result] human to look back to the past and look forward to and plan for the future.

The concept of psychological time is necessary to us **because** [contract:justify:reason] we **need to** [expand:entertain] learn from the past and plan for our future. Humans are different from any other creatures in the sense that we are able to learn from mistakes and act based on our prediction to the future. Furthermore, we have episodic memory **so that** [contract:justify:purp] we **can** [expand:entertain] recall a specific event that has happened in the past **(Clayton, Salwiczek, & Dickinson, 2007)** [contract:endorse]. **It should be also noted that** [contract:pronounce] recalling is **actually** [contract:pronounce] a kind of psychological time travelling. **Although** [contract:counter:concess] there is **no** [contract:deny] way to conduct physical time travelling now, thanks to psychological time, we **can** [expand:entertain] go "back to the past" in our mind by recalling them.

Compared to psychological time, the definition of physical time is more abstract. **Although** [contract:counter:concess] scientists define the arrow of time by the expansion of universe and amount of entropy **(Klein, 2010)** [contract:endorse], people seldom refer to them when it comes to physical time. **Instead** [contract:counter:counter-exp], we are more familiar with the calendars, the units of time like second, minute and hour. These measurements of physical time were invented by humans **to** [contract:justify:purp] assist and regulate our life. For example, one day is defined as the approximate time for the earth to rotate once around its own axis. With a definition like that, we work from sunrise and rest after sunset.

Then you **may** [expand:entertain] wonder why we **still** [contract:counter:adv] **need** [expand:entertain] time units given that we are **actually** [contract:pronounce] able to identify the sequences and duration of events**?** [expand:entertain] **The answer is that** [contract:pronounce] psychological time is subjective **(Cohen, 1964)** [contract:endorse]. Ones' culture, nation and subjective feeling **make** [contract:justify:result] them interpret the time they have experienced differently **(Cohen, 1964)** [contract:endorse]. **Therefore**

[contract:justify:result], an identical and accurate definition of time is **needed** [expand:entertain] in a world that is full of interaction and cooperation.

What would our life be **if** [expand:entertain] we lost either kind of time perception **?** [expand:entertain] There was once a man who lost his episodic memory after an accident. He **could** [expand:entertain] remember what he had done **but** [contract:counter:counter-exp] got confused with the exact time and sequences of events **(Clayton, Salwiczek,& Dickinson, 2007)** [contract:endorse]. **If** [expand:entertain] we **cannot** [expand:entertain] [contract:deny] interpret time psychologically, we will also be like him. **Of course** [contract:concur] we also **need** [expand:entertain] an objective definition of time **so that** [contract:justify:purp] we **can** [expand:entertain] easily interact with others. **Therefore** [contract:justify:result], we **can** [expand:entertain] see that both psychological time and physical time are essential for us.

[References taken out]

7.1.5 Time Essay Two

Do Animals Have a Sense of Time?

It has been argued [expand:acknowledge (+ citations)] for a long time that human's sense of time **cannot** [expand:entertain] [contract:deny] be found in animals **(e.g. Grondin, 2008; Roberts, 2002, 2007; Tulving, 1985, 2002)**. **In daily experiences and some experiments** [expand:acknowledge (+ citation)], animals have showed their sensitivity in time through different actions **(e.g. Bird, Roberts, Abroms, Kit, & Crupi, 2003; Grondin, 2008; Roberts, 2002; Suddendorf & Busby, 2003)**. **However** [contract:counter:counter-exp], **some argued** [expand:acknowledge (+ citation)] these time-related actions were linked to their biological rhythm, **instead of** [contract:counter:counter-exp] **really** [contract:pronounce] possessing the sense of time **(Roberts, 2002; Tulving, 1985, 2002)**. The purpose of this article is to examine animals' time perception, and **suggest** [expand:entertain] animals **do** [contract:pronounce] possess a sense of time. This discussion of animals' sense of time **can** [expand:entertain] be further divided into **whether** [expand:entertain] animals **can** [expand:entertain] refer to the past **in order to** [contract:justify:purp] obtain rewards, as well as **whether** [expand:entertain] they **can** [expand:entertain] anticipate the future and act accordingly.

One of the most common rebuttals [expand:acknowledge (+ citation)] for animals having the concept of time is they do **not** [contract:deny] possess an episodic memory in addition to the semantic memory system **(Roberts, 2002; Tulving, 1985, 2002)**. Memories stored in semantic memory system **only** [contract:counter:adv] included general information of the event, for instance the location and objects, **while** [contract:counter:counter-exp] episodic memory system provide time markers and reference points that helped linking up different events into the sequence that they happened. **Since** [contract:justify:reason] animals **seemed** [expand:entertain] **not** [contract:deny] to possess episodic memory system, it is highly **possible** [expand:entertain] they failed to recognize when the event happened or link past experiences **to** [contract:justify:purp] predict the future. Their ability of tracking time for feed, for example in pet dogs, **can** [expand:entertain] **be accounted by** [contract:justify:reason] biological rhythm, **instead of** [contract:counter:counter-exp] actual possessing the sense of time, and **even** [contract:counter:adv] **if** [expand:entertain] they **could** [expand:entertain] show some limited ability in remembering the past, they **actually** [contract:pronounce] required at least hundreds of training beforehand and was **not** [contract:deny] their nature to do so **(Roberts, 2002)** [contract:endorse].

While [contract:counter:concess] the above rebuttal statement **seemed to be** [expand:entertain] sound, it is **actually** [contract:pronounce] inaccurate to suggest animals **cannot** [expand:entertain] [contract:deny] cognitively travel in time simply **because of** [contract:justify:reason] their lack of a particular system that exists in human. **In fact** [contract:pronounce], many different studies showed animals have some kind of episodic-like memory, and **can** [expand:entertain] handle different time-related tasks. For instance, **in a study conducted by Bird et al. (2003) showed** [contract:endorse] rats not only remember where they caught their food and what type of food they caught, but also when food of good quality **can** [expand:entertain] be caught whilst degraded food **needed to** [expand:entertain] be avoided. **Further study revealed** [contract:endorse] that their

memory regarding time lasted from hours to days and **regardless** [contract:counter:concess] of their circadian rhythm, **although** [contract:counter:concess] such ability was **not** [contract:deny] shared among all species of animals and **may** [expand:entertain] **not** [contract:deny] take place cognitively **(Hampton & Schwartz, 2004)** [contract:endorse].

In addition to their ability to retrieve information of time from the past, **animals showed the ability of predicting in future in different researches** [contract:endorse]. Scrub Jays, for example, stopped collecting their food when they discovered food they caught every time would be stolen or replaced by degraded food **(Grondin, 2008)** [contract:endorse], and showed their anticipation of their future **needs** [expand:entertain] independently from their current motivational state and immediately **needs** [expand:entertain], **contradictory to** [contract:counter:counter-exp] the Bischof-Köhler hypothesis **(Correia, Dickinson, & Clayton, 2007)** [contract:endorse]. This **suggested** [expand:entertain] that the sense of time and cognitively travel of time is **not** [contract:deny] unique to human **but** [contract:counter:counter-exp] also some other animal species.

Animals generally were seen as stuck-in-time **in past studies before early 2000s (e.g. Roberts, 2002; Suddendorf & Busby, 2003; Suddendorf & Corballis, 1997; Tulving, 1985, 2002)** [expand:acknowledge], **but** [contract:counter:counter-exp] **recent studies contradicted with such claim and suggested otherwise (e.g. Bird et al., 2003; Correia et al., 2007; Grondin, 2008; Hampton & Schwartz, 2004; Naqshbandi & Roberts, 2006; Roberts, 2007)** [expand:acknowledge]. **They showed** [contract:endorse], **at least to a certain extent** [expand:entertain], animals possess the ability of tracking past experiences and retrieve time-related information and to anticipate future **needs** [expand:entertain] other than the current challenges, and **therefore** [contract:justify:result] this indicate animals **do** [contract:pronounce] have a sense of time.

[References taken out]

7.1.6 Time Essay Three

Topic: Analyse the **possibility** [expand:entertain] of time-travel

Thesis Statement: Most Time-travel Theories mathematically deduced are infeasible

Time-travelling was **no** [contract:deny] longer a fantasy when Einstein proposed special and general relativity. Not only did **they reveal** [contract:endorse] that time depends on one's speed and location, **these two theories also predicted** [contract:endorse + citation] the presence of black-hole and wormhole **(Al-Khalili, 1999)**. Various time-travelling theories were deduced based on calculations of black-hole and wormhole. This essay **attempts** [expand:entertain] to logically evaluate four time-travelling theories and **argue that** [expand:acknowledge] all are infeasible.

The first method suggested [expand:acknowledge] time dilation of special relativity **allows** [contract:justify:result] a person moving at high speed to travel into the future. **Since** [contract:justify:reason] time goes slower for a moving person, his clock will be slower than his motionless counterparts **(Greene, 1999)** [contract:endorse]. **However** [contract:counter:counter-exp], one major requirement is that travelling speed **must** [expand:entertain] be of a significant portion of light speed – 300,000km/s. Such premise **could** [expand:entertain] **not** [contract:deny] be achieved with today's technology; **as NASA (2010) reported** [expand:acknowledge], their fastest spacecraft by 2010 travelled at a mere 10.8km/s. **One might argue that** [expand:acknowledge] technological advancement **may** [expand:entertain] one day overcome this. **However** [contract:counter:counter-exp], building such a vehicle is not only limited engineering-wise but also mathematically. Kinetic energy of spacecraft increases, **as** [expand:entertain] it speeds up; **since** [contract:justify:reason] $E=mc^2$ and light speed c is constant, mass of spacecraft will rise. To propel a vehicle that grows heavier and heavier implies an infinite amount of energy supply **(Greene, 1999)** [contract:endorse]. **Hence** [contract:justify:result], it is physically infeasible to demonstrate a significant time dilation effect, rendering this method currently impossible.

The second method based on general relativity is the most practical among the four **but** [contract:counter:counter-exp] several limitations remain. A massive object **creates** [contract:justify:result] space-time curvature, **as** [expand:entertain] a person approaches the mass, his time will be slower than those further away **(Al-Khalili, 1999)** [contract:endorse]. In time-travelling, these massive objects are usually heavy planets, stars or black-holes. **It is feasible** [expand:entertain] for astronauts to orbit the target for months or years; **the longer one stays in the slower space-time, the younger he will be returning to Earth** [expand:entertain] **(Greene, 1999)** [contract:endorse]. **Nonetheless** [contract:counter:counter-exp], extreme conditions **may** [expand:entertain] be present and spacecraft **must** [expand:entertain] be carefully designed **to** [contract:justify:purp] withstand extreme temperature or gravitational attraction. Gravity of black-hole is, **in particular** [contract:pronounce], **not** [contract:deny] favourable for the task. Another barrier is the distance between Earth and the mass. Searching for a mass with suitable conditions is **not** [contract:deny] easy, eventually the target **may** [expand:entertain] be so far the person **could** [expand:entertain] **not** [contract:deny] survive the long return trip to Earth **despite** [contract:counter:concess] having gained youth.

The last two methods utilize the concept of wormhole. Wormholes are hypothetically deduced and **thus** [contract:justify:result] theoretically **possible** [expand:entertain], **but** [contract:counter:counter-exp] **no** [contract:deny] proof of its presence is evident **(Al-Khalili, 1999)** [contract:endorse]. Natural wormhole **can** [expand:entertain] be found at the centre of black-hole – singularity. **Calculations revealed that** [expand:acknowledge] singularity is linked to unknown space-time, **possibly** [expand:entertain] the past, future and other universe. **However** [contract:counter:counter-exp], journey through singularity is impossible **(Al-Khalili, 1999; Davis, 1995)** [contract:endorse]. First, wormholes are unstable and **might** [expand:entertain] **only** [contract:counter:adv] be opened for less than a second. Second, light approaching infinite gravity will be blue-shifted to higher frequencies; and the person will **not** [contract:deny] survive the blast from high energy radiation.

Lastly, an artificial wormhole **can** [expand:entertain] be created **for** [contract:justify:purp] space-time-travelling **(Al-Khalili, 1999; Davis, 1995)** [contract:endorse]. **However** [contract:counter:counter-exp], this method is also impossible **because** [contract:justify:reason] **mathematics suggested** [expand:acknowledge], wormhole creation required exotic matter as raw material. This matter of negative mass is again **nothing** [contract:deny] **but** [contract:counter:counter-exp] a deduction with **no** [contract:deny] proof.

In conclusion, the four time-travelling theories aforementioned all possess varying degree of difficulty in execution. **Thus** [contract:justify:result], with today technology, time-travelling is infeasible.

[References taken out]

7.1.7 Time Essay Four

The telescoping effect, stop-watch illusion and their implications to our perception of time

Introduction

Various experiments conducted by a team of scientists verified the fact that [contract:endorse] our brains are subjected to numerous illusions with regards to the concept of time. Amongst the many illusions, the telescopic effect and the stop-watch illusion **seem to** [expand:entertain] greatly challenge our confidence towards our perception of time. In the following, I will discuss the ideas behind aforesaid illusions and ultimately **suggest** [expand:entertain] that our brain's perception of time is **not** [contract:deny] as reliable as we have imagined.

The Telescopic effect

The Telescopic effect has much to do with our perception of the past. **In abstract** [expand:entertain], **the telescopic effect shows** [contract:endorse] how people are prone to thinking that recent events to have happened longer ago than they **actually** [contract:pronounce] are; and perceiving events which have happened long ago to have happened **not** [contract:deny] that long ago. **[footnote]** [contract:endorse]

The Stop-watch illusion

Firstly, the term 'Saccade' refers to the rapid movement of the eye, '**especially** [contract:pronounce] **as** [contract:justify:reason] it jumps from fixation on one point to another'**[footnote]** [contract:endorse]. **As** [expand:entertain] our eyeballs saccade, **it is found that** [contract:endorse + citation] the images in between the first and the second object are blurred, **causing** [contract:justify:result] a momentary break in visual experience **[footnote].** [contract:endorse]. The brain will then fill up this momentary break with the post-saccadic image **[footnote]** [contract:endorse] by retinal blur and saccadic suppression, **resulting in** [contract:justify:result] an extended subjective duration of the post-saccadic object in our minds. **This explains** [contract:pronounce] **why** [contract:justify:reason] students find that the hand of the clock on a classroom wall always **seems** [expand:entertain] to go overwhelmingly slowly during class.

Implications of the illusions regarding our perception of time

This trick of our brain highlights [contract:pronounce] the unreliability of the human perception of time. To begin with, the telescoping effect reflects that our human recount of the past **might** [expand:entertain] **not** [contract:deny] be that trustworthy **because** [contract:justify:reason] our brains **do** [contract:pronounce] have a rather messy concept towards the distance between past events and the present.

In terms of our perception towards the 'present' and the 'past', the stop-watch illusion reflects that our brain always tries to trick us into believing in a seamless story about our experiences by filling in saccadic gaps, covering up the breaks and loss. **Hence** [contract:justify:result], the present that I deem to be the present **might** [expand:entertain] **actually** [contract:pronounce] happen to be the future that the brain recreates to fill in gaps in between breaks. **This follows that** [contract:justify:result] our individual, subject sense

of time **might** [expand:entertain] **actually** [contract:pronounce] be radically inconsistent with the actual reality, **because** [contract:justify:reason] **according to this the stop-clock illusion** [expand:acknowledge], what we thought to have happened earlier **actually** [contract:pronounce] happens later.

In sum, in view of the inconsistency of human's perception of the past, present and future with the reality, **I think it is fair to conclude with Einstein's ingenious quote** [contract:pronounce]: "...for us **physicists believe** [expand:acknowledge] the separation between past, present, and future is **only** [contract:counter:adv] an illusion, **although** [contract:counter:concess] a convincing one."

Appendix 7.2   Engagement Analysis – Humanities AoI

7.2.1   War Essay One

Looking into a Top-ranked Marine Sniper - A review of the autobiography of Jack Coughlin

1. Introduction

As a person living in a relatively peaceful environment, it is hard to imagine taking a human life. **However** [contract:counter:counter-exp], wars exist, and **probably** [expand:entertain] will continue, not only in a history textbook or in a remote place people **cannot** [expand:entertain] [contract:deny] reach, but also in the same planet we are living right now. While reading this sentence, it is **possible** [expand:entertain] that someone is undergoing a life-or-death decision of taking or preserving a person's life with his eyes on his scope. It is also **possible** [expand:entertain] that someone just pulled his trigger and saw a person falling down 100 yards away. It gets us wondering what those people are experiencing and how they think of that. What's the feeling of killing someone in a war**?** [expand:entertain] Would they feel scared or guilty**?** [expand:entertain] Is war a good thing to these soldiers or it sucks**?** [expand:entertain] How **could** [expand:entertain] they keep their sanity when facing people who fight and die every day**?** [expand:entertain] **If** [expand:entertain] it is war that **makes** [contract:justify:result] them insane like addicts of killing, **should** [expand:entertain] we have war at all**?** [expand:entertain]

Maybe [expand:entertain] an autobiography of a true sniper **could** [expand:entertain] help us get an insight of these questions, and here, I choose Jack Coughlin, the top ranked marine sniper who recorded at least thirty-six kills during the Operation Iraqi Freedom alone. **[footnote]** [contract:endorse]

2. Good or Bad Guy**?** [expand:entertain]

Before I get started, the debates on **whether** [expand:entertain] Coughlin is a hero or butcher in the book's review area caught my eyes. On one side, he was a solider belonging to Marines and was sent to Iraq to protect American people. On the other side, he was a man who killed dozens of people.

"One of our nation's heroes."

A man who also wants to be a marine sniper said that [expand:acknowledge] Coughlin is a brave person. He admired Coughlin's as a person who **never** [contract:deny] backs down and says what he belief is right. What's more, Coughlin's pushy and persistent attitude towards changing the way snipers work in a war attracted him.

"The adulation of killing is loud and clear."

Conversely, a pacifist **could** [expand:entertain] **not** [contract:deny] stand the pro-military attitude in the book and nearly gave up reading. He refused to accept Coughlin's claim of valuing human's life, **but** [contract:counter:counter-exp] regarded him as an addict of killing. He thought war **could** [expand:entertain] **never** [contract:deny] be the right way to solve anything.

I read the book with this question, and after finishing, **I agree** [contract:pronounce] to **none** [contract:deny] of them. Coughlin was **neither** [contract:deny] a hero **not**

[contract:deny] a butcher. He is**n't** [contract:deny] evil at all. There were humanitarian moments in the battlefield and **he did** [contract:pronounce] **believe** [expand:acknowledge] that he was saving people rather than killing. **However** [contract:counter:counter-exp], it is unreasonable to regard everyone in a battlefield as a hero. **In fact** [contract:pronounce], he fought **not** [contract:deny] **because** [contract:justify:reason] he wanted to sacrifice **just** [contract:counter:adv] like he did**n't** [contract:deny] intend to kill. **He made himself believed that** [expand:acknowledge] what he was doing has just reasons, instead of really considering its reasons. And being a sniper was his work, he earned salary, he gained satisfaction, he made it a part of his life. In the following, I would like to illustrate my conclusion by tracing his military career and footprints of life.

3. Jack Coughlin

3.1 A sketch of early life

Coughlin was born in 1966 with Irish blood and grew up in a wealthy Boston suburb. His has four elder sisters and loving parents who he thought were a perfect fit. He admired his father who is a teacher and once became a painting contractor **in order to** [contract:justify:purp] support his family. His father did**n't** [contract:deny] own a gun and they **never** [contract:deny] went hunting together. **Unlike** [contract:counter:concess] his father who loved books and history, Coughlin was keen on sports and managed to enter a major university with a full athletic scholarship. **However** [contract:counter:counter-exp], his dream of playing baseball in the major leagues faded away when his pitching shoulder was hurt. At the age of 19, he end up joining Marines under the suggestion of his friend. He finished his sniper course with great performance and his first ten years passed in a movement from place to place. He went to Europe, Philippines, Panama and so on. It was in 1993 that he got married with Kim, with whom he soon had two daughters. On March 20, 2003, Operation Iraqi Freedom began and he was one of the people who landed in Iraq. **[footnote]** [contract:endorse]

Nothing [contrct:deny] strange, right? **We tend to believe** [expand:acknowledge] that violent people **must** [expand:entertain] have some unusual experiences like being discriminated **because** [contract:justify:reason] of his ethnic or religion. Also, **we tend to believe** [expand:acknowledge] they have some hostile sentiments towards Islamic people **to** [contract:justify:purp] support their behaviours in Iraq. **However** [contract:counter:counter-exp], this is **not** [contract:deny] the case. He joined the army **because** [contract:justify:reason] he **needed** [expand:entertain] something to do and fortunately he was really good at it. **In fact** [contract:pronounce], like Jack Coughlin, most of the American soldiers do **not** [contract:deny] join the army **because** [contract:justify:reason] of hostile sentiment or vengeance. **Instead** [contract:counter:counter-exp], they join **because** [contract:justify:reason] of their patriotic motives, their plans for future military careers, and some pecuniary motivations **[footnote]** [contract:endorse]. It means most of them are **not** [contract:deny] motivated by the eager of killing someone. And the question is raised: how **could** [expand:entertain] they keep sanity in a war situation when they **have to** [expand:entertain] kill people **without** [contract:deny] a strong motivation**?** [expand:entertain]

3.2 "**If** [expand:entertain] I did**n't** [contract:deny] get him, he would get us"

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Coughlin succeeded to persuade himself that what he was doing was right. As he wrote in his book: "Today, they were trying to kill Americans, **so** [contract:justify:result] I had **no** [contract:deny] choice **but** [contract:counter:counter-exp] to do my job before they **could** [expand:entertain] do theirs." Such kind of words repeat again and again in the book **as** [contract:justify:reason] a reminder of our readers as well as himself. After killing, Coughlin **did** [contract:pronounce] feel depression sometimes. He **could** [expand:entertain] remember each target vividly and sometimes **even** [contract:counter:adv] thinking of them as individuals who **could** [expand:entertain] have families and dreams. **[footnote]** [contract:endorse] **However** [contract:counter:counter-exp], he justified it. By regarding war as a choice under **no** [contract:deny] choice, he gradually accepted and felt passionate to do such just and heroic things. In the first ten years of his military life, he spared **no** [contract:deny] efforts to advertise his new idea of mobile sniper team. It was **indeed** [contract:pronounce] a career, he thought and strove to **make** [contract:justify:result] it better **just** [contract:counter:adv] like working for a Fortune 500 company. Finally when the time of 9/11 attacks came, he became a person who **couldn't** [expand:entertain] [contract:deny] help fighting with his rifle **even** [contract:counter:adv] when staying at America with his family aside. "I did**n't** [contract:deny] know who had done this, **but** [contract:counter:counter-exp] they were **not** [contract:deny] going to get away with it", he wrote**. [footnote]** [contract:endorse]

What Coughlin used **to** [contract:justify:purp] save himself from depression was dehumanizing his enemies. **Due to** [contract:justify:reason] the nature of his job, he rarely had chances to talk to his targets. **Thus** [contract:justify:result] it **seemed** [expand:entertain] easier to dehumanize them by labelling **because** [contract:justify:reason] he did**n't** [contract:deny] **have to** [expand:entertain] face their horrified expressions as well as hear them begging for mercy. There was **only** [contract:counter:adv] one exception, a man Coughlin called him Achmed, who managed to escape from his rifle gun. Coughlin happened to meet Achmed in the prison after shooting him. After hearing the injured man explain that he was about to surrender at the moment he was shot, Coughlin was strangely delighted to learn he had survived instead of being angry that he had missed the target. And he finally gave him some simple treat and let him go. It was not until then I stared to notice that Coughlin was **not** [contract:deny] always the person who wants to kill more enemies. It strikes me that such a simple communication manage to save a person's life. As Coughlin put it, "I called him 'Achmed', **because** [contract:justify:reason] I did**n't** [contract:deny] know his real name. **By doing so** [contract:justify:result], I crossed the invisible line of humanizing my enemy." **[footnote]** [contract:endorse]

3.2 The Worst and First-Feel-Good Moment

Coughlin's feelings of war changed from time to time. At the end of March, 2004, around ten days after entering Iraq, Coughlin was carrying out a task as usual. While marching forward the target, his team inevitably encountered a residential house. To their surprise, after explaining their purpose, the host warmly welcomed them and let them walking through his home. There, Coughlin found people with kindness, and a little girl's smile touched him and made him homesick. On the way out, he paused and patted the head of the big-eyed girl. At that time, he felt "the first feel-good moment of the war" **[footnote]** [contract:endorse]. **I think** [expand:entertain] it was the welcoming and gladness from the

family that confirmed the belief in Coughlin's heart. That is, he was doing the right thing and liberating those people.

However [contract:counter:counter-exp], such warm incidence is rare in the war. Death is the theme of war. Encountering a subordinate's death indirectly **due to** [contract:justify:reason] his own command **made** [contract:justify:result] war suck. And, there were things **even** [contract:counter:adv] worse than that.

> "There is a dirty part of war that is seldom discussed……By crossing that bridge, we stepped into one such troubled moment, a terrible situation that preordained, with an outcome that was inevitable before it started……We did **not** [contract:deny] intend to kill civilians, but we did, and we would **just** [contract:counter:adv] **have to** [expand:entertain] live with it."

The civilian causalities in Diyala Bridge caught the attention of media. Many regarded it as a good example of the disastrous consequence of America's military operation on Iraq. For instance, a criticism stressed that Diyala Bridge was **not** [contract:deny] the **only** [contract:counter:adv] case, and the estimated 6,716 civilians was likely to being killed by ground forces during the initial invasion **[footnote]** [contract:endorse]. Coughlin, being one of the soldiers who pulled his trigger, nearly collapsed after the tragedy. "Oh, my God, what have we done?" he shouted inside. Though he regarded as the worst thing in his life, he **still** [contract:counter:adv] managed to persuade himself that they had **no** [contract:deny] choice **but** [contract:counter:counter-exp] to shoot **in order to** [contract:justify:purp] defend themselves and **to** [contract:justify:purp] achieve the military goal. What we **should** [expand:entertain] **not** [contract:deny] deny is that it **indeed** [contract:pronounce] made him feel terrible about war.

4. Discussion

The last sentence in this book is somewhat thought-provoking. "I will never fight again." Coughlin wrote down **[footnote]** [contract:endorse]. It **seems** [expand:entertain] that Coughlin was fed up with war. **However** [contract:counter:counter-exp], **I** **don't** [contract:deny] **think** [expand:entertain] he **really** [contract:pronounce] thought war is a disaster. We have seen the motivation for him to join the army and the strategy he used **to** [contract:justify:purp] help him keep sanity as a human being. We have also seen that war has nearly made him on the brink of collapse. There were times when he wanted to go home. **But** [contract:counter:counter-exp] when we come back to his ultimate thought that "we are right", we **can't** [expand:entertain] [contract:deny] help wondering what made him so firm about that. **In fact** [contract:pronounce], I once felt scared when he questioned that **whether** [expand:entertain] Iraq has WMDs. It **seems** [expand:entertain] that Coughlin **actually** [contract:pronounce] **never** [contract:deny] thought of whether war was good or not. Those just reasons exists **because** [contract:justify:reason] of his need for justifying. This remind me the research conducted by Stanley Milgram. **When** [expand:entertain] people being commanded to harm someone, they would do so. And they justify it **without** [contract:deny] **really** [contract:pronounce] thinking of the harm. The evil part of human being **seems** [expand:entertain] inside everyone. **[footnote]** [contract:endorse]

[References taken out]

7.2.2 War Essay Two

Autobiography: A Long Way Gone: Memoirs of a Boy Soldier

A Long Way Gone is a memoir written by Ishmael Beah, a former child soldier and survivor in the Sierra Leone Civil War. This book is a record of the author's experience of being a war victim and expresses the author's feelings and views on this conflict. The Sierra Leone Civil War started in 1991 when the Revolutionary United Front (RUF), a rebel group with support from National Patriotic Front of Liberia, tried to seize political and economic power in Sierra Leone militarily **[footnote]** [contract:endorse]. The civil war formally ended in 2002 when Britain's military intervention successfully defeated the RUF **[footnote]** [contract:endorse]. Sierra Leone Civil War lasted 11 years and **resulted in** [contract:justify:result] heavy casualties and civilian deaths, which left an indelible scar on the nation. In this essay, the memoir of this conflict will be analyzed in three aspects, including the experience and roles of the author in the conflict, the author's views on this conflict and my own opinion on the author's point of view.

First and foremost, the experience and roles of the author in the conflict will be examined. The author played three different roles in three different periods of time. In the beginning of the conflict, the author was a helpless and vulnerable refugee. **Despite the fact that** [contract:counter:concess] the civil war first took place in 1992, the author was touched by the war in 1993 when he was twelve. He left home with his older brother and a friend to participate in their friends' talent show in the town of Mattru Jong. The rebellion spread to his home, Mogbwemo, before he **could** [expand:entertain] went back there. He was separated from his parents and became a refugee starting a long journey **to** [contract:justify:purp] find protection. He witnessed a multitude of war crimes committed by the RUF during the conflict. Not only did the rebels take advantage of civilians as shield against the military and loot the property of civilians, but they also massacred and mutilated civilians at will. Moreover, they forced the children they caught to be child soldiers.

The second role played by the author was a ruthless child soldier fighting against the RUF. The author was separated from his brother and friends when they were trying to escape from the rebels. Later, he met another group of friends and continued his journey. They were recruited by the military as child soldiers when the village they lived in was under threat. They were taught to kill. And the military provided them with drugs which made them fearless, **but** [contract:counter:counter-exp] at the same time, dehumanized them. The author gradually became a cruel killing machine who killed both of his enemies and civilians.

The third role of the author was a rehabilitant. The author was rescued by the United Nations Children's Fund (UNICEF) in 1996 and put into a rehabilitation programme. **Because** [contract:justify:reason] of the successful treatment, he was able to refrain from addiction of drugs, and began a new and normal life with his uncle in Freetown, the capital of Sierra Leone. **However** [contract:counter:counter-exp], in 1997, a military coup took place. The RUF was invited to Freetown where they committed numerous atrocities. **Owing to** [contract:justify:reason] the domestic instability, the author became refugee again and travelled alone to the U.S. after the death of his uncle.

Apart from the roles of author, he expresses his views on this conflict in the memoir. His views were changing with the changes of his roles and it **could** [expand:entertain] be divided into three stages. In the first stage, as a refugee, his view was featured by criticism on the rebel groups and mercifulness towards the civilians. He criticized the rebellion for committing crimes against humanity, **however** [contract:counter:counter-exp], it was difficult to distinguish the author's political stance in this stage **since** [contract:justify:reason] he was too young to understand the conflict and all judgments he made were out of humanistic instinct. The author was afraid of the RUF for what they had done to the civilians. For instance, he witnessed the rebels killed a family by shooting them, chopping off a civilian's fingers and forcing children into child soldiers. He found it ironic that the rebels claimed themselves "freedom fighter" bringing "liberation" **since** [contract:justify:reason] everything they did to the civilians were extremely inhumane and barbarous. Moreover, he showed great sympathy towards the refugees for suffering from this conflicts.

In the second stage, being a child soldier, his view was characterized by strong hatred and resentment towards the rebel groups and lack of empathy towards civilians. The author sided with the government and put all the blame on the rebellion in this stage. He accepted the offer to be a child soldier **in order to** [contract:justify:purp] protect the village giving him shield. After the author's family and friends were killed by the rebels, he strongly resented the RUF. He held a strong desire to take revenge on the rebellion and completely eradicate them from the country. Furthermore, he was dehumanized by drugs supplied by the military and consistent violence. The strong effects of drugs and violence **made** [contract:justify:result] him lose empathy and the ability to think. He killed civilians and burnt villages at will **since** [contract:justify:reason] he thought civilians were "sissy" and useless. It reflected that he looked down on human's lives and lost empathy.

In the final stage, as a rehabilitant, his view is featured by the call for peace and forgiveness. The author was rescued by the UNICEF in 1996. He was transported to rehabilitation center and received treatments. **Despite the fact that** [contract:counter:concess] he was dangerous and violent, the staff and nurse did **not** [contract:deny] give up on him and he was gradually recovered physically and mentally with their efforts. The UNICEF also helped him find his relatives, and later he lived a normal life with his uncle. After the rehabilitation program, he realized the importance of love and care. He criticized violence, denounced war and called for instant peace and forgiveness. Right and wrong was **not** [contract:deny] important anymore. Ending the war was of the supreme emergency with a view to securing civilians' lives and preventing warring parties to recruit child soldiers. In addition, he made a deep reflection **based on** [contract:justify:reason] his experience of being a child soldier. He regarded it as a wrong decision **because** [contract:justify:reason] people **should** [expand:entertain] never kill under any circumstance. Moreover, **he believed that** [expand:acknowledge] people **should** [expand:entertain] stop "taking revenge" immediately **since** [contract:justify:reason] desire for vengeance would **only** [contract:counter:adv] **lead to** [contract:justify:result] a vicious circle.

Additionally, it is true that humanitarianism **should** [expand:entertain] always be highly valued, especially during the war. **I agree with the author that** [contract:endorse] **even**

though [contract:counter:concess] conflict itself is cruel, we **should** [expand:entertain] have empathy for the war victims. The protection of human rights is an international consensus of all time. It **can** [expand:entertain] **never** [contract:deny] be justified to massacre innocent civilians in the name of "freedom" and "liberation". The society **should** [expand:entertain] learn from conflict **so as to** [contract:justify:purp] build a more humane community and secure civilians' property and right to life, rather than receive the painful memory of conflict passively and allowed the same tragedy to repeat.

However [contract:counter:counter-exp], I have some reservations about the author's view in the third stage. Firstly, **he argued that** [expand:acknowledge] the supreme emergency of the nation was to end the war, which **should** [expand:entertain] be done by forgiveness. **He believed that** [expand:acknowledge] "taking revenge" was **not** [contract:deny] good and people **had to** [expand:entertain] learn to forgive **in order to** [contract:justify:purp] enhance the peace-making progress. It reflected that **the author thought** [expand:acknowledge] it was acceptable **to make** [contract:justify:result] a compromise between the government and the RUF **to** [contract:justify:purp] stop the prolonged conflict **even though** [contract:counter:concess] it **might** [expand:entertain] mean forgiving the war criminals and allowing them to rule the country.

Although [contract:counter:concess] the author possesses a good intention, his view is invalid. Appeasement would **never** [contract:deny] bring a real and lasting peace to a nation, especially when the collaborator is a notorious barbarous and ruthless military group. **This can be proved** [expand:entertain] by the massacre happening in the Freetown in 1997. Koroma, the new president of Sierra Leone in 1997, invited the RUF to Freetown and collaborate with him to rule the country **[footnote]** [contract:endorse]. The rebels killed, raped and looted at will. This holocaust eventually resulted in 5000 deaths **[footnote]** [contract:endorse]. This event reveals that the so-called "peace" and "end of the war" achieved by the compromise does **not** [contract:endorse] necessarily bring "real peace". In the case of Sierra Leone, it **only** [contract:counter:adv] brings pseudo-peace and **even** [contract:counter:adv] more violence. In addition, **even though** [contract:counter:concess] peace agreement is signed and violence does **not** [contract:deny] take place, the "peace" achieved **can** [expand:entertain] sometimes be superficial and unstable. It is **because** [contract:justify:reason] the local population who suffered from the conflict held strong resentment towards the war criminals. For instance, one victim of Sierra Leone Civil War, whose arms were amputated in the conflict, insisted that Taylor (the leader of National Patriotic Front of Liberia who provided special support to the RUF during the war) deserved 100 years in jail for his role in the atrocities" **[footnote]** [contract:endorse]. **This example showed** [contract:endorse] that war victims were hostile to the war criminals. **If** [expand:entertain] the government collaborates with the war criminals **so as to** [contract:justify:purp] maintain the so-called "peace", it would highly undermine the credibility and legitimacy of its rule **[footnote]** [contract:endorse]. And it is **possible** [expand:entertain] to give a rise to another political and military rebellion and internal social unrest. **Therefore** [contract:justify:result], what the international and local community **should** [expand:entertain] do is to bring war criminals to justice and rebuild a civic society, rather than **make** [contract:justify:result] a fake peace with the war criminals **[footnote]** [contract:endorse].

Furthermore, the author also reflects on his experience of being a child soldier. **However** [contract:counter:counter-exp], I have some reservations about the statements he made. **The author argues that** [expand:acknowledge] under **no** [contract:deny] circumstance **should** [expand:entertain] a person kill other people, **even** [contract:counter:adv] it is for protecting civilians and own survival. This view **apparently** [expand:entertain] influence him deeply. When the massacre occurred in Freetown in 1997, he travelled along to the America and abandoned his widowed aunt and cousins, **because** [contract:justify:reason] he did **not** contract:deny] want to kill anyone **for** [contract:justify:purp] any purpose. **However** [contract:counter:counter-exp], **in my opinion** [expand:entertain], killings **can** [expand:entertain] be justified when it is used for self-defense and protecting innocent people. The desire for staying alive and securing beloved one is **not** [contract:deny] a shame. **It is true that** [contract:pronounce] the author commit inhumane war crimes when being a child soldier, **but** [contract:counter:counter-exp] he do **not** [contract:deny] **have to** [expand:entertain] completely deny his initial intention to protecting himself and the civilians. Killing is a crime when it is used against innocent civilians during a conflict, **but** [contract:counter:counter-exp] it is justifiable when a person is standing on the battlefield and confronting his enemy.

In conclusion, this essay analyzed the memoir of Sierra Leone Civil War in three aspects, namely the roles of the author in the conflict, the author's views on this conflict and my opinion on the author's view. The 11-years civil war leads to 70000 people killed and half of the population is displaced **[footnote]** [contract:endorse]. War crimes, such as recruitment of child soldiers, execution, torture and amputation committed against civilians, were common **[footnote]** [contract:endorse]. **It is hoped that** [expand:acknowledge] war crimes, **can** [expand:entertain] be eliminated in the future and humanitarianism **can** [expand:entertain] be effectively enacted by the international community.

[References taken out]

7.2.3 War Essay Three

Dulce Et Decorum Est: A Critical Analysis of Chris Hedges' War is a Force that Gives Us Meaning

Pro patria mori - to die for your country - is the most beautiful and pervasive lie man has made. It speaks to us through silenced voices and antiquated scripts. It masquerades on digital TV, roadside billboards and 3D screen blockbusters. It lives and propagates in states and groups, disseminated by the powerful and consumed by the powerless. It is inscribed in war memorials **[footnote],** [contract:endorse] engraved on epigraphs and tombstones, and worshipped as revelation by youngsters. **However** [contract:counter:counter-exp] moral and learned we deem ourselves, we struggle to recognize the truth of war: there is **no** [contract:deny] worthy death **nor** [contract:deny] divine cause. War is rarely worth its price.

All that war thrives on are illusions. Chris Hedges, a war journalist who covered in Central American, Middle Eastern and Balkan battlefields, knows well the flamboyance of the myth and underneath, its gross reality. **But** [contract:counter:counter-exp] illusions produce madness, **even** [contract:counter:adv] among its most moral audience. War is intrinsically appealing to the human psyche, **argues Hedges** [expand:acknowledge], for it provides to its ingesters sensory exhilaration and immense power under a sanctified cause.

Few are immune to the seduction of battle, **just** [contract:counter:adv] like few detest the seduction of sex. **In fact** [contract:pronounce], the association between violence and sex is intimate. **Freudian theories suggest** [expand:acknowledge] that there are two conflicting forces in the unconscious: Eros, the life instinct that powers love and sex, and Thanatos, the death instinct which governs aggression and destruction **[footnote]** [contract:endorse]. These drives are **very likely** [expand:entertain] selected for during evolution **because** [contract:justify:reason] they promote survival and propagation. "This struggle is what all life essentially consists of," **Freud wrote** [expand:acknowledge +citation] **[footnote]. Hedges' observations support this link as well** [expand:acknowledge +citation]: military women **seem** [expand:entertain] more beautiful than they were in peacetime, and **women report** [expand:acknowledge + citation] attraction to men in uniforms that looked otherwise mundane **[footnote].** Both war and sex expose our animalistic nature under civil clothing and moral constraints. These drives hold our society in peacetime, fueling love and competition; or, **if** [expand:entertain] given the chance, they pervert into that of rape and killing common in war of any age.

Another appeal of war lies in its sensory exhilaration. In peacetime people satisfy this need by entertainment, sports or **even** [contract:counter:adv] drugs. In war, **however** [contract:counter:counter-exp], there is a continual source of such gratification. Sensations of war are seldom, **if** [expand:entertain] **not** [contract:deny] **never** [contract:deny], pleasant. Picture the scene as **Hedges describes** [expand:acknowledge + citation] his first-hand experience in the siege of Sarajevo: "The hurling bits of iron fragmentation left bodies mangled, dismembered, decapitated. The other reporters and I slipped and slid in the blood and entrails thrown out by the shell blasts, heard the groans of anguish ..." **[footnote]** The sights and the sounds are so lurid and real, laid bare in such menacing proximity, that one **cannot** [expand:entertain] [contract:deny] choose **but**

[contract:counter:counter-exp] to succumb. **No** [contract:deny] experience in peacetime would parallel its powerful thrill, and **even** [contract:counter:adv] the most euphoric drug experience is **no** [contract:deny] more than "war's pale substitute" **[footnote]** [contract:endorse]. War is a drug - a very addicting one. Combat veterans find themselves troubled by withdrawal symptoms that receive little relief in cosmopolitan life; everything seems bland and uninteresting. A photographer who had worked in El Salvador's war zone, one of whom Hedges worked with, had a hard time readjusting to the "flat, dull, uninteresting" life in Miami, and chose to go back to the battlefield. He was shot to death - consumed by his own deadly addiction **[footnote]** [contract:endorse]. Victims, too, pick up the addiction readily available in the war context. **Survivors of the war admit that** [contract:endorse + citation] "those days have been the fullest of their lives" **[footnote], despite** [contract:counter:concess] the terrible living conditions in the bombarded city and the close calls of death. The dangerous fascination about war, **even** [contract:counter:adv] to the victims is **probably** [expand:entertain] linked to the primordial fear and the heady excitement that accompanies every flirtation with death. For people who actually fight in war, the appeal of the drug doubles: war grants their otherwise vulnerable egos a God-like power - the power to destroy.

Power itself is an intoxicating drug. It is addictive and easily sustainable for the long-term abuser. For a running supply of the power drug, tyrannies subject their peoples to constant terror and fear by the use of violence. In war, power is with the armed, sustained likewise by violence and terror, and enjoyed for its sheer omnipotence over other human lives. **This can be seen** [expand:entertain] notoriously in the desecration of corpses by their killers. Bodies are "impaled on the sides of barn doors, decapitated, or draped like discarded clothing. This is carried out by tyrannies. Iraqi secret police, for instance, would videotape their executions and take photographs of themselves "squatting like big game hunters" next to their victims **[footnote]** [contract:endorse]. The abuse of power is a motif in the history of human atrocities, **but** [contract:counter:counter-exp] while it corrupts top-down in tyrannies, it also infects bottom-up during war. The power over the unarmed **can** [expand:entertain] turn the most moral men into practiced killers. In the Holocaust, Jews were taken out of Polish villages and systematically shot by battalions. The first killings of one particular battalion saw many soldiers retreating for the barbarity of their deed; soon after, as the same men grew inured to the killing, they did so **without** [contract:deny] trouble **[footnote]** [contract:endorse]. What is startling is that this type of killers is usually ordinary men from the lower class; they are easily drawn much like their domestic oppressors, to the drug of power. **Only** [contract:counter:adv] in war does such power become legally permitted, and **even** [contract:counter:adv] encouraged; it taps into Thanatos of human nature - the hidden desire to destroy. And in consummation it works with another aspect of war: the sense of meaning that exalts depravity and suffering to the same sanctity.

Underlying every war there is a hidden agenda and a publicized cause. Propaganda provides a meaning of sacrifice, usually in the form of the old lie - it is good to die for one's country. Soldiers are deemed selfless and upright, and battles become the sacred defense of justice and honor; when martyrs are born, they are hailed as saints and messiahs. When Hedges covered in the Israeli-Palestinian conflict, he interviewed a Palestinian child about whom he wanted to be. "A martyr," answered the two-year-old -

and same for his older brother, who told his parents they would dig his grave **[footnote]** [contract:endorse]. To subscribers of the nationalist lie, which is always the great majority, dying for one's country - or any other group identity - **seems** [expand:entertain] the highest meaning one **could** [expand:entertain] achieve in life. This lie draws into battle aspiring youths, disillusioned men, aimless wanderers and **even** [contract:counter:adv] criminals - all of whom crave the purpose of life promised by war. War warps everyone into another moral universe. Following the Napoleonic Wars, **it was reported** [expand:acknowledge + citation], the unidentifiable bones of humans and horses left in major battlefields were dug up, shipped and ground to make manure **[footnote].** War is meaningless once it is over, and the meaning during war is the product of collective self-deception. The **only** [contract:counter:adv] things left of war are scars   - permanent wounds of the affected generation, and long-term consequences for **yet** [contract:counter:adv] more to come.

War is a mistake that punctuates history. The profit of war seldom spreads to the general population or promotes the growth of any society. The warlords who manufactured the ethnic conflict that **led to** [contract:justify:result] the breaking-up of Yugoslavia shared **none** [contract:deny] of their wealth, **but** [contract:counter:counter-exp] left behind broken societies and broken generations **[footnote]** [contract:endorse]. Ethnic cleansing during the war left whole cities purged of all **but** [contract:counter:counter-exp] one label. The capital of Bosnia, which was home to diverse groups was almost entirely Muslim after the war; **even** [contract:counter:adv] when the devastation has been mended back and infrastructure built anew, it had become a "cultural wasteland" **[footnote]** [contract:endorse]. Moreover, the war left bitterness hatred among the groups. On the eve of the Muslim takeover, fleeing Serbs burned down their own houses to deny the Muslims shelter - an act of not only hatred, **but** [contract:counter:counter-exp] self-annihilation **[footnote]** [contract:endorse]. After the violent struggles of war, belief systems of entire peoples are toppled, something that had been sedimenting so long that physical reconstruction does little to recover it. This is seen when World War I concluded in widespread disillusionment with the future of humanity, and World War II ended with fear for nuclear warfare and the destruction of mankind. Wars like these expose our capacity for stupidity and cruelty at the same time. They tear down our preexisting self-confidence and reduce us down to the unworthy creatures we are. On a micro scale, the war destroys lives that **could** [expand:entertain] otherwise be productive and meaningful. People who come out of the random violence of wars lose their aim for life, knowing that **only** [contract:counter:adv] those who stole, cheated or killed **could** [expand:entertain] become the favorites of fate **[footnote]** [contract:endorse]. The disillusionment with the myth of war disillusions one from the purpose of life; the accustomization to the corruption of war estranges one from the original moral universe. This is a profound wound upon an individual and upon a society. The wound takes generations to heal, and healing requires the admission and repentance of the past wrongs inflicted by every side of a conflict, which involves even more painful introspection.

War is rarely worth its price. Leaders initiate it for the quest of profit and ordinary men take part in it for the quest of meaning. **But** [contract:counter:counter-exp] in the end, **even** [contract:counter:adv] **if** [expand:entertain] the material profit is gained, lives are lost and cultures are destroyed, leaving survivors crippled in body and mind. In the end, the cost of war generally outweighs its profit.

There is a common misunderstanding that wars are justified for their inevitability. The inevitability of an event does **not** [contract:deny] justify it; it **only** [contract:counter:adv] provides pessimism about its recurrence. Every generation is susceptible to war's appeal, with the same grotesque fascination for the realm of war. They **still** [contract:counter:adv] listen to myths and stories of their fallen fathers, their ancient glory, and the canonical Achilleses whose heinous deeds are **never** [contract:deny] recorded for the educational purpose **[footnote]** [contract:endorse]. They **still** [contract:counter:adv] struggle to confront Thanatos, when he looms near, and Eros, when he drives them on.

Hedges speaks of combating Thanatos with Eros, that is, driving off the drug of war with tenderness and love. **But** [contract:counter:counter-exp] **I believe** [expand:entertain] that is **not** [contract:deny] the core of the problem, for both these primordial drives are easily perverted to mutual accompliceship. **Instead** [contract:counter:counter-exp], the system of myth has to be debunked first. **It is also important to** [contract:pronounce] acknowledge that apart from war, there are too many places where these drives **could** [expand:entertain] shape our society for the better. Community projects, exchange trips and similar projects of inclusion **could** [expand:entertain] **make** [contract:justify:result] meaning out of Eros, while competitive sports and martial arts would be helpful in harnessing Thanatos. It takes immense courage for any state to acknowledge its crimes of war, or to promise **never** [contract:deny] to initiate one again; **but** [contract:counter:counter-exp] for the best hope of humanity, such trivial steps, coupled with overall better education, employment and spiritual fulfillment, are ways by which we **could** [expand:entertain] untangle ourselves from the history of conflict.

The ancient lie has to wear out. When the headstone crumbles and the words dissipate, what replaces it would be another of contemporary value: Dulce et Decorum Pro Patria Vivere **[footnote].** [contract:endorse]

[References taken out]

7.2.4 Comparison Essay One

Compare and Contrast how Viewpoints **affect** [contract:justify:result] the Portrayal of characters in Joy Luck Club and the Battle Hymn of the Tiger Mother

According to various articles [expand:acknowledge], our thoughts **actually** [contract:pronounce] control our actions. Thoughts are far more powerful than people think they are. Our viewpoints and personal experiences are the main elements that shape our thinking. These in turn **determine** [contract:justify:result] personality and **thereby** [contract:justify:result] **affect** [contract:justify:result] our actions. When further examining the two popular literary works, Joy Luck Club by Amy Tan and The Battle Hymn of the Tiger Mother by Amy Chua, **it can be seen that** [expand:entertain] the viewpoints and upbringings of the two authors **can** [expand:entertain] **affect** [contract:justify:result:] their portrayal of characters in their books to a great extent. Both Amy Tan and Amy Chua's parents were Chinese immigrants and grew up in America, **but** [contract:counter:counter-exp] they do **not** [contract:deny] have the same viewpoint towards their Chinese heritage and parenting styles. **Because** [contract:justify:reason] of this disparity, their stance towards parenting **creates** [contract:justify:result] a contrast. **Despite** [contract:counter:concess] this difference, they are **still** [contract:counter:adv] similar in their message for the audience and the reflection of their own attitude shifts.

Both Tan and Chua belong to the "second generation" **as referred to** [expand:acknowledge (+ citation)] in Chua's Battle Hymn of the Tiger Mother **(Chua, 2011)**. People from this generation have immigrant parents and are "the first to be born in America and will typically be high achieving" **(Chua, 55)** [contract:endorse]. The lives of the first generation are usually very tough, **so** [contract:justify:result] the children of the first generation are expected to be **nothing** [contract:deny] **but** [contract:counter:counter-exp] the best. **While** [contract:counter:concess] most American families award their children for getting a B, anything lower than an A grade would be considered unacceptable in a Chinese family. Tan's parents decided that she would be a full time neurosurgeon and a part time concert pianist **(Interview, 1996)** [contract:endorse] while Chua was told that she disgraced her father when she came up second place in a history contest **(Chua, 46)** [contract:endorse]. **Although** [contract:counter:concess] they come from the same generation and were brought up with a similar parenting style, **perhaps** [expand:entertain] **because of** [contract:justify:reason] their personal experiences and thoughts, they differ markedly in attitudes towards their Chinese heritage.

Tan was the **only** [contract:counter:adv] Chinese in her high school **so** [contract:expect:result] she felt out of place and desperately wanted to fit in. She was very unhappy and ashamed of her Asian appearance and heritage and tried very hard to become more American. She would wear a clothespin on her nose, hoping to slim down her Asian looking nose. She also came to dislike all Chinese food and **believed that** [expand:acknowledge] eating more American food would **make** [contract:justify:result] her more American **(Hubbard, Wilhelm, 1986)** [contract:endorse]. All while trying to become more American, Tan acquired the American way of thinking. In addition to the shame she felt, her choice to match her parents' expectations did **not** [contract:deny] turn out well. She realized that medicine was **not** [contract:deny] where her passion lies, **so**

[contract:justify:result] she dropped out of pre-med and transferred to San Jose State University **to** [contract:justify:purp] study English and linguistics **(Biography, 1996)** [contract:endorse]. **So** [contract:justify:result] it would **not** [contract:deny] be wrong to say that Tan is slightly against the Chinese style of parenting and supports the American style of parenting and thinking. **Whereas** [contract:counter:counter-exp] for Chua, other than the experience in grade school in which a boy made "slanty-eyed gestures" and mimicked her pronunciation that made her vow to get rid of her Chinese accent, she did **not** [contract:deny] particularly reject her own culture **(Chua, 47)** [contract:endorse] . She grew up believing hard work is the norm, and that ultimately the Chinese way of parenting is the correct way **(Chua, 2011)** [contract:endorse]. **Unlike** [contract:counter:concess] Tan, Chua accepted the Chinese thoughts instilled by her parents and managed to find a balance between the inherent Chinese part of herself and the newly acquired American part. **Because** [contract:justify:reason] of the distinct stance towards the style of parenting each author holds, the point of view of the characters from the two separate books vary quite extensively.

As [contract:justify:reason] a daughter of a strict Chinese mother, Tan's disapproval of the Chinese way of parenting and support for the American way **can be one explanation** [expand:entertain] to **why** [contract:justify:reason] Joy Luck Club is written mostly in the point of view of the four daughters and focuses on their struggles and resentment of the daughters towards their mother's strict Chinese parenting style. The similarity between Tan's personal experience and the plot of the story is **not** [contract:deny] a coincidence. **Perhaps** [expand:entertain] the short stories from Joy Luck Club are **just** [contract:counter:adv] reflections of Tan's experiences. Waverly Jong for example, is a typical Chinese American who does **not** [contract:deny] like her Asian appearance and is ashamed of her Chinese ancestry, as evident when she frowns upon hearing Mr. Rory say that she looks like her mother **(Tan, 1989)** [contract:endorse]. Similarly, June is also forced into playing piano **even though** [contract:counter:concess] that is **not** [contract:deny] where her passion lies **(Tan, 310)** [contract:endorse]. **It is also important to note that** [contract:pronounce] the parenting styles of the mothers described in Joy Luck Club carries a certain amount of negative connotation to it. **However** [contract:counter:counter-exp] **since** [contract:justify:reason] the novel places more emphasis on the daughter's point of view of the situation, it **may** [expand:entertain] **just** [contract:counter:adv] be our brain using available heuristics **(Cherry, 2014)** [contract:endorse].

On the other hand, The Battle Hymn of the Tiger Mother is a memoir written in the point of view of a parent. **So** [contract:justify:result] it is **not** [contract:deny] surprising that Chua portrays her own style of parenting in a relatively more positive light than Tan would portray it. She depicts herself as a tiger mother who is very strict on child rearing **but** [contract:counter:counter-exp] **still** [contract:counter:adv] provides warmth, love and encouragement. **Although** [contract:counter:concess] she would **not** [contract:deny] let her children do many things that are considered normal and unimaginable to lose, such as attend sleepovers, watch TV, play computer games, choose their own extracurricular activities, be in a school play, and get any grade less than A **(Chua, 21)** [contract:endorse], she "assumes strength" in her children and genuinely **believes that** [expand:acknowledge]

she is helping her children build their self-esteem by forcing them to drill and eventually excel in all aspects of their lives **(Luscombe, 2011)** [contract:endorse].

Other than the contrast in stances regarding parenting styles, the two authors also vary in terms of the message they are trying to bring out. The message Tan is trying to convey is a lot less specific compared to Chua's. Tan's novel **seems** [expand:entertain] more of an attempt to illustrate how growing up in an environment where cultural clashes constantly occur between mothers and daughters is like. **Whereas** [contract:counter:counter-exp] in Chua's novel, the situation is a lot like a vendetta and the message Chua is trying to bring out is that Chinese parenting is superior when things go right **but** [contract:counter:counter-exp] it does **not** [contract:deny] work on everyone. Her father was a good example that showed what would happen when Chinese parenting goes wrong. Her father moved as far as he **could** [expand:entertain] away from his family and **never** [contract:deny] thought of his mother except in anger **(Chua, 390)** [contract:endorse]. **Despite** [contract:counter:concess] the general agreement that Chua's message is to provide a rough guideline to parenting, Chua defends herself and emphasizes that the intention of the book is to share her personal experiences and get people thinking about the styles of parenting in the west **(Fischer, 2011)** [contract:endorse].

To sum it up, the comments of Feng Daing, a Chinese parent who has excellent parenting credentials, on the widely accepted attribution of the outrageous act committed by Yao Jia Xin who ran into a woman while driving and decided to stab her to death to avoid trouble to typical Chinese parenting is very appropriate. He says "parenting is a highly individualized thing, and you **can't** [expand:entertain] [contract:deny] simply set up a formula for others to copy **(Gu, 2011)** [contract:endorse].

There are also quite a few similarities between the two authors **regardless** [contract:counter:concess] of their differences. Both of the authors recognized attitude shifts in their lives and reflected these shifts in the portrayal of the characters. For Tan, her feelings shifted when she was told that her mother was hospitalized **because** [contract:justify:reason] of an apparent heart attack and she came to realize that her mother **could** [expand:entertain] be leaving her anytime, following the path of her father and older brother **(Hubbard and Wilhelm, 1989)** [contract:endorse]. **According to an ancient Chinese reprimand** [expand:acknowledge], **children often believe that** [expand:acknowledge] their parents are immortal and **thus** [contract:justify:result] do **not** [contract:deny] cherish them until they have lost them. It was something like that for Tan **even though** [contract:counter:concess] she **already** [contract:counter:adv] lost her father. Before the hospitalization, Tan's relationship with her mother was slightly strained and they were **nothing** [contract:deny] near to being close. **Perhaps** [expand:entertain] it was **because** [contract:justify:reason] of the incident, in which Tan defied her mother's wishes to continue studying pre-med in the college her mother picked out for her and left with her boyfriend to another university that estranged Tan from her mother. When Tan saw her mother on the hospital bed, she decided that **if** [expand:entertain] her mother recovered, she would get to know her mother again and accompany her to China **to** [contract:justify:purp] find the daughters she left forty years ago **(Biography, 1996)** [contract:endorse].

After coming back from their trip to China, Tan gained a new perspective towards her relationship with her mother and this was what inspired her to write Joy Luck Club. This draws a parallel with the experience of Waverly Jong in the book. Since Waverly's childhood, her relationship with her mother Lindo was quite similar to that of Tan's. Waverly started seeing her mother as her invincible opponent **already** [contract:counter:adv] when she was young **(Tan, 221)** [contract:endorse]. She felt ashamed of her mother's actions and appearance **but** [contract:counter:counter-exp] at the same time she fears her criticisms. She knows that there are truths in them and feels as **if** [expand:entertain] these truths **might** [expand:entertain] once again **affect** [contract:justify:result] her opinion on her choice of men. It was **not** [contract:deny] until the day after the family dinner that Waverly paid a visit **to** [contract:justify:purp] express the anger she felt towards Lindo's way of treating Rich that the fear of her mother dying hit her and she understood how important her mother meant to her. She realized that her mother was **just** [contract:counter:adv] criticizing Rich **because** [contract:justify:reason] she is truly concerned and does **not** [contract:deny] want her daughter to repeat her mistakes again.

Similarly, Chua goes through a shift in views when Lulu, her younger daughter, throws a major rebellion against her during their trip to Russia **(Chua, 378)** [contract:endorse]. **Although** [contract:counter:concess] Lulu started showing signs that she was going to be hard to tame in sixth grade, Chua did **not** [contract:deny] see it as a problem. She refused to admit that her style of parenting would fail. After all, she was the parent and had the upper hand. It was **not** [contract:deny] until Lulu started talking back to Chua, openly disobeying her and **even** [contract:counter:adv] went a step further to cutting her own hair when Chua did **not** [contract:deny] drive her to the hair salon **because** [contract:justify:reason] of her bad attitude that she realized that she **might** [expand:entertain] lose Lulu **if** [expand:entertain] she did **not** [contract:deny] **make** [contract:justify:result] adjustments to her parenting style **(Chua, 314, 322)** [contract:endorse]. Chua transformed; she went from being the tiger mother to becoming a more open and more lenient parent. She did **not** [contract:deny] force Lulu to practice violin for long hours anymore. She gave her the choice to do whatever she wanted.

Undeniably [contract:concur] there are many more factors other than the author's viewpoint that **could** [expand:entertain] **affect** [contract:justify:result] the portrayal of the characters in their books. **Nevertheless** [contract:counter:counter-exp], an author's way of thinking and experiences are the main elements that **determine** [contract:justify:result] and shape what the characters in their book would be like. When asked where their ideas come from, **without** [contract:deny] thinking, many writers tend to give simple and seemingly apathetic answers like "I make them up in my head" or "The thought just struck me" **(Gaiman, 1997)** [contract:endose]. **Despite** [contract:counter:concess] the straightforwardness of these simple statements, they **actually** [contract:pronounce] hold many truths. **The ideas that the writers claim to have come by** [expand:distance] so easily are **actually** [contract:pronounce] the product of thinking, which is **affected by** [contract:justify:reason] their personal experiences.

[References taken out]

7.2.5   Comparison Essay Two

Compare and contrast the ways in which patriotism is presented in the poems The Soldier by Rupert Brooke and Dulce et Decorum Est by Wilfred Owen.

From the earliest battles between ancient civilizations to today's wars in places such as Iraq, Afghanistan and Syria, wars have shaped the course of our history. **While** [contract:counter:concess] some people consider war to be the most destructive and horrific of human conflicts, others glorify it, considering it to be an expression of one's patriotism. Wilfred Owen and Rupert Brooke were both English poets who wrote about World War I (WW1), **but** [contract:counter:counter-exp] they had very different opinions on war, **perhaps** [expand:entertain] **due to** [contract:justify:reason] the time when they wrote their notable poems. Brooke wrote The Soldier in 1914, which was the year WWI broke out. In the poem, Brooke displays his supportive view of patriotism, describing the honour of dying for England in a battle. Owen, on the other hand, wrote Dulce et Decorum Est after the war started, in 1917, when he was in rehabilitation after a severe concussion and the poem is filled with the bitter and harsh reality of war. **Ironically** [Contract:concur], the meaning of the title, Dulce et Decorum Est, which implies that it is sweet and glorious to die for your country, is **in contradiction with** [contract:counter:counter-exp] his actual perception of war; **he does** **not** [contract:deny] **believe that** [expand:acknowledge] dying for one's country is an honourable thing. This essay will discuss how Brooke shares his patriotic beliefs about war through The Soldier and how Owen criticizes the notion of patriotism in Dulce et Decorum Est.

The Soldier **may** [expand:entertain] **not** [contract:deny] be the most accurate reflection of what happened in the warzone in WW1, **but** [contract:counter:counter-exp] the idealistic views on war and death displayed in the poem **could** [expand:entertain] have reflected the general population's naivety about war and its consequences. Brooke passed away in early 1915 **due to** [contract:justify:reason] a mosquito infection, before he **could** [expand:entertain] serve his country in WWI, which **could** [expand:entertain] also be a reason for his idealistic opinions on war, **as** [contract:justify:reason] he **never** [contract:deny] experienced life in the battlefield. Owen, on the other hand, wrote from his first-hand experience of fighting in WW1. **Thus** [contract:justify:result] his poem depicts the disturbing, **yet** [contract:counter:counter-exp] realistic experiences he endured during the war. Owen served in the army for more than a year before suffering a concussion that sent him to Craiglockhart War Hospital in 1917 **(Lee, 1997)** [contract:endorse]. Craiglockhart was the place where he met his mentor Siegfried Sassoon and drafted Dulce et Decorum Est. At the hospital, his doctor, Arthur Brock, "encouraged him to translate the experiences he had suffered into poetry" **(Fishwick, n.d.)** [contract:endorse]. In Dulce et Decorum Est and Owen's other anti-war poems, Owen tries to convince readers, through his experience, that going to war for your country **should** [expand:entertain] **not** [contract:deny] be classified as a noble act, **as** [contract:justify:reason] the consequences one has to face are insufferable.

Throughout Dulce et Decorum Est, Owen uses vivid imagery to project painful disturbing thoughts   into the reader's mind. The first two lines of the poem introduce us to a scene where soldiers have been damaged both physically and mentally. The similes "like old

beggars under sacks" and "coughing like hags" **("Dulce", 1-2)** [contract:endorse] are used **to** [contract:justify:purp] paint a picture of the horrendous conditions of soldiers. In the third stanza, where a poisonous gas is released on the soldiers, the imagery becomes **even** [contract:counter:adv] more graphic. The setting is described as "a green sea" **("Dulce", 12)** [contract:endorse] **because** [contract:justify:reason] of the toxic chlorine gas released into the field, with some soldiers "…yelling out and stumbling" and "flound'ring like a man in fire or lime" **("Dulce", 11-12)** [contract:endorse]. This scene further intensifies the descriptions of the horrors on the battlefield. Owen describes every obscene detail of a soldier's war experience in Dulce et Decorum Est, **creating** [contract:justify:result] a bitter and disillusioned one for the poem. The mood of the reader is negatively impacted by this and **highlights** [contract:endorse + citation] the contradiction between Owen's idea of patriotism and the title "Dulce et Decorum Est" **("Dulce")**.

Brooke, on the other hand, was known for his idealistic sonnets on war **(Poetry Foundation, n.d.)** [contract:endorse]. In The Soldier, Brooke focuses on the meaning of a soldier's death rather than the gruesome experiences of soldiers. The first line in the poem portrays Brooke's stance that going to war and dying for one's country is a noble and honourable act. In Brooke's case, the country is England and the repetition of "England" and "English" throughout the poem emphasizes what the death of a soldier means to the country. Another example is line 7, "A body of England's" **("Soldier", 7) implies that** [expand:acknowledge] **even** [contract:counter:adv] when the soldier is dead, he **still** [contract:counter:adv] has a strong sense of belonging to his country. Furthermore, the metaphor "breathing English air" **("Soldier", 7)** [contract:endorse] is used **to** [contract:justify:purp] convey the soldier's loyalty towards England. **Judging by** [contract:justify:reason] the choice of diction used throughout the poem, **it is evident that** [contract:pronounce] **Brooke believes that** [expand:acknowledge] it is an honour to serve and **even** [contract:counter:adv] die for one's country.

The tone of The Soldier is generally soft and comforting, **despite** [contract:counter:concess] the sensitive topic of death. The optimistic tone throughout the poem **perhaps** [expand:entertain] reflects the patriotic propaganda used **to** [contract:justify:purp] lure men, especially teenagers, **to** [contract:justify:purp] join the army during those days, **as** [contract:justify:reason] **no** [contract:deny] one knew how the war would turn out during the beginning stages of WWI. The mood of the reader is also heavily influenced by the positive tone of the poem, convincing him how much a soldier's contributions means to the country through the exaggerated patriotic opinions conveyed in the poem. Through an encouraging tone generated by idealistic fantasies of death that resemble war propaganda, Brooke was able to show his heightened sense of patriotism and his love for his native country.

The structure of The Soldier also depicts Brooke's supportive view of patriotism. The poem is written in the form of a Shakespearean sonnet, which is significant, **as** [contract:justify:reason] it correlates with all the other references to England throughout the poem. **However** [contract:counter:counter-exp], a traditional Shakespearean sonnet typically ends with an EFEFGG rhyme scheme, **but** [contract:counter:counter-exp] the sestet from The Soldier has a rhyme scheme of EFGEFG, which is used in a Petrarchan sonnet. The combination of the two types of rhyme schemes has **perhaps**

[expand:entertain] been used **to** [contract:justify:purp] set a scene where conflict arises between England and other European countries. This backdrop **actually** [contract:pronounce] helps to highlight the message conveyed in the sestet. After the volta, the focus of the poem shifts to the imaginary afterlife of a soldier, where he enters "English heaven" **("Soldier", 14)** [contract:endorse] and recalls all the "sights and sounds" **("Soldier", 12)** [contract:endorse] from his homeland. The effect of the sestet is made more powerful by the use of Petrarchan rhyme scheme **as** [contract:justify:reason] it stresses the soldier's loyalty to England, which is consistent with Brooke's support of patriotism.

Unlike [contract:counter:concess] The Soldier, Dulce et Decorum Est does **not** [contract:deny] follow a traditional and neat structure, **as** [contract:justify:reason] Owen tries to portray the abruptness of events during war through the inconsistent structure of the poem. For instance, The Soldier uses a perfect iambic pentameter, while Owen's poem does **not** [contract:deny] fully follow the iambic pentameter, **as** [contract:justify:reason] there are lines where the rhythm is broken, such as "He plunges at me, guttering, choking, drowning" **("Dulce", 16)** [contract:endorse]. The interruption in the rhythm **could** [expand:entertain] be used **to** [contract:justify:purp] show the reader the suddenness of events during war, like the unanticipated release of toxic gas mentioned in the poem. The varying lengths of each stanza emphasize certain imagery and messages in the poem. For example, stanza three **only** [contract:counter:adv] consists of the two lines, "In all my dreams, before my helpless sight, / He plunges at me, guttering, choking, drowning." **("Dulce", 15-16)** [contract:endorse]. **It appears that** [expand:entertain] Owen intentionally singles out these two lines from the previous sestet **in order to** [contract:justify:purp] stress the graphical scene of a soldier's painful death by poison. Another example is the last four lines of final stanza. The previous three stanzas do **not** [contract:deny] exceed eight lines, **but** [contract:counter:counter-exp] the final stanza consists of twelve lines, which puts more emphasis on the final four lines as it **seems** [expand:entertain] like an extension to the poem. The message conveyed at the end of the poem is **perhaps** [expand:entertain] the most important, **as** [contract:justify:reason] Owen describes "Dulce et decorum est pro patria mori" **("The Odes", Book III.II.XIII)** [contract:endorse], the famous line written by Horace, as "The old Lie" **("Dulce", 25)** [contract:endorse], directly implying that it is **in fact** [contract:pronounce] **not** [contract:deny] sweet and glorious to die for your country. The power of this message is intensified **as** [contract:justify:reason] it is placed at the end of the extended final stanza, which is another structural tool Owen uses **to** [contract:justify:purp] voice his criticism of the patriotic propaganda used to recruit men for the war.

The two poems have very different viewpoints towards war and patriotism, and in today's society, where wars are **still** [contract:counter:adv] raging in certain countries, people also have opposing views towards war and why it **should** [expand:entertain] be fought. **However** [contract:counter:counter-exp], in the modern day, war propaganda is **not** [contract:deny] as evident compared to the recruitment of soldiers during WWI, **probably** [expand:entertain] **due to** [contract:justify:reason] the lesser need for soldiers to fight the wars **because** [contract:justify:reason] of factors such as sophisticated weaponry, advancement in military strategies and universal accountability. **However** [contract:counter:counter-exp], organizations, such as the U.S. Marine Corps, **still**

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[contract:counter:adv] run recruitment campaigns **in order to** [contract:justify:purp] attract young men **to** [contract:justify:purp] join the forces. For example, the recruitment motto for the U.S. Marine Corps is "The Few. The Proud. The Marines." **(U.S. Marine Corps, n.d.)** [contract:endorse], which may **not** [contract:deny] be as persuasive and forceful as the "Who's absent? Is it you?" poster back in 1914 **(Duffy, 2009)** [contract:endorse], **but** [contract:counter:counter-exp] is **still** [contract:counter:adv] convincing **as** [contract:justify:reason] it projects enlisting in the army in a positive light. Such advertisements can be misleading **because** [contract:justify:reason] they do **not** [contract:deny] mention the violent consequences of serving one's country in the war. **However** [contract:counter:counter-exp], it is unlikely that people from first world countries today share Brooke's naivety in 1914 **due to** [contract:justify:reason] the increasing amount of information regarding war and its consequences.

There are more and more "truths" revealed, in the present day, about war and the true experience on the battlefield. In the book The Things They Cannot Say, written by renowned journalist Kevin Sites, soldiers share the truth about war, ranging from unforgettable physical torture, like the experiences in Dulce et Decorum Est, to the guilt of killing a complete stranger. **Although** [contract:counter:concess] the book was **not** [contract:deny] written with the intention to oppose wars, the raw accounts of the soldiers **make** [contract:justify:result] readers question **whether** [expand:entertain] it is worth sending troops out **to** [contract:justify:purp] suffer in the war zone. In addition, war and post-war disabilities such as posttraumatic stress disorder (PTSD), are gaining more and more currency in modern society, implying that the experiences Owen and other soldiers had to go through are now being exposed much more to society. This sort of media coverage **may** [expand:entertain] serve the same purpose as Owen's poems, **as** [contract:justify:reason] they **do** [contract:pronounce] share a common motive of exposing the events that soldiers **have to** [expand:entertain] go through both in and out of the warzone, **although** [contract:counter:concess] the media **may** [expand:entertain] **not** [contract:deny] necessarily be doing so **in order to** [contract:justify:purp] criticize the idea of patriotism.

In conclusion, the messages of both are loud and clear in their respective poems. Brooke idealistic views on war and his patriotic heart for England is shown mainly through his choice of diction, along with the rather traditional structure of a Shakespearean sonnet with slight features of a Petrarchan sonnet. Meanwhile, Owen voices his aversion to patriotism through his use of vivid imagery to recount a soldier's experiences, which generates a gloomy tone to the poem. **Although** [contract:counter:concess] both poems were written almost a century ago, the modern reader **can** [expand:entertain] **definitely** [contract:concur] **still** [contract:counter:adv] relate to them, especially soldiers who are serving their countries right now, and also the families and friends of these soldiers. In the present day, **while** [contract:counter:concess] there are **still** [contract:counter:adv] people, who are patriotic and willing to go to war for their country, there are also people who condemn war and deride feelings of patriotism. In addition, the media covers wars extensively, revealing the deadly consequences and brutalities of war, as well as portraying stories of patriotism, love and sacrifice for one's countries. The wars in the present day **might** [expand:entertain] **not** [contract:deny] be as catastrophic as World War I, **but** [contract:counter:counter-exp] the general feeling of sending troops to fight one another

remains the same, making war poetry, such as The Soldier and Dulce et Decorum Est, and their opinions on patriotism from a century ago, **<u>still</u>** [contract:counter:adv] significant and relatable to our generation.

[References taken out]

7.2.6 Comparison Essay Three

Topic: Compare and contrast the portrayals of Victor Frankenstein-Creature relationship between Mary Shelley's novel Frankenstein and film adaptations

Mary Shelley's Frankenstein is an in-depth study of human nature, **despite** [contract:counter:concess] the common perception that it is **merely** [contract:counter:adv] a horror story. Among different themes in the novel, the relationship between Victor Frankenstein and the Creature provides deep reflections to readers, in terms of the diversified interpretations of the relationship (father-and-son, creator-and-creation) and the philosophical debates behind it. As a renowned novel, Mary Shelley's Frankenstein was adapted into different films throughout the history of cinema. In this essay, the portrayal of the Victor-Creature relationship in the novel and films will be compared.

The 1931 Frankenstein by James Whale and Kenneth Branagh's Mary Shelley's Frankenstein in 1994 are selected for analysis. The 1931 Frankenstein is selected **as** [contract:justify:reason] it was the first sound film adaptation of the novel[1] [contract:endorse], which is also renowned as a successful kick-starter to the whole horror genre, **as mentioned from Jones' (2013) review** [expand:acknowledge]. **While** [contract:counter:concess] the 1994 Mary Shelley's Frankenstein also possesses horror elements, it also "contains the real story" **(Ebert, 1994)** [contract:endorse]; it is loyal to the novel in terms of the incidents mentioned and the time frame. The selection of the films aims to compare how the Victor-Creature relationship is represented in films produced in different time, and with different motives.

Relationship of Victor Frankenstein and the Creature

Relationship is a broad term. **According to the Oxford Dictionaries** [expand:acknowledge +citation], the term 'relationship' is the way in which two people "behave towards each other or deal with each other" **(Hornby, 2000).** In the essay, the behaviours and attitudes that Victor and the Creature had towards each other will be compared **to** [contract:justify:purp] study their relationship. **In order to** [contract:justify:purp] further focus the comparison, specific scenes, which have significant influence to the relationship, are selected as the means for comparison.

~~Before the comparison~~, a summary of the portrayal of the relationship between Victor Frankenstein and the Creature will be given. The Victor-Creature relationship was complex and remained evolving as the story proceeded. From the moment the Creature was alive to the moment Victor realised that the Creature is the murderer of his brother (approximately Volume I of the novel), and Victor "lived in daily fear" towards the Creature **(Shelley, 1818, p. 95)** [contract:endorse], the relationship was complex. He **even** [contract:counter:adv] "shuddered" **(p. 78)** [contract:endorse] when he linked the Creature to his brother's murder.

At this point the Creature have undergone more changes on his attitude towards Victor, and **hence** [contract:justify:result] have experienced diversified views on the relationship. First, the creature had **no** [contract:deny] idea of his relationship with Victor until he read the journals of Victor's experiments. After he learnt his origin, as well as the process of its creation, he cursed Victor, his creator, for giving him this "filthy type" **(p. 133)**

[contract:endorse] of appearance. **His account showed** [contract:endorse] that he was resentful towards Victor at this point. Such resentment is further intensified; when the Creature encountered a series of incidents in which he was "shunned and hated by all mankind," **(p.147)** [contract:endorse] he "sworn eternal revenge" **(p. 144)** [contract:endorse] to Victor and his family, **leading to** [contract:justify:result] the death of William and their subsequent meeting.

Their relationship from this point and on was rather interactive. After their first meeting, Victor departed Geneva and went on his trip **to** [contract:justify:purp] fulfil his promise of **creating** [contract:justify:result] a female companion for the Creature. In this period of time, Victor is constantly under the pressure of the Creature, while the Creature waited in the dark for him **to** [contract:justify:purp] fulfil that promise. Another significant event that deeply **affected** [contract:justify:result] their relationship is Victor abandoning his promise to the Creature. They became enemies, who held a hostile attitude towards each other, after Victor destroyed the unfinished female creature. The Creature swore that he will ravish Victor from his happiness **(p. 173)** [contract:endorse]; Victor was "burned with rage" **(p. 173)** [contract:endorse] and decided to end the life of the Creature. Such mutual hate was further intensified with several murders committed by the Creature. After Elizabeth's murder, which the Creature committed, Victor chased the Creature for revenge.

The conclusion to their relationship was when Victor died on Walton's ship after his unsuccessful pursuit of the Creature on the ice, the Creature came and mourned his death. **In Victor's last words** [expand:acknowledge + citation], **although** [contract:counter:concess] he **did** [contract:pronounce] reflect on his past actions, he passed the task of killing the Creature to Walton. In the meantime, the Creature had a great change in his attitude towards Victor and their relationship. The Creature asked for Victor's pardon beside the deathbed of him **(p. 221)**. **This shows** [contract:pronounce] the Creature's remorse towards Victor, and his regret for all the murders he committed.

From the analysis of the development of the Victor-Creature relationship in the novel, **it can be concluded that** [expand:entertain] the relationship in the book is continually evolving, **affected by** [contract:justify:reason] particular incidents. Also, there are a rich amount of details supporting the changes in relationships, **which provided a strong basis for** [contract:pronounce] the philosophical discussions about the book. Meanwhile, the Victor-Creature relationship is subjected to major changes in the film adaptations. These changes will be discussed with specific scenes as evidence.

The Relationship is Simplified through the Character Settings in the Films

When constructing the relationship, the character Victor and the Creature have necessary qualities **to** [contract:justify:purp] **create** [contract:justify:result] the dramatic conflicts in the novel. **In the Creature's own words** [expand:acknowledge +citation], "My sensations had, by this time, become distinct, and my mind received every day additional ideas. My eyes… perceive objects in their right forms" **(p. 106).** The Creature had a fully functional brain, which **could** [expand:entertain] learn to speak and think, **just** [contract:counter:adv] like other human beings. This setting is crucial **so that** [contract:justify:purp] the Creature **could** [expand:entertain] reflect upon his actions, and **to** [contract:justify:purp] create tension between the face-to-face scenes in the book through dialogues.

However [contract:counter:counter-exp], the settings of the Creature was heavily altered in the 1931 film. In this film, the Creature became a purely monstrous being. It **couldn't** [expand:entertain] [contract:deny] talk and **could** [expand:entertain] make strange noises **only** [contract:counter:adv]; there are **no** [contract:deny] motives supporting its action, for instance, like attacking Elizabeth **(Figure 1)** [contract:endorse]. It existed like a primitive being according to the portrayal in the film **(Figure 2)** [contract:endorse].

With these limitations, the Creature is **only** [contract:counter:adv] a monster, which acted according to its instincts. It was influenced by the abnormal brain used in the experiment **(Figure 3)** [contract:endorse]. Here, the film creator cut the social influences that shaped the Creature in the novel, and change it to a rather simple cause **to** [contract:justify:purp] account for the actions of the Creature. The Creature had **no** [contract:deny] intellectual thoughts which **could** [expand:entertain] justify the motive of its action. Such character setting diminishes the Creature's equal status in the Victor-Creature relationship: the Creature is regarded as a rogue product of an experiment rather than a self-conscious being. The relationship have been simplified to a problem-solving adventure for Victor, **due to** [contract:justify:reason] these alterations.

The character settings of Victor is also subjected to alterations in these film adaptations. In both version, Victor is more emotionally vigorous during the experiment, as well as when he's confronting with the Creature. **While** [contract:counter:concess] the novel portrayed that Victor was under horror and disgust when the creature first moved, and soon rushed out of the room, Victor[2] in the films are filled with joy and excitement from his success. In the 1994 film, he ran across the room and **to** [contract:justify:purp] released the Creature. Series of close-up shots are used **to** [contract:justify:purp] show Victor's changes of emotions: from disappointment to joy and from joy to fear **(Figure 4)** [contract:endorse]. The use of a one-minute tracking shot followed Victor during the creation, which successfully stressed the continuity in Victor's emotional changes.

Unlike [contract:concess] the rational portrayal of Victor in the novel, the vigorous qualities of Victor have also simplified the relationship between Victor and the Creature. Through the vigorous emotion of Victor in the 1994 film, his actions are subsequently more extreme. In his laboratory, he chased the Creature with an axe **(Figure 5)** [contract:endorse], aiming to kill it. **However** [contract:counter:counter-exp], a second ago he was **just** [contract:counter:adv] running away from the Creature. This kind of abrupt changes in the film create and sharpen the hatred between Victor and his Creature, which establish the stage of being 'enemies' in their relationship upon creation. It **indeed** [contract:pronounce] simplified the development of the Victor-Creature relationship from its origin.

The Relationship is Simplified through the Narrative in the Films

In the novel, the Victor-Creature relationship is supported by detailed psychological depictions of both Victor and the Creature, through first person narratives. The readers **could** [expand:entertain] comprehend and understand every changes the characters made through the descriptions of their thoughts. For instance, in their first encounter, the Creature told Victor the things happened to him in the two years after his creation. During the Creature's account, the readers **could** [expand:entertain] see how his attitudes towards

this relationship grew. Also, Victor described the changes of his attitude between compassion and anger towards the Creature when he listened to his story **(p. 147)** [contract:endorse].

However [contract:counter:counter-exp], as the 1994 film[3] [contract:endorse] has demonstrated, the storytelling of films are mostly in the third person's view. This limits the readers' understanding of the character. In the scene that Victor and the Creature sat down and talked in the "sea of ice" **(Figure 6)** [contract:endorse], which is parallel to their first meeting in the novel, there was **only** [contract:counter:adv] a short discussion about the murder and the responsibility of the Creation. Above all, the Creature demanded the creation of a female partner. **Although** [contract:counter:concess] the director tried to use extra close-up shots **to** [contract:justify:purp] show the emotions of the characters, the inner thoughts of the characters are **not** [contract:deny] effectively expressed in the film.

In this sense, this scene **actually** [contract:pronounce] serves **merely** [contract:counter:adv] for the plot development, which is introducing the Creature's demand for a creatures. **Without** [contract:deny] the Creature's account of his life (which is arranged before this scene in the film), the scene is less significant in terms of the development in their relationship, **as** [contract:justify:reason] they were less connected in mutual understandings. **In fact** [contract:pronounce], **due to** [contract:justify:reason] the third person narrating perspective, the Victor-Creature relationship is simplified **as** [contract:justify:reason] the inner thoughts of the character **could** [expand:entertain] **not** [contract:deny] be shown, as their conversation proceed.

The Relationship is Changed by the Altered Focus in the Films

In both films, the Victor-Creature relationship is changed by the altered focus in the films. **Although** [contract:counter:concess] the idea of creating a monster is **clearly** [contract:concur] a horrifying idea **even** [contract:counter:adv] for nowadays, the experiments and the method of creation were **not** [contract:deny] the focus of the novel. There is **only** [contract:counter:adv] a relatively concise part for Victor to describe his scientific pursuits **(approximately from Chapter two to five)** [expand:entertain]. **What is more important** [contract:pronounce] in the novel is the philosophical and moral ambiguities, **caused by** [contract:justify:reason] the Creation. In this sense, the Victor-Creature relationship act as a crucial carrier of these discussion concerning these ambiguities. **However** [contract:counter:counter-exp], both films did **not** [contract:deny] portray this relationship as in the novel.

For the 1931 Frankenstein, the producers aimed to create a film that "millions are waited to be thrilled" **(Universal Pictures, 1931)** [contract:endorse]. Nearly a third of the film (20 minutes) is used to portray Victor's experiment, while the other parts describe the evil actions of the Creature, **without** [contract:deny] any scenes that discuss the storyline between Henry Frankenstein and the Creature. In the film, the director employs a lot of cinematic devices **to** [contract:justify:purp] **create** [contract:justify:result] such a horrifying atmosphere. For example, most of the film is shot with a low-key exposure **(Figure 7)** [contract:endorse], named as film noir or Gothic style, most parts of the screen is in darkness. With such style, the movements of the Creature are revealed slower and more mysteriously, spreading fear and horror to the audience. **As** [contract:justify:reason]

the film aims to induce horror on the audience, which the first line of the film has presented **(…Well, we've warn you)** [expand:acknowledge] such intention, the original relationship in the novel is eventually diminished in the film, **due to** [contract:justify:reason] limited time **(Figure 8)** [contract:endorse].

For the 1994 Mary Shelley's Frankenstein, the Victor-Creature relationship is also altered. As the director, **Kenneth Branagh said in an interview** [expand:acknowledge + citation], the crew wished to to "fill those gaps (in the novel)   and build the psychological details of the character**" (Fuller, 1994)**. In the same interview, he explained that the adaptation **actually** [contract:pronounce] tried to focus more on the family aspect of Victor's story, especially the relationship between Victor and Elizabeth, his "more-than sister" **(p. 37)** [contract:endorse], as the novel have put it.

In order to [contract:justify:purp] show such romantic relationship between Victor and Elizabeth, the screen time between Victor and the Creature be shortened, which **makes** [contract:justify:result] the portrayal of their relationship less detailed and worth discussions. Additional scenes are added **to** [contract:justify:purp] portray the romantic relationship, which have altered the Victor-Creature relationship. For instance, **unlike** [contract:counter-exp] the novel, after Elizabeth was murdered by the Creature, Victor revived Elizabeth by sewing her head to Justine's body, which he previously refused to revive. Here, of the sake of "existence of the whole human race" **(p. 173)** [contract:endorse], Victor refused to revive Justine into a Creaturess **because** [contract:justify:reason] he knew her, **yet** [contract:counter:counter-exp] he rushed to revive Elizabeth **because** [contract:justify:reason] of his excessive love towards Elizabeth **(Figure 9)** [contract:endorse]. It strengthens the romantic relationship between Victor and Elizabeth. Shortly after this scene, the revived Elizabeth was forced to choose between Victor and the Creature, and she burnt herself to death **due to** [contract:justify:reason] despair and confusion **(Figure 10)** [contract:endorse]. This scene completely changed the course of the Victor-Creature relationship from the book. Their relationship is changed from their mutual hate into mutual jealousy and competition, which **are cause by** [contract:justify:reason] their desire for Elizabeth. In this sense, the Victor-Creature relationship is really altered by the movie's focus on the romantic relationship.

Reason [contract:justify:reason] for these Alternations in Cinematic Adaptations

From the discussions above, the Victor-Creature relationships presented in film adaptations are greatly different from that in the book. **Yet** [contract:counter:counter-exp] changing this relationship **might** [expand:entertain] **not** [contract:deny] be the intention of the creators. The relationship is subjected to alternations **for various reasons** [contract:justify:reason]. First of all, cause-and-effects in a relationship **might** [expand:entertain] be simplified **to** [contract:justify:purp] increase the dramatic element of the film. This has demonstrated in the 1931 Frankenstein, where the evil actions of the Creature are accounted for by the abnormal brain used. **As** [contract:justify:reason] there are limited space for storytelling in a film, the stories are mostly delivered in simplified ways **to** [contract:justify:purp] **make** [contract:justify:result] it more dramatic and eye-catching.

Second, the relationships **might** [expand:entertain] be altered for the visual elements in a

film. The visual elements have opened up a lot of possibilities for film adaptations. Various unmentioned scenes **can** [expand:entertain] be added **to** [contract:justify:purp] grant a more horrifying, repulsed atmosphere to the original story. In both adaptations, the detailed portrayal of Victor's laboratory, as well as the experiment process, served as the major part of the film. The films are more horrifying and visually engaging for audiences through these settings. **However** [contract:counter:counter-exp], the portrayal of the Victor-Creature relationship will be hindered **due to** [contract:justify:reason] the limited time in films.

Conclusion

The original Victor-Creature relationship, being one of the most engaging parts in the novel, did **not** [contract:deny] receive great attention from the film adaptation creators', namely the ones of 1931 Frankenstein and 1994 Mary Shelley's Frankenstein. There are different **reasons** [contract:justify:reason] for such decisions, **yet** [contract:counter:counter-exp] these **reasons** [contract:justify:purp] are related to the films' motives respectively. For 1931 Frankenstein, the horrifying atmosphere of the film successfully started the horror genre; and for 1994 Mary Shelly's Frankenstein, the altered focus of Victor-Elizabeth relationship **did** [contract:pronounce] stir up polarized opinion.

As an interesting novel in terms of the theme and the character settings, Frankenstein **did** [contract:pronounce] have a wide range of film adaptations. Most of them have great differences from the novel; some **maybe** [expand:entertain] criticized of being a "vulgarizations or travesties of the original" **(Herffernan, 1997, p. 136)** [contract:endorse]. **Despite** [contract:counter:concess] the criticism these adaptations received, the alternations made to the story **might** [expand:entertain] be a credible reference towards the taste of the mainstream audiences, who paid to watch these films. While we questioned the changes in these Frankenstein adaptations, the film-watching experience of audiences **might** [expand:entertain] as well bring about changes to the film-making industry, like the first appearance of the animated Creature in the 1930s **created** [contract:justify:result] the whole Horror genre, shaping our perceptions towards Frankenstein's monster until now.

[References taken out]

APPENDICIES FOR CHAPTERS NINE & TEN – ATTITUDE ANALYSIS

Appendix 9.1   Attitude Analysis – Science AOI

9.1.1 Disease Essay One

Factors Affecting the **Emergence** [app:composition -] and **Re-emergence** [app:composition -] of **Infectious** [app:composition -] Diseases in Humans

Abstract

It is of no doubt that **infectious** [app:composition -] disease is one of the major **burden** [app:reaction -] of the world. It **does not only affects health of individual human** [app:valuation -] or **animal** [app:valuation -]**,** but also **affect the social** [app:valuaton -] and **economic aspects of the country** [app:valuation -]. Huge amount of resource is therefore put into the research of the nature, pathophysiology and management of **infectious** [app:composition -] diseases.

The difficulty of controlling a particular type of infectious [app:composition -] **disease** [app:reaction -] lies on the **ever-changing nature** [app:composition -] of many of them. It could be a direct change in the **infective** [app:composition -] agent, an indirect change in external factors that leads to the change in disease prevalence, or both. This forms the basis of **emerging** [app:composition -] and **reemerging** [app:composition -] **infectious** [app:composition -] diseases. Here, the factors affecting the **emergence** [app:composition -] and **reemergence** [app:composition -] of **infectious** [app:composition -] diseases will be discussed using **appropriate** [app:valuation +] examples. At the same time, it is hoped that **improvements** [app:valuation +] in the **control** [app:valuation +] and **preventive** [app:valuation +] measures could be facilitated with **increased understanding** [app:valuation +] in this area.

Introduction

Infectious [app:composition -] diseases are diseases that are caused by microorganisms, which can be spread directly or indirectly, from human to human or from animals to human (zoonotic diseases). It is **one of the major burdens** [app:reaction -] worldwide, especially in developing countries, where **sanitation problems** [app:valuation -] are **severe** [app:valuation -].

Infectious [app:composition -] diseases can be classified into two broad categories: **emerging** [app:composition -] and **re-emerging** [app:composition -]. **Emerging** [app:composition -] **infectious** [app:composition -] diseases (EID) **are diseases that have newly appeared to human population** [app:composition -] or those that **are already existed but are increasing in prevalence or geographic range** [app:composition -]; while **re-emerging** [app:composition -] **infectious** [app:composition -] disease are those that existed in the past and **are now increasing in worldwide prevalence** [app:composition -], as well as **geographical and human host range** [app:composition -] (1). This classification **is useful** [app:valuation +] when investigating the causes of **emergence** [app:composition -] and considering **control** [app:composition +] and

prevention [app:valuation +] strategies. Yet, for simplicity, they will be considered together here.

Over the past few decades, science and technology **have advanced** [app:valuation +] drastically, which **allowed us to understand more on the nature and pathogenesis of different infective agents** [app:valuation +]. At the same time, this **has also allowed us to successfully develop many drugs and vaccines for the treatment and prevention of many previously detrimental** [app:composition -] **infectious** [app:composition -] **diseases** [jud:capacity +] [app:valuation +] (2). However, **infectious** [app:composition -] diseases still **emerge** [app:composition -] due to **problems** [app:composition -] such as **antibiotic resistance** [app:composition -] and **natural selection of pathogens** [app:composition -], which are in turn affected by many other factors. It is therefore **important** [app:valuation +] for us to understand these factors in order to overcome **new challenges** [app:valuation -]**.**

Factors Affecting the **Emergence** [app:composition -] of an **Infectious** [app:composition -] Disease

It is important [app:valuation +] to realize that around 75% of the **emerging** [app:composition -] and **reemerging** [app:composition -] pathogens are zoonotic in origin (3,4). The **emergence** [app:composition -] and **spread** [app:composition -] of an **infectious** [app:composition -] disease involve the complex interactions between the host (humans or animals), the pathogen, the environment, and may or may not involve vectors, that **carry** [app:composition -] and **aid the spread of the agents** [app:composition -]. Factors affecting them can be divided into three main categories: ecological, environmental and socio-economics.

Ecological Factors

Ecological factors include factors that affect the natural habitat of the wildlife and the associated pathogens. Many **infections** [app:composition -] depend on wildlife and domestic animal reservoir. Spill-over of pathogens from domestic to wildlife species causes wildlife EID. Pathogens can also spill-back from wildlife to domestic species and eventually to human beings, leading to **serious** [app:valuation -] zoonotic **threats** [app:valuation -] (5, 6, 7). For example, HIV-1 that originates in chimpanzees and **has now spread to human** [app:composition -]; rabies that first appeared in wild dogs **has spread to domestic dogs and now to human** [app:composition -]; Lyme disease **has also spread from rodents to human** [app:composition -] (5). Diseases like HIV **could be rapidly spread from human to human** [app:composition -] due to various socio-economic factors, which will be discussed further. Pathogens **can also be spread through other routes** [app:composition -], for example mosquito vectors, **which spread** [app:composition -] and **cause the re-emergence of malaria and dengue** [app:composition -] **in South America, Africa and Asia in the 1980s** [app:composition -] (8, 9, 7).

The rapid economic development, urbanization and industrialization greatly **enhance the spill-over** [app:composition -] **and spill-back of pathogens** [app:composition -]. These activities result in two main consequences that lead to **EID outbreaks** [app:valuation -]. First, they **disrupt the natural habitat** [app:composition -], **alter the biodiversity**

[app:composition -] and **increase the wildlife density of many plants and organisms** [app:composition -]. This **could interfere with the reproductive cycles of certain pathogens or hosts** [app:composition -], **as well as their migration patterns** [app:composition -], **leading to changes in geographical distribution** [app:composition -]. Secondly, the denser living environment **creates new contacts between human and animals** [app:composition -], **enhancing the dissemination of diseases** [app:composition -]. Some vectors **might also relocate to places nearer to human** [app:composition -], **creating new opportunities for infection** [app:composition -] [app:composition -]. For example, urbanization **enhanced the growth of the mosquito vector that carries Dengue virus** [app:composition -], **causing its re-emergence** [app:composition -] (9). Deforestation **caused the displacement of fruit bats** [app:composition -], **which carried the Nipah Virus to infect farm pigs** [app:composition -], subsequently **led to its outbreak in human in 1999** [app:composition -] (10). Ixodes scapularis is a blacklegged tick **that carries the pathogen causing Lyme disease** [app:composition -]. Deforestation **caused the ticks to shift from infecting Virginia opossums to white-footed mice** [app:composition -], **which is a more resilient host** [app:composition -]. This **eventually led to the emergence** [app:composition -] **of Lyme disease** [app:composition -] (5).

 The high mutation rate of viruses **is another factor that causes continuous reemergence** [app:composition -] **of diseases** [app:composition -]. Antigenic drift of influenza virus is a **well-known** [app:valuation +] example, where point mutations occur from time to time **resulting in strains that humans have no immunity against** [app:composition -]. This has led to **serious** [app:valuation -] **pandemics** [app:valuation -], such as the Spanish Flu in 1918, which is caused by the **emergence** [app:composition -] of H1N1 virus (11). The way human handle domestic poultry had also aided the spread of certain pathogens between animals and from animals to human [jud:capacity -]. Influenza A **is originally of low pathogenicity in humans** [app:composition +]. It circulates among wild birds and poultries. However, interspecies mixing during transportation of domestic poultries, high stocking densities and the increase in proximity between human and animals had greatly facilitated the **infectious** [app:composition -] contact [jud:capacity -] and spread of viruses [jud:capacity -]. This **allowed different strains to come together** [app:composition -] and **undergo gene reassortment** [app:composition -], a process known as antigenic shift, **resulting in the emergence** [app:composition -] **of highly pathogenic** [app:composition -] **strains** [app:composition -], such as H3N2 in 1968, H5N1 in 2004 and the many other **swine flu endemics** [app:valuation -] and **pandemics** [app:valuation -] (12).

Environmental Factors

Environmental factors mainly concern with the global climate changes. **It is well understood** [app:valuation +] that there is a cyclic variation in disease patterns every year due to the changes in hosts and vectors life cycle. Mosquitoes, for example, **are extremely sensitive to temperature changes** [app:composition -]. Therefore, **abnormal** [app:composition -] changes in climate **could disrupt this pattern** [app:composition -] causing **outbreaks of diseases in the human population** [app:valuation -]. Global warming **is an example of abnormal** [app:composition -] **climate change** [app:composition -] resulted from deforestation previously mentioned.

Malaria is a vector-borne disease caused by the Plasmodium species. It is generally **well controlled** [app:composition +] through **preventive** [app:valuatin +] measures, such as anti-malarial drugs and the use of mosquito nets (13). However, there is a recent **reemerging** [app:composition -] pattern in certain parts of the world. It is found that the densities of Anopheles gambiae, the vector **that is responsible in the transmission of malaria** [app:composition -], is positively correlated with the rainfall load (14, 15). The **reemergence** [app:composition -] of malaria might be more significantly affected by socioeconomic factors, which will be discussed in later parts. Other examples include dengue fever, another vector-borne disease carried by the Aedes genus mosquito, which is also greatly affected by seasonal changes (15). Cholera **is a well-known debilitating** [app:composition -] **disease** [app:composition -] that first caused **pandemic** [app:valuation -] in 1817. It **is found to be reemerging** [app:composition -] due to an increase in sea surface temperature, **which results in plankton bloom** [app:composition -] (16, 17, 18).

Socio-economics Factors

Socio-economic factors include changes in human migration, globalization, human behavior, development of antibiotics and vaccines as well as public health controls. The speed of spread of a certain **infectious** [app:composition -] disease is affected by the movement of human or the vectors that carry the disease (11). As the world is becoming more developed, the mobility of people increases. Increasing number of people move from rural to urban areas, <u>transferring diseases locally into big cities and towns</u> [jud:propriety -]. Globalization and the increasing use of commercial air-travel has also allowed people <u>to conveniently travel from one country to another</u> [jud:normality +], <u>facilitating the dissemination of diseases across the globe</u> [jud:propriety -] (9).

 One example is the **emergence of SARS** [app:composition -] in 2003, which first appeared in Guangdong province in China. During early **infection** [app:composition -], SARS patients <u>are asymptomatic</u> [jud:normality +] but <u>infectious</u> [jud:normality -], migration and transportation of <u>infected</u> [jud:normality -] people <u>led to rapid spreading of the virus</u> [jud:propriety -] (19, 20). Apart from human migration, international trades and transfers of agricultural products and livestock <u>have also contributed to the spread of pathogens</u> [jud:propriety -] (21). <u>Cholera, which was originated in Indian Subcontinent was disseminated to Europe and America through trade routes in 1817</u> [jud:propriety -](18). The immigration of travellers and laborers due to the construction of national highways Anhui Province, China, <u>was also one of the factors that caused the recent **reemergence of malaria** [app:composition -] in that area</u> [jud:propriety -]. (22).

 The development of EID through changes in human behavior is best illustrated by sexually transmitted diseases (STD) like HIV/AIDS. As the population size and density increases, people are living in **closer** [app:valuation +] relationships, yet **weaker** [app:valuation -] family structures **lead to increase sexual contacts** [app:valuation -] (1, 23). There are also increase <u>use of **contaminated** [app:composition -] needles by intravenous drug users</u> [jud:propriety -]. Both of which <u>hugely facilitates the transmission of HIV</u> [jud:propriety -]. Apart from that, **political instability** [app:valuation -] **and inequality** [app:valuation -]**, the lack of education** [app:valuation -] **and awareness of the disease** [app:valuation -] **in undeveloped countries** [app:valuation -] **has also**

caused immense local spread of HIV in certain developing countries [app:valuation -] (9).

Public health measures **are important** [app:valuation +] in the control of **infectious** [app:composition -] diseases. Taking SARS as an example, quarantining the infected [jud:normality -] individuals was one most **essential** [app:valuation +] method in preventing **the large scale spreading** [app:composition -] of this **easily transmitted** [app:composition -] disease [jud:capacity +] at the time of **outbreak** [app:valuation -] (20). This relies on the health care policy of the countries involved. These policies or regulations is again greatly affected by the political stability of that country. Moreover, apart from education on **appropriate** [app:valuation +] drug use previously mentioned, increase in awareness on the modes of spread of diseases, such as STDs, **prevention** [app:valuation +] measures, such as the use of condoms and facemasks, **are also critical in the control of diseases like AIDs/HIV and SARS** [app:valuation +] (24). A **systemic** [app:composition +] review has shown that one of the major factors that caused **the resurgence of malaria** [app:valuation -] was **the weakening of malaria control programs** [app:valuation -] due to political and financial reasons (25). Therefore, neither the introduction and maintenance side should be neglected. **Breakdown of these public health measures** [app:valuation -] **not only hinder the control of an EID** [app:valuation -]**,** it **could also cause stigmatization** [app:valuation -] and **misinterpretations in the society** [app:valuation -]**, which further worsen the condition** [app:valuation -] (24).

Conclusion

In conclusion, factors that lead to the **emergence** [app:composition -] and **re-emergence** [app:composition -] of **infectious** [app:composition -] diseases are broadly divided into 3 categories: ecological, environmental and socioeconomic factors. It is **important** [app:valuation +] to realize that there is no single factor that led to or could lead to the **outbreak of a disease** [app:valuation -] . Instead, it requires the interactions of many factors over all 3 categories. For example, **the reemergence of malaria** [app:composition -] could be due to the combination of climate changes, **drug-resistance** [app:composition -] and **the breakdown of preventive** [app:valuation +] **measures** [app:valuation -]. While this paper only highlights some of the most **influential** [app:valuation +] factors, many others are **of equal importance** [app:valuation +]. Knowledge in this area **could immensely aid in the control** [app:valuation +] and **prevention of infectious** [app:composition -] **diseases** [app:valuation +] .

[References taken out]

9.1.2 Disease Essay Two

Will there be another SARS-like **battle** [app:reaction -]? – The possibility of **novel coronovirus outbreak** [app:valuation -] and lessons learnt from SARS

Abstract

As a Hong Kong citizen, SARS **is probably one of the most striking** [app:reaction -] **experiences in our lives** [app:valuation -]. In the following essay, we will explore the possibility of another SARS-like **infection** [app:composition -] **battle** [app:reaction -] brought by the Novel Human Betacoronavirus EMC (HCoV-EMC) coming by analysing the issue critically from different perspectives, including scientifically, politically and personally, as well as from what <u>lessons have been learnt</u> [jud:capacity +] in 2003.

Introduction

Near the end of 2002, an unknown yet highly **virulent** [app:composition -] virus started to spread in Guangdong. Soon in the several months that follow, it **swept the whole world** [app:composition -] in a form of respiratory **contagious** [app:composition -] **pandemic** [app:valuation -], **infected a total of 8,098 people in more than 20 countries** [app:composition -] and **took away 774 valuable** [app:valuation +] **lives** [app:composition -]. Alone in Hong Kong, there were **299 deaths reported among the <u>1755 infected citizens</u>** [jud:normality -] [app:composition -]. (1) That was the story of **alarming** [app:reaction -] **outbreak** [app:valuation -] of Severe Acute Respiratory Syndrome (SARS) brought by SARS-CoV. While many of the Hong Kong citizens *are still overwhelmed by the striking* [app:reaction -] *experience of the battle* [app:reaction -] [aff:security -] after ten years, another similar human coronavirus, currently commonly known as the novel coronavirus (nCoV), are starting another **epidemic** [app:valuation -] in the Middle East and gradually to other places since last year. Up to late March 2013, there were <u>11 died out of the 17 people infected with nCoV</u> [jud:normality -] [jud:normality -]. (2) Will there be another global **outbreak** [app:valuation -] of respiratory disease like SARS? Are we <u>going to experience the **dreadful**</u> [app:reaction -] <u>period of **economic downturn**</u> [app:valuation -], <u>quarantining</u>**,** wearing N95 masks and **psychological burdens** [app:reaction -] [jud:normality -] again very soon? The answer is probably no.

 Scientific analysis: Genetically related with higher virulence

The novel coronavirus (nCoV) is scientifically known as Novel Human Betacoronavirus EMC (HCoV-EMC). (3) Similar to the SARS-CoV, studies show that the HCoV-EMC is a RNA virus with a zoonotic origin in bats and it targets at human airway epithelium (HAE). (3) It indeed **has a larger range of human tissue tropism** [app:composition -], meaning that more types of human cell lines **are susceptible to be infected** [app:composition -] by this new virus. (4) It is, therefore, **well-adapted to humans** [app:composition -]. Being in the same family with SARS, it **is associated with severe** [app:composition -] **acute pneumonia** [app:composition -]**, fever** [app:composition -]**, coughing** [app:composition -] **and breathing difficulties** [app:composition -] and **resembling the symptoms of SARS** [app:composition -] (5). However, it is found that the patients <u>infected with HCoV-EMC</u> [jud:normality -] <u>suffered from multiple organ failures too</u> [jud:normality -], which was not commonly found in SARS patients. (6)

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The novel virus HCoV-EMC **is believed to have a high transmissibility in humans** [app:composition **-**], owing to **the many cell types it is able to infect** [app:composition -] and hence **causing more severe** [app:composition -] **complications** [app:composition -]. This **contributes to the possibilities of another SARS-like outbreak** [app:valuation -] [app:valuation -] in Hong Kong.

Government responses: We <u>are prepared</u> [jud:capacity +]

Although the novel virus spreading from Middle East to Europe and the rest of world continues to bring *anxiety* [aff:security -] all over the globe, our government seems to be very <u>confident</u> [jud:capacity +] that we <u>can handle the situation well</u> [jud:capacity +] from the experience of SARS, swine flu and other **epidemics** [app:valuation -] in history.

Firstly, the government <u>is already taking</u> **preventive** [app:valuation +] <u>measures to prevent the spreading of the novel virus into the region</u> [jud:capacity +]. (7) The World Health Organisation does not advise any special screening at entry nor any travel or trade restrictions up till now for the novel human coronavirus. (2) Nevertheless, from the lessons learnt from SARS, we <u>are alerting</u> [jud:capacity +] and <u>training staff at hospitals, clinics and the airports for identification of</u> **suspicious** [app:composition -] <u>cases of the diseases</u> [jud:capacity +] with **strict** [app:valuation +] border control and screening to ensure the situation is **under control** [app:valuation +]. (7)

Secondly, the government <u>has a set of strategies planned for any</u> **outbreak of infectious** [app:composition -] **diseases** [app:valuation -] <u>like influenza and the</u> **re-emergence** [app:composition -] <u>of SARS</u> [jud:capacity +]. (8) These includes quarantine, which <u>is proved to be successful</u> [jud:capacity +] after the practice in 2009 for swine flu control, contact surveillance and suspension of schools <u>to prevent the frequent human-to-human contact</u> [jud:capacity +] and so on. Some critics pointed out that the government <u>was too slow to respond</u> [jud:capacity -] and <u>only carry out delayed</u> [jud:propriety -] <u>actions in dealing with the incident of SARS</u> [jud:capacity -].(9) However, we can see that with all the above guidelines, the government <u>is now</u> <u>capable of adopting</u> **suitable** [app:valuation +] **timely** [app:valuation +] <u>measures for disease control once the</u> **outbreak** [app:valuation -] <u>happens</u> [jud:capacity +].

Last but not least, from the historical basis, we can deduce that the government <u>has learnt enough from the experience of the handling with</u> **infectious** [app:composition -] <u>diseases</u> [jud:capacity +]. Back in the British colony time, we <u>experienced the plague, malaria and cholera</u> [jud:normality -]; in recent decades, we <u>went through SARS, swine flu and avian flu</u> [jud:normality -] etc. (10) Every time when Hong Kong faces **obstacles** [app:reaction -] like **epidemics** [app:valuation -], we <u>learn to improve our healthcare system</u> [jud:capacity +] and <u>set up new organisations if necessary to prepare for the next</u> **battle** [app:reaction -] <u>to come</u> [jud:capacity +]. After SARS, the Centre for Health Protection is established, which <u>has been serving as the key</u> [jud:capacity +] <u>player in controlling and preventing</u> **infection** [app:composition -] <u>from spreading</u> [jud:capacity +] since then. We also <u>have close collaboration with the World Health Organisation and foreign countries for information exchange and to control</u> **infections** [app:composition -] [jud:capacity +] with <u>concerted</u> [jud:tenacity +] efforts by <u>well-established</u> [jud:capacity +] reporting networks. (8)

Obviously, the government <u>has been playing an **active**</u> [app:valuation +] <u>role in the prevention of **infectious**</u> [app:composition -] <u>diseases after SARS, including this time with novel coronavirus</u> [jud:tenacity +]. Whether these changes and **improvements** [app:valuation +] are **enough** [app:valuation +] and **effective to combat with the coming outbreaks** [app:valuation -] [app:valuation +] **remain to be unknown** [app:valuation -] unless the **outbreaks** [app:valuation -] really happens **unluckily** [app:valuation -], yet, with more efforts and experiences, the government is *optimistic* [aff:security +] about the forthcoming **battles** [app:reaction -].

 Medical and scientific professionals: We <u>are ready</u> [jud:tenacity +] too

With the advancement in medicine, research and diagnostic techniques, we now have much **better** [app:valuation +] facilities, [app:valuation +] technologies and [app:valuation +] methods in treating **infections** [app:composition -] when compared to ten years ago during SARS, **contributing to the preparedness for future outbreaks** [app:valuation -] [app:valuation +] as well as **the control of infections** [app:composition -] [app:composition +].

Even before SARS, scientists in Hong Kong <u>are working diligently in disease research</u> [jud:tenacity] in identifying novel and possible pathogens and in doing testing for samples for World Health Organisation. (7) This **<u>can be proved by the success in identifying the SARS virus in 2003 by researchers of The University of Hong Kong</u>** [app:valuation +] [jud:veracity +] (11) as well as **their discovery in the cell line susceptibility of the HCoV-EMC recently** [app:valuation +] (4) etc. Other scientists with different research interests also <u>contribute much by findings in various fields of pathogens and **infectious**</u> [app:composition -] <u>diseases</u> [jud:tenacity +]. In spite of **the lack of vaccines** [app:composition -] and **specialised drugs** [app:composition -] to treat the **novel coronavirus infection** [app:composition -], there are also **rapid** [app:composition +] diagnostic methods like reverse transcription-PCR assays, novel biosensors etc and **effective** [app:composition +] isolation techniques for viral respiratory diseases as well as **wide-ranging** [app:composition +] medical researches on treatments going on like effects of types I and III interferons etc (3), which provide a **solid** [app:composition +] foundation for **outbreak control** [app:valuation +].

Apart from the researches, medical professionals and the hospital staff <u>learnt their lessons after SARS on **the importance of infection control guidelines**</u> [app:valuation +] [jud:capacity +] during **an outbreak** [app:valuation -]. In 2003, many of the SARS patients are medical staff in hospitals like doctors, nurses, caretakers etc. This was believed to be due to the <u>poor</u> [jud:capacity -] infection precautions of the hospital staff and their <u>lack of awareness</u> [jud:capacity -]. (8) Nevertheless, we now have much **better** [app:valuation +] facilities like isolation wards with **specialised** [app:composition +] ventilation and negative pressure system and other medical apparatus. The Infectious Diseases Centre in Princess Margaret Hospital, Major Incident Control Centre (MICC) of the Hospital Authority and **high-end** [app:composition +] P3 Laboratory in Queen Mary Hospital etc are established after **SARS outbreak** [app:valuation -] <u> to improve the **disease control**</u> [app:valuation +] <u>measures and reduce chances of spreading of **infections**</u> [app:composition -] <u>too</u> [jud:capacity +]. (13) Together with **stricter** [app:composition +] control over hospital **infections** [app:composition -] and **preventive** [app:valuation +] measures in **outbreak**

[app:valuation -] with new guidelines and the **raised** [app:composition +] general awareness on **importance of diseases control** [app:valuation +] and **personal hygiene** [app:valuation +] like proper [jud:capacity +] use of personal protective equipment (14), the experience from SARS **has brought confidence to the medical sector** [app:valuation +] that even when the novel virus come into Hong Kong, the scale of **outbreak** [app:valuation -] **can be minimized** [app:composition +].

 General public: We have learnt our lessons [jud:propriety +]

It cannot be denied that SARS, **being a short-lived** [app:composition +] **yet unforgettable** [app:reaction -] **contagion Hong Kong people went through** [app:reaction -], **has taught every single one of us the importance** [app:valuation +] **of public health** [app:valuation +]**, hygiene** [app:valuation +] **and unity** [app:valuation +] in 2003. (15)

 First of all, we are more aware of the personal hygiene [jud:capacity +]. We understand the need of wearing masks when we develop symptoms of respiratory diseases [jud:capacity +], frequent washing of hands with soap to reduce chances of transmission by direct contact [jud:capacity +], proper [jud:capacity +] procedures of patients' discharge [jud:capacity +] and other related measures [jud:capacity +]. All these have become part of our lives, no matter if there is an **outbreak** [app:valuation -] happening around.

 We also have more **thorough** [app:composition +] understanding in **infection transmission** [app:composition -] [jud:capacity +] and increased awareness in healthcare issues after SARS [jud:capacity +]. Having experienced SARS, people have **clearer** [app:composition +] concepts in how global connectedness is related to the disease spreading [jud:capacity +] and the importance in disease containment by travel restriction, quarantine, suspension of school etc [jud:capacity +]. All these **contribute to the rapid** [jud:tenacity +] **responses** [app:valuation +] and **cooperation between the citizens, various economic sectors and the government** [app:valuation +], **in case of outbreaks** [app:valuation -].

Besides, the **tragic** [app:reaction -] **outbreak of SARS** [app:valuation -] in Amoy Garden due to **poor** [app:composition -] design of sewage systems reminded all the Hong Kong citizens in the environmental factors in disease transmission. We are having more **comprehensive** [app:composition +] designs in housing estates and **improvements** [app:composition +] in living environment.

 Conclusion: We should always be alert [jud:propriety +]

Taking the above aspects of discussion into consideration, we understand that the novel coronavirus (HCoV-EMC), **being more transmissible in nature** [app:composition -] and **virulent in attacking various tissue types** [app:composition -] it is probable that it **can cause an epidemic** [app:composition -] **or pandemic** [app:valuation -]. However, with the **lessons learnt from SARS** [app:valuation +], our government are closely monitoring the situation with new regulatory bodies [jud:tenacity +] and enhanced [jud:tenacity +] collaboration with the international community [jud:tenacity +]; our medical and research professionals are top in the field [jud:capacity +] equipped with **world-class** [app:valuation +] facilities and apparatus [jud:capacity +]; and the whole society is experienced in fighting against contagion [jud:capacity +]. Therefore, it may seem very unlikely for Hong

Kong to experience another **large-scale** [app:composition -] **epidemic like SARS** [app:valuation -] in near future, or at least, there will not bring huge influences like **economic recession** [app:valuation -] and **unemployment** [app:valuation -] as the aftermath of **epidemic** [app:valuation -].

 Nonetheless, <u>we should never overlook the possibility of an **epidemic**</u> [app:valuation -] [jud:propriety +]. As mentioned above, the vaccines and **effective** [app:composition +] treatments for both SARS and HCoV-EMC **are still in research state** [app:composition -] (8) and the nature of viruses are **unpredictable** [app:composition -] as they **can mutate** [app:composition -] and **undergo antigenic shifts** [app:composition -]. The epidemiology of the novel viruses is **not clear** [app:composition -] too. (16) While our discussion is limited to **HCoV-EMC infection** [app:composition -], there are many other potential **outbreaks** [app:valuation -] like H7N9 influenza and so on that may again bring us back to the situation in 2003. In conclusion, <u>the governments of different cities, scientists, medical professionals and the general public should keep our 'all-time alertness'</u> [jud:proprety +] so that we can have **concerted** [app:composition +] strength and unity in combating with novel coronavirus and/or **the next contagion** [app:valuation -].

[References taken out]

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9.1.3 Disease Essay Three

Chickenpox – a Biological View

Abstract

Chickenpox, **being a common infectious** [app:composition -] **disease nowadays** [app:composition -], affects people in different ways. It is caused by varicella-zoster virus, which is also the virus causing Herpes Zoster. There are various measures like vaccination that can be done to prevent chickenpox, [jud:capacity +] however people usually underestimate its **risk** [app:valuation -] in developing **fatal** [app:composition -] **complications** [app:composition -] [jud:capacity -], hence they do not have enough awareness to protect themselves from catching chickenpox [jud:capacity -] , and vaccination **is yet not popularized** [app:valuation -]. Despite the **adverse** [app:composition -] effects brought about by chickenpox, elimination or eradication of chickenpox is considered not feasible [jud:capacity -] after looking at **the upsides** [app:valuation +] and **downsides** [app:valuation -]. Therefore, the governments worldwide should work together to help better treat and control chickenpox [jud:propreity +] in the near future.

Introduction

We all share the same early-childhood memories: In early spring, while young children all returned to the campus after having spent a **happy** [app:reaction +] holiday, chickenpox, being common in winter and spring, often appeared in the schools. Most of us have had chickenpox once in our lives, but its effects, other than those **itchy** [app:composition -] **red** [app:composition -] spots, **are often neglected** [app:reaction -]. The society should pay more attention to this **infectious** [app:composition -] disease [jud:propriety +] as it **does not only infect young children,** [app:composition -] but **also the adults and the elderlies** [app:composition -]. This essay serves to give a biological view on the effects of chickenpox. It will begin with some background information of chickenpox and the virus causing the disease, and then reveal reasons of people's refusal to adopt preventive [jud:capacity +] means [jud:propriety -]. It will then discuss the probability of eradication of the disease. Finally, it will conclude by stating what should be done in future in order to better handle with the disease.

Background information of the virus causing chickenpox

Chickenpox **is believed to be one of the most common global illnesses among young children** [app:composition -] (1). The virus causing it actually takes the role of initiating two diseases, namely chickenpox and Herpes Zoster, and therefore named varicella-zoster virus (VZV) (2). It **is one of the most infectious** [app:composition -] **viruses** [app:composition -], **with a household transmission rate of greater than 85%** [app:composition -] (2). It **is transmitted through air or by direct contact** [app:composition -] **with the blisters on the infected** [app:composition -] **skin** [app:composition -] (3). It **infects** [app:composition -] **human through the respiratory tract** [app:composition -]**,** and then **into the blood circulation** [app:composition -] and **finally the lymphatic system** [app:composition -] to cause the disease.

Varicella-zoster virus has a latent period of 13-17 days for chickenpox (2). However, the antibodies produced in young patients **are usually not strong enough to eliminate all the virus in the body** [app:composition -], so it **will lurk inside the nerve tissue** [app:composition -] for many years. While the person <u>experiences fatigue</u> [jud:normality -] or <u>decline in immunity</u> [jud:normality -], the latent varicella-zoster virus **will cause the second disease – Herpes Zoster** [app:composition -] (3).

Chickenpox is common among young children of age 1-4, who usually show **mild** [app:composition -] symptoms, whereas those older will have **mild** [app:composition -] fever and headache at the early stage of the disease. Clinical symptoms **initiate with the presence of red** [app:composition -] **itchy** [app:composition -] **blisters** [app:composition -], **processing to macules, papules, vesicles, pustules and scabs on mainly the limbs and the face** [app:composition -]. The symptoms will last for 5-10 days (3).

Treatments of chickenpox are usually symptomatic for **infection** [app:composition -] in healthy and young patients[1], and its course is **less complicated compared with those in adults or persons with reduced** [app:composition -] **immunity** [app:composition +] (4). For example, analgesics like paracetamol or acetaminophen **can be given to relieve fever** [app:composition +], and lotion **can be applied to relieve itching** [app:composition +] (5). Certain groups of people, e.g. those of age 12 or above, with chronic disease or receiving steroid therapy, require antiviral drugs like oral acyclovir or vidarabine (5).

Chickenpox was first recorded over 500 years ago. It was named 'chickenpox' as it has symptoms similar to smallpox (7). Chickenpox becomes very common nowadays, that there were about 8,600 cases in Hong Kong over the year in 2012 (6).

Prevention of chickenpox

There are several ways to prevent chickenpox. Other than <u>maintaining **good**</u> [app:composition +] <u>hygiene</u> [jud:tenacity +], <u>quarantining of infected</u> [jud:normality -] <u>persons</u> [jud:capacity +] and <u>avoiding the exposure of high-risk</u> [jud_normality -] <u>groups (such as newborns or immune-compromised persons) to chickenpox</u> [jud:tenacity +], vaccination **is known to be the most** <u>effective</u> [jud:capacity +] **way to prevent chickenpox infection** [app:composition -] [app:composition +] (8). Chickenpox vaccine consists of weakened living varicella-zoster virus. Once received the immunization, the immune system will be induced to produce a large amount of antibodies in the injected body against the disease, and the antibodies **will retain in the body for many years for any future exposure** [app:composition +] (9). As adults <u>have a relatively higher chance of developing **complications**</u> [app:composition -] [jud:normality -], they are recommended to receive the vaccine. The vaccine **is nearly 99% effective** [app:composition +] and hence **has changed a lot the infection and mortality rate of the disease** [app:composition +] (8).

However, despite its **effectiveness** [app:composition +], the vaccine **has some limitations** [app:composition -]. For example, some groups of people <u>should not receive the vaccine,</u> [jud:normality -] such as those with cancers, immune-compromised persons, pregnant

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[1] There is likely to be some evaluation here but it is unclear what the student means.

women and infants of age lower than 1. Also, as it **costs HKD400-800 for each injection** [app:composition -], it is quite **expensive** [app:valuation -] especially to some parents or individuals with economic hardships [jud:normality -] (6). Along with **inadequate** [app:valuation -] education and **publicity of the importance of the vaccine** [app:valuation +], many parents believes that their children must catch chickenpox in order to gain life-long immunity [jud:capacity -], whilst underestimating **the risk of fatal** [app:composition -] **complications** [app:composition -] [app:valuation -] [jud:capacity -](3). In fact, the Department of Health of Hong Kong is planning to include chickenpox vaccine in the Hong Kong Childhood Immunisation Programme from next year, so that children in Hong Kong can receive **free-of-charge** [app:composition +] chickenpox vaccine at age of 1 and 6 [jud:capacity +] (6). This can hopefully help popularize chickenpox immunization in Hong Kong [jud:capacity +].

Other than the active vaccination as mentioned above, passive vaccination **also helps prevent the disease at early infection** [app:composition -] **stage by injection of acyclovir (ACV) immunoglobulin** [app:composition +]. When the immunoglobin (which are monoclonal antibodies) is injected into the body, it **will induce immediate immune response to produce antibodies against the varicella-zoster virus** [app:composition +]. However, the antibodies produced are **short-lived** [app:composition -], thus **can only provide short-term protection against the disease** [app:composition -] (11).

How chickenpox affects people

As chickenpox **is highly infectious** [app:composition -], infected [jud:normality -] individuals are required to stay home for 1-2 weeks until all rashes disappear. This not only bring **discomfort** [app:reaction -] to patients for quite a long time [jud:propriety -] but also interferes with their routine life and work [jud:propreity -], especially those who are having exams or are working on **important** [app:valuation +] issues. This can possibly cause **adverse** [app:composition -] effects on a student's academic performance [jud:propreity -] or even economic or administrative affairs of an enterprise [jud:propriety -].

Moreover, the varicella-zoster virus **is actually life-long infectious** [app:composition -], that it **can actually remain in the nerve cells of the body for many years** [app:composition -]**,** and **become active in adults to cause Herpes Zoster** [app:composition -] (2). Herpes Zoster, also known as shingles, **is a viral skin disease** [app:composition -] which **causes much greater discomfort** [app:composition -] and **pain** [app:composition -] than chickenpox to patients. Unlike chickenpox, Herpes Zoster is not seasonal, and its incidence rate has a lot to do with increasing age. Individuals who has been infected the virus at early ages have a probability of 10-20% of having Herpes Zoster at older ages (12).

Nonetheless, several **complications** [app:composition -] can be developed from chickenpox. **Infection** [app:composition -] may be aroused from scratching of blisters [jud:propriety -] , and it **may lead to scarlet fever if there is invasion of Streptococcus into the body** [app:composition -] [app:composition -] (6). **Complications like encephalitis and viral pneumonia** [app:composition -] may be developed (3). As chickenpox **has a more complicated** [app:composition -] **course on adults** [app:composition -] and **immune-compromised** [jud:normality -] **persons**

[app:composition -], they <u>have greater chance in developing</u> **fatal** [app:composition -] <u>complications</u> [jud:normality -]. Thus, they are recommended to receive chickenpox immunization if they have never been exposed to the virus (8).

Should chickenpox be eliminated or eradicated?

Looking at how chickenpox affects us, a question shall be raised – whether we should make this disease disappear forever on earth?

Both elimination and eradication are results of deliberation measures. Elimination refers to the reduction of the incidence of a disease or **infection** [app:composition -] caused by a particular pathogen to zero in a specific region, whereas eradication refers to the global reduction of the population of the pathogen causing a particular disease or **infection** [app:composition -] to zero. <u>Continuous interventions are required to maintain the state of elimination</u> [jud:capacity -] and <u>prevent reestablishment of transmission</u> [jud:capacity -], while eradication of a disease **is permanent** [app:composition +] and thus **needs no continuous interventional means** [app:valuation +] (15). Cases of elimination of diseases include measles in Latin America and the Caribbean (13), while cases of <u>successful</u> [jud:capacity +] eradication include smallpox and SARS (14).

As chickenpox is a global disease, elimination **is not an appropriate solution** [app:valuation –]. Investigating whether chickenpox should be eradicated, diseases which are currently or are going to be under eradication campaign can be considered. Examples include polio, guinea worm disease, lymphatic filariasis and measles (14). They all share some preconditions as follow (13):

7. The pathogen causing the disease **does not have any known animal hosts** [app:composition +];

8. **Sensitive** [app:composition +] diagnostic and managing tools **are available** [app:composition +];

9. <u>The transmittance among humans can be terminated by specific means</u> [jud:capacity +];

10. **<u>Life-long immunity against the disease</u>** [app:composition +] <u>can be gained through vaccination programmes</u> or <u>non-fatal infection</u> [jud:capacity +];

11. The disease **causes great adverse** [app:composition -] **effects on global hygiene** [app:composition -];

12. Nations <u>have made political commitment on the disease eradication</u> [jud:tenacity +].

Only diseases **fulfilling all these** [app:composition +] will be considered as a candidate for the eradication campaign. Looking at the features of chickenpox, it is very obvious that it **cannot fulfill the last two conditions** [app:composition -] due the following reasons:

3. It **has relatively very low mortality rate** [app:composition +], which **is declining every decade** [app:composition +]. There were about 100 death cases each year in 1990-1994 in the US, while only 13 and 14 deaths recorded in the year 2006 and 2007 respectively. (16).

4. The symptoms of chickenpox are relatively **mild** [app:composition +]. Most of <u>infected</u> [jud:normality -] individuals <u>suffer from **itchy**</u> [app:composition -] <u>spots</u> [jud:normality -] only while a small portion of them <u>will suffer from **mild**</u> [app:composition -] <u>fever</u> [jud:normality -] <u>and headache</u> [jud:normality -]<u>, or develop **complications**</u> [app:composition -] [jud:normality -] (3).

Other than pre-conditions, the feasibility of the eradication shall be considered as well. Global vaccination programme, **which successfully eradicated smallpox in 1978** [app:valuation +], **is the most possible way to bring out the eradication of chickenpox** [app:valuation +] (14). **Intense information flow** [app:composition +] nowadays as well as **advanced technologies** [app:composition +] **may contribute to help introduce the global scheme** [app:valuation +], but <u>great global effort</u> [jud:tenacity +], however **vital** [app:valuation +], **is hard to gather** [app:valuation -]. There are various **barriers** [app:valuation -] **which interfere with the unification of global policies** [app:valuation -], for instance, **culture difference** [app:valuation -], **poverty** [app:valuation -], and **lack of education** [app:composition -]. People in regions like Asia still strongly believe that exposure to chickenpox is the only way to get rid of the disease in their entire life, and people <u>know very little about the **risks of chickenpox**</u> [app:composition -] <u>due to the **lack of education**</u> [app:composition -] [jud:capacity -], hence they <u>usually judge the value of the immunization only on the little mortality rate</u> [jud:capacity -]. Moreover, <u>people in poverty</u> [jud:normality -] can hardly bear the cost of the vaccine without government's subsidy. Considering **the rather-little effect of chickenpox on global health** [app:composition +], global chickenpox vaccination **may not be cost-beneficial** [app:valuation -], and therefore <u>hard to carry out complete eradication</u> [jud:capacity -].

If chickenpox is really eradicated, several aspects **may benefit** [app:valuation +]. Global health **would be improved** [app:composition +] as no people will ever catch chickenpox, and so the number of **death cases** [app:composition -] from **complications** [app:composition -] which can be developed from chickenpox **would decrease** [app:composition +]. The global lifespan **would be longer** [app:composition +], though slightly, especially <u>among those of impaired immunity</u> [jud:normality -]. Besides, **lowered number of hospitalized patients** [app:composition +] **may help sooth the shortage** [app:valuation +] and **heavy** [app:composition -] **workload of the healthcare personnel** [app:valuation +]. <u>Resources on the treatment and vaccination of chickenpox can be saved for development of other healthcare uses</u> [jud:capacity +]. Most importantly, young children can enjoy a more **healthy** [app:valuation +] campus life.

However, the eradication campaign **may lead to several adverse** [app:composition -] **effects** [app:valuation -]**.** These **could be unknown** [app:valuation -] **side effects of intense intervention measures** [app:valuation -]. **An example of side effects leading to the failure of eradication** [app:valuation -] [app:valuation -] is the malaria eradication campaign in 1953, where the DDT used actually **developed resistance in the mosquitoes** [app:composition -], and at the same time **causing great burden in the government expenditure** [app:valuation -] (13). Moreover, people <u>may panic of the coming of an</u> **epidemic** [app:valuation -] [jud:propriety -]. If <u>the vaccination is not well-funded</u> [jud:prorpriety -], people <u>may refuse to pay for it</u> [jud:propriety -]. Under **insufficient** [app:valuation -] global coordination and **high difficulty in maintaining sustainable**

[app:valuation +] **intervention measures** [app:valuation -], it **is of high probability in leading to failure** [app:valuation -] like the polio eradication initiated in 1985 (13).

Conclusion

Balancing the feasibility, as well as the pros and cons, it can be concluded that chickenpox **does not worth eradication** [app:valuation -]. Governments of all nations, however, should pay effort in minimizing **the adverse effects of chickenpox** [app:composition -] to people's routine life [jud:propriety +]. Other than funded vaccination programme and education, the governments should provide subsidy for **development of new technologies to better treat chickenpox** [app:valuation +] [jud:propriety +]. By this, people all around the world are expected to have a **brighter** [app:composition +] future [jud:normality +] with **better** [app:valuation +] health [jud:normality +] and **longer** [app:composition +] lifespan [jud:normality +].

[References taken out]

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9.1.4 Time Essay One

Why we need to have psychological time and physical time?

It is not difficult to realize our life is dominated by two kinds of time perception [jud:capacity +]: psychological time and physical time. Sometimes you just feel the lecture is longer than you expect and the holiday is shorter than you think it would be. While our schedule is regulated by physical time, we also have psychological perception of time. This essay is going to argue that both psychological time and physical **are essential for us to manage our life** [app:valuation +] [app:valuation +].

The importance of having the perception of psychological time [app:valuation +] can be shown easily [jud:capacity +]. According to R.A Block, three main aspects build up psychological time: succession, duration and temporal perspective. (Block and Zakay, 1996) It **means people can have the ability to identify the sequence of events** [app:composition +] and a **rough understanding about the duration of events without the help of other tools** [app:composition +]. Moreover, it **also allows human to look back to the past** [app:composition +] and **look forward to** [app:composition +] and **plan for the future** [app:composition +].

The concept of psychological time **is necessary to us** [app:valuation +] because we need to learn from the past and plan for our future. Humans are different from any other creatures in the sense that we are able to learn from mistakes [jud:capacity +] and act based on our prediction to the future [jud:capacity +]. Furthermore, we have episodic memory so that we can recall a specific event that has happened in the past [jud:capacity +]. (Clayton, Salwiczek,& Dickinson, 2007) It should be also noticed that recalling is actually a kind of psychological time travelling. Although there is no way to conduct physical time travelling now, thanks to psychological time, we can go "back to the past" in our mind by recalling them [jud:capacity +].

Compared to psychological time, the definition of physical time is more abstract. Although scientists define the arrow of time by the expansion of universe and amount of entropy (Klein, 2010), people seldom refer to them when it comes to physical time. Instead, we are more familiar with the calendars, the units of time like second, minute and hour. These measurements of physical time **were invented by humans to assist** [app:valuation +] and **regulate our life** [app:valuation +]. For example, one day is defined as the approximate time for the earth to rotate once around its own axis. With a definition like that, we work from sunrise and rest after sunset.

Then you may wonder why we still need time units given that we are actually able to identify the sequences and duration of events [jud:capacity +]? The answer is that psychological time is subjective. (Cohen, 1964) Ones' culture, nation and subjective feeling make them interpret the time they have experienced differently. (Cohen, 1964) Therefore, an **identical** [app:composition +] and **accurate** [app:composition +] definition of time is needed in a world that is full of interaction and cooperation.

What would our life be if we lost either kind of time perception? There was once a man who lost his episodic memory after an accident [jud:normality -]. He appeared to be normal when interacted with others [jud:normality +] but he cannot plan his schedule

[jud:capacity -] and <u>cannot understand the meaning of future</u> [jud:capacity -]. He <u>could</u>
<u>remember what he had done</u> [jud:capacity +] but <u>got confused with the exact time</u>
[jud:capacity -]and <u>sequences of events</u> [jud:capacity -]. (Clayton, Salwiczek,& Dickinson,
2007) If we <u>cannot interpret time psychologically</u> [jud:capacity -], we <u>will also be like him</u>
[jud:normality -]. Of course we also need an objective definition of time so that we <u>can</u>
<u>easily interact with others</u> [jud:capacity +]. Therefore, we can see that both psychological
time and physical time **are essential for us** [app:valuation +].

[References taken out]

9.1.5 Time Essay Two

Do Animals Have a Sense of Time?

  It has been argued for a long time that human's sense of time cannot be found in animals (e.g. Grondin, 2008; Roberts, 2002, 2007; Tulving, 1985, 2002). In daily experiences and some experiments, animals have showed their sensitivity in time through different actions [jud:capacity +] (e.g. Bird, Roberts, Abroms, Kit, & Crupi, 2003; Grondin, 2008; Roberts, 2002; Suddendorf & Busby, 2003). However, some argued these time-related actions were linked to their biological rhythm, instead of really possessing the sense of time [jud:capacity -] (Roberts, 2002; Tulving, 1985, 2002). The purpose of this article is to examine animals' time perception, and suggest animals do possess a sense of time [jud:capacity +]. This discussion of animals' sense of time can be further divided into whether animals can refer to the past in order to obtain **rewards** [app:valuation +] [jud:capacity +], as well as whether they can anticipate the future [jud:capacity +], and act accordingly [jud:capacity +].

One of the most common rebuttals for animals having the concept of time is they do not possess an episodic memory in addition to the semantic memory system [jud:capacity -] (Roberts, 2002; Tulving, 1985, 2002). Memories stored in semantic memory system **only included general information of the event, for instance the location and objects** [app:composition -], while episodic memory system **provide time markers** [app:composition +] and **reference points that helped linking up different events into the sequence that they happened** [app:composition +] [app:composition +]. Since animals seemed not to possess episodic memory system [jud:capacity -], it is highly possible they failed to recognize when the event happened [jud:capacity -] or link past experiences to predict the future [jud:capacity -]. Their ability of tracking time for feed [jud:capacity +], for example in pet dogs, can be accounted by biological rhythm, instead of actual possessing the sense of time, and even if they could show some **limited** [app:composition -] ability in remembering the past [jud:capacity +], they actually required at least hundreds of training beforehand [jud:capacity -] and was not their nature to do so [jud:capacity -] (Roberts, 2002).

While the above rebuttal statement **seemed to be sound** [app:valuation +], it is actually inaccurate [jud:capacity -] to suggest animals cannot cognitively travel [jud:capacity +] in time simply by **their lack of a particular system that exists in human** [app:composition -]. In fact, many different studies showed animals have some kind of episodic-like memory [jud:capacity +], and can handle different time-related tasks [jud:capacity +]. For instance, in a study conducted by Bird et al. (2003) showed rats not only remember where they caught their food [jud:capacity +] and what type of food they caught, but also when **food of good** [app:composition +] **quality** [app:composition +] can be caught [jud:capacity +] whilst **degraded** [app:composition -] food needed to be avoided [jud:capacity +]. Further study revealed that their memory regarding time **lasted from hours to days** [app:composition +] and regardless of their circadian rhythm, although such ability **was not shared among all species of animals** [app:composition -] and **may not take place cognitively** [app:composition -] (Hampton & Schwartz, 2004).

In addition to their ability to retrieve information of time from the past [jud:capacity +], animals showed the ability of predicting in future in different researches [jud:capacity +]. Scrub Jays, for example, stopped collecting their food when they discovered food they caught every time would be stolen [jud:propriety -] or replaced by **degraded** [app:composition -] food [jud:propriety -] [jud:capacity +](Grondin, 2008), and showed their anticipation of their future needs independently from their current motivational state [jud:capacity +]and immediately needs [jud:capacity +], contradictory to the Bischof-Köhler hypothesis (Correia, Dickinson, & Clayton, 2007). This suggested that the sense of time and cognitively travel of time is not unique to human but also some other animal species [jud:capacity +].

Animals generally were seen as stuck-in-time in past studies before early 2000s [jud:normality -] (e.g. Roberts, 2002; Suddendorf & Busby, 2003; Suddendorf & Corballis, 1997; Tulving, 1985, 2002), but recent studies contradicted with such claim and suggested otherwise (e.g. Bird et al., 2003; Correia et al., 2007; Grondin, 2008; Hampton & Schwartz, 2004; Naqshbandi & Roberts, 2006; Roberts, 2007). They showed, at least to a certain extent, animals possess the ability of tracking past experiences [jud:capacity +] and retrieve time-related information [jud:capacity +] and to anticipate future needs other than the **current challenges** [app:valuation -] [jud:capacity +], and therefore this indicate animals do have a sense of time [jud:capacity +].

[References taken out]

9.1.6 Time Essay Three

Topic: Analyse the possibility of time-travel

Thesis Statement: Most Time-travel Theories mathematically deduced **are infeasible** [app:valuation -]

Time-travelling **was no longer a fantasy when Einstein <u>proposed special and general relativity</u>** [app:valuation +] [jud:capacity +]. Not only did they **reveal that time depends on one's speed and location** [app:composition +]**,** these two theories also **predicted the presence of black-hole and wormhole** [app:composition +] (Al-Khalili, 1999). Various time-travelling theories were deduced based on calculations of black-hole and wormhole. This essay attempts to logically evaluate four time-travelling theories and argue that all **are infeasible** [app:valuation -].

The first method suggested time dilation of special relativity allows a person moving at high speed to travel into the future. Since time goes slower for a moving person, his clock will be slower than his motionless counterparts (Greene, 1999). However, one major requirement is that travelling speed must be of a significant portion of light speed – 300,000km/s. Such premise **could not be achieved with today's technology** [app:composition -]; as NASA (2010) reported, their fastest spacecraft by 2010 **travelled at a mere 10.8km/s** [app:composition -]. One might argue that technological advancement **may one day overcome this** [app:composition +]. However, building such a vehicle <u>is not only limited engineering-wise</u> [jud:capacity -] but <u>also mathematically</u> [jud:capacity -]. Kinetic energy of spacecraft increases as it speeds up; since $E=mc^2$ and light speed c is constant, mass of spacecraft will rise. To propel a vehicle that grows heavier and heavier implies an infinite amount of energy supply (Greene, 1999). Hence, <u>it is physically infeasible to demonstrate a</u> **significant** [app:valuation +] <u>time dilation effect</u> [jud:capacity -], rendering this method currently **impossible** [app:composition -].

The second method based on general relativity is the **most practical** [app:composition +] among the four but several **limitations** [app:composition -] remain. A massive object creates space-time curvature, as a person approaches the mass, his time will be slower than those further away (Al-Khalili, 1999). In time-travelling, these massive objects are usually heavy planets, stars or black-holes. <u>It is feasible for astronauts to orbit the target for months or years</u> [jud:capacity +]; the longer one stays in the slower space-time, the younger he will be returning to Earth (Greene, 1999). Nonetheless, **extreme** [app:composition -] conditions may be present and spacecraft must be <u>carefully designed to withstand extreme temperature or gravitational</u> attraction [jud:capacity -]. Gravity of black-hole **is**, in particular, **not favourable for the task** [app:composition -]. **Another barrier is the distance between Earth and the mass** [app:valuation -]. <u>Searching for a mass with</u> **suitable** [app:composition +] <u>conditions is not easy</u> [jud:capacity -], eventually the target **may be so far the person <u>could not survive the long return trip to Earth</u>** [app:composition -] [jud:capacity -] despite <u>having gained youth</u> [jud:normality +].

The last two methods utilize the concept of wormhole. Wormholes are hypothetically deduced and thus **theoretically possible** [app:valuation +], but **no proof of its presence is evident** [app:valuation -] (Al-Khalili, 1999). Natural wormhole can be found at the centre

of black-hole – singularity. Calculations revealed that singularity is linked to unknown space-time, possibly the past, future and other universe. However, journey through singularity <u>is impossible</u> [jud:capacity -] (Al-Khalili, 1999; Davis, 1995). First, wormholes **are unstable** [app:composition -] and **might only be opened for less than a second** [app:composition -]. Second, light approaching infinite gravity will be blue-shifted to higher frequencies; and the person <u>will not survive the blast from high energy radiation</u> [jud:capacity -].

Lastly, an artificial wormhole can be created for space-time-travelling (Al-Khalili, 1999; Davis, 1995). However, this method <u>is also impossible</u> [jud:capacity -] because mathematics suggested, wormhole creation required exotic matter as raw material. This matter of negative mass **is again nothing but a deduction** [app:valuation -] **with no proof** [app:valuation -].

In conclusion, the four time-travelling theories aforementioned **all possess varying degree of <u>difficulty in execution</u>** [app:composition -] [jud:capacity -]**.** Thus, with today technology, time-travelling **is infeasible** [app:valuation -].

[References taken out]

9.1.7   Time Essay Four

The telescoping effect, [app:valuation -] **stop-watch illusion** [app:valuation -] and their implications to our perception of time

Introduction

Various experiments conducted by a team of scientists verified the fact that our brains **are subjected to numerous illusions** [app:valuation -] **with regards to the concept of time** [app:composition -]. Amongst the many **illusions** [app:valuation -], the **telescopic effect** [app:valuation -] and the **stop-watch illusion** [app:valuation -] **seem to greatly challenge our confidence towards our perception of time** [app:valuation -]. In the following, I will discuss the ideas behind aforesaid **illusions** [app:valuation -] and ultimately suggest that our brain's perception of time **is not as reliable as we have imagined** [app:composition -].

The Telescopic effect [app:valuation -]

The Telescopic effect [app:valuation -] has much to do with our perception of the past. In abstract, **the telescopic effect** [app:valuation -] shows how people <u>are prone to thinking that recent events to have happened longer ago than they actually are</u> [jud:capacity -]; and <u>perceiving events which have happened long ago to have happened not that long ago</u> [jud:capacity -]. [footnote]

The Stop-watch illusion [app:valuation -]

Firstly, the term 'Saccade' refers to the rapid movement of the eye, 'especially as it jumps from fixation on one point to another'[footnote]. As our eyeballs saccade, it is found that the images in between the first and the second object **are blurred** [app:composition -], **causing a momentary break in visual experience** [app:composition -] [footnote]. The brain **will then fill up this momentary break** [app:composition -] with the post-saccadic image [footnote] by **retinal blur** [app:composition -] and **saccadic suppression** [app:composition -], resulting in **an extended subjective** [app:composition -] duration of the post-saccadic object in our minds. This explains why students find that the hand of the clock on a classroom wall **always seems to go overwhelmingly slowly during class** [app:composition -].

Implications of the **illusions** [app:valuation -] regarding our perception of time

This trick of our brain [app:composition -] highlights **the unreliability of the human perception of time** [app:composition -]. To begin with, **the telescoping effect** [app:valuation -] reflects that our human recount of the past <u>might not be that trustworthy</u> [jud:veracity -] because our brains **do have a rather messy** [app:composition -] **concept towards the distance between past events and the present** [app:composition -].

In terms of our perception towards the 'present' and the 'past', **the stop-watch illusion** [app:valuation -] reflects that our brain **always tries to trick us into believing in a seamless** [app:composition +] **story about our experiences by filling in saccadic gaps** [app:composition -], **covering up the breaks** [app:composition -] **and loss** [app:composition -] [app:composition -]. Hence, the present that I deem to be the present might actually happen to be the future that the brain recreates to fill in gaps in between

breaks. This follows that our individual, subject sense of time **might actually be radically inconsistent with the actual reality** [app:valuation -], because according to this **the stop-clock illusion** [app:valuation -], what we thought to have happened earlier actually happens later.

In sum, in view of **the inconsistency of human's perception of the past**, **present and future with the reality** [app:composition -], I think it is fair to conclude with Einstein's **ingenious** [app:valuation +] quote: "...for us physicists believe the separation between past, present, and future **is only an illusion** [app:valuation -], although a **convincing** [app:valuation +] one."

Appendix 9.2 Attitude Analysis – Humanitities AoI

9.2.1 War Essay One

Looking into a <u>Top-ranked</u> [jud:capacity +] Marine Sniper - A review of the autobiography of Jack Coughlin

1. Introduction

As a person <u>living in a relatively **peaceful**</u> [app:valuation +] <u>environment</u> [jud+normality +], it is <u>hard to imagine taking a human life</u> [jud:propriety -] [jud:capacity -]. However, wars **exist** [app:valuation -], and **probably will continue** [app:valuation -], not only in a history textbook or in a remote place people cannot reach, but also in the same planet we are living right now. While reading this sentence, it is possible that someone <u>is undergoing a **life-or-death**</u> [app:valuation -] <u>decision of taking</u> [jud:propriety -] or <u>preserving a person's life</u> [jud:propriety +] with his eyes on his scope. It is also possible that someone <u>just pulled his trigger</u> [jud:propriety -] and saw a person falling down 100 yards away. It gets us wondering what those people are experiencing and how they think of that. What's **the feeling of killing someone in a war** [app:reaction -]? Would they feel *scared* [aff:security -] or *guilty* [aff:security -]? Is war **a good** [app:valuation +] **thing** [app:valuation +] to these soldiers or it **sucks** [app:valuation -]? How could they keep their *sanity* [aff:security +] when facing people <u>who fight and die every day</u> [jud:normality -]? If it is war **that makes them <u>insane like addicts of killing</u>** [jud:propriety -] [app:valuation -], should we have war at all?

Maybe an autobiography of a <u>true</u> [jud:normality +] sniper could help us get an insight of these questions, and here, I choose Jack Coughlin, the <u>top ranked</u> [jud:capacity +] marine sniper who <u>recorded at least thirty-six kills during the Operation Iraqi Freedom alone</u> [jud:capacity +]. [footnote]

2. <u>Good</u> [jud:propriety +] or <u>Bad</u> [jud:proprity +] Guy?

Before I get started, the debates on whether Coughlin <u>is a hero</u> [jud:propriety +] or <u>butcher</u> [jud:propriety -] in the book's review area caught my eyes. On one side, he was a solider belonging to Marines and <u>was sent to Iraq to protect American people</u> [jud:propriety +]. On the other side, he was a man <u>who killed dozens of people</u> [jud:propriety -].

"<u>One of our nation's heroes</u> [jud:propriety +].*"*

A man who also wants to be a marine sniper said that Coughlin <u>is a brave person</u> [jud:tenacity +]. He *admired* [aff:satisfaction +] Coughlin's <u>as a person who never backs down</u> [jud:tenacity +] and <u>says what he belief is right</u> [jud:veracity +]. What's more, Coughlin's <u>pushy</u> [jud:tenacity +] and <u>persistent</u> [jud:tenacity +] attitude towards changing the way snipers work in a war attracted him.

"*The adulation* [aff:happiness +] of <u>killing</u> [jud:propriety -] is loud and clear."

Conversely, a pacifist *could not stand the pro-military attitude in the book* [aff:happiness -] and nearly gave up reading. <u>He refused to accept</u> [jud:veracity -] Coughlin's claim of

valuing human's life, but regarded him <u>as an addict of killing</u> [jud:propriety -]. He thought war **could never be the right way to solve anything** [app:valuation -].

I read the book with this question, and after finishing, <u>I agree to none of them</u> [jud:veracity -]. Coughlin <u>was neither a hero</u> [jud:propriety -] <u>not a butcher</u> [jud:propriety +]. He <u>isn't evil at all</u> [jud:propriety +]. There were <u>humanitarian</u> [jud:propriety +] moments in the battlefield and he <u>did believe that he was saving people rather than killing</u> [jud:propriety +]. However, <u>it is unreasonable</u> [jud:veracity -] to regard everyone in a battlefield as <u>a hero</u> [jud:propriety +]. In fact, he <u>fought not because he wanted to sacrifice</u> [jud:propriety +] just like he <u>didn't intend to kill</u> [jud:propriety +]. He <u>made himself believed that what he was doing has **just**</u> [app:valuation +] <u>reasons, instead of really considering its reasons</u> [jud:propriety -]. And being a sniper was his work, he earned salary, he *gained satisfaction* [aff:satisfaction +], he made it a part of his life. In the following, I would like to illustrate my conclusion by tracing his military career and footprints of life.

3. Jack Coughlin

3.1 A sketch of early life

Coughlin was born in 1966 with Irish blood and grew up in a **wealthy** [app:valuation +] Boston suburb. His has four elder sisters and <u>loving</u> [jud:propriety +] parents who he thought <u>were a **perfect**</u> [app:valuation +] <u>fit</u> [jud:normality +]. He *admired his father* [aff:satisfaction +] who is a teacher and once <u>became a painting contractor in order to support his family</u> [jud:propriety +]. His father didn't own a gun and they never went hunting together. Unlike his father *who loved books and history* [aff:happiness +], Coughlin *was keen on sports* [aff:happiness +] and <u>managed to enter a major university with a full athletic scholarship</u> [jud:capacity +]. However, his dream of playing baseball in the major leagues faded away when his pitching shoulder **was hurt** [app:composition -]. At the age of 19, he end up joining Marines under the suggestion of his friend. He <u>finished his sniper course with **great**</u> [app:valuation +] <u>performance</u> [jud:capacity +] and his first ten years passed in a movement from place to place. He went to Europe, Philippines, Panama and so on. It was in 1993 that he got married with Kim, with whom he soon had two daughters. On March 20, 2003, Operation Iraqi Freedom began and he was one of the people who landed in Iraq. [footnote]

Nothing <u>strange</u> [jud:normality +], right? We tend to believe that <u>violent</u> [jud:propriety -] people <u>must have some unusual</u> [jud:normality -] <u>experiences</u> [jud:normality -] like <u>being discriminated because of his ethnic or religion</u> [jud:propriety -] . Also, we tend to believe they <u>have some *hostile sentiments towards Islamic people*</u> [aff:happiness -] <u>to support their behaviours in Iraq</u> [jud:propriety -]. However, this <u>is not the case</u> [jud:veracity -]. He joined the army because he needed something to do and fortunately he <u>was really good at it</u> [jud:capacity +]. In fact, like Jack Coughlin, most of the American soldiers <u>do not join the army because of *hostile sentiment*</u> [aff:happiness -] or *vengeance* [aff:happiness -] [jud:propriety +]. Instead, they <u>join because of their **patriotic**</u> [app:valuation +] <u>motives</u> [jud:propriety +], their plans for future military careers, and some pecuniary motivations [footnote]. It means most of them <u>are not motivated by the eager of killing someone</u> [jud:propriety +]. And the question is raised: how could they keep *sanity* [aff:security +] in

a **war** [app:valuation -] situation when they have to kill people without a strong motivation [jud:propriety -]?

3.2 "If I didn't get him, he would get us [jud:propriety +]"

Coughlin succeeded to persuade himself that what he was doing was right [jud:propriety +] [jud:capacity +]. As he wrote in his book: "Today, they were trying to kill Americans [jud:propriety -], so I had no choice but to do my job before they could do theirs [jud:propriety +]." Such kind of words repeat again and again in the book as a reminder of our readers as well as himself. After killing, Coughlin *did feel depression sometimes* [aff:happiness -]. *He could remember each target vividly* [aff:happiness -] and *sometimes even thinking of them as individuals who could have families and dreams* [aff:happiness-] [footnote]. However, he justified it. By regarding war as a choice under no choice, he gradually accepted and *felt passionate to do such just* [jud:propriety +] and *heroic* [jud:tenacity +] *things* [aff:happiness +]. In the first ten years of his military life, he spared no efforts to advertise his new idea of mobile sniper team. It was indeed a career, he thought and strove to make it **better** [app:valuation +] just like working for a Fortune 500 company [jud:normality +]. Finally when the time of 9/11 attacks [jud:propriety -] came, he became a person who couldn't help fighting with his rifle even when staying at America with his family aside. "I didn't know who had done this, but they were not going to get away with it [jud:propriety -]", he wrote. [footnote]

What Coughlin used to save himself from *depression* [aff:happiness -] [jud:capacity +] was dehumanizing his enemies [jud:propriety -] [jud:propriety -]. Due to the nature of his job, he rarely had chances to talk to his targets. Thus it seemed easier to dehumanize them by labelling [jud:propriety -] because he didn't have to face their ***horrified*** [app:reaction -] *expressions* [aff:happiness-] [jud:propriety -] as well as hear them *begging for **mercy*** [aff:happiness -] [app:valuation +] [jud:propriety -]. There was only one exception, a man Coughlin called him Achmed, who managed to escape from his rifle gun [jud:capacity +]. Coughlin happened to meet Achmed in the prison after shooting him [jud:propriety -]. After hearing the injured [jud:normality -] man explain that he was about to surrender at the moment he was shot, Coughlin *was strangely delighted* [aff:happiness +] to learn he had survived [jud:capacity +] instead of *being angry* [aff:happiness -] that he had missed the target [jud:capacity -] [jud:propriety +]. And he finally gave him some **simple** [app:valuation +] treat and let him go [jud:propriety +]. It was not until then I stared to notice that Coughlin was not always the person who wants to kill more enemies [jud:propriety -] [jud:propriety +]. It strikes me that such a simple communication manage to save a person's life [jud:capacity +]. As Coughlin put it, "I called him 'Achmed', because I didn't know his real name. By doing so, I crossed the invisible line of humanizing my enemy [jud:propriety +]."[footnote]

3.3 The **Worst** [app:valuation -] and **First-Feel-Good** [app:valuation +] Moment

Coughlin's feelings of war changed from time to time. At the end of March, 2004, around ten days after entering Iraq, Coughlin was carrying out a task as usual. While marching forward the target, his team inevitably encountered a residential house. To their surprise, after explaining their purpose, the host warmly welcomed them [jud:propriety +] and let them walking through his home. There, Coughlin found people with kindness

[jud:propriety +], and a little girl's smile *touched him* [aff:happiness +] and *made him homesick* [aff:happiness -]. On the way out, he paused and patted the head of the big-eyed girl. At that time, he felt "the first **feel-good** [app:valuation +] moment of the war" [footnote]. I think it was the welcoming [jud:propriety +] and *gladness from the family* [aff:happiness +] *that confirmed the belief in Coughlin's heart* [aff:satisfaction +]. That is, he was doing the **right** [app:valuation +] thing [jud:propriety +] and liberating those people [jud:propriety +].

However, such **warm** [app:valuation +] incidence **is rare** [app:composition -] in the war. **Death** [app:valuation -] is the theme of war. Encountering a **subordinate's death** [app:valuation -] indirectly due to his own command [jud:capacity -] made war **suck** [app:reaction -]. And, there were things **even worse than that** [app:valuation -].

> "There is a **dirty** [app:valuation -] part of war that is seldom discussed……By crossing that bridge, we stepped into one such **troubled** [app:reaction -] moment, a **terrible** [app:valuation -] situation that preordained, with an outcome that was inevitable before it started……We did not intend to kill civilians [jud:propriety +], but we did [jud:propriety -] , and we would just have to live with it." [footnote]

The civilian causalities [jud:proprety -] in Diyala Bridge caught the attention of media. Many regarded it as a **good** [app:valuation +] example of the **disastrous** [app:valuation -] consequence of America's military operation on Iraq [jud:propriety -]. For instance, a criticism stressed that Diyala Bridge was not the only case, and the estimated 6,716 civilians was likely to being killed by ground forces during the initial invasion [jud:propriety -] [footnote]. Coughlin, being one of the soldiers who pulled his trigger [jud:propriety -], nearly *collapsed after **the tragedy*** [aff:security -] [jud:propriety -]. *"Oh, my God, what have we done?" he shouted inside* [aff:happiness -]. Though he regarded as the worst thing in his life [jud:propriety -], he still managed to persuade himself that they had no choice but to shoot in order to defend themselves and to achieve the military goal [jud:propriety +]. What we should not deny is that it *indeed made him feel terrible about war* [aff:happiness -].

4. Discussion

The last sentence in this book is somewhat **thought-provoking** [app:valuation +]. "I will never fight again [jud:propriety +]." Coughlin wrote down [footnote]. It seems that Coughlin *was fed up with war* [aff:satisfaction -]. However, I don't think he really thought war **is a disaster** [app:valuation -]. We have seen the motivation for him to join the army and the strategy he used to help him *keep sanity* [aff:security +] as a human being. We have also seen that war **has nearly made him *on the brink of collapse*** [aff:security -] [app:valuation -]. There were times when he wanted to go home. But when we come back to his ultimate thought that "we are right [jud:propriety +]", we can't help wondering what made him so firm about that [jud:tenacity +]. In fact, I *once felt scared* [aff:security -] when he questioned that whether Iraq has WMDs. It seems that Coughlin actually never thought of whether war was **good** [app:valuation +] or **not** [app:valuation -] [jud:propriety -]. Those just reasons exists because of his need for justifying. This remind me the research conducted by Stanley Milgram. When people being commanded to harm someone [jud:propriety -], they would do so [jud:propriety -]. And they justify it without really

thinking of **the harm** [app:valuation -] [jud:propriety -]. **The evil part of human being** [app:valuation -] <u>seems inside everyone</u> [jud:propriety -].[footnote]

[References taken out]

9.2.2 War Essay Two

Autobiography: A Long Way Gone: Memoirs of a Boy Soldier

A Long Way Gone is a memoir written by Ishmael Beah, a former <u>child</u> [jug:propriety -] soldier and <u>survivor</u> [jud:capacity +] in the Sierra Leone Civil War. This book is a record of the author's experience of being a <u>war victim</u> [jud:normality -] and expresses the author's feelings and views on this conflict. The Sierra Leone Civil War started in 1991 when the Revolutionary United Front (RUF), a rebel group with support from National Patriotic Front of Liberia, tried to seize political and economic power in Sierra Leone militarily [footnote]. The civil war formally ended in 2002 when Britain's military intervention <u>successfully defeated the RUF</u> [jud:capacity +] [footnote]. Sierra Leone Civil War **lasted 11 years** [app:valuation -] and **resulted in heavy** [app:valuation -] **casualties** [jud:normality -] [app:valuation -] and **civilian deaths** [app:valuation -] , which **left an indelible scar** [app:valuation -] **on the nation** [app:valuation -]. In this essay, the memoir of this conflict will be analyzed in three aspects, including the experience and roles of the author in the conflict, the author's views on this conflict and my own opinion on the author's point of view.

First and foremost, the experience and roles of the author in the conflict will be examined. The author played three different roles in three different periods of time. In the beginning of the conflict, the author was a <u>helpless</u> [jud:capacity -] and <u>vulnerable</u> [jud:capacity -] refugee. Despite the fact that the civil war first took place in 1992, the author <u>was touched by the war in 1993 when he was twelve</u> [jud:normality -]. He left home with his older brother and a friend to participate in their friends' talent show in the town of Mattru Jong. The rebellion <u>spread to his home, Mogbwemo, before he could went back there</u> [jud:normality -]. He <u>was separated from his parents</u> [jud:normality -] and <u>became a refugee starting a long journey to find protection</u> [jud:normality -]. He <u>witnessed a multitude of war crimes</u> [jud:propriety -] [jud:normality -] committed by the RUF during the conflict. Not only did the rebels <u>take advantage of civilians as shield against the military</u> [jud:propriety -] and <u>loot the property of civilians</u> [jud:propriety -], but they <u>also massacred</u> [jud:propriety -] and <u>mutilated civilians at will</u> [jud:propriety -]. Moreover, they <u>forced the children they caught to be child</u> [jug:propriety -] <u>soldiers</u> [jud:propriety -].

<u>The second role played by the author was a ruthless child</u> [jug:propriety -] <u>soldier</u> [jud:propriety -] fighting against the RUF. The author <u>was separated from his brother and friends when they were trying to escape from the rebels</u> [jud:normality -]. Later, he met another group of friends and continued his journey. They <u>were recruited by the military as child</u> [jug:propriety -] <u>soldiers</u> [jud:propriety-] <u>when the village they lived in was under threat</u> [jud:normality -]. <u>They were taught to kill</u> [jud:propriety -]. And the military <u>provided them with drugs</u> [jud:propriety -] which made them *fearless* [aff:security +], but at the same time, <u>dehumanized them</u> [jud:propriety -]. The author <u>gradually became a cruel killing machine</u> [jud:propriety -] who <u>killed both of his enemies</u> [jud:propriety -] [jud:propriety -] <u>and civilians</u> [jud:propriety -].

The third role of the author was <u>a rehabilitant</u> [jud:propriety +]. The author <u>was rescued by the United Nations Children's Fund (UNICEF) in 1996</u> [jud:normality +] and <u>put into a rehabilitation programme</u> [jud:normality +]. Because of the **successful** [app:valuation +]

treatment, he <u>was able to refrain from</u> **addiction of drugs** [app:valuation -] [jud:capacity +]<u>,</u> and <u>began a new and</u> **normal** [app:valuation +] <u>life with his uncle in Freetown, the capital of Sierra Leone</u> [jud:normality +]. However, in 1997, a military coup took place. The RUF was invited to Freetown where they <u>committed numerous atrocities</u> [jud:propriety -] [jud:propriety -]. Owing to the **domestic instability** [app:valuation -], the author <u>became refugee again</u> [jud:normality -] and <u>travelled alone to the U.S. after</u> **the death of his uncle** [app:valuation -].

Apart from the roles of author, he expresses his views on this conflict in the memoir. His views were changing with the changes of his roles and it could be divided into three stages. In the first stage, as a refugee, his view **was featured by criticism on the rebel groups** [app:valuation +] and **mercifulness** [jud:propriety +] **towards the civilians** [app:valuation +]. <u>He criticized the rebellion</u> [jud:propriety +] <u>for committing crimes against humanity</u> [jud:propriety -] [jud:propriety -], however, it was difficult to distinguish the author's political stance in this stage since he <u>was too young to understand the conflict</u> [jud:capacity -] and <u>all judgments he made were out of</u> **humanistic instinct** [app:valuation +] [jud:propriety +]. The author was *afraid of the RUF <u>for what they had done to the civilians</u>* [aff:security -] [jud:propriety -]. For instance, he <u>witnessed the rebels killed a family by shooting them</u> [jud:propriety -], <u>chopping off a civilian's fingers</u> [jud:propriety -] <u>and forcing children into child</u> [jug:propriety -] <u>soldiers</u> [jud:propriety -] [jud:normality -]. He found it ironic that the rebels <u>claimed themselves "freedom fighter"</u> [jud:propriety +] <u>bringing</u> **"liberation"** [-app:valuation +] <u>since everything they did to the civilians were extremely inhumane</u> [jud:propriety -] and <u>barbarous</u> [jud:propriety -]. Moreover, he <u>showed great sympathy towards the refugees</u> *for suffering from this conflicts* [aff:happiness -] [jud:propriety +].

In the second stage, being a <u>child</u> [jug:propriety -] soldier, his view **was characterized by strong** *hatred* [aff:happiness -] [app:reaction -] and *resentment* [aff:happiness -] **towards the rebel groups** [app:reaction -] and **lack of empathy towards civilians** [app:reaction -]. The author sided with the government and <u>put all the blame on the rebellion in this stage</u> [jud:propriety -]. He <u>accepted the offer to be a child</u> [jug:propriety -] <u>soldier in order to protect the village</u> [jud:propriety +] <u>giving him shield</u> [jud:normality +]. After the <u>author's family and friends were killed by the rebels</u>, he *strongly resented the RUF* [aff:happiness -]. He *held a strong desire to take revenge on the rebellion and completely eradicate them from the country* [aff:happiness -]. Furthermore, <u>he was dehumanized by drugs supplied by the military</u> [jud:propriety -] and <u>consistent</u> **violence** [app:valuation -] [jud:propriety -]. **The strong effects of drugs** [app:composition -] and **violence** [app:valuation -] **made him lose empathy** [app:valuation -] and **the ability to think** [app:valuation -]. He <u>killed civilians</u> [jud:propriety -] and <u>burnt villages at will</u> [jud:propriety -] since he thought civilians <u>were "sissy"</u> [jud:propriety -] and <u>useless</u> [jud:capacity -]. It reflected that he <u>looked down on human's lives</u> [jud:propriety -] and <u>lost empathy</u> [jud:propriety -].

In the final stage, as <u>a rehabilitant</u> [jud:propriety +], his view **is featured by the call for peace** [app:valuation +] [app:valuation +] **and forgiveness** [app:valuation +] [app:valuation +]. The author <u>was rescued by the UNICEF in 1996</u> [jud:normality +]. He <u>was transported to rehabilitation center</u> [jud:normality +] and <u>received treatments</u> [jud:normality +]. Despite the fact that he <u>was dangerous</u> [jud:propriety -] and <u>violent</u>

[jud:propriety -], the staff and nurse <u>did not give up on him</u> [jud:propriety +] and he <u>was gradually recovered physically</u> [jud:normality +] and <u>mentally</u> [jud:normality +] with their <u>efforts</u> [jud:tenacity +]. The UNICEF <u>also helped him find his relatives</u> [jud:propriety +], and later he <u>lived a **normal**</u> [app:valuation +] life <u>with his uncle</u> [jud:normality +]. After the rehabilitation program, he <u>realized **the importance of love**</u> [app:valuation +] <u>and **care**</u> [app:valuation +] [jud:propriety +]. He <u>criticized **violence**</u> [app:valuation -] [jud:propriety +], <u>denounced war</u> [jud:propriety +] and <u>called for instant **peace**</u> [app:valuation +] [jud:propriety +] <u>and **forgiveness**</u> [app:valuation +] [jud:propriety +]. **Right** [app:valuation +] and **wrong** [app:valuation -] **was not important anymore** [app:valuation -]. Ending the war <u>was of the supreme emergency</u> [jud:propriety +] with a view to <u>securing civilians' lives</u> [jud:propriety +] and <u>preventing warring</u> [jud:propriety -] <u>parties to recruit child</u> [jug:propriety -] <u>soldiers</u> [jud:propriety +]. In addition, he <u>made a deep reflection based on his experience of being a child</u> [jug:propriety -] <u>soldier</u> [jud:propriety +]. He <u>regarded it as a **wrong**</u> [app:valuation -] <u>decision</u> [jud:propriety +] because <u>people should never kill under any circumstance</u> [jud:propriety +].Moreover, he <u>believed that people should stop "taking revenge" immediately</u> [jud:propriety +] since *desire for vengeance* [aff:happiness -] **would only lead to a vicious** [app:valuation -] **circle** [app:valuation -].

Additionally, it is true that **humanitarianism** [app:valuation +] <u>should always be **highly valued**</u> [jud:propriety +], especially during the war. I agree with the author that even though conflict itself <u>is cruel</u> [jud:propriety -], <u>we should have **empathy**</u> [app:reaction -] <u>for the war victims</u> [jud:normality -] [jud:propriety +]. **The protection of human rights** [app:valuation +] **is an international consensus of all time** [app:valuation +]. <u>It can never be justified to massacre</u> [jud:propriety -] <u>innocent</u> [jud:propriety +] <u>civilians in the name of **"freedom"**</u> [app:valuation +] [jud:propriety -] <u>and **"liberation"**</u> [app:valuation +] [jud:propriety -]. <u>The society should learn from conflict so as to build a more humane</u> [jud:propriety +] <u>community</u> [jud:propriety +] and <u>secure civilians' property</u> [jud:propriety +] and <u>right to life</u> [jud:propriety +], <u>rather than receive the **painful**</u> [app:reaction -] <u>memory of conflict passively</u> [jud:propriety -] and <u>allowed the same tragedy</u> [jud:propriety -] <u>to repeat</u> [jud:propriety -].

However, **I have some reservations** [app:valuation -] about the author's view in the third stage. Firstly, he argued that **the supreme emergency of the nation** [app:valuation -] was to end the war, which should be done by **forgiveness** [app:reaction +]. He believed that <u>"taking revenge" was not good</u> [jud:propriety -] and <u>people had to learn to forgive in order to enhance **the peace-making progress**</u> [app:valuation +] [jud:propriety +]. It reflected that the author thought it was <u>acceptable</u> [jud:propriety +] to make a compromise between the government and the RUF to stop the **prolonged** [app:composition -] conflict even though it might mean <u>forgiving the war criminals</u> [jud:propriety -] [jud:propriety -] and <u>allowing them to rule the country</u> [jud:propriety -].

Although the author <u>possesses a good intention</u> [jud:propriety +], his view **is invalid** [app:valuation -]. Appeasement **would never bring a real** [app:valuation -] and **lasting peace to a nation** [app:valuation -], especially when the collaborator <u>is a notorious</u> [jud:propriety -] <u>barbarous</u> [jud:propriety -] <u>and ruthless</u> [jud:propriety -] <u>military group</u>. This <u>can be proved by the massacre</u> [jud:propriety -] <u>happening in the Freetown in 1997</u> [jud:veracity +]. Koroma, the new president of Sierra Leone in 1997, invited the RUF to

Freetown and collaborate with him to rule the country [footnote]. The rebels killed [jud:propriety -], raped [jud:propriety -] and looted at will [jud:propriety -]. This holocaust [jud:propriety -] eventually resulted in 5000 deaths [jud:propriety -] [footnote]. This event reveals that **the so-called** "**peace" and "end of the war" achieved by the compromise does not necessarily bring "real peace"** [app:valuation -]**.** In the case of Sierra Leone, it **only brings pseudo-peace** [app:valuation -] and **even more violence** [app:valuation -]. In addition, even though **peace agreement** [app:valuation +] is signed [jud:propriety +] and **violence** [app:valuation -] does not take place [jud:propriety +], the "peace" achieved can sometimes be superficial [jud:capacity -] and unstable [jud:capacity -]. It is because the local population *who suffered from the conflict* [aff:security -] *held strong resentment towards the war criminals* [aff:happiness -] [jud:propriety -]. For instance, one victim of Sierra Leone Civil War [jud:normality -], whose arms were amputated in the conflict [jud:propriety -], insisted that Taylor (the leader of National Patriotic Front of Liberia who provided special support to the RUF during the war [jud:propriety -]) deserved 100 years in jail for his role in the atrocities [jud:propriety -] [jud:propriety -]"[footnote]. This example showed that war victims [jud:normality -] *were hostile to the war criminals* [aff:happiness -] [jud:propriety -]. If the government collaborates with the war criminals [jud:propriety -] so as to maintain the so-called "peace" [jud:propriety -], it would highly undermine the credibility [jud:propriety -] and legitimacy of its rule [jud:propriety -] [footnote]. And it is possible to give a rise to another political [jud:propriety -] and military rebellion [jud:proprietyy -] and internal social unrest [jud:propriety -]. Therefore, what the international and local community should do is to bring war criminals [jud:propriety -] to justice [jud:propriety +] and rebuild a civic society [jud:propriety +] [jud:propriety +], rather than make a **fake peace** [app:valuation -] with the war criminals [jud:propriety -] [jud:propriety -] [footnote].

Furthermore, the author also reflects on his experience of being a child [jug:propriety -] soldier. However, **I have some reservations** [app:valuation -] about the statements he made. The author argues that under no circumstance should a person kill other people, even it is for protecting civilians [jud:propriety +] and own survival [jud:propriety -]. This view apparently influence him deeply. When the massacre [jud:propriety -] occurred in Freetown in 1997, he travelled along to the America and abandoned his widowed aunt and cousins [jud:propriety -], because he did not want to kill anyone for any purpose [jud:propriety +]. However, in my opinion, killings can be justified when it is used for self-defense [jud:propriety +] and protecting innocent [jud:propriety +] people [jud:propriety +]. **The desire for staying alive** [app:reaction +] and **securing beloved one** [app:reaction +] **is not a shame** [app:reaction +]. It is true that the author commit inhumane [jud:propriety -] war crimes [jud:propriety -] when being a child [jug:propriety -] soldier [jud:propriety -], but he do not have to completely deny his initial intention to protecting himself and the civilians [jud:propriety +]. Killing is a crime when it is used against innocent [jud:propriety +] civilians during a conflict [jud:propriety -], but it is justifiable when a person is standing on the battlefield and confronting his enemy [jud:propriety -] [jud:propriety -].

In conclusion, this essay analyzed the memoir of Sierra Leone Civil War in three aspects, namely the roles of the author in the conflict, the author's views on this conflict and my opinion on the author's view. The 11-years civil war **leads to 70000 people killed**

[app:valuation -] and **half of the population is displaced** [app:valuation -] [footnote]. <u>War crimes</u> [jud:propriety -], <u>such as recruitment of child</u> [jug:propriety -] <u>soldiers</u> [jud:propriety -], <u>execution</u> [jud:propriety -], <u>torture</u> [jud:propriety -] and <u>amputation committed against civilians</u> [jud:propriety -], <u>were common</u> [jud:normality -] [footnote]. It is hoped that <u>war crimes</u> [jud:propriety -], <u>can be eliminated</u> [jud:capacity +] in the future and **humanitarianism** [app:valuation +] <u>can be effectively enacted by the international community</u> [jud:capacity +].

[References taken out]

9.2.3 War Essay Three

Dulce Et Decorum Est: A Critical Analysis of Chris Hedges' War is a Force that Gives Us Meaning

Pro patria mori - to die for your country - **is the most beautiful** [app:valuation +] and **pervasive** [app:valuation +] **lie** [app:valuation -] man has made [jud:propriety -]. It speaks to us through **silenced** [app:valuation -] voices and **antiquated** [app:valuation -] scripts. It masquerades on digital TV, roadside billboards and 3D screen blockbusters. It lives and propagates in states and groups, disseminated by the powerful [jud:capacity +] and consumed by the powerless [jud:capacity -]. It is inscribed in war memorials [footnote], engraved on epigraphs and tombstones, and worshipped as revelation by youngsters. However moral [jud:propriety +] and learned [jud:capacity +] we deem ourselves, we struggle to recognize the truth of war [jud:capacity -]: there is **no worthy death** [app:valuation -] **nor divine cause** [app:valuation -]. War **is rarely worth its price** [app:valuation -].

All that war **thrives on are illusions** [app:valuation -] [app:valuation -]. Chris Hedges, a war journalist who covered in Central American, Middle Eastern and Balkan battlefields, knows well **the flamboyance** [app:valuation -] of **the myth** [app:valuation -] and underneath, its **gross** [app:valuation -] reality. But **illusions** [app:valuation -] **produce madness** [app:valuation -] [app:valuation -], even among its most moral [jud:propriety +] audience. War **is intrinsically appealing to the human psyche**, [app:reaction +] argues Hedges, for it provides to its ingesters **sensory exhilaration** [app:reaction +] and **immense power** [app:valuation +] under a **sanctified** [app:valuation +] cause.

Few are immune to the seduction of battle [jud:propriety -], just like few detest the seduction of sex [jud:propriety -]. In fact, the association between **violence** [app:valuation -] and sex **is intimate** [app:composition -]. Freudian theories suggest that there are two **conflicting** [app:composition -] forces in the unconscious: Eros, the life instinct **that powers love and sex** [app:valuation +], and Thanatos, the death instinct **which governs aggression** [app:valuation -] **and destruction** [app:valuation -] [app:valuation -] [footnote]. These drives are very likely selected for during evolution because they **promote survival** [app:composition +] and propagation. "This **struggle** [app:valuation -] is what all life essentially consists of," Freud wrote [footnote]. Hedges' observations support this link as well: military women seem more beautiful than they were in peacetime [jud:normality +], and women report attraction to men in uniforms [jud:normality +] that looked otherwise mundane [jud:normality -] [footnote]. Both war and sex expose our **animalistic** [app:composition -] nature under civil clothing and moral constraints. These drives **hold our society in peacetime** [app:valuation +]**, fueling love** [app:valuation +] and **competition** [app:valuation +]; or, if given the chance, they **pervert into that of rape** [jud:propriety -] [app:valuation -] **and killing** [jud:propriety -] [app:valuation -] common in war of any age.

Another appeal of war lies in its **sensory exhilaration** [app:reaction +]. In peacetime people satisfy **this need** [app:reaction +] by entertainment, sports or even drugs. In war, however, **there is a continual source of such gratification** [app:reaction +]. Sensations of war **are seldom, if not never, pleasant** [app:reaction -]. Picture the scene as Hedges

describes his first-hand experience in the siege of Sarajevo: "**The hurling bits of iron fragmentation** [app:valuation -] <u>left bodies **mangled**</u> [app:composition -] [jud:propriety -] , **dismembered** [app:composition -] [jud:propriety -]**, decapitated** [app:composition -] [jud:propriety -]. The other reporters and I <u>slipped and slid in the blood and entrails thrown out by the shell blasts</u> [jud:normality -], heard *the groans of anguish* [aff:happiness -]..."[footnote]. The sights and the sounds are so lurid and real, laid bare in such **menacing** [app:reaction -] proximity, that one <u>cannot choose but to succumb</u> [jud:propriety -]. No experience in peacetime would parallel its **powerful** [app:composition +] **thrill** [app:reaction +], and even the **most euphoric** [app:reaction +] drug experience **is no more than "war's pale substitute** [app:reaction -] " [footnote]. War **is a drug** [app:valuation -] - **a very addicting one** [app:composition -]. Combat veterans *find themselves troubled by withdrawal symptoms* [aff:security -] **that receive little relief in cosmopolitan life** [app:composition -]; everything **seems bland** [app:reaction -] and **uninteresting** [app:reaction -]. A photographer who had worked in El Salvador's war zone, one of whom Hedges worked with, <u>had a **hard**</u> [app:composition -] <u>time readjusting to the "**flat**</u> [app:reaction -], **dull** [app:reaction -], **uninteresting** [app:reaction -]" <u>life in Miami</u> [jud:normality -], and chose to go back to the battlefield. He <u>was shot to death</u> [jud:normality -] - <u>consumed by his own **deadly**</u> [app:composition -] **addiction** [app:valuation -] [jud:propriety -] [footnote]. <u>Victims</u> [jud:normality -], too, <u>pick up **the addiction**</u> [app:valuation -] **readily available in the war context** [app:valuation -] [jud:propriety -]. <u>Survivors of the war</u> [jud:capacity +] <u>admit that "those days **have been the fullest of their lives**</u> [app:valuation +]" [footnote], <u>despite the **terrible**</u> [app:valuation -] <u>living conditions in the bombarded city and the **close calls of death**</u> [app:valuation -] [jud:propriety -]. The **dangerous** [app:valuation -] **fascination about war** [app:reaction -], even to <u>the victims</u> [jud:normality -] **is probably linked to the** *primordial fear* [aff:security -] **and the** *heady excitement* [aff:satisfaction +] **that accompanies every flirtation with death** [app:valuation -] [app:valuation -]. For people who actually fight in war, the appeal of the drug doubles: war **grants their otherwise vulnerable** [app:composition -] **egos a God-like** [app:composition +] **power - the power to destroy** [app:valuation -] [app:valuation -].

Power **itself is an intoxicating** [app:reaction +] **drug** [app:valuation -]. It is **addictive** [app:composition -] and **easily sustainable for the long-term abuser** [app:composition -]. For a running supply of the power drug, <u>tyrannies</u> [jud:propriety -] <u>subject their peoples to</u> **constant** [app:composition -] **terror** [app:reaction -] [jud:propriety -] and <u>fear by the use of **violence**</u> [app:valuation -] [jud:propriety -]. In war, power **is with the armed** [app:valuation -], **sustained likewise by violence** [app:valuation -] [app:valuation -] and *terror* [aff:security -] [app:valuation -], and **enjoyed for its sheer omnipotence over other human lives** [app:valuation -]. This **can be seen notoriously in** <u>the desecration of</u> **corpses by their killers** [jud:propriety -] [app:valuation -]. <u>Bodies are "impaled on the sides of barn doors</u> [jud:propriety -], <u>decapitated</u> [jud:propriety -], or <u>draped like **discarded**</u> [app:valuation -] <u>clothing</u> [jud:propriety -]. <u>This is carried out by tyrannies</u> [jud:propriety -] [jud:propriety -]. <u>Iraqi secret police</u> [jud:propriety -], for instance, <u>would videotape their executions</u> [jud:propriety -] and <u>take photographs of themselves "squatting like big game hunters" next to their victims</u> [jud:normality -] [jud:propriety -] [footnote]. **The abuse of power** [app:valuation -] is a motif in the history of <u>human atrocities</u> [jud:propriety -], but

while it **corrupts top-down in tyrannies** [app:valuation -] [jud:propriety -], it also **infects bottom-up during war** [app:valuation -]. The power over the unarmed **can turn the most moral** [jud:propriety +] **men into practiced** [jud:capacity +] **killers** [jud:propriety -] [jud:propriety -]. In the Holocaust, Jews were taken out of Polish villages [jud:propriety -] and systematically shot by battalions [jud:propriety -]. The first killings of one particular battalion saw many soldiers retreating for **the barbarity of their deed** [app:valuation -]; soon after, as the same men grew inured to the killing [jud:propriety -], they did so without trouble [jud:propriety -] [footnote]. What is *startling* [aff:security -] is that this type of killers [jud:propriety -] is usually ordinary men from the lower class; they are easily drawn [jud:propriety -] much like their domestic oppressors [jud:propriety -], to **the drug of power** [jud:propriety -], [app:valuation -]. **Only in war does such power become legally permitted** [app:valuation +] [app:valuation -], and **even encouraged** [app:valuation +] [app:valuation -]; it **taps into Thanatos of human nature - the hidden desire to destroy** [app:reaction -] [app:valuation -]. And in consummation it works with another aspect of war: the sense of meaning that exalts **depravity** [app:valuation -] and **suffering** [app:reaction -] to the same sanctity.

Underlying every war there is **a hidden agenda** [app:valuation -] and a publicized cause. **Propaganda** [app:valuation -] **provides a meaning of sacrifice** [app:valuation -], usually in the form of the old lie [jud:propriety -] - it is good to die for one's country [jud:propriety -]. Soldiers are deemed selfless [jud:propriety -] and upright [jud:propriety -], and battles become the sacred [jud:propriety -] defense of justice [jud:propriety -] and honor [jud:propriety -]; when martyrs [jud:propriety -] are born, they are hailed as saints [jud:propriety -] and messiahs [jud:propriety -]. When Hedges covered in the Israeli-Palestinian conflict, he interviewed a Palestinian child about whom he wanted to be. "A martyr [jud:propriety -]," answered the two-year-old - and same for his older brother, who told his parents they would dig his grave [jud:propriety -] [footnote]. To subscribers of the nationalist lie [jud:propriety -], which is always the great majority, dying for one's country - or any other group identity - seems the highest meaning one could achieve in life [jud:propriety -]. This **lie** [app:valuation -] draws into battle aspiring youths [jud:tenacity +], disillusioned [jud:normality -] men, aimless wanderers [jud:normality -] and even criminals [jud:propriety -] [jud:propriety -]- all of whom *crave the purpose of life promised by war* [aff:satisfaction +]. War **warps everyone into another moral universe** [app:valuation -]. Following the Napoleonic Wars, it was reported, the unidentifiable bones of humans and horses left in major battlefields were dug up, shipped and ground to make manure [jud:propriety -] [footnote]. War **is meaningless once it is over** [app:valuation -], and the meaning during war **is the product of collective self-deception** [app:valuation -] [app:valuation -]. **The only things left of war are scars** [app:valuation -] [app:valuation -] - **permanent** [app:composition -] **wounds of the affected generation** [app:valuation -], and **long-term consequences for yet more to come** [app:valuation -].

War **is a mistake** [app:valuation -] **that punctuates history** [app:valuation -]. The profit of war **seldom spreads to the general population** [app:valuation -] or **promotes the growth of any society** [app:valuation -]. The warlords [jud:propriety -] who manufactured the ethnic conflict that led to the breaking-up of Yugoslavia [jud:propriety -] shared none of their wealth [jud:propriety -], but left behind broken societies [jud:normality -] [jud:propriety -] and broken generations [jud:normality -] [jud:propriety -] [footnote].

Ethnic cleansing during the war [jud:propriety -] left whole cities purged of all but one label [jud:propriety -]. The capital of Bosnia, which was home to diverse groups was almost entirely Muslim after the war; even when **the devastation** [app:valuation -] has been mended back [jud:propriety +] and infrastructure built anew [jud:propriety +], it had become **a "cultural wasteland** [app:valuation -]" [footnote]. Moreover, the war **left** *bitterness* [aff:satisfaction -] *hatred* [aff:happiness -] **among the groups** [app:valuation -]. On the eve of the Muslim takeover, fleeing Serbs burned down their own houses to deny the Muslims shelter [jud:propriety -] - **an act of not only hatred** [app:reaction -], but **self-annihilation** [app:valuation -] [footnote]. After the violent struggles of war [jud:propriety -], belief systems of entire peoples **are toppled** [app:valuation -], something that had been sedimenting so long that physical reconstruction **does little to recover it** [app:valuation -]. This is seen when World War I concluded in **widespread** [app:composition -] **disillusionment with the future of humanity** [app:reaction -], and World War II ended with *fear for nuclear warfare* [aff:security -] *and the destruction of mankind* [aff:security -]. Wars like these **expose our capacity for stupidity** [jud:capacity -] **and cruelty** [jud:propriety -] [app:valuation -] at the same time. They **tear down our preexisting self-confidence** [app:valuation -] and **reduce us down to the unworthy creatures** [jud:propriety -] **we are** [app:valuation -]. On a micro scale, the war **destroys lives that could otherwise be productive** [app:valuation +] **and meaningful** [app:valuation +]. People who come out of the **random** [app:composition -] **violence of wars** [app:valuation -] lose their aim for life [jud:normality -], knowing that only those who stole [jud:propriety -] , cheated [jud:propriety -] or killed [jud:propriety -] could become **the favorites of fate** [app:valuation +] [footnote]. **The disillusionment with the myth of war** [app:reaction -] **disillusions one from the purpose of life** [app:valuation -]; **the accustomization to the corruption of war** [app:valuation -] **estranges one from the original moral universe** [app:valuation -]. This is a **profound** [app:valuation -] **wound** [app:valuation -] upon an individual and upon a society. **The wound** [app:valuation -] **takes generations to heal** [app:composition -], and **healing** [app:valuation +] requires the admission and **repentance of the past wrongs** [jud:propriety +] inflicted by every side of a conflict, which involves even more **painful** [app:reaction -] introspection.

War **is rarely worth its price** [app:valuation -]. Leaders initiate it for the quest of profit [jud:propriety -] and ordinary men take part in it for the quest of meaning [jud:propriety +]. But in the end, even if the material profit is gained [jud:normality +], lives are lost [jud:propriety -] and cultures are destroyed [jud:propriety -], leaving survivors [jud:capacity +] crippled in body and mind [jud:normality -] [jud:propriety -]. In the end, the cost of war **generally outweighs its profit** [app:valuation -].

There is a **common** [app:composition -] **misunderstanding** [app:valuation -] that wars **are justified for their inevitability** [app:valuation +]. The inevitability of an event **does not justify it** [app:valuation -]; it **only provides pessimism** [app:reaction -] [app:valuation -] about its recurrence. Every generation is susceptible to war's appeal [jud:propriety -], with the same **grotesque** [app:valuation -] **fascination** for **the realm of war** [app:reaction +]. They still listen to myths and stories of their fallen [jud:normality -] fathers, their ancient **glory** [app:valuation +], and the canonical Achilleses whose **heinous** [app:valuation -] deeds are never recorded for the educational purpose [footnote]. They still struggle to confront Thanatos [jud:capacity -], when he looms near, and Eros [jud:capacity -], when he

<u>drives them on</u> [jud:propriety -].

Hedges speaks of combating Thanatos with Eros, that is, driving off **the drug of war** [app:valuation -] with *tenderness* [aff:happiness +] and *love* [aff:happiness +]. But I believe that is not **the core of the problem** [app:valuation -], for both these primordial drives **are easily perverted to mutual accompliceship** [app:valuation -]. Instead, the system of myth has to be debunked first. <u>It is also important</u> [jud:propriety +] to acknowledge that apart from war, there are too many places where these drives **could shape our society for the better** [app:valuation +]. Community projects, exchange trips and similar projects of inclusion <u>could make meaning out of Eros</u> [jud:propriety +], while competitive sports and martial arts <u>would be helpful in harnessing Thanatos</u> [jud:propriety +]. It takes **immense** [app:composition +] **courage** [app:reaction +] for any state <u>to acknowledge its crimes of war</u> [jud:propriety +], or <u>to promise never to initiate one again</u> [jud:propriety +]; but for **the best hope of humanity** [app:valuation +], such trivial steps, coupled with overall better education, employment and spiritual fulfillment, <u>are ways by which we could untangle ourselves from the history of conflict</u> [jud:propriety +].

The ancient lie [app:valuation -] has to wear out. When the headstone crumbles and the words dissipate, what replaces it **would be another of contemporary** [app:valuation +] **value** [app:valuation +] [app:valuation +]: Dulce et Decorum Pro Patria Vivere [footnote].

[References taken out]

9.2.4 Compare Essay One

Compare and Contrast how Viewpoints affect the Portrayal of characters in Joy Luck Club and the Battle Hymn of the <u>Tiger</u> [jud:tenacity +] Mother

According to various articles, our thoughts actually control our actions. Thoughts **are far more powerful than people think they are** [app:valuation +]. Our viewpoints and personal experiences are the main elements that shape our thinking. These in turn determine personality and thereby affect our actions. When further examining the two **popular** [app:valuation +] literary works, Joy Luck Club by Amy Tan and The Battle Hymn of the <u>Tiger</u> [jud:tenacity +] Mother by Amy Chua, it can be seen that the viewpoints and upbringings of the two authors can affect their portrayal of characters in their books to a great extent. Both Amy Tan and Amy Chua's parents were Chinese immigrants and grew up in America, but they do not have the same viewpoint towards their Chinese heritage and parenting styles. Because of this disparity, their stance towards parenting creates a contrast. Despite this difference, they are still similar in their message for the audience and the reflection of their own attitude shifts.

Both Tan and Chua belong to the "second generation" as referred to in Chua's Battle Hymn of the <u>Tiger</u> [jud:tenacity +] Mother (Chua, 2011). People from this generation have immigrant parents and are "the first to be born in America and <u>will typically be high achieving</u> [jud:capacity +]" (Chua, 55). The lives of the first generation **are usually very tough** [app:valuation -], so the children of the first generation are expected to be nothing but <u>the best</u> [jud:capacity +]. While most American families <u>award their children for getting a B</u> [jud:normality +], <u>anything lower than an A grade would be considered unacceptable in a Chinese family</u> [jud:tenacity +]. Tan's parents decided that she <u>would be a full time neurosurgeon</u> [jud:capacity +] and <u>a part time concert pianist</u> [jud:capacity +] (Interview, 1996) while Chua was told that she <u>disgraced her father</u> [jud:propriety -] when she <u>came up second place in a history contest</u> [jud:capacity -] (Chua, 46). Although they come from the same generation and were brought up with a similar parenting style, perhaps because of their personal experiences and thoughts, they <u>differ markedly in attitudes towards their Chinese heritage</u> [jud:normality -].

Tan <u>was the only Chinese in her high school</u> [jud:normality -] so she *felt out of place* [aff:security -] and *desperately wanted to fit in* [aff:security -]. She *was very unhappy* [aff:happiness -] and *ashamed of her Asian appearance and heritage* [aff:security -] and tried very hard to become more American. She <u>would wear a clothespin on her nose, hoping to slim down her Asian looking nose</u> [jud:normality -]. She *also came to dislike all Chinese food* [aff:happiness -] and believed that eating more American food would make her more American (Hubbard, Wilhelm, 1986). All while trying to become more American, Tan acquired the American way of thinking. In addition to the *shame* [aff:satisfaction -] she felt, her choice to match her parents' expectations **did not turn out well** [app:valuation -]. She *realized that medicine was not where her passion lies* [aff:happiness -], so she dropped out of pre-med and transferred to San Jose State University to study English and linguistics (Biography, 1996). So it would not be wrong to say that **Tan is slightly against** [app:valuation -] the Chinese style of parenting and **supports** [app:valuation +] the American style of parenting and thinking. Whereas for

Chua, other than the experience in grade school in which a boy made "slanty-eyed gestures" [jud:propriety -] and mimicked her pronunciation [jud:propriety -] [jud:propriety -] that made her vow to get rid of her Chinese accent, she did not particularly reject her own culture (Chua, 47). She grew up believing hard work is the norm [jud:tenacity +], and that ultimately the Chinese way of parenting is the correct way [jud:propriety +] (Chua, 2011). Unlike Tan, Chua accepted the Chinese thoughts instilled by her parents and managed to find a balance between the inherent Chinese part of herself and the newly acquired American part [jud:capacity +]. Because of the distinct stance towards the style of parenting each author holds, the point of view of the characters from the two separate books vary quite extensively.

As a daughter of a strict [jud:normality -] Chinese mother, Tan's *disapproval of the Chinese way of parenting* [aff:happiness -] and *support for the American way* [aff:happiness +] can be one explanation to why Joy Luck Club is written mostly in the point of view of the four daughters and focuses on their struggles [jud:normality -] and *resentment of the daughters towards their mother's* **strict** [app:valuation -] *Chinese parenting style* [aff:happiness -]. The similarity between Tan's personal experience and the plot of the story is not a coincidence. Perhaps the short stories from Joy Luck Club are just reflections of Tan's experiences. Waverly Jong for example, is a typical Chinese American who *does not like her Asian appearance* [aff:happiness -] [jud:normality +] and is *ashamed of her Chinese ancestry* [aff:security -] [jud:normality +], as evident when *she frowns upon hearing Mr. Rory say that she looks like her mother* [aff:happiness -](Tan, 1989). Similarly, June is also forced into playing piano even though *that is not where her passion* [aff:happiness +] *lies* [aff:happiness -] [jud:propriety -] (Tan, 310). It is also important to note that the parenting styles of the mothers described in Joy Luck Club **carries a certain amount of negative connotation to it** [app:valuation -]. However since the novel places more emphasis on the daughter's point of view of the situation, **it may just be our brain using available heuristics** [app:valuation -] (Cherry, 2014).

On the other hand, The Battle Hymn of the Tiger [jud:tenacity +] Mother is a memoir written in the point of view of a parent. So it is not surprising that Chua portrays her own style of parenting **in a relatively more positive light** [app:valuation +] than Tan would portray it. She depicts herself as a tiger [jud:tenacity +] mother who is very strict on child rearing [jud:normality -] but still provides *warmth* [aff:happiness +] [jud:normality +], *love* [aff:happiness +] [jud:normality +] and **encouragement** [app:valuation +] [jud:normality +]. Although she would not let her children do many things that are considered normal and unimaginable to lose, such as attend sleepovers, watch TV, play computer games, choose their own extra curricular activities, be in a school play, and get any grade less than A [jud:normality -] (Chua, 21), she "assumes strength" in her children [jud:normality +] and genuinely believes that she is helping her children build their self-esteem by forcing them to drill [jud:normality +] and eventually excel in all aspects of their lives [jud:normality +] (Luscombe, 2011).

Other than the contrast in stances regarding parenting styles, the two authors also vary in terms of the message they are trying to bring out. The message Tan is trying to convey is a lot less specific compared to Chua's. Tan's novel seems more of an attempt to illustrate how growing up in **an environment where cultural clashes** [app:valuation -] **constantly**

occur between mothers and daughters [app:valuation -] is like. Whereas in Chua's novel, the situation **is a lot like a vendetta** [app:valuation -] and the message Chua is trying to bring out is that Chinese parenting <u>is superior when things go right</u> [jud:capacity +] but it <u>does not work on everyone</u> [jud:capacity -]. <u>Her father was a good example that showed what would happen when Chinese parenting goes wrong</u> [jud:capacity -]. <u>Her father moved as far as he could away from his family</u> [jud:propriety -] <u>and never thought of his mother except in *anger*</u> [aff:satisfaction -] [jud:propriety -] (Chua, 390). Despite the general agreement that Chua's message is to provide a rough guideline to parenting, Chua defends herself and emphasizes that the intention of the book is to share her personal experiences and get people thinking about the styles of parenting in the west (Fischer, 2011).

To sum it up, the comments of Feng Daing, a Chinese parent <u>who has **excellent**</u> [app:valuation +] <u>parenting credentials</u> [jud:capacity +], on the widely accepted attribution of <u>the outrageous act committed by Yao Jia Xin who ran into a woman while driving</u> [jud:propriety -] and <u>decided to stab her to death to avoid trouble to typical Chinese parenting</u> [jud:propriety -] **is very appropriate** [app:valuation +]. He says "parenting is a highly individualized thing, and <u>you can't simply set up a formula for others to copy</u> [jud:capacity -]" (Gu, 2011).

There are also quite a few similarities between the two authors regardless of their differences. Both of the authors recognized attitude shifts in their lives and reflected these shifts in the portrayal of the characters. For Tan, her feelings shifted when she was told that <u>her mother was hospitalized because of an apparent heart attack</u> [jud:normality -] and *she came to realize that her mother could be leaving her anytime* [aff:security -], following the path of her father and older brother (Hubbard and Wilhelm, 1989). According to **an ancient Chinese reprimand** [app:valuation -], children often believe that their parents are immortal and thus <u>do not cherish them until they have lost them</u> [jud:propriety -]. <u>It was something like that for Tan</u> [jud:propriety -] even though <u>she already lost her father</u> [jud:normality -]. Before the hospitalization, Tan's relationship with her mother **was slightly strained** [app:valuation -] and **it was nothing near to being close** [app:valuation -]. Perhaps it was because of the incident, in which Tan <u>defied her mother's wishes to continue studying pre-med in the college her mother picked out for her</u> [jud:propriety -] and <u>left with her boyfriend to another university</u> [jud:propriety -] that <u>estranged Tan from her mother</u> [jud:propriety -]. When Tan saw her mother on the hospital bed, she decided that if her mother recovered, she <u>would get to know her mother again</u> [jud:propriety +] and <u>accompany her to China to find the daughters she left forty years ago</u> [jud:propriety +](Biography, 1996).

After coming back from their trip to China, Tan <u>gained a new perspective towards her relationship with her mother</u> [jud:propriety +] and this was what inspired her to write Joy Luck Club. This draws a parallel with the experience of Waverly Jong in the book. Since Waverly's childhood, her relationship with her mother Lindo **was quite similar to that of Tan's** [app:valuation -]. Waverly <u>started seeing her mother as her invincible</u> [jud:capacity +] <u>opponent</u> [jud:propriety -] <u>already when she was young</u> [jud:propriety -] (Tan, 221). She *felt ashamed of her mother's actions* [aff:happiness -] and *appearance* [aff:happiness -] but at the same time she *fears her **criticisms*** [app:valuation -] [aff:security -]. She knows

that there are **truths** [app:valuation +] in them and feels as if these **truths** [app:valuation +] **might once again affect her opinion on her choice of men** [app:valuation -]. It was not until the day after the family dinner that Waverly paid a visit to express *the anger she felt towards Lindo's way of treating Rich* [aff:happiness -] that the *fear of her mother dying* [aff:security -] hit her and she <u>understood how</u> **important** [app:valuation +] <u>her mother meant to her</u> [jud:propriety +]. She realized that her mother <u>was just criticizing Rich because she is truly concerned</u> [jud:propriety +] and <u>does not want her daughter to repeat **her mistakes**</u> [app:valuation -] <u>again</u> [jud:propriety +].

Similarly, Chua <u>goes through a shift in views</u> [jud:propriety +] when Lulu, her younger daughter, <u>throws a major rebellion</u> [jud:propriety -] <u>against her during their trip to Russia</u> [jud:propriety -] (Chua, 378). Although Lulu <u>started showing signs that she was going to be hard to tame in sixth grade</u> [jud:normality -], Chua did not see it as **a problem** [app:valuation -]. She <u>refused to admit that her style of parenting would fail</u> [jud:capacity -] [jud:propriety -]. After all she was the parent and <u>had the upper hand</u> [jud:capacity +]. It was not until Lulu <u>started talking back to Chua</u> [jud:propriety -], <u>openly disobeying her</u> [jud:propriety -] and <u>even went a step further to cutting her own hair when Chua did not drive her to the hair salon because of her **bad**</u> [app:valuation -] <u>attitude</u> [jud:propriety -] that she <u>realized that she might lose Lulu if she did not make adjustments to her parenting style</u> [jud:propriety +] (Chua, 314, 322). Chua <u>transformed</u> [jud:propriety +]; she went from <u>being the tiger</u> [jud:tenacity +] <u>mother to becoming a more open</u> [jud:propriety +] and <u>more lenient parent</u> [jud:propriety +]. She <u>did not force Lulu to practice violin for long hours anymore</u> [jud:propriety +]. She <u>gave her the choice to do whatever she wanted</u> [jud:propriety +].

Undeniably there are many more factors other than the author's viewpoint that could affect the portrayal of the characters in their books. Nevertheless, an author's way of thinking and experiences are the main elements that determine and shape what the characters in their book would be like. When asked where their ideas come from, without thinking, many writers tend to give simple and seemingly **apathetic** [app:valuation -] answers like "I make them up in my head" or "The thought just struck me" (Gaiman, 1997). Despite the straightforwardness of these simple statements, **they actually hold many truths** [app:valuation +] [app:valuation +]. The ideas that the writers claim to have come by so easily are actually the product of thinking, which is affected by their personal experiences.

[References taken out]

9.2.5 Compare Essay Two

Compare and contrast the ways in which patriotism is presented in the poems *The Soldier* by Rupert Brooke and *Dulce et Decorum Est* by Wilfred Owen.

From the earliest **battles** [app:valuation -] between ancient civilizations to today's wars in places such as Iraq, Afghanistan and Syria, wars have shaped the course of our history. While some people consider war **to be the most destructive** [app:valuation -] and **horrific of human conflicts** [app:valuation -] [app:valuation -], **others glorify it** [app:valuation +], considering it **to be an expression of one's patriotism** [app:valuation +] [app:valuation +]. Wilfred Owen and Rupert Brooke were both English poets who wrote about World War I (WW1), but they had very different opinions on war, perhaps due to the time when they wrote their **notable** [app:valuation +] poems. Brooke wrote *The Soldier* in 1914, which was the year WWI broke out. In the poem, Brooke displays his **supportive** [app:valuation +] view of patriotism, describing <u>the honour of dying for England in a</u> **battle** [app:valuation -] [jud:propriety +]. Owen, on the other hand, wrote *Dulce et Decorum Est* after the war started, in 1917, when he <u>was in rehabilitation after a **severe**</u> [app:composition -] <u>concussion</u> [jud:normality -] and the poem is filled with **the bitter** [app:valuation -] and **harsh reality of war** [app:valuation -]. Ironically, the meaning of the title, *Dulce et Decorum Est*, which implies that it is <u>sweet</u> [jud:propriety +] and <u>glorious to die for your country</u> [jud:propriety +], **is in contradiction with his actual perception of war** [app:valuation -]; <u>he does not believe that dying for one's country is an honourable thing</u> [jud:propriety -]. This essay will discuss how Brooke shares his **patriotic** [app:valuation +] beliefs about war through *The Soldier* and how **Owen criticizes** [app:valuation -] the notion of patriotism in *Dulce et Decorum Est*.

The Soldier **may not be the most accurate** [app:valuation -] **reflection of what happened in the warzone in WW1** [app:valuation -], but the **idealistic** [app:valuation -] views on war and death displayed in the poem could have reflected the general population's <u>naivety about war and its consequences</u> [jud:capacity -]. Brooke <u>passed away in early 1915 due to a **mosquito infection**</u> [app:composition -] [jud:normality -], before he could serve his country in WWI, which could also be a reason for **his idealistic opinions on war** [app:valuation -], as he never experienced life in the battlefield. Owen, on the other hand, wrote from his first-hand experience of fighting in WW1. Thus his poem depicts the <u>disturbing</u> [jud:normality -], yet <u>realistic</u> [jud:veracity +] experiences he endured during the war. Owen served in the army for more than a year before <u>suffering a concussion that sent him to Craiglockhart War Hospital in 1917</u> [jud:normality -] (Lee, 1997). Craiglockhart was the place where he met his mentor Siegfried Sassoon and drafted *Dulce et Decorum Est*. At the hospital, his doctor, Arthur Brock, "encouraged him to translate <u>the experiences he had suffered</u> [jud:normality -] into poetry" (Fishwick, n.d.). In *Dulce et Decorum Est* and Owen's other **anti-**[app:valuation -] war poems, Owen tries to convince readers, through his experience, that going to war for your country <u>should not be classified as a</u> **noble** [jud:propriety +] <u>act</u> [jud:propriety -], as *the consequences one has to face **are insufferable*** [app:valuation -] [aff:satisfaction -].

Throughout *Dulce et Decorum Est*, Owen <u>uses vivid imagery to project ***painful***</u> [app:valuation -] ***disturbing*** [app:valuation -] *thoughts* [aff:happiness -] [aff:happiness -]

into the reader's mind [jud:capacity +]. The first two lines of the poem introduce us to a scene where soldiers have been damaged both physically and mentally [jud:propriety -] [jud:propriety -]. The similes "like old beggars under sacks" and "coughing like hags" ("*Dulce*", 1-2) are used to paint a picture of the **horrendous** [app:valuation -] conditions of soldiers. In the third stanza, where a **poisonous** [app:composition -] gas is released on the soldiers [jud:propriety -], the imagery becomes even more graphic. The setting **is described as "a green sea"** [app:valuation -] ("*Dulce*", 12) because of the **toxic** [app:valuation -] chlorine gas released into the field [jud:propriety -], with some soldiers *"...yelling out and stumbling"* [aff:security -] and *"flound'ring like a man in fire or lime"* [aff:security -] ("*Dulce*", 11-12). This scene further intensifies the descriptions of the horrors [aff:security -] on the battlefield [jud:propriety -]. Owen describes every **obscene** [app:valuation -] detail of a soldier's war experience [jud:normality -] in *Dulce et Decorum Est*, creating a **bitter** [app:valuation -] [aff:satisfaction -] and **disillusioned** [app:valuation -] [aff:satisfaction -] tone for the poem. The mood of the reader **is negatively impacted by this** [app:valuation -] and highlights the contradiction between Owen's idea of patriotism and the title "Dulce et Decorum Est" ("*Dulce*").

Brooke, on the other hand, was known for his idealistic sonnets on war (Poetry Foundation, n.d.). In *The Soldier*, Brooke focuses on the meaning of a soldier's death [jud:normality -] rather than the gruesome [jud:normality -] experiences of soldiers. The first line in the poem portrays Brooke's stance that going to war and dying for one's country is a **noble** [app:valuation +] [jud:propriety +] and **honourable** [app:valuation +] [jud:propriety +] act. In Brooke's case, the country is England and the repetition of "England" and "English" throughout the poem emphasizes what the death of a soldier [jud:normality -] means to the country. Another example is line 7, "A body of England's" ("*Soldier*", 7) implies that even when the soldier is dead [jud:normality -], he still has a strong sense of belonging to his country [jud:propriety +]. Furthermore, the metaphor "breathing English air" ("*Soldier*", 7) is used to convey the soldier's loyalty towards England [jud:propriety +] [jud:capacity +]. Judging by the choice of diction used throughout the poem, it is evident that Brooke believes that it is an honour to serve [jud:propriety +] and even die for one's country [jud:propriety +].

The tone of *The Soldier* is generally **soft** [app:valuation +] and **comforting** [aff:security +] [app:valuation +], despite *the sensitive topic of death* [aff:security -]. The **optimistic** [app:valuation +] tone throughout the poem perhaps reflects **the patriotic propaganda** [app:valuation -] used to lure men, especially teenagers, to join the army during those days [jud:propriety -], as no one knew how the war would turn out during the beginning stages of WWI. The mood of the reader is also heavily influenced by the **positive** [app:valuation +] tone of the poem, convincing him how much a soldier's contributions means to the country [jud:propriety +] through the **exaggerated** [app:valuation -] **patriotic** [app:valuation +] opinions conveyed in the poem. Through an **encouraging** [app:valuation +] tone generated by **idealistic fantasies of death** [app:valuation -] that resemble **war propaganda** [app:valuation -], Brooke was able to show his heightened sense of **patriotism** [app:valuation +] and his *love for his native country* [aff:happiness +] [jud:propriety +].

The structure of *The Soldier* also depicts **Brooke's supportive view of patriotism** [app:valuation +] [app:valuation +]. The poem is written in the form of a Shakespearean sonnet, which is significant, as it correlates with all the other references to England throughout the poem. However, a traditional Shakespearean sonnet typically ends with an EFEFGG rhyme scheme, but the sestet from *The Soldier* has a rhyme scheme of EFGEFG, which is used in a Petrarchan sonnet. The combination of the two types of rhyme schemes has perhaps been used to set a scene where **conflict** [app:valuation -] arises between England and other European countries. This backdrop actually helps to highlight the message conveyed in the sestet. After the volta, the focus of the poem shifts to the imaginary afterlife of a soldier, where he enters "English heaven" ("*Soldier*", 14) and recalls all the "sights and sounds" ("*Soldier*", 12) from his homeland. The effect of the sestet **is made more powerful by the use of Petrarchan rhyme scheme** [app:valuation +] as it stresses the <u>soldier's loyalty to England</u> [jud:propriety +], which is consistent with Brooke's support of **patriotism** [app:valuation +].

Unlike *The Soldier*, *Dulce et Decorum Est* does not follow a traditional and neat structure, as Owen tries to portray <u>the abruptness of events during war</u> [jud:normality -] through the inconsistent structure of the poem. For instance, *The Soldier* uses a **perfect** [app:composition +] iambic pentameter, while Owen's poem **does not fully follow the iambic pentameter** [app:composition -], as there are lines where the rhythm **is broken** [app:composition -], such as "He plunges at me, guttering, choking, drowning" ("*Dulce*", 16). The interruption in the rhythm could be used to show the reader the suddenness of events during war**,** <u>like the unanticipated release of **toxic**</u> [app:valuation -] <u>gas</u> [jud:propriety -] mentioned in the poem. The varying lengths of each stanza emphasize certain imagery and messages in the poem. For example, stanza three only consists of the two lines, "In all my dreams, before my helpless sight, / He plunges at me, guttering, choking, drowning." ("*Dulce*", 15-16). It appears that Owen intentionally singles out these two lines from the previous sestet in order to stress the graphical of <u>a soldier's painful death by poison</u> [app:propriety -]. Another example is the last four lines of final stanza. The previous three stanzas do not exceed eight lines, but the final stanza consists of twelve lines, which puts more emphasis on the final four lines as it seems like an extension to the poem. The message conveyed at the end of the poem **is perhaps the most important** [app:valuation +], as Owen describes "Dulce et decorum est pro patria mori" ("*The Odes*", Book III.II.XIII), the **famous** [app:valuation +] line written by Horace, as "The old **Lie**" [app:valuation -] ("*Dulce*", 25), directly implying that it is in fact <u>not sweet</u> [jud:propriety -] and <u>glorious to die for your country</u> [jud:propriety -]. The power of this message is intensified as it is placed at the end of the extended final stanza, which is another structural tool Owen uses to voice his **criticism** [app:valuation -] of the **patriotic** [app:valuation +] **propagand**a [app:valuation -] used to recruit men for the war.

The two poems have very different viewpoints towards war and **patriotism** [app:valuation +], and in today's society, <u>where wars are still raging in certain countries</u> [jud:propriety -], people also have opposing views towards war and why it <u>should be fought</u> [jud:propriety +]. However, in the modern day, **war propaganda** [app:valuation -] is not as evident compared to the recruitment of soldiers during WWI, probably due to **the lesser need for soldiers to fight the wars** [app:valuation +] because of factors such as **sophisticated** [app:valuation +] weaponry, **advancement in military strategies** [app:valuation +] and

universal accountability [app:valuation +]. However, organizations, such as the U.S. Marine Corps, still run recruitment campaigns in order to attract young men to join the forces. For example, the recruitment motto for the U.S. Marine Corps is "The Few [jud:normality -]. The Proud [jud:propriety +]. The Marines." (U.S. Marine Corps, n.d.), **which may not be as persuasive** [app:valuation -] and **forceful** [app:valuation -] as the "Who's absent? Is it you?" poster back in 1914 (Duffy, 2009), **but is still convincing as it projects enlisting in the army in a positive light** [app:valuation +] [propriety +]. Such advertisements **can be misleading** [app:valuation -] because they do not mention the **violent** [app:valuation -] consequences of serving one's country in the war. However, it is unlikely that people from first world countries today share Brooke's naivety [jud:capacity -] in 1914 due to the increasing amount of information regarding war and its consequences.

There are more and more **"truths"** [app:valuation +] revealed, in the present day, about war and the **true** [app:valuation +] experience on the battlefield. In the book The Things They Cannot Say, written by renowned [jud:normality +] journalist Kevin Sites, soldiers share **the truth about war** [app:valuation +], ranging from **unforgettable** [app:valuation -] **physical torture** [app:valuation -], like the experiences in *Dulce et Decorum Est*, to *the guilt of killing a complete stranger* [aff:security -] [jud:propriety -]. Although the book was not written with the intention to oppose wars, the **raw** [app:valuation -] accounts of the soldiers make readers question whether it is worth sending troops out *to suffer* [aff:happiness -] in the war zone [jud:propriety -]. In addition, **war** [app:valuation -] and **post-war disabilities** [app:valuation -] such as **posttraumatic stress disorder** [app:valuation -] (PTSD), are gaining more and more currency in modern society, implying that the experiences Owen and other soldiers had to go through are now being exposed much more to society. This sort of media coverage may serve the same purpose as Owen's poems, as they **do share a common motive of exposing the events that soldiers have to go through both in and out of the warzone** [app:valuation +], although the media may not necessarily be doing so in order to **criticize** [app:valuation -] the idea of **patriotism** [app:valuation +].

In conclusion, the messages of both **are loud** [app:composition +] and **clear** [app:composition +] in their respective poems. Brooke idealistic views on war and his **patriotic** [app:valuation +] heart for England is shown mainly through his choice of diction, along with the rather traditional structure of a Shakespearean sonnet with slight features of a Petrarchan sonnet. Meanwhile, Owen voices *his aversion to **patriotism*** [aff:happiness -] [app:valuation +] through his use of **vivid** [app:valuation +] imagery to recount a soldier's experiences, which generates a **gloomy** [app:valuation -] tone to the poem. Although both poems were written almost a century ago, **the modern reader can definitely still relate to them** [app:valuation +], especially soldiers who are serving their countries right now, and also the families and friends of these soldiers. In the present day, while there are still people, who are patriotic [jud:propriety +] and willing to go to war for their country [jud:propriety +], there are also people who condemn war [jud:propriety +] and deride feelings of **patriotism** [app:valuation +] [jud:propriety +]. In addition, the media covers wars extensively, revealing the **deadly** [app:valuation -] consequences and brutalities of war [jud:propriety -], as well as portraying stories of **patriotism** [app:valuation +], *love* [aff:happiness +] and sacrifice for one's countries [jud:propriety +]. The wars in the present day **might not be as catastrophic as World War I** [app:valuation

+], but *the general feeling of sending troops to fight one another remains the same* [aff:happiness -], making war poetry, such as *The Soldier* and *Dulce et Decorum Est*, and their opinions on **patriotism** [app:valuation +] from a century ago, still **significant** [app:valuation +] and **relatable to our generation** [app:valuation +].

[References taken out]

9.2.6 Compare Essay Three

Topic: Compare and contrast the portrayals of Victor Frankenstein-Creature relationship between Mary Shelley's novel *Frankenstein* and film adaptations

Mary Shelley's *Frankenstein* is an in-depth study of human nature, despite the common perception that it is merely a horror story. Among different themes in the novel, the relationship between Victor Frankenstein and the Creature provides **deep** [app:valuation +] reflections to readers, in terms of the diversified interpretations of the relationship (father-and-son, creator-and-creation) and the philosophical debates behind it. As a **renowned** [app:valuation +] novel, Mary Shelley's *Frankenstein* was adapted into different films throughout the history of cinema. In this essay, the portrayal of the Victor-Creature relationship in the novel and films will be compared.

The 1931 *Frankenstein* by James Whale and Kenneth Branagh's *Mary Shelley's Frankenstein* in 1994 are selected for analysis. The 1931 *Frankenstein* is selected as it was the first sound film adaptation of the novel[1], which is also **renowned as a successful kick-starter to the whole horror genre** [app:valuation +], as mentioned from Jones' (2013) review. While the 1994 *Mary Shelley's Frankenstein* also possesses horror elements, it also "contains the **real** [app:valuation +] story" (Ebert, 1994); it **is loyal to the novel in terms of the incidents mentioned and the time frame** [app:valuation +]. The selection of the films aims to compare how the Victor-Creature relationship is represented in films produced in different time, and with different motives.

Relationship of Victor Frankenstein and the Creature

Relationship is a broad term. According to the Oxford Dictionaries, the term 'relationship' is the way in which two people "behave towards each other or deal with each other." (Hornby, 2000) In the essay, the behaviours and attitudes that Victor and the Creature had towards each other will be compared to study their relationship. In order to further focus the comparison, specific scenes, which have **significant** [app:valuation +] influence to the relationship, are selected as the means for comparison.

~~Before the comparis~~on, a summary of the portrayal of the relationship between Victor Frankenstein and the Creature will be given. The Victor-Creature relationship was complex and remained evolving as the story proceeded. From the moment the Creature was alive to the moment Victor realised that the Creature is the murderer of his brother [jud:propriety -] (approximately Volume I of the novel), and Victor *"lived in daily fear"* [aff:security -] towards the Creature (Shelley, 1818, p. 95), the relationship was complex. He even *"shuddered"* [aff:security -] (p. 78) when he linked the Creature to his brother's murder [jud:propriety -] [jud:propriety -].

At this point the Creature have undergone more changes on his attitude towards Victor, and hence have experienced diversified views on the relationship. First, the creature had no idea of his relationship with Victor until he read the journals of Victor's experiments. After he learnt his origin, as well as the process of its creation, he *cursed Victor* [aff:happiness -], his creator, for giving him this **"filthy type"** [app:valuation -] (p. 133) of appearance. His account showed that he *was resentful towards Victor* [aff:satisfaction -] at this point. Such *resentment* [aff:satisfaction -] is further intensified; when the Creature encountered a series

of incidents in which he was "shunned [jud:propriety -] and *hated* [aff:happiness -] [jud:propriety -] by all mankind*,"* (p.147) he "sworn eternal revenge" [jud:propriety -] (p. 144) to Victor and his family, leading to the death of William [jud:propriety -] and their subsequent meeting.

Their relationship from this point and on was rather interactive. After their first meeting, Victor departed Geneva and went on his trip to fulfil his promise of creating a female companion for the Creature. In this period of time, Victor is constantly under the pressure of the Creature [jud:capacity -], while the Creature waited in the dark for him to fulfil that promise. Another significant event that deeply affected their relationship is Victor abandoning his promise to the Creature [jud:propriety -] [app:valuation -]. They became enemies [jud:propriety -], who *held a **hostile*** [app:valuation -] *attitude* [aff:happiness -] towards each other [jud:propriety -], after Victor destroyed the unfinished female creature [jud:propriety -]. The Creature swore that he will ravish Victor from his *happiness* [aff:happiness +] [jud:propriety -] (p. 173); Victor *was "burned with rage"* [aff:satisfaction -] (p. 173) and decided to end the life of the Creature [jud:propriety -]. Such *mutual hate* [aff:happiness -] was further intensified with several murders committed by the Creature [jud:propriety -]. After Elizabeth's murder, which the Creature committed [jud:propriety -], Victor chased the Creature for revenge [jud:propriety -].

The conclusion to their relationship was when Victor died on Walton's ship [jud:normality -] after his unsuccessful pursuit of the Creature on the ice [jud:capacity -], the Creature came and *mourned his death* [aff:happiness -]. In Victor's last words, although he did reflect on his past actions [jud:propriety +], he passed the task of killing the Creature to Walton [jud:propriety -]. In the meantime, the Creature had a great change in his attitude towards Victor and their relationship. The Creature asked for Victor's pardon beside the deathbed of him [jud:propriety +] (p. 221). This shows the Creature's *remorse towards Victor* [aff:happiness -] [jud:prorpriety +], and his *regret for all the murders he committed* [jud:propriety -] [jud:prorpriety +].

From the analysis of the development of the Victor-Creature relationship in the novel, it can be concluded that the relationship in the book is continually evolving, affected by particular incidents. Also, there are a **rich** [app:valuation +] amount of details supporting the changes in relationships, which **provided a strong basis for the philosophical discussions about the book** [app:valuation +]. Meanwhile, the Victor-Creature relationship is subjected to major changes in the film adaptations. These changes will be discussed with specific scenes as evidence.

The Relationship is Simplified through the Character Settings in the Films

When constructing the relationship, the character Victor and the Creature have necessary qualities to create the **dramatic conflicts** [app:valuation -] in the novel. In the Creature's own words, "My sensations had, by this time, become distinct, and my mind received every day additional ideas. My eyes… perceive objects in their **right** [app:valuation +] forms" (p. 106). The Creature had a **fully functional** [app:composition +] brain, **which could learn to speak** [app:composition +] and **think** [app:composition +], **just like other human beings** [app:composition +]. This setting is crucial so that the Creature could reflect upon his actions [jud:capacity +], and **to** create *tension* [aff:security -] between the

face-to-face scenes in the book through dialogues.

However, the settings of the Creature was heavily altered in the 1931 film. In this film, the Creature became a purely monstrous being [jud:normality -]. It couldn't talk [jud:capacity -] and could make strange noises only [jud:capacity -]; there are no motives supporting its action [jud:propriety -], for instance, like attacking Elizabeth [jud:propriety -] (Figure 1). It existed like a primitive being [jud:normality -] according to the portrayal in the film (Figure 2).

With **these limitations** [app:valuation -], the Creature is only a monster , which acted according to its instincts [jud:normality -]. It was influenced by the **abnormal** [app:composition -] brain used in the experiment (Figure 3). Here, the film creator cut the social influences that shaped the Creature in the novel, and change it to a rather simple cause to account for the actions of the Creature. The Creature had no intellectual thoughts [jud:normality -] which could justify the motive of its action. Such character setting diminishes the Creature's equal status in the Victor-Creature relationship: the Creature is regarded as a rogue product of an experiment [jud:normality -] rather than a self-conscious being. The relationship have been simplified to a problem-solving adventure for Victor, due to these alterations.

The character settings of Victor is also subjected to alterations in these film adaptations. In both version, Victor is more emotionally vigorous during the experiment, as well as when he's confronting with the Creature. While the novel portrayed that Victor *was under horror* [aff:security -] and *disgust* [aff:satisfaction -] when the creature first moved, and soon rushed out of the room, Victor[2] in the films *are filled with joy* [aff:happiness +] and *excitement* [aff:satisfaction +] from his success. In the 1994 film, he ran across the room and to released the Creature. Series of close-up shots are used to show Victor's changes of emotions: from *disappointment* [aff:satisfaction -] to *joy* [aff:happiness +] and from *joy* [aff:happiness +] to *fear* [aff:security -] (Figure 4). The use of a one-minute tracking shot followed Victor during the creation, **which successfully stressed the continuity in Victor's emotional changes** [app:valuation +].

Unlike the **rational** [app:valuation +] portrayal of Victor in the novel, the vigorous qualities of Victor have also simplified the relationship between Victor and the Creature. Through the vigorous emotion of Victor in the 1994 film, his actions are subsequently more extreme. In his laboratory, he chased the Creature with an axe (Figure 5), aiming to kill it [jud:propriety -]. However, a second ago he *was just running away from the Creature* [aff:security -]. This kind of abrupt changes in the film create and sharpen *the hatred between Victor and his Creature* [aff:happiness -], which establish the stage of being 'enemies' [jud:propriety -] in their relationship upon creation. It indeed simplified the development of the Victor-Creature relationship from its origin.

The Relationship is Simplified Through the Narrative in the Films

In the novel, the Victor-Creature relationship is supported by **detailed** [app:composition +] psychological depictions of both Victor and the Creature, through first person narratives. The readers could comprehend and understand every changes the characters made through the descriptions of their thoughts [jud:capacity +]. For instance, in their first encounter, the Creature told Victor the things happened to him in the two years after his creation. During

the Creature's account, the readers could see how his attitudes towards this relationship grew [jud:capacity +] [jud:capacity +]. Also, Victor described the changes of his attitude between *compassion* [aff:satisfaction +] and *anger* [aff:satisfaction -] towards the Creature when he listened to his story (p. 147).

However, as the 1994 film[3] has demonstrated, the storytelling of films are mostly in the third person's view. This **limits the readers' understanding of the character** [app:valuation -]. In the scene that Victor and the Creature sat down and talked in the "sea of ice" (Figure 6), which is parallel to their first meeting in the novel, there was only a short discussion about the murder [jud:propriety -] and the responsibility of the Creation. Above all, the Creature *demanded the creation of a female partner* [aff:satisfaction -]. Although the director tried to use extra close-up shots to show the emotions of the characters, the inner thoughts of the characters are not effectively expressed in the film [jud:capacity -].

In this sense, this scene actually serves merely for the plot development, which is introducing the Creature's demand for a creatures. Without the Creature's account of his life (which is arranged before this scene in the film), the scene **is less significant in terms of the development in their relationship** [app:valuation -], as they were less connected in **mutual understandings** [app:valuation +]. In fact, due to the third person narrating perspective, the Victor-Creature relationship is simplified as the inner thoughts of the character could not be shown, as their conversation proceed.

The Relationship is Changed By the Altered Focus in the Films

In both films, the Victor-Creature relationship is changed by the altered focus in the films. Although the idea of creating a monster is clearly a **horrifying** [app:reaction -] idea [jud:propriety -] even for nowadays, the experiments and the method of creation were not the focus of the novel. There is only a relatively concise part for Victor to describe his scientific pursuits (approximately from Chapter two to five). **What is more important in the novel is** [app:valuation +] the philosophical and moral ambiguities, caused by the Creation. In this sense, the Victor-Creature relationship act as a **crucial** [app:valuation +] carrier of these discussion concerning these ambiguities. However, both films did not portray this relationship as in the novel.

For the 1931 *Frankenstein*, as the producers aimed to create a film **that "millions are waited *to be thrilled***" [aff:satisfaction +] [app:valuation +] (Universal Pictures, 1931). Nearly a third of the film (20 minutes) is used to portray Victor's experiment, while the other parts describe the evil [jud:propriety -] actions of the Creature, without any scenes that discuss the storyline between Henry Frankenstein and the Creature. In the film, the director employs a lot of cinematic devices to create such a **horrifying** [app:valuation -] atmosphere. For example, most of the film is shot with a low-key exposure (Figure 7), named as film noir or Gothic style, most parts of the screen is in darkness. With such style, the movements of the Creature are revealed slower and more mysteriously, spreading *fear* [aff:security -]and *horror* [aff:security -] to the audience. As the film aims to induce *horror* [aff:security -] on the audience, which the first line of the film has presented (…Well, we've warn you) such intention, the original relationship in the novel is eventually diminished in the film, due to **limited** [app:valuation -] time (Figure 8).

For the 1994 *Mary Shelley's Frankenstein*, the Victor-Creature relationship is also altered. As the director, Kenneth Branagh said in an interview, the crew wished to to "fill those **gaps** [app:valuation -] (in the novel) and build the psychological details of the character" (Fuller, 1994). In the same interview, he explained that the adaptation actually tried to focus more on the family aspect of Victor's story, especially the relationship between Victor and Elizabeth, his "more-than sister" (p. 37), as the novel have put it.

In order to show such romantic relationship between Victor and Elizabeth, the screen time between Victor and the Creature must be shortened, which makes the portrayal of their relationship less detailed and worth discussions. Additional scenes are added to portray the romantic relationship, which have altered the Victor-Creature relationship. For instance, unlike the novel, after Elizabeth was murdered by the Creature [jud:propriety -], Victor revived Elizabeth by sewing her head to Justine's body , which he previously refused to revive. Here, of the sake of "existence of the whole human race" (p. 173), Victor refused to revive Justine into a Creaturess because he knew her, yet he rushed to revive Elizabeth because of his *excessive love towards Elizabeth* [aff:happiness +] (Figure 9). It strengthens the romantic relationship between Victor and Elizabeth. Shortly after this scene, the revived Elizabeth was forced to choose between Victor and the Creature [jud:propriety -], and she burnt herself to death due to *despair* [aff:happiness –] and *confusion* [aff:security -] [jud:normality -] (Figure 10). This scene completely changed the course of the Victor-Creature relationship from the book. Their relationship is changed from their *mutual hate* [aff:happiness -] into *mutual jealousy* [aff:satisfaction -] and *competition* [aff:satisfaction -], which are cause by *their desire for Elizabeth* [aff:happiness +]. In this sense, the Victor-Creature relationship is really altered by the movie's focus on the romantic relationship.

Reason for these Alternations in Cinematic Adaptations

From the discussions above, the Victor-Creature relationships presented in film adaptations are greatly different from that in the book. Yet changing this relationship might not be the intention of the creators. The relationship is subjected to alternations for various reasons. First of all, cause-and-effects in a relationship might be simplified to increase the dramatic element of the film. This has demonstrated in the 1931 *Frankenstein*, where the evil actions of the Creature [jud:propriety -] are accounted for by the **abnormal** [app:composition -] brain used. As there are **limited** [app:valuation -] space for storytelling in a film, the stories are mostly delivered in simplified ways to make it **more dramatic** [app:valuation +] and **eye-catching** [app:valuation +].

Second, the relationships might be altered for the visual elements in a film. The visual elements have opened up a lot of possibilities for film adaptations. Various unmentioned scenes can be added to grant a more **horrifying** [app:reaction -] [app:valuation -], **repulsed** [app:reaction-] atmosphere to the original story. In both adaptations, the detailed portrayal of Victor's laboratory, as well as the experiment process, served as the major part of the film. The films are more **horrifying** [app:reaction -] and **visually engaging** [app:valuation +] for audiences through these settings. However, the portrayal of the Victor-Creature relationship will be hindered due to the **limited** [app:valuation -] time in films.

Conclusion

The original Victor-Creature relationship, **being one of the most engaging** [app:valuation

+] **parts in the novel** [app:valuation +], did not receive great attention from the film adaptation creators', namely the ones of 1931 *Frankenstein* and 1994 Mary Shelley's *Frankenstein*. There are different reasons for such decisions, yet these reasons are related to the films' motives respectively. For 1931 Frankenstein, the **horrifying** [app:reaction -] atmosphere of the film successfully started the horror genre; and for 1994 Mary Shelly's Frankenstein, the altered focus of Victor-Elizabeth relationship **did stir up polarized opinion**.

As an **interesting** [app:valuation +] novel in terms of the theme and the character settings, Frankenstein did have a wide range of film adaptations. Most of them have great differences from the novel; some **maybe criticized of being a "vulgarizations** [app:valuation -] or **travesties of the original"** [app:valuation -] (Herffernan, 1997, p. 136). Despite **the criticism** [app:valuation -] these adaptations received, the alternations made to the story **might be a credible reference towards the taste of the mainstream audiences, who paid to watch these films** [app:valuation +]. While we questioned the changes in these Frankenstein adaptations, the film-watching experience of audiences might as well bring about changes to the film-making industry, like the first appearance of the animated Creature in the 1930s created the whole Horror genre, shaping our perceptions towards Frankenstein's monster until now.

[References taken out]

Appendix 9.3   Summary of Attitude – Science AoI

9.3.1   Disease Essay One

Appraised	Appraising Item	Appreciation	Judgment	Affect
infectious disease	the emergence of	comp -		
infectious disease	the reemergence of	comp -		
disease	infectious	comp -		
disease	infectious	comp -		
infectious disease	burden	reac -		
infectious disease	does not only affects health of individual human	valu -		
infectious disease	[does not only affects health of] animal	valu -		
infectious disease	affect the social aspects of the country	valu -		
infectious disease	affect the economic aspects of the country	valu -		
disease	infectious	comp -		
	The difficulty of controlling a particular type of infectious disease	reac -		
disease	infectious	comp -		
infectious diseases	ever-changing nature	comp -		
agent	infective	comp -		
infectious disease	emerging	comp -		
infectous disease	re-emerging	comp -		
disease	infectious	comp -		
infectious disease	emerging	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
infectous disease	re-emerging	comp -		
disease	infectious	comp -		
examples	appropriate	valu +		
	improvements	valu +		
measures	control	valu +		
measures	preventative	valu +		
	increased understanding	valu +		
diseases	infectious	comp -		
	one of the major	reac -		
	sanitation problems	valu -		
sanitation problems	severe	valu -		
disease	infectious	comp -		
infectious disease	emerging	comp -		
infectous disease	re-emerging	comp -		
disease	infectious	comp -		
infectious disease	emerging	comp -		
emerging infectious diseases	are diseases that have newly appeared to human population	comp -		
emerging infectious diseases	are already existed but are increasing in prevalence or geographic range	comp -		
disease	infectious	comp -		
infectious disease	re-emerging	comp -		
re-emerging infectious disease	are now increasing in worldwide prevalence	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
re-emerging infectious disease	[are now increasing in] geographical and human host range	comp -		
this classification	is useful	valu +		
	emergence [of infectious diseases]	comp -		
strategies	control	comp +		
strategies	preventative	valu +		
science and technology	have advanced	valu +		
The advancement of science and technology	allowed us to understand more on the nature and pathogenesis of different infective agents	valu +		
The advancement of science and technology	has also allowed us to successfully develop many drugs and vaccines for the treatment and prevention of many previously detrimental infectious diseases	valu +		
Us	successfully develop many drugs and vaccines for the treatment and prevention of many previously detrimental infectious diseases		cap +	
infectious diseases	detrimental	comp -		
	problems	comp -		
	antibiotic resistance	comp -		
	natural selection of pathogens	comp -		
for us to understand these factors	important	valu +		
	new challenges	valu -		
disease	infectious	comp -		
infectious disease	emerging	comp -		
to realize that around 75% of the emerging and re-emerging pathogens are zoonotic in origin	It is important	valu +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
pathogens	emerging	comp -		
pathogens	re-emerging	comp -		
infectious diseases	emergence	comp -		
infectious diseases	spread	comp -		
disease	infectious	comp -		
vectors	that carry the spread of the agents	comp -		
vectors	aid the spread of the agents	comp -		
	infections	comp -		
zoonotic threats	serious	valu -		
	threats	valu -		
HIV-1 that originates in chimpanzees	has now spread to human	comp -		
rabies that first appeared in wild dogs	has spread to domestic dogs and now to human	comp -		
Lyme disease	has also spread from rodents to human	comp -		
diseases like HIV	could be rapidly spread from human to human	comp -		
pathogens	can also be spread through other routes	comp -		
mosquito vectors	which spread	comp -		
mosquito vectors	and cause the re-emergence of malaria and dengue in South America, Africa and Asia in the 1980s	comp -		
	re-emergence of malaria and dengee	comp -		
The rapid economic development, urbanization and industrialization	enhance the spill-over of pathogens	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
The rapid economic development, urbanization and industrialization	enhance the spill-back of pathogens	comp -		
	emerging infectious disease outbreaks	valu -		
they [the rapid economic development, urbanization and industrialization]	disrupt the natural habitat	comp -		
they [the rapid economic development, urbanization and industrialization]	alter the biodiversity	comp -		
they [the rapid economic development, urbanization and industrialization]	increase the wildlife density of many plants and organisms	comp -		
This [altering the biodiversity and increasing wildlife density]	could interfere with the reproductive cycles of certain pathogens or hosts	comp -		
This [altering the biodiversity and increasing wildlife density]	[could interfere with] their migration patterns	comp -		
[changes in reproductive cycles and migration patterns]	leading to changes in geographical distribution	comp -		
the denser living environment	creates new contacts between human and animals	comp -		
[new contacts between human and animals]	enhancing the dissemination of diseases	comp -		
Some vectors	might also relocate to places nearer to human	comp -		
[relocation of vectors to places nearer to human]	creating new opportunities for infection	comp -		
	infection	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
urbanization	enhanced the growth of the mosquito vector that carries Dengue virus	comp -		
[the growth of the mosquito vector that carries Dengue virus]	causing its re-emergence	comp -		
Deforestation	caused the displacement of fruit bats	comp -		
[the displacement of fruit bats]	which carried the Nipah Virus to infect farm pigs	comp -		
[the infection of farm pigs]	led to its outbreak in human in 1999	comp -		
Ixodes scapularis is a blacklegged tick	that carries the pathogen causing Lyme disease	comp -		
Deforestation	caused the ticks to shift from infecting Virginia opossums to white-footed mice	comp -		
white-footed mice	which is a more resilient host	comp +		
	the emergence of lyme disease	comp -		
[the shift from infecting Virginia opossums to white-footed mice]	eventually led to the emergence of Lyme disease	comp -		
The high mutation rate of viruses	is another factor that causes continuous re-emergence of diseases	comp -		
	the re-emergence of diseases	comp -		
example	well-known	valu +		
point mutations occur from time to time	resulting in strains that humans have no immunity against	comp -		
pandemics	serious	valu -		
	pandemics	valu -		
	emergence of H1N1 virus	comp -		
The way human handle domestic poultry	had also aided the spread of certain pathogens between animals and from animals to human		cap -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
Influenza A	is originally of low pathogenicity in humans	comp +		
interspecies mixing during transportation of domestic poultries, high stocking densities and the increase in proximity between human and animals	had greatly facilitated the infectious contact of viruses		cap -	
interspecies mixing during transportation of domestic poultries, high stocking densities and the increase in proximity between human and animals	had greatly facilitated the infectious spread of viruses		cap -	
contact	infectious	comp -		
This [the contact and spread of infectious viruses]	allowed different strains to come together	comp -		
This [the contact and spread of infectious viruses]	[allowed different strains] to undergo gene reassortment	comp -		
[the coming together and gene reassortment of different strains]	resulting in the emergence of highly pathogenic strains	comp -		
	the emergence of highly pathogenic strains	comp -		
strains	pathogenic	comp -		
	swine flu epidemics	valu -		
	pandemics	valu -		
that there is a cyclic variation in disease patterns every year due to the changes in hosts and vectors life cycle	it is well-understood	valu +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
mosquitoes	are extremely sensitive to temperature changes	comp -		
changes in climate	abnormal	comp -		
abnormal changes in climate	could disrupt this pattern	comp -		
	outbreaks of diseases in the human population	valu -		
Global warning	is an example of abnormal climate change	comp -		
climate change	abnormal	comp -		
malaria	well controlled	comp +		
measures	preventative	valu +		
pattern	re-emerging	comp -		
the vector	that is responsible in the transmission of malaria	comp -		
Cholera	is a well-known debilitating disease	comp -		
disease	debilitating	comp -		
	pandemic	valu -		
It [cholera]	is found to be re-emerging	comp -		
an increase in sea surface temperature	which results in plankton bloom	comp -		
disease	infectious	comp -		
Increasing number of people move from rural to urban areas	transferring diseases locally into big cities and towns		prop -	
people	to conveniently travel from one country to another		norm +	
[people conveniently travelling from one country to another]	facilitating the dissemination of diseases across the globe		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	emergence pf SARS	comp -		
	infection	comp -		
SARS patients	are asymptomatic		norm +	
SARS patients	infectious		norm -	
people	infected		norm -	
migration and transportation of infected people	led to rapid spreading of the virus		prop -	
international trades and transfers of agricultural products and livestock	have also contributed to the spread of pathogens		prop -	
	Cholera, which was originated in Indian Subcontinent was disseminated to Europe and America through trade routes in 1817		prop -	
The immigration of travellers and labourers due to the construction of national highways Anhui Province, China	was also one of the factors that caused the recent re-emergence of malaria in that area		prop -	
	re-emergence of malaria	comp -		
relationships	closer	valu +		
family structures	weaker	valu -		
weaker family structures	lead to increase sexual contacts	valu -		
needles	contaminated	comp -		
	the use of contaminated needles by intravenous drug users		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
[the increase in sexual contact and the increase in use of contaminated needles]	hugely facilitates the transmission of HIV		prop -	
	political instability	valu -		
	inequality	valu -		
	the lack of education in undeveloped countries	valu -		
	lack of awareness of the disease in undeveloped countries	valu -		
political instability and inequality, the lack of education and awareness of the disease in undeveloped countries	has also caused immense local spread of HIV in certain developing countries	valu -		
public health measures	are important	valu +		
diseases	infectious	comp -		
individuals	infected		norm -	
quarantining the infected individuals	was one most essential method in preventing the large scale spreading of this easily transmitted disease		cap +	
method	essential	valu +		
	large scale spreading	comp -		
disease	easily transmitted	comp -		
	outbreak	valu -		
drug use	appropriate	valu +		
measures	prevention	valu +		
increase in awareness on the modes of spread of diseases	are also critical in the control of diseases like AIDs/HIV and SARS	valu +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
review	systematic	comp +		
	the resurgence of malaria	valu -		
	the weakening of malaria control programs	valu -		
	Breakdown of these public health measures	valu -		
Breakdown of these public health measures	not only hinder the control of an emerging infectious disease	valu -		
It [breakdown of these public health measures]	could also cause stigmatization in the society	valu -		
It [breakdown of these public health measures]	could also cause misinterpretations in the society	valu -		
stigmatization and misinterpretations in the society	which further worsen the condition	valu -		
infectious disease	the emergence of	comp -		
infectious disease	the reemergence of	comp -		
disease	infectious	comp -		
to realize that there is no single factor that led to or could lead to the outbreak of a disease	it is important	valu +		
	outbreak of a disease	valu -		
	the re-emergence of malaria	comp -		
	drug resistance	comp -		
	the breakdown of preventative measures	valu -		
measures	preventative	valu +		

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Appraised	Appraising Item	Appreciation	Judgment	Affect
factors	influential	valu +		
other factors	of equal importance	valu +		
Knowledge in this area	could immensely aid in the control	valu +		
Knowledge in this area	could immensely aid in the prevention of infectious	valu +		
disease	infectious	comp -		

9.3.2 Disease Essay Two

Appraised	Appraising Item	Appreciation	Judgment	Affect
	battle	reac -		
	novel coronovirus outbreak	valu -		
SARS	is probably one of the most striking experiences in our lives	valu -		
experiences	striking	reac -		
battle	infection	comp -		
	battle	reac -		
	lessons have been learnt		cap +	
virus	virulent	comp -		
virus	swept the whole world	comp -		
pandemic	contagious	comp -		
	pandemic	valu -		
virus	infected a total of 8,098 people in more than 20 countries	comp -		
virus	took away 774 valuable lives	comp -		
lives	valuable	valu -		
	299 deaths reported among the 1755 infected citizens	comp -		
	1755 infected citizens		norm -	
outbreak	alarming	reac -		
	outbreak	valu -		
Hong Kong citizens	are still overwhelmed by the striking experience of the battle			sec -
experience	striking	reac -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	battle	reac -		
	epidemic	valu -		
	11 died out of the 17 people infected with nCoV		norm -	
17 people	infected with nCoV		norm -	
	outbreak	valu -		
we	going to experience the dreadful period of economic downturn quarantining, wearing N95 masks and psychological burdens		norm -	
period	dreadful	reac -		
	economic downturn	valu -		
	psychological burdens	reac -		
HCoV-EMC	has a larger range of human tissue tropism	comp -		
more types of human cell lines	are susceptible to be infected by this [HCoV-EMC] new virus	comp -		
It [HCoV-EMC]	well-adapted to humans	comp -		
It [HCoV-EMC]	is associated with severe acute pneumonia	comp -		
acute pneumonia	severe	comp -		
It [HCoV-EMC]	[is associated with] fever	comp -		
It [HCoV-EMC]	[is associated with] coughing difficulties	comp -		
It [HCoV-EMC]	[is associated with] breathing difficulties	comp -		
It [HCoV-EMC]	resembling the symptoms of SARS	comp -		
patients	infected with HCoV-EMC		norm -	
patients infected with HCoV-EMC	suffered from multiple organ failures		norm -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
The novel virus HCoV-EMC	is believed to have a high transmissibility in humans	comp -		
	the many cell types it [HCoV-EMC] is able to infect	comp -		
[The novel virus HCoV-EMC]	causing more severe complications	comp -		
complications	severe	comp -		
This [many cell types the novel virus HCoV-EMC is able to infect?]	contributes to the possibilities of another SARS-like outbreak	valu -		
	outbreak	valu -		
We [the government?]	are prepared		cap +	
	anxiety			sec -
our government	very confident		cap +	
We	can handle the situation well		cap +	
	epidemics	valu -		
The government	is already taking preventive measures to prevent the spreading of the novel virus into the region		cap +	
measures	preventative	valu +		
We [the government?]	are alerting staff at hospitals, clinics and the airports for identification of suspicious cases of the diseases		cap +	
We [the government?]	are training staff at hospitals, clinics and the airports for identification of suspicious cases of the diseases		cap +	
cases of the disease	suspicious	comp -		
boarder control	strict	valu +		
the situation	under control	valu +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
the government	has a set of strategies planned for any outbreak of infectious diseases like influenza and the re-emergence of SARS		cap +	
	outbreak of infectious diseases	valu -		
disease	infectious	comp -		
	re-emergence of SARS	comp -		
quarantine	is proved to be successful		cap +	
contact surveillance and suspension of schools	to prevent the frequent human-to-human contact		cap +	
The government	was too slow		cap -	
The government	only carry out delayed actions in dealing with the incident of SARS		cap -	
actions	delayed		prop -	
The government	is now capable of adopting suitable timely measures for disease control once the outbreak happens		cap +	
measures	suitable	valu +		
measures	timely	valu +		
	outbreak	valu -		
The government	has learnt enough from the experience of the handling with infectious diseases		cap +	
diseases	infectious	comp -		
we [people? The government?]	experienced the plague, malaria and cholera		norm -	
we [people? The government?]	went through SARS, swine flu and avian flu		norm -	
	obstacles	reac -		
	epidemics	valu -		
we [people? The government?]	learn to improve our healthcare system		cap +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
we [people? The government?]	set up new organisations if necessary to prepare for the next battle to come		cap +	
	battle	reac -		
Centre for Health Protection	which has been serving as the key player in controlling and preventing infection from spreading		cap +	
player	key		cap +	
	infection	comp -		
we [people? The government?]	have close collaboration with the World Health Organisation and foreign countries for information exchange and to control infections		cap +	
	infections	comp -		
efforts	concerted		ten +	
reporting networks	well-established		cap +	
The government	has been playing an active role in the prevention of infectious diseases after SARS, including this time with novel coronavirus		ten +	
role	active	valu +		
diseases	infectious	comp -		
	improvements	valu +		
these changes and improvements	enough	valu +		
these changes and improvements	effective to combat with the coming outbreaks	valu +		
	outbreaks	valu -		
Whether these changes and improvements are enough and effective to combat with the coming outbreaks	remain to be unknown	valu -		
	outbreaks	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
outbreak happens	unluckily	valu -		
about the forthcoming battles	optimistic			sec +
	battles	reac -		
We [medical and scientific professionals?]	are ready		ten +	
facilities	better	valu +		
technologies	better	valu +		
methods	better	valu +		
	infections	comp -		
[better facilities, technologies and methods in treating infections]	contributing to the preparedness for future outbreaks	valu +		
	outbreaks	valu -		
	infections	comp -		
[better facilities, technologies and methods in treating infections]	the control of infections	comp +		
scientists in Hong Kong	are working diligently in disease research		ten +	
[the fact that scientists are working diligently]	can be proved by the success in identifying the SARS virus in 2003 by researchers of The University of Hong Kong		ver +	
	the success in identifying the SARS virus in 2003 by researchers of The University of Hong Kong	valu +		
	their discovery in the cell line susceptibility of the HCoV-EMC recently	valu +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
Other scientists with different research interests	contribute much by findings in various fields of pathogens and infectious diseases		ten +	
	the lack of vaccines	comp -		
	the lack of specialised drugs	comp -		
diagnostic methods	rapid	comp +		
isolation techniques for viral respiratory diseases	effective	comp +		
medical researches on treatments	wide-ranging	comp +		
foundation	solid	comp +		
	outbreak control	valu +		
medical professionals and the hospital staff	learnt their lessons after SARS on the importance of infection control guidelines		cap +	
	the importance of infection control guidelines	valu +		
	an outbreak	valu -		
infection precautions of the hospital staff	poor		cap -	
hospital staff's	lack of awareness		cap -	
facilities, technologies and methods in treating infections	better	valu +		
ventilation and negative pressure systems	specialised	comp +		
P3 laboratory	high-end	comp +		
	SARS outbreak	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
The Infectious Diseases Centre in Princess Margaret Hospital, Major Incident Control Centre (MICC) of the Hospital Authority and **high-end**P3 Laboratory in Queen Mary Hospital etc are established after **SARS outbreak**	to improve the disease control measures and reduce chances of spreading of **infections** too		cap +	
	infections	comp -		
control	stricter	comp +		
	infections	comp -		
measures	preventative	valu +		
	outbreak	valu -		
general awareness	raised	comp +		
	importance of diseases control	valu +		
	importance of personal hygiene	valu +		
use of personal protective equipment	proper		cap +	
the experience from SARS	has brought confidence to the medical sector	valu +		
	outbreak	valu -		
the scale of the outbreak	can be minimized	comp +		
we [the general public?]	have learnt out lessons		prop +	
SARS	short-lived	comp +		
SARS	unforgettable contaigon	reac -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
contagion	unforgettable	reac -		
SARS	has taught every single one of us the importance of public health	valu +		
SARS	has taught every single one of us the importance hygiene	valu +		
SARS	has taught every single one of us the importance of unity	valu +		
We	are more aware of the personal hygiene		cap +	
We	understand the need of wearing masks when we develop symptoms of respiratory diseases		cap +	
We	[understand the need for] frequent washing of hands with soap to reduce chances of transmission by direct contact		cap +	
We	[understand the need for] proper procedures of patients' discharge and other related measures		cap +	
We	[understand the need for] other related measures		cap +	
procedures	proper		cap +	
	outbreak	valu -		
We	also have more thorough understanding in infection transmission		cap +	
understanding	thorough	comp +		
we	[have] increased awareness in healthcare issues after SARS		cap +	
People	have clearer concepts in how global connectedness is related to the disease spreading		cap +	
concepts	clearer	comp +		
People	[have clearer concepts of] the importance in disease containment by travel restriction, quarantine, suspension of school etc		cap +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
These [increased awareness in healthcare issues after SARS and clearer concepts of the importance in disease containment by travel restriction, quarantine, suspension of school]	contribute to the rapid responses	valu +		
responses	rapid		ten +	
These [increased awareness in healthcare issues after SARS and clearer concepts of the importance in disease containment by travel restriction, quarantine, suspension of school]	[contribute to] cooperation between the citizens various economic sectors the government	valu +		
	in the case of outbreaks	valu -		
outbreak of SARS	tragic	reac -		
	outbreak of SARS	valu -		
design of sewage systems	poor	comp -		
designs in housing estates	comprehensive	comp +		
in living environment	improvements	comp +		
	we should always be alert		prop +	
the novel coronavirus	being more transmissible in nature	comp -		
the novel coronavirus	virulent in attacking various tissue types	comp -		
the novel coronavirus	can cause an epidemic or pandemic	comp -		
	epidemic	valu -		
the novel coronavirus	can cause an pandemic	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	pandemic	valu -		
	lessons learnt from SARS	valu +		
our government	are closely monitoring the situation with new regulatory bodies		ten +	
our government	are closely monitoring the situation with enhanced collaboration with the international community		ten +	
collaboration	enhanced		ten +	
our medical and research professionals	top in the field		cap +	
our medical and research professionals	equipped with world-class facilities and apparatus		cap +	
facilities and apparatus	world-class	valu +		
the whole society	is experienced in fighting against contagion		cap +	
epidemic like SARS	large-scale	comp -		
	epidemic like SARS	valu -		
	economic recession	valu -		
	unemployment	valu -		
	epidemic	valu -		
	we should never overlook the possibility of an epidemic		prop +	
	epidemic	valu -		
treatments	effective	comp +		
vaccines and effective treatments for both SARS and HCoV-EMC	are still in research state	comp -		
the nature of viruses	unpredictable	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
they [viruses]	can mutate	comp -		
they [viruses]	[can] undergo antigenic shifts	comp -		
The epidemiology of the novel viruses	not clear	comp -		
	HCoV-EMC infection	comp -		
	outbreak	valu -		
	the governments of different cities, scientists, medical professionals and the general public should keep our 'all-time alertness'		prop +	
	concerted strength and unity		ten +	
	the next contagion	valu -		

9.3.3 Disease Essay Three

Appraised	Appraising Item	Appreciation	Judgment	Affect
Chickenpox	being a common infectious disease nowadays	comp -		
diseases	infectious	comp -		
measures which can be done like vaccination	that can be done to prevent chickenpox		cap +	
people	underestimate its risk in developing fatal complications		cap -	
	risk	valu -		
complications	fatal	comp -		
	complications	comp -		
They [people]	do not have enough awareness to protect themselves from catching chickenpox		cap -	
vaccination	is yet not popularized	valu -		
effects	adverse	comp -		
elimination or eradication of chickenpox	is considered not feasible		cap -	
	the upsides	valu +		
	the downsides	valu -		
	governement worldwide should work together to help better treat and control chickenpox		prop +	
holiday	happy	reac +		
spots	itchy	comp -		
spots	red	comp -		
itchy red spots	are often neglected	reac -		
	the society should pay more attention to this infectious disease		prop +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
disease	infectious	comp -		
it [chickenpox]	does not only infect young children	comp -		
it [chickenpox]	[it also effects] the adults and the elderlies	comp -		
people's	refusal to adopt preventive means		prop -	
means	preventative	valu +		
Chickenpox	is believed to be one of the most common global illnesses among young children	comp -		
Chickenpox	is one of the most infectious viruses	comp -		
Chickenpox	with a household transmission rate of greater than 85%	comp -		
it [chickenpox]	is transmitted through air or by direct contact	comp -		
it [chickenpox]	with the blisters on the infected skin	comp -		
skin	infected	comp -		
it [chickenpox]	infects human through the respiratory tract	comp -		
it [chickenpox]	[infects humans] into the blood circulation	comp -		
it [chickenpox]	[infects humans] finally [through] the lymphatic system	comp -		
the antibodies produced in young patients	are usually not strong enough to eliminate all the virus in the body	comp -		
it [chickenpox]	will lurk inside the nerve tissue	comp -		
the person	experiences fatigue		norm -	
the person	[experiences] decline in immunity		norm -	
the latent varicella-zoster virus	will cause the second disease – Herpes Zoster	comp -		
symptoms	mild	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
fever and headache	mild	comp -		
clinical symptoms	initiate with the presence of red itchy blisters	comp -		
blisters	red	comp -		
blisters	itchy	comp -		
clinical symptoms	processing to macules, papules, vesicles, pustules and scabs on mainly the limbs and the face	comp -		
	infection	comp -		
Its [chickenpox] course	less complicated compared with those in adults or persons with reduced immunity	comp +		
immunity	reduced	comp -		
analgesics like paracetamol or acetaminophen	can be given to relieve fever	comp +		
lotion	can be applied to relieve itching	comp +		
	maintaining good hygiene		ten +	
hygiene	good	comp +		
	quarantining of infected persons		ten +	
persons	infected		norm -	
	avoiding the exposure of high-risk groups (such as newborns or immune-compromised persons) to chickenpox		ten +	
groups	high-risk	comp -		
vaccination	is known to be the most effective way to prevent chickenpox infection	comp +		
way	effective	valu +		
	infection	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
the antibodies	will retain in the body for many years for any future exposure	comp +		
adults	have a relatively higher chance of developing complications		norm -	
	complications	comp -		
vaccine	is nearly 99% effective	comp +		
vaccine	has changed a lot the infection and mortality rate of the disease	comp +		
vaccine	effectiveness	comp +		
vaccine	has some limitations	comp -		
some groups of people cancers, immune-compromised persons, pregnant women and infants of age lower than 1	should not receive the vaccine		norm -	
vaccine	costs HKD400-800 for each injection	comp -		
vaccine	expensive	comp -		
parents or individuals	with economic hardships		norm -	
education	inadequate	valu -		
	publicity of the importance of the vaccine	valu +		
many parents	believes that their children must catch chickenpox in order to gain life-long immunity		cap -	
many parents	underestimating the risk of fatal complications		cap -	
	the risk of fatal complications	comp -		
complications	fatal	comp -		
the Department of Health of Hong Kong	is planning to include chickenpox vaccine in the Hong Kong Childhood Immunisation Programme from next year, so that children in Hong Kong can receive free-of-charge chickenpox vaccine at age of 1 and 6		cap +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
chickenpox vaccine	free-of-charge	comp +		
This [providing free-of-charge chickenpox vaccines]	can hopefully help popularize chickenpox immunization in Hong Kong		cap +	
passive vaccination	also helps prevent the disease at early infection stage by injection of acyclovir (ACV) immunoglobulin	comp +		
stage	infection	comp -		
immunoglobin	will induce immediate immune response to produce antibodies against the varicella-zoster virus	comp +		
the antibodies produced	short-lived	comp -		
the antibodies produced	can only provide short-term protection against the disease	comp -		
chickenpox	is highly infectious	comp -		
individuals	infected		norm -	
This [requirement to stay at home for 1-2 weeks]	not only bring discomfort to patients for quite a long time		prop -	
	discomfort	reac -		
This [requirement to stay at home for 1-2 weeks]	interferes with their routine life and work		prop -	
issues	important	valu +		
This [requirement to stay at home for 1-2 weeks]	can possibly cause adverse effects on a student's academic performance		prop -	
effects	adverse	comp -		
This [requirement to stay at home for 1-2 weeks]	[can possibly cause] economic or administrative affairs of an enterprise		prop -	
the varicella-zoster virus	is actually life-long infectious	comp -		
It [the varicella-zoster virus]	can actually remain in the nerve cells of the body for many years	comp -		
It [the varicella-zoster virus]	become active in adults to cause Herpes Zoster	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
Herpes Zoster, also known as shingles	is a viral skin disease	comp -		
It [Herpes Zoster, also known as shingles]	causes much greater discomfort	comp -		
It [Herpes Zoster, also known as shingles]	[causes] pain	comp -		
	complications	comp -		
	infection	comp -		
	scratching of blisters		prop -	
infection	may lead to scarlet fever if there is invasion of Streptococcus into the body	comp -		
	an invasion of Streptococcus into the body	comp -		
	Complications like viral pneumonia	comp -		
	Complications like encephalitis	comp -		
chickenpox	has a more complicated course on adults	comp -		
chickenpox	has a more complicated course on immune-compromised persons	comp -		
course	complicated	comp -		
persons	immune-compromised		norm -	
They [adults and immune-compromised persons]	have greater chance in developing fatal complications		norm -	
complications	fatal	comp -		
	infection	comp -		
	infection	comp -		
	Continuous interventions are required to maintain the state of elimination	cap +		
	Continuous interventions are required to prevent reestablishment of transmission	cap +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
eradication of a disease	is permanent	comp +		
eradication of a disease	needs no continuous interventional means	valu +		
eradication	successful	valu +		
elimination [of chickenpox]	is not an appropriate solution	valu -		
The pathogen causing the disease	does not have any known animal hosts	comp +		
diagnostic and managing tools	Sensitive	comp +		
Sensitive diagnostic and managing tools	are available	comp +		
The transmittance among humans	can be terminated by specific means		cap +	
	Life-long immunity against the disease	comp +		
	Life-long immunity against the disease can be gained through vaccination programmes		cap +	
	Life-long immunity against the disease [can be gained through] non-fatal infection		cap +	
The disease	causes great adverse effects on global hygiene	comp -		
effects	adverse	comp -		
Nations	have made political commitment on the disease eradication		ten +	
diseases	fulfilling all these [criteria]	comp +		
chickenpox	cannot fulfil the last two conditions	comp -		
chickenpox	has relatively very low mortality rate	comp +		
low mortality rate	is declining every decade	comp +		
The symptoms of chickenpox	mild	comp +		
individuals	infected		norm -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
infected individuals	suffer from itchy spots		norm -	
spots	itchy	comp -		
a small portion of them	will suffer from mild fever and headache, or develop complications		norm -	
fever	mild	comp -		
	complications	comp -		
Global vaccination programme	which successfully eradicated smallpox in 1978	valu +		
Global vaccination programme	is the most possible way to bring out the eradication of chickenpox	valu +		
	Intense information flow	comp +		
	advanced technologies	comp +		
Intense information flow as well as advanced technologies	may contribute to help introduce the global scheme	valu +		
	great global effort		ten +	
great global effort	vital	valu +		
great global effort	is hard to gather	valu -		
	barriers	valu -		
barriers	which interfere with the unification of global policies	valu -		
	culture difference	valu -		
	poverty	valu -		
	lack of education	comp -		
people	know very little about the risks of chickenpox due to the lack of education		cap -	
	risks of chickenpox	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	lack of education	comp -		
they [people]	usually judge the value of the immunization only on the little mortality rate		cap -	
	people in poverty		norm -	
	the rather-little effect of chickenpox on global health	comp +		
global chickenpox vaccination	may not be cost-beneficial	valu -		
	hard to carry out complete eradication		cap -	
several aspects	may benefit	valu +		
Global health	would be improved	comp +		
	death cases	comp -		
	complications	comp -		
number of death cases from complications which can be developed from chickenpox	would decrease	comp +		
The global lifespan	would be longer	comp +		
	among those of impaired immunity		norm -	
	lowered number of hospitalized patients	comp +		
lowered number of hospitalized patients	may help sooth the heavy workload of the healthcare personnel	valu +		
workload	heavy	comp -		
	Resources on the treatment and vaccination of chickenpox can be saved for development of other healthcare uses		cap +	
campus life	healthy	valu +		
the eradication campaign	may lead to several adverse effects	valu -		
effects	adverse	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
adverse effects	could be unknown side effects of intense intervention measures	valu -		
side effects	unknown	valu -		
the malaria eradication campaign	is an example of side effects leading to the failure of eradication	valu -		
	the failure of eradication	valu -		
the DDT used	developed resistance in the mosquitoes	comp -		
the DDT used	causing great burden in the government expenditure	valu -		
people	may panic of the coming of an epidemic		prop -	
	epidemic	valu -		
	vaccination is not well-funded		prop -	
people	may refuse to pay for it		prop -	
global coordination	insufficient	valu -		
	high difficulty in maintaining sustainable intervention measures	valu -		
intervention measures	sustainable	valu +		
It [eradication of chickenpox]	it is of high probability in leading to failure	valu -		
chickenpox	does not worth eradication	valu -		
	governments of all nations should pay effort in minimizing the adverse effects of chickenpox to people's routine life		prop +	
	the adverse effects of chickenpox	comp -		
the governments	should provide subsidy for development of new technologies to better treat chickenpox		prop +	
	development of new technologies to better treat chickenpox	valu +		
people all around the world	are expected to have a brighter future with better health and longer lifespan		norm +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
[people all around the world]	[are expected to have] better health		norm +	
[people all around the world]	[are expected to have] longer lifespan		norm +	
future	brighter	comp +		
health	better	comp +		
lifespan	longer	comp +		

9.3.4 Time Essay One

Appraised	Appraising Item	Appreciation	Judgment	Affect
	it is not difficult to realize our life is dominated by two kinds of time perception: psychological time and physical time		cap +	
psychological time	are essential for us to manage our life	valu +		
physical time	are essential for us to manage our life	valu +		
	The importance of having the perception of psychological time	valu +		
	The importance of having the perception of psychological time can be shown easily		cap +	
it [psychological time]	means people can have the ability to identify the sequence of events	comp +		
it [psychological time]	[means people can have] rough understanding about the duration of events without the help of other tools	comp +		
it [psychological time]	also allows human to look back to the past	comp +		
it [psychological time]	[also allows humans to] look forward to [the future]	comp +		
it [psychological time]	[also allows humans to] plan for the future	comp +		
The concept of psychological time	is necessary to us	valu +		
Humans	are able to learn from mistakes		cap +	
humans	[are able to] act based on our prediction to the future		cap +	
we	have episodic memory so that we can recall a specific event that has happened in the past		cap +	
we	can go "back to the past" in our mind by recalling them		cap +	
These measurements of physical time	were invented by humans to assist our life	valu +		
These measurements of physical time	were invented by humans to regulate our life	valu +		
we	are actually able to identify the sequences and duration of events		cap +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
definition of time is needed	identical	comp +		
definition of time is needed	accurate	comp +		
a man	who lost his episodic memory after an accident		norm -	
He [a man who lost his episodic memory after an accident]	appeared to be normal when interacted with others		norm +	
He [a man who lost his episodic memory after an accident]	cannot plan his schedule		cap -	
He [a man who lost his episodic memory after an accident]	cannot understand the meaning of future		cap -	
He [a man who lost his episodic memory after an accident]	could remember what he had done		cap +	
He [a man who lost his episodic memory after an accident]	got confused with the exact time		cap -	
He [a man who lost his episodic memory after an accident]	[got confused with the] sequences of events		cap -	
we	cannot interpret time psychologically		cap -	
we	will also be like him		norm -	
we	can easily interact with others		cap +	
psychological time	are essential for us	valu +		
physical time	are essential for us	valu +		

9.3.5 Time Essay Two

Appraised	Appraising Item	Appreciation	Judgment	Affect
animals	have showed their sensitivity in time through different actions		cap +	
[animals]	instead of really possessing the sense of time		cap -	
animals	do possess a sense of time		cap +	
animals	can refer to the past in order to obtain rewards		cap +	
	rewards	valu +		
they [animals]	can anticipate the future and act accordingly		cap +	
they [animals]	[can] act accordingly		cap +	
they [animals]	do not possess an episodic memory in addition to the semantic memory system		cap -	
Memories stored in semantic memory system	only included general information of the event, for instance the location and objects	comp -		
episodic memory system	provide time markers [that helped linking up different events into the sequence that they happened]	comp +		
episodic memory system	[provide] reference points that helped linking up different events into the sequence that they happened	comp +		
time markers and reference points	that helped linking up different events into the sequence that they happened	comp +		
animals	seemed not to possess episodic memory system		cap -	
they [animals]	failed to recognize when the event happened		cap -	
they [animals]	failed to link past experiences to predict the future		cap -	
	Their ability of tracking time for feed		cap +	
they [animals]	could show some limited ability in remembering the past		cap +	
ability in remembering the past	limited	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
they [animals]	actually required at least hundreds of training beforehand		cap -	
they [animals]	was not their nature to do so [show some limited ability in remembering the past		cap -	
rebuttal statement	seemed to be sound	valu +		
	it is actually inaccurate to suggest animals cannot cognitively travel in time		cap +	
	their lack of a particular system that exists in human	comp -		
animals	have some kind of episodic-like memory		cap +	
[animals]	can handle different time-related tasks		cap +	
rats	not only remember where they caught their food		cap +	
rats	[remember] what type of feed they caught		cap +	
rats	when food of good quality can be caught		cap +	
rats	[remember] degraded food needed to be avoided		cap +	
	food of good quality	comp +		
quality	good	comp +		
food	degraded	comp -		
that their memory regarding time	lasted from hours to days	comp +		
such ability	was not shared among all species of animals	comp -		
such ability	may not take place cognitively	comp -		
	their [animals'] ability to retrieve information of time from the past		cap +	
animals	showed the ability of predicting in future in different researches		cap +	
Scrub Jays	stopped collecting their food when they discovered food they caught every time would be stolen or replaced by degraded food		cap +	
	food they caught every time would be stolen		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	[the food they caught would be] replaced by degraded food		prop -	
food	degraded	comp -		
Scrub Jays	showed their anticipation of their future needs independently from their current motivational state		cap +	
Scrub Jays	showed their anticipation of their immediately needs		cap +	
	that the sense of time and cognitively travel of time is not unique to human but also some other animal species		cap +	
animals	generally were seen as stuck-in-time in past studies before early 2000s		norm -	
animals	possess the ability of tracking past experiences		cap +	
animals	[posses the ability to] retrieve time-related information		cap +	
animals	[possess the ability] to anticipate future needs other than the current challenges		cap +	
	the current challenges	valu -		
animals	do have a sense of time		cap +	

9.3.6 Time Essay Three

Appraised	Appraising Item	Appreciation	Judgment	Affect
Most Time-travel Theories mathematically deduced	are infeasible	valu -		
Time-travelling	was no longer a fantasy when Einstein proposed special and general relativity	valu +		
Einstien	propsed special and general relativity		cap +	
they [Einstein's theories of proposed special and general relativity]	reveal that time depends on one's speed and location	comp +		
these two theories	predicted the presence of black-hole and wormhole	comp +		
all [the four time-travelling theories]	are infeasible	valu -		
such premise	could not be achieved with today's technology	comp -		
their fastest spacecraft by 2010	travelled at a mere 10.8km/s	comp -		
technological advancement	may one day overcome this	comp +		
building such a vehicle	is not only limited engineering-wise		cap -	
building such a vehicle	[is limited] also mathematically		cap -	
	physically infeasible to demonstrate a significant time dilation effect		cap -	
time dilation effect	significant	valu +		
this method [propelling a vehicle forward]	impossible	comp -		
method	the most practical	comp +		
	limitations	comp -		
	it is feasible for astronauts to orbit the target for months or years		cap +	
conditions	extreme	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	carefully designed to withstand extreme temperature or gravitational attraction		cap +	
gravity of a black hole	is not favourable for the task	comp -		
	Another barrier is the distance between Earth and the mass	valu -		
conditions	suitable	comp +		
	Searching for a mass with suitable conditions is not easy		cap -	
the target	may be so far the person could not survive the long return trip to Earth	comp -		
the person [completing the experiment]	could not survive the long return trip to Earth despite having gained youth		cap -	
the person [completing the experiment]	having gained youth		norm +	
Wormholes	theoretically possible	valu +		
[wormholes]	no proof of its presence is evident	valu -		
journey through singularity	is impossible		cap -	
Wormholes	are unstable	comp -		
Wormholes	might only be opened for less than a second	comp -		
the person [completing the experiment]	will not survive the blast from high energy radiation		cap -	
the method [creating an artificial wormhole for space-time-travelling	is impossible		cap -	
This matter of negative mass	is again nothing but a deduction	valu -		
This matter of negative mass	with no proof	valu -		
the four time-travelling theories aforementioned	all possess varying degree of difficulty in execution	comp -		
	difficulty in execution		cap -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
time-travelling	is infeasible	valu -		

9.3.7 Time Essay Four

Appraised	Appraising Item	Appraisation	Judgment	Affect
	The telescoping effect	valu -		
	the stop-watch illusion	valu -		
our brains	are subjected to the numerous illusions with regards to the concept of time	comp -		
	numerous illusions	valu -		
	illusions	valu -		
	The telescoping effect	valu -		
	the stop-watch illusion	valu -		
The telescoping effect and the stop-watch illusion	seem to greatly challenge our confidence towards our perception of time	valu -		
	illusions	valu -		
our brain's perception of time	is not as reliable as we have imagined	comp -		
	The telescoping effect	valu -		
	The telescopic effect	valu -		
	The telescopic effect	valu -		
people	are prone to thinking that recent events to have happened longer ago than they actually are		cap -	
people	perceiving events which have happened long ago to have happened not that long ago		cap -	
	the stop-watch illusion	valu -		
the images in between the first and the second object	are blurred	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
[the images in between the first and the second object]	causing a momentary break in visual experience	comp -		
the brain	will then fill up this momentary break	comp -		
	momentary break	comp -		
	retinal blur	comp -		
	saccadic suppression	comp -		
duration of the post-saccadic object in our minds	an extended subjective	comp -		
the hand of the clock on a classroom wall	always seems to go overwhelmingly slowly during class	comp -		
	illusions	valu -		
	This trick of our brain	comp -		
	the unreliability of the human perception of time	comp -		
	The telescoping effect	valu -		
our human recount of the past	might not be that trustworthy		ver -	
our brains	do have a rather messy concept towards the distance between past events and the present	comp -		
concept	messy	comp -		
	the stop-watch illusion	valu -		
our brain	always tries to trick us into believing in a seamless story about our experiences by filling in saccadic gaps	comp -		
our brain	[always tries to trick us into believing in a seamless story about our experiences] covering up the breaks and loss	comp -		
story	seamless	comp +		
	the breaks	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	the loss	comp -		
our individual, subject sense of time	might actually be radically inconsistent with the actual reality	valu -		
	the stop-watch illusion	valu -		
	the inconsistency of human's perception of the past , present and future with the reality	comp -		
quote	ingenious	valu +		
the separation between past, present, and future	is only an illusion	valu -		
one [illusion]	convincing	valu +		

Appendix 9.4   Summary of Attitude – Humanities AoI

9.4.1   War Essay One

Appraised	Appraising Item	Appreciation	Judgment	Affect
Marine Sniper	Top-ranked		cap +	
environment	peaceful	valu +		
	a person living in a relatively peaceful environment		norm +	
	its hard to imagine taking a human life		cap -	
	taking a human life		prop -	
wars	exist	valu -		
wars	will probably continue	valu -		
someone	is undergoing a life-or-death decision of taking [a person's life]		prop -	
[someone]	[is undergoing a life-or-death decision of] preserving a person's life		prop +	
decision	a life or death	valu -		
someone	just pulled his trigger		prop -	
	the feeling of killing someone in a war	reac -		
they	feel scared			sec -
[they]	[feel] guilty			sec -
thing	good	valu +		
war	a good thing	valu +		
war	sucks	valu -		
	sanity			sec +

Appraised	Appraising Item	Appreciation	Judgment	Affect
people	who fight and die every day		norm -	
wars	that makes them insane like addicts of killing	valu -		
them	insane like addicts of killing		prop -	
sniper	true		norm +	
Marine Sniper	Top-ranked		cap +	
Jack Coughlin [the top-ranked sniper]	recorded at least thirty-six kills during the Operation Iraqi Freedom alone		cap +	
	thirty-six kills	comp +		
guy	good		prop +	
guy	bad		prop -	
Coughlin	is a hero		prop +	
[Coughlin]	[is] a butcher		prop -	
	he [Coughlin] was sent to Iraq to protect American people		prop +	
he [Coughlin] was a man	who killed dozens of people		prop -	
	one of our nation's heroes [Coughlin]		prop +	
Coughlin	is a brave person		ten +	
Coughlin	as a person who never backs down		ten +	
[Coughlin]	says what he belief is right		ver +	
	pushy attitude towards changing the way snipers work		ten +	
	persistent attitude towards changing the way snipers work		ten +	
	the adulation			hap +
	killing		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
a pacifist	could not stand the pro-military attitude in the book			hap -
Coughlin's claim of valuing human's life	He [the pacifist] refused to accept		ver -	
him [Coughlin]	as an addict of killing		prop -	
war	could never be the right way to solve anything	valu -		
[the people who have commented on the book]	I agree to none of them		ver -	
Coughlin	was neither a hero		prop -	
[Coughlin]	not a butcher		prop +	
he [Coughlin]	isn't evil at all		prop +	
moments in the battle field	humanitarian		prop +	
he [Coughlin]	did believe that he was saving people rather than killing		prop +	
to regard everyone in a battlefield as a hero	it is unreasonable		ver -	
	a hero		prop +	
Coughlin	fought not because he wanted to sacrifice		prop +	
he [Coughlin]	didn't intend to kill		prop +	
he [Coughlin]	made himself believed that what he was doing has just reasons, instead of really considering its reasons		prop -	
reasons	just	valu +		
he [Coughlin]	gained satisfaction			sat +
Boston Suburb	wealthy	valu +		
parents	loving		prop +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
[parents]	were a perfect fit		norm +	
fit	perfect	valu +		
he [Coughlin]	admired his father			sat +
His father	became a painting contractor in order to support his family		prop +	
His father	who loved books and history			hap +
Coughlin	was keen on sports			hap +
he [Coughlin]	managed to enter a major university with a full athletic scholarship		cap +	
his pitching shoulder	was hurt	comp -		
he [Coughlin]	finished his sniper course with great performance		cap +	
performance	great	valu +		
nothing	strange		norm +	
people	violent		prop -	
violent people	must have some unusual experiences		norm -	
experiences	unusual		norm -	
	being discriminated because of his ethnic or religion		prop -	
they [people]	have some hostile sentiments towards Islamic people to support their behaviours in Iraq		prop -	
	hostile sentiments towards Islamic people			hap -
this [joining the army because of some usual experience or discrimination]	is not the case		ver -	
he [Coughlin]	was really good at it [being in the army]		cap +	
most of the American soldiers	do not join the army because of hostile sentiment or vengeance		prop +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	hostile sentiments			hap -
	vengeance			hap -
They	join because of their patriotic motives		prop +	
motives	patriotic	valu +		
Most of them [American soldiers]	are not motivated by the eager of killing someone		prop +	
	sanity			sec +
situation	war	valu -		
they [American soldiers]	have to kill people without strong motivation		prop -	
	If I didn't get him, he would get us		prop +	
he [Coughlin]	succeeded to persuade himself that what he was doing was right		cap +	
he [Coughlin]	what he was doing was right		prop +	
they [the enemy?]	were trying to kill Americans		prop -	
I [Coughlin]	had no choice but to do my job before they could do theirs		prop +	
Coughlin	did feel depression sometimes			hap -
he [Coughlin]	could remember each target vividly			hap -
he [Coughlin]	sometimes even thinking of them as individuals who could have families and dreams			hap -
he [Coughlin]	felt passionate to do such just and heroic things			hap +
things	just		prop +	
things	heroic		ten +	
it [his career]	better	valu +		
	working for a Fortune 500 company		norm +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	9/11 attacks		prop -	
they [perpetrators of 9/11]	were not going to get away with it		prop -	
Coughlin	save himself from depression		cap +	
	depression			hap -
	dehumanizing his enemies		prop -	
	enemies		prop -	
	seemed easier to dehumanize them by labelling		prop -	
	he didn't have to face their horrified expressions		prop -	
	[he didn't have to] hear them begging for mercy		prop -	
	horrified expressions			hap -
	begging for mercy			hap -
expressions	horrified	reac -		
	mercy	valu +		
Achmed	managed to escape from his [Coughlin's] rifle gun		cap +	
[Coughlin]	shooting him		prop -	
man [Achmed]	injured		norm -	
	Coughlin was strangely delighted to learn he had survived instead of being angry that he had missed the target		prop +	
Coughlin	was strangely delighted			hap +
He [Achmed]	had survived		cap +	
[Coughlin]	instead of being angry			hap -
he [Coughlin]	had missed the target		cap -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	he finally gave him some simple treat and let him go		prop +	
treat	simple	valu +		
Coughlin	was not always the person who wants to kill more enemies		prop +	
	enemies		prop -	
a simple communication	manage to save a person's life		cap +	
I [Coughlin]	crossed the invisible line of humanizing my enemy		prop +	
moment	worst	valu -		
moment	feel-good	valu +		
the host	warmly welcomed them		prop +	
	people with kindness		prop +	
the little girl's smile	touched him			hap +
[the little girl's smile]	made him homesick			hap -
moment of the war	feel-good	valu +		
	the welcoming [from the family]		prop +	
	gladness from the family			hap +
	that confirmed the belief in Coughlin's heart			sat +
he [Coughlin]	was doing the right thing		prop +	
thing	right	valu +		
[Coughlin]	liberating those people		prop +	
incidence	warm	valu +		
such warm incidence	is rare	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
is the theme of war	death	valu -		
	Encountering a subordinate's death indirectly due to his own command		cap -	
	subordinate's death	valu -		
war	suck	reac -		
things	even worse than that [encountering a subordinate's death indirectly due to his own command]	valu -		
part of war	dirty	valu -		
moment	troubled	reac -		
situation	terrible	valu -		
we [us soldiers]	did not intend to kill civilians		prop +	
we	did [kill civilians]		prop -	
	civilian causalities		prop -	
example	good	valu +		
consequence	disastrous	valu -		
	it [civilian causalities in Diyala Bridge] a good example of the disastrous consequence of America's military operation on Iraq		prop -	
	the estimated 6,716 civilians was likely to being killed by ground forces during the initial invasion		prop -	
Coughlin being one of the soldiers	who pulled his trigger		prop -	
	collapsed after the tragedy			sec -
	the tragedy		prop -	
	"Oh, my God, what have we done?" he shouted inside			hap -

Appraised	Appraising Item	Appreciation	Judgment	Affect
[the tragedy]	he regarded as the worst thing in his life		prop -	
they	had no choice but to shoot in order to defend themselves and to achieve the military goal		prop +	
	indeed made him feel terrible about war			hap -
The last sentence in this book is somewhat	thought-provoking	valu +		
	I will never fight again		prop +	
Coughlin	was fed up with war			sat +
war	is a disaster	valu -		
him [Coughlin]	keep sanity			sec +
war	has nearly made him on the brink of collapse	valu -		
him [Coughlin]	on the brink of collapse			sec -
we [American soldiers]	are right		prop +	
him [Coughlin]	so fim about that		ten +	
I [the student writing the essay]	once felt scared [when he questioned that whether Iraq has WMDs]			sec -
Coughlin	actually never thought of whether war was good or not		prop -	
war	was good	valu +		
war	was not [good]	valu -		
	people being commanded to harm someone		prop -	
they [people in the Milgram experiments]	would do so [harm someone]		prop -	
they [people in the Milgram experiments]	justify it without really thinking of the harm		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	the harm	valu -		
	the evil part of human being	valu -		
The evil part of human being	seems inside everyone		prop -	

9.4.2 War Essay Two

Appraised	Appraising Item	Appreciation	Judgment	Affect
soldier	child		prop -	
	survivor		cap +	
	war victim		norm -	
Britain's military intervention	successfully defeated the RUF		cap +	
Sierra Leone Civil War	lasted 11 years	valu -		
It [the Sierra Leone Civil War]	resulted in heavy casualties	valu -		
causalities	heavy	valu -		
	causalities		norm -	
[the Sierra Leone Civil War]	[resulted in] civilian deaths	valu -		
[civilian deaths and heavy causalities]	left an indelible scar on the nation	valu -		
	indelible scar	valu -		
the author	was a helpless refugee		cap -	
[the author]	was a vulnerable refugee		cap -	
the author	was touched by the war in 1993 when he was twelve		norm -	
the rebellion	spread to his home, Mogbwemo, before he could went back there		norm -	
he [the author]	was separated from his parents		norm -	
[the author]	became a refugee starting a long journey to find protection		norm -	
he [the author]	witnessed a multitude of war crimes		norm -	
	war crimes		prop -	
the rebels	take advantage of civilians as shield against the military		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
[the rebels]	loot the property of civilians		prop -	
they [the rebels]	also massacred [civilians]		prop -	
[the rebels]	mutilated civilians at will		prop -	
they [the rebels]	forced the children they caught to be child soldiers		prop -	
soldier	child		prop -	
	the second role played by the author was a ruthless child soldier		prop -	
soldier	child		prop -	
the author	was separated from his brother and friends when they were trying to escape from the rebels		norm -	
they	were recruited by the military as child soldiers when the village they lived in was under threat		norm -	
soldier	child		prop -	
[the military]	were recruited by the military as child soldiers		prop -	
[the military]	they [the child soldiers] were taught to kill		prop -	
the military	provided them with drugs		prop -	
them	fearless			sec +
[providing them with drugs]	dehumanised them		prop -	
the author	gradually became a cruel killing machine		prop -	
[the author]	killed both of his enemies		prop -	
	enemies		prop -	
[the author]	[killed] civilians		prop -	
the third role played by the author	a rehabilitant		prop +	
the author	was rescued by the United Nations Children's Fund (UNICEF) in 1996		norm +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
[the author]	[was] put into a rehabilitation programme		norm +	
treatment	successful	valu +		
he [the author]	was able to refrain from addiction of drugs		cap +	
	addiction of drugs	valu -		
[the author]	began a new and normal life with his uncle in Freetown, the capital of Sierra Leone		norm +	
life	normal	valu +		
The RUF	committed numerous atrocities		prop -	
	atrocities		prop -	
	domestic instability	valu -		
the author	became refugee again		norm -	
[the author]	travelled alone to the U.S. after the death of his uncle		norm -	
	the death of his uncle	valu -		
his view	was featured by criticism on the rebel groups	valu +		
[his view]	[was featured by] mercifulness towards the civilians	valu +		
	mercifulness		prop +	
	he criticised the rebellion		prop +	
[the rebellion]	for committing crimes against humanity		prop -	
	crimes against humanity		prop -	
he [the author]	was too young to understand the conflict		cap -	
[the author]	all judgments he made were out of humanistic instinct		prop +	
	humanistic instinct	valu +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
the author	afraid of the RUF for what they had done to the civilians			sec -
[the RUF]	for what they had done to the civilians		prop -	
He [the author]	witnessed the rebels killed a family by shooting them, chopping off a civilian's fingers and forcing children into child soldiers		norm -	
the rebels	killed a family by shooting them		prop -	
[the rebels]	chopping off a civilian's fingers		prop -	
[the rebels]	forcing children into child soldiers		prop -	
soldier	child		prop -	
the rebels	claimed themselves "freedom fighter" bringing "liberation" since everything they did to the civilians were extremely inhumane		prop -	
[the rebels]	claimed themselves "freedom fighter" bringing "liberation" since everything they did to the civilians were extremely barbarous		prop -	
	freedom fighter		prop +	
	liberation	valu +		
he [the author]	showed great sympathy towards the refugees for suffering from this conflicts		prop +	
the refugees	for suffering from this conflicts			hap -
soldier	child		prop -	
his view	was by characterized strong hatred [towards the rebel groups]	reac -		
	hatred			hap -
[his view]	[was characterized by strong] resentment towards the rebel groups	reac -		
	resentment			hap -
[his view]	[was characterized by] a lack of empathy towards civilians	reac -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	put all the blame on the rebellion in this stage		prop -	
he [the author]	accepted the offer to be a child soldier in order to protect the village		prop +	
soldier	child		prop -	
[Him accepting the offer to be a child soldier in order to protect the village]	giving him shield		norm +	
	the author's family and friends were killed by the rebels		prop -	
he [the author]	strongly resented the RUF			hap -
he [the author]	held a strong desire to take revenge on the rebellion and completely eradicate them from the country			hap -
[the military]	he was dehumanized by drugs supplied by the military		prop -	
[the military]	he was dehumanized by consistent violence		prop -	
	violence	valu -		
	The strong effects of drugs	comp -		
	[the strong effects of the] violence	valu -		
The strong effects of drugs and violence	made him lose empathy	valu -		
[The strong effects of drugs and violence]	[made him lose] the ability to think	valu -		
he [the author]	killed civilians		prop -	
[the author]	burnt villages at will		prop -	
civilians	were "sissy"		prop -	
[civilians]	useless		cap -	
he [the author]	looked down on human's lives		prop -	
[the author]	lost empathy		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	a rehabilitant		prop +	
his view	is featured by the call for peace	valu +		
	a call for peace	valu +		
[his view]	[is featured by the call] for forgiveness	valu +		
	forgiveness	valu +		
the author	was rescued by the UNICEF in 1996		norm +	
he [the author]	was transported to rehabilitation centre		norm +	
[the author]	received treatments		norm +	
he [the author]	was dangerous		prop -	
[the author]	[was] violent		prop -	
the staff and nurse	did not give up on him		prop +	
he [the author]	was gradually recovered physically		norm +	
[the author]	[was gradually recovered] mentally		norm +	
their [medical staff]	efforts		ten +	
The UNICEF	also helped him find his relatives		prop +	
he [the author]	lived a normal life with his uncle		norm +	
life	normal	valu +		
he [the author]	realized the importance of love and care		prop +	
	the importance of love	valu +		
	[the importance of] care	valu +		
he [the author]	criticized violence		prop +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	violence	valu -		
[the author]	denounced war		prop +	
[the author]	called for instant peace		prop +	
	peace	valu +		
[the author]	[called for] forgiveness		prop +	
	forgiveness	valu +		
	Right	valu +		
	wrong	valu -		
right and wrong	was not important anymore	valu -		
Ending the war	was of the supreme emergency		prop +	
	securing civilians' lives		prop +	
	preventing warring parties to recruit child soldiers		prop +	
parties	warring		prop -	
soldier	child		prop -	
he [the author]	made a deep reflection based on his experience of being a child soldier		prop +	
soldier	child		prop -	
decision [being a child soldier]	wrong	valu -		
he [the author]	regarded it [being a child soldier] as a wrong decision		prop +	
	people should never kill under any circumstance		prop +	
	people should stop "taking revenge" immediately		prop +	
he [the author]	believed that people should stop "taking revenge" immediately		prop +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	desire for vengeance			hap -
desire for vengeance	would only lead to a vicious circle	valu -		
circle	vicious	valu -		
humanitarianism	should always be highly valued		prop +	
	humanitarianism	valu +		
conflict itself	is cruel		prop -	
	we [all people] should have empathy for the war victims		prop +	
	empathy	reac +		
	war victims		norm -	
The protection of human rights	is an international consensus of all time	valu +		
	The protection of human rights	valu +		
	It can never be justified to massacre innocent civilians in the name of "freedom"		prop -	
	[It can never be justified to massacre innocent civilians in the name of] "liberation"		prop -	
	massacre		prop -	
civilians	innocent		prop +	
	freedom	valu +		
	liberation	valu +		
	the society should learn from conflict so as to build a more humane community		prop +	
community	humane		prop +	
	[the society should] secure civilians' property		prop +	
	[the society should secure] right to life		prop +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	rather than [the society] receive the painful memory of conflict passively		prop -	
memory	painful	reac -		
	[rather than the society] allowed the same tragedy to repeat		prop -	
	tragedy		prop -	
about the author's view in the third stage	I have some reservations	valu -		
	the supreme emergency of the nation	valu -		
	forgiveness	reac +		
"taking revenge"	was not good		prop -	
	people had to learn to forgive in order to enhance the peace-making progress		prop +	
	the peace-making progress	valu +		
to make a compromise between the government and the RUF to stop the prolonged conflict	it was acceptable		prop +	
conflict	prolonged	comp -		
	forgiving the war criminals		prop -	
	war criminals		prop -	
	allowing them [war criminals] to rule the country		prop -	
the author	possesses a good intention		prop +	
his view	is invalid	valu -		
Appeasement	would never bring a real peace [to the nation]	valu -		
Appeasement	would never bring a lasting piece to the nation	valu -		
the collaborator	is a notorious military group		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
[the collaborator]	[is a] barbarous [military group]		prop -	
[the collaborator]	[is a] ruthless military group		prop -	
this [the fact that the collaborator is a notorious, barbarous, ruthless military group]	can be proved by the massacre happening in the Freetown in 1997		ver +	
	the massacre		prop -	
the rebels	killed [at will]		prop -	
[the rebels]	raped [at will]		prop -	
	looted at will		prop -	
This holocaust	eventually resulted in 5000 deaths		prop -	
	This holocaust		prop -	
the so-called "peace" and "end of war" achieved by the compromise	does not necessarily bring "real peace"	valu -		
In the case of Sierra Leone, it [the so-called "peace" and "end of war" achieved by the compromise]	only brings pseudo-peace	valu -		
[In the case of Sierra Leone, it the so-called "peace" and "end of war" achieved by the compromise]	[only brings] even more violence	valu -		
	peace agreement is signed		prop +	
	peace agreement	valu +		
	violence does not take place		prop +	
	violence	valu -		
the "peace" achieved	can sometimes be superficial		cap -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
[the peace achieved]	[can sometimes be] unstable		cap -	
local population	who suffered from the conflict			sec -
local population	held strong resentment towards the war criminals			hap -
	war criminals		prop -	
	one victim of Sierra Leone Civil		norm -	
	whose arms were amputated in the conflict		prop -	
Taylor (the leader of National Patriotic Front of Liberia	who provided special support to the RUF during the war		prop -	
[Taylor]	deserved 100 years in jail for his role in the atrocities		prop -	
	the atrocities		prop -	
	war victims		norm -	
war victims	were hostile to the war criminals			hap -
	war criminals		prop -	
the government	collaborates with the war criminals so as to maintain the so-called "peace",		prop -	
	war criminals		prop -	
[the government's rule]	it would highly undermine the credibility [of its rule]		prop -	
[the government's rule]	[it would highly undermine] the legitimacy of its rule		prop -	
	political rebellion		prop -	
	military rebellion		prop -	
	internal social unrest		prop -	
	what the international and local community should do is to bring war criminals to justice		prop +	
	war criminals		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	[the international and local community should] rebuild a civic society		prop +	
	rather than make a fake peace with war criminals		prop -	
	civic society		prop +	
	fake peace	valu -		
	war criminals		prop -	
soldier	child		prop -	
about the statements he made	I have some reservations	valu -		
the author	argues that under no circumstance should a person kill other people, even it is for protecting civilians and own survival		prop -	
	protecting civilians		prop +	
	the massacre		prop -	
he [the author]	abandoned his widowed aunt and cousins		prop -	
[the author]	did not want to kill anyone for any purpose		prop +	
killings	can be justified when it is used for self-defence		prop +	
[killings]	[can be justified when] protecting innocent people		prop +	
people	innocent		prop +	
	The desire for staying alive	reac +		
	[the desire for] securing beloved one	reac +		
The desire for staying alive and securing beloved one	is not a shame	reac +		
the author	commit inhumane war crimes when being a child soldier		prop -	
war crimes	inhumane		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	war crimes		prop -	
soldier	child		prop -	
he [the author]	do not have to completely deny his initial intention to protecting himself and the civilians		prop +	
killing	is a crime when it is used against innocent civilians during a conflict		prop -	
civilians	innocent		prop +	
it [killing]	is justifiable when a person is standing on the battlefield and confronting his enemy		prop +	
	enemy		prop -	
The 11-years civil war	leads to 70000 people killed	valu -		
[The 11-years civil war]	[leads to] half of the population is displaced	valu -		
	war crimes		prop -	
	War crimes, such as recruitment of child soldiers		prop -	
soldier	child		prop -	
	[war crimes such as] execution		prop -	
	[war crimes such as] torture		prop -	
	[war crimes such as] amputation committed against civilians		prop -	
War crimes, such as recruitment of child soldiers, execution, torture and amputation committed against civilians	were common		norm -	
	war crimes		prop -	
	can be eliminated [by the international community]		cap +	
	humanitarianism	valu +		
	humanitarianism can be effectively enacted by the international community		cap +	

9.4.3 War Essay Three

Appraised	Appraising Item	Appreciation	Judgment	Affect
[man]	Pro patria mori - to die for your country - is the most beautiful and pervasive lie man has made		prop -	
Pro patria mori - to die for your country	is the most beautiful [lie]	valu -		
[Pro patria mori - to die for your country]	is the most pervasive lie	valu -		
lie	beautiful	valu +		
lie	pervasive	valu +		
	lie	valu -		
voices	silenced	valu -		
scripts	antiquated	valu -		
	the powerful		cap +	
	the powerless		cap -	
we deem ourselves	moral		prop +	
	learned		cap +	
we	struggle to recognize the truth of war		cap -	
	no worthy death	valu -		
cause	nor worthy	valu -		
war	is rarely worth its price	valu -		
war	thrives on are illusions	valu -		
	illusions	valu -		
the myth	the flamboyance of	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	the myth	valu -		
reality	gross	valu -		
	illusions	valu -		
illusions	produce madness	valu -		
	madness	valu -		
audience	moral		prop +	
War	is intrinsically appealing to the human psyche	reac +		
	sensory exhilaration	reac +		
	immense power	valu +		
cause	sanctified	valu +		
few [people]	are immune to the seduction of battle		prop -	
few [people]	few detest the seduction of sex		prop -	
	violence	valu -		
association between violence and sex	is intimate	comp -		
forces in the unconscious	conflicting	comp -		
Eros, the life instinct	that powers love and sex	valu +		
Thanatos, the death instinct	which governs aggression and destruction	valu -		
	aggression	valu -		
	destruction	valu -		
These drives	promote survival	comp +		
	this struggle [between Eros and Thanatos]	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
military women	seem more beautiful than they were in peacetime		norm +	
men in uniforms	women report attraction to		norm +	
men in uniforms	that looked otherwise mundane		norm -	
nature	animalist	comp -		
These drives	hold our society in peacetime	valu +		
[these drives]	fuelling love	valu +		
[these drives]	[fuelling] competition	valu +		
they [these drives]	pervert into that of rape	valu -		
they [these drives]	[pervert into that of] killing	valu -		
	rape		prop -	
	killing		prop -	
	[war's] sensory exhilaration	reac +		
	this need	reac +		
in war	there is a continual source of such gratification	reac +		
Sensations of war	are seldom, if not never, pleasant	reac -		
	The hurling bits of iron fragmentation	valu -		
[The hurling bits of iron fragmentation]	left bodies mangled		prop -	
[The hurling bits of iron fragmentation]	[left the bodies] dismembered		prop -	
[The hurling bits of iron fragmentation]	[left the bodies] decapitated		prop -	
bodies	mangled	comp -		
[bodies]	dismembered	comp -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
[bodies]	decapitated	comp -		
The other reporters and I [the author]	slipped and slid in the blood and entrails thrown out by the shell blasts		norm -	
	the groans of anguish			hap -
proximity	menacing	reac -		
one	cannot choose but to succumb [to the appeal of war]		prop -	
its [war's]	powerful thrill	reac +		
thrill	powerful	comp +		
drug experience	the most euphoric	reac +		
the most euphoric drug experience	is no more than "war's pale substitute	reac -		
war	is a drug	valu -		
	a very addicting one [drug]	comp -		
Combat veterans	find themselves troubled by withdrawal symptoms			sec -
withdrawal symptoms	that receive little relief in cosmopolitan life	comp -		
everything	seems bland	reac -		
[everything]	[seems] uninteresting	reac -		
A photographer who had worked in El Salvador's war zone	had a hard time readjusting to the "flat, dull, uninteresting" life in Miami		norm -	
time	hard	comp -		
life in Miami	flat	reac -		
[life in Miami]	dull	reac -		
[life in Miami]	uninteresting	reac -		
he	was shot to death		norm -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
[he]	consumed by his own deadly addiction		prop -	
addiction	deadly	comp -		
	addiction	valu -		
victims	pick up the addiction readily available in the war context		prop -	
	victims		norm -	
	the addiction	valu -		
the addiction	readily available in the war context	valu -		
	Survivors of the war		cap +	
Survivors of the war	admit that "those days have been the fullest of their lives despite the terrible living conditions in the bombarded city and the close calls of death		prop -	
days [during the war]	have been the fullest of their lives despite the terrible living conditions in the bombarded city and the close calls of death	valu +		
living conditions in the bombarded city	terrible	valu -		
	close calls of death	valu -		
fascination about war	dangerous	valu -		
	fascination about war	reac -		
The dangerous fascination about war	is probably linked to the primordial fear and the heady excitement that accompanies every flirtation with death	valu -		
	the victims		norm -	
	primordial fear			sec -
	heady excitement			sat +
	flirtation with death	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
war	grants their otherwise vulnerable egos a God-like power - the power to destroy	valu -		
egos	vulnerable	comp -		
power	god-like	comp +		
	the power to destroy	valu -		
power itself	is an intoxicating drug	valu -		
drug	intoxicating	reac +		
it [the drug]	is addictive	comp -		
[the drug]	easily sustainable for the long-term abuser	comp -		
	tyrannies		prop -	
tyrannies	subject their peoples to constant terror		prop -	
terror	constant	comp -		
	terror	reac -		
[tyrannies]	[subject their peoples to] fear by the use of violence		prop -	
	violence	valu -		
power	is with the armed	valu -		
[power]	sustained likewise by violence	valu -		
[power]	[sustained by] terror			
	violence	valu -		
	terror			sec -
power	enjoyed for its sheer omnipotence over other human lives	valu -		

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Appraised	Appraising Item	Appreciation	Judgment	Affect
The fact that power is [is with the armed, sustained likewise by violence and terror, and enjoyed for its sheer omnipotence over other human lives]	can be seen notoriously in the desecration of corpses by their killers	valu -		
	the desecration of corpses by their killers		prop -	
	Bodies are "impaled on the sides of barn doors		prop -	
	[bodies are] decapitated		prop -	
	[bodies are] draped like discarded clothing		prop -	
clothing	discarded	valu -		
	this [behaviour] is carried out by tyrannies		prop -	
	tyrannies		prop -	
	Iraqi secret police		prop -	
Iraqi secret police	would videotape their executions		prop -	
[the Iraqi secret police]	take photographs of themselves "squatting like big game hunters" next to their victims		prop -	
	victims		norm -	
	The abuse of power	valu -		
	human atrocities		prop -	
it [the abuse of power]	corrupts top-down in tyrannies	valu -		
	tyrannies		prop -	
it [the abuse of power]	infects bottom-up during war	valu -		
The power over the unarmed	can turn the most moral men into practiced killers	valu -		
men	the most moral		prop +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
killers	practiced		cap +	
	killers		prop -	
	Jews were taken out of Polish villages		prop -	
	[Jews were] systematically shot by battalions		prop -	
	the barbarity of their deed	valu -		
the same men	grew inured to the killing		prop -	
they [the same men]	did so [grew inured to the killing] without trouble		prop -	
	startling			sec -
	killers		prop -	
they [men from the lower class]	easily drawn [to the drug of power]		prop -	
	much like their domestic oppressors [who are also easily drawn] to the drug of power		prop -	
	domestic oppressors		prop -	
	the drug of power	valu -		
	Only in war does such power become legally permitted	valu -		
power	become legally permitted	valu +		
	[Only in war does such power become[even encouraged]	valu -		
[such power]	[become] even encouraged	valu +		
it [war]	taps into Thanatos of human nature - the hidden desire to destroy	valu -		
	the hidden desire to destroy	reac -		
	depravity	valu -		
	suffering	reac -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	a hidden agenda	valu -		
	Propaganda	valu -		
propoganda	provides a meaning for sacrfice	valu -		
	the old lie		prop -	
[the lie]	it is good to die for one's country		prop -	
soldiers	are deemed selfless		prop -	
[soldiers]	[are deemed] upright		prop -	
battles	become the sacred		prop -	
[battles]	[become the] defence of justice		prop -	
[battles]	[becomes the dense of] honour		prop -	
	martyrs		prop -	
martyrs	are hailed as saints		prop -	
	[are hailed as] messiahs		prop -	
	messiahs		prop -	
	A martyr		prop -	
	same for his older brother, who told his parents they would dig his grave		prop -	
subscribers	of the nationalist lie [that it is good to die for one's country]		prop -	
	the nationalist lie [that it is good to die for one's country]		prop -	
	dying for one's country - or any other group identity - seems the highest meaning one could achieve in life		prop -	
	lie	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
this lie	draws into battle aspiring youths, disillusioned men, aimless wanderers and even criminals		prop -	
youths	aspiring		ten +	
men	disillusioned		norm -	
	aimless wanderers		norm -	
	criminals		prop -	
all of whom [aspiring youths, disillusioned men, aimless wanderers and criminals]	crave the purpose of life promised by war			sat +
war	warps everyone into another moral universe	valu -		
	the unidentifiable bones of humans and horses left in major battlefields were dug up, shipped and ground to make manure		prop -	
war	is meaningless once it is over	valu -		
the meaning during war	is the product of collective self-deception	valu -		
	collective self-deception	valu -		
	The only things left of war are scars	valu -		
	scars	valu -		
wounds	permanent	comp -		
	wounds of the affected generation	valu -		
	long-term consequences for yet more [wounds] to come	valu -		
war	is a mistake that punctuates history	valu -		
	a mistake	valu -		
The profit of war	seldom spreads to the general population	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
[the profit of war]	promotes the growth of any society	valu -		
The warlords who manufactured the ethnic conflict that led to the breaking-up of Yugoslavia	shared none of their wealth		prop -	
[The warlords]	left behind broken societies		prop -	
[The warlords]	broken generations		prop -	
	warlords		prop -	
	broken societies		norm -	
	broken generations		norm -	
Ethnic cleansing during the war	left whole cities purged of all but one label		prop -	
	Ethnic cleansing during the war		prop -	
	the devastation has been mended back		prop +	
	infrastructure built anew		prop +	
	the devastation	valu -		
The capital of Bosnia	a "cultural wasteland	valu -		
the war	left bitterness hatred among the groups	valu -		
	bitterness			sat -
	hatred			hap -
fleeing Serbs	burned down their own houses to deny the Muslims shelter		prop -	
	an act of not only hatred	reac -		
	[an act of] self-annihilation	valu -		
	the violent struggles of war		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
belief systems of entire peoples	are toppled	valu -		
physical reconstruction	does little to recover it	valu -		
disillusionment	widespread	comp -		
	disillusionment with the future of humanity	reac -		
	fear for nuclear warfare			sec -
	fear of destruction of mankind			sec -
Wars like these	expose our capacity for stupidity and cruelty	valu -		
our	capacity for stupidity		cap -	
	[capacity for] cruelty		prop -	
They [wars]	tear down our pre-existing self-confidence	valu -		
[wars]	reduce us down to the unworthy creatures we are	valu -		
creatures we are	unworthy		prop -	
war	destroys lives that could otherwise be productive	valu -		
[war]	[destroys lives that could otherwise be] meaningful	valu -		
violence of war	random	comp -		
	violence of wars	valu -		
People who come out of the random violence of wars	lose their aim for life		norm -	
	those who stole		prop -	
	[those who] cheated		prop -	
	[those who] killed		prop -	
	the favourites of fate	valu +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
The disillusionment with the myth of war	disillusions one from the purpose of life	valu -		
	The disillusionment with the myth of war	reac -		
the accustomization to the corruption of war	estranges one from the original moral universe	valu -		
	the accustomization to the corruption of war	valu -		
wound	profound	valu -		
	wound	valu -		
The wound	takes generations to heal	comp -		
	The wound	valu -		
	healing	valu +		
	repentance of the past wrongs		prop +	
introspection	painful	reac -		
war	is rarely worth its price	valu -		
leaders	initiate it for the quest of profit		prop -	
ordinary men	take part in it for the quest of meaning		prop +	
	material profit is gained [in war]		norm +	
	lives are lost		prop -	
	cultures are destroyed		prop -	
	leaving survivors crippled in body and mind		prop -	
leaving survivors	crippled in body and mind		norm -	
	survivors		cap +	
the cost of war	generally outweighs its profit	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
misunderstanding	common	comp -		
	misunderstanding	valu -		
wars	are justified for their inevitability	valu +		
The inevitability of an event	does not justify it	valu -		
The inevitability of an event	only provides pessimism	valu -		
	pessimism	reac -		
Every generation	is susceptible to war's appeal		prop -	
fascination for the realm of war	grotesque	valu -		
	fascination for the realm of war	reac -		
fathers	fallen		norm -	
	glory	valu +		
deeds	heinous	valu -		
They [every generation]	still struggle to confront Thanatos, when he looms near, and Eros, when he drives them on		prop -	
They [every generation]	still struggle to confront Thanatos		cap -	
	[still struggle to confront] Eros		cap -	
	the drug of war	valu -		
	tenderness			hap +
	love			hap +
	the core of the problem	valu -		
both these primordial drives	are easily perverted to mutual accompliceship	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
to acknowledge that apart from war, there are too many places where these drives could shape our society for the better	it is important		prop +	
these drives	could shape our society for the better	valu +		
Community projects, exchange trips and similar projects of inclusion	could make meaning out of Eros		prop +	
while competitive sports and martial arts	would be helpful in harnessing Thanatos		prop +	
courage	immense	comp +		
	courage	reac +		
any state	to acknowledge its crimes of war		prop +	
[any state]	to promise never to initiate one again		prop +	
	the best hope of humanity	valu +		
trivial steps, coupled with overall better education, employment and spiritual fulfilment	are ways by which we could untangle ourselves from the history of conflict	valu +		
	the ancient lie	valu -		
what replaces it	would be another of contemporary value	valu +		
value	contemporary	valu +		
	value	valu +		

9.4.4 Compare Essay One

Appraised	Appraising Item	Appreciation	Judgment	Affect
mother	tiger		ten +	
thoughts	are far more powerful than people think they are	valu +		
literary works	popular	valu +		
mother	tiger		ten +	
mother	tiger		ten +	
People from this generation	will typically be high achieving		cap +	
The lives of the first generation	are usually very tough	valu -		
	the best [children]		cap +	
most American families	award their children for getting a B		norm +	
	anything lower than an A grade would be considered unacceptable in a Chinese family		ten +	
She [Tan]	would be a full time neurosurgeon		cap +	
[she - Tan]	[would be] a part time concert pianist		cap +	
Chua	disgraced her father		prop -	
she [Chua]	came up second place in a history contest		cap -	
they [the authors]	differ markedly in attitudes towards their Chinese heritage		norm -	
Tan	was the only Chinese in her high school		norm -	
she [Tan]	felt out of place			sec -
[she - Tan]	desperately wanted to fit in			sec -
[she - Tan]	was very unhappy			hap -
[she - Tan]	ashamed of her Asian appearance and heritage			sec -

	She would wear a clothespin on her nose, hoping to slim down her Asian looking nose		norm -	
she [Tan]	also came to dislike all Chinese food			hap -
she felt	shame			sat -
her choice to match her parents' expectations	did not turn out well	valu -		
she [Tan]	realised that medicine was not where her passion lies			hap -
the Chinese style of parenting	Tan is slightly against	valu -		
the American style of parenting and thinking	[she] supports	valu +		
	the experience in grade school in which a boy made "slanty-eyed gestures" and mimicked her pronunciation		prop -	
a boy	made "slanty-eyed gestures"		prop -	
[a boy]	mimicked her pronunciation		prop -	
	She grew up believing hard work is the norm		ten +	
the Chinese way of parenting	is the correct way		prop +	
the Chinese thoughts instilled by her parents	Chua accepted	valu +		
she [Chua]	managed to find a balance between the inherent Chinese part of herself and the newly acquired American part		cap +	
Chinese mother	strict		norm -	
Tan's	disapproval of the Chinese way of parenting			hap -
[Tan's]	support for the American way			hap +
[the four daughter's]	struggles		norm -	
	resentment of the daughters towards their mother's strict Chinese parenting style			hap -

parenting style	strict	valu -		
Waverly Jong	is a typical Chinese American who does not like her Asian appearance		norm +	
[Waverly Jong]	does not like her Asian appearance			hap -
[Waverly Jong]	is a typical Chinese American who is ashamed of her Chinese ancestry		norm -	
[Waverly Jong]	ashamed of her Chinese ancestry			sec -
	she frowns upon hearing Mr. Rory say that she looks like her mother			hap -
	June is also forced into playing piano even though that is not where her passion lies		prop -	
	not where her passion lies			hap -
	passion			hap +
parenting styles of the mothers described in Joy Luck Club	carries a certain amount of negative connotation to it	valu -		
[the idea that the parenting styles have negative connotations in the book]	it may just be our brain using available heuristics	valu -		
mother	tiger		ten +	
her [Chau's] own style of parenting	in a relatively more positive light	valu +		
mother	tiger		ten +	
[Chau]	who is very strict on child rearing		norm -	
[Chau]	still provides warmth		norm +	
[Chau]	still provides love		norm +	
[Chau]	still provides encouragement		norm +	
	warmth			hap +
	love			hap +

	encouragement	valu +		
she [Chua]	would not let her children do many things that are considered normal and unimaginable to lose, such as attend sleepovers, watch TV, play computer games, choose their own extra curricular activities, be in a school play, and get any grade less than A		norm -	
she [Chua]	"assumes strength" in her children		norm +	
[Chau]	genuinely believes that she is helping her children build their self-esteem by forcing them to drill		norm +	
[Chau]	eventually excel in all aspects of their lives		norm +	
	an environment where cultural clashes constantly occur between mothers and daughters	valu -		
	cultural clashes	valu -		
the situation	is a lot like a vendetta	valu -		
Chinese parenting	is superior when things go right		cap +	
it [Chinese parenting]	does not work on everyone		cap -	
	Her father was a good example that showed what would happen when Chinese parenting goes wrong		cap -	
her [Chau's] father	moved as far as he could away from his family		prop -	
her [Chau's] father	never thought of his mother except in anger		prop -	
	anger			sat -
Feng Daing, a Chinese parent	who has excellent parenting credentials		cap +	
parenting credentials	excellent	valu +		
	outrageous act committed by Yao Jia Xin who ran into a woman while driving		prop -	
	decided to stab her to death to avoid trouble to typical Chinese parenting		prop -	
the comments of Feng Daing	is very appropriate	valu +		
	you can't simply set up a formula for others to copy		cap -	

	her mother was hospitalized because of an apparent heart attack		norm -	
	she came to realize that her mother could be leaving her anytime			sec -
	an ancient Chinese reprimand	valu -		
children	do not cherish them until they have lost them		prop -	
[Tan]	It was something like that [not cherishing her mother before her death] for Tan		prop -	
	she already lost her father		norm -	
Tan's relationship with her mother	was slightly strained	valu -		
[their relationship]	they were nothing near to being close	valu -		
Tan	defied her mother's wishes to continue studying pre-med in the college her mother picked out for her		prop -	
[Tan]	left with her boyfriend to another university		prop -	
[the two incidents]	estranged Tan from her mother		prop -	
she [Tan]	would get to know her mother again		prop +	
[Tan]	accompany her to China to find the daughters she left forty years ago		prop +	
Tan	gained a new perspective towards her relationship with her mother		prop +	
her [Waverly's] relationship with her mother Lindo	was quite similar to that of Tan's	valu -		
Waverly	started seeing her mother as her invincible opponent already when she was young		prop -	
opponent	invincible		cap +	
	opponent		prop -	
Waverly	felt ashamed of her mother's actions			hap -
Waverly	[felt ashamed of her mother's] appearance			hap -
Waverly	fears her criticisms			sec -

	criticisms	valu -		
[in the criticisms]	truths	valu +		
truths	might once again affect her opinion on her choice of men	valu -		
	truths	valu +		
[Waverly]	the anger she felt towards Lindo's way of treating Rich			hap -
[Waverly]	fear of her mother dying			sec -
She [Waverly]	understood how important her mother meant to her		prop +	
her mother meant to her	important	valu +		
her [Waverly's] mother	was just criticizing Rich because she is truly concerned		prop +	
[her mother]	does not want her daughter to repeat her mistakes again		prop +	
	her mistakes	valu -		
Chua	goes through a shift in views		prop +	
Lulu, her [Chua's] younger daughter	throws a major rebellion against her during their trip to Russia		prop -	
	a major rebellion		prop -	
Lulu, her [Chua's] younger daughter	started showing signs that she was going to be hard to tame in sixth grade		norm -	
	a problem	valu -		
she [Chua]	refused to admit that her style of parenting would fail		prop -	
[Chua]	her style of parenting would fail		cap -	
she [Chua]	had the upper hand		cap +	
Lulu	started talking back to Chua		prop -	
[Lulu]	openly disobeying her		prop -	

[Lulu]	even went a step further to cutting her own hair when Chua did not drive her to the hair salon because of her bad attitude		prop -	
attitude	bad	valu -		
she [Chua]	realized that she might lose Lulu if she did not make adjustments to her parenting style		prop +	
Chua	transformed		prop +	
she [Chua]	being the tiger mother to becoming a more open parent		prop +	
mother	tiger		ten +	
[Chua]	[to becoming a more] lenient parent		prop +	
she [Chua]	did not force Lulu to practice violin for long hours anymore		prop +	
she [Chua]	gave her the choice to do whatever she wanted		prop +	
answers	apathetic	valu -		
these simple statements	they actually hold many truths	valu +		
	truths	valu +		

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9.4.5 Compare Essay Two

Appraised	Appraising Item	Appreciation	Judgment	Affect
	battles	valu -		
war	to be the most destructive and horrific of human conflicts	valu -		
human conflicts	destructive of	valu -		
human conflicts	horrific of	valu -		
[war]	others glorify it	valu +		
[war]	to be an expression of one's patriotism	valu +		
	patriotism	valu +		
poems	notable	valu +		
view of patriotism	supportive	valu +		
	the honour of dying for England in a battle		prop +	
	battle	valu -		
he [Owen]	was in rehabilitation after a severe concussion		norm -	
concussion	severe	valu -		
	the bitter [reality of war]	valu -		
	harsh reality of war	valu -		
	sweet [to die for your country]		prop +	
	glorious to die for your country		prop +	
the meaning of the title, Dulce et Decorum Est	is in contradiction with his actual perception of war	valu -		
	he does not believe that dying for one's country is an honourable thing		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
beliefs	patriotic	valu +		
the notion of patriotism	Owen criticizes	valu -		
The Soldier	may not be the most accurate reflection of what happened in the warzone in WW1	valu -		
reflection	may not be the most accurate	valu -		
views	idealistic	valu -		
the general population's	naivety about war and its consequences		cap-	
Brooke	passed away in early 1915 due to a mosquito infection		norm -	
	mosquito infection	comp -		
	his idealistic opinions on war	valu -		
experiences he endured during the war	disturbing		norm -	
experiences he endured during the war	realistic		ver +	
Owen	suffering a concussion that sent him to Craiglockhart War Hospital in 1917		norm -	
	the experiences he had suffered		norm -	
war poems	anti	valu -		
going to war for your country	should not be classified as a noble act		prop -	
act	noble		prop +	
	the consequences one has to face are insufferable			sat -
the consequences one has to face	are insufferable	valu -		
Owen	uses vivid imagery to project painful disturbing thoughts into the reader's mind		cap +	
thoughts	painful	valu -		
thoughts	disturbing	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	painful thoughts			hap -
	disturbing thoughts			hap -
	soldiers have been damaged mentally		prop -	
	soldiers have been damaged physically		prop -	
conditions of soldiers	horrendous	valu -		
	a poisonous gas is released on the soldiers		prop -	
gas	a poisonous	comp -		
the setting	is described as "a green sea"	valu -		
	the toxic chlorine gas released into the field		prop -	
chlorine gas	toxic	valu -		
	"…yelling out and stumbling"			sec -
	"flound'ring like a man in fire or lime"			sec -
	the horrors on the battlefield		prop -	
	the horrors			sec -
	every obscene detail of a soldier's war experience		norm -	
detail	obscene	valu -		
tone	bitter	valu -		
tone	disillusioned	valu -		
	bitter			sat -
	disillusioned			sat -
The mood of the reader	is negatively impacted by this [bitter and disillusioned tone]	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	a soldier's death		norm -	
experiences of soldiers	gruesome		norm -	
	that going to war and dying for one's country is a noble act		prop +	
	that going to war and dying for one's country is an honourable act		prop +	
act	noble	valu +		
act	honourable	valu +		
	the death of a soldier		norm -	
	the soldier is dead		norm -	
he [the soldier]	still has a strong sense of belonging to his country		prop +	
	soldier's loyalty towards England		prop +	
	it is an honour to serve one's country		prop +	
	it is an honour to even die for one's country		prop +	
The tone of The Soldier	is generally soft	valu +		
The tone of The Soldier	comforting	valu +		
	comforting			sec +
	the sensitive topic of death			sec -
tone	optimistic	valu +		
	patriotic propaganda	valu -		
	lure men, especially teenagers, to join the army during those days		prop -	
tone	positive	valu +		
	a soldier's contributions means to the country		prop +	

Appraised	Appraising Item	Appreciation	Judgment	Affect
patriotic opinions	exaggerated	valu -		
opinions	patriotic	valu +		
tone	encouraging	valu +		
	war propaganda	valu -		
	idealistic fantasies of death	valu -		
Brooke	heightened sense of patriotism		prop +	
	patriotism	valu +		
	his love for his native country		prop +	
his	love for his native country			hap +
	Brooke's supportive view of patriotism	valu +		
	patriotism	valu +		
	conflict	valu -		
The effect of the sestet	is made more powerful by the use of Petrarchan rhyme scheme	valu +		
the soldier's	loyalty to England		prop +	
	patriotism	valu +		
	the abruptness of events during war		norm -	
iambic pentameter	perfect	comp +		
while Owen's poem	does not fully follow the iambic pentameter	comp -		
the rhythm	is broken	comp -		
	like the unanticipated release of toxic gas mentioned in the poem		prop -	
gas	toxic	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	a soldier's painful death by poison		prop -	
The message conveyed at the end of the poem	is perhaps the most important	valu +		
line	famous	valu +		
	lie	valu -		
	not sweet [to die for your country]		prop -	
	[not] glorious to die for your country		prop -	
	criticism	valu -		
propaganda	patriotic	valu +		
	propaganda	valu -		
	patriotism	valu +		
	where wars are still raging in certain countries		prop -	
it [war]	it should be fought		prop +	
	war propaganda	valu -		
	the lesser need for soldiers to fight the wars	valu +		
weaponry	sophisticated	valu +		
	advancement in military strategies	valu +		
	universal accountability	valu +		
	The Few		norm -	
	The Proud		prop +	
the recruitment motto	which may not be as persuasive as the "Who's absent? Is it you?" poster back in 1914	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	which may not be as forceful as the "Who's absent? Is it you?" poster back in 1914	valu -		
the recruitment motto	but is still convincing as it projects enlisting in the army in a positive light	valu +		
the army	in a positive light		prop +	
Such advertisements	can be misleading	valu -		
consequences of serving one's country in the war	violent			
Brooke's	naivety		cap -	
	truths	valu +		
experieince on the battlefield	true	valu +		
journalist Kevin Sites	renowned		norm +	
	the truth about war	valu +		
physical torture	unforgettable	valu -		
	physical torture	valu -		
	the guilt of killing a complete stranger			sec -
	killing a complete stranger		prop -	
accounts of the soldiers	raw	valu -		
	sending troops out to suffer in the war zone		prop -	
	suffer			hap -
	war disabilities	valu -		
	post-war disabilities	valu -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
	posttraumatic stress disorder	valu -		
media coverage and Owen's poems	do share a common motive of exposing the events that soldiers have to go through both in and out of the warzone	valu +		
the idea of patriotism	criticise	valu -		
	patriotism	valu +		
the messages of both [poems]	are loud	comp +		
the messages of both [poems]	[are] clear	comp +		
heart	patriotic	valu +		
	his aversion to patriotism			hap -
	patriotism	valu +		
imagery	vivid	valu +		
tone	gloomy	valu -		
[the poems]	the modern reader can definitely still relate to them	valu +		
people	who are patriotic		prop +	
[people]	[who are] willing to go to war for their country		prop +	
people	who condemn war		prop +	
people	deride feelings of patriotism		prop +	
	patriotism	valu +		
consequences	deadly	valu -		
	brutalities of war		prop +	
	patriotism	valu +		
	love			hap +

Appraised	Appraising Item	Appreciation	Judgment	Affect
	sacrifice for one's countries		prop +	
wars in the present day	might not be as catastrophic as World War I	valu +		
	the general feeling of sending troops to fight one another remains the same			hap -
	patriotism	valu +		
war poetry, such as The Soldier and Dulce et Decorum Est	significant	valu +		
[war poetry, such as The Soldier and Dulce et Decorum Est]	relatable to our generation	valu +		

9.4.6 Compare Essay Three

Appraised	Appraising Item	Appreciation	Judgment	Affect
reflections	deep	valu +		
novel	renowned	valu +		
The 1931 Frankenstein	renowned a successful kick-starter to the whole horror genre	valu +		
story	real	valu +		
the 1994 Mary Shelley's Frankenstein	is loyal to the novel in terms of the incidents mentioned and the time frame	valu +		
influence	significant	valu +		
the Creature	is the murderer of his brother		prop -	
Victor	"lived in daily fear"			sec -
Victor	"shuddered"			sec -
	he linked the Creature to his brother's murder		prop -	
	his brother's murder		prop -	
he [the creature]	cursed Victor			hap -
of appearance	"filthy type"	valu -		
he [the creature]	was resentful towards Victor			sat -
	resentment			sat -
	he was "shunned and hated by all mankind,"		prop -	
	he was " hated by all mankind,"		prop -	
my all mankind	Victor was hated by			hap -
he [the creature]	"sworn eternal revenge"		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	the death of William		prop -	
Victor	is constantly under the pressure of the Creature		cap -	
Victor	abandoning his promise to the Creature		prop -	
	enemies		prop -	
they [Victor and the creature]	held a hostile attitude towards each other		prop -	
	held a hostile attitude			hap -
attitude	hostile	valu -		
Victor	destroyed the unfihsied female creature		prop -	
he [the creature]	swore that he will ravish Victor from his happiness		prop -	
	happiness			hap +
Victor	was "burned with rage"			sat -
[Victor]	decided to end the life of the Creature		prop -	
	mutual hate			hap -
	several murders committed by the Creature		prop -	
	Elizabeth's murder, which the Creature committed		prop -	
Victor	chased the Creature for revenge		prop -	
Victor	died on Walton's ship		norm -	
[Victor]	after his unsuccessful pursuit of the Creature on the ice		prop -	
the Creature	mourned his death			hap -
he [Victor]	did reflect on his past actions		prop +	
he [Victor]	passed the task of killing the Creature to Walton		prop -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
the Creature	asked for Victor's pardon beside the deathbed of him		prop +	
the Creature's	remorse towards Victor			hap -
[the Creature's]	regret for all the murders he committed		prop +	
[the Creature's]	remorse towards Victor		prop +	
	the murders he committed		prop -	
amount of details	rich	valu +		
[rich amount of details]	provided a strong basis for the philosophical discussions about the book	valu +		
	dramatic conflicts	valu -		
forms	right	valu +		
brain	fully functional	comp +		
[brain]	which could learn to speak	comp +		
[brain]	which could learn to think	comp +		
[a brain which could learn to speak and think]	just like other human beings	comp +		
the creature	could reflect upon his actions		cap +	
	tension			sec -
the Creature	became a purely monstrous being		norm -	
it [the creature]	couldn't talk		cap -	
it [the creature]	could make strange noises only		cap -	
	there are no motives supporting its action		prop -	
	like attacking Elizabeth		prop -	
it [the creature]	existed like a primitive		norm -	

Appraised	Appraising Item	Appreciation	Judgment	Affect
	these limitations	valu -		
the Creature	is only a monster , which acted according to its instincts		norm -	
brain	abnormal	comp -		
the Creature	had no intellectual thoughts		norm -	
the Creature	is regarded as a rogue product of an experiment		norm -	
Victor	was under horror			sec -
[Victor]	disgust			sat -
Victor	are filled with joy			hap +
[Victor]	[filled with] excitement			sat +
[Victor]	disappointment			sat -
[Victor]	joy			hap +
[Victor]	joy			hap +
[Victor]	fear			sec -
a one-minute tracking shot followed Victor during the creation	which successfully stressed the continuity in Victor's emotional changes	valu +		
portrayal of Victor in the novel	rational	valu +		
he [Victor]	chased the Creature with an axe, aiming to kill it		prop -	
he [Victor]	was just running away from the Creature			sec -
	the hatred between Victor and his Creature			hap -
	enemies		prop -	
psychological depictions of both Victor and the Creature	detailed	comp +		

Appraised	Appraising Item	Appreciation	Judgment	Affect
the readers	could comprehend and understand every changes the characters made through the descriptions of their thoughts		cap +	
the readers	could see how his attitudes towards this relationship grew		cap +	
	compassion			sat +
	anger			sat -
[the fact that the storytelling of films are mostly in the third person's view]	limits the readers' understanding of the character	valu -		
	the murder		prop -	
the creature	demanded the creation of a female partner			sat -
the director	tried to use extra close-up shots to show the emotions of the characters, the inner thoughts of the characters are not effectively expressed in the film		cap -	
the scene	is less significant in terms of the development in their relationship	valu -		
	mutual understandings	valu +		
	creating a monster is clearly a horrifying idea		prop -	
idea	horrifying	reac -		
the philosophical and moral ambiguities	What is more important in the novel is	valu +		
carrier of these discussion	crucial	valu +		
a film	that "millions are waited to be thrilled"	valu +		
	thrilled			sat +
actions of the creature	evil		prop -	
atmopshere	horrifying	valu -		
	fear			sec -

Appraised	Appraising Item	Appreciation	Judgment	Affect
	horror			sec -
	horror			sec -
time	limited	comp -		
	those gaps [in the novel]	valu -		
	Elizabeth was murdered by the Creature		prop -	
his [Vicotr's]	excessive love towards Elizabeth			hap +
the revived Elizabeth	was forced to choose between Victor and the Creature		prop -	
	she burnt herself to death due to despair and confusion		norm -	
	despair			hap -
	confusion			sec -
Victor and the creature's	mutual hate			hap -
	mutual jealousy			sat -
	competition			sat -
Victor and the creature's	desire for Elizabeth			hap +
	the evil actions of the Creature		prop -	
brain	abnormal	comp -		
space for storytelling in a film	limited	valu -		
the film	more dramatic	valu +		
[the film]	more eye-catching	valu +		
atmosphere	horrifying	reac -		
atmosphere	repulsed	reac -		

Appraised	Appraising Item	Appreciation	Judgment	Affect
films	horrifying	reac -		
films	visually enagaging	valu +		
time in the films	limited	valu -		
The original Victor-Creature relationship	being one of the most engaging parts in the novel	valu +		
part of the novel	engaging	valu +		
atmosphere	horrifying	reac -		
[the altered focus of the Victor-Elizabeth relationship]	did stir up polarised opinion	valu -		
novel	interesting	valu +		
some [film adaptations of the novel]	maybe criticized of being a "vulgarizations [of the novel]	valu -		
some [film adaptations of the novel]	[maybe criticized of being] travesties of the original"	valu -		
	the criticism [these adaptations received]	valu -		
the alternations made to the story	might be a credible reference towards the taste of the mainstream audiences, who paid to watch these films	valu +		

APPENDICIES FOR CHAPTER TWELVE – CASE STUDY ONE – WINNIE

Appendix 12.1 Course Descripiton

Course Description

Mainland Chinese are increasingly able to access media stories that expose government corruption and examine the social costs of the nation's market-based economic reforms in China's quest for modernization. Some see this development as a sign of China's growing media freedom, while others view it as a sophisticated government tool for legitimizing and maintaining Communist Party power. Despite these contradictory views, what cannot be ignored is that the proliferation of the Chinese media is transforming it from a vehicle of mass propaganda into a vehicle for mass communication. The diversification of the media–from the rise of celebrity blogs and pop idol talent shows, to citizen journalists publishing independent investigative reports, to alternative forms of cultural expression through art and film–is changing the chief function of media from merely serving as party mouthpiece to that of gathering and disseminating information and a working tool for self expression. This media development is creating new public channels that monitor and expose Party malfeasance, social ills, and reflect the views of the general public.

This course engages students in a cross-disciplinary investigation on the social implications of this changing media environment on China's nascent public sphere. By analyzing Chinese media and cultural content including news stories, films, street tabloids, TV entertainment shows, and new media technologies, advertisements, and art, the course examines the dynamic interplay of evolving social, political, economic, and media forces and the prospects for the transformation of mass culture and civil society in China. The course will survey the historical roots of media and mass propaganda in the Mao Era, analyzing its political, social and cultural role. This will be followed by an in-depth look at how market liberalization policies reshaped China's media landscape within the context of continued government control. Specific examples will be used to illustrate the media's new found role as a mass communication vehicle and the challenges and prospects of this shift on media, state and social relations.

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify and describe major factors that transformed China's media from a vehicle of mass propaganda to mass communication.
2. Investigate the emerging diverse media and popular culture forms and analyze its impact on media, state and social relations.
3. Describe the emerging of the people's voice via the rise of new media, other diverse media and popular culture forms and analyse its contribution to the development of China's nascent civil society.
4. Critically discuss the on-going debate concerning media autonomy and Party control by applying various media studies and sociology theories covered.
5. Assess the limitations of unfettered media commercialization and profit making within continued Party ideological domination.

Offer Semester and Day of Teaching

Second semester (Wed)

Study Load

Activities	Number of hours
Lectures	24
Tutorials	10
Reading / Self-study	20
Assessment: Essay / Report writing	60
Assessment: Presentation (incl preparation)	40
Total:	154

Assessment: 100% coursework

Assessment Tasks	Weighting
Mid-term essay	30
Final essay	40
Group presentation	30

Required Reading

- Latham, K. (2007). *Pop culture China!: Media, arts, and lifestyle.* Santa Barbara, CA: ABC-CLIO. [e-book]

Recommended Reading

- Bandurski, D., & Hala, M. (2010). *Investigative journalism in China: Eight cases in Chinese watchdog journalism.* Hong Kong: Hong Kong University Press.
- Kraus, R. (2004) *The party and the arty in China: The new politics of culture* Lanham, MD. (pp. 1-36). Rowman & Littlefield Publishers.
- Shirk, S. L. (Ed.). (2010). *Changing media, changing China*. New York: Oxford University Press.
- Wang, J. (2008). *Brand new China: Advertising, media, and commercial culture.* Cambridge, MA: Harvard University Press.
- Yang, G. (2009). *The power of the Internet in China: Citizen activism online*. New York: Columbia University Press.
- Yu, H. (2009). *Media and cultural transformation in China*. London; New York: Routledge.
- Top Ten Non-Fiction Books from China.

Recommended Viewing

- Essential documentaries about China.

Recommended Website(s)

- China Central Television
- China Digital Times
- China Media Project
- ChinaSMACK
- Danwei
- Southern Metropolis Daily
- Tea Leaf Nation

Appendix 12.2 Assessment Description

Final Essay (40%)

BETWEEN CENSORSHIP AND PLURALISM: DISSIDENTS IN THE CHINESE MEDIA

In China, rapid market reforms have facilitated the proliferation of new mass media and social networking outlets. To what extent does the presence of a more market-oriented media represent the pluralisation of social views and positions? To what extent do state-led propaganda and censorship practices persist? The purpose of this final essay is to examine these different facets of the media through a case study of either 1) the media representation of a political dissident or 2) the media representation of a controversial artist and/or creative work (e.g., from the visual arts, film, TV, etc.).

You will evaluate the following statement: *The media and cultural landscape in China is more open than before.* Do you agree or disagree? What evidence can you give to support your position? In constructing your argument, your essay will need to incorporate (but not be limited to) the key points below:

- Background: What makes this person/work controversial in the area of contemporary Chinese media and culture? How does censorship operate in the individual case that you have selected to analyse? How has it been contested? What outcomes have ensued? Use specific examples and quotes from at least three different media sources (e.g., TV news, Internet blogs and forums, documentary films) to provide a detailed portrait of this individual/creative work.
- Analysis: Based on your understanding of media developments in recent years, what aspects of the relationship between the public, the state, and market forces best explain why we see the outcomes we do in the case you selected? How would these differ from the pre-reform period?
- Assessment: What does this examination tell you about censorship and how strongly it is enforced in today's media and cultural landscape? What are some limits to the practice of censorship?

Your essay should be 2000-2500 words long, 12-point font, and printed on double-sided paper. Please write your name, UID, word count, and tutorial time slot on the first page. Pay attention to rules of original research and proper citation format (in-text citations) and include a list of works cited at the end of the essay. The assignment is due by 5pm, December 8, 2011 in Dr. Tang's mailbox (KKL 12th Floor). Essays will be discredited by half a letter grade for each day that they are late (e.g., B+ becomes a B). Late submissions must be handed in to the Sociology Department front office and date stamped at time of submission.

Possible Individuals for study:

• Ai Weiwei (see: http://www.nytimes.com/2011/05/17/world/asia/17china.html)

Contemporary artist and vocal critic of the government, detained in April 2011 for two months over unspecified charges

• Chang Ping (see:

http://www.danwei.org/media_regulation/universal_values_editor_remove.php)

Deputy editor of *Southern Metropolis Daily* removed from his post for publishing editorials on Tibet

• Chen Guangcheng (see:http://chinadigitaltimes.net/china/chen-guangcheng/)

Blind human rights lawyer who exposed cases of illegal abortions in Shandong Province in 2005, currently under house arrest

• Dai Qing (see: http://chinadigitaltimes.net/china/dai-qing/)

Outspoken journalist and social activist best known for opposition to the Three Gorges Dam project

• GaoZhisheng (see:

http://www.telegraph.co.uk/news/worldnews/asia/china/8704308/Gao-Zhishengsfamily-appeal-for-his-release.html)

Top human rights lawyer, missing, persecuted for defending religious freedom

• Hu Jia (see: http://www.bbc.co.uk/news/world-asia-pacific-13917882)

Democracy, AIDS, and environmental activist imprisoned for three years for "subversion"

• Jiao Guobiao (see: http://www.zonaeuropa.com/20050328_3.htm)

Beijing University professor of journalism who was dismissed from his post after writing the Declaration of the Campaign against The Central Propaganda Department

• Liao Yiwu (see: http://www.nybooks.com/blogs/nyrblog/2011/aug/15/interview-liaoyiwu/)

Internationally published author of books on contemporary Chinese society now living in exile in Germany

• Liu Xiaobo (see: http://cmp.hku.hk/2010/11/12/8667/)

Human rights spokesperson and winner of Nobel Peace Prize, sentenced to prison for 11 years

• Pi San (see: http://www.nytimes.com/2011/10/30/magazine/the-dangerous-politics-ofinternet-humor-in-china.html?_r=1&pagewanted=all)

Satirical cartoonist and blogger censored on the Internet

• Ran Yunfei (see: http://cmp.hku.hk/2011/02/28/10271/)

Writer, blogger, and signer of Charter 08 accused of subverting state power

Appendix 12.3 Learning Journal

1. Choosing a Topic

Analyze the guideline, search the keyword ("pluralism")

* To get a better understanding of the topic
  to avoid writing sth unrelated to the topic
* Not so useful
  know too little about sociology
  haven't paid attention to China's dissidents in my daily life (maybe also due to
  government's censorship)
* don't get a satisfying answer
   can't find the exact meaning of "media pluralism"

* I wish I can consult my professor to know more about the topic
  (one-to-one if possible, but don't need a long time)

Check the list of suggested dissidents, search each person's information

* in Chinese, to facilitate matters
* compare their experience and find those who interest me
* Useful

Narrow the range to three individuals (HU Jia, LIU Xiaobo and Gao Zhisheng), take more
in-depth research

* As we need to cite more than three different media sources to provide a detailed portrait
  of this individual, this time I try to focus on this point
* Bookmark all the related pages and write down the title of books and borrow them from
  library
* Cannot find enough information
  Want to consult the tutor : How can we find reports we want about the dissidents if
  they are censored in China?

Decide the topic

* Not exactly, but I know it would be some about HU Jia and the activitists in China
  Maybe will decide after start writing

2. Choosing what to Read

* Read all the related reports
  Want to get a better grade
  Moreover, the number of sources I have found is small :(

3. Reading

- For reports (three sources…), just try to divide all the reports into different categories according to their resources
  domestic, foreign;
  official, commercial; newspaper, books, documentary films, internet blogs and forums

- Find the fact that these resources are not so "official"
  - Against what we learned from CAES classes
  - Cannot find better resources
  - Want to consult the tutor or professor again… :(

- Choose one from each category
  Typical, characteristic (official; radical; etc)

- Skim over the books
  Choose one chapter by their titles
  Conclusion part, topic sentences, introduction part, …

4. Take notes

- Pdf, word
  highlight the parts which may be useful
  annotate
  be easily found

- Book & video
  the pages and paragraphs/ time with keywords

5. Planning the structure of my essay

- Outline: not finished yet
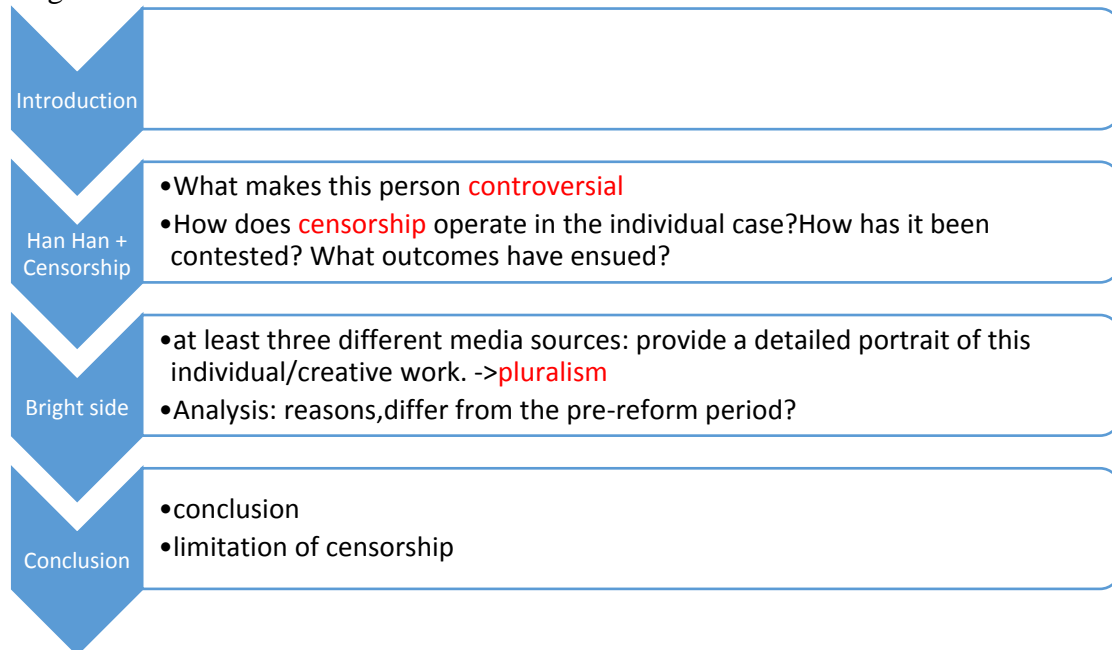 Still hope to consult the professor: is it ok if ….?

5. Planning the structure of my essay

- Too many points to be incorporated
- Don't know how to organize
- Midterm essay: talk with professor
  – wrong: present all the facts and then analyze them
- Outline: list the resources as well
- Change the individual I choose
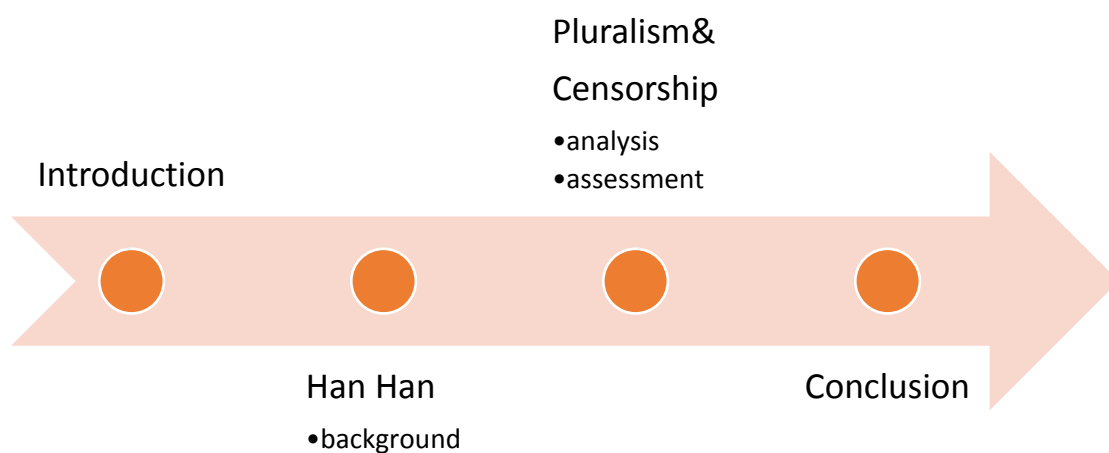 - find HU Jia is difficult to depict: censor almost totally

- Han Han: critism&praise&censorship

6. Writing my essay

♦ Original version:

Introduction	
Han Han + Censorship	•What makes this person controversial •How does censorship operate in the individual case?How has it been contested? What outcomes have ensued?
Bright side	•at least three different media sources: provide a detailed portrait of this individual/creative work. ->pluralism •Analysis: reasons,differ from the pre-reform period?
Conclusion	•conclusion •limitation of censorship

♦ Modified version:

Introduction

Han Han
•background

Pluralism&
Censorship
•analysis
•assessment

Conclusion

7. Editing my Essay

♦ Ask others to go through it for me
- Maybe there are some parts which are obscure, but I am not aware of it
- Maybe my logic/structure is difficult for others to understand
- I have learned something from this class, others who haven't taken this course may find it difficult to understand some points

♦ Print it out and edit
- Try to find some grammar mistakes

- Transitions & mini-conclusions
- Check the APA format
- Bibliography vs References?

PS About searching for information

I realize that I can find something not related to my case, but to the media reform\ commercialization\ diversification

Find a lot of resources…

Browse the contents and choose some chapters, then focus on the introduction/conclusion part

Appendix 12.4 Transcript of Interviews

Key

M = Miranda

W = Winnie

[ ] = Nonverbal actions and laughter

… = Hesitation

Words indented and in italics = Words from the student's learning journal

WORDS IN CAPITAL LETTERS = Word stressed

Interview One

M: What degree are you doing?

W: I'm a freshman for Economics and Finance.

M: Which area do you want to specialise in?

W: You mean in my essay?

M: In your degree.

W: Maybe I will learn more in my degree and try to decide later.

M: Ahh ok. You are originally from the Mainland?

W: Yeah.

M: So are you just here for the degree?

W: Degree. Maybe I will go back to the Mainland and work there.

M: OK, good. So how do you find living in Hong Kong then?

W: I think it's maybe a good place for us to study but not a good place to live in.

M: Why?

W: Maybe the pace is too fast. We have to be very busy here. [Laugh]

M: OK. Where are you from?

W: Fujian Province.

M: Ahh. I know where that is but I have never been there. What kind of secondary school did you go to?

W: Fortunately I went to secondary school which is a foreign language school it's not like an international school in Hong Kong but it focus more on English studies. And we have like… I don't know how many hours in HK for English class, but in my school we have like 10 hours of English classes a week. Compared to other Mainland secondary schools…like 7 or 8 hours… so it would quite…a little more…. Not that much. And actually I did not attend any other English schools during my secondary school but I took TOEFL when I was in foundation year. Many students, we spend a year in University as a foundation year. So at that time, two years ago, my TOEFL score is 96.

M: Was the medium of instruction English in your secondary school?

W: No. You know, like many Mainland schools they do not use English in English classes. They use Chinese to teach. But we have English activities, like English plays and English festivals.

M: What about when you did your foundation year. Did you do any English classes in that year?

W: Erm… in order to attend the TOEFL I attend one course in some private school but I don't think it's quite useful. It was just for the test. I think its ok. Before going to HKU, I think the most thing I wrote in English is like about 200 words.

M: Wow, that's amazing.

W: Yeah

M: So in your foundation year, you weren't writing in English at all?

W: Not much because the university in Mainland. All the students take something like [inaudible] but it's not that high, the standard is like 150 words.

M: So why did you choose the Common Core course you are doing?

W: You know HK is different from Mainland because it's free atmosphere and without the censorship I can know more about Chinese media.

M: And are you enjoying it so far?

W: [Laughs] Yes.

M: Good. So for this course you need to do an essay, is that right?

W: Yeah, two essays.

M: Two essays. Ok. So what's the difference between the essays?

W: You know midterm and final term.

M: Oh right.

W: [Takes out information]

M: Oh, you've got the information there. Great.

W: [Gives me document outlining requirements for essay]

M: Ahh great, so this is what I would like to focus on – the final essay. When do you think you'll start doing this?

W: Once the professor gives us a list of the names which we can focus on.

M: Oh right, so they haven't done that yet?

W: Yeah. And it might be much later as we should finish the midterm essay first.

M: Right ok. I just want to know a little bit about your English language background. So, how long have you been learning English?

W: Actually my spoken English is not so good because we focus on writing in Mainland, so we …I have learnt English for 13 years.

M: Ok. So do you feel that you …I mean what do you think is required of an academic essay at University level?

W: I think we should not present the examples of our self. We should use evidence. And we should also present the reference. We should try to use more professional language.

M: What do you mean by professional language?

W: [Laughs] It's hard to say in English. I think maybe …more formal and more objective.

M: So when you say you should use evidence and referencing, where do you plan on getting references for your essay?

W: I think I should know which person I will study first and I maybe try to find something from library.

M: Library.

W: [Laughs] Actually I know there are many resources on the internet but it is not so….actually I took the CAES course and our teacher told us not to use these resources so much on the internet.

M: Do you agree with that?

W: I think so but the topic in CAES I have chosen have few resources in library.

M: Ok.

W: So I have to take something from the internet.

M: So what do you think is a good academic essay? So apart from having referencing and using evidence and the style of language being formal, anything else?

W: I think it should be systematic….should be well-organised.

M: Ok, in what way?

W: At the beginning we should state the thesis and maybe we should define some terms the readers maybe don't know.

M: Ok.

W: And we should give some background information of course. We can also state something that we will do later, at the beginning And then in the body I think it is very important to make it clear and should put the most important information first and give enough evidence to make it more …to make it more academic. So in the end we should have a conclusion and maybe give some solutions as well. I don't quite know if that is right.

M: I think you have some good ideas of what an academic essay is.

W: [Laughs] Thank you.

M: OK, let me explain a little bit about the aim of this research. I'm trying to do is develop a new course. Students will take this course in their first year from next year when the Common Core Curriculum starts. So in 2012 students will have to take 6 Common Core courses instead of 2 which you take as part of the 3-year curriculum. So what we are trying to do is help students with the skills they will need to take the Common Core. So what I am trying to do while we are writing this course is to interview students to find out a little bit about the problems that they experience when they are trying to do an assignment like an essay or a report. So what I would like you to do is to keep a very short record…every time you sit down to do something on your essay, at the end, if you could just think a little bit about problems you had when you were doing that work. So you were talking about, for example, finding evidence. So say you sit down and you log into the HKU library database and you try to search for information. At the end of that process I'd like you to write down a couple of notes about what you did and the problems you had.

W: Ok

M: And then what I'd like to do is interview you in the middle of you preparing for you essay and at the end, and I would like to use the notes that you have written to interview you. So is you write that you have problems searching for evidence, I would ask you about that in the interview to get a deeper understanding of what those problems actually are. And I hope that those problems can be solved, to some extent, in the new course. Does that make sense?

W: Yeah

M: Yeah, by doing this research it will help us understand the students' needs a little bit more. Ok, so here are a few guidelines. So every time you work on your essay, I'm interested in knowing the answers to the following questions. [Shows Winnie guidelines on paper and gives her a copy] What did you do? Why did you do it? Was it useful? What problems and difficulties were you experiencing? And very important, what help do you wish you had? Because this is really what we are trying to focus on.

W: Ok

M: So here are a few things that you might be doing as you work through your essay. [Reads out from guidelines] You might be thinking about a topic, you might be choosing what to read, you might be reading, taking notes, planning the structure of your essay, maybe you are talking to people about your essay for example other students or your tutor, writing the essay and editing the essay. I am interesting in knowing about all of these things.

W: Ok

M: Just a few things to keep in mind. Don't worry about what you say, just be honest.

W: [Laughs]

M: Everything is confidential.

W: [Laughs]

M: Be as detailed as you have time for. You can just do it on a piece of paper or on the computer. It is up to you. Do whatever is easiest for you. And then just send me the document before we meet next time. Can you just send me an essay when you start to work on your essay?

W: OK

M: Great.

Interview Two

M: Let's go through the notes that you've made. Here you mention choosing a topic. You've put down here:

Analyze the guideline, search the keyword 'pluralism'

What do you mean?

W: So, because I have some problems with the topic. I don't quite understand the word pluralism. Because I think my professor doesn't mention it in a lecture so I just search this word and I read through the guidelines carefully and try to know that…what does she want us to do.

M: So remind me again what you are doing. So you have chosen a topic out of a series of topics or did you create your topic yourself?

W: The teacher give us a topic but it is quite general and we have to make it more specific.

M: So, what was the general topic? Can you remember?

W: Oh, I forget to bring it.

M: It doesn't matter, can you roughly remember it?

W: It's something like censorship and pluralism.

M: Oh ok. And so when you need to come up with a specific topic, what do you need to do? Do you need to find your own examples or something a bit more than that?

W: Yeah. Teacher give us possible people that we might want to look into and we choose one and …

M: Who did you choose?

W: So that's the problem….

M: Oh you're talking about that further down the journal.

W: Yeah, I have spend a lot of time to choose.

M: Ok. We can talk about that later. So then you say:

To get a better understanding of the topic, to avoid writing sth unrelated to the topic

and then you said:

It's not so useful

Why did you say that?

W: It's because I major in Economics and Finance so…maybe I have too little knowledge about sociology and I don't even quite understand the guidelines, so I think…if I have to write it within a week I will write it poorly.

M: Ok.

W: So I think….

M: What do you mean? What is not useful? What are you referring to there?

W: Because…I mean the guidelines are not so clear. They don't help me to understand for someone not majoring in sociology.

M: Ok I see.

W: And I find the guidelines in the syllabus about this essay and it is a little bit different from the specific guidelines from the teacher which I received just in the last month.

M: What is the difference?

W: The focus is a little bit different but the teacher doesn't mention it.

M: Right. So this is the thing that you only got a couple of weeks ago right?

W: [Laughs] Yeah.

M: Right. Ok. So here you say:

> *Don't get a satisfying answer.*

What do you mean? Is this referring back to this pluralism?

W: Oh. Yes, I find that there are not so specific answer.

M: So when you searched for the definition of pluralism to understand it, where did you look?

W: First, I of course look it up in the dictionary and then I try to research it in the Google and find some websites which is about…actually I find there are…a few websites mentioning this phrase but I find they don't quite…give me a satisfying understanding.

M: Do you feel like you have a good understanding of it now?

W: Yeah [Laughs] because I consult my tutor.

M: Ok, so what do you believe it is?

W: I think that in China is the opposite side of the censorship.

M: Ok.

W: It is just…it means the forms of the media have begun more and more than before. [Laughs] I'm not sure how to say but I think I just get an impression of it.

M: Ok, Why do you think you couldn't get that from the searching you did?

W: Because, maybe, what I'm looking for is different from the…how to say…those websites are trying to describe the media pluralism generally, maybe they don't fit the situation in China.

M: So you say:

> *I wish I could consult my professor*

and you said you did this?

W: Yes, I asked my tutor.

M: Oh right. Ok. So then you say that:

> *Check the list of suggested dissidents, search each person's information*
>
> - *in Chinese, to facilitate matters*
> - *compare their experience and find those who interest me*
> - *Useful*

M: So this was useful to you.

W: Yeah

M: So where did you search?

W: Wikipedia.

M: Ok

W: And some other…because we have to list three references of China's media about this figure so I also searched some related reports about this figure.

M: Yeah, and so when you are looking for the sources in Chinese are you using a Chinese search engine?

W: No, I used Google an Baidu.

M: So then in your journal you said you narrowed it down to three individuals and then you did more in-depth research. Is that right?

W: Yes.

M: Then you say:

> *As we need to cite more than three different media sources to provide a detailed portrait of this individual, this time I try to focus on this point*

So three different media sources, what does that mean? So for example and blog might be one…a YouTube video might be one?

W: Yeah so the teachers refers to the 'official media' which might be one …let me see…some sources are the internet maybe book, film…something like that.

M: So when you say 'I tried to focus on this point' what did you do?

W: Actually I just search in the HKU library. And search online database. It is very difficult to use this. And I try to find more academic texts about this figure.

M: OK. Then you say:

> - *Bookmark all the related pages and write down the title of books and borrow them from library*
> - *Still cannot find enough information*

Why not enough?

W: Because I think this figures are kind of censored in China [Laugh] so we can't find information.

M: But they are not censored in Hong Kong are they?

W: Yeah, but in China they are censored so the official media cannot report them so much and even the media…the commercial media…they also cannot cover these figure, so it is quite difficult.

M: So:

> *Want to consult the tutor : How can we find reports we want about the dissidents if they are censored in China?*

> *Decide the topic.*
> - *Not exactly, but I know it would be some about HU Jia and the activists in China*

M: So this is the person you want to focus on?

W: Yeah. Also I want to refer to him in the media in China.

M: Why do you say:

> *Maybe will decide after start writing*

Surely you need to decide before you write?

W: The topic you mean?

M: You say:

> *Maybe will decide after start writing*

What do you mean here?

W: I think I…we should always cover some points our teacher ask us to do but we have to have a conclusion and I think this conclusion I have no specific ideas until I start writing.

M: So you want to write some and then work out what the conclusion is?

W: Yeah after I finish all the things.

M: Ok right. Then you say:

> *Choosing what to read*

> - *Read all the related reports*
> - *Want to get a better grade*

What do you think will get you a better grade?

W: I think that the more I read the more I learn about so I ought to read more.

M: You think there is a relationship between reading more and getting a better grade?

W: Yeah I think so [Laughs]

M: Why do you think that might be?

W: Because we read more and we can know more scholars ideas about this figure and we can….so we may think more…comprehensive.

M: How do you know when you have got enough?

W: [Laughs] That's my next point.

M: Oh? Is it? [Laughs]

W: Yeah, the number of sources I can find is limited

M: Oh right. I see.

W: So I think it won't take me too much time.

M: So you think you would have LIKED to find more references?

W: Yeah, if there are more then I will choose some.

M: How do you know that you have found all the references that there are?

W: [Laugh] Well I can't. And I found that some references….some resources are quite similar so we don't have to repeat them so I just…maybe it is kind of choosing as well because I choose some topical one I choose to read carefully and other I just read quickly.

M: How do you decide which one to read carefully…to skim?

W: I try to choose the more official….kind of…I try to choose more objective reports…but I also choose the blog of HU Jia's wife because I think it is topical.

M: Right. How do you decide if something is objective?

W: For example there are some Chinese living overseas, they just use some political words. I don't think they are objective. So I just choose more objective.

M: So it's by the vocabulary, for example using emotional words? Ok so let's go onto the section called 'Reading' in your journal.

> *For reports (three sources…)*

So what do you mean by that.

W: The guidelines say we have to choose three sources.

M: Oh ok.

> *Just try to divide all the reports into different categories according to their resources*

Ok, can you tell me a bit about that?

W: They are domestic sources and foreign websites, I think I have to cover each types so it can be more comprehensive.

M: Ok.

W: And find different opinions about this figure… and the official, commercial etc…I think I can find differences between these. And the others I think if I list some books, or documentary film I also think it can be more comprehensive.

M: So you want to have a range, like newspapers, books, film rather than just all one thing.

W: Yeah

M: So you say:

> *Find the fact that these resources are not so "official"*
>
> *Against what we learned from CAES classes*

Do you mean this idea of sources being academic?

W: Yeah yeah, and maybe you know…maybe we cannot find much official resources.

M: What do you mean by official?

W: I mean for example…maybe they are published or they are someone who…for example…at least it should be academic text or something like that.

M: So again:

> *Cannot find better resources*
>
> *Want to consult the tutor or professor again… :(*

W: Yeah

M: Ok:

> *Choose one from each category*
>
> *Typical, characteristic (official; radical; etc)*

M: What do you mean by typical characteristic?

W: Yeah, just as I mentioned.

M: Right, to have one source being official, radical as we talked about before.

W: Yeah.

M: Ok. Right. So you then say:

> *Skim over the books*
>
> *Choose one chapter by their titles*
>
> *Conclusion part, topic sentences, introduction part, …*

So you are using those reading strategies, just reading the introduction and conclusion.

W: Yeah

M: Do you find that helps?

W: Yeah.

M: Do you think it works?

W: Yeah, actually because I think it is too difficult for me to cover all the resources in a short time.

M: Right, so when you are doing that to do what? To decide if it is worth reading more?

W: Yes, and if it is I will read more.

M; Oh right. Ok so let's talk about the section called 'Taking notes' in the journal. What do you mean by:

> *pdf, word*
>
> *highlight the parts which may be useful*
>
> *annotate*
>
> *be easily found*

What do you mean by highlight?

W: Just use the highlight on the computer.

M: So you are just highlighting? Are you writing on the text?

W: Just highlighting tool on the computer.

M: Ok, so what about this:

> *Book & video*
>
> *the pages and paragraphs/ time with keywords*

What do you mean?

W: For these I write quotes and write down the page number. I think if it is a pdf document I can just underline it.

M: And are you writing notes at all?

W: No, I just highlight it.

M: And then you can go back and find it?

W: Yeah. Or maybe it helps if I take down notes...

M: What do you think? What would be the advantages of doing that?

W: Then I can write it all down on one page and when I need them I can find them more easily. Maybe that is good.

M: Yeah, I think there is a benefit to….the problem is you are going to have all of these ideas in different places and eventually you are going to have to put them all together, so maybe an intermediate step would be to take notes into the main themes of the essay. So you have one page for each section of the essay and you write what you find in each source for that

theme on that page. And then it is much easier for write your essay. But you can only do this once you have an idea of what the main sections are of your essay. You probably need to do some reading before you know what the main parts are, but the guidelines for the essay might also give you an idea of this. OK, so then you are planning the structure of the essay.

> *Outline: not finished yet*

> *Still hope to consult the professor: is it ok if ....?*

M: When do you think you will do this?

W: I need to revise for my exam first. I have my exam tomorrow

M: Oh ok. When is the essay due?

W: December 8th.

M: Oh ok.

W: Actually it's quite soon. [Laughs]

M: Oh I'm sure you'll be ok. You've done some reading already.

W: Yeah, maybe I should take 2 to 3 days…whole days I mean to work on this.

M: Ok, let's meet one more time once you have handed in the essay. Is that ok?

W: Sure.

[We organise time together]

Interview Three

M: Ok so we're up to discussing the section called 'Planning the structure of your essay'. So let's have a look at what you did. You said you were struggling to integrate all of the points? Can you explain that a little bit?

W: Yeah because I have attached…you can find the guidelines….you can find that there are two main points. [Hands over guidelines]

M: So this a list of everything that should be included?

W: Yeah and we should include all of these points and we can add more.

M: Right.

W: [Laugh] But I find it difficult to include all of these points.

M: Why?

W: Maybe there are no so many points but they are a little bit unorganised.

M: In what way?

W: You can see that main point should be this.

[Indicating this following part of the guidelines 'You will evaluate the following statement: The media and cultural landscape in China is more open than before.']

But our topic is about pluralism and censorship. And then we have to… the background part we have to include both sides. And I think the second and third part covered pluralism and censorship separately so I kind of confused because I have talked to my teacher after I got my midterm essay and she said that my midterm essay has a small problem. And she found that I always put the facts in the first part, for example I put the media coverage of the earthquake in the first part and analyse it in the second part. She think it's wrong because the reader will find it confused when they read my first part, so this time I will try to change.

M: Why would they find it confusing?

W: Because for example in my midterm essay she put many question mark in the first part but actually I have explained these questions in the second part.

M: In the second part….I see.

W: Yeah because I think the guidelines of the midterm essay is just like this. The first part is about the facts and the second part is about the analysis.

M: So for example this 'Background' would be facts and this analysis would be…

W: Right. So I think this time I have to change so that's the main problem…I find it is difficult to change to what my teacher taught me because I think at least, you know, I think the background part should be put in one part.

M: Ok. So when she put the question mark on your midterm and you explained it later on, what is she putting the question mark about? What was it that you were missing? Can you give me an example?

W: For example she will ask why the official media act like this.

M: Ok I see. So you were making a statement about how the media acts and yet she wanted some analysis of that, the reasons etc and you put that in the second part.

W: Right.

M: Ok.

W: So I think actually I have changed how I wrote my essay totally. So this is the two versions. [Pointing to two versions in the Learning Journal] So I wrote the modified version but when I read it and I think it is difficult to follow. I just jump from one point to another point. I think it's kind of confused. And actually when I finish my third part I emailed it to my friend to let her have a glance for me and she find it a little bit confused too.

M: Ok, right.

W: I don't send her my guidelines for the essay and when she read it she get the wrong point. She think I was trying to analyse the individual case, it's my main point, but actually that's not my main point. So I modified the essay back to the structure of my midterm essay. [Laughs]

M: Where you have the facts then the analysis?

W: Yeah because I think the final essay …there are two teachers in my class [Laughs]

M: [Laughs] Oh ok. So you're hoping the other teacher will understand it?

W: Yeah, and if I don't follow the guidelines my teacher may feel confused as well.

M: But I wonder if in that background information you could still have the background information and when you are talking about the facts you can also have some critical points IN that background. I mean I think you can still separate these. I think you are right, I think that this and that should be in separate sections but as you are doing this it is not purely factual, it is also critical.

W: Yeah.

M: And maybe that is what you can think about, how you do that with language.

W: Yeah, you mean I can put some main points of my argument in my background?

M: Well, you've only given me one example, so it's difficult for me to know exactly why she's putting these question marks but it might be just that as you are talking about the background and what's happened, that you don't just list or state the facts, but as you are talking about the facts you are maybe also putting in a couple of sentences here and there where you are also talking about it CRITICALLY as well.

W: Yeah I think this is right.

M: So you are not mixing everything together, but that when you are doing this background section it is not just factual, it is a bit critical as well and I think at university level that is what tutors want to see.

W: Yeah, this time I want to try this but I don't know if it will work or not.

M: What about this?

> *Outline: list the resources as well*

What does that mean?

W: Just list the main points and the corresponding resources under those points.

M: So how did you decide on the order of the points? Did you use the guidelines?

W: Yeah, I put the Han Han part in the censorship part, in the first part so at that time I list…I think the three resources I should put it with the pluralism part because Han Han is controversial person and I think the media can cover him and it can show the fact that there are pluralism in the media in China.

M: Ok I see.

W: So I think they can be put together in the second part. So I listed three resources for him in Chinese media and I found…as I said last time I found it difficult to find the information about the figure, so this time I changed my case to a more popular and he is a controversial figure but there are critical reports and praise for him as well so I think I can have a detailed project of him in this essay so I changed to him.

M: Ahh right. Good.

W: And then I realised I should searching something related to my case and to media reform because I think it is related to pluralism so I find more information.

M: So where did you search.

W: First on GoogleScholar and the HKU Library as you taught me and I think this time I find too many [Laugh].

M: [Laugh] OK. Yes, usually that is the case and then you need to go through the process of finding the best, most relevant ones and that's ok, that's just part of the process.

W: Yeah.

M: Ok. So do you feel this worked?

W: Yeah.

M: Good. And yeah you then talked about the change the individual that you chose and that is because you couldn't find enough resources right?

W: Yeah.

M: Ok, so you didn't talk to other students?

W: Actually I did, one of my friends got an A on the midterms so I learn from her.

M: What did you learn?

W: I ask her how to…actually I asked some general ideas about how to choose the idea, because I think my main points is always too stereotype, but her ideas …she write from a new angle, she choose the….ahh…let me see…a local government official, but most of us, for example, choose a journalist or a Chinese people or...I think I should try to make my essay at least not so stereotyped, so I asked her this question.

M: How did she come up with that idea?

W: [Laughs] That's the point…she things that when she watch the video…we have to watch a video to do our midterm essay…she thinks when she watch the video she just pay attention to the local government official and she had interest in them when she was little girl.

M: Ahh, interesting. Do you think that is why she got an A, because she did something different to other people?

W: Yeah, I think so. So what I learnt of her is that I should try to not to be so stereotyped, but I think it's difficult.

M: It is difficult.

W: So maybe I don't get much from talking to others.

M: Ok.

So writing my essay

We've talked about these two different structures…so you've changed this structure to this one….[pointing to figures in the journal]. So…I mean…So how do you decide the percentage to give to each of these things?

W: Yeah I find that there are some problems, because for example I just write the first part and put resources in it, I don't think much about…Yeah, I find that after finish my Han Han part, it has taken too many words so I have to delete some of them…some resources of them…. and move one of the paragraphs in this part to the censorship part.

M: I think that's a normal process.

W: Yeah, so I think next time I think I…need to take care about that before I start writing.

M: Yeah, I think it is worth thinking about before you start writing, thinking about whether it is 50/50 or whether the analysis part should be little bit bigger, and you can have that in your mind. Good to think about which is the biggest sections. Also these are 4 very broad categories, what you might like to do in the future is to break this down into subsections. These categories are very broad.

W: [Laugh] Yes, actually when I modify my outline I think I should organise it in 5 parts, but I find that if I write….let me see…if I write as this, when I write the Han Han part, I need to mention why he is been censored in China so I think it kind of overlap with the censorship part so I find the censorship part doesn't have much to cover so I put the analysis of the censorship part in with the other, but…but… maybe you are right. I think I should try to divide into more parts. Anyway, I have handed it in. [Laughs]

M: Oh I'm sure its ok. Just in terms of what you might do in the future. You might think about writing ….a detailed plan is always good to have at the start, but it is a cyclical process. Maybe what you think your structure is going to be before you start writing is not the same as what you have at the end because as you are writing you realise it doesn't completely work and you need to move this from here to there and that is fine.

W: Yeah.

M: You know so you are constantly writing, editing, rethinking writing editing rethinking etc. It goes round and round and that's normal.

W: Yeah. Ok.

M: Ok so 'Editing the essay'. You asked some people to look at it for you. Who did you ask?

W: Actually it is my old friend, she is not in HKU. I ask her because she is free now because all of the HKU students are busy.

M: Is this the feedback that she gave you or is it your thoughts?

[Referring to this following from the journal - *Maybe there are some parts which are obscure, but I am not aware of it*].

W: It's what I believe. Maybe when I write my essay it is clear for me because I have taken this course, but my teacher said she wants us to write something that anyone can understand. So I asked one who major in Sciences.

M: Why do you think she wants you to write in that way?

W: Maybe because we are just writing a very basic level essay. We don't have the ability [Laughs] to write an essay which is too ….which may cover in-depth research so she thinks if we write this basic level we should write it at least clear.

M: Mmm.

W: One thing I think I learn from my classmate is that she include many points of what was said in the lecture clearly and mark it in the reference list. I also include what the teacher said but I don't point it out and it is not so clear. Maybe the teacher don't realise that I am mentioning what she said.

M: Yeah. I think you need to show that you have understand what was taught to you but I also think you probably need to also express your own stance on the topic as well, that comes from you.

W: Yeah.

M: Ok:

> *Maybe my logic/structure is difficult for others to understand.*

So what is it about the logic and the structuring that might be a problem?

W: Yeah, as I said I changed my structure because of her …she points out that she is confused in my midterm, so I think I should follow the guidelines and maybe the new teacher will know what I am saying.

M: Mmm…But in terms of language, how can you make the logic or the structure clear?

W: Maybe transitions and mini-conclusions. I just use what we learnt from CAES class.

M: Yeah, all of those things are important.

W: But I find that I don't do well this time in topic sentences. I think I find...[Laughs]…I miss this point. I just do the mini-conclusions but some of the paragraphs I don't give the topic sentences.

M: But maybe when you have done it you have done it instinctively…you have done it without thinking about it.

W: [Laughs] I hope so.

M: You say:

> *I have learned something from this class, others who haven't taken this course may find it difficult to understand some points*

That's the same point you mentioned before, right?

W: Yeah.

M: Ok, so then you say:

> *Print it out and edit*
>
> *Try to find some grammar mistakes*

How do you do that? How do you try to find those mistakes?

W: Before I came to HKU I have to learn a year in Mainland so my teacher taught us to print it out and edit it, because she thinks that if we look at a hardcopy we can find mistakes easier.

M: I think that's true.

W: Yeah so I follow her advice and try to find the mistakes.

M: And do you feel you can generally do that?

W: Yeah, I think compared to the other parts it's easier.

M: Ok, what kind of errors are you finding you are making?

W: [laugh] just some simple grammar mistakes. When we are writing our essay we might not pay attention to the….for example….just like some plural mistakes and maybe the sentence structure is not complete.

M: Ok, so also you are looking at the

> *Transitions & mini-conclusions*

Ok, that's interesting…and then:

> *Check the APA format*
>
> *Bibliography vs References*

M: What do you mean by that?

W: Oh yeah I have….I feel confused…I don't know the difference.

M: Some people use those words interchangeably to mean a reference list. But there is a distinction. A bibliography can be everything you have read and a reference list is everything you have cited but doesn't include things you have read but not cited.

W: Ahhh. Ok. So we don't do both?

M: Yeah, most people just want a reference list. But maybe your tutor might want a bibliography. So you have handed it in. Do you feel generally happy with it?

W: [Laugh] no I find it so difficult. I'd rather take exams directly. I think its much more difficult than writing an economic essay.

M: How long do you think it has taken you?

W: Maybe 100 hours.

M: Really?

W: Mmmmm

M: writing?

W: I think 30 hours, because I write very slow. Actually I don't finish all my readings and then writing. When I write I actually search something new as well. So it takes a long time.

M; So for you the most time-consuming part is the reading and searching for information?

W: Yeah for me I think I spend so much time and I don't think I have got a good result. I think it is very difficult to do a common core essay without guidance so I think an English course would be very helpful.

Appendix 12.5 Essay

Case Analysis of Han Han: Pluralism and Censorship of Chinese Media

Introduction

1[1]. The remarkable progress of marketization in China has brought about a series of profound changes in Chinese media, especially embodied in the media commercialization, media diversification and the formation of public opinion. During this process, media themselves are undergoing subtle and complex changes to balance between the profit-oriented market and the state-led propaganda, which include the shift of their way to depict those controversial figures and dissidents. The following essay will investigate how a controversial figure is depicted by the media and restricted by the censorship by analyzing the specific case Han Han, and discuss what this case has revealed about the censorship and pluralism of the post-reform Chinese media.

Han Han with Censorship and Media Coverage

2. The fans of Han Han use the term "Han dynasty (寒朝)" to depict the prevalence of this controversial celebrity. Han is a best-selling author, professional rally driver and the creator of the magazine *Party*. As a "cultural worker", Han failed in seven subjects in high school and dropped out. Moreover, he never conceals his resentment against China's political and education system in public. These mentioned factors lead to his controversial position in Chinese media and culture. Just as Liu (2010, p.83) points out in her article, Han Han dare to speak out while others holding similar views keep silent. To some degree, he is considered to hold the commanding position on the field of Chinese dissent (Osnos, 2011, p.52).

3. Han owns the most popular blog in the world, to which he usually posts articles with penetration and sensitive contents. "How many evil things has China Central Television done in the past? Replacing truth with lies, manipulating public opinions, desecrating culture, abusing facts, concealing wrongdoings, covering up problems, and creating fake images of harmony. (Han, 2009a)" According to Osnos (2011, p.52), this post, just like other posts of his, was deleted from his official blog immediately after being posted.

4. Censorship is not limited to his blog posts. Han's speech "Better City, Worse Life" on Expo forum on Nov 18th, 2009 was cut off from the live broadcast (Han, 2009b). He also struggled to run his magazine *Party* but eventually failed due to some irresistible pressures from "relevant departments". They claimed that this magazine was released as a book instead of getting an International Standard Serials Number (ISSN), which was illegal in China (Han 2010a; Wang, 2010). But actually, the underlying reason that it cannot obtain an ISSN is that *Party* is to some extent politically sensitive. For example, it presents an injured brain CT scan of the Chinese dissident Ai Weiwei after he was beaten by the police (Ai, 2010, p.40). Ironically, Han emphasized that he "can only say the pressure (to shut down this magazine) is not from Press and Publication units or Propaganda Department" in

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[1] Paragraph numbering added by the researcher, not Winnie.

his official blog while he admitted that it is shut down by authorities in an interview with *The Economist* (Zhang, 2011), which is a foreign publication.

5. Even the fact that he ranked second in *Time* magazine's poll of the most influential people in the world has been censored in China. According to Osnos,

> Soon the combination of "Han Han" and "*Time*" was blocked by Chinese search engines … when Shanghai Pary Committee Propaganda Department distributed guidance to the local press, on March 12th, it is said to have included an order not to report on anything about Han beyond his car racing. (Osnos, 2011, pp.53-56)

6. Nevertheless, while censorship does exist on these aspects mentioned, Han Han, this controversial and, to some extent, politically sensitive figure has not been banned in China. In fact, nowadays both the official media and the commercial media in China have not avoided making their own comments on him.

7. The Southern Metropolis Daily, a commercial newspaper, has chanted a eulogy to Han. In its interview, Han is described as an optimistic and rational person, with his willingness to express his views no matter how difficult it is and his indifference to fame and wealth, as can be seen in the following excerpt from this report:

> His articles achieve the level which most intellectuals have been yearning for: shaking the society with a pen. In 2009, he has been honored as China's 10 Figures by many magazines. At press time, the hits of his official blog have reached 400 million. However, he doesn't care about it.(Wang, 2010)

8. On the contrary, the official media tends to play a more critical role. When it comes to Han's nomination for the most influential people in the world by *Time* Magazine, *People's Daily* asked in a headline, "Is *Time* Magazine Severely Near-sighted?"(People's Daily, 2010) Also, the *China View (Xinhuanet)* once posted an article titled "The Ignorant Fear Nothing: Han Han Claimed Mammonism to Be Good" which included such sentences as "what is it that has made such a thought-disabled, knowledge-lacking, not-fully-developed inferior a dominant role on the stage of modern culture?"(Hu, 2010)

9. There are also other voices which are more neutral. As a popular talk show which airs on Phoenix Television and is broadcasted in the mainland, *A Date with Luyu* depicts Han Han as a rebellious but talented author and rally driver, and emphasizes his boldness in blog controversies with Bai Ye and other poets and critics (Chen, 2008).

10. In brief, as a typical controversial and politically sensitive figure, Han Han has to compromise with the strict censorship in China. However, the media coverage of Han Han in China is comprehensive, which is presented as a mixture of praise and criticism.

Openness and Media Pluralism

11. In the Mao era, freedom of speech, freedom of publication, and freedom of the press "were always dismissed as 'decadent bourgeois values' in official Communist propaganda" and Chinese society was deprived of any freedom of thought (He, 2003, pp. 9-10). Just as Han admits in his post, writers like him would have been shot in the pre-reform period

(Han, 2011). In fact, Han's prevalence itself has implied the unprecedented openness of the media and cultural landscape. This change could be attributed to the media development in recent years.

12. Since the media were empowered by the authorities to support themselves by competing and advertising in 1979, media has to seek the balance between the profit-oriented market and the state-led propaganda (Shirk, 2011, pp.1-4). In May, 2011, General Administration of Press and Publication (GAPP) announced that more than 6,000 non-political media outlets would be turned into for-profit enterprises, which means they would be cut off from government subsidies (Yu, 2011). But there are exceptions. According to Yu (2011), "in addition to a few media outlets at the national level, every province and city will have its own official mouthpiece that will remain state-owned". It means that although government remains editorial control and owns the critical media outlets as its mouthpiece, media industry in China is no longer state-monopoly: there are also proliferation of blogs, local newspapers, etc (Tang, 2011). Consequently, media and cultural landscape in China "has been transformed away from the monopolistic type and will be continually transformed in a more pluralistic direction" (Liu&McCormlck, 2011, pp.126-128).

13. Such pluralism can be reflected in the comprehensive media coverage of the controversial figure Han Han and the differences of standpoints between official and commercial media in this case. On one hand, as the reserved state-owned media outlets, official media such as People Daily has to cling to the responsibility as the mouthpiece of the party and government. **14.** According to Huang's analysis on Han's blog posts (2010, p.40), "once his views and values conflict with the mainstream, they will be immediately covered or shifted. The official media only take what they need." Therefore, reports of these official media tend to be more self-censored, they evade Han's role as a public opinion leader, especially on some political taboos, and instead focus on Han's pretentiousness and relatively graceless writing style with critical remarks. On the other hand, without any government subsidies, the profit-oriented commercial media including *Southern Metropolis Daily* incline to cater to people's taste within tolerance of the State and sing praise to Han's courage to attack the injustice and dark side of the society.

15. Pluralism and openness also derive from the increased tolerance to the media of the State. As Chinese Communist Party realizes that its role has changed from a revolutionary party to a party in power, it no longer maintains its power mainly by force; instead, it applies mass persuasion and new propaganda methodologies (Brady, 2009, p.434). As a consequence,

> … instead of trying to catch every minor breach of propaganda guidelines as in the Mao years, the Chinese authorities are now content with overall control of the public sphere. …this more tolerant attitude is helpful for creating a more cooperative attitude among those who produce content for the public sphere—the writers, artists, filmmakers, musicians, academics, bloggers, and so on.   (Brady, 2009, p.444)

16. This is particularly relevant to analyze Han's interview with the *Financial Times*. Han expressed that his relations with the authorities were "not all that serious". He said, "Sometimes when they tell me to take a blog post down, I take it down, and I won't be

very upset. We're all playing a game with certain rules. As long as they let us continue -playing, I think there's no problem." (Hille, 2010) From this point of view, the fact that controversial and slightly sensitive figures such as Han Han have not been totally censored in China is a product of the change of propaganda methodologies. Compared with pre-reform period, China's propaganda becomes "more market-friendly, scientific, high tech and politics-lite" (Brady, 2009, p.434).

Censorship and its Limits

17. Admittedly, China's media and cultural landscape is more open than before, which, as is discussed in the last part, could be attributed to the media commercialization and the change of the State's propaganda methodologies. Nonetheless, China's censorship is still considered as the most sophisticated and comprehensive (He, 2003).

18. As is embodied in the case analysis of Han Han, China's censorship is quite strict. In 2010 and 2011, Han has posted at least 75 articles in total to his official, while only 53 of them have been remained(MZ, 2011). Moreover, the censorship has covered many other aspects such as Han's speeches and the magazine *Party*. In fact, Han Han has to try every possible means to struggle with the censorship system in China while at the same time express his own opinion on some political taboos. For instance, on October 9th, 2010, Han posted an article to his blog with no contents at all except for an empty set of quotes (Han, 2010b). He applied such a method to obscurely show his support for Liu Xiaobo, who was a strictly censored political prisoner in China and received the Nobel Peace Prize on Octorber 8th, 2010 (Danwei, 2010).

19. Han is by no means the only one who expresses his radical opinion in public and has to struggle with the censorship in China. In January 2001, Xinhua News Agency announced that using a computer network or other means to engage in "espionage," including "stealing, disclosing, buying, or publicizing state secrets," was punishable by death or a sentence ranging from ten years to life in prison(He, 2003, pp.188-193). In He's book, she mentioned Lin Haiyin, Huang Qi, Jiang Shihua and many other radicals on the Internet who were arrested because of "unlawful acts".

20. But limitations do exist in the practice of censorship. First and foremost, the diversified media forms make it difficult for complete censorship to be imposed. Technology and technological innovation play a key role in this case. With the emergence of Internet media such as blogs and forums, people become participants rather than just audience. Just as embodied in Han's case, most of the deleted or censored posts have been saved by the neitizen. Second, the State is dealing with more sophisticated audience. People get better education and get easier access to information than before because of technological development. They seek different methods to avoid the censorship. For example, Han's fans have built a website, *Han Han Digest (http://www.hanhandigest.com)*, to save his deleted posts whose base located in foreign countries.

Conclusion

21. As a controversial and to some extent politically sensitive figure, Han Han has to compromise to China's censorship in many cases. However, the comprehensive media coverage of Han Han and his prevalence itself reveal the fact that China's landscape has

become more open than before. This can be attributed to the media commercialization and the change of the State's propaganda methodologies. Although limitations do exist as Chinese Communist Party still remains the editorial control, the diversification of media forms and the sophisticated audience in China nowadays have to some extent obstruct the practice of China's censorship.

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APPENDICIES FOR CHAPTER THIRTEEN – CASE STUDY – LOUISA

Appendix 13.1 Course Descripiton

Course Description

Globalization has become the keyword to signify the profound changes common to contemporary human experience. This course provides an interdisciplinary and critical analysis of the impact of globalization on Hong Kong culture. We start by asking: What is culture? What are the important global cultural trends that Hong Kong also participate in and contribute to? What aspects of globalization are relevant to the study of Hong Kong culture? How can postcolonial Hong Kong culture offer new ways to understand the relation between the colonial past and the present global world order? How can we understand the global-local cultural dynamics that drives Hong Kong into the future? What will we learn about Hong Kong culture if we adopt new critical and self-reflective perspectives?

The course introduces key concepts and theories of globalization by focusing on cultural analyses and critical cultural responses to globalization. Particular emphasis is placed on the creative media, transnational cultural industries and global cultural phenomena relevant to everyday Hong Kong experience. This includes the analysis of Hong Kong's participation in global cultural trends like the creation of cultural districts, the changing emphasis on cultural industries, the conditions of cultural production and consumption, the proliferation of urban redevelopment framed in terms of cultural heritage preservation and tourism, as well as the transformations in our everyday experience due to global cultural trends like the Disneyization and McDonaldization of society, new technologies of video and internet gaming and other new media phenomena.

Learning Outcomes

1. Demonstrate awareness and understanding of the relation of Hong Kong culture to issues of globalization and culture.

2. Interpret local and cross-cultural texts and case studies on globalization and culture.

3. Demonstrate awareness and understanding of the interconnectedness of the cultural and economic aspects of globalization.

4. Examine and critique issues of globalization from a range of different theoretical perspectives.

5. Critically question and reflect on mainstream values and assumptions about globalization, particularly in the local context of Hong Kong.

6. Apply critical theories to respond creatively to issues of globalization that are observable in local communities or comparable foreign cases.

Learning Activities: Lectures, Tutorials, Cultural Tours, Workshop, Self Learning & Reading

Assessment: 100% coursework

Assessment Tasks	Weighting
1. Take Home Mid-term test based on the cultural tour and mental map workshop. **Instructions are available Week 5 in class. Mid-term due Week 9 (13/3, Tuesday) 5pm @ CLIT office MB215A. A soft copy is also due the same time.** Early submission is fine but late submission is not permitted as it is a test.	35%
2. Analytic term essay (approximately 1200-1500 words) plus two short questions (approximately 200-250 words each). **Hard copy due 5pm, 11 May (Friday)@ CLIT office MB215A.** **A soft copy is also due the same time. Details to be specified.**	40%
3. Facilitated and guided mental map workshop	10%
4. Tutorial participation, discussion, presentations. Besides actively participating in the tutorial discussions, students are also required to give presentations related to the readings.	15%

Statement on Plagiarism:

A writer who presents the ideas or words of another as if they were the writer's own (that is, without proper citation) commits plagiarism. Plagiarism is not tolerable in this course or at H.K.U. Consult the websites: http://ec.hku.hk/plagiarism and http://www.hku.hk/plagiarism for further information. You should avoid making quotes or drawing on figures from nowhere – you must provide sources of reference for quotation and/or citations you use in the paper. This applies to images and media clips as well. Failure to observe this would risk being charged of plagiarism.

In this University, plagiarism is a disciplinary offence. Any student who commits the offence is liable to disciplinary action.

Late and Incomplete Work:

You must complete ALL major assignments to pass the course, even if you are otherwise earning an "A" in the course.

50%: Analytic term essay (approximately 1200-1500 words) plus two short questions (approximately 200-250 words each). Hard copy due 5pm @ CLIT office MB215A. A soft copy is due the same time. Details to be specified.

The final analytic term essay has to be typed, double spaced, using Times New Roman, size 12 font, with 1 inch margins on all four sides of the A4-sized paper. **It should have a topic title.**

First of all, you should select one topic you find most interesting and most curious about, and/or you have confidence in analyzing.

Your essay should reflect your understanding and analysis of the chosen issue using the ideas, concepts, and theories learned from the class. It would be easier if you can apply those ideas and theories to a cultural issue/problem, case, community, phenomenon or

place. You are advised to discuss your possible final topic with your tutor and/or professors as early in the semester as possible.

Students can of course relate your arguments to anything that has been discussed in the class. However, presenting **your own analyses and opinions** would definitely earn you more credit. To do this, you might want to refer to the required readings as well as some of the reference readings.

As you are expected to conduct an intelligent discussion of the chosen topic, you should avoid making empty assertions and should always back up your arguments with good reasoning and supportive evidence. Besides arguments and analysis, you should pay attention to your overall essay structure. The flow of ideas and logic of argument should be fluent and connected.

Appendix 13.2 Assessment Description

[handwritten notes: — examples in HK / — Impacts / dominant form of govern]

Answer ONE of the questions in the form of an essay (1000-1500 words). You must refer to at least THREE class readings in your paper. Be certain to use proper citations for all your sources. Be sure to support all your points with clear, concrete examples from class lectures, screenings and readings. If you attempt topic 4, examples of your choice need to be approved by your TA or lecturer.

1. Using examples from daily life, explain what neoliberalism means and how its effects are felt in our daily lives and our mainstream culture and mentality. For example, explain what neoliberalism believes in, how these believes are executed in policy terms, and illustrate with examples how these neoliberal policies and government decisions impact our daily lives and our culture. Conclude by giving us your overall analysis and evaluation of neoliberalism as a dominant form of governance both locally and globally.

   [handwritten: 佔優勢的/ 支配的   統治權/管理權]

2. How can cultural policy and planning address issues like public accessibility, community cultural-economic-social networks, the preservation and interpretation of cultural heritage and sustainability? What should we consider in view of local cultural conditions and comparable examples from elsewhere? Discuss this topic with reference to one of the following examples:
   i. a community impacted by urban renewal (e.g. Blue House, or Lee Tung Street etc.); or
   ii. a large scale culture-led development project (e.g. West Kowloon Cultural District, Central Harbour Front, Disneyland etc.); or
   iii. a heritage site (e.g. Star Ferry + Queen's Pier + Edinburgh Square, or Blue House etc.).

3. Using a film made in or about Hong Kong NOT covered in this course, analyze the ways in which local/global interactions are presented on screen. Be certain to discuss the way in which globalization is visualized and dramatized. Be sure to mention global processes in relation to markers of identity such as gender, class, nationality, and ethnicity. Does the film criticize or uphold mainstream values about globalization in the context of Hong Kong? Support all your points with clear examples of specific shots, scenes and sequences in the film.

4. Develop your own essay topic based on one of the key concepts introduced in this course. Be certain that your essay clearly addresses one or more of the learning outcomes for this class.

You may NOT work with your peers on this assignment and cheating will be subject to disciplinary measures. **Your assignment must be sent to the email address: ccccomplit@gmail.com**. Make sure you send your email with attachment to us well before the deadline. You must ALSO submit a hardcopy of your work.

Hard copy due December 6, Monday, before 5 pm in the Comparative Literature Office, MB 215A. Late submissions are NOT ACCEPTED. Please put your name, student ID number, and your **email address** on your document.

Good luck!

[handwritten: X 最低工資 一起討論   housing policy 房屋政策   Impacts poor-rich gap]

Appendix 13.3 Learning Journal

When into Dragon to have a look.

Put in words 'Hong Kong Culture' 'Culture Hong Kong'

Talked to friend

Decide to choose a topic that tutor gave us

I choose the topic

Try to find some related materials on neoliberalism

Too many results

Don't understand what is neoliberalism

Try to look at 'neoliberalism' and 'hong kong'

Try to borrow books but a lot no on the selves

Read some books which I got from other library.

Not not really useful.

Give up and just use the readings and lecture notes give to us

Very difficult to put all of my ideas into the essay

Plan

Send it to my friends

Get advice

Writing my essay

Hard to develop my argument.

Appendix 13.4 Transcript of Interviews

Interview One

M: OK I just want to get some general information about your educational background. Where did you go to school?

L: You mean secondary school? I went to St Paul's school in Lam Tin and then I actually have much experience of writing essays because I studied literature in English, Liberal Studies and History.

M: Right. So when you were at school did you have lessons on writing essays?

L: You mean assignment essays?

M: I mean did you do the HKCEE and A Level public exams?

L: Yes.

M: And in that you had to write essays, is that right?

L: Yes, but then they don't really have a separate class for us learn how to write good essays. Most the teaching is content in books and then for the writing skills they don't really teach much about that.

M: So how do you think you learnt how to write, in terms of academic writing?

L: What do you mean?

M: Like essay writing skills…not writing for pleasure but writing for education. How do you think you learnt those skills?

L: I think it is from practice. When the teachers mark our works, she may point out some of the points for like, here you have to give a definition in the introduction and you have to give the topic sentence for each paragraph and each paragraph you can only write one points…like this, some very GENERAL skills for that.

M: And do you feel confident that you can write well?

L: Actually not.

M: What do you lack confidence about?

L: You mean in terms of English? What do I feel confident?

M: You say you don't feel very confident. So what is it that you feel that you lack?

L: Oh ok, maybe the construction of the essay. How am I really going to express my opinion? The points, the elaborated points. Sometimes….actually I think I have write better reports in my Higher Diploma programme because I learnt how to quote references from books but in secondary school I just writing based on my knowledge, I don't know how to quote anything. If I'm not very familiar with that kind of things I would have nothing to write so I would write very short essay. But in Higher Diploma programme, because I have to quote many reference, then I would a VERY long one.

M: So when you are doing your Higher Diploma, what did you study?

L: I studied Library and Information Management.

M: So how did you know…did you have any lessons in your Higher Diploma in writing an essay? How did you know that the type of writing you do is different from the writing you did at secondary school?

L: Mm… it's actually because we are library students and our lecturer would need us to have reference, always have reference, always we have to quote it the ideas of others to support our ideas. They don't really have a separate class but she will teach us before we are doing our report or we are writing our essay. We also have an English class and it teach us pretty much about report writing but this only some kind of theories. But when it come to practice it might not be so useful.

M: Why not?

L: Why not…umm...because they are always telling us introduction, conclusion, one paragraph one idea, topic sentence but sometimes I was frustrated for having a catchy introduction when they suggest us when we are writing something. How can we catch the eyes of the audience when we are writing our first sentence? I think it is quite difficult for the construction of that sentence and sometimes I will feel very frustrated for that and then I would have to spend a lot of time on that particular sentence…and then mmmm…

M: This is for your English class right?

L: Yeah.

M: And then when you wrote for your other classes that you were actually writing a different style? Or do you think that what you learnt in the English class was transferable to the other types of writing that you did?

L: Yeah it's transferable, but then for the other writing assignment we have to do EVERYTHING longer than we write in English class. But sometimes I found when I write the report I may not very aware of the topic sentence.

M: Why do you think that is?

L: Because I just maybe write everything that come up in my mind and sometimes if I have time I will look back on it and really construct a topic sentence, but if not, I will leave it. But I will keep every paragraph with only one idea.

M: Ok, so in terms of your writing, what do you think your strengths and weaknesses are?

L: Weaknesses, I think it is the vocabulary, because I do not use those very beautiful words. I would just use those simple words because my vocabulary base is not very wide.

M: Why do you think it's not wide enough? Is it because you are sometimes sitting there trying to express something and you can't think of the word in English?

L: Umm…not really, but then I will feel like I was always using the same words, instead of using different words but with the same meaning. I find some of my classmates will use

some very difficult and beautiful words to describe something, just like the Chinese one, yeah. I think it's because I don't really read a lot so I don't know those words.

M: Mm.

L: For sentence structure I think its fine but I think I could write in more different sentence structure, in terms of variety. And then for the others I think its fine, but I would say that I think my writing is not professional enough. I know I should avoid those sentences using 'I' when I write something, so….

M: Where do you learn that concept?

L: It's based on the English lesson for the Higher Diploma programme.

M: Ahh. So this task that you have for this common core course, what is your perception of the task? What do you think you are required to do in order to write this essay? What do you think the teacher who is going to mark your essay is looking for?

L: It's obviously the knowledge of the topic and also a well-chose of topic is very important too.

M: What do you mean by that?

L: For example, if I don't choose a good topic to write…because the topic is we to decide what we are going to write in the essay and if I can choose a good topic that is interesting…it would help the teacher to feel interest to read through it which would be an advantage. And also the writing skills, yeah, and how I present the ideas is one of the factors. And also maybe the grammar part. If it don't have good grammar it affect the impression.

M: The first thing you said that you need to show that you understand the issues, how do you think you do that in your writing?

L: I think by having different types of references because using other people's words to support my idea. Of course I have to give the credit to them.

M: Of course.

L: And also I will try to include my own opinion towards that issue instead of just writing anything the lecturer told us during the lecture.

M: How will you do that without writing 'I'?

L: How am I going to do that? [Laugh] Mm... I think I will first write anything I want to write and then proofread it and try to edit each sentence with 'I'. So I will use some connection words like 'although' and then... Yeah.

M: Ok. What do you think the Common Core is trying to do? What do you think the aim of the Common Core is?

L: It is trying to broaden our horizon because it is different from what we are studying in our core Course. I think the Common Core course is the by-product of Liberal Studies, because there is educational change for 3 /3 /4 and the university is going to start this.

M: It being a by-product of Liberal Studies, where did you get that idea? Did someone tell you that?

L: No, it is just something I feel by myself. Liberal studies is what I did in my secondary school and I feel like it just give me the impression of this.

M: Mmm.

L: It's different from my major.

M: What is your major?

L: Information management.

M: Oh that's right.

L: And what we do in our core courses keep showing Powerpoint and keep talking about that and we don't really have any kinds of practical things until we are going to do our internship. And for the Common Core course like this one,we have many discussion instead of just spoon-feeding us. Yes, it is the major difference. And we will have a field trip, a cultural tour to Wan Chai and West Kowloon and though the field trip, maybe the arrangement should be improved a bit, like, they have some background information for us during our trip and then we have to stand and listen to the speaker and maybe that kind of background information, they can give to us beforehand so maybe we can read that or maybe we can sit down to listen to it.

M: Is was quite difficult to do that was it? To stand up the whole time?

L: Yes and it was really noisy because of all of the traffic around so although they have a mic, it is difficult for those behind to hear. And I think the most different part is the discussion part. For the core course we don't have much discussion. For the Common Core course…that's why I think it's more like liberal studies because they always require us to discuss and express our own opinions. They won't tell us if it is right or wrong. Yeah, there is no right or wrong but we just have to express with evidence.

M: So how many people are in these Common Core tutorial discussions?

L: About 10.

M: That's a good number for a discussion. And do you find that you are learning things from each other during that process?

L: Yes, of course. Because some of the points I have never thought about when they raise it but one thing I think they can improve is that some of the students are not very active to ask questions, because we have some readings and based on the readings we will be given some questions in class and we will discuss based on the questions and sometimes the tutor asks "Are there any questions?" and no one will raise their question unless invited to do so. I think it's because of the background. In our generation….did they might not be able to have liberal studies in their education and they are used to "You just give me information and I will absorb that".

M: Mmm.

L: Yeah it's different for people from different backgrounds. Because when I was in my secondary school, always have some discussion with my classmates, so it would be very different from them.

M: Mmm.

L: Sometimes I think I have talk too much [Laugh]

M: [Laughs] I'm sure your teacher loves you for participating.

L: [Laughs] No but sometimes I would like to give some of the change to the others but I remember one time I come late and then I just sit down and have not yet settled and the tutor said "You seems to have something to express right?" and I say "Ok, I will do that" [laughs]

M: [Laughs] So what… is the structure of the tutorial?

L: The structure is we have to read some readings and we have to raise some questions. It is actually one of our assessment. They are required us to raise two questions…write down on paper and bring to class. And if we don't raise it during class they will collect our questions and look at it and see if you have asked some GOOD questions and based on that they will give us marks. We have to answer each other. Sometimes the tutor will nominate who ask the questions and then nominate who answer the questions. Just want to let them make a guess.

M: And do you think students feel comfortable with that?

L: Yeah, because… I think it help them to really think about that. They may not NOT know the answer. They just have doubt. Just gives them a chance to express themselves, and let others to agree or disagree and we think about what they think.

M: Do you think you are at an advantage writing this essay because you have a background in information systems?

L: I don't think so. [Laugh]

M: Do you think you draw on those skills to be able to search for things online?

L: Oh Ok. Yes sure. Because when I…as I know, some students are not very familiar with Dragon, the HKU library search engine, and then I know how to search and retrieve information.

M: Yeah, you have a real advantage there.

L: But I think it is not very comprehensive for my searching skills I have to still go through that. Because when I am sitting for the A Level exam my essay is not very outstanding, because I just got E for Literature and I failed my History exam. I don't feel very comfortable for my essay writing just based on the grades.

M: Well it will be different to see the feedback you get in this context compared to your secondary school.

L: Yeah.

M: Well, thank you very much!

Interview Two – short interview as she is still trying to choose a topic

M: Ok, so, let me just go from the start. So you said you went into Dragon and had a look.

L: Yes, that is the catalogue of library.

M: How did you decide what to put in the search box here? Your learning journal says you put in:

> *'Hong Kong Culture' 'Culture Hong Kong'*

Why did you put those words in?

L: You mean the order?

M: Yes or those words at all.

L: Because the course is about Hong Kong culture in the context of Globalisation so when I choose a topic related to that so I simply put 'Hong Kong Culture' 'Culture Hong Kong'. Just try to get anything.

M: And so what came up?

L: It really has that subject headings for Hong Kong Culture.

M: So when you clicked on that, what did you then do?

L: Then I browse every results but then it comes out it is not very related to what I want. Yeah. But I still do the browsing and then request the books I'm interested in.

M: Why do you think you were interested in THOSE books?

L: because there is a Table of Contents there and I just take a look at it and see if it is a topic that really interests me and is what I want.

M: So what interests you?

L: There is education books…something related to Hong Kong education and they try to link it with the culture and globalisation things so I try to borrow it but then I have to request it actually from another university and when I get the book I'm busy with my assignments already so I don't have time to read it but then someone recalled it.

M: [laugh] I hate that. It happens to me all the time too!

L: [laugh] Yeah, so I don't really have time to go through it but afterwards I actually work as a part time library assistant in special collections and there are lots of collections related to Hong Kong so when I do shelving at weekends and actually grab some books there and some books related to Hong Kong culture. But that is in Chinese so I just go through that and get some more ideas like how the English names Hong Kong people name themselves is related to culture.

M: So at this stage you are just trying to find something to write about.

L: Yeah.

M: I mean that's the aim of this searching?

L: Yep just want to get some more ideas like Hong Kong culture what type of things I can choose to write.

M: Then you said you talked to your friend. Is she doing the course too?

L: No, she just works with me.

M: OK.

L: She is actually my classmate in my higher degree programme.

M: So you know her quite well then.

L: Yeah, sure. And then we are on duty together in the evening and I tell her something about this term essay and then she gave me some ideas like 'Oh you can do something about language. There are a lot of books on Cantonese here and you might find it very useful'. Also so I got the idea, oh maybe I can write about language and culture. And then I actually talk to my tutor on Wednesday and she doesn't seem to be very interest in this.

M: Why do you think this?

L: Because she doesn't …she didn't have further discussion on language and culture and she looks doubt…doubtful like this is quite new for her and then I also suggest the other topics that I am interested in like toys and culture and also the names and culture and she… I find her interest in toys and culture and have further discussion on this topic with all of us. And then I got some more ideas, like my classmates actually suggest me to write about Barbie and I find this is a really great idea because Barbie is very influential for all the girls so this is actually the dream toy maybe when I was young.

M: It is interesting. What Barbie very popular in Hong Kong?

L: Yeah, I think so.

M: I didn't think that would have been so popular, I thought it would have been more Hello Kitty, more Asian…

L: Yeah, Hello Kitty maybe but then …actually when I was a little girl I dreamed to have a Barbie because of the TV commercial but then I never have a chance to get one because it is too expensive, but we have substitute, other toys that looked like Barbie and I had one of that.

M: I see. So all of this process is you trying to work out what to write.

L: Yeah.

M: Right at the beginning you said that your tutor was going to give you some possible topics. Didn't your tutor tell you that at the beginning, or YOU thought that you had to come up with your own topic?

L: I thought I have to come up with my own topic but actually not, the professor said she would give some topic to us.

M: OK.

L: So I think I will wait for the topic and then we get to know what they want us to write and if I choose that would be good because I have to bother what to write.

M: So when you are choosing a topic what do you think is…how do you decide if you have a good topic or not?

L: The most important thing I think is that I'm interested in it. If I'm not interested in I don't think I'd have anything to write and it would be hard for me to find information to really write.

M: Anything else that constitutes a good topic? What do you think your tutor would be looking for in a good topic?

L: It must be related to our course and I think they might want us to write something related to something they have taught us. They spend a lot of time on West Kowloon issue and I think they might be very interested in that but I'm not interested in that [Laugh] so I try not to write that but…if I'm really going to write what they taught us maybe I'd write about McDonaldisation or Disneyland that kind of stuff is taught at the very beginning of the course. And I find if I really need to choose something we taught I would choose that kind of topic, something related to food or something related to entertainment. That draws my attention and interest. When I looking for something, I look for something that suit my taste.

M: So what process are you at now? When does it need to be handed in?

L: It needs to be handed in in December. I have stopped for two weeks because of my exams and other assignments.

M: Sure, that's understandable.

L: I also have to write the midterm essay for this course which give me a chance to really help me to pick up what an essay is.

M: Oh, that's interesting. What do you mean?

L: Because during my A Level exam I find writing essays quite hard for me and…

M: Why?

L: Why? Because, like the organisation. I don't know how to organise them, a good piece of work. But right now I still find the problems. It is really different from my core course reports or assignments. I have to be very clear for the points I'm going to write , like every paragraph one point only and I have to get the thesis statement at the very beginning.

M: Why do you say that? Has someone told you that?

L: Yeah. The English teacher.

M: In your secondary school or Higher Diploma?

L: In my secondary school. And I don't really …what do I mean…I don't really know this during my secondary school, like writing a thesis statement is important for writing an introduction in my history essays but only the homework for the English language subject.

But then when I write the essay again this month and I suddenly get the idea…Oh!...because I have developed much points and I don't have a main idea in the whole passage…

M: To tie it all together?

L: Yes. So I just suddenly think Oh! maybe I should have a thesis statement to group all of the ideas.

M: And did you come up with one?

L: Yeah, but when I come to the thesis statement and I find the points that I have come up is difficult to group together and I have to spend time on reorganising the points again. [Laugh]

M: [Laugh] So how did you reorganise the points?

L: I based on the points I come up with to get a main idea in the introduction and then I try to get the points to suit the main idea I'm going to present and then make little bit changes to the points.

M: Have you got feedback on that essay yet?

L: Not yet, but I don't think it is very good work. [Laughs]

M: [Laughs] Why not?

L: Because…why not? I'm not very confident in it, especially for the conclusion. I really don't know how to write a good conclusion. Maybe I have spend so much time on writing the introduction but for the conclusion I don't have much time and I don't know what to write. Because I think if I mentioned again what I have mentioned in the introduction and the main body I think I'm repeating myself. So I'm confused how to write a good conclusion.

M: Ok that's really interesting. So do you think that you will take that idea of a thesis statement and everything you have learnt from that midterm essay and apply it to what you are going to write for this essay?

L: Yeah sure.

M: Ok.

L: Maybe this time I will come up with a thesis statement first before making the points. I think it will save some time.

M: Yeah. I think maybe that is what a good topic is, finding something that you can have a good thesis statement about.

L: Yeah:

M: Ok, Good. So when you are writing over the next few weeks you can talk about all of those experiences.

L: Yeah, and my tutor will give us the topics next week.

M: OK, good and then you can also write about how you choose a topic. That would be interesting for me. And also just the process of writing, how you go about writing, where you get information from, what kind of references you look for, and also writing it, organising it and editing it. I'm interested in all of that.

L: Yeah because I just at the beginning stage.

M: Yep.

Interview Three

M: Can we just talk through some of these points we have mentioned?

L: Sure.

M: Ok so let's look at this first one here. Here you are talking about choosing a topic.

L: Yeah, the lecturer finally distributed the essay topic to us. There are four. There are provided topics and then the last one is a topic we can choose by ourselves. So I decided to choose among the provided topic.

M: Why did you decide that?

L: Because I try come up with a topic by myself before and it seems quite difficult with me and I discussed with my tutor and she seems not really interested in the topic I choose. And I have to refer from the readings and they are related to the topics.

M: What was the topic you suggested? Your own topic?

L: May own topic…it is something about language and how can these reflect the culture in HK and the English names, how they reflect culture.

M: Oh, I remember you talking about that.

L: Yeah.

M: So why do you think your tutor wasn't interested in your topic?

L: Because when I told her about these topics she was all Umm…Errr… these kind of facial expressions [she mimics her tutor looking confused / sceptical]

M: [Laughs] Ahhh Ok.

L: [laughs] It gives me the impression she is not going to like it and she didn't talk too much about that. Actually I suggest three topics and the last one is about how toys reflect our culture and shape our habit for playing kinds of toys and SHE would like to talk about that further. I think she prefer the topic toys but actually it's not my first priority so I didn't chose that and instead I just pick up the topics they suggest instead.

M: What do you think they are looking for in a good topic?

L: I think there should something they have talk about in the lectures or during the study something they have covered, discussed with us not those that we just want to know ourselves. And I think for them they are more focused on the social issues so maybe something related to politics, something related to social culture that would be something that they like, instead of what I am interested in. I don't know politics. [Laughs]

M: [Laughs]

L: I just want to…something interest me like playing, eating, that kind of culture things to me is interesting but I think they take it more academically.

M: What does that mean?

L: More academically? I think they like politics, they like economics, they like social issues. They are more concerned about that. Because some kinds of social issues such as the redevelopment of the old districts in Hong Kong, they spent much time to cover that kind of topics.

M: It is interesting that you say they are interested in academic things and then you list political, economics and social issues. What it is about those topics that make them academic?

L: I think what make them academic….

M: Yeah, as opposed to what you were talking about …things like toys, names, etc…

L: Yeah I think what I come up with toys is something…I think they are what I would touch when… in my leisure time so they are more relaxing. It's not very serious topics. For politics, economics I think they are more serious topics and it requires us to read a lot of news because it keep on happening. Unlike toys, names, everybody can talk about that.

M: So is it a difference between what's personal and what's not personal?

L: Yeah, yeah, yeah.

M: So politics is more about society rather than the personal experience?

L: Yeah and not what we can…Mmm.

M: You need to read to know what that is, you can't just talk about your own experience.

L: Yeah and we seldom talk about that with our friends.

M: Right.

L: So I think it should be more academic. And when we are studying, there are subjects like economics and politics but not subjects about entertainment [Laughs] and I think that's why I take it as more academic.

M: Do you think there is a big difference between secondary school and university? The necessity to now look at those topics?

L: Not really, because when we are in secondary school, they also required us to write something like politics.

M: So is there a differences about the kind of writing you've done at secondary school and what you are doing NOW as a first year students

L: Oh sure, in terms of length. [Laughs]

M: [Laughs] Right.

L: It's much longer. And the discussion of the topic is much deeper.

M: What do you mean by deeper?

L: When we are in secondary school they didn't require us to refer to references and we just write what would come up in our minds. Maybe there was a textbook or readings and

just read it and get the ideas and when we are doing our assignment it doesn't really require us to really quote words or paraphrase the words.

M: So you have done this now in this essay. Did you find that easy or were there any challenges?

L: I don't feel it very challenging because in between secondary school and university I had a Higher Diploma programme and it also require us to quote the words so at this moment I don't find it very difficult.

M: So you learnt how to do that in your Higher Diploma?

L: Yes.

M: What subject did you learn that in?

L: In all of the courses they taught us that. They required us to do citation in each of the assignments. So I don't feel it very difficult now but at the very beginning…ok….no….actually right now it is still a challenge to me because I find it very time-consuming to paraphrase the words because I'm not going to directly quote all the long paragraph so I need to paraphrase the main idea and give credit to the author.

M: What's difficult about that?

L: Sometimes I feel the wordings they use are the most suitable words to reflect the ideas but then I can't directly quote them so I have to use other words but I find it is quite difficult to find other words to really get the same meaning but different words. It is the difficulties for me.

M: When you read something and try and write your essay are you…how are you doing? Are you looking at the original and trying to come up with the different word individually for each word or are … I mean explain a little bit about how you would do that, practically.

L: I would try to use a different sentence structure but …

M: When you are typing your essay would you be looking at the original as you are trying to paraphrase? Or do you read it, put it aside and then type?

L: I actually look at the original passage and type the essay. Yeah. But what's the difference? Would it be easiest if I just read it and put it aside?

M: Personally I think it would be better. You should try that.

L: But then…

M: Because the temptation when you are looking at it is to just try and change a couple of words here and there but if you read a paragraph, understand the paragraph, put it aside and then you try and write down your ideas from that you will automatically paraphrase. Maybe try that next semester and see if you find that easier? It is never easy. I mean everyone finds that process difficult.

L: Oh. Ok. Yeah.

M: Yeah. OK, so let's just have a look at your journal. I think we have talked about this more. So you have chosen your topic here.

L: Yeah and then I ty to find some related materials.

M: Ok. So tell me about how you did that. How did you find information for your essay?

L: I just type in the key words in the library catalogue.

M: You were using Dragon?

L: Yeah and I try to find neoliberalism and there are MANY results so I narrow it down to neoliberalism and Hong Kong and I got only a few results then and some of them are already lent out so I can just use those inside library. Most of them are in Chinese but it doesn't matter as I just want to get more ideas. But I think they are not very related to what I want to write. Then I find the books, a new book called neoliberalism and culture but it was being processed by the HKU so I try to get it sent from another university library. But then I was disappointed because the title means a lot of my essay but then then the articles inside were not really that related. So I just use my required readings and the lecture notes to be my references. And also the topic guidelines for the essay it doesn't require us to find references ourselves but I want to read more resources to get more ideas.

M: Do you think that would be valued by your tutor?

L: Yeah I think it should be even though they don't require it.

M: Is that why you would do it?

L: Mmm…not really but I think that if the sources that are found by myself I can really find what I want instead of trying to read all the readings and then try to relate the required the readings to MY own essay. It is kind of different. Do you know what I mean?

M: Yes, I understand.

L: So I think it would be easier if I got the target and I find the sources based on the target rather than read the sources and related it to my target.

M: Right ok.

L: So that's why I want to find my own sources. It's different from the lecturer making credits on my own findings.

M: Yeah, why do you think you were not successful in findings your own references? Is there something you could have done differently that would have increased your chances of findings useful sources?

L: I think there are many results when I type in the search engine and they are all books this kind of thick and if I read them all it would be quite time-consuming and I don't have time. Actually I tried to make some search on the internet but I think it would be more appropriate if I can… get the references from books.

M: Why?

L: This is what I have learn from my Higher Diploma programme because they suggest that those published materials are more …more…reliable sources.

M: So if you were going to look on the internet for something that MIGHT BE reliable, where would you look?

L: Might be reliable? Maybe the online journals.

M: Mmmm… Did you look at those?

L: No [laughs]

M: Why not?

L: I look at the internet to get general ideas about the topic but I don't use it for reference. I would refer to the required reading for my references.

M: I see. Alright.

L: But I would like to share the difficulties when writing the essay.

M: Yeah, so let's talk about the actual writing process. Tell me what you found difficult.

L: [Laughs] Because there are SO many reference and so many information I got and then it is difficult to organise that and put them in arguments. [Laugh] It is really difficult for me. So, I try to get help from my friends, from my classmates and discuss from them.

M: When you say get help, what kinds of questions would you ask them?

L: I would ask them...actually I just talk with them about this topic – neoliberalism. Then I try get some advice from them… how can I apply this theory to reality. And then they actually give me some suggestions and then I try to put them into my essay plan and then I send it to them and try to let them proofread it. Because they are students in other universities and they are actually studying in politics and social issues…I can't remember exactly. But they are studying these kinds of subjects, so they are much familiar with writing essay and argumentative essay.

M: What kind of feedback did they give you?

L: They would tell me point by point…they would give me advice that you can make it clearer if you write in THIS way.

M: In what way? You mean they would give you suggestions for what to say?

L: And how to relate points. For example I have separate ideas into two points then they suggest me to put them into one point.

M: What do you mean by a point?

L: This is a paragraph. And there is sometime I put two ideas in one paragraph they would suggest me to separate them because they are different thing.

M: I see, so they are making suggestions about the organisation of your ideas in the essay?

L: Yeah.

M: Anything else apart from the organisation?

L: I think the most challenging part for me is the organisation but when I write it, it is ok. Once I got it.

M: So tell me about your planning process. How do you do that?

L: How do I do that?

M: Before you are planning are you reading and taking notes? Is that right?

L: Yeah, I've read a lot.

M: Ok, let's go through this in stages. Tell me about your reading habits and your note-taking habits. How do you do that generally?

L: I read the lecture notes first and then also the readings. And the readings I am trying to get the definition for neoliberalism so that I can base on that definition and make my arguments. And then I would highlight the points that I think would be useful and then try to refer them back when I have my essay plan.

M: Ok so you don't actually take notes, you just highlight. Is that what you do?

L: Yes I just highlight.

M: Do you make and notes on the thing you are reading or just highlight?

L: Just highlight. And it is actually quite difficult when I'm doing my essay plan I still have to refer back to my readings because there are many highlights there.

M: How do you find what you need to? [Laughs]

L: [Laughs] Yeah so keep on flipping the papers so …I don't know...

M: Can you think of a better way so that that link between reading and writing, how can you make that transition easier?

L: [Laughs] I don't know. Because I think I have suffered in this problem quite a lot of times. I just don't know, because when I read it I find it is very useful. For books I borrow from the library I can't highlight them.

M: You are a good library student! You don't highlight the books. [Laughs]

L: [Laughs] Yeah I just put a memo [post it note marker] and then just to mark it that this is important thing but when I finish there are many many memos and so every time I want to refer back I have to flip back one by one.

M: Yeah, that's VERY time-consuming. You can't think of a better way of doing it?

L: I don't know, because the idea….I just when I writing an essay and come up to a sentence and then think Oh!, I remember something in a book about that and I have to go back and try to find it.

M: When we have finished this interview I will give you some advice on this.

L: Thank you!

M: Ok. So first we have talked about finding what to read and then highlighting it or using the memos, and then you plan it?

L: Yeah.

M: So how do you plan it?

L: I would refer back to my friend's advice and also what I have read, then comments from my lectures about that topic and then I will come up with three points. Actually the topic is about …they ask us try to explain neoliberalism in our daily life and how it impacts in our… daily life and in our mentality and then culture or something.

M: OK. So there is an actual topic that you are following.

L: Yep. And so I just based on this kind of requirement, I make up my essay plan that is try to base on the definition of neoliberalism and try to make it apply them in reality and then finally conclude the essay with …like neoliberalism is actually speeding through the world and is a dominant ideology in locally and globally, something like that. Then I just follow it and fill in the arguments in it.

M: When you say you do this planning, do you actually write it out?

L: Yes. I actually write it out. Actually I should send it to you.

M: Actually, I would love to see it if you have got it.

L: Yeah, yeah. I make it is word format.

M: So let me get this right. You paragraph it based on the topic you were given. So the topic breaks down into different sections and you use those sections to structure your essay. Is that right?

L: Yep.

M: Ok, that sounds logical. And so when you are writing your points you are basically thinking of everything you have read, the friends you have talked to, the lecture notes and the readings.

L: Yep.

M: Ok. When you actually wrote your essay did you find that you followed that structure exactly?

L: I found that I have still got some revise.

M: Why did you revise that initial plan?

L: When I really come to the actual writing I will find maybe there is not that case because when I'm writing I have to consider the coherence and how to relate them in each paragraph and maybe there is some example that I have list in the essay plan about that argument but when I am really writing I will remember that there is a better example than the one I thought of so I will use the one that just come up in my mind.

M: Mmm…just before you said that you might change because of coherence. What do you mean by that? What is coherence?

L: Coherence to me is, is this paragraph related to the previous one? Or am I writing like ….and look at it is a whole. That should be coherence.

M: Yeah, right. Can you give me some examples of some language that you would use in your essay to make sure there is good coherence?

L: Some language?

M: Yep.

L: I think…I'd like to use something like "Apart from the previous one, this one is blah blah blah" and those kind of linkage words.

M: Yeah. Ok. Good. So you've got all of these highlighted things, those quotes, did you write them in your plan, or is your plan the basic ideas and then when you are writing THEN you go and look for those quotes? How do you get the quotes into your writing? Is it at the planning stage or the writing stage?

L: At the planning stage actually but I didn't actually write it in my plan. I just remember it I will then refer them back when I am actually writing.

M: So when you are actually writing, how long did it take you….I mean if you picture a time line from starting to read and actually finishing writing, what percentage of that time was reading, planning, writing and editing? Just roughly.

L: I think I spent 30% of writing and the most time is on reading. I think it should be a half time reading. And then planning…mmm…should be 20%. But then I think planning… when I read it I will do some planning also, so maybe reading and planning is like 40% and 30% and the writing is 30% .

M: I see. What about editing? As you are writing, are you editing? Or do you write the whole thing and then you go back and edit? I mean how do you actually write?

L: Throughout the process I will read it and read it , I will keep reading the definition [Laughs] and then I will also …after writing a paragraph I will reread it and then…yeah…I just keep on rereading while I writing and after I finish I will reread it one more and try to get the grammatical mistakes… I think it takes me a VERY long time to finish one paragraph. And after writing 2 or 3 hours I'm still only having written 1 or 2 paragraphs [Laughs] but then when time is really short I will write faster in the last...especially the last paragraph.

M: What are you doing that is taking you so long? You say it is taking you 2-3 hours to write those first few paragraphs. Why? What are you doing?

L: I will …the wordings that I use or the examples that I use, I will thinking are there other wordings that I can use to write it better in a way?

M: So you are just rewriting, rewriting, rewriting? Or are you going and looking up a dictionary or are you…what are you doing?

L: Yeah I am looking up the dictionary and also think about that. Sometimes I just don't want to move on and stuck [Laugh] and I just keep on reading that without changing anything. [Laughs] Yeah.

M: [Laughs] Right. Ok.

L: [Laughs] So, I think it is kind of waste of time.

M: So when you are reading it and not liking it, what is it that you aren't liking? What do you think you need to change? Is it because of the IDEA or because of the LANGUAGE?

L: I think it should be because of the language and I will just think how can I make it better.

M: When you say make it better, what are you usually changing to make it better?

L: Maybe add some more words to explain the idea clearly.

M: So you think what you write was not clear so you change it.

L: Yeah. I am always afraid of it.

M: Why would something not be clear?

L: Hmm…maybe I'm not explaining enough. Maybe I just mention one thing and then jump to another and the gap between them is not really that clear enough.

M: So how do you know whether something is clear enough for the reader?

L: [Laughs] I don't know. And that's why I just think so many times. Yeah, because when I am in secondary school and having an essay for subjects like history and English, always the feedback I get is it is not clear enough. [Laughs]

M: [Laughs] Ok.

L: And that is why I am really nervous about that and try to reread it and reread it.

M: So not being clear is about making an assumption about what the reader knows, making too bigger jumper in the argument?

L: Yeah. And just like some of the things I know by myself but if I don't explain enough or… just like when I am talking to you, you will ask me questions if you don't understand something. In my essay I will have to consider if I use that word, would the reader want to know more? And I will have to explain it. But sometimes if I explain too much I will doubt if it is really required.

M: Right. It is very difficult isn't to get that balance. To know what you need to explain. But I think it is really good that you have that concept in your mind. I think a lot of students aren't even thinking of that, that they might make too big a leap for the reader, that there is an intermediate step that they are missing. So it's really good that you are thinking about that. It is important.

L: Yeah because I been criticised too much by my teachers before.

M: But it's clearly working. [Laughs]

L: [Laughs]

M: But maybe it is slowing you down.

L: Yeah but even if I think about that I don't know HOW to fill in the gaps.

M: I guess it is practice and thinking about your reader, what assumptions you can make about what your reader knows and doesn't know. But then you also need to as a student you need to understand….your tutor is your reader and your tutor knows more about this topic than you do. What you are doing is you are displaying your knowledge. You are not telling your reader about something they don't know about. So when academic staff read an essay they want to see your thought process. They want to see that you understand all of the intermediate steps that get you to a belief. They understand it but they want to see that you understand it. So in that way it IS often worthwhile going through those steps but not stating the obvious. Not stating things that we all know.

L: But then if I go on to explain all of the process that I used to come to this conclusion it would take a very long time.

M: Sure, you need to think about how to do it in a concise, academic way.

L: [Laughs]

M: [Laughs] It does take practice, but that is what you are supposed to be doing in your first year, developing those skills, and you hopefully get some feedback from your tutor.

L: Yeah. And I find it quite difficult to develop my own argument.

M: Mmmm tell me a bit more about that.

L: When I read all the readings or all the sources and I just read it, there are many arguments from the others but how do I group them or how do I choose what I will write or put in my essay cause there are many and I don't have enough word limit and time to put in more to my own essay. So I don't know how to really summarise them or to get the ideas and develop my own argument.

M: I think you are mentioning two important things there. One is grouping the ideas together so they are coherent and concise, similar ideas people and the contrasting ideas from the people who disagree with each other and then second thing is what do YOU think based on all of this information. How DO you think you came up with your opinion on this topic? Because I read your introduction and I read your conclusion and you had a stance there. You had an opinion there about neoliberalism. So where does that opinion come from?

L: Umm…it's the opinion…the stance is actually… I got it from the topic the lecturer give us and I just kind of summarise the long topic and put it in my own stance.

M: Do you believe that?

L: [Laugh] I believe that there are much drawbacks about neoliberalism. And then actually the introduction, I add most of them are…I can't remember…can I look at it again?

M: What do you want to look at?

L: The introduction. Actually I just write the first sentence based on this belief. And the one about the effects being harmful, this is the suggestion from my friend to add in and I think, yeah, it do reflect my stance.

M: Yeah, this to me is your stance - the effects tend to be harmful.

L: Yeah

M: That is a very evaluative belief.

L: Yes, if I don't get the advice from my friend I would not have put that in. I would just stop after the first sentence and miss the second sentence which is actually my stance.

M: Yeah, I think you would be missing something if you didn't have that.

L: Yeah so I will just miss loads of things. And I would just stop…

M: Is it because you though the first sentence was a stance? Or you didn't really you needed a stance?

L: I think the first sentence should be a stance.

M: There IS some stance in the first sentence yes. When you say it affects our daily life to a LARGE extent, that LARGE is a stance as well.

L: Ahhh, but if I add the second one it will make my stance more clearer and more precise and narrow it down by talking about the HARMFUL effects of neoliberalism. If I just say it impacts our life to a large extent, blah blah blah, I might have to mention both positive and negative.

M: I see.

L: But in this essay what I would like to suggest is the harmful effects only so this is what I'm missing and luckily my friend point it out.

M: You have a good friend!

L: [Laughs] Actually most of the argument development rely on my friends because originally what my plan is …is not very precise enough I think. I'm just trying to explain the real examples and not try to apply it to neoliberalism concept. So actually when I gave them for like two times to edit, the first time I came up with my plan to my friend he gives me feedback and then I rewrite it again and give it to him to read it again and he can also make some edit to me. It is difficult for me to develop the argument. If it is just made by myself I would not have come up with the main argument I have now. Because sometimes when I am writing other essays I will keep thinking if I will have to make my own argument or opinion should it be a brand new opinion? Should it be different from the others? Can I try to development my own argument different from what I read? I don't know where I get this kind of feeling that I should work like this.

M: I don't think as a first year undergraduate student you are supposed to come up with unique ideas that no one has ever thought of.

L: [Laughs]

M: [Laughs] Yeah. I think that is maybe an unrealistic impression to have about what you need to do as a first year student. But I think what you do need to do is realise that there are people who disagree with your stance and that there are complexities in this topic which you need to discuss. That it's not black and white and you need to discuss this. That is usually the reality about academic topics, is that things are controversial. Some people believe things on the extreme end but most people are somewhere in the middle and its complex. And really as an undergraduate student you need to think about being critical of what you read and then aligning yourself with the people who you think are right, rather than coming up with a whole new argument yourself.

L: But then when I say the other side in the middle will that mean that I won't have a clear standpoint?

M: You need to have a standpoint but it can be, its complex and it depends on the situation. But what I see a lot of students say is "It is complex"… and they then leave it at that.

L: [Laughs]

M: And that is not acceptable. You need to explain what that complexity is. In what situation would this happen? In what situation wouldn't it happen? I imagine that a concept like neoliberalism can be a positive or a negative force depending on when it is applied, how is it applied, in what context it is applied.

L: Yeah.

M: I think that is what tutors and lecturers are looking for in you, that you can recognise these complexities and evaluate them. And that is still a stance. Maybe you DO believe one of the extremes, but you just need to come up with a justification but also acknowledge the other side of the argument.

L: So that means that as long as I can explain….

M: It means as long as you don't just say it's complicated.

L: And then stop.

M: Or if you say there is no answer. I mean sometimes there is no definite answer. But if you just step back and say some people think this and some people think that and leave it at that, end of story, that is not really acceptable.

L: I think that might be what I did.

M: Maybe and maybe that is what your friend was trying to tell you, that you needed your own stance. I think in order to get a stance you need to be constantly thinking do I agree with this? Do I disagree with this? What is your opinion? When you are doing that underlining and you find something that you think is important, don't just underline it, think, what do I think? What are the arguments against this? Thinking critically and reading critically all the time.

L: So when I'm reading I should have my own argument.

M: Sure, you should always be thinking about whether you agree with that you are reading. Can I think of any situations where is might NOT be true? So you are constantly analysing when you are reading. But I think that is something that develops as an undergraduate student. So don't feel like you immediately have to have it right now. That is what you are TRAINING NOW, supposed be doing right now as an undergraduate student, training your analytical mind.

L: Mmmm. Because when I am reading I always pick up examples that support the argument, make it sensible, instead of picking up the examples that is not true in that situation. Yeah, I think that is inspiring.

M: [Laugh] Ok, good.

L: Maybe next time I should really think about examples that might not be true.

M: Yeah, imagine yourself debating with yourself.

L: Yeah.

M: If you do that constantly you will really develop that critical mindset and that is valued in university, especially in writing essays. Just lastly, you talked about the problem of coming up with your stance but you also mentioned the other problem was how to synthesise ideas…all of the pros…all of the cons….and then how can you synthesise them into paragraphs. You have all of these ideas from your readings, how can you put them into paragraphs? It can be difficult. Can you tell me a little bit about how you do that?

L: I think this time I got much help from my friends. I think if it was just by myself I would really struggle with this.

M: I think this might relate back to the problem you mentioned before that all you are doing is highlighting the texts as you read them and you are not actually making notes. Maybe this is an intermediate step that you need to develop. So that as you are reading you are not just underlining and highlighting, you are taking some of those ideas and developing a plan. And you have a document where you have the major stages of the essay as headings and as you are reading you take notes underneath those headings. [Map an example out for L] First you need to work out what the broad categories are and then come up with these general headings. And as you read it you make notes underneath the headings. Maybe once you read more you might find that you need new or different headings. It is cyclical process. But once you have these notes under these broad categories you have the synthesis. All it is then about writing it into paragraphs. This is going to be a lot quicker than every point you want to make you need to go back and search through the ideas from every text.

L: Yeah, that makes sense, because only got my plan after I finished reading all of the materials.

M: Yeah I think that is a mistake. First read for the big picture and then read for specific examples. If you do that you will be able to see an argument forming and it should be easier to write the essay and make it really clear.

L: I will definitely try this.

M: If you do some general reading first, things like Wikipedia, your lecture notes etc, you should be able to pick out the major aspects and then you can use those to read in depth and for taking notes.

L: Ok. I see.

M: Is there anything else that you found difficult that we didn't mention?

L: How about if we don't have much time left and I still haven't started writing my essay?

M: [Laughs]

L: Is there any shortcut? [Laughs]

M: [Laughs] No. Well you just sit there and write it basically, but you are not going to come up with a great essay. I wish there was a shortcut! I would using it myself! [Laughs]

L: [Laughs]

M: I think the reality is that we all procrastinate and leave things too late. We could all write better if we gave ourselves more time.

L: Yeah.

M: But when you are studying you have a lot to do. How can't spend hours and hours. You need to be efficient. But you also need to be realistic about how long it will take you to write something like this and not leave it too late.

L: Yeah.

M: I mean you don't need to be told that, you know that don't you?

L: Yeah.

M: I mean maybe the first essay you write you underestimate the amount of time it will take. But after that you should know. But no, there is no shortcut.

L: [Laughs] OK.

Appendix 13.5 Essay

The Drawbacks of Neoliberalism

1[1]. Neoliberalism has been a dominant form of governance both locally and globally and it affects our daily lives and culture in a large extent because many policy makings are based on its beliefs. The effects are tended to be harmful.

2. Neoliberalism is 'a theory of political economic practices'. It believes that 'human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade'. The government should 'create and preserve' a suitable environment for this practice but keep 'bare minimum' interventions in markets. (Harvey, Introduction 2)

3. Hong Kong shall be the best example for illustrating the noeliberal practice. The beliefs of neoliberalism, which include free trade, free market, and minimum intervention but maximum support from the government, have reflected in many policies and decision of the HKSAR.

4. To create free markets and free trade, 'the free mobility of capital between sectors, regions, and countries is regarded as crucial' (Harvey, Neoliberal State 66). The Hong Kong government has adopted unrestricted flow of capital policy. The Article 112 in Basic Law has clearly stated that, 'the Government of the Hong Kong Special Administrative Region shall safeguard the free flow of capital within, into and out of the Region'.

5. However, the free flow of capital will lead to the flow of hot money easily. For example, the flow of hot money from the Mainland of China fires up the stock market and the real housing estates market in Hong Kong. The investment makes the prices of private housing estates higher and higher. On one hand, it seems to make an economic growth in Hong Kong. On the other hand, however, we cannot guarantee the withdrawal of capital from the Mainland Chinese. Once the hot money gone, the economy of Hong Kong will be affected greatly.

6. Besides, the HKSAR has adopted the 'small government' policy to keep bare minimum interventions in markets. For example, since the Hong Kong government does not want to intervene in the real housing estates market, it stopped subsidizing the Home Ownership Scheme since 2003 and refused to re-subsidize it. If the flow of hot money from the Mainland of China raises the prices of private housing estate, the end of Home Ownership Scheme makes Hong Kong people have no choice but private houses for purchasing their own real estate property. Ordinary people are difficult to afford the continuous high prices of private houses, both purposes for purchasing and to rent. Thus, they will have to spend large amount of their income for housing while reducing other expenditures. Their living standard declines.

7. The neoliberalism believes that the role of government is to 'create and preserve an institutional framework appropriate to the practice' (Harvey, Introduction 2). In order to

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[1] Paragraph numbering has been added by the researcher for ease of reference

'improve its competitive position with respect to the spatial division of consumption', Hong Kong implements massive infrastructure construction and urban renewal projects (Harvey, From Managerialism 52). For example, the Hong Kong-Zhuhai-Macao Bridge, and the Hong Kong Section of the Guangzhou-Shenzhen-Hong Kong Express Rail Link connect Hong Kong and the Mainland of China by shortening the travel distance between them. Urban renewal projects in Wanchai and West Kowloon is also proceeding.

8. However, similar to Gibson, Lisanne & Stevenson, Deborah's argument, such 'massive public expenditure' benefited mostly 'international tourists and the socioeconomically privileged communities' (2). In addition, the urban renewal project is a kind of gentrification which will break the original social network and raise the house price of the area. Thus, local people cannot benefit much from this good environment created by the government with huge amount of public money. The government spends on the provision of infrastructures in favour of the market rather than the provision of social welfare for citizens.

9. The ideology of free market and laissez faire policy has rooted in Hong Kong people before the 1997 return to Chinese sovereignty. It has existed for so long that the mainstream culture and mentality of Hong Kong has been stimulated. The education and the media shaped the economic model of neoliberalism and spread it to students and the publics. Since Hong Kong people believe in and value free market, it makes the law enforcement for labour law and minimum wages rather difficult. This kind of labour protection is regarded as the government intervention of market and will destroy the well-developed free market in Hong Kong. It arouses the controversy among publics.

10. Hong Kong now tops all Organization for Economic Co-operation and Development (OECD) countries in terms of its rich-poor gap. To a large extent, the beliefs in neoliberalism are in fact the major cause of this problem. In neoliberal practice, prices of goods are market-oriented. Consumers are force to bear unreasonable high prices while the protection of labour rights is not well-constructed. Labours who cannot gain adequate protection from labour law and minimum wages will possibly lead to working poverty. It is not easy for them to maintain the average living standard. Even though there are aids from different non-profit making organization, only small amount of them can be beneficial. Their poor situation is difficult to improve.

11. On the other hand, the wealthy people are able to use money to earn money in this free trade and free market. They have surplus money to do investment so as to keep their assets' values. This is how the gap between rich and poor becomes wider and wider.

The impact of neoliberalism in term of the mainstream culture and mentality is not just applied in Hong Kong but also globally. Since neoliberalism gained academic respectability from the Nobel Prize in economic, leaders from different countries, such as Ronald Reagan and Paul Volcker from the United States, Deng Xiaoping from China, and Margaret Thatcher from Britain, promoted it and made it the dominant and central guiding principle of economic thought and management.

12. The free trade and free markets enables global exploitation of the world's resources in the most efficient way. Entrepreneurs can seek for cheap labour, raw materials, natural resources and markets globally instead of local production. For example, Nike has been criticized its exploitation of cheap overseas labour employed in the free trade zones. It

contracted with factories in less-developed countries such as China, Vietnam, Indonesia and Mexico. Its violation of minimum wage and overtime laws in Vietnam was documented. It also used child labour in Cambodia and Pakistan to manufacture soccer balls. This kind of practice benefits the large international companies by cutting cost of production but affect the rights of those labours.

13. Although neoliberalism shows it influential power towards the governance around the world, we must also take account for its side-effects and take actions to prevent and to solve them accordingly. Attention should pay for the social development rather than merely the economic development.

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FINAL ETHICS APPROVAL LETTER

Appendix 14   Final Ethics Approval Letter

12 September 2008

Ms Miranda Legg
The Centre for Applied English Studies
The University of Hong Kong
Pokfulam Road
Pokfulam
Hong Kong

Reference: HE27JUN2008-D05961

Dear Ms Legg

FINAL APPROVAL

Title of project: "The Development of an English for Academic Purposes Course at the University of Hong Kong: From Needs Analysis to Course Evaluation"

Thank you for your recent correspondence. Your response has addressed the issues raised by the Committee and you may now proceed with your research.

Please note the following standard requirements of approval:

1. Approval will be for a period of twelve (12) months. At the end of this period, if the project has been completed, abandoned, discontinued or not commenced for any reason, you are required to submit a Final Report on the project. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. The Final Report is available at: http://www.research.mq.edu.au/researchers/ethics/human_ethics/forms

2. However, at the end of the 12 month period if the project is still current you should instead submit an application for renewal of the approval if the project has run for less than five (5) years. This form is available at http://www.research.mq.edu.au/researchers/ethics/human_ethics/forms If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report (see Point 1 above) and submit a new application for the project. (The five year limit on renewal of approvals allows the Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).

3. Please remember the Committee must be notified of any alteration to the project.

4. You must notify the Committee immediately in the event of any adverse effects on participants or of any unforeseen events that might affect continued ethical acceptability of the project.

5. At all times you are responsible for the ethical conduct of your research in accordance with the guidelines   established   by   the   University http://www.research.mq.edu.au/researchers/ethics/human_ethics/policy

If you will be applying for or have applied for internal or external funding for the above project **it is your responsibility** to provide Macquarie University's Research Grants Officer with a copy of this letter as soon as possible. The Research Grants Officer will not inform external funding agencies that you have final approval for your project and funds will not be released until the Research Grants Officer has received a copy of this final approval letter.

ETHICS REVIEW COMMITTEE (HUMAN RESEARCH)
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Yours sincerely

P. P.

Dr Margaret Stuart
Director of Research Ethics
Chair, Ethics Review Committee (Human Research)

Cc: Associate Professor David Hall, Department of Linguistics