

WORKING WITH THE FIRST SOURCE: TEXT



READING COMPREHENSION TIPS

As you read the text, you should try to identify:

- What is being proposed, stated, suggested, etc., as the general idea of the text.
- The topic or topics chosen by the author to develop the general idea.
- The reasons, examples, or specific details given by the author to support each topic.

You might want to underline or highlight the words, phrases, or sentences you feel are essential to the comprehension of the text.

PROFESSOR ALEXANDER'S
INNER THOUGHTS

The following text presents some of Professor Alexander's inner thoughts the day before he gave his annual lecture on satire this year:

I've been teaching literature at the university for a long time. It is such a rewarding activity that I'm sure I could never do anything else for a living. I get so excited when I help students learn something that I know teaching is what I was really born to do.

For example, tomorrow I give my annual lecture about satire. One thing I know for sure is that most students won't be able to tell the difference between humor and satire. So, the first thing I'm going to do is to explain that humor is simply intended to provoke laughter, whereas satire is meant to make people think. Satire puts a spotlight on controversial issues by addressing major social, political, or religious themes. The idea is to shame society into improving by drawing attention to its flaws.

In a nutshell, I'm telling students tomorrow that humor always has to be funny, but satire doesn't. Through the use of wit, irony, sarcasm, caricature, and self-deprecation, which often involve humor, or, sometimes, by presenting a nonhumorous, pessimistic portrait of collective human behavior, satirists mean to expose human weaknesses in an attempt to evoke change.

As usual, I will mention Mark Twain's *Adventures of Huckleberry Finn*, one of the finest examples of satire in American literature. I will point out that Twain uses irony and sarcasm in his novel to highlight, among other

TWO DIFFERENT SOURCES: TEXT AND DIALOGUE

LESSON 2

things, the hypocrisy of a society that condones slavery. Another example of a satirical novel that makes use of humorous devices is Jonathan Swift's *Gulliver's Travels*. Tomorrow I'm certainly talking about this one as well.

I will also refer to Aldous Huxley's *Brave New World*, which is a different kind of satire, as is George Orwell's *1984*. Both works address social evil through scorn and outrage, and they're not funny at all. Usually, at this point, students understand the difference between humor and satire.

WORKING WITH THE FIRST SOURCE: TEXT



Use the space below to write your group's comprehension questions about the text.



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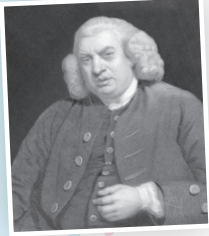
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The Case of the

INTERNET PLAGIARIST

(Part 1)



“Surely some of you must have heard the saying attributed to the wise champion of English, Dr. Samuel Johnson: ‘The good part of your manuscript isn’t original, and the original part isn’t good,’” began Dr. Arthur Crane, as he addressed his freshman Multicultural Studies class and sparked laughter.

Dr. Crane, professor of English and Multicultural Studies at William James College Prep, had just finished reading the class’s midterm writing assignments. Having taught for over thirty years, he was one of the school’s most demanding teachers and had dealt with plagiarism relentlessly on many occasions.



“While many of you handed in original work for the midterm assignment, some of you, and I believe you know who you are, have committed blatant plagiarism.” The classroom suddenly became jittery, with students whispering to each other as if they were asking who could have done such a thing.

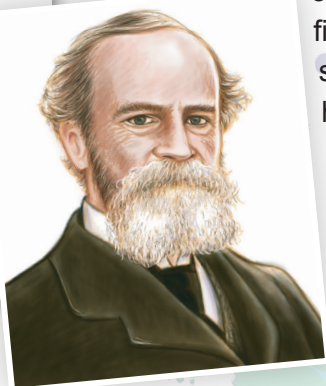
Dr. Crane paused and glanced at the students: “Ladies and gentlemen, let us please regain our composure and refrain from childish commotion. I have something urgent to say.” The class quickly hushed up, but the air remained thick with anticipation.

"I'll bet you dollars to doughnuts, Dr. Know-it-all is going to preach another sermon to us," whispered a student seated behind Michael J. Becker Jr. "Could Crane have found out?" thought Michael, as he tried to keep a poker face.

Dr. Crane continued: "Plagiarism is swiping the work of another and signing your name to it. What robbers do to banks, plagiarists do to the ideas of others. Changing the wording here and there makes no difference. It's still stealing."

"At the start of the semester," continued Dr. Crane, "I clearly outlined our honesty policy, which you should have already read in the school manual. Since I appear to be dealing with first-time offenders, I offer those academic juvenile delinquents the chance to make amends for their misdemeanor. I expect an email by 5 p.m. telling me what you did, how you did it, and why you did it. A simple mea culpa will suffice. I will be lenient this time and arrange a new assignment. As William James,

the illustrious namesake of our school and America's first world-class philosopher said, 'Acceptance of what has happened is the first step to overcoming the consequences of any misfortune,'" continued Dr. Crane.



“At any rate, I’m obliged to report this to the headmaster and the Disciplinary Board, and your parents will also be notified. This has been our school tradition, and we will always honor our motto:



Character, Dedication, and Success. Since you are just starting out on life’s tricky pathways, now is the time to nip this in the bud and realize that there can be no real achievement

or success without character and hard work. In a nutshell, plagiarists are fools who only fool themselves,” continued Dr. Crane.

“Holy smoke! The old windbag’s on a roll today!” wisecracked the annoying student behind Michael.

Dr. Crane wrapped up his admonition this way: “Those who fail to confess their wrongdoing can expect an email from me, in which case I will request a private meeting in my office at a later date when more severe measures will be taken. I advise the youthful felons to come clean during this grace period. The deadline is 5 p.m. Ladies and gentlemen, class dismissed.”

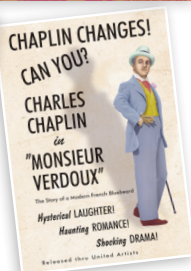
“They’re going to kick those birdbrains out of school, ha, ha!” said the smart aleck next to Michael as they both exited. Dr. Crane, who was within earshot, remarked: “This is hardly a laughing matter, gentlemen.” Michael turned around and saw Dr. Crane throw him a rather stern look.



The Case of the

GEEK IN LOVE

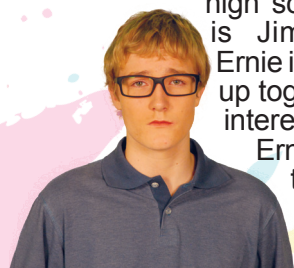
(Part 1)



If you want to meet a geek, you have to meet Jimmy Shaw, a freshman at Roosevelt High School. Some students there think Jimmy's a geek because he's shy and self-conscious about his looks and frail build. If you told him he had an inferiority complex, he'd answer, "No, it's not a complex. I really am inferior."

As a geek, Jimmy has his own ideas about having fun: he loves watching classic old films from Hollywood's Golden Age, playing chess, reading, and listening to big bands and jazz. On the other hand, he hates most sports and thinks P.E. class is a nightmare. As for the current pop music and TV programs his generation likes, Jimmy says all of it is made for "zombified" youth.

Now meet another geek at Jimmy's high school: Ernie Beauchamp. Ernie is Jimmy's best friend. Actually, Ernie is Jimmy's only friend. They grew up together, share the same common interests, and are real buddies.



Ernie really does look like the typical geeks you see in the movies: lanky and awkward, with thick-lensed glasses. When it comes to girls, Jimmy and Ernie consider themselves losers.

But wait, we don't want to tell Jimmy's story because he's going to tell it to us himself.



Early in our freshman year at Roosevelt, Ernie and I were in the cafeteria playing chess.

"If you don't move, we'll never finish this game before lunch is over," I told Ernie.

"If I hadn't blundered a couple of moves back, I wouldn't be in this predicament," Ernie answered, as some jocks, led by Brett Hughes, came up to our table.

"Hey, geeks! Playing chess? How exciting! Mind if we stand here and cheer?" The jocks behind him started laughing.

"Just leave us alone," I told Brett.

"If I left you guys alone, you'd have no friends here at all," answered Brett as he looked over the board, pointed to the knight, and then said to Ernie, "I'd move the horse if I were you, geek."

"FYI, it's called a knight," Ernie retorted.

"A knight . . . like in *good night*?" said Brett. The jocks found this lame attempt at humor amusing. "Come on, guys. I'm so hungry I could eat a horse. I mean a knight," Brett added as he picked up the knight from our chess table and bit its head.



“See you geeks in PE class,” Brett said as he put the knight back on the board and headed to a table nearby.

“Let’s play, Ernie. Just forget that creep,” I said. A few minutes later, while we were both concentrating on the interrupted chess game, something suddenly came crashing down on our chess set and scattered the pieces all over the place.

It was a half-eaten egg salad sandwich.

“Hey geeks, checkmate! How about that move?” It was Brett. The whole cafeteria was in an uproar. Our table was a mess:

pawns,
knights,
kings,
queens,
bishops, and egg salad all over the place. Everyone was laughing at us.



“That’s terrorism, plain and simple,” I said.

“High school is hell,” Ernie sighed as he wiped the mayo off his glasses with a napkin.

But a few days later, lunchtime at Roosevelt took a turn for the better. We had stopped playing chess in the cafeteria because it had gotten too dangerous. Ernie was showing me a video that he’d put together with Humphrey Bogart’s best tough-guy scenes.



“Man, if I could only act like Bogie when the jocks bully us. He’s my hero,” Ernie sighed.

“If you wanted to stand up to the jocks, a better role model would be Chuck Norris,” I replied.

WORKING WITH THE FIRST SOURCE: LECTURE



LISTENING COMPREHENSION TIPS

As you listen to the lecture, you should try to understand:

- What specific topic or topics the speaker is talking about.
- What the speaker has to say about the subject or subjects being discussed, and the reasons, examples, or specific details he gives to support his views.

Take notes while you listen to the lecture. You can write them down in the space provided in your Textbook. Do not try to write down every detail about everything you hear. You will find it a lot more efficient to concentrate on the major points of the lecture.

FREEDOM OF SPEECH SHOULD BE ABSOLUTE



IT TAKES A B.A. TO FIND A JOB AS A FILE CLERK

BY CATHERINE RAMPELL



ATLANTA — The college degree is becoming the new high school diploma: the new minimum requirement, albeit an expensive one, for getting even the lowest-level job.

Consider the 45-person law firm of Busch, Slipakoff & Schuh here in Atlanta, a place that has seen tremendous growth in the college-educated population. Like other employers across the country, the firm hires only people with a bachelor's degree, even for jobs that do not require college-level skills.



This prerequisite applies to everyone, including the receptionist, paralegals, administrative assistants and file clerks. Even the office “runner”—the in-house courier who, for \$10 an hour, ferries documents back and forth between the courthouse and the office—went to a four-year school.



SPACE FOR NOTES

“College graduates are just more career-oriented,” said Adam Slipakoff, the firm’s managing partner. “Going to college means they are making a real commitment to their futures. They’re not just looking for a paycheck.”

Economists have referred to this phenomenon as “degree inflation,” and it has been steadily infiltrating America’s job market. Across industries and geographic areas, many other jobs that didn’t use to require a diploma—positions like dental hygienists, cargo agents,



clerks, and claims adjusters—are increasingly requiring one, according

to Burning Glass, a company that analyzes job ads from more than 20,000 online sources, including major job boards and small- to midsize-employer sites.



“When you get 800 résumés for every job ad, you need to weed them out somehow,” said Suzanne Manzagol, executive recruiter at Cardinal Recruiting Group, which does headhunting for administrative positions at Busch, Slipakoff & Schuh, and other firms in the Atlanta area.

The risk with hiring college graduates for jobs they are supremely overqualified for is, of course, that they will leave as soon as they find something better, particularly as the economy improves.

Mr. Slipakoff said his firm had little turnover, though, largely because of its rapid expansion. The company has grown to more than 30 lawyers from five in 2008, plus a support staff of about 15, and promotions have abounded.

SPACE FOR NOTES