

THE EMPTY Classroom

1 FOCUS ON THE TOPIC

1. Look at the unit title and the photograph. Fewer students are studying in the classroom. Where are they studying?
2. A new model of online distance learning, called a Massive Online Open Course or MOOC,¹ is becoming increasingly popular. What do you think the benefits and the challenges of this type of model are?
3. What would happen if online distance learning were the future of education?

¹ **MOOC:** online courses designed to have open access that are offered by many universities as well as private organizations. They are typically tuition-free because they do not offer academic credit.

READING ONE TEACHING TO THE WORLD FROM CENTRAL NEW JERSEY

VOCABULARY

- 1 Read the timeline of the history of distance education. Try to understand the boldfaced words from the context.

Distance Education Timeline	
1728	Caleb Phillips, of Boston, challenges the assumption that education must take place in a classroom. He offers a correspondence course in shorthand. ² He communicates with students using the mail.
1840	Because of a newly established affordable postage rate, the issue of cost is eliminated from distance education. Sir Isaac Pittman from London is able to successfully market his shorthand correspondence course, which enhances the existing method of shorthand.
1858	Distance education takes a crucial step forward as University of London becomes the first university in the world to offer distance-learning degrees.
1873	Anna Ticknor analyzes the existing educational opportunities for women and decides to create the <i>Society to Encourage Study at Home</i> , which offers correspondence courses to more than 10,000 women over the next two decades.
1885	William Rainey Harper, future president of the University of Chicago, predicts, in anticipation of the direction distance education is moving, "the day is coming when the work done by correspondence will be greater in amount than that done in the classrooms of our academies and colleges."
1906	University of Wisconsin, in a subsequent advance, records lectures and sends them to students on phonograph records.
1920s	Schools experiment with course delivery via radio broadcasts.
1930s	Television is first used as a method of course delivery.
1950s	College credit courses are offered via television. Television instruction in collaboration with correspondence study is used.
1989	Options for course delivery significantly change as a result of the World Wide Web, which allows online document sharing.
1995	First course delivered over the Internet is taught at Penn State University.

² **shorthand**: a fast method of writing using special signs or shorter forms to represent letters, words, and phrases

2000s	Distance education courses are delivered using virtual classrooms—multimedia resources, video conferencing, webcams etc. . . .
2008	The term MOOC is first used.
2012	The diversity of the student body grows as students from around the world enroll in MOOC courses. More than 150,000 students sign up for one MOOC course, "Introduction to Artificial Intelligence."

2 Write the words from the box next to their definitions.

analyze	collaboration	enhance	subsequent
anticipation	crucial	issue	via
assumption	diversity	significantly	virtual

1. anticipation the act of expecting something to happen
2. _____ a range of different people or things; variety
3. _____ extremely important
4. _____ a subject or problem that people discuss
5. _____ made, done, seen etc. on the Internet or on a computer, rather than in the real world
6. _____ something that you think is true although you have no proof
7. _____ the act of working together to make or produce something
8. _____ to examine or think about something carefully in order to understand it
9. _____ noticeably or importantly
10. _____ by way of or through
11. _____ coming after or following something else
12. _____ to make something better

 **GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.**

PREVIEW

You are going to read an article about a Princeton University professor's experience teaching 40,000 students from 113 countries.

Read the first paragraph of "Teaching to the World from Central New Jersey." Then work with a partner to answer the questions.

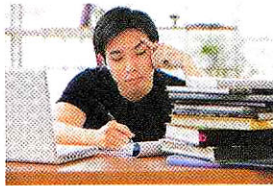
1. What challenges do you think Professor Duneier will face teaching so many students?
2. What do you predict will be the positive impact of having students from 113 countries in the course?
3. What do you predict will be some of the problems resulting from having students from so many different countries in the course?

Keep your discussion in mind as you read the rest of the article.

TEACHING TO THE WORLD FROM CENTRAL NEW JERSEY

By Mitchell Duneier

1 A few months ago, just as the campus of Princeton University had grown nearly silent after commencement, 40,000 students from 113 countries arrived here via the Internet to take a free course in introductory sociology. The noncredit Princeton offering came about through a collaboration between Coursera, a new venture in online learning, and 16 universities, including my own.



2 When my class was announced last spring, I was both excited and nervous. Unlike computer science and other subjects in which the answers are pretty much the same around the globe, sociology can be very different depending on the country that you come from. As letters and e-mail messages began arriving in **anticipation** of my course, I wondered how I, an American professor, could relate my subject to people I didn't know from so many different societies.

3 Would my lectures become yet another example of American ethnocentrism³ and imperialism as I presented my sociological concepts like so many measuring sticks for the experiences of others around the world? Was it really possible, I asked myself, to provide quality education to tens of thousands of students in more than 100 countries at the same time? And in a way that would respond to the **diversity** of viewpoints represented from six continents?

4 My concerns grew deeper as I sat before the cold eye of the camera to record my first lecture. With nobody to ask me a question, or give me bored looks, or laugh at my jokes, I had no clues as to how the students might be responding. Staring into this void, it was hard for me to imagine that anyone was listening. Can we even call these "lectures" when there is no audience within the speaker's view? Aren't those interpersonal cues—those knowing nods and furrowed brows—that go

³ **ethnocentrism**: based on the idea that your own race, nation, group, etc. is better than any other; used in order to show disapproval

- from the audience to the professor as **crucial** to the definition of a lecture as the cues that go from the lecturer to the audience?
- 5 My opening discussion of C. Wright Mills's classic 1959 book, *The Sociological Imagination*, was a close reading of the text, in which I reviewed a key chapter line by line. I asked students to follow along in their own copies, as I do in the lecture hall. When I give this lecture on the Princeton campus, I usually receive a few penetrating questions. In this case, however, within a few hours of posting the online version, the course forums came alive with hundreds of comments and questions. Several days later there were thousands.
- 6 Although it was impossible for me to read even a fraction of the pages of students' comments as they engaged with one another, the software allowed me to take note of those that generated the most discussion. I was quickly able to see the **issues** that were most meaningful to my students.
- 7 In addition to the course lectures, I arranged live exchanges **via** a video chat room, in which six to eight students from around the world—some selected from the online class, others volunteers here at Princeton—participated with me in a seminar-style discussion of the readings while thousands of their online classmates listened in to the live stream or to recordings later. During these weekly sessions, I found that I was able to direct the discussion to issues that had been raised in the online postings.
- 8 Along with two Princeton students, our online seminar included university students from Nepal, Siberia, Iran, and Nigeria, a travel agent from Georgia, a civil servant from Singapore, and a fireman from Philadelphia. Their comments often revealed precisely how American sociology's **assumptions** about social life need to be **analyzed** and reconstructed in light of experiences elsewhere.
- 9 With so much volume, my audience became as visible to me as the students in a traditional lecture hall. This happened as I got to know them by sampling their comments on the forums and in the live, seminar-style discussions. As I developed a sense for them as people, I could imagine their nods and, increasingly, their critical questions. Within three weeks I had received more feedback on my sociological ideas than I had in a career of teaching, which **significantly** influenced each of my **subsequent** lectures and seminars.
- 10 Before the class began, I had played down this kind of teaching as inevitably a pale reflection of on-campus learning, both in terms of student-faculty interaction and the residential-college experience. Yet as I got to know some of my students, I came to feel that the difference was not of the sort I had imagined. For most of them, the choice was not between an online course and a traditional university. It was, as one student put it, "a choice between online class versus no class."
- 11 Nor had I imagined the **virtual** and real-time continuous interaction among the students. There were spontaneous and continuing in-person study groups in coffee shops in Katmandu and in pubs in London. Many people developed dialogues after following one another's posts on various subjects, while others got to know those with a common particular interest, such as racial differences in IQ, the prisoner abuses that took place at Abu Ghraib, or ethnocentrism—all topics covered in the lectures.
- 12 As one of hundreds who posted in the past few days wrote, "It has been an incredible experience for me, one that has not only taught me sociology, but the ways in which other cultures think, feel, and respond. I have many new 'friends' via this class. . . ." Another wrote, "It started as intellectual activity but

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it's ending in an indescribable emotional relationship with all my classmates.”

- 13 This is my cue. As I prepare to re-enter the lecture hall at Princeton this September and go back online in February, I am asking myself how I can translate the benefits of online technology to **enhance** the dialogue with and among my on-campus students, and between them and my online students

around the globe. I had begun worrying about how I could bring the New Jersey campus experience to them; I ended by thinking about how to bring the world back to the classroom in Princeton.

Mitchell Duneier is a professor of sociology at Princeton University.

MAIN IDEAS

- 1 Look again at the Preview on page 192. How did your discussion help you understand the article?
- 2 Reading One discusses professor Duneier's feelings and concerns before, during, and after his MOOC. Circle the sentence that best answers the question. Share your answers with a partner.
 1. **Before:** What was Professor Duneier's biggest concern about teaching the online course?
 - a. No one would laugh at his jokes or be able to make eye contact with him.
 - b. It might not be possible to provide quality education to students from more than 100 countries.
 - c. Students wouldn't do the reading or participate in the forums because the course was free.
 2. **During:** How did student participation affect Professor Duneier's feelings about his new course?
 - a. Professor Duneier was overwhelmed by the number of student comments and so wasn't sure what issues were important to the students.
 - b. Professor Duneier didn't know when students had a problem understanding him because of the lack of interpersonal cues.
 - c. Student feedback influenced the direction Professor Duneier took in subsequent video chats.

3. **After:** What was the most important conclusion that Professor Duneier drew about online teaching after teaching this course?
- a. There were many benefits to online teaching that he would like to incorporate into his on-campus classes.
 - b. It was a pale reflection of on-campus learning.
 - c. For some students, the choice was an online class or no class at all.

DETAILS

Read each statement. Decide if it is **T** (true) or **F** (false) according to the reading. Write the number of the paragraph that supports your answer. If the statement is false, change it to make it true. Discuss your answers with a partner.

- T 1. Professor Duneier realized that teaching sociology to students from many different societies would not be as easy as teaching them computer science.
paragraph: 2
2. Before the first class even had ended, it was obvious from the number of comments and questions that students were interested.
paragraph:
3. The fact that Professor Duneier recorded his lectures in an empty classroom made it easy because no one would interrupt or distract him.
paragraph:
4. Although it was impossible to answer all the student comments and questions, he did answer the majority of them.
paragraph:
5. All the participants in the online seminar were Princeton students.
paragraph:
6. Because the course was delivered over the Internet, Professor Duneier felt disconnected from his students.
paragraph:
7. Students in the class did not remain anonymous to each other.
paragraph:
8. Professor Duneier's next online course will be in September.
paragraph:

MAKE INFERENCES

INFERRING DEGREE OF CONCERN

Writers sometimes suggest their level of concern about something without stating it directly.

Look at the example and read the explanation.

In the text, Professor Duneier expresses several worries and concerns about the new course he will be teaching online.

How concerned is Professor Duneier that he is able to relate his sociology course to people he doesn't know from so many different societies?

(paragraph 2)

Where would you place his concern on the continuum?

Not very concerned	Somewhat concerned	Concerned	Very concerned
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Answer: Somewhat concerned

- In the last sentence of paragraph 2, Professor Duneier uses the word “wonder” as he considers his new student population. This word does not express very much worry; he is asking himself questions.
- In the first sentence of paragraph 2, he says he is both “excited” and “nervous.” These words express both positive and negative feelings.

After reading the text closely, we can infer that Professor Duneier is “somewhat concerned” about how he will be able to relate his course to this new student population. The language he uses suggests a concern but also an interest or excitement about his new endeavor.

For each concern or worry expressed by Professor Duneier in the reading, decide how concerned he is. Write an **X** in the column that best corresponds to his degree of concern. Refer to the paragraphs in parentheses.

HOW CONCERNED IS PROFESSOR DUNEIER THAT ...	NOT VERY CONCERNED	SOMEWHAT CONCERNED	CONCERNED	VERY CONCERNED
1. his course will be perceived as ethnocentric and imperialistic? (paragraph 3)				
2. he will be able to deliver quality education? (paragraph 3)				
3. he will be able to respond to the diversity of his recorded lectures? (paragraph 4)				
4. he will not be able to see his audience during comments and questions? (paragraph 4)				

HOW CONCERNED IS PROFESSOR DUNEIER THAT ...	NOT VERY CONCERNED	SOMEWHAT CONCERNED	CONCERNED	VERY CONCERNED
5. he would be able to respond to his students' questions, comments, and discussions? (paragraphs 5, 6, 7)				
6. he would be able to direct the discussion? (paragraph 7)				
7. he would develop a sense of his students as people? (paragraph 9)				
8. there would be student-faculty interaction? (paragraph 10)				
9. he would be able to take his online experience back to the classroom in Princeton? (paragraph 13)				

EXPRESS OPINIONS

Discuss the questions in a small group. Then share your ideas with the class.

1. Do you think it is possible to teach all subjects as MOOCs, or are there some subjects that must be taught face-to-face in a classroom or with a smaller enrollment? Explain.
2. Would you enjoy and be successful in a MOOC? Why or why not? Be specific.
3. Do you think distance learning is the future of education? Do you think we will still have classrooms as we know them in 50 or 100 years?

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

READ

1 Look at the boldfaced words in the reading and think about the questions.

1. Which words do you know the meanings of?
2. Can you use any of the words in a sentence?

This story was written by Isaac Asimov in 1951. It addresses the question of distance learning using a computer. At that time, the idea of this type of learning was science fiction, and having a home computer was unimaginable. Most people did not even own a television set at the time!

2 Read the story, *The Fun They Had*. As you read, notice the boldfaced vocabulary. Try to guess its meaning from the context.

THE FUN THEY HAD By Isaac Asimov (from *Earth Is Room Enough*)

- 1 Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today Tommy found a real book!"
- 2 It was a very old book. Margie's grandfather once said that when he was a little boy, his grandfather told him that there was a time when all stories were printed on paper.
- 3 They turned the pages, which were yellow and crinkly,¹ and it was awfully funny to read words that stood still instead of moving the way that they were supposed to—on a screen, you know. And then, when they had turned back to the page before, it had the same words on it that it had had when they read it the first time.
- 4 "Gee," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it, and it's good for plenty more. I wouldn't throw it away."
- 5 "Same with mine," said Margie. She was eleven and hadn't seen as many books as Tommy had. He was thirteen.
- 6 She said, "Where did you find it?"
- 7 "In my house." He pointed without looking, because he was busy reading. "In the attic."
- 8 "What's it about?"
- 9 "School."
- 10 Margie was scornful.² "School? What's there to write about school? I hate school."

¹ **crinkly**: having many folds or wrinkles; dried out

² **scornful**: critical of someone or something that you think is not good

- 11 Margie had always hated school, but now she hated it more than ever. The mechanical teacher³ had been giving her test after test in geography, and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.
- 12 He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie hoped he wouldn't know how to put it together again, but he knew how all right, and after an hour or so, there it was again, large and square and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot⁴ where she had to put homework and test papers. She always had to write them out in a punch code⁵ they made her learn when she was six years old, and the mechanical teacher calculated the mark⁶ in no time.
- 13 The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography **sector**⁷ was geared a little too quick. Those things happen sometimes. I've slowed it up to a ten-year level. Actually, the **overall** pattern of her progress is quite satisfactory." And he patted Margie's head again.
- 14 Margie was **disappointed**. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out⁸ completely.
- 15 So she said to Tommy, "Why would anyone write about school?"
- 16 Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word very carefully, "Centuries ago."
- 17 Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."
- 18 "Sure they had a teacher, but it wasn't a regular teacher. It was a man."
- 19 "A man? How could a man be a teacher?"
- 20 "Well, he just told the boys and girls things and gave them homework and asked them questions."
- 21 "A man isn't smart enough."
- 22 "Sure he is. My father knows as much as my teacher."
- 23 "He can't. A man can't know as much as a teacher."

³ **mechanical teacher:** a computer (in this story)

⁴ **slot:** an opening for a paper

⁵ **punch code:** a pattern of holes put on a card that was used in past times for putting information in a computer

⁶ **mark:** a number score or letter grade

⁷ **sector:** an area

⁸ **blanked out:** been erased

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- 24 "He knows almost as much, I betcha."⁹
- 25 Margie wasn't prepared to **dispute** that. She said, "I wouldn't want a strange man in my house to teach me."
- 26 Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."
- 27 "And all the kids learned the same thing?"
- 28 "Sure, if they were the same age."
- 29 "But my mother says a teacher has to be **adjusted** to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."
- 30 "Just the same, they didn't do it that way then. If you don't like it, you don't have to read the book."
- 31 "I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.
- 32 They weren't even half-finished when Margie's mother called, "Margie! School!"
- 33 Margie looked up. "Not yet, Mama."
- 34 "Now!" said Mrs. Jones. "And it's probably time for Tommy, too."
- 35 Margie said to Tommy, "Can I read the book some more with you after school?"
- 36 "Maybe," he said nonchalantly.¹⁰ He walked away whistling, the dusty old book tucked beneath his arm.
- 37 Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.
- 38 The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."
- 39 Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.
- 40 And the teachers were people . . .
- 41 The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ —"
- 42 Margie was thinking about how the kids must have loved it in the old days. She was thinking of the fun they had.

⁹ *I betcha*: "I'll bet you"; "I'm sure"

¹⁰ *nonchalantly*: calmly, in an informal way

COMPREHENSION

Discuss the questions in a small group. Then share your ideas with the class.

1. What does Tommy discover in his attic, and why is it such an important discovery?
2. What does Margie think about the discovery?
3. How does Margie feel about the “old days”?
4. How do you think the writer feels about the future of books?

 [GO TO MyEnglishLab](#) **FOR MORE VOCABULARY PRACTICE.**

READING SKILL

- 1** In Reading Two, paragraph 13, the author writes, “The Inspector had smiled after he was finished and patted Margie’s head. He said to her mother, ‘It’s not the little girl’s fault, Mrs. Jones. I think the geography sector was geared a little too quick.’”

Who is speaking in the quoted section of the excerpt (underlined)? How do you know?

RECOGNIZING THE SPEAKER IN DIRECT SPEECH

Authors often include direct speech (quoted dialogue) in their writing. This can be confusing for readers, especially if more than two people are conversing. As a reader, you can use clues such as pronoun referents or the back and forth order of conversations to understand exactly who is speaking. You can also use background knowledge of a character’s opinions or ideas. If you misinterpret who is speaking, it can be hard to understand the story.

Look at the example and read the explanations.

Read the paragraphs from *The Fun They Had* and complete the exercise.

- 4 “Gee,” said Tommy, “what a waste. When you’re through with the book, you just throw it away, I guess. Our television screen must have had a million books on it, and it’s good for plenty more. I wouldn’t throw it away.”
- 5 “Same with mine,” said Margie. She was eleven and hadn’t seen as many books as Tommy had. He was thirteen.
- 6 She said, “Where did you find it?”
- 7 “In my house.” He pointed without looking, because he was busy reading. “In the attic.”
- 8 “What’s it about?”
- 9 “School.”

Identify the person who is speaking in each paragraph and explain how you know.

Paragraphs 4–5: Tommy, Margie; the authors state the names of the speakers.

Paragraphs 6–7: Margie, Tommy; the authors use pronoun referents—*she* for Margie, *he* for Tommy.

Paragraphs 8–9: Margie, Tommy; the reader must rely on the back and forth order of most conversations to identify the speakers.

- 2** Go back to Reading Two, *The Fun They Had*. Reread paragraphs 15–42. Work with a partner to underline or highlight what each speaker says (Margie, Tommy, Margie's mother, the mechanical teacher). Write the speaker's name in the margin or use a different color highlight for each speaker. Be prepared to explain how you know.

GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

CONNECT THE READINGS

STEP 1: Organize

Reading One (R1) and Reading Two (R2) describe different models of education. Complete the chart comparing the readings.

	TEACHING TO THE WORLD (R1)	THE FUN THEY HAD (R2)
1. Is there a teacher? If yes, describe the teacher.		
2. Where does the "school" take place?		
3. When does "class" take place?		
4. Are students exposed to a variety of academic opinions?		
5. What options are there for students who don't understand or who need more support?		
6. When and where do students socialize with friends or classmates?		
7. What do the students and/or teacher think about the learning experience?		

STEP 2: Synthesize

Choose one of the scenarios. For number 1, write a response from Margie. For number 2, write a response from Professor Duneier. Use the information from Step 1. Write on a separate piece of paper.

- From a MOOC student to Margie:** "You are really lucky that you learn via technology. Before I took this MOOC course, I had always wanted to have the flexibility that an online course allows. I also enjoy the international perspective offered by my cyber-classmates; now I am so happy. You must be, too."

2. **From Tommy to Professor Duneier:** “Margie and I hate learning at home without other students. We don’t understand why your students would choose to take online courses. Wouldn’t they have more fun and friends in a school? Also, wouldn’t they learn more?”

GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

3 FOCUS ON WRITING

VOCABULARY

REVIEW

Read the prompt and the forum response posted by one of Professor Duneier’s MOOC students. Complete her response using the words above each paragraph.

Now that the course has finished, please write about your experience taking a MOOC. Include information about your past online learning experience, your expectations, the problems and benefits of taking a MOOC, and the overall experience.

assumption via anticipation crucial

When I heard about Professor Duneier’s Sociology MOOC, I was excited but also a bit anxious because I had never taken a completely online course before. In _____
of the class, I e-mailed Professor Duneier with many of my questions. He graciously
replied, but for him, too, this was going to be a new experience. Knowing this actually
helped me to relax a little. One _____ I had about distance learning was that
self-motivation and self-discipline would play a _____ role in my success. I
knew it would be easy to fall behind because the classes were not going to be at a set
time. This turned out to be true. I also knew that learning _____ the Internet
might also pose other problems.

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virtual adjust collaboration diversity

I would have to _____^{5.} to a completely different method of interacting with my teacher and classmates. For example, it seemed to me that _____^{6.} between students would be more difficult and, therefore, less common than in a traditional classroom. This actually didn't turn out to be the case. I was able to have _____^{7.} interactions with as many students as I wanted or had time for. In addition, because the class included students from more than 100 countries, I was exposed to a _____^{8.} of viewpoints.

issue significantly sector enhanced

Being exposed to so many different opinions actually _____^{9.} learning. In fact, I think I learned _____^{10.} more from my online classmates than I would have from classmates in a small traditional classroom setting. I chose to take this class instead of a traditional class at my university, but this was not the case for a _____^{11.} of the student population. For these students, the _____^{12.} was not whether to take an online course or a traditional course; their only option was an online course.

dispute overall analyze disappointed

Now that the course is over, I have been able to _____^{13.} my MOOC experience. I cannot _____^{14.} that there are many drawbacks to taking a completely online course. However, I can truthfully say that I was not _____^{15.} with the class, the method of course delivery, or the amount that I learned. Despite some minor problems, the _____^{16.} experience by far surpassed my expectations. I look forward to taking another MOOC in the future.

—Jacqui

EXPAND

Complete the chart with the forms of the words from the readings. If you need help, use a dictionary. (Note: An **X** indicates there is no form in that category.)

NOUN	VERB	ADJECTIVE	ADVERB
adjustment adjustability	adjust	(well) adjusted adjustable	X
	analyze		X
anticipation			X
assumption			X
collaboration			
X	X	crucial	
	disappoint		
	dispute		X
diversity			
	enhance		X
issue		X	X
sector	X	X	X
			significantly
X	X	subsequent	
X	X	virtual	

CREATE

Imagine you are a reporter interviewing the students and the professor from Reading One and Reading Two. How would they respond to the questions? Write answers using the words in the boxes. Change the word form or tense if necessary.

adjustment crucial subsequent via

- REPORTER:** How difficult was it for you to adjust to this new format of course delivery?

MOOC STUDENT: The adjustment was not too difficult once I realized that self-discipline and self-motivation were crucial to my success. Because a "normal" class is at set times, it makes it easier to stay on track. However, learning via the Internet allows you the option of "going to class" whenever you want, in the early morning or late at night. A MOOC student needs to learn to control this freedom. In any subsequent MOOC that I take, this knowledge will help me avoid some of the problems I faced in this course.

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anticipation

assume

disappointment

issue

2. **REPORTER:** This is the first MOOC that you were involved in. What were your expectations before you took the course, and how did it turn out to be different from what you expected?

MOOC STUDENT: _____

collaboration

diversity

significantly

virtual

3. **REPORTER:** Were you able to feel a connection to your classmates and teacher, or did you feel isolated?

MOOC STUDENT: _____

analyze

overall

sector

subsequent

4. **REPORTER:** This was the first MOOC that you have taught. How do you think it went, and what will you do differently in the next MOOC you teach?

PROFESSOR DUNEIER: _____

collaborate

dispute

enhance

significantly

5. **REPORTER:** What do you think about the schools of the twenty-first century compared to your school?

TOMMY: _____

 **GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.**

1 Examine the pairs of sentences and answer the questions with a partner.

Direct Speech

- One student said, "It was a choice between online class versus no class."
- Professor Duneier told his students, "Sociological concepts may change from country to country."
- Professor Duneier commented, "I am excited about teaching this course. I think it will be really interesting."

Indirect Speech

- A student said it had been a choice between online class versus no class.
- Professor Duneier told his students that sociological concepts might change from country to country.
- Professor Duneier commented that he was excited about teaching that course. He thought it would be really interesting.

1. What are the differences in punctuation between direct and indirect speech?
2. What other differences are there between direct and indirect speech? Which words are different? How do they change?

DIRECT AND INDIRECT SPEECH

Speech (and writing) can be reported in two ways:

Direct speech (also called *quoted speech*) reports the speaker's exact words.

Indirect speech (also called *reported speech*) reports what the speaker said without using the exact words.

Punctuation

For direct speech, put quotation marks before and after the words being quoted. Use a comma to separate the words in quotation marks from the reporting verbs such as *say*, *tell*, and *report*.

For indirect speech, there is no special punctuation.

Verb Tense Changes

For indirect speech, when the reporting verb is in the past tense (**said**, **told**, **reported**), the verbs inside the quotation marks change.

DIRECT SPEECH

Margie said, "I **do** my homework at night."

do / does

(simple present)

am / is / are doing

(present progressive)

did

(simple past)

INDIRECT SPEECH

Margie said she **did** her homework at night.

did

(simple past)

was / were doing

(past progressive)

had done

(past perfect)

(continued on next page)

DIRECT SPEECH		INDIRECT SPEECH
was / were doing (past progressive)	→	had been doing (past perfect progressive)
has / have done (present perfect)	→	had done (past perfect)
will (modal)	→	would (past modal)
can (modal)	→	could (past modal)
may (modal)	→	might (past modal)

Time and Location Word Changes

For indirect speech, time and location words may change to keep the speaker's original meaning.

DIRECT SPEECH		INDIRECT SPEECH
Tommy said, "I don't have to study now ."		Tommy said he didn't have to study at that time .
now	→	then / at that time
tomorrow	→	the next (following) day
ago	→	before / earlier
here	→	there
this	→	that

Pronoun and Possessive Changes

For indirect speech, pronouns and possessives change to keep the speaker's original meaning.

DIRECT SPEECH		INDIRECT SPEECH
Professor Duneier said, "I . . ."		Professor Duneier said he . . .
Professor Duneier said, " My students . . ."		Professor Duneier said his students . . .

2 Read the first sentence in each item. It is indirect speech. Then circle the speaker's exact words.

1. The MOOC student said that he learned more in Professor Duneier's MOOC than he did in a traditional class.
 - a. "I have learned more in Professor Duneier's MOOC than I have in a traditional class."
 - b. "I had learned more in Professor Duneier's MOOC than I did in a traditional class."
 - c. "I learn more in Professor Duneier's MOOC than I do in a traditional class."**
2. A Nigerian student reported that he had never participated in a MOOC.
 - a. "I have never participated in a MOOC."
 - b. "I never participate in a MOOC."
 - c. "I may never participate in a MOOC."
3. A Princeton student noted that in order to get the most out of the MOOC experience, she had to organize in-person study groups.
 - a. "In order to get the most out of the MOOC experience, I will have to organize in-person study groups."
 - b. "In order to get the most out of the MOOC experience, I have to organize in-person study groups."
 - c. "In order to get the most out of the MOOC experience, I have had to organize in-person study groups."
4. The sociology department chairperson told us that Professor Duneier would teach two MOOCs the next year.
 - a. "Professor Duneier teaches two MOOCs next year."
 - b. "Professor Duneier taught two MOOCs last year."
 - c. "Professor Duneier will teach two MOOCs next year."
5. Tommy argued that he didn't think that a man could know as much as a teacher.
 - a. "I didn't think that a man could know as much as a teacher."
 - b. "I don't think that a man can know as much as a teacher."
 - c. "I don't think that a man could have known as much as a teacher."

(continued on next page)

6. Margie admitted that they hadn't had time to think about the book.
 - a. "We didn't have time to think about the book."
 - b. "We don't have time to think about the book."
 - c. "We may not have time to think about the book."
7. Professor Duneier explained that many of his colleagues were teaching MOOCs, too.
 - a. "Many of my colleagues were teaching MOOCs, too."
 - b. "Many of his colleagues are teaching MOOCs, too."
 - c. "Many of my colleagues are teaching MOOCs, too."

3 Write the direct speech statements in indirect speech. Remember to keep the speaker's original meaning.

1. Tommy said, "My father knows as much as my teacher."

Tommy said that his father knew as much as his teacher.

2. The inspector told Margie's mother, "I think the geography sector was a little too quick."

3. He added, "I've slowed it up to a ten-year level."

4. Tommy said, "This is the old kind of school that they had hundreds and hundreds of years ago."

5. Margie told Tommy, "My mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches."

6. Tommy told Margie, "You can read the book with me again tomorrow."

■■■■■■■■■■■■■■■■■■■■ GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE AND TO CHECK WHAT YOU LEARNED.

FINAL WRITING TASK

In this unit, you read about how Professor Duneier and his students feel about their educational experience as a result of the MOOC. You also read about how Tommy and Margie feel about their educational experience in the year 2157.

Now you are going to *write a comparison-and-contrast essay describing two different educational experiences you have participated in*. You can write about two different classes that you have taken, two different teachers that you have had, two different schools you have attended, etc. . . . Use the vocabulary and grammar from the unit.*

PREPARE TO WRITE: Charting

Charting is a prewriting activity that helps you organize information before you write. It is especially useful when you are comparing and contrasting, because you can easily make sure that you included similar information for both things that you are going to write about.

- 1 Think of different schools that you have attended, different classes you have taken, or different teachers that you have had. Write some notes about how they were the same and how they were different. Then discuss with a partner.

* For Alternative Writing Topics, see page 223. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit but may not target the same grammar or rhetorical structures taught in the unit.

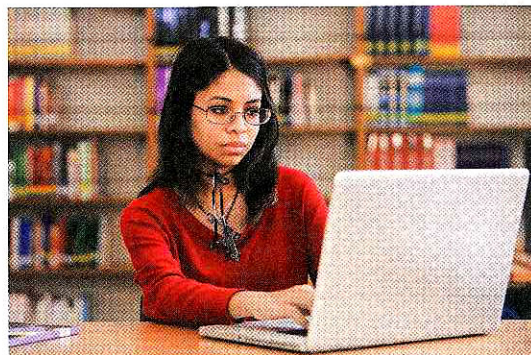
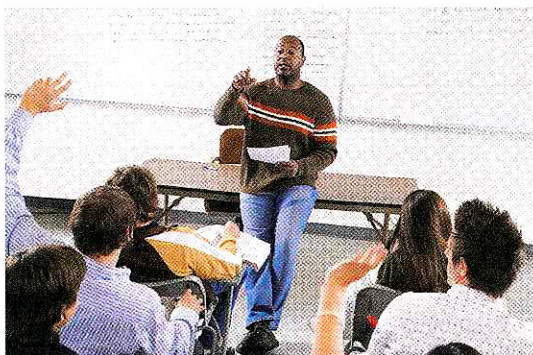
- 2** Look at the chart. The writer has described her experience taking a course in a traditional school and taking a MOOC course.

POINTS TO COMPARE / CONTRAST	MOOC	TRADITIONAL SCHOOL CLASS
Where the class takes place	Wherever there is an Internet connection	In a classroom in a school
When the class takes place	Sometimes at specific times, but generally whenever the student wants	At set times
Mode of student-teacher communication	Via Internet videos, e-mail, online forums, live-stream seminar-style discussions etc.	Listening and taking notes, face-to-face talking, writing papers, e-mail
Mode of student-student communication	Forums, in-person study groups (rare)	Face-to-face talking, texting, e-mail, in-person study groups
Ability to communicate nonverbally (nods, eye contact, intonation . . .)	Only for professor and videoed students in seminars, but not for the majority of students	For students and professors
Class size and makeup	100,000 + students from 100 + countries	Generally 25–30, although some large lecture classes could be for a hundred or more students; Students are predominantly from one country.
Socializing with classmates	Yes, through virtual and real-time communication via forums In-person study groups (rare)	Yes, before, between, and after classes; in clubs, sports teams, in-person study groups etc.

- 3** Brainstorm a list of areas to compare for your essay. Make a chart like the one above. Complete it with details about the two different educational experiences that you are comparing.

WRITE: A Comparison-and-Contrast Essay

A **comparison-and-contrast essay** explains the similarities and differences between two topics (ideas, people, or things).



Here are some important points:

1. **Have an introduction.** Include relevant background information about the two topics being compared and contrasted.
2. **Include a thesis statement.** Make sure it indicates the purpose for comparing and contrasting.
3. **Support your thesis throughout the essay.** Make sure your examples and details relate directly to the thesis.
4. **Include all points of comparison and contrast.** All points need to be discussed for each topic.
5. **Add specific details and examples.** Make sure they illustrate the similarities and differences.
6. **Have a conclusion.** Summarize the main ideas of the essay and include any final thoughts.

There are two common ways to organize a comparison-and-contrast essay. With **point-by-point organization**, you write about the similarities and differences of different aspects of each of the two topics you are comparing. With **block organization**, you first write a paragraph only about all aspects of the first topic and then another paragraph only about all aspects of the second topic. Note that in the block method, you usually compare the same aspects of each topic, but in separate paragraphs. It is also possible to put all similarities in one paragraph and all differences in another. This is another type of block organization.

- 1 Look at the outlines of an essay comparing and contrasting MOOCs and a traditional classroom experience. One outline is using point-by-point organization and the other block organization. Are the differences between them clear? Discuss with a partner.

POINT-BY-POINT ORGANIZATION

- I. **Where and when the class takes place**
 - A. Wherever there is an Internet connection; sometimes at set times, but generally when the student wants
 - B. In a classroom in a school; at set times
- II. **Student-teacher communication**
 - A. Via Internet videos, e-mail, online forums, live-stream seminar-style discussions, etc.
 - B. Face-to-face talking and listening, writing papers, e-mail
- III. **Class size and makeup**
 - A. Up to 100,000 or more students from 100 or more countries
 - B. Generally 25–30, but possibly more than a hundred; students are usually predominantly from one country.

(continued on next page)

BLOCK ORGANIZATION

I. MOOC

- A. Location—Wherever there is an Internet connection
- B. Time—Sometimes at set times, but generally when the student wants
- C. Student-teacher communication—Via Internet videos, e-mail, online forums, live-stream seminar-style discussions, etc.
- D. Class size—Up to 100,000 or more students
- E. Class makeup—Students from 100 or more countries

II. Traditional School Class

- A. Location—In a classroom in a school
- B. Time—At set times
- C. Student-teacher communication—Face-to-face talking and listening, writing papers, e-mail
- D. Class size—Generally 25–30, but possibly more than a hundred
- E. Class makeup—Students are usually predominantly from one country.

2 Read the essay excerpts. How are they organized? How do you know? Circle *Point-by-Point* or *Block*. Discuss your answers with a partner.

1. I am taking five courses this semester. I am happy with all my teachers, but my English and history teachers are definitely my favorites. They are both extremely enthusiastic and knowledgeable about their subjects. In fact, my English teacher, Mr. Dadio, has recently received an award for his teaching. My history teacher, Ms. Mantell, has written history textbooks that are being used by many school systems. They both have a good sense of humor. Mr. Dadio likes to joke with the students, which helps us relax. Ms. Mantell is witty, and her comments also help reduce the stress many students feel because of our school's demanding curriculum. Both teachers insist that we work hard, and we do. The type of work that they give is different. Mr. Dadio expects us to read complete novels in only a couple of days, and he grades us on our essays comparing the characters or plots. Ms. Mantell expects us to read a chapter every two classes, and, instead of grading us on papers, she gives us tests that are usually short answer or multiple-choice questions. Despite their differences, they are both excellent teachers.

(Point-by-Point / Block)

2. My old school in Lima was very small. There were only about 75 students, and we all knew each other well. The teachers knew every student by name. My school was only for boys; girls went to another school. In Lima, we spoke only Spanish at school. Students had to wear uniforms. We had very little technology in Lima. There were only a couple of computers in the whole school, and students rarely got to use them.

In New York, my school is gigantic. There are over 1,400 students. The immense halls are filled with unfamiliar faces, male and female. Here we mostly speak English but sometimes Spanish. Uniforms are not required in New York, and students wear all different kinds of clothes. In New York, every student is given a laptop at the beginning of ninth grade, and assignments are posted on class websites. I often e-mail my homework and questions to teachers. I like school in New York, but sometimes I miss the intimacy of my old school.

(Point-by-Point / Block)

3. Two English courses that many students take in college are Creative Writing and English Literature. Both of these courses involve a lot of reading and writing. The types of reading assignments given are different in each course. In a literature course, students read entire books by famous authors. The books often deal with a central topic or a certain time in history. The reading assignments for a Creative Writing class are usually much shorter. They are often excerpts or news articles chosen to elicit an opinion from the student.

The types of writing assignments are also different. The writing assignments in a literature class are directly related to the books being read. They may involve analyzing structure and symbolism and comparing and contrasting different books or authors. In a creative writing class, the assignments are more general. Students may be given a broad topic but are expected to find their own personal way of approaching the writing. Journals and other types of reflection pieces may also be required.

(Point-by-Point / Block)

- 3 Look at your chart from Prepare to Write, Exercise 3. Make outlines for your essay using both types of organization. Then share your outlines with a partner. In what ways are the two types of organization different? Which outline was easier to read and which was easier to write? Discuss which of your outlines you think works better and why.
- 4 Now write the first draft of your comparison-and-contrast essay. Use the outline you have chosen and the information from Prepare to Write to plan your essay. Include relevant information about the two educational experiences you are comparing. Include a thesis statement that indicates how these experiences are similar and different. Be sure to add specific details and examples to illustrate the similarities and differences. In your conclusion, summarize the main ideas in the essay and include any final thoughts about your experience. Be sure to use vocabulary and grammar from the unit.

REVISE: Using Subordinators and Transitions

Certain words act as signals to introduce points of comparison or contrast.

- 1 Examine the paragraph and answer the questions with a partner.

I am quite happy with all my courses this semester, but I have two favorites, Intermediate Algebra and Biology I, and they are very different. First is the amount of time we spend in class. Algebra has two one-hour classes a week **while** biology has three one-hour classes plus a lab section that sometimes takes more than two hours. The teachers are very different, too. The biology teacher is young and somewhat inexperienced, but she has a lot of enthusiasm and current knowledge. **In contrast**, my algebra teacher has over 30 years of teaching experience and knows how to relate to all types of learners. In addition, he is available every day after class for extra help **whereas** my biology teacher can never help us right after class because she has another class then. However, she does have office hours before class two days a week and will answer e-mail questions very quickly. My algebra teacher expects students to do all homework and reading before class **in the same way** the biology teacher does; if you don't, you won't be successful in the class. Since I love both of these classes, this is not a problem for me.

1. Look at the boldfaced words. Which words introduce ideas that are similar?
Which words introduce ideas that are different?
2. Four topics are compared and contrasted in this paragraph. What are they?

COMPARISONS AND CONTRASTS

Comparisons point out ideas that are similar. **Contrasts** point out ideas that are different.

Subordinators

Subordinators are used to compare or contrast the ideas in two clauses. They join the independent clause to the dependent clause being compared or contrasted. Examples of subordinators include **while, whereas, just as, as**. These words introduce dependent clauses, not complete thoughts. The independent clause usually describes the point that is being emphasized or is more important.

COMPARISON SUBORDINATORS INCLUDE:

just as

as

CONTRAST SUBORDINATORS INCLUDE:

whereas

while

Transitions

Transitions show the connection between two independent clauses (two sentences).

COMPARISON TRANSITIONS INCLUDE:

similarly

in the same way

likewise

CONTRAST TRANSITIONS INCLUDE:

in contrast

on the other hand

however

- Two independent clauses can be combined in one sentence by using a semicolon (;) and a comma (,):

I love my biology class; **however**, I don't like all the memorization it requires.

- The two independent clauses can also be written as separate sentences:

Our grade in algebra is based entirely on three tests and a final exam. **However**, our biology grade is based on tests, a final exam, lab reports, and a research paper.

- Two independent clauses can also be combined as a simple sentence using the phrase **in the same way**.

The biology teacher expects a lot of hard work from her students **in the same way** the algebra teacher does.

2 Combine the pairs of sentences to make comparisons and contrasts.

1. likewise

- A MOOC student receives his or her assignments via the Internet.
- Tommy and Margie's computer is their teacher, and it tells them what to do and study.

MOOC students are taught and submit papers via the Internet; likewise, Tommy and Margie also are taught via the computer.

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2. in the same way

- Professor Duneier enjoyed the new course delivery method of a MOOC.
 - The MOOC students were excited about the use of educational technology in their sociology course.
-
-

3. similarly

- Margie thought a man couldn't know enough to be a teacher.
 - Professor Duneier was worried he wouldn't be able to effectively teach students from so many different countries.
-
-

4. on the other hand

- Margie wanted to go to a traditional school like in the old days.
 - Many students today are tired of traditional school and want to incorporate distance learning in their education.
-
-

5. in contrast

- Many of Professor Duneier's MOOC students chose his course instead of a traditional sociology course.
 - For others, the choice was his MOOC or no sociology course at all.
-
-

6. while

- *The Fun They Had* describes the future as it was imagined in 1951.
 - "Teaching the World from Central New Jersey" describes a present that may seem futuristic to some people.
-
-

3 Work with a partner. Read the paragraphs. Decide where the writer is comparing and where he or she is contrasting. Add transitions or subordinators of comparison or contrast to each paragraph to make the writer's meaning clear. Discuss which type of organization requires more transitions and subordinators.

1. I am taking five courses this semester. I am happy with all my teachers.

_____, my English and history teachers are definitely my favorites. They are both extremely enthusiastic and knowledgeable about their subjects. For example, my English teacher, Mr. Dadio, has recently received an award for his teaching. _____, my history teacher, Ms. Mantell, also clearly knows her subject. In fact, she has written history textbooks that are being used by many school systems. They both have a good sense of humor. Mr. Dadio likes to joke with the students, which helps us relax. _____, Ms. Mantell's witty comments also help reduce the stress many students feel because of our school's demanding curriculum. Both teachers insist that we work hard, and we do. _____, the type of work that they give is different. Mr. Dadio expects us to read complete novels in only a couple of days, and he grades us on our essays comparing the characters or plots. _____, Ms. Mantell expects us to read a chapter every two classes, and, instead of grading us on papers, she gives us tests that are usually short answer or multiple-choice questions. Despite their differences, they are both excellent teachers.

2. Each new level of education brings new challenges and demands to students. Moving from high school into college can be especially difficult because of the freedom students experience in college along with a new set of expectations.

In high school, students usually live at home, and their parents take care of all their physical needs such as food and housing. Students do not usually have to shop for their food, take time to pay bills, or even do their own laundry. Parents are also there to help with and make sure that the student's homework is done. During the school day, students rarely have free time. They go directly from one class to the other. Teachers are always around to tell the students what to

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do. Finally, the work itself is not so challenging. Students can often complete their homework and reading in a short time.

_____, in college, students often live away from home in dorms or apartments. They may be responsible for shopping, paying bills, and laundry. They also may have to cook their own meals. Their parents are not around to help with homework or even to check that it has been done. _____ to students in high school, students in college may have a lot of free time between classes, but must discipline themselves to use this time productively for homework and other assignments. Most important, college requires a higher level of thinking and a lot more work than high school.

3. My old school in Lima was very small. _____, my school In New York is gigantic. There were only about 75 students in my Lima school, and we all knew each other well. The teachers knew every student by name. _____, in New York there are over 1,400 students, and the immense halls are filled with unfamiliar faces, male and female. _____, my school in Lima was only for boys; girls went to another school. In Lima, we spoke only Spanish at school _____ here we mostly speak English but sometimes Spanish. The teachers in Lima were very good and always were able to answer any question that we had. _____, in New York the teachers are also excellent. Use of technology is another difference between the two schools. We had very little technology in Lima. There were only a couple of computers in the whole school, and students rarely got to use them. _____, in New York, every student is given a laptop at the beginning of ninth grade, and assignments are posted on class websites. In fact, I often e-mail my homework and questions to teachers. I like school in New York, but sometimes I miss the intimacy of my old school.

- 4** Look at your first draft. Add comparison-and-contrast transitions and/or subordinators as needed.

EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your essay. Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you use some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then submit your essay to your teacher.

FINAL DRAFT CHECKLIST

- ☐ Does the essay have an introduction which includes relevant background information about the two educational experiences?
- ☐ Does the essay have a thesis statement that indicates how these experiences are similar and different?
- ☐ Does your essay clearly follow a point-by-point or block organization?
- ☐ Does the essay use effective subordinators and transitions to show comparison and contrast?
- ☐ Does the essay include specific details and examples to illustrate the similarities and differences?
- ☐ Does the essay have a conclusion summarizing the main ideas of the essay?
- ☐ Does the essay use reported speech?
- ☐ Have you used vocabulary from the unit?

UNIT PROJECT

Distance education has changed substantially since it was first used in 1728. Many different models have been used over the last three centuries. You are going to work in a small group and choose a model of distance learning. The model you choose can be from the past and does not have to be used currently. You will write a report about the model based on your research. Follow these steps:

STEP 1: Research a current or past model of distance learning. Go to the library or use the Internet to do your research.

STEP 2: Prepare a list of questions you would like to find answers to as you research distance learning. Divide your questions among the members of your group and conduct your research. Some possible questions could include:

- How long has this model of distance learning been in existence?
- Where and how did it originate?
- How is the course delivered? What technology is necessary?
- Do/Did students have to be in “class” at a specific time?
- Where does/did student learning take place?
- How do/did students and teachers interact?
- Can/Could students interact with other students? If so, how?
- Where are/were the students from?
- Who is/was allowed to take the course? Do/Did you have to be a high school graduate or enrolled in college?
- What is/was the cost of the course?
- Do/Did students receive credit for the course?

STEP 3: Share your research with your group. Combine your information and write a report using this outline.

Part I: Introduction

- A brief introduction to your topic (distance learning)
- An explanation of what information you were looking for (your original questions)
- An explanation of where and how you found your information

Part II: Results

- The information you collected and the answers to your questions

Part III: Conclusions

- Final conclusions and opinions about distance learning

STEP 4: Present your report to the class.

ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary and grammar from the unit.

1. Different subjects require different teaching methods. Do you think any subject could be effectively taught as a MOOC, or are certain subjects more easily adapted to the MOOC format? Explain.
2. How do you envision education in the future? Do you think the traditional classroom with one teacher, 20–25 students, and a chalkboard is a thing of the past? What role do you think technology will play in education in the future? What effects will these changes have on the student?

 **GO TO MyEnglishLab TO WRITE ABOUT ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT A HOLIDAY FROM HOMEWORK, AND TAKE THE UNIT 7 ACHIEVEMENT TEST.** 