



◆ 丁燕蓉 编著

# 大学英语

## 阅读与思辨

1

**C**ollege English:  
Critical Reading and Thinking



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## 前 言

大学英语教学对于大学英语教师而言一直都是一项挑战,特别是在选用教材方面,现有的教材要么不理想,太脱离实际应用,要么缺乏系统性,导致教学效果不理想。许多大学生学习英语的方式还停留在背一背四、六级词汇,以应对四、六级考试,背一背大学英语教程的词汇,以应对课程期末考试的水平上。而学生在大学学了两年后,常常感觉英语水平没有进步反而退步了,特别是被要求围绕某个话题——即便是与自己的学习、生活息息相关的话题说点什么或者写点什么时,往往会遇到如下情况:(1)往往不知如何把比较宽泛或者大的话题缩小,只是围绕这个话题泛泛而谈,说不到点子上;(2)不知如何表达,只会采用传统的三段式表达法[别人的观点是什么→自己的观点是什么(为什么)→结论,这种正反两面观点都要兼顾的表达法,在有限的时间内往往达不到分析深入、到位的效果];(3)想要表达某种想法,却发现词汇储备不够;(4)有了想法,却拿不出有力的证据和数据(同样,到国外学习时,课堂上老师穿插讲解一些社会、历史、文化现象等,中国学生往往听得似懂非懂,更不用说在表达时引用国外相关的例证,或者在参加一些国外考试,面对外国主考官时,在利用论据方面往往处于劣势,拿不到高分)。

针对以上困境,编者力图从学生本身的学习、生活和相关的话题入手,以引导学生自主学习和自我表达,这样的教学设计和教学方法为本教材的主要特点。它的主要目标是:提供的讨论话题跟学生密切相关,并且提供原汁原味的,能够增加知识面、激发思考的,由有相关经历或研究的学者或者资深人士撰写的英语原文,培养学生对东、西方文化差异的认识;同时,从增强学生对于语法结构的认识和扩大与主题相关的词汇量入手,提高学生的英语阅读理解能力与技巧;加强对英语语言和例证的运用,从而提高学生的口头和书面表达能力。它的主要学习对象是:在掌握基本语法结构的同时,词汇量达到 5 500 个单词和 1 200 个词组,其中 2 200 个单词为积极词汇,想进一步提高英语水平,尤其是口头和书面表达能力的学生。

整个教材的内容编排如下:

**话题和导入:**话题的选择跟学生目前的学习、生活、社交以及将来毕业后要面临的就业和生活等有关,另外一些话题属于热点话题,例如全球化对街头着装的影响以及成为名人、政客撒谎、书店的存活、人是否越来越笨、人类的创造力是否濒临丧失等问题,这样可以激发学生的思考和探索。每一个单元都有一个话题和导入,相当于告诉学生在什么样的背景下产生了该话题;也可以把导入看作是对一个较为宽泛的话题的展开。

**篇章:**每一个话题包括 5 个篇章,这些篇章都由对该话题有亲身体验或对此有研究的学者、资深人士所写。每个篇章都有自己的题目,即代表作者的观点,并且围绕本观点,作者会在篇章中论述和证明该观点,并且给出相应的数据和例证。这些篇章围绕同一个主题从不同的角度来论述不同的观点,这是非常值得学习的。

**生词、短语和表达法:**所有生词、短语和表达法都经过精心挑选,并提供中文解释。有的词汇看似熟悉,但它的意思在本篇章中有较大的变化,例如 dumb,在一般情况下是个形容

词,意为“哑的”或者“愚蠢的”;但在本教材中出现的 *dumb down their curricula* 里,却是个动词,与 *down* 构成动词词组,意为“简化”,类似这样的词汇本书都仔细地进行了标注。又如 *advantages and disadvantages* 这样常见的,甚至在写作中被过于频繁使用的词汇,对于它的近义词 *blessings and curses* (“优缺点”)也特别进行了标注,以便学生进行比较学习和运用。

**注释:**大部分篇章讲述的内容都与国外的社会文化生活现象有关,作者在阐述论证自己的观点时都会引用一些相关的例证,而这些例证又往往涉及国外的一些历史、文化、社会改革、名人、社会生活等等。本教材对这些现象一一作了中文注释,一则帮助学生节省查找资料的时间;二则让学生了解国外的社会历史、文化生活现象,并且跟我国的情况进行对比;三则帮助学生了解这些资深人士在表述自己的观点时都引用了哪些例证来加强说服力;四则将来学生参加一些考试面对国外的考官时,可以考虑采纳相关的例证。

同样,本教材所配套的练习大部分都是为了拓展学生的思维,培养他们的口头和书面表达能力,所以其答案是开放式的,主要是学生对于篇章学习和运用的产物与结果。

**语言点的掌握:**词汇、语言点是任何一种语言的基础,要学好一种语言,对它的词汇和语言点的掌握和运用是至关重要的。本教材有别于其他教材,侧重于表达,侧重于理解、积累和产出。(1)头脑风暴:每一单元都有一个主题,因而就有相关的主题词。练习部分要求学生写出或者说出本单元的所有篇章(包括话题和导入部分)中与本主题词相关的表达法——同义的、反义的,或者相关的。这样的练习要求学生深入细致地阅读文本,同时进行归纳总结,最后还要能够说得出来甚至写得出来。这有助于学生在学习英语的过程中,注重心理词典的积累以利于对某主题的相关词汇的提取和运用。对于同一个意思,可以即时地变换各种说法和表达法,或者换个角度来阐明。(2)句子的记忆:这部分练习是基于模因理论而设计的。许多学生的口语和写作水平无法提高,原因是头脑中没有存储一定的句子,不知如何正确使用某个词汇,因此就无法表达正确的思想。而实践表明,任何创造性的语言使用都是在模仿的基础上进行的,先模仿而后创新,没有模仿和继承,就谈不上创造和创新。重要的是,“模因”复制的前提是要有可复制的“模因”,而本教材的篇章文本都是地道的表达法,是非常好的“模因”。学生可以根据自己的实际情况,挑选一些“模因”句子,其原因可能是某个句子的表达法较为复杂,可以对它进行理解记忆;或者某个句子简单,表达的意思令人回味,自己怎么都写不出这样言简意赅的句子来;或者某个句子看似“中式英语”,没有读过这个篇章之前,因为担心不地道,自己不敢使用,现在看了别人的使用,自己以后也敢大胆表达了。(3)编故事:有了地道的“模因”,就可以进行复制或拓展。这部分练习精心挑选了部分生词、词组,特别是比较新颖的表达法,例如 *on the pro side...on the con side* (比较 *on the one side... on the other side*),要求学生发挥一定的想象力,运用这部分词汇编一个故事,注意语法、连贯性、逻辑等。这样有助于学生现学现用,同时也可以教会学生结合不同的语境,在同一语言形式中嵌入不同的内容,组成新的模因复合体,从而提高他们的言语产出能力。

**翻译:**学习英语的同时,不能忘了母语。而实际上,母语水平也会影响英语学习。除了一些谚语和习语以外,这部分练习所采用的句子不局限于句子的长短,而是精心挑选了一些句子,这些句子含有学生翻译时不知如何处理的细节,例如破折号、插入语等。这种练习不仅重在提高学生的翻译技巧,而且翻译时对两种语言的表达法、结构等进行分析、比较,可以提高学生的英语表达能力。





**讨论:**这部分的练习是为了让学生讨论每个单元的主题思想,可以锻炼学生的思辨能力。同时,也为学生提供了一个练习从篇章里学到的词汇和词法的好机会。(1)Yes or No:这部分练习给出了每个单元5个篇章的主要观点,要求学生判断是否同意其观点,重要的是给出相应的理由。(2)Refutation(驳论):这部分练习既要结合篇章的内容,又要联系相关的背景知识和例证。即学生要自己找出篇章中的某个论述,并想出相关的例证来反驳其观点。这样的练习有利于训练学生的思辨能力。

**写作:**学习了从不同的角度来论述同一个主题的5个篇章,了解了不同作者的观点和所给的数据、例证,并且掌握了与主题相关的表达法,包括词汇和句子之后,就该是把言语加以应用的时候了。教材里很多观点是从外国,特别是从美国的具体情况说起,中国学生可以结合中国的实际情况加以论述,从东、西方的差异入手,努力搜寻相关的例证,真正达到把自己的观点表述清楚,文章有据可循而不是泛泛而谈的目的。

总之,本教材从选材到练习的编写都是为了能够提高学生的言语产出能力。在结合阅读的基础上,重在突出口头表达和书面写作能力,目的在于努力改善大学英语教与学中存在的问题。



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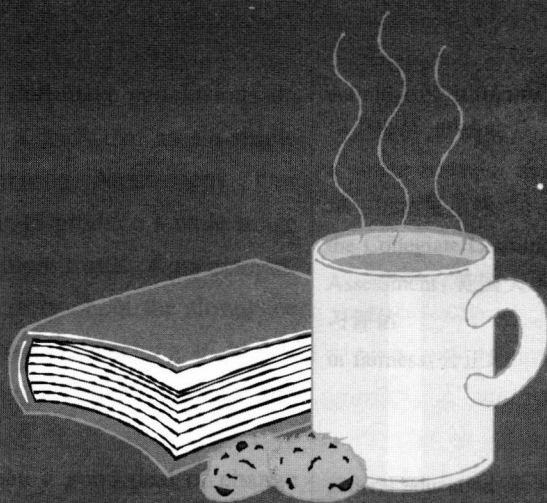
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# Theme **1**

## University Life





# 1

## Does College Make You Smarter?

First there was the news that students in American universities study a lot less than they used to. Now we hear, in a recent book titled *Academically Adrift*, that 45 percent of the nation's undergraduates learn very little in their first two years of college.

The study, by two sociologists, Richard Arum of New York University and Josipa Roksa of the University of Virginia, also found that half of the students surveyed did not take any classes requiring 20 pages of writing in their prior semester, and one-third did not take any courses requiring 40 pages of reading a week.

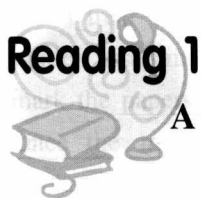
The research has come in for some criticism. But a larger question is: Have colleges, in their efforts to keep graduation rates high and students happy, **dumbed down** their **curricula**? If they have, who is to blame? What should parents and federal taxpayers do?

*Academically Adrift*: 《学术漂泊》

dumb down: 简化

curriculum: [ kə'rikjələm ]

n. 课程 (复数形式为 curricula 或 curriculums)



### Reading 1

#### A Different Type of Student

by C. Kent McGuire

We should be careful about reaching **definitive** conclusions on the quality of undergraduate education from a study that uses a **single outcome measure**, the **Collegiate Learning Assessment**. Our diverse higher education marketplace claims to produce a wide range of outcomes which **in fairness**, require multiple forms of assessment. That said, *Academically Adrift* is in fact a story about the slow pace of curricular change, a story about the status of teaching in higher education and ultimately a story about today's college students and there is a lot to this story.

On the curriculum front, there has been a good deal of change in **general education**, the term for a university's **core curriculum**,

definitive: [ dɪ'fɪnətɪv ] *adj.*

决定性的, 明确的

a single outcome measure:

单一的测量指标

the Collegiate Learning

Assessment: 美国大学生学习评估

学习评估

in fairness: 公正地

general education: 通识教育

core curriculum: 核心课程

especially over the last decade. But this work is painfully slow, conceived with little engagement of the public and complicated by competing demands from the disciplines, each wanting more and more space in a fixed pie (roughly 120 credit hours). As a result, curriculum reform, often means adding new information and topics, but subtracting little. Over time, it is difficult for faculty or students to agree about what is important. It is even harder to make connections across the curriculum and, therefore, difficult to see themes that cut across the disciplines in ways that **line up with** what students see and experience **day-to-day**. So there is a relevance problem as well as a priority problem.

A bigger challenge is the nature of teaching in the academy. Today's students live in a world of **hyper-connectivity** and information exchange. They receive their information in five-minute **episodes** and it comes in many **modalities**—sound, text, video. The typical college classroom is a “stand and deliver” environment that does not **foster** engagement, interaction or exchange.

We might wish today's student could tolerate this **dated** approach to instruction. But even if they could, the lives many lead do not conform to our conception of the traditional student. Setting aside the most selective schools and colleges, much fewer students are full-time. Many more are financially independent, work while attending school and have competing responsibilities at home. This is just to suggest that we are working increasingly with students who face competing demands for their time and attention.

I am actually encouraged by the growing attention by the higher education community to persistence and on-time graduation in undergraduate education. There is no way to meet new policy goals for college attainment if we don't. Giving students more advice and support and actually explaining to them what we expect them to do would go a long way toward improving student learning outcomes.

But unless or until we **warm up to** the possibility that curriculum and instruction in higher education need to adapt to a changing world, to new frontiers of content and especially to what we now know about how people learn, I doubt we will see big changes in engagement or learning. I am expecting the higher education community to take these findings and run with them, recognizing that public and private support for a system that has been the envy of the world depends on taking student learning more seriously.

discipline: [ 'dɪsəplɪn ] *n.* 学科

line up with: 跟……在同一条线上,跟……一致  
day-to-day: *adv.* 日常

hyper-connectivity: 超链接  
episode: [ 'epɪsəʊd ] *n.* 片断,间隔

modality: [ mə(ʊ) 'dæləti ]  
*n.* 形式,形态

foster: [ 'fɒstə ] *vt.* 培养; 养育,抚育

dated: [ 'deɪtɪd ] *adj.* 过时的

warm up to: 对……较感兴趣或较为热衷



## Reading 2



### Will I Be Able to Get a Job?

by Gaye Tuchman

I once thought my task was to increase the critical ability and intellectual imagination of my undergraduates. I piled on books and papers in small classes; my students handed in their work; I graded it.

Two decades ago, I discovered that I had erred: my job is to **stoke** the coal that propels my state's train. Echoing his predecessors and politicians around the country, last month **Governor-elect** Daniel Malloy told a crowd that this "university is a critical engine for the state's economy and our workforce. An **invigorated UConn** goes a long way to creating a more economically healthy Connecticut."

The 325 students who now populate my classroom have told me essentially the same thing. "Why are you here?" I ask them. "To get a better job," they tell me. It's a reasonable answer from **in-state** undergraduates paying as much as \$25 000. (The **out-of-state** cost is almost \$42 000, a "best value" according to **Kiplinger's**.)

I treat this large class differently. I assign a textbook, keep written assignments to a minimum, and hope my teaching assistants mark the papers quickly. The conditions of my work have changed. Once the most respected professors on campus were the best teachers; now they are the most productive researchers and **high-flying grant-getters**. Some colleges use teaching as punishment and assign extra courses to faculty who don't publish enough.

The students have changed, too. National statistics announce that they are from less wealthy backgrounds and borrow to pay tuition that (at public colleges) was once free; more of them graduate with a larger debt than the undergraduates of previous years. First-generation college students have long **had a vocational orientation**; but facing an uncertain economic future, today's students are more likely to ask, "What do I need to study for the exam?" What they really want to know is, "What do intellectual matters have to do with my life? Will I be able to get a job?"

stoke: [stəʊk] vt. 拨旺火  
governor-elect: n. 新当选的州长

invigorated: [ɪn'vɪɡəreɪtɪd] adj. 精力充沛的; 生气勃勃的

UConn: 康涅狄格大学

in-state: adj. [美国英语] 本州的

out-of-state: adj. [美国英语] 其他州的, 州外的; 从州外来的

Kiplinger: 基普林格, 一家华盛顿特区出版商

high-flying: adj. 雄心勃勃的

grant-getter: n. 项目主持人, 资金获得者

have a vocational orientation: 以职业为导向

## Reading 3



### Products of Rote Learning

by Leon Botstein

Why is anyone surprised to find that standards and expectations in our colleges are too low? High school graduates—a rapidly **dwindling** elite—come to college entirely unaccustomed to **close reading**, habits of disciplined analysis, skills in writing reasoned arguments and a basic grasp of the conduct, methods and purposes of science.

All many of them know is rote learning, and fear of **mediocre** standardized tests and grades. No vital connection between learning and life has been forged in our schools, much less any affection for voluntarily using one's mind in the rigorous, sustained and frequently **counterintuitive** way that leads to innovation and the advancement of knowledge.

But our colleges and universities do pitifully little about combating students' passivity and absence of curiosity. Some institutions are too proud to develop serious programs of **remediation**. The **prestige** of undergraduate teaching is at an all-time low. First- and second-year students are subjected to **bland** introductory courses taught primarily by graduate students. Or they choose electives from a **random array of courses** designed by faculty for their own convenience that **mirror** their own concerns, not a considered diagnosis of the needs and interests of students.

Research and graduate education dominate American higher education, **placing undergraduate education at the margins**. Since the specialized and competing interests of faculty from **disparate** fields seem hard to **reconcile**, all but a handful of institutions fail to have significant programs in undergraduate general education designed to equip students with serious skills, inspire them to raise their sights and help them discover what they might be interested in. Even colleges dedicated just to undergraduates routinely imitate the **balkanized** curricular structure of the graduate university.

America may still have the world's finest university system. But it is in danger. It is unreasonable to expect high standards and educational idealism to **thrive** on a **shaky and crumbling** foundation

rote learning: 死记硬背

dwindle: [ 'dwɪnd (ə) l ] v.  
(使)减少; (使)变小; 使缩小

close reading: 研读, 看得仔细

mediocre: [ ,mi:di'əʊkə ] adj.  
普通的; 平凡的; 中等的

counterintuitive:  
[ ,kaʊntərɪn'tju: ɪtɪv ] adj. 违反直觉的

remediation: [ rɪ.mi:di'eɪf(ə)n ]  
n. 补救; 矫正; 补习

prestige: [ pre'sti: (d) ʒ ] n.  
威望, 声望; 声誉

bland: [ blænd ] adj. 乏味的;  
温和的; 冷漠的

a random array of courses:  
一系列的随机课程

mirror: [ 'mɪrə ] vt. 反映

place sth. at the margins:  
把……边缘化

disparate: [ 'dɪsp(ə)rət ] adj.  
不同的; 不相干的; 全异的

reconcile: [ 'rek(ə)nsaɪl ] vt.  
使和解; 调解; 使顺从

balkanize: [ 'bɔ:l kənəɪz ] vt.  
使分裂成若干对立的小国;  
使割据

thrive: [ θraɪv ] vi. 繁荣, 兴旺;  
茁壮成长

shaky and crumbling: 摇摇欲坠的, 破碎的



of elementary and secondary schooling. Yet it is wrong just to blame students and high schools. Higher education must set the standards for schooling below college.

Colleges and universities have walked away from that responsibility. They have responded **pusillanimously** to the trend to rank institutions not by criteria of academic **rigor** but by graduation rates, encouraging institutions to hold on to students at all costs lest there be the **specter** of **attrition**. The irony is that by making it easier to graduate, the rates of completion still continue to fall both at four- and two-year colleges. The low level of **political discourse** in the country today, in an era when more Americans than ever before have finished high school and college, should be enough of a reminder that just giving out diplomas, the way **the Wizard of Oz** did to the **Scarecrow**, is not good enough.

But before we enter another cycle of that convenient game of blaming teachers and educators, let us remember that the culture in which colleges operate hardly inspires love and respect for the life of the mind. Quick fame and easy wealth **trump** the disciplined and sustained pursuit of knowledge. But that reality should define the task and not **let colleges and universities off the hook**. Colleges and universities should help raise standards in high schools, concentrate on **fashioning** distinct, rigorous and engaging undergraduate programs of study, and reward teaching.

We must set the bar of achievement higher without fear of criticism. Despite some appearances to the contrary students who now go to college and **incur** the expense of time and money do want to excel. We just need to pay serious attention to them and deepen their motivation and resolve.

## Reading 4



### The Winner: A Liberal Education

by Sean Decatur

*Academically Adrift*, the new book by Richard Arum and Josipa Roska, has **ignited** a much-needed debate about the college or university as learning environment.

Yet two interesting and significant findings from this study lie just below the results that have **garnered** sensational headlines:

pusillanimously:

[ˌpʊsɪlˈænɪməsli] *adv.* 胆怯地, 怯懦地; 优柔寡断地

rigor: [ˈrɪɡə] *n.* 严厉; 精确; 苛刻;

specter: [ˈspektə] *n.* 幽灵

attrition: [əˈtrɪʃ(ə)n] *n.* 摩擦; 磨损; 消耗

political discourse: 政治话语

the Wizard of Oz: 奥兹, 美国童话《绿野仙踪》中的男巫

Scarecrow: 稻草人, 美国童话《绿野仙踪》人物

trump: [trʌmp] *vt.* 胜过

let sth. off the hook: 让……逃脱责任

fashion: [ˈfæʃ(ə)n] *vt.* 使用; 改变; 做成……的形状

incur: [ɪnˈkɜː] *vt.* 招致, 引发; 蒙受

ignite: [ɪgˈnaɪt] *vt.* 点燃; 使燃烧; 使激动

garner: [ˈɡɑːnə] *vt.* 获得; 储存

students who take traditional liberal arts and science courses **fare better** in terms of the increase in skills measured by the Collegiate Learning Assessment than students who take undergraduate courses in more pre-professional fields; and courses demanding more work from students (for example, courses with larger quantities of reading or writing required) tend to raise learning more.

These two findings are not surprising. Colleges and universities embracing the core values and methods of **liberal education**, successfully tested and sharpened for centuries, challenge students to understand and examine the world around them from a range of different perspectives and methodologies, and to master at least one core disciplinary area in detail.

Faculty challenge students to address big ideas and questions in courses that involve substantial engagement with critical analyses of **canonical** texts from diverse traditions, with creative expression in **the fine arts**, and with the construction of explanations for natural and social phenomena through the natural and social sciences.

Strikingly, liberal education is not only effective at enhancing students' learning, but also in producing college graduates well-equipped for the challenges of the economy in the 21st century. Studies in **the Liberal Education and America's Promise** initiative of **the Association of American Colleges and Universities** have shown that the essential learning outcomes of a liberal education **are aligned with** the skills most desired in prospective workers by private sector employers.

As policymakers continue to search for means to make higher education a drive for entrepreneurial innovation and economic transformation, they should not lose sight of the central value of the traditional liberal arts and sciences—topics all too often overlooked in favor of applied or pre-professional fields—in the development of the students' mind.

fare: [ feə ] vi. 经营; 进展;  
遭遇; 过活  
fare better than; 更好, 更胜

liberal education: 全人教育;  
通才教育; 通识教育

canonical: [ kə'nɒnɪk (ə) l ]  
adj. 有权威的; 公认的; 典范的

the fine arts: 美术

Liberal Education and  
America's Promise (LEAP):  
全人教育与美国承诺, 是一个全国性的计划

the Association of American  
Colleges and Universities: 全美学院及大学联合会, 简称  
AACU 或 AAC&U

be aligned with: 跟……联盟, 跟……一致

## Reading 5



### No Work, All Play, No Job

by George Leef

The new book *Academically Adrift* has recently caused a national sensation over a serious problem that has actually been







brewing for several decades: for many young Americans, college is not about learning.

Owing to the generally weak state of K-12 schooling, most high school graduates are not accustomed to serious academic work. They enroll in college with the expectation that it will be a continuation of K-12, that is, **undemanding**. What most of them want is just a **credential attesting to** their **employability**, accompanied by as much fun as possible. At many colleges and universities, students who are academically weak and disengaged constitute the **bulk** of the student body, enjoying themselves at the expense of their families and taxpayers.

Wishing to keep such “students” happy and enrolled, many schools have **acquiesced** in or even encouraged the faculty to lower academic standards. High grades are encouraged lest students get angry and drop out when graded on their true performance. Intellectually **vapid** courses and programs that will attract customers have **proliferated**. Professors who would rather devote their time to their own career-advancing research projects often **strike an implicit deal with** their students: don’t expect much of my time and I’ll keep the course easy and the grades high. Of course, administrators still **pay lip service to** academic excellence, but most would rather let it slide than wave good-bye to some money.

Thus, what **passes for** “higher education” is often just a costly experience that adds nothing to the individual’s knowledge and skills. Large numbers of young people who have college degrees **wind up** doing jobs that high school students could easily learn and because we have such a **glut** of graduates in the labor force, many employers now demand that applicants have degrees even for **mundane** jobs. And in the mistaken notion that the country needs to have far more people going through college, the federal government is making it easier for students to borrow the money for it. Consequently, we will lure more marginal students into college, further increasing the pressure to lower standards.

It has been accurately said that college is the new high school; the way we are going, soon it will be the new middle school.

undemanding:

[ˌʌndrɪˈmændɪŋ] *adj.* 要求不高的; 容易的; 不严格的

credential: [ˌkrɪˈdenʃ(ə)l]

*n.* 证书; 凭据; 国书

attest to: 证明; 证实

employability:

[ɪmˌplɔɪəˈbɪləti] *n.* 受雇就业能力; 受聘价值; 可雇性

bulk: [bʌlk] *n.* 大部分; 大块; 体积, 容量

acquiesce: [ˌækwɪˈes] *vi.* 默许; 默认

vapid: [ˈvæpɪd] *adj.* 无趣味的; 无生气的; 索然乏味的

proliferate: [prəˈlɪfəreɪt] *vi.* 激增; 增殖; 扩散

strike an implicit deal with sb.: 跟某人达成默契

pay lip service to: 嘴上说得好听; 口头上承认

pass for: 冒充, 假扮; 被认为

wind up: 结束; 使紧张; 卷起; (非正式) wind sb. up 忽悠某人

glut: [glʌt] *n.* 大量

mundane: [ˈmʌndeɪn] *adj.* 世俗的, 平凡的; 世界的, 宇宙的

## Notes:

1. *Academically Adrift*: 《学术漂泊》, 理查德·阿鲁姆和乔斯帕·洛科萨出版的书。书中, 他