

Skills Used Across the Curriculum

Reading 1 and Writing 1 B

Read the excerpt from "Advantages of Being Bicultural" Posted Apr 19, 2013 on *Psychology Today* by Francois Grosjean Ph.D.

Biculturals take part, to varying degrees, in the life of two or more cultures. They adapt their attitudes, behaviors, and values to these cultures and they combine and blend aspects of the cultures involved (see here).

It has long been known that there are many advantages to being bicultural such as having a greater number of social networks, being aware of cultural differences, taking part in the life of two or more cultures, being an intermediary between cultures, and so on. Recent research shows that biculturals are also characterized by greater creativity and professional success.

In a recent paper, comprising three studies, researchers Carmit Tadmor, Adam Galinsky and William Maddux compared the results of bicultural participants to those who were not bicultural. In the first study, MBA students at a large business school in Europe who had lived abroad for an average of four years were given a creative uses task. They were shown the picture of a brick and were given two minutes to write down as many creative uses of it as they could think of. When three components of creativity were examined, the biculturals exhibited more fluency (they generated more ideas), more flexibility (they generated a greater number of ideas), and more novelty (they were more creative in their suggestions).

In a second study, the researchers examined how biculturalism affects real-world innovations in a group of MBA students at a business school in the United States. Here again the participants had lived abroad and came from different countries of origin. The study examined how many new businesses the participants had started, how many novel products or services they had invented, and how many breakthrough process innovations they had created. Biculturals once again did better than the other participants.

Finally, in a third study, the question asked was whether being bicultural leads to professional success (as measured by the rate of managerial advancement), and to an increase in managerial reputation (as judged by peers). This time, the group of participants were Israeli professionals in the United States who had worked on the West Coast, primarily in Silicon Valley, for slightly more than eight years on average. What was found is that biculturals achieved higher promotion rate and had more positive reputations than those who were not bicultural.

Make a **claim** based on the excerpt.

<p>Choose a quote from the excerpt that supports the claim, then write it in evidence format.</p> <ul style="list-style-type: none">● Be sure to include a lead in, quote, and citation.	
<p>Elaborate using two different techniques from the Effective Body Paragraph Format handout.</p>	<ol style="list-style-type: none">1.2.

CER: Claim, Evidence and Reasoning Sentence Starters

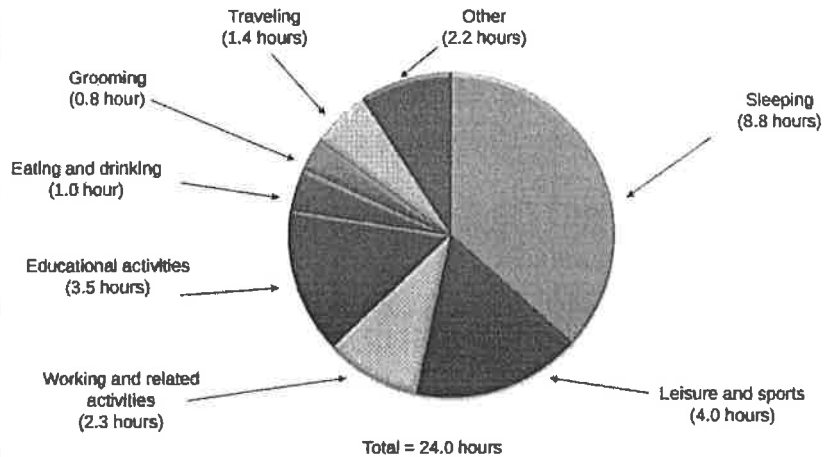
❖ To use when writing your science conclusions.

<p>Claim</p>	<ul style="list-style-type: none"> ● State a direct answer to the question/ prompt based on data-use keywords. ● Consider writing this AFTER studying the evidence when you start to form an argument in your mind about what is happening or accurate. 	<ul style="list-style-type: none"> ● It was observed that _____ ● When _____ and _____ were compared... ● When _____ happened, it was noted that _____ ● The effect of _____ on _____ is_____. ● Avoid using "I believe..." or "I think..." and do not start with "yes" or "no".
<p>Evidence</p>	<ul style="list-style-type: none"> ● Provide reliable information that supports the claim. ● Data are observations, measurements, or results from an experiment. ● Notes: Use information from expert sources. ● Use specific examples ● Use numbers and data table information 	<ul style="list-style-type: none"> ● In the data/text _____ ● Evidence that supports the claim includes _____ ● Evidence that supports _____ is _____ ● _____ is true because _____ (justification) ● One example from the text (observation) _____ ● The text states _____
<p>Reasoning</p>	<ul style="list-style-type: none"> ● Cites the scientifically accurate reason and connects this to the claim. ● Explains why the evidence supports the claim ● Includes general scientific principles, background/ prior knowledge ● Uses scientific vocabulary appropriate to the topic 	<ul style="list-style-type: none"> ● Based on the evidence, it must be concluded that _____ (restate claim) because _____ (appropriate evidence). ● The most logical conclusion that can be drawn from this evidence is _____ because _____ . ● These facts _____ (rephrase your evidence) illustrates that (rephrase your claim because _____ (your analysis). ● This is significant because.. (explain why in a way that directly relates to the claim). ● All of this proves that _____ (rephrase the claim) because (your analysis) ● The reason this happened is _____

Skills Used Across the Curriculum- CER Activity

Look at the chart of the results from the United States Department of Labor's "American Time Use Survey" for students.

Time use on an average weekday for full-time university and college students



NOTE: Data include individuals, ages 15 to 49, who were enrolled full time at a university or college. Data include non-holiday weekdays and are averages for 2011-15.

Make a **claim** based on the chart.

Cite specific **evidence** from the chart to support your claim.

Explain your **reasoning** using techniques from the CER handout.

Great Transitions

Transitions are like bridges between your ideas--they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

If you are adding information or showing similarity between ideas:

- Additionally
- In addition
- As well as
- Besides
- Also
- Another
- So too
- Likewise
- Furthermore
- First of all/Secondly
- To begin with
- Finally

If you are showing that one idea is different from another:

- However
- Yet
- But
- Even though
- Despite
- Although
- In contrast
- Still
- In spite of
- On the one hand/ on the other hand
- Some people say/ other people say
- Regardless

If you are showing that something is an example of what you just stated:

- For example
- For instance
- To illustrate
- Namely
- This can be seen
- Specifically

If you want to show cause and effect:

- As a result
- It follows that
- Consequently
- Therefore
- So
- Eventually

If you want to add emphasis:

- In fact
- Of course
- Truly
- Even
- Indeed

Effective Body Paragraph

Claim

- a specific, focused statement of the main idea or argument of the paragraph that will be supported with evidence later in the paragraph.

Evidence

- *(at least 2 per paragraph)*
- facts to support your claim that come directly from a text. Evidence should always include a lead in, quote, and citation.

Elaboration

- *(at least 2 per paragraph)*
- uses one of the following methods to fully explain the importance of the evidence or apply it to a real life situation

<ul style="list-style-type: none">● Examples (anecdotes)● Problem and solution statements (One solution to ... is ...)● Comparison (This is just like...)	<ul style="list-style-type: none">● Rhetorical questions and answers (One may ask...? The answer is ...)● Cause and effect statements (If... then...)
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Wrap Up with Transition:

- Closes the paragraph by rephrasing the main idea, drawing a conclusion, and helping to lead to the the next paragraph.

Effective lead ins combine at least two of the following to introduce a piece of evidence (quote) from a text:

- Who are the pronouns referring to/ who is being discussed?
- What event occurred before this quote or what topic/issue is being discussed?
- Where is this taking place?
- When was this information found/presented or when did the event take place?
- Why did the event/situation occur? What caused it?
- How did the event/quote/situation occur?

