Social Networking or Antisocial Networking

Developed by Roberta Ching

Reading Selections for This Module


Supplementary Reading


Reading Rhetorically

Prereading

Activity 1

Getting Ready to Read

A social network is a website that allows people to form a community of friends online. Facebook and Club Penguin are social networking sites. They are also called social media. Answer the questions below with Y for Yes, N for No, and NA for Not Applicable. Your name will not be on the survey.

______ 1. I spend more than seven hours a day using social media—using a computer, listening to an MP3 player, watching TV, texting, or playing electronic games.

______ 2. I use social media mainly to stay in touch with my friends at school.

______ 3. I would rather talk to my friends using social media than in person.

______ 4. My parents are friends on my social networking site.

______ 5. My parents enforce rules about how much time I can spend using electronic media.
6. The people I’m friends with on my social networking site are mostly the same people I’m friends with face-to-face.

7. Using social media makes it harder for me to make friends face-to-face.

8. Electronic media helps me express who I really am.

9. Electronic media helps me explore things that interest me.

10. My parents worry about how much time I spend social networking or texting.

11. I talk to my friends face-to-face on a daily basis.

12. I usually multitask when I’m using social media.

Activity 2

Getting Ready to Read: Talking about Statistics

Using the data from your class responses to the survey, complete the following sentences.

More than half of my classmates agreed that

__________________________________________________________.

Fewer than a third of the students in my class reported that

__________________________________________________________.

The majority of students in my class concluded that

__________________________________________________________.

Based on the results of the survey, we found that

__________________________________________________________.

Activity 3

Exploring Key Concepts

Before you read Healy’s “Teenage Social Media Butterflies,” discuss the following questions:

1. What do you think of when you hear the term “social media?”

2. “Social butterflies” are people who are very popular and move easily from one social group to another like butterflies that move from one flower to another. Why do you think Healy calls today's teenagers “social media butterflies?” How is that different from just being a social butterfly?

3. Based on the title, “Teenage Social Media Butterflies May Not Be Such a Big Problem,” do you think Healy believes that using social media is harmful to teenagers?
Activity 4  

**Surveying the Text**

- What do you think is the purpose of the article?
- The article was published in the *Los Angeles Times* on May 20, 2010. How accurate and up-to-date do you think the information will be?

Activity 5  

**Making Predictions and Asking Questions**

Write the answers to the following questions:

1. What arguments about social networking do you think you will find in Healy’s article?

2. Who is the audience for the *LA Times*? If a reader of the *LA Times* decides to read this article, what will he or she want to find out?

3. How will Healy try to persuade her readers that her claim about social media is right? (A claim is a key point that a writer wants her readers to believe.)

4. Turn the title of “Social Media Butterflies” into a question that doesn’t use the word “butterflies.” When you read the article, think about the question, and when you are finished reading, write down your answers.

Activity 6  

**Understanding Key Vocabulary**

Write a definition in your own words for each of the words in bold in the following sentences from Healy’s “Social media butterflies.” Use the clues in the sentence to figure out the meaning of the words.

1. But look beyond the dizzying array of beeping, buzzing devices, and the **incessant multitasking**.

   Context clue: *In-* is a prefix that means *not*. *-cess* sounds like “cease.”

   **Incessant multitasking** must mean

2. Far from **hampering** adolescents’ social skills or putting them in harm’s way as many parents have feared, electronics appear to be the path...

   Context clue: Since “*putting them in harm’s way*” is negative, “*hampering*” must be negative also.

   **Hampering adolescents’ social skills** must mean
3. 13- and 14-year-olds were found to interact on social network sites ... in ways that were consistent with their offline relationships and patterns of behavior.

Context clue: The article is arguing that social media friendships are similar to face-to-face friendships.

were consistent must mean

______________________________________________________________

4. Adolescents are largely using social networking sites to keep in touch with friends they already know, not to converse with strangers.

Context clue: Converse sounds like conversation.

To converse must mean

______________________________________________________________

5. Mills ... says she’s seen little to fret about—and much to cheer—on her periodic visits to her daughter’s Facebook page.

Context clue: The word “little” shows that “fret about” is the opposite of “cheer.”

To fret about must mean

______________________________________________________________

6. I think the majority of kids use it in ways that don’t jeopardize their well being.

Context clue: The title says that using social media may not be harmful to kids. And well being means being OK.

Jeopardize must mean

______________________________________________________________

Reading

Activity 7

Reading for Understanding

Read “Teenage Social Media Butterflies.” As you read, think about the predictions you made. You may notice words you worked with in the previous activities. As you look at the words, think about personal connections you can make with them and with the other words. Group them together if they relate.
Discuss the following questions with your classmates:

- How accurate were your predictions?

- When you read the whole article, did anything surprise you?

- Are there any parts of the article that you found confusing?

**Collaborative Reading**

Based on your teacher’s directions, use the notetaking guide below to record your discussion.

**Collaborative Reading Notetaking Guide:**

“Teenage Social Media Butterflies”

<table>
<thead>
<tr>
<th>Paragraph number</th>
<th>Essential terms</th>
<th>One-sentence summary</th>
<th>“Right there” question &amp; answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
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<td>4</td>
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<td>11-12</td>
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<td>14</td>
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</table>

**Mapping the Organizational Structure**

Map the organization of the text by taking the following steps:

1. Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?

2. Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know that the text has reached the conclusion?

3. Discuss in groups or as a class why the lines were drawn where they were.
Drawing Conclusions from Structure

4. How has the structure of the text helped make the argument clear, convincing, and engaging?

Noticing Language

Answer the following questions:

1. Describe a time when you have been terminally distracted.

2. According to Healy, who are probably the psychologically healthiest kids? Use “psychologically healthiest” in your answer.

3. Compare the way kids form friendships online to how they relate to each other offline. Use the word “interact” in your answer.

4. What are some characteristics of a well-adjusted teen?

5. Should parents have access when their kids use social media to communicate with friends?

6. Describe one important part of your identity.

Strategic Marking and Annotating of the Text

Bracketing: Newspaper articles like “Teenage Social Media Butterflies” often have very short paragraphs. This makes them easier to read in the columns of a newspaper; however, it means that an important step is to draw brackets ([ ] ) to show the paragraphs that belong together because they all deal with one main idea.

First Highlighting: Use a yellow highlighter to mark Healy’s article. Highlight the sentences, phrases, or words Healy uses to explain her main ideas.

Second Highlighting: Go through the text once more, this time with a pencil or different colored highlighter. Mark the sentences, phrases, or words that provide evidence or support for those ideas.

When you are finished, compare what you have selected to highlight with the choices a classmate has made. Then working together, mark the parts you both highlighted with a “+” or “−” sign to indicate whether the marked part indicates a positive or a negative effect of social media. Discuss the results with your partner and whether they confirm your predictions about Healy’s position.

Responding to the text: In the margins of the text, note your reactions to what Healy has said. You may make brief notes about the main ideas, agree, disagree, or question what he says. Here’s a place where you can use texting language if you want: OMG!
Postreading

Activity 12

Summarizing and Responding

Use the article with your annotations to help you write the summary and response.

1. Write a summary of the article (one paragraph). A summary is a shorter version of the text which contains all of the most essential information and nothing extra. Identify the title and author in your summary, and write the entire summary in your own words; do not quote.

2. Write a response to the article (one paragraph). A response is your personal reaction to the text. For example, what personal experiences have you had that cause you to agree and/or disagree? Why? Does the author make a particularly strong or weak argument? Explain.

Activity 13

Peer Response to Summary/Response

Exchange your summary and response paragraphs with a classmate. Carefully read each one and respond to the following questions.

Peer Response to Summary

1. Does the writer include the author’s name in the first sentence of the summary?  
   Writer: Include the author’s name.  
   Yes ____  No ____

2. Does the writer include the title of the article in the first sentence of the summary?  
   Writer: Include the title of the article.  
   Yes ____  No ____

3. Is the title in quotation marks?  
   Writer: Punctuate the title using quotation marks.  
   Yes ____  No ____

4. Does the first sentence clearly state the main idea of the article?  
   Writer: State the main idea in the first sentence. Make sure it is clear and accurate.  
   Yes ____  No ____

   You can improve your first sentence by

   ____________________________________________________________
   ____________________________________________________________

   5. Does the writer include all of the important ideas or supporting points from the article?  
   Writer: You left out an important point (specify which):  
   Yes ____  No ____
6. Does the writer use his or her own words?  
   *Writer: You used the author’s words instead of your own.*  
   Yes __  No ___  
   Give paragraph or line number: ______

7. Does the writer keep his or her own opinions out of the summary?  
   *Writer: You mentioned your own opinion in the summary. Remember to save your opinion for the response.*  
   Yes ___  No ___

**Peer Response to Response**

1. Does the writer choose one or two ideas from the article to respond to?  
   *Writer: Be sure to focus your response on the ideas from the article.*  
   Yes ___  No ___

2. Does the writer give some personal experience to show why he or she is responding to the article this way?  
   *Writer: Be sure to connect your ideas to your personal experience.*  
   Yes ___  No ___

3. Does the writer avoid summarizing information from the article?  
   *Writer: Don’t summarize in the response. Assume that the reader has read your summary.*  
   Yes ___  No ___

4. Does the writer give enough detail to explain why he or she agrees or disagrees with the idea from the article?  
   *Writer: Add more detail and explanation for your readers.*  
   Yes ___  No ___

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**Quickwrite**

Now respond to the following question:

**Quickwrite:** Are parents right to be concerned that 86% of kids use social media? Explain why or why not.

When you have finished writing, exchange responses with your partner. Write a response to what your partner wrote. You may agree or disagree, ask a question, or suggest additional ideas. When you have both finished, your teacher will share some of your joint responses with the whole class.
Activity 15

Thinking Critically

Discuss the following questions with your partner.

1. The people and organizations whose research is discussed in “Teenage Social Media Butterflies?” are listed below. How reliable do you think sources like these are? Why?
   - Amori Yee Mikami, University of Virginia psychologist
   - Kaveri Subrahmanyam, Cal State LA psychology professor and associate director of the Children’s Digital Media Center
   - Kaiser Family Foundation
   - The Pew Research Center
   - Study in the journal Developmental Psychology
   - Digital Youth Project, USC and UC Berkeley
   - Berkman Center for Internet and Society, Harvard
   - Sahara Byrne, Cornell University

2. What conclusions do they reach about the hazards of social media for teenagers? What are their final positions on whether the use of social media is hazardous for teenagers? How trustworthy do you think their conclusions are?

3. What piece of evidence did you find the most interesting? Are you persuaded by it? Why?

4. Thinking about your friends and acquaintances, do you think that good kids tend to stay out of trouble online and bad kids tend to take risks while using the internet?

5. What conclusion can you draw about kids who are not well-adjusted and do not go to their parents with problems? What advice would you give to their parents?

Activity 16

Thinking Critically—Quickwrite

Write a note of advice to parents whose kids are not well adjusted and who don’t go to their parents with problems.
Reflecting on Your Reading Process

You applied several strategies to get ready to read “Social Media Butterflies,” you used several others as you read, and finally, you talked and wrote about the article in order to evaluate Healy’s argument. This exercise is designed to help you become aware of the strategies you used to make sense of “Social Media Butterflies.”

- What activities helped the most to really understand the argument that Healy made in “Social Media Butterflies?”
- The next time you have to read a difficult text, what will you do?

Connecting Reading to Writing

Discovering What You Think

Taking a Stance

Now respond to the following question which asks you to take a stance on whether social media are harmful for young people:

**Quickwrite:** Imagine that Healy is sitting in a coffee shop having an argument with a group of other people about social media. What are those other people saying to her?

When you have finished writing, exchange responses with your partner. Write a response to what your partner wrote. You may agree or disagree, ask a question, or suggest additional ideas. When you have both finished, your teacher will share some of your joint responses with the whole class.

On-Demand Writing Assignment

You will have 45 minutes to plan and write an essay on the topic below. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be as well-organized and carefully written as you can make it.

Kids today are less interested in face-to-face communication with their friends than when I was growing up. I had one special friend. I spent all my time with her and told her all my secrets. Being friends with her allowed me to learn how to form strong relationships and express my emotions. Today exchanges with friends are more superficial and more public. When I was younger, I would be on the phone for hours at a time with one person. Today instant messages are often group
chats. And I have to tell you, Facebook is not a conversation. Today’s youths are missing out on experiences that help them develop empathy for others, understand different emotions, and recognize the meaning of facial expressions and body language. With children’s technical obsessions starting at ever-younger ages—even kindergartners play side by side on laptops during play dates—their brains may eventually be rewired, and those skills will fade further.

Adapted from Hilary Stout’s “Antisocial Networking?” New York Times, April 30, 2010

Explain Stout’s argument and discuss the extent to which you agree or disagree with her analysis and conclusion. Support your position, providing reasons and examples from your own experience, observations, or reading. Refer to the research in “Teenage Social Media Butterflies” and to the data from the survey that you completed at the beginning of this module as part of the evidence for your position.

Writing Rhetorically
Entering the Conversation

Activity 20

Composing a Draft

As you get ready to write, the first step is to carefully analyze the passage that you will be writing about. Answer the following questions:

1. What are the author’s major claims (assertions)?

2. Which claim is the strongest? The weakest? Has he or she left any out?

3. What guesses can you make about the author? Do you think he or she is trustworthy?

4. How does the argument affect you emotionally? Has the author tried to manipulate your emotions? How?

Now draft a possible thesis (a working thesis) for your essay. As you write your essay and figure out exactly what your argument is, you may want to go back and change your thesis.
Activity 21

Considering the Structure

When you write an argument essay, choose an approach to the subject that matters to you. If you have strong feelings, you will find it much easier to gather evidence and convince your readers of your point of view. Keep in mind, however, that your readers might feel just as strongly about the opposite side of the issue. The following guidelines will help you write a good argument essay.

Organize your essay so that it presents your position as effectively as possible. By the end of your essay, you want your audience to agree with you, so you want to organize your essay in such a way that your readers can easily follow. The number of paragraphs will vary depending on the nature of your assignment, but the following outline shows the order in which the features of an argument essay are most effective:

Introduction

- Background information
- Introduction of subject
- Statement of your opinion

Body Paragraphs

- Common ground
- Lots of evidence (both logical and emotional)
- Opposing point of view
- Response to opposing point of view

Conclusion

- Restatement of your position
- Call for action or agreement

Revising and Editing

Activity 22

Using the Words of Others

This exercise is designed to help you become aware of the language (underlined) that writers such as Healy use to talk about the writing of others.

1. But look beyond the dizzying array of beeping, buzzing devices, and the incessant multitasking, say psychologists, and today’s digital kids may not be such a disaster after all.
2. “So parents of well-adjusted teens may have little to worry about regarding the way their children behave when using social media,” Mikami added. “It’s likely to be similarly positive behavior.”


4. In January, the Kaiser Family Foundation reported that for more than 71/2 hours a day, American children ages 8 to 18 are tethered to computers, plugged into MP3 players, hooked to TVs, or possessed by video, computer or handheld games - and for much of that time, doing several at once.

5. But a recent study in the journal Developmental Psychology underscores the point that it is largely the kid, not the technology or even the time a kid spends using it, that seems to influence how safely he or she will navigate the digital world.

6. A three-year Digital Youth Project, undertaken by researchers from schools including the University of Southern California and the University of California-Berkeley, urged adults to “facilitate young people’s engagement with digital media” rather than block it, begrudge it, or fear it.

7. “The digital world is creating new opportunities for youth to grapple with social norms, to explore interests, to develop technical skills and experiment with new forms of self expression,” the group’s 2008 paper concluded.

8. And although she often has to “calm parents down” when she speaks to groups of adults about their kids’ digital lives, ultimately, she’s found, they come around.

Directions: Fill in the chart below with the verbs that Healy uses to introduce ideas or the exact words (quotations) of authors she is writing about.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. psychologists</td>
<td>say</td>
</tr>
<tr>
<td>2. Mikami</td>
<td></td>
</tr>
<tr>
<td>3. Megan Mills and her mother</td>
<td></td>
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<tr>
<td>4. the Kaiser Family Foundation</td>
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<tr>
<td>5. a recent study</td>
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<tr>
<td>6. A three-year Digital Youth Project</td>
<td></td>
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<tr>
<td>7. the group’s paper</td>
<td></td>
</tr>
<tr>
<td>8. she</td>
<td></td>
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</tbody>
</table>
When you write about the evidence in “Teenage Social Butterflies,” be sure to make clear whether a statement is being made by Healy or one of the other authors, and use a variety of verbs (not just “says”) to introduce their words and ideas.

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**Activity 23**

**Revising Rhetorically**

Write answers to the following questions to help you think about your audience, your purpose, your image as a writer, and your arguments and the evidence that supports them. Then revise your essay, and clarify and strengthen each of these areas:

1. Who will read your essay? What do your readers probably think or believe about your topic? How much background information will they need?
2. What is your purpose in writing? What questions are you trying to answer? What are you trying to accomplish?
3. What sort of image, or *ethos*, as Aristotle would say, do you want to project to your reader? How will you achieve it? What words or type of language might you want to use to help construct your ethos?
4. What are your main arguments? (Aristotle would call this “logos.”) What support do you have? For example, you can use facts, statistics, quotes from authorities, personal experience, anecdotes, stories, scenarios, and examples. What is your strongest evidence?
5. Are there any emotional appeals (pathos) you want to use?
6. If readers disagree with your thesis or the validity of your support, what would they say? How would you answer them?

You now need to work with the organization and development of your draft to make sure that your essay is as effective as possible.

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**Activity 24**

**Editing the Draft**

You now need to work with the grammar and mechanics of your draft to make sure that your use of language is effective and conforms to the guidelines of standard written English.

**Individual Work**

Edit your draft based on the information you have received from your instructor or tutor. Use the editing checklist provided by your teacher. The suggestions below will also help you edit your own work.
Editing Guidelines for Individual Work

• If possible, set your essay aside for 24 hours before rereading to search for errors.

• If possible, read your essay aloud so you can hear your errors.

• Focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read.

• With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.

• Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third.

• Use the dictionary to check spelling and confirm that you’ve chosen the right word for the context.

Editing Focus: Highlight the verbs that you have used to introduce quotations or paraphrases. Wherever you have used the word “say” or “said,” substitute a more specific verb. Refer back to the verbs that you identified in Activity 22 for possible alternative verbs, or select your own.

Reflecting on Your Writing Process

When you have completed your own essay, answer these seven questions:

1. What was difficult about this assignment?

2. What was easiest?

3. What did you learn about organizing your essay?

4. What did you learn about arguing by completing this assignment?

5. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.

6. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.

7. What did you learn from this assignment about your own writing process—about preparing to write, writing the first draft, revising, and editing?