

附件一：  
2024 年外研社 “教学之星”大赛  
教学设计方案  
(注：本表中请勿出现学校信息)  
一、基本信息

参赛组别	<input type="checkbox"/> 大学英语组 <input checked="" type="checkbox"/> 英语类专业组 理解当代中国”组
课程类别	<input type="checkbox"/> 大学英语通用英语课程 <input type="checkbox"/> 大学英语专门用途英语课程 <input type="checkbox"/> 大学英语跨文化交际课程 <input checked="" type="checkbox"/> 英语专业课程 <input type="checkbox"/> 翻译专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> “理解当代中国”读写课程 理解当代中国”演讲课程 <input type="checkbox"/> “理解当代中国”翻译课程
课程名称	基础英语写作（二）
教学对象	英语专业一年级学生
教学时长	40-45 分钟
教材名称	新时代核心英语教程写作
参赛单元	第 2 册 第 14 单元 （*单本教材仅填写单元信息）

二、单元教学设计方案

1、课程描述（介绍院校特色与教学对象特点，说明本课程时长及总体目标）

院校特色：  
Managed jointly by the Ministry of Education, the National Health Commission, and the provincial government, the university aims to train outstanding health professionals for national careers in health care. Our university has established good strategic cooperation and academic exchanges with medical universities and research institutes in the U.S., Russia, Canada, Australia, Sweden, and Japan. Our university has made significant changes to our teaching methods in recent years, with the goal of training students who possess a wide range of qualities, such as discipline knowledge, academic literacy, critical thinking, practical skills, global awareness, and social responsibility. Our university encourages teachers to create online platforms to facilitate students’ self-directed learning. At least one-sixth of the courses are used for this kind of learning.

教学对象特点：  
This course is designed for first-year undergraduate English majors who have acquired a relatively basic foundation in English grammar, vocabulary, and writing skills. However, students face numerous challenges during the critical transition from high school to university.

1. The social environment changes significantly. With the information explosion and the emergence of artificial intelligence (A.I.), students’ data literacy is now a vital goal. They must adapt to this significant change and use A.I and online resources to facilitate their learning and help solve problems independently. Furthermore, because of the recent closure of English majors at some universities, declining enrollment, and diminishing interest in the subject, students are questioning their identity as English majors. Therefore, fostering their confidence and strengthening their identification with their major is crucial.

2. The transition of learning modes from receptive to self-directed is an urgent task. Freshmen majoring in English are transitioning from a high school environment focused on exams, where memorization and repetition are priorities, to a university environment prioritizing self-directed learning, critical thinking, and independent inquiry. With the decrease in offline classes, students had to change their habits. Instead of depending on classroom teachers to acquire knowledge, students should now develop metacognitive skills that enable them to set their own learning goals, direct their educational processes, and reflect on their desired learning outcome.

3. The training objectives have changed from focusing on knowledge and examination skills to increasing their

comprehensive abilities, including data literacy, critical thinking, and cultural awareness. Based on the trinity model of language, culture, and skills, we strive to provide our students with robust language capabilities, encompassing listening, speaking, reading, writing, and translation skills. We also aim to teach them critical thinking, intercultural communication skills, and teamwork abilities.

4. For freshmen, there is also the transition from more general to more discipline-specific learning. Students are supposed to be trained with more systemic and discipline-specific knowledge. They have high requirements not only for language knowledge but also for how to use the language to communicate and transfer the abilities learned in college to the workplace.

本课程时长:

The course outlined herein lasts four months, consisting of thirty-two periods (twenty-four periods for offline teaching and six for self-directed learning) in a single semester, with an average of two weekly teaching periods.

总体目标:

This course is based on the strategic concept of New Liberal Arts and Curriculum Politics, emphasizing the integration of knowledge instruction, skills and abilities training, awareness enhancement, and value development. Writing courses in our English Department range from grade 1 to 4, from more general to more practical and more academic purposes.

In this semester, we will teach students three genres: narration, exposition, and argumentation. More than 1/3 of the class periods will be spent on argumentative writing. Because argumentative writing is an essential marker of second language proficiency, a critical genre for academic literacy assessment across different disciplines and it is the most prevalent genre in university-level educational settings and standardized English tests (e.g., GRE, IELTS, TOEFL) (Nesi & Gardner, 2012; Salter-Dvorak, 2016; Chuang & Yan, 2022; Wingate, 2022; Wu, Jin & Lei, 2023). Several studies have reported on the difficulties of argumentative writing in L2 contexts (e.g., Berill, 1996; Abdi Tabari, 2017, 2021; Hirvela, 2017; Johns, 2017; Hirvela & Belcher, 2021; Yoon & Abdi Tabari, 2023; Li & Wang, 2024).

Upon completing this course, students should have accomplished the following objectives:

**Knowledge:**

1. Understand the definitions, sub-types, and communicative purposes of different genres;
2. Acquire writing strategies in different genres;
3. Remember structural and linguistic features of different genres.

**Skills:**

1. Use genre analysis to analyze discourse through the lenses of communicative purposes, structural features, and linguistic features;
2. Locate, acquire, analyze, and use multiple data and literature sources to integrate them into their writing;
3. Master the core skills, including summarizing, contextualizing, quoting, agreeing, disagreeing, evaluating, defining, classifying, comparing and contrasting, exemplifying, and explaining.

**Abilities:**

1. Metacognitive ability. Cultivate students' metacognitive abilities, including planning and monitoring the learning process through self-directed activities and platforms;
2. Data literacy. Improve students' data literacy through demonstrations in the class by the teacher and online assignments after class;
3. The ability to transfer knowledge. Use genre analysis and data-driven learning to transfer the skills students have learned in class to solve problems in unfamiliar genres in the workplace and in other educational settings;
4. Critical thinking ability. Train students' critical thinking ability through various techniques during the writing process. These include formulating questions and opinions, presenting supporting evidence, referencing and using sources, countering opposing viewpoints, logical reasoning, analyzing previous assertions, drawing conclusions, and offering recommendations;

5. Cross-cultural communicative ability. Train students' ability to disseminate our countries' stories, values, culture, and thought to the world through English writing.

**Awareness:** Raise students' genre awareness by applying a genre-based pedagogy throughout the writing course.

**Values:**

1. Raise students' confidence and sense of belonging in the English major;
2. Strengthen students' motivation to write by providing a more open environment, more platforms for communicating their writing, and more flexible assessment tools;
3. Instill ethical considerations about artificial intelligence.

**2、单元教学目标**（说明参赛单元的教学目标，体现语言目标、知识目标与育人目标的融合）

**Knowledge:**

1. Help students understand the definitions and communicative purposes of argumentation;
2. Teach students argumentation strategies, including audience assessment, logical reasoning, and avoidance of logical fallacies;
3. Guide students to generalize the structural and linguistic features of argumentative essays;
4. Help students master writing strategies for the introduction, body, and conclusion of argumentative essays.

**Skills:**

1. Develop students' skills in using genre analysis methods to analyze a corpus;
2. Train students to use multiple sources of evidence to support their claims;
3. Help students develop essential writing skills, such as contextualizing, summarizing, providing examples, and synthesizing.

**Abilities:**

1. Metacognitive ability. Cultivate students' metacognitive ability to plan and monitor their writing process through self-directed learning activities and platforms;
2. Data literacy. Train students' ability to search, analyze, and use online data to enhance the strength of their argument;
3. Critical thinking ability. Train students through two activities:
  - 1) analyzing different versions of the same argumentative essay;
  - 2) proposing opposing views, providing evidence, identifying information sources, rebutting opposing views, and logical reasoning in general;

**Awareness:** Raise students' genre awareness through a genre-based pedagogy.

**Values:**

1. Strengthen students' motivation to write;
2. Make students understand the importance of human creativity and recognize the limitations A.I. tools can impose on guiding ideas and designs in writing.

**3、单元教学过程**（1>说明本单元的主要内容、课时分配、设计理念与思路；2>说明本单元教学组织流程，包括课内、课外具体步骤与活动；3>说明本单元教学过程如何体现数智融合，创新育人）

1>本单元的主要内容、课时分配、设计理念与思路

本单元的主要内容与课时分配:

Content	Periods
1. Definitions and communicative purposes of argumentation.	2
2. Differences between argumentation and exposition.	
3. Argumentation strategies: audience assessment, logical reasoning.	2
4. Argumentation strategies: ten types of logical fallacies.	2
5. Structural and linguistic features of argumentative essays.	2

6. Contextualization and thesis statement in the introduction: organization and language resources.	
7. Multiple sources of evidence in the body part: examples and statistics.	2
8. Multiple sources of evidence in the body: facts and expert opinions.	
9. Restating, summarizing, and recommendations for the conclusion: organization and language resources.	2

设计理念与思路:

### Teaching Philosophy

#### 1. Authentic Language

In our class, language is seen not as a set of prescriptive rules and grammatical conventions to be followed, but as an interlocking system of lexical and grammatical options for making meaning. A notable feature of our course is a functional focus on how language is used creatively to present thoughts, engage readers, and organize discourse in genre-specific ways. Our teaching method is more about making language choices that are functional, appropriate, and effective for a specific writing task than how to produce grammatically well-formed sentences.

Another feature of our course is using many authentic writing examples from various sources (e.g., social media, online databases, research articles, A.I. tools, and online corpora) to illustrate the communicative purposes, rhetorical structures, and language resources that instantiate these structures.

The goal of this course is, on the one hand, to increase students' genre awareness and train them in data search. On the other hand, we want to encourage the use of data-driven learning methods in discourse analysis to discover structural and linguistic features related to the fields currently taught, as well as necessary for professional writing after graduation. Additionally, these methods are essential for professional writing after graduation and developing skills in data searching and analysis through this approach, which are highly transferable and sought after in the workplace.

#### 2. The Recursiveness of the Writing Process

In this course, we are both concerned with the writing product, the writing process, and the writer. We examine how students develop their writing skills and reflect on the process by engaging in activities before, during, and after class. This approach emphasizes the key processes of planning, drafting, and revising and, importantly, challenges the rigid sequence of first planning, then drafting, followed by revising. It acknowledges the recursive and often chaotic nature of writing, as documented both online and offline. We not only care about the writing but also about the writers. Therefore, we use various strategies to engage students and stimulate their enthusiasm for writing. These include encouraging the use of A.I. tools and peer reviews, asking them to devise their own argumentative topics, and analyzing examples of teachers' writing.

### Teaching Methods

In this course, two updated teaching methods will guide the whole teaching process: genre-based pedagogy and data-driven learning.

#### 1. Genre-based Pedagogy

Genres are socially recognized ways of using language to achieve specific communicative goals (Martin, 2009). A genre uses distinctive patterns in terms of vocabulary, grammar, sentence structure, and discourse organization (Rose, 2016). In a genre-based pedagogy, the teacher guides students to examine an example of the target genre in a multi-layered way by asking questions, considering the rhetorical context, the organizational pattern, and the lexico-grammatical features. Examples are also compared with other cases in the field (Cheng, 2018).

#### 2. Data-driven Learning

Data-driven Learning (DDL) is a learning method that gives learners access to a target language corpus and the tools and search strategies to probe it. The goal is to identify the context and frequency of different items (Anthony, 2016). DDL can be conducted inside or outside the classroom. Learners engage in inductive, self-directed, language-learning exercises through interaction with a corpus under the guidance of a language instructor (Boulton, 2012). DDL has several strengths for teaching

writing. Research has shown that it can be successfully applied in a wide range of settings and learner groups (e.g., Charles, 2011; Yoon & Jo, 2014; Anthony, 2016).

For instance, in a homogeneous class of learners from a single specialized field, students can work independently or collaboratively to identify a standard set of language features. These features can then be discussed and shared among the group. In a class with students from different fields, each can work independently with their own individualized, specialist corpus to discover subject-specific features. They can also be encouraged to report their findings to others in the classroom, developing a general understanding of discipline-common and discipline-specific genre features. Searching a corpus and understanding concordance and collocation information is an alternative to a rule-based approach guided by the teacher and promotes learner autonomy (Lenko-Szymanska & Boulton, 2015). In a DDL approach, students have the benefit of a self-directed, inductive approach to learning (Boulton, 2009). This approach facilitates proper learning transfers (Lobato, 2006) by helping students develop metacognitive skills, including analytical abilities, teamwork-based strategies, and problem-solving negotiation techniques. These skills can be applied to analyzing various texts and genres (Yoon & Jo, 2014). Dovey (2006) has underscored the significance of these competencies in the workplace.

(二) 本单元教学组织流程, 包括课内、课外具体步骤与活动

**Phase 1 (two periods):**

- 1) Definitions and communicative purposes of argumentation.
- 2) Differences between argumentation and exposition.

Stages	Activities
<b>Before class</b>	Key term learning: The teacher uploads a key term list for self-directed learning on Chaoxing Online Learning Platform. The list includes claims, data, counterarguments, counterargument claims, counterargument data, rebuttal claims, and rebuttal data (see Appendix A).
<b>In class</b>	<ol style="list-style-type: none"> <li>1. Lead in: The teacher shares an argument with her daughter to illustrate how she persuades her daughter not to eat before bedtime.</li> <li>2. Discussion: Students share an experience of successfully persuading others.</li> <li>3. Practice: Students brainstorm semantically related words to construct an argument.</li> <li>4. Practice: Students generate definitions and argumentation features based on the brainstormed keywords.</li> <li>5. Performance: The teacher uses three timely interactive dialogues in different scenarios to make students be aware of the communicative purposes of argumentation: <ol style="list-style-type: none"> <li>1) persuading students to use A.I. to enhance their writing;</li> <li>2) defending the teacher's role as a responsible teacher;</li> <li>3) challenging the advocacy of gasoline cars to engage students.</li> </ol> </li> <li>6. Presenting: The teacher and students summarize and explain the three communicative purposes of argumentation: persuading, defending, and attacking.</li> <li>7. Discussion: Students compare the differences between argumentation and exposition through corpus analysis, focusing on opposing views, refutations, counterarguments, and counterevidence.</li> <li>8. Discussion: Students discuss features of the argumentative topics.</li> <li>9. Practice: Students explain why some topics are arguable and some not.</li> <li>10. Conclusion: The teacher and students summarize the definitions, functions, and communicative purposes of argumentation.</li> </ol>
<b>After class</b>	<p>Assignment:</p> <ol style="list-style-type: none"> <li>1) The teacher posts an interesting and arguable topic to spark widespread social discussion on Chaoxing Online Learning Platform;</li> </ol>

	2) Students give some short comments on the topic.
<p><b>Phase 2 (two periods):</b> Strategies of argumentation (audience assessment and logical reasoning).</p>	
Stages	Activities
<b>Before class</b>	<p>The teacher offers two made-up guidelines for student participation:</p> <ol style="list-style-type: none"> <li>1) Students should begin seating from the front row;</li> <li>2) Students' participation will be recorded and scored;</li> </ol> <p>Students are invited to state their stance on each guideline and provide brief comments of approximately 50 words.</p>
<b>In class</b>	<ol style="list-style-type: none"> <li>1. Lead in: <ol style="list-style-type: none"> <li>1) Before class, the teacher posts online comments made by students;</li> <li>2) The teacher creates three hypothetical announcements to test students' responses: <ul style="list-style-type: none"> <li>- Students can choose any class they want;</li> <li>- Teachers may sit down while presenting;</li> <li>- The use of mobile phones on campus is prohibited.</li> </ul> </li> </ol> </li> <li>2. Discussion: There can be three types of audiences for an argumentation: supportive, wavering, or hostile.</li> <li>3. Discussion: The teacher guides students to discuss the importance of audience awareness.</li> <li>4. Illustration: The teacher illustrates different strategies of argumentation according to different types of audiences.</li> <li>5. Illustration: The teacher invites students to use a sample analysis to illustrate how identifying commonalities in opposing views can be strategically used to formulate an argument.</li> <li>6. Presenting: The teacher presents the structure of two types of logical reasoning.</li> <li>7. Illustration: The teacher and students use daily life and learning experiences to show the steps in inductive and deductive reasoning.</li> <li>8. Conclusion: Students summarize the three types of audiences, different argument strategies, and two types of logical reasoning.</li> </ol>
<b>After class</b>	<p>Assignment: Students are assigned to explore the commonalities between two opposing views in a dialogue where the daughter tries to convince her parents that she can go to the movies with a friend she has only known for a month, breaking curfew.</p>
<p><b>Phase 3 (two periods):</b> Strategies of argumentation (ten types of logical fallacies).</p>	
Stages	Activities
<b>Before class</b>	<p>The teacher posts three argumentative essays with a generalization based on limited, unidentified, and unambiguous evidence on Chaoxing Online Learning Platform. Students comment one by one on the rationality and strength of the argumentation.</p>
<b>In class</b>	<ol style="list-style-type: none"> <li>1. Lead in: The teacher and students discuss the drawbacks of the argumentation essays posted before class.</li> <li>2. Identifying: The teacher guides students to identify and explain the logical fallacies in the sample essay.</li> <li>3. Presenting: The teacher defines the critical term 'logical fallacies' and shows the importance of recognizing these fallacies in opposing views and the necessity of avoiding them in your own</li> </ol>

	<p>writing.</p> <p>4. Illustrating: The teacher uses examples to illustrate the logical fallacies one by one.</p> <p>5. Practice: Students identify and classify logical fallacies at the sentence level and the discourse level.</p>
<b>After class</b>	Assignment: Students are assigned to revise the sentences containing logical fallacies

**Phase 4 (two periods):**

- 1) Structural and linguistic features of argumentative essays.
- 2) Contextualization and thesis statement in the introduction part.

<b>Stages</b>	<b>Activities</b>
<b>Before class</b>	Corpus compiling: Students compile a corpus of twenty samples on a topic, comprising ten samples supporting electric cars and ten opposing them.
<b>In class</b>	<ol style="list-style-type: none"> <li>1. Lead in: The teacher shares some personal experience of using <b>genre analysis</b> to master an unfamiliar genre, such as research articles, showing students the effectiveness of this method.</li> <li>2. Demonstration: The teacher shows the steps of genre analysis in class.</li> <li>3. Generalization: The teacher and students identify four key aspects for analysis: communicative purposes, structural features, linguistic features, and language resources.</li> <li>4. Practice: Students analyze their corpus compiled before class to identify general patterns in communicative purposes, structural features, linguistic features, and language resources.</li> <li>5. Generalization: Students generalize different patterns in argumentative essays.</li> <li>6. Practice: Students use the corpus they have compiled to analyze the moves in the introduction part (Move 1: contextualization; Move 2: thesis statement).</li> <li>7. Practice: The students use the corpus to code the language resources to instantiate contextualization and thesis statements.</li> <li>8. Summarizing: The teacher integrates the results of her own discourse analysis with those of the students, summarizing the standard rhetorical moves in introductions and the specific language resources that exemplify each move.</li> </ol>
<b>After class</b>	Assignment: Students are assigned to write a two-move introduction on the topic of “Electric or Gasoline Cars”.

**Phase 5 (two periods):**

Multiple sources of evidence in the body part (examples and statistics).

<b>Stages</b>	<b>Activities</b>
<b>Before class</b>	<ol style="list-style-type: none"> <li>1. Students are invited to comment on a topic “Electric or Gasoline Cars” posted online by the teacher. They are encouraged to adopt a clear position using the ‘hamburger organization model’ and multiple sources of evidence. Additionally, they can provide feedback on each other’s argumentation.</li> <li>2. The teacher responds to their commentaries online and categorizes them into three types: <ol style="list-style-type: none"> <li>1) too emotionally appealing without solid evidence;</li> <li>2) objective arguing with not much evidence;</li> <li>3) objective arguing with multiple sources of evidence.</li> </ol> </li> </ol>
<b>In class</b>	<ol style="list-style-type: none"> <li>1. Lead in: The teacher selects some typical <b>examples of students’ writings posted</b> online to analyze in class.</li> <li>2. Presenting: The teacher presents and explains different types of evidence.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Practice: Students analyze different types of evidence in an argumentative essay on “Electric or Gasoline Cars” <b>written by an A.I. tool.</b></li> <li>4. Illustration: The teacher and students use short excerpts to illustrate sub-types of examples.</li> <li>5. Practice: Students analyze the macrostructure of an excerpt in which three moves succeed each other (claim, example, reasoning).</li> <li>6. Sample analysis: Students and the teacher analyze more examples to show the microstructures when giving examples in the body part.</li> <li>7. Demonstration: The teacher showcases language resources from the COCA (Corpus of Contemporary American English) and BNC (British National Corpus) when introducing examples.</li> <li>8. Presenting: The teacher presents functions of statistics.</li> <li>9. Practice: Students are prompted to find language resources to instantiate statistics in the corpus they have compiled.</li> <li>10. Generalization: Based on students’ findings, the teacher provides more language resources in some sentences.</li> <li>11. Practice: Students are asked to generalize the structural features in argumentative essays that contain evidence of statistics.</li> <li>12. Revision: The teacher presents a <b>revised version, edited from an A.I.-generated text</b>, and asks students to discuss the advantages of the teacher’s version in terms of structure, language, and convincing power.</li> </ol>
<b>After class</b>	<p>Assignment: <b>Students are invited to write a revised draft</b> on the topic “Electric or Gasoline Cars” based on the earlier version they posted online, the A.I. version in class, and the teacher’s version in class.</p>

**Phase 6 (two periods):**

- 1) Multiple sources of evidence in the body part (facts and expert opinions).
- 2) Restating, summarizing, and recommendations in the conclusion part.

Stages	Activities
<b>In class</b>	<ol style="list-style-type: none"> <li>1. Review: The teacher leads students to review the functions and different types of evidence.</li> <li>2. Sample appreciation: The teacher guides students to analyze the use of facts in argumentative essays.</li> <li>3. Discussion: Students discuss different types of facts as evidence.</li> <li>4. Discussion: The teacher and students discuss functions of expert opinions.</li> <li>5. Structural analysis: Students analyze the structural features of quotations within sample discourses and generalize the concept of “quotation sandwich”.</li> <li>6. Language resource identification: Students analyze the discourse sample and identify more language resources used to introduce quotations.</li> <li>7. Sample appreciation: Students are prompted to discuss the drawbacks of quoting as used in the sample.</li> <li>8. Generalization: The teacher and students discuss and generalize the characteristics of evidence.</li> <li>9. Sample analysis: The teacher and students analyze samples to identify the conventional moves in a conclusion, including thesis restatement, summarizing, and making recommendations.</li> <li>10. Language resources coding: The teacher guides students to code the language resources used to instantiate thesis restatement.</li> </ol>



	11. Summarizing: Students summarize the key points of this class.
After class	Assignment: <b>Students are invited to write a final draft</b> using multiple sources of evidence to support their position.

（三）如何体现数智融合，创新育人

#### Online Platform

Through Chaoxing Online Learning Platform, we post chapter excerpts, writing examples, exercises, chapter quizzes, rubrics, chapter PowerPoint presentations, and additional teaching material. Students can upload their comments and writing. Teachers can assess students' performance across multiple dimensions: writing motivation, perspectives on the topic, argumentation skills, and language knowledge. Teachers can use this resource as feedback to design in-class activities. With Chaoxing Online Learning Platform, teachers can efficiently manage the entire assignment process, including announcements, submissions, and grading.

#### Self-directed Learning Tools

Students are encouraged to use tools such as or iWrite to revise their writing and review the work of their peers.

#### Corpus Compiling

One sample used in the in-class activity is generated by A.I. according to the teacher's instructions. The rest of the discourse to be analyzed in class is from corpora, such as BNC and COCA. Using genre-based pedagogy, we prompt students to analyze the corpus to identify communicative purposes, structural features, and language resources in argumentative essays.

#### Critical Use of A.I.

We encourage students to use online resources to improve their writing. By comparing the versions that the students wrote before class, the sample version that the A.I. tool wrote in class, the teacher's revised version based on A.I., and the students' final version after class, students are ethically made aware of the value of human creativity (see in Figure 1). Furthermore, we require students to submit a statement regarding the transparent use of A.I. during the writing process. Students must use these tools responsibly to maintain the integrity and originality of their work, thus avoiding any misuse that could compromise academic standards (Khalifa & Albadawy, 2024).

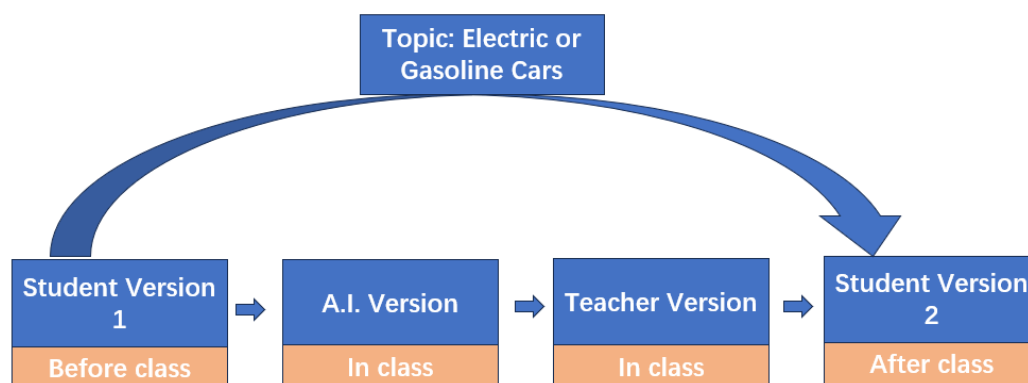


Figure 1 Different Writing Versions on a Same Topic

**4、单元教学评价**（说明本单元的评价理念与评价方式，体现如何运用数智化测评手段或工具，提高评价的有效性与科学性）

评价理念

#### Process-Oriented Approach

In our educational framework, the focus of assessment goes beyond simply examining the final writing products. We adopt a process-oriented approach that examines the entire writing process. This method allows us to assess the quality of written content and engage intensively with the writers—our students—to understand their development, strategies, and challenges during their writing process.

### **Diverse Evaluation Tools**

To effectively monitor and support our student's growth in writing, we employ a variety of assessment tools. These include detailed rubrics that provide clear information about the criteria and the expectations, checklists that guide students through the required elements of their writing, and writing portfolios that collect their work over time, showcasing their progress and areas needing improvement.

### **Multifaceted Evaluation Methods**

Our approach to evaluation is multifaceted and incorporates multiple perspectives to ensure a rounded assessment of students' abilities. Students engage in self-assessment, reflecting on their own work and identifying their own strengths and areas for improvement. Peer assessment encourages students to constructively critique each other's work, promoting a collaborative learning environment. Teacher evaluations offer professional insights into student work, while A.I. evaluations provide a data-driven analysis of writing quality. This combination of methods promotes a comprehensive understanding of each student's writing skills and learning needs.

评价方式

### **The Rubrics (see Appendix B) and Checklists (see Appendix C)**

The rubrics and checklists are collaboratively designed by the teacher and students for self-assessment, peer review, and teacher assessment. By sharing assessment criteria with students, it is hoped that they will adopt them as actions or behaviors that facilitate the successful completion of their writing tasks (Fraile et al., 2017). Within the field of argumentative writing and given the educational level, the most common form of self-assessment is the use of rubrics (Arter & McTighe, 2001). These are essential tools for both instructors and students. For the former, these rubrics enable reliable marking and assessment of student work. For students, they outline the criteria by which their performance is evaluated.

Moreover, rubrics provide explicit criteria that students can meet to successfully complete a writing task, facilitating self-assessment during the performance and self-reflection phases. In other words, rubrics facilitate self-assessment. We argue that when students participate in developing these rubrics, they receive training and instruction to meet the criteria and see success (in terms of grades/markings) through self-, peer, or teacher evaluation when they meet them. It increases their confidence in their ability to perform the tasks (i.e., their self-efficacy). Self-assessment activities can serve as a catalyst to examine and reflect on whether/to what extent the student's work met the criteria.

In addition to rubrics, we also designed a checklist to encourage students to use critical questions to test, check, and assess their writing. Using a checklist to assess argumentative writing provides a structured, transparent, and efficient approach that benefits both teachers and students. It helps make the complex task of writing and grading argumentative essays more manageable and educationally effective.

### **Writing Portfolio: A Dynamic Assessment Tool (see Appendix D)**

The writing activity is not just about the final draft students work out with the teacher. As writing instructors, we need access to the writing and revision process for the same topic. The writing portfolio helps teachers reflect on the effectiveness of their lessons and the challenges students face during the writing process. Students can get a sense of achievement by seeing the entire writing process, from the first draft to the final copy. This is a process of self-assessment and self-regulation.

### **Online Communicating: Peer and Teacher Commentary (see Appendix E)**

Before and after class, we encourage students to post short comments in the discussion section on Chaoxing Online Learning Platform, where students and teachers can briefly comment on their arguments. This method of assessment is similar to comments on social media. Students are used to using social media for comments and communication and find this method of peer review particularly engaging.

### 三、参赛课时教学设计方案

#### 1、教学目标（说明所选取的 1 个完整课时的具体教学目标，以及该目标与单元教学目标间的关系）

教学目标：

Upon completing this period, students should have accomplished the following objectives:

##### Knowledge:

1. Understand the different types of examples;
2. Use the structural framework to integrate examples into essays effectively;
3. Master various language resources that facilitate the clear and impactful presentation of examples.

##### Skills:

1. Use the genre analysis method to analyze the corpus;
2. Develop skills in exemplification as part of their writing training.

##### Abilities:

1. Metacognitive ability. Cultivate students' metacognitive ability to plan writing objectives, monitor writing process through self-assessment;
2. Data literacy. Train students to search, analyze, and use online data;
3. Critical thinking ability: Train students' critical thinking skills by evaluating different opinions on the same topic and presenting counterclaims and examples to refute and revise peer arguments;

**Awareness:** Increase students' genre awareness through genre-based pedagogy.

##### Values:

1. Make students aware of the ethical issue of authorship and plagiarism through an explicit declaration of the use of A.I. in their writing;
2. Strengthen students' writing motivation and make them aware of human creativity by inviting students to challenge A.I.'s version;
3. Enhance students' cultural confidence and foster a sense of belonging through analyzing discourse focused primarily on Chinese electric cars and China's environmental philosophies and policies.

**2、教学过程**（1>说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；2>说明本课时教学组织流程，包括具体步骤与活动；3>说明本课时教学过程如何有效使用教材、有机结合数智技术，实现教学目标，提升育人成效）

1>说明本课时设计理念与思路

The teaching philosophy of this period corresponds to that of this writing course. We aim to impart knowledge and teach students a method that enables knowledge transfer. Students are expected to use the method they learned in class to analyze and master new genres they may encounter in the future. Therefore, in this course, including this period, we use two updated and widely promoted pedagogical methods for writing: Data-driven Learning and Genre-based Pedagogy.

We emphasize not only knowledge and skills but also the cultivation of values. Throughout the educational process, we encourage students to use online resources to facilitate writing and to find multiple sources of evidence. However, we also emphasize the importance of authorship and how to avoid plagiarism. Before class, we assign tasks and ask students to write a first draft on the topic. During the lesson, we present an A.I.-generated version of the same topic and discuss the pros and cons of the A.I. version. Then, we present the teacher's version and invite students to challenge both the teacher's version and the A.I. version. Through this process, we not only enhance students' involvement but also stimulate their awareness of human creativity.

1>介绍所选取的教材内容以及教材的有效使用

In this unit, we delve into the intricacies of argumentation, focusing on argumentative essays. This period, dedicated to using examples in evidence (Page 198 in the textbook), is the first period in Phase 5 (multiple sources of evidence in the body section of argumentative essays). The textbook lists several sources of evidence, including examples, statistics, personal experiences, expert opinions, and facts. We integrate personal experiences into the examples category to avoid overlap and thus improve understanding

and applicability. Although an example from *A Dream of Red Mansions* is used to illustrate the function of examples in the textbook, it has been observed that students still have problems integrating effective examples into their writing. To fill this gap, this period is devoted to an in-depth exploration of the types, structures, and language tools used to concretize examples. The goal is to provide students with the skills necessary to improve their argumentative essays through the skillful use of examples. The specific teaching steps are as follows.

2>说明本课时教学组织流程，包括具体步骤与活动

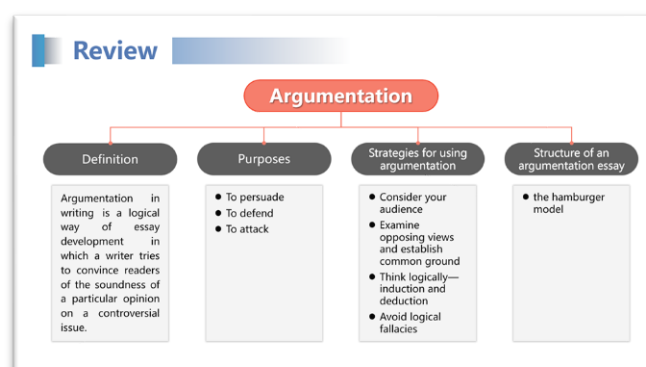
### Before Class: Online Discussion

Students are invited to comment on the topic “Electric or Gasoline Cars” posted online by the teacher. Students are encouraged to take a clear position and use a hamburger organization and multiple sources of evidence. Students can comment on each other’s arguments. The teacher answers their comments online and classifies them into three types: too emotionally appealing without solid evidence; objectively arguing with little evidence; and objectively arguing with multiple sources of evidence (See Appendix E).

### In Class:

#### Step 1: Review (4 minutes)

Using spontaneous Q&As, the teacher leads students to review the definition, communicative purposes, strategies for argumentation, and the hamburger model of argumentative essays.



#### Step 2: Teacher and Peer Assessment Based on Pre-class Writing (6 minutes)

1. The teacher presents students’ written compositions showcasing common evidence errors (a clear claim without any supportive evidence; emotionally appealing without any supportive evidence; with counter evidence but no details) in a PPT, prompting students to assess the rationality of the argumentation.
2. The teacher guides students in identifying different types of evidence (statistics, examples, and expert opinions) in some students’ writings posted online before class.

#### Online Pre-Class Discussion

**Directions:**  
Write a commentary advocating for either electric cars or gasoline cars. Please adhere to the following guidelines:

1. **Clear Position:** Clearly state your preference for either electric cars or gasoline cars at the beginning of your essay.
2. **Organization:** Use the “hamburger model” to structure your essay.
3. **Evidence:** Support your position with sufficient evidence.

**Word Count:** Your commentary should be no less than 150 words.

#### Assessing: Student Sample I

**It is more an opinion rather than evidence.**

While electric cars are gaining popularity, I personally advocate for gasoline cars.

**I found the arguments somewhat counter from structure evidence.**

Moreover, the emotional connection many people have with their gasoline cars is undeniable. They are symbols of freedom, individuality, and even status. The sound of a powerful engine revving up can evoke a sense of excitement and anticipation.

**This can be seen as evidence against electric vehicles but lacks detailed evidence data or comparative analysis.**

Additionally, while electric cars are indeed more environmentally friendly, the production of batteries and the disposal of used ones can also have negative impacts on the environment. The infrastructure for charging stations is still developing, making it inconvenient for some areas.

In conclusion, while electric cars are a viable option, I firmly believe that gasoline cars still hold a special place in our hearts and on our roads. They offer a unique driving experience, emotional connection, and

#### Step 3: Evidence Analysis Task (5 minutes)

Using a handout, students are prompted to categorize the sentences in the body section into different types of evidence in an argumentative essay written by an A.I. tool.

### Assessing: Another Sample

Electrifying the Future: Electric vs. Gasoline Cars

①As we face global sustainability challenges, the automotive choice between electric vehicles (EVs) and gasoline cars has significant environmental and socio-political implications. ②This essay advocates for electric cars as the preferable future standard. ③Electric vehicles offer crucial benefits over gasoline cars in terms of environmental impact, economic advantages, and public health, aligning with global sustainability goals. ④Statistics from the International Energy Agency indicate that EVs could reduce global oil demand by up to 6.5 million barrels per day by 2040, significantly decreasing environmental degradation associated with oil extraction. ⑤Experts like Dr. Elaine Borseth of the Electric Vehicle Association emphasize that transitioning to EVs is essential for reducing urban pollution and combating climate change. ⑥Unlike gasoline cars, electric cars produce zero direct emissions, which reduces urban smog and health issues related to air quality. ⑦Personally, since switching to an electric car, I have experienced lower fuel costs and maintenance expenses. ⑧Countries like Norway and the Netherlands provide successful models of EV adoption, offering incentives that have dramatically increased EV usage and improved urban air quality.

⑨Choosing electric cars is not merely about vehicle preference but about committing to a sustainable and healthy future. ⑩Adopting EVs represents a decisive step towards reducing environmental impacts and enhancing public health. ⑪Policymakers and individuals must support the transition to electric vehicles through incentives and public awareness to realize the potential of electric mobility fully.

**Step 4:** Analysis: Example as Evidence (5 minutes)

The teacher guides students in analyzing subtypes of examples based on the corpus compiled by the teacher.

**Step 5:** Analysis of the macro and microstructure when using examples to support a claim (10 minutes)

1. Based on the corpus compiled by the teacher, students are tasked with analyzing and generalizing the macrostructure in an argument with an example, the CER (Claim- Example-Reasoning) model.
2. Based on the corpus compiled by the teacher, students are tasked with analyzing and generalizing the microstructure in an example: The IDL model (Introduce Examples- Describe examples in detail- Link examples to the argument).

**Step 6:** Language Resources in Exemplification (6 minutes)

1. The teacher points out the language diversity problem in students' writing and presents more language resources when introducing an example based on the COCA and BNC corpora.
2. Students are divided into three groups. Each group is assigned the task of exploring more language resources when introducing examples (Group 1), describing examples in detail (Group 2), and linking examples to the argument (Group 3). The Team Leader reports the findings.

**Step 7:** Practice (6 minutes)

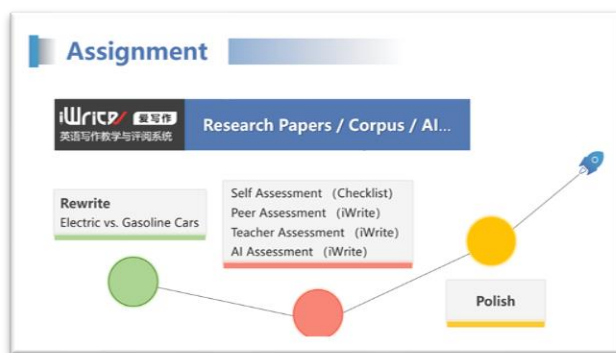
Students are assigned the task of reordering three excerpts and using the language resources to make the argument with an example more coherent.

**Step 8:** Assessing the Teacher's Version (3 minutes)

1. The teacher presents her writing on the topic "Electric or Gasoline Cars".
2. The teacher challenges and invites students to write a version based on the version they put online before the lesson, the A.I. version, and the teacher's version (homework).

**After Class:**

1. Students are instructed to revise and submit their writing posted online before the class to Chaoxing Online Learning Platform.
2. The teacher and each student give comments based on the checklists and rubrics uploaded by the teacher to Chaoxing Online Learning Platform.



3>说明本课时教学过程如何有机结合数智技术，实现教学目标，提升育人成效

1. Online platform: We post an online discussion topic before class and encourage students to comment on it and their peers' comments. These writings are then used as feedback for designing the second-class activity (peer and teacher assessment). Assignment announcement, submission, and evaluation are also done via Chaoxing Online Learning Platform.
2. Self-directed learning tools: Students are encouraged to use tools such as Grammarly or iWrite to revise their writing and assess their peers' work.
3. Corpus compiling: The sample used to illustrate different types of examples in class is generated through A.I. according to teachers' instructions. The rest of the discourse analyzed in class is taken from teacher compiled corpus, BNC, and COCA.

3、教学评价（说明本课时评价理念与评价方式，体现如何运用数智化测评手段或工具，提高评价的有效性与科学性）

The assessment framework for this period is consistent with that of the unit. We use the rubrics assessment tools (see Appendix B) and checklists (see Appendix C) designed by the teacher and students together for self-, peer, and teacher assessment. We ask students to save different versions of their essays on the topic "Electric or Gasoline Cars". Finally, they create a portfolio (see Appendix D) for term assessment. Using the online discussion of "Electric or Gasoline Cars" allows for peer and teacher assessment of students' writing.

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## Appendix A Definitions and Examples of Six Toulmin Elements (Qin & Karabacak, 2010)

Element	Definition with illustrative examples
<i>Claim</i>	<b>Definition:</b> An assertion in response to a contentious topic or problem <b>Example:</b> <i>In my opinion, foreign language learning is not essential for internationalization.</i>
<i>Data</i>	<b>Definition:</b> Evidence to support a claim. It can take various forms, such as facts, statistics, anecdotes, research studies, expert opinions, definitions, analogies, and logical explanations. <b>Example:</b> 1. <i>For example, an old Chinese lady with no knowledge of English active in international art exchange because of her great skill in paper-cutting.</i> (anecdote) 2. <i>Countries such as Germany, France, Italy and Japan, though much more internationalized than China, do not place as much emphasis on English learning as China.</i> (fact)
<i>Counterargument</i> <i>Claim</i>	<b>Definition:</b> The possible opposing views that can challenge the validity of a writer's claim; these opposing views can also be supported by data <b>Example:</b> <i>However, it must be admitted that the importance of English education has been recognized by many countries in the world, including developed European countries.</i>
<i>Counterargument data</i>	<b>Definition:</b> Evidence to support a counterargument claim <b>Example:</b> 1. <i>A case in point, under a 1990 law, all Spanish schoolchildren are now taught a foreign language (98% choose English) from the age of 8 and in some regions start at 6.</i> (fact) 2. <i>In the Madrid region there are 26 bilingual schools and colleges in which courses—with the exception of Spanish literature and mathematics—are taught in English; by 2007 there will be 110.</i> (fact)
<i>Rebuttal claim</i>	<b>Definition:</b> Statements in which the writer responds to a counter-argument by pointing out the possible weakness in the claim, data, or warrant, such as logical fallacies, insufficient support, invalid assumptions, and immoral values <b>Example:</b> <i>Nonetheless, the French government, one of the important European countries, is trying all the means to resist the spread of English and preserve their own language.</i>
<i>Rebuttal data</i>	<b>Definition:</b> Evidence to support a rebuttal claim <b>Example:</b> 1. <i>Statistics show that the French have spent billions on promoting their language in French-speaking territories in Africa and the Pacific.</i> (fact) 2. <i>The French government has imposed sanctions on officials or agencies using Americanisms or English phrases where a French equivalent exists.</i> (fact)



### Appendix B Rubrics for Argumentative Essay Assessment

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Thesis Statement	The thesis statement is clear and concise and strongly presents the essay's main argument.	The thesis statement is clear and presents the main argument but may lack some strength or clarity.	The thesis statement presents the main argument but lacks clarity or specificity.	The thesis statement is unclear or missing.
Organization	The essay is well-organized, with a logical flow that enhances the argument. Effective use of paragraphs.	The essay is organized and logical but may have flow or paragraph usage flaws.	The organization is clear, but transitions and flow are inconsistent.	Poor organization and flow disrupt the clarity of the argument.
Evidence and Support	Uses compelling and diverse evidence effectively to support claims. All sources are authoritative.	Uses adequate evidence to support most claims, with generally authoritative sources.	Evidence is provided but may not be compelling or is occasionally irrelevant. Limited source authority.	Insufficient or irrelevant evidence and support. Sources are poorly chosen or not credible.
Reasoning	Shows excellent logical reasoning and depth of analysis. All arguments are sound and well-explained.	Shows sound reasoning and analysis. Most arguments are logical and explained.	Some logical reasoning is evident, but some arguments are underdeveloped or flawed.	Reasoning and logic are consistently flawed or simplistic.
Counterarguments	Skillfully acknowledges and refutes relevant counterarguments, enhancing the persuasive impact.	Acknowledges some counterarguments and attempts refutation, though it may not be fully effective.	Mentions counterarguments but lacks effective refutation.	Ignores or ineffectively addresses counterarguments.
Language and Style	The writing style is engaging and appropriate for the audience. Language is precise and impactful.	The style is mostly appropriate and clear. Minor issues in word choice or complexity.	The writing style is suitable but lacks clarity or engagement. Occasional language errors.	The writing style is inappropriate or unclear. Frequent language errors that impede understanding.
Conclusion	The conclusion powerfully summarizes the argument and reinforces the thesis with strong final insights.	The conclusion summarizes the argument and reinforces the thesis, but with less impact.	The conclusion is functional but may not add new insights or powerfully reinforce the thesis.	The conclusion is missing, off-topic, or fails to summarize the argument effectively.

## Appendix C Checklists for Argumentative Essay Assessment

### **Thesis Statement**

Is the thesis statement clearly articulated and positioned early in the essay?

Does the thesis effectively establish a robust and arguable claim?

### **Organization**

Are the ideas organized logically?

Are transitions smooth between paragraphs and ideas?

### **Evidence and Support**

Is each claim supported by factual, relevant evidence?

Are the sources credible and properly cited?

### **Reasoning**

Are the arguments based on logical reasoning?

Is there a clear connection between evidence and claims?

### **Counterarguments**

Are potential counterarguments acknowledged?

Are these counterarguments effectively refuted or addressed?

### **Language and Style**

Is the language clear, concise, and precise?

Is the essay free of grammatical and spelling errors?

### **Conclusion**

Does the conclusion effectively summarize the essay's main arguments?

Does it reinforce the thesis statement and provide a strong final perspective on the issue?

### Appendix D Writing Portfolio

Name _____ Class _____ Number _____ Topic _____	
Declaration of the use of A.I. in the process of writing: I have used _____ to _____.	
<p>How many versions have you revised before the final draft? Copy them in the right column.</p>	<p>First draft: _____ Time _____</p> <p>Second draft: _____ Time _____</p> <p>Third draft: _____ Time _____</p> <p>Final draft: _____ Time _____</p>
<p>What revisions have you made from the first to the last draft?</p>	<p>Word length: Structure at the discorsal level: Structure at the sentence level: Word choice: Grammar: Logical reasoning: Thesis statement: Contextualization: Evidence: Conclusion:</p>
<p>Whose and which type of feedback contributed most to your drafting process?</p>	<p>For instance: The annotations provided by my instructor were helpful.</p>
<p>What is the most difficult point to revise?</p>	

## Appendix E Pre-class Activity: Online discussion

I advocate for electric cars. First of all, Nowadays, intelligence has become a major trend in the development of electric vehicles, so compared with fuel vehicles, electric vehicles have more intelligent configurations. Second, The electric car starts quickly, and the motor does not make too much noise during the working process, and the mute effect is excellent. Third, Whether it is daily charging costs or maintenance costs, electric vehicles are lower than fuel vehicles.

You've done a good job using a clear structure to giving reasons for your standpoint!!! Terrific~ But, grammatical mistakes are a little bit obvious. Perhaps taking a second look at your commentary would be helpful. 🍵

05-01 19:54

删除 回复

Quite clear claim! How about providing enough evidence such as examples, expert opinions, facts to support your position?

05-02 11:01

删除 回复

Your point is very clear. But if you could provide more details and expand more, your conclusion will be more convincing.

05-02 11:05

编辑 删除 回复

Your points are very creative and are listed in various aspect. Maybe you can add more details in the first point, for example, how the electric cars have more intelligent configurations.

第12楼 04-27 20:57

To begin with, I would like to advocate electric cars.

Firstly, the promotion and popularization of electric vehicles can effectively reduce air pollution and greenhouse gas emissions, which is beneficial for protecting the environment and mitigating climate change. According to data from the International Energy Agency, traditional fuel vehicles are one of the main sources of global greenhouse gas emissions, while electric vehicles can reduce greenhouse gas emissions by reducing the burning of fossil fuels. Therefore, the replacement of traditional fuel vehicles by electric vehicles is of great significance for environmental protection.

Secondly, the use of electric vehicles can reduce dependence on limited resources and promote sustainable development. Traditional fuel vehicles use fossil fuels such as petroleum, which are limited and pose a risk of depletion. Moreover, the extraction and use of these resources can have a huge impact on the environment. In contrast, electric vehicles use electricity and can be produced in various ways, including renewable energy such as wind and solar, which helps reduce dependence on limited resources and promote sustainable development. Just as Xi said, "Green waters and green mountains are like mountains of gold and silver."

Finally, the technological development and cost reduction of electric vehicles will gradually make them a more cost-effective choice. Though nowadays many people still choose gasoline cars, with the continuous advancement of electric vehicle technology, its range and charging speed will continue to improve and better meet people's needs. The replacement of gasoline cars by electric cars is not a treat, it only depends on time.

In a nutshell, electric cars with many advantages will be my first choice.

This essay effectively argues in favor of electric cars by highlighting their environmental, resource, and technological advantages. The structure is clear, presenting a logical progression of ideas that build a strong case for the transition from gasoline to electric vehicles. Each point is well-supported with relevant data and authoritative quotes, enhancing the credibility of the arguments.

However, for further improvement, consider incorporating counterarguments to address potential critiques directly, such as the current challenges related to the production and disposal of electric car batteries. Addressing these concerns could provide a more balanced perspective and strengthen the essay's persuasive power.

Overall, this is a compelling and well-constructed argument that clearly communicates the benefits of electric cars. Excellent work on making a strong case with supportive evidence and clear reasoning.

(注：本表请保存为 PDF 格式，以“大学英语组/英语类专业组/理解当代中国组+学校名称+团队负责人姓名”的形式命名，并上传至报名网站：<https://heep.fltrp.com/star>。)