Mydans Article Sample Student Summaries

In his essay "Texting Shorthand Annoys Purists and May Have Lasting Impact," Seth Mydans discusses the various reasons that texting vocabulary may cause language change.  He argues that texting vocabulary is efficient by providing examples of texting acronyms often used simply because of their efficiency.  Mydans also states that texting vocabulary has "global pervasiveness."  He further explains this by providing an example of texting vocabulary being used by the Scottish Qualifications Authority.  In his essay, Mydans also quotes a few linguists who argue that "text messaging is one of the more exciting developments of language change." (**excellent summary**)

In the essay "Texting Shorthand Annoys Purists and May Have Lasting Impact," Seth Mydans explains how texting is starting to change the English language and is angering some people.  Many schoolteachers say it is an insult to the english language.  Texting is quick, easy, and is everywhere, which makes it a particularly effective agent for changing language.  Texting abbreviations are leading into broader use.  Some countries are starting to accept answers like "I LUV U" ON TESTS.  New Zealand said they might start accepting these kinds of answers too, but a member of Parliament objected to this.  This is angering some people while other linguists think it is the new exciting way the English language is changing. (**acceptable summary**)

"Texting Shorthand Annyos Purists and May Have Lasting Impact" by Seth Mydans is about texting.  Texting has produced its own acronyms, homonyms and abbreviations at a very rapid rate.  The vocabulay of text messaging sounds the way they are spelled.  Instead of through, it would be thru.  Text messaging is have such an impact that some of its spellings are leaking into broader use.  The Scottish Qualification Authority, which sets standards for the testing of students, said phrases like 2B R NT 2B and I LUV U would be acceptable on exams.  Denis Pyatt, principal of a High School, who is a linguist, says that texting is another example of how language grows and it cannot be stopped.  He also added, "Given the global village we are now part of, the immediacy of all communications now and how quick it all is, I can't see how this would not influence the future of the language." (**acceptable to poor summary**)

Texting has produced change.  The vocabulary of text messaging sounds the way they are spelled.  Instead of through, it would be thru.  Text messaging have such an impact that some of its spellings are leaking into broader use.  The Scottish Qualification Authority said phrases like 2B R NT 2B and I LUV U would be acceptable.  Denis Pyatt, says that texting is another example of how language grows and it cannot be stopped.  "Given the global village we are now part of, the immediacy of all communications now and how quick it all is, I can't see how this would not influence the future of the language." (**poor summary**)

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| City Tech English 1101 Exam Performance Criteria: Part I, Summary | | | |  |
| **Performance Criteria** | **Level of Mastery** | | | |
| **Excellent** | **Acceptable** | **Poor** | |
| **Argument** | —Clearly and concisely represents the thesis of the reading.  —Clearly and logically establishes key supporting points.  —Includes appropriate use of quotation and evidence. | —Represents the thesis of the reading but may be slightly inaccurate or rely too heavily on quoted language.  —Although some supporting points are mentioned, they are not comprehensive, may not be connected to the thesis, or may be slightly inaccurate. | —No statement or a misstatement of the thesis.  —No statement or a misstatement of the supporting points. | |
| **Structure** | —Unified paragraph in student's own words.  —Avoids personal opinion. | —Attempt made at writing one structured paragraph, but coherence, development, and/ or focus of paragraph may need work.  —Paragraph may include some personal opinion. | —Ignores instructions, e.g., writes more than one paragraph and/ or writes unstructured paragraph that relies largely on personal opinion. | |
| **Clarity of Writing** | —Can be read effortlessly.  —Nearly error-free.  —Clear mastery of sentence boundaries, subject/ verb conjugation, and diction.  —Written in present tense and shows mastery of conventions of title and author referencing and quotation use. | —Comprehensible, but places demands on the reader to interpret intended meaning.  —Some errors in: sentence boundaries, subject/ verb conjugation, diction, conventions of title and author referencing and quotation use. | —Not easily comprehensible.  —Clear patterns of error in two or more of the following: sentence boundaries, subject/ verb conjugation, diction, conventions of title and author referencing and quotation use. | |