

UNIT

ONE

Song of Freedom



Quotes

囊括大典，网罗众家；
思想自由，兼容并包。

——蔡元培

No man is free
who is not master of himself.

— Epictetus

Core Value Focus

- Understanding the true meaning of freedom by reading stories, sharing thoughts and personal experiences, conducting a survey and reporting findings
- Recognizing that freedom promotes human development and the free development of individuals is empowered in every aspect by a society with freedom
- Valuing the freedom that we enjoy, developing according to our personal preferences and at the same time contributing to society

Skills Focus



Reading

Identifying main ideas and supporting details



Listening

Identifying how a speech starts



Speaking

Using an effective hook to start a speech



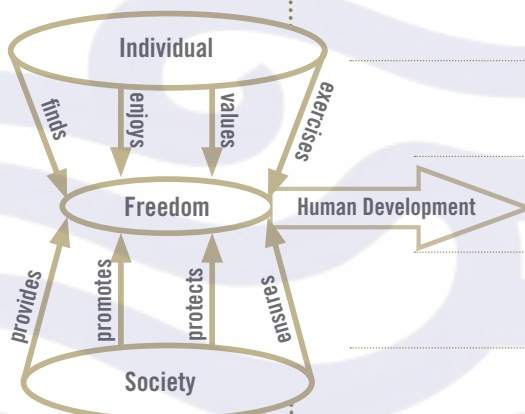
Writing

Developing your idea with support

Exploring the Core Value

Read the diagram below and try to predict the core value focus to be covered in this unit.

Write down and share with your partner the valuable ideas that you get from the diagram.



Reading A

Think and Discuss

1. Think of and write down five key words or phrases that you think are related to “freedom of choice”.
2. Elaborate on two of the five key words or phrases with details and share your thoughts about them with your partner.

►► Text



Audio

The Freedom of Choice

- 1 A postdoc friend recently called me to discuss his career options. He didn't want to run his own lab, he said. Instead, he wanted to become a research scientist,

mainly working at the bench — like me. I sensed that his mind was already made up, but he needed validation about pursuing a path that is not generally thought of as a professional success. Our conversation got me thinking about my own decision to become a research scientist — and about other career choices I made that went against the norm.



- ② When I was a high school student in my home country of Greece, good students were expected to become doctors, and my biology teacher insisted that I apply to medical schools. But the idea of being a doctor did not excite me, and I pursued “basic” biology instead. In this case and the ones to follow, I couldn’t guarantee at the time that I was making the right decisions. But I knew that, because they were based on my personal preferences, they would be harder to regret.
- ③ Years later, as I was wrapping up my Ph.D. after having spent countless hours centrifuging yeast, I couldn’t wait to work with a new model organism. When an older, successful collaborator told me, “The model system doesn’t matter; what matters is the scientific question that you want to answer,” I was ashamed to admit to myself that I didn’t feel the same way. Almost any scientific question can trigger my curiosity, and I didn’t want to spend long hours with some experimental model that didn’t interest me.
- ④ Around that time, I took a course on model organisms and fell in love with the tiny roundworm ***C. elegans***¹. Their simplicity and short life cycle were a good match for my

¹ ***C. elegans***: It is a non-hazardous, non-infectious, non-pathogenic, non-parasitic organism. It is small, growing to about 1 mm in length, and survives by feeding on microbes such as bacteria.

impatience: A daily feeling of discovery helps calm my existential angst. But the worm wouldn't take me high on the scientific ladder, my colleagues told me. I was advised to go to a mouse lab and do more hardcore science. I valued the input, but I couldn't discount my own feelings. So, somewhat insecure in my decision, I followed my intuition and spent the next 8 years happily probing these humble creatures.

5 As the years went by, I knew that I needed to move on, which typically would mean opening my own lab. But I found myself doing anything possible to delay this transition. My gut feeling was that I wouldn't be happy as a **principal investigator (PI)**² supervising other people's experiments. Or was I simply a coward, afraid of the unknown? I put off making a decision by taking a research scientist position in the lab of a new PI so that I could see the job up close, with all its benefits and struggles. My decision again disappointed my scientific advisers and even some of my friends. I was hesitant and anxious about it myself. But I was unable to follow advice that didn't resonate with me.

6 My experiences over the next 5 years reinforced my decision not to pursue PI positions. I realized that I like being the person who not only thinks of scientific questions, but also performs the experiments. I don't want to miss **the eureka moments**³ at the lab bench, even if the discovery is as insignificant as a new transgenic worm. I need this daily feeling of personal accomplishment that I get from being an experimentalist.

7 But quite wrongly, research (or staff) scientist positions in academia are associated with lack of ambition or scientific drive. This view needs to change, and

² **principal investigator (PI):** It refers to the individual responsible for the preparation, conduct and administration of a research grant, cooperative agreement, training or public service project, contract or other sponsored projects.

³ **the eureka moment:** It is a moment or instance at which a sudden, revelatory idea, realization or solution to a problem comes to mind.

more positions need to be created for the increasing number of qualified scientists who are not interested in opening their own labs or who do not secure the few faculty positions available. And scientists like me, who are not interested in becoming PIs, should be confident in our decisions and advocate for the research scientist position to be recognized as a valid professional choice. When there is a mismatch between what society considers successful and our own definitions of success, we need to hold fast to our beliefs and follow our own road to personal satisfaction.

(689 words)

Understanding the Text

A Choose the best choice for each of the following statements or question.

1. The postdoc friend called the author to discuss his career options because _____.
 - A. he was not sure whether he wanted to become a research scientist
 - B. he was hesitating between running his own lab and being a research scientist
 - C. his career choice was against the norm of a professional success
 - D. he needed validation about the career choice that he had already made
2. The career choices made by the author _____.
 - A. were based on her personal preferences
 - B. were greatly influenced by the social norm
 - C. were ones she would be likely to regret later on
 - D. resonated with her biology teacher's wish
3. As a high school student in Greece, the author was expected to _____.
 - A. become a good student
 - B. study basic biology
 - C. pursue basic science
 - D. apply to medical schools
4. The author chose not to pursue PI positions because _____.
 - A. she could not secure a PI position available
 - B. she was afraid of being a principal investigator

- C. she was not interested in becoming a PI
- D. she was lacking ambition and scientific drive

5. Which of the following can be inferred from this text?

- A. Social norms of success should be fully considered in making career choices.
- B. Personal beliefs and satisfaction should be top priority when making career choices.
- C. There are always mismatches between social norms and personal choices.
- D. There are sufficient opportunities for scientists to become PIs.

B Read the following text structure and fill in the blanks with information from the text.

Introduction

A postdoc friend's story introduces my career choices that 1. _____.

Being a high school student

The norm:

2. _____

My choice:

3. _____

Reasons:

4. _____

When & after wrapping up Ph.D.

Others' advice:

5. _____

My choice:

6. _____

Reasons:

7. _____

When I needed to move on

The norm:

8. _____

My decision:

9. _____

Reasons:

10. _____

The next five years

My choice:

11. _____

I realized that:

12. _____

Conclusion

My suggestion:

13. _____

Language in Use

C Complete the following sentences with the words given in the box. Change the form where necessary.

- ashamed
- reinforce
- insecure
- validation
- transition
- experimental
- accomplishment
- option
- available
- associate

1. There are various _____ open to you.
2. There must be some form of external _____ of the data.
3. You should be _____ of yourself for telling such lies.
4. The _____ teaching methods include letting the children decide what to study.
5. Success in the talks will _____ his reputation as an international statesman.
6. We'll send you a copy as soon as it becomes _____.
7. Drawing and singing were among her many _____.
8. A(n) _____ computer system is an open door to criminals.
9. The conference will address the broad issues _____ with e-commerce.
10. We need to ensure a smooth _____ between the old system and the new one.

D Complete the following sentences with the phrases or collocations given in the box. Change the form where necessary.

- go against
- apply to
- personal preference
- wrap up
- follow one's intuition
- anxious about
- resonate with
- hold fast to

1. You go on ahead. I just need to _____ some work before I head home.
2. I can't take money from a charity like that because it _____ all of my core principles.
3. The description of the course really _____ what I wanted in a literature class.
4. Ever since the day when she had faced her own fears she had _____ her principles.
5. I _____ the scholarship program, but I haven't heard anything back yet.
6. Day to day I _____ and do what feels good.

7. Be sure that you're using a design that works with your _____.
8. I can pursue it now at my own pace since I am no longer _____ making it my career.

E Translate the following ideas into Chinese.

1. I sensed that his mind was already made up, but he needed validation about pursuing a path that is not generally thought of as a professional success. (Para. 1)

2. I valued the input, but I couldn't discount my own feelings. (Para. 4)

3. But I was unable to follow advice that didn't resonate with me. (Para. 5)

4. I need this daily feeling of personal accomplishment that I get from being an experimentalist. (Para. 6)

5. When there is a mismatch between what society considers successful and our own definitions of success, we need to hold fast to our beliefs and follow our own road to personal satisfaction. (Para. 7)

Seminar on the Core Value

A Match each word with its definition.

- | | |
|---------------|--|
| 1. oppression | a. a doctrine or code of beliefs accepted as authoritative |
| 2. fantasize | b. prolonged cruel or unjust treatment or exercise of control or authority |
| 3. acquire | c. to indulge in daydreaming about something desired |
| 4. hostage | d. to come into the possession of something concrete or abstract |
| 5. dogma | e. a person who is held prisoner by one party to insure that another party will meet specified terms |

Listening Skill Identifying how a speech starts

Identifying how a speech starts can help you focus your listening and predicting on what is to come in the speech. A speech can start with a quote, a question or questions, a story or other hooks that can help the speaker attract the audience's attention.

Starting with a question: *What does freedom mean to you?*

Topic: *Freedom.*

B Watch the video. Check (✓) the questions that the speaker uses to start his speech.



Video

- ☐ 1. What does freedom mean to you?
- ☐ 2. You know what they say about having freedom from oppression?
- ☐ 3. Have you ever met anyone who has all these things taken care of? Are they free?
- ☐ 4. Have you ever considered the life of a celebrity? Do they seem free to you?
- ☐ 5. If you ask them about freedom, what do you think they would say?
- ☐ 6. Are they stress free?
- ☐ 7. Are they free from addictions?
- ☐ 8. Are they free to be who they really want to be?

Speaking Skill Using an effective hook to start a speech

An effective presentation starts with a hook. A hook is a device that attracts and grasps your audience's attention. It can be a quote, an eye-catching fact or example, a mixture of sharply contrasting data, a rhetorical question, an impressive image or an anecdote.

- C** Recall your own experience of growing up. Select two or three episodes in your growth that reflect the freedom of choice that you enjoyed. Then on the basis of your personal experience, form a personal understanding of the value of freedom. On top of that, prepare a 3-minute speech on freedom and present it to the class. Remember to start your speech with a hook.

Reading B**Think and Discuss**

1. Do you think you are being your “true self”? In what way are you and in what way are you not?
2. Share with your partner your understanding of being your “true self”.

►► Text

Audio

Be Yourself — Everyone Else Is Taken

- 1** One of my favorite studies on the meaning of life asked students to write about their “true self”, about “who you believe you really are”. Another group of students was asked to write about their “everyday self” as defined by how they actually behave in their daily life, and a third group of students was asked to write about the campus

bookstore. After the writing task, the students were then asked to rate their meaning in life.

- ② The researchers, led by Rebecca Schlegel from Texas A&M, were interested in how much detail the participants provided in their various essays, their assumption being that the more detailed description one provides about one's true self, the more likely one is authentically in touch with that sense of self. Not surprisingly, for those people writing about their everyday self or about the campus bookstore, the amount of detail didn't have any connection with their sense of meaning in life. However, when people wrote about their true selves, the more detailed the essay, the more the person on average experienced meaning in life.

- ③ Here, Schlegel's empirical research backs up what philosophers of **existentialism**¹ like Jean-Paul Sartre and great humanistic psychologists like Carl Rogers and **Abraham Maslow**² proposed decades ago: There is inherent value in being able to live authentically and express oneself, and such self-actualization can make our lives feel truly worth living. As the late philosopher Lawrence Becker proclaimed, "Autonomous human lives have a dignity that is immeasurable, incommensurable, infinite, beyond price."



¹ **existentialism:** It is a philosophical theory or approach which emphasizes the existence of the individual person as a free and responsible agent determining their own development through acts of the will.

² **Abraham Maslow (1908–1970):** As an American psychologist, Maslow is best known as the “father of humanistic psychology” and for creating Maslow’s hierarchy of needs, a theory on innate human needs and self-actualization.

- ④ This theoretical insight is backed up by recent empirical research within **self-determination theory**³, which has argued forcefully that autonomy is a fundamental human need the satisfaction of which is important for our psychological growth, integrity and well-being. Just as our body needs food and water for its wellness and health, our mind needs a few basic psychosocial experiences for its wellness and health — and among these needs, autonomy stands tall. As self-determination theory is currently the most studied theory of motivation within psychology, there are literally hundreds of studies demonstrating the importance of autonomy for human well-being in various life domains ranging from educational outcomes and work engagement to sport performance and dental hygiene.
- ⑤ Given that the need for autonomy is built into the human motivational system, it is no wonder we find something inherently worthy and fulfilling in being able to live authentically. Basic psychological needs provide a robust foundation for where to find meaning in life, as I argue in my new book *A Wonderful Life: Insights on Finding a Meaningful Existence*. And what applies to whole lives is true also for individual tasks. Hong Zhang from Nanjing University demonstrated that how much autonomy people perceive in goal-pursuit is connected to how meaningful they experienced the goal engagement to be. In my own studies, I've shown how having autonomy at work is one of the key qualities that make work meaningful.
- ⑥ In order to live a meaningful life, then, make sure you are in touch with yourself — that you are living a life endorsed by yourself, not a life aiming at pleasing others. If you don't follow your own values and dreams, you are most probably following values set by others — in the worst case the shallow, materialistic values promoted by mass

³ **self-determination theory:** As an important concept in psychology, self-determination refers to each person's ability to make choices and manage their own life. This ability plays an important role in psychological health and well-being.

culture and advertisements. And there is nothing more disappointing in life than living someone else's dream. As some wisecracker has put it, it is better to be yourself, as everyone else is already taken.

7 Meaningfulness is about connection. While this means that a major part of the meaningfulness in our lives comes from connecting with others through intimate, caring relationships and through being able to contribute to society and those one cares about, you cannot connect with others unless you are first in touch with yourself. Otherwise it is not you who is connecting to others but just an empty shell. Only by knowing who you are and where you come from, can you start to authentically connect with others.

8 Autonomy is about being the author of your own life: making volitional choices to live according to your own preferences, engage in activities you find personally interesting and that express who you are, and pursue goals you find worthy. And therein lies a recipe for more meaningful living.

9 So, take a moment today to write about your true self and who you believe you really are as a person, what are your most important values, and what you yourself would like to pursue and have in life. Then start to figure out how you could make that true self more the self that is realized in your everyday life and work.

(774 words)

Identifying the Main Points

- A Each of the ten statements below contains information given in one of the paragraphs in the text. Identify the paragraph from which the information is derived. You may choose a paragraph more than once.

Statement	Paragraph
1. Many studies have revealed the importance of autonomy for emotional and physical health in various domains of life.	Para. _____

(Continued)

Statement	Paragraph
2. Self-governing at work is an important quality that makes work worthy and fulfilling.	Para. _____
3. An important part of meaning in life derives from true connection with others.	Para. _____
4. The amount of detail in people's recount of their everyday self or the campus bookstore reveals little about their understanding of meaning in life.	Para. _____
5. The empirical research by Schlegel supports that self-fulfillment can make us feel our lives meaningful and worthwhile.	Para. _____
6. Autonomy is a basic human need and living an autonomous life is essential for people's psychological development, honesty and health.	Para. _____
7. Nothing is more depressing in life than living a life of others rather than a life of your own.	Para. _____
8. When people were asked to write about their true selves, the level of their essay's detail has a positive link with their sense of meaning in life.	Para. _____
9. Autonomy is about choosing to live according to your own preferences, which is the key to a more meaningful life.	Para. _____
10. If you don't live a life dreamed by yourself, you will be more likely be drowned by the superficial physical comfort advertised by mass culture.	Para. _____

Selecting the Best Choices

- B** Complete the following paragraphs with the words from the word bank. You may not use any of the words more than once.

Everyone wants to be authentic. You want to be true to yourself, not a slavish follower of social expectations. You want to “live your best life”, pursuing your particular desires, rather than falling in line with whatever everyone else thinks

- A) numerous
- B) betray
- C) honestly
- D) conflict
- E) endorsed
- F) values
- G) criteria
- H) assessments
- I) authentically
- J) proclaim
- K) conform
- L) motivated
- M) matches
- N) options
- O) fundamental

happiness requires. Studies have even shown that feelings of authenticity can go hand in hand with 1. _____ psychological and social benefits: higher self-esteem, greater well-being, better romantic relationships and enhanced work performance. But authenticity is a slippery thing. Although most people would define authenticity as acting in accordance with your idiosyncratic set of 2. _____ and qualities, research has shown that people feel most authentic when they 3. _____ to a particular set of socially approved qualities, such as being extrovert, emotionally stable, conscientious, intellectual and agreeable. This is the paradox of authenticity: in order to reap the many benefits of feeling authentic, you may have to 4. _____ your true nature.

From a psychological science standpoint, a person is considered authentic if he or she meets certain 5. _____. Authentic people have considerable self-knowledge and are 6. _____ to learn more about themselves. They are equally interested in understanding their strengths and weaknesses, and they are willing to 7. _____ reflect on feedback regardless of whether it is flattering or unflattering. Most importantly, authentic people behave in line with their unique values and qualities even if those idiosyncrasies may 8. _____ with social conventions or other external influences. For example, introverted people are being authentic when they are quiet at a dinner party even if social convention dictates that guests should generate conversation.

But a number of studies have shown that people's feelings of authenticity are often shaped by something other than their loyalty to their unique qualities. Paradoxically, feelings of authenticity seem to be related to a kind of social conformity. In these studies, people are first asked to characterize the qualities that reflect their true self. Afterwards, they complete 9. _____ — daily or once a week over a period of multiple weeks — about the extent to which their behavior reflected their qualities and the extent to which they felt authentic. We would expect that people feel most authentic on days where their behavior closely 10. _____ their unique pattern of values and qualities.

Workshop on Translation and Writing

Translation

A Translate the following paragraph about freedom into English.

自由是社会主义核心价值观中社会层面的第一个词，饱含了大家对美好社会的向往。自由是什么，想必大家都不陌生。其本义是由自己做主，依从自己的想法、意志、愿望行事，不受外来限制和约束。只是在我们现实生活中，不管不顾、随心所欲做自己想做的事情，这肯定是不可取的。我们所追求的自由，是每个人在规则也就是法律的约束下，能够不受外部因素干扰，安心追求自己的理想，尽情挥洒自己的才华。

Writing

Writing Skill Developing your idea with support

In writing, whenever you have an idea to deliver, make sure the idea has enough support that is solid and convincing. Types of support might include examples, reasons, evidence, facts, statistics, illustrations, sensory descriptions, analogies or metaphors, personal anecdotes, and quotes. It is also important to evaluate your support to ensure that it is clear and relevant. Try to incorporate a minimum of two pieces of support per main idea or paragraph.

Good support:

- is relevant and focused (sticks to the point);
- is well developed;
- provides sufficient detail;
- is vivid and descriptive;
- is well organized;
- is coherent and consistent;
- highlights key terms and ideas.

Weak support:

- lacks a clear connection to the point that it's meant to support;
- lacks development;
- lacks detail or gives too much detail;
- is vague and imprecise;
- lacks organization;
- seems disjointed (the ideas don't clearly relate to each other);
- lacks emphasis on key terms and ideas.

- B** Write in no less than 150 words about your true self and who you believe you really are as a person, what are your most important values, and what you yourself would like to pursue and achieve in life. Then start to figure out how you could make that true self more the self that is realized in your everyday life and work. Try to incorporate personal narrative or your own experience to support your account of your true self.

Project

Conducting a Survey and Presenting the Results

Directions:

- Work within a group to design a questionnaire on university students' freedom of choice. Then deliver this questionnaire to at least a hundred students on your campus or from other universities. Finally present the results of the survey to the whole class.

Suggested Steps:

A. Brainstorming

Work within your group to brainstorm a list of questions that can elicit 1) students' experiences of making choices at different stages of life and in different scenarios, and 2) students' views on loyalty to their true selves and conformity to social convention. You can refer back to what you have learned by reading the texts and by watching the video in this unit.

B. Organizing your ideas

Look at your list of questions in Task A. Transform the questions for 1) into statements that can be easily understood and applied to one's own situation. The choices provided for each statement are on a five-point scale, ranging from 1 (the least satisfactory match, the least agreed, etc.) to 5 (a perfect match, completely agreed, etc.). For example:

	Statement	Rating				
1	I chose the university according to my own preference.	5	4	3	2	1
2		5	4	3	2	1
3		5	4	3	2	1
4		5	4	3	2	1
...	...	5	4	3	2	1

C. Structuring your questionnaire

Structure your questionnaire in three parts. For the first part of the questionnaire, set two or more blank-filling questions about students' personal information such as their academic major and gender. Then use the results from Task B as the second part of the questionnaire. For the third part, use the questions for 2) from Task A as open-ended questions where target students can write about their viewpoints.

D. Launching your questionnaire

You can launch your questionnaire using online questionnaire platforms. Make sure the data collected are valid and reliable.

E. Analyzing and discussing the results

Process and analyze the data collected from the questionnaire and try to interpret the results. Based on this data analysis, discuss with your partner or group members the important types of freedom that our society should cherish.

F. Presenting the results

On the basis of the results of your analysis and discussion, prepare within your group a 10-minute presentation about the survey. Present it with PPT to the whole class. Remember to start with an effective hook and to end strongly.