

# Guidelines for Reading & Vocabulary Log 2

Linguistics 12 - Spring 2009

Please type your answers and hand them in at class time Monday, April 13.

## Part 1: Understanding the main points

Answer each of the following questions in a brief paragraph. Use your own words, primarily, but you may quote sparingly (at most five quoted words per paragraph, and at most twenty quoted words for the whole summary). You should write about 900 words total (double-spaced). Write in an academic style: this means that anyone could understand your summary, whether or not they have read these interviews, and whether or not they have read the questions on this page.

(Questions 1-4 are based on “Octuplet Case Spawns Bills to Limit Implants.”)

1. On what grounds are legislators “outraged” by Nadya Suleman’s giving birth to octuplets?
2. Describe the limits that the proposed Missouri and Georgia laws would place on in-vitro fertilization.
3. Paraphrase the objections of Bernita Malloy.
4. Paraphrase the objections of Ruth Claiborne.

(Questions 5-6 are based on “In Vitro Fertilization” from *Wikipedia*.)

5. Why are so many embryos implanted at the same time in IVF?
6. Why are multiple births (twins, triplets, etc.) so risky to mothers and babies?
7. Based on “Limiting Reproduction” by Adam Pertman and Naomi Cahn: Briefly summarize Pertman and Cahn’s argument.
8. Based on “Eight is Enough” by Patricia J. Williams: According to Williams, what is the relationship between Suleman’s spectacular fecundity and society’s myths about women’s fertility and infertility?
9. Based on your own opinion: Using up the remainder of your 900-word minimum, give your reaction to the Suleman controversy and/or your analysis to one or more of the readings.

## Part 2: Vocabulary

1. As you are reading this week’s sections, identify words you don’t know. A word you don’t know is one you don’t use regularly, or have never used, in your own conversation or writing. Look them up quickly in a dictionary. Make sure you discriminate among the various definitions for the word and identify the definition that matches the context.

2. **Choose five** of your identified words and write **an extended vocabulary log** for each one. An extended vocabulary log consists of five parts: (1) the word; (2) a sentence from the week’s reading in which the word appears; (3) a dictionary definition of the word, along with a citation of its source; (4) other derived forms of the word; and (5) an example sentence for each derived form of the word—at least three example sentences.

Your extended vocabulary log may be single-spaced. Please make sure the margins are one inch on all sides.

**Here is an example vocabulary log:**

- catastrophe
- “Corn, rice, and wheat are especially adapted to catastrophe...” (page 3)
- “a violent and sudden change in a feature of the earth” (from <http://www.m-w.com/dictionary>)
- catastrophic, catastrophically
  - Manning describes modern agriculture as a **catastrophe** upon the land.
  - Manning shows the **catastrophic** effects of modern agriculture upon the land.
  - Modern agriculture changes the land **catastrophically**, according to Manning.

**Very important:** The only words you will choose for this extended type of log are those which have **at least three derived forms**, as in the example shown above.

**Also very important:** As you can see in the example, the example sentences you write **must be paraphrases** of the sentence you found in the text. They are not sentences you have copied from a dictionary, the web or any other source. Obviously, these sentences should all have the same meaning.

**In case you didn’t know:** Derived forms usually start with the same letters (a “stem” or “root”) and end with some different letters (a “suffix”). A quick way to generate a list of related forms is to enter a stem followed by an asterisk (e.g., **catastroph\***) in the Longman Dictionary of Contemporary English (<http://www.ldoceonline.com>) or the Merriam-Webster dictionary (<http://www.m-w.com>).