

113 年中興大學全校英文作文競賽 評審綜合講評

評審 A：

以新冠病毒為背景探問訊息傳遞的真假作為英文寫作競賽主題頗新穎亦富挑戰性，與每人切身相關卻不容易寫好。以下針對這次作品中發現的優缺點，提供綜合評述。

作品中普遍的優點展現在對於假訊息有普遍的認知並能舉例。很多作品能提出自身或親朋好友的經驗作證明。部分作品提供了相關新聞報導佐證或科學依據等，非常精彩。另外，一些作品挑戰普世觀點或大眾認知、或者提出別出心裁提出富創意的解決方案，都非常值得肯定與嘉許。整體而言，多數作品架構完整，形式正確，值得鼓勵。

本次英文寫作上頻繁發生的缺點，在於上下文的連貫性、轉折語氣、動詞時態語態及用法上的錯誤、語句前後時態的不一致、慣用語彙的精確度等等。部分參賽者企圖使用華麗的詞藻修飾語句，卻忽略過多的文法修辭錯誤，的確大大影響表達的流暢度與讀者觀感，甚是可惜。

議題式探討社會問題的寫作題材確有一定難度。除了需先掌握好問題核心並聚焦討論的論點，又須展現個人充分且獨到的見解，用以說服讀者。此類論述方式實屬不易。因此，能成功做到的作品都很精彩。

評審 B：

It was a great pleasure to grade this. I appreciated all the participants' efforts and was truly impressed by their interesting thoughts, powerful arguments and fascinating insights as demonstrated in writing. Many students did show their terrific writing skills and follow the four standards (i.e. unity, support, coherence, and sentence skills) in paragraph development. Some writing would be better off if the participants paid attention to the following writing techniques:

1. Spelling: This is one of the basic elements in writing. No one would want to see poor spelling. I saw some writing full of misspellings (e.g. "addictor", "recive", "nevigat"...), which gave the impression that the participants were too careless and reckless.
2. Diction (word choice): Diction plays an important role in writing as it determines how clearly your arguments are conveyed. For example, one participant used the word "secondary" but in fact what he/ she was trying to express might be "secondly".
3. Avoid vague expressions: Some expressions seemed too awkward and vague (e.g. "easily-affected features of youngsters"). Use precise expressions to ensure that people can understand your ideas without confusion.
4. Avoid mixed sentences: A mixed sentence contains two or more parts that are incompatible – that is, the parts do not fit together. Be sure to untangle sentences that are mixed in grammar.

All the participants have the potential to be an excellent writer. Please keep moving forward. Enjoy the joy of writing.

評審 C：

As a judge for this writing competition, I commend the students for their robust engagement with the pressing issue of misinformation on social media platforms—a topic that

holds significant implications for both democracy and individual safety. The essays presented a multi-pronged approach to mitigating this challenge, seamlessly integrating themes of education, legal enforcement, and platform accountability into their arguments.

The students persuasively advocated for the inclusion of social media literacy within school curricula as a proactive measure, emphasizing how education can equip future generations with critical tools to discern and combat scams and fake news. They stressed the need for stricter penalties for perpetrators of social media scams, enriching this argument with a discussion on the ethical and practical challenges of enforcing such measures. This included a thoughtful consideration of how different legal systems might provide insights into more effective regulatory frameworks.

Moreover, many essays underscored the crucial role of social media platforms in policing content, advocating for a balance between aggressive regulation and the preservation of free speech. This comprehensive perspective showed a detailed understanding of the technological and ethical complexities involved in content moderation.

By weaving together these strategies, the students demonstrated a sophisticated ability to analyze and propose solutions to complex societal issues shaped by digital communication. They are encouraged to further enrich their arguments with real-world impact assessments to provide a more grounded and practical approach to their solutions. This practice will enhance their persuasive writing skills and deepen their engagement with essential topics in our digital age.