

ETS Reading Response 1

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Submission date: 08-Feb-2019 10:39PM (UTC-0500)

Submission ID: 1075322967

File name: ETS_192_Reading_Response_1.pdf (52.46K)

Word count: 531

Character count: 2730

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SUPA ETS 192

8 February 2019

Reading Response 1

“Western society’s values legitimate gendering by claiming that it all comes from physiology- female and male procreative differences. But gender and sex are not equivalent, and gender as a social construction does not flow automatically from genitalia and reproductive organs, the main physiological differences of females and males... Social statuses are carefully constructed through prescribed processes of teaching, learning, emulation, and enforcement.” (Lorber, 17).

The flashpoint above embodies Lorber’s central claim in the chapter “‘Night To His Day’: The Social Construction of Gender”. Her purpose in this passage and throughout the composition is to distinguish between sex and gender, which she believes have long been confused in our culture as synonymous terms. Lorber says that sex is defined by the physiological characteristics with which an individual is born. Gender, however, is what one might call the result of nurture, rather than nature. Society has fostered the idea of “gendering” by labeling almost every component of our culture as meant for either girls or boys, and this idea runs deeper than just dressing newborn babies in pink or blue. For much of human history, gender has defined our roles in the household, what our career aspirations should be, and how we should conduct ourselves in the proper manner of a woman or a man. These gender-rooted

expectations have been generated by our culture, says Lorber, and their equivalence to sex is nonexistent.

P/V ETS

Lorber's idea of gender as a social construct taught me more about how our views of gender are incredibly deep-rooted in our thoughts and our actions. Since this passage was written, the conversation about gender has drastically changed, yet confusion between sex and gender remain. Only in recent years have I learned that there is a difference between the two, but I still hear the terms used interchangeably in conversation. The perspectives shared by Lorber are incredibly relevant as the definition of gender has become even more complicated in the social climate of the 21st century.

In "The Story of X", the author Lois Gould tackles this idea that we are conditioned, beginning at birth, to act according to gender norms. The narrative follows the upbringing of a baby called X, whose sex is unknown to everyone except X's parents. A significant part of the story is when X's parents shop for toys for their new baby. Gould writes, "Mr. Jones wandered the aisles trying to find what X needed. But everything was in sections marked BOYS or GIRLS: 'Boys' Pajamas' and 'Girls' Underwear' and 'Boys' Fire Engines' and 'Girls' Housekeeping Sets'". Through the lens of Lorber, it is evident in the passage that society constructs gendered categories into which even a child's toys must fall. To label toys according to gender, Lorber would say, is to teach them at an early age about what is expected of them as a boy or a girl.

Sp. ETS

Such reinforcements have nothing to do with sex, and Lorber says gender norms have been created entirely by humankind. The manner in which we raise our children, not having any relationship to their physiology, changes the societal expectations of themselves and others.

P/V ETS

ETS Reading Response 1

GRADEMARK REPORT

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Wrong Form You may have used the wrong form of this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize the sentence, you may want to revise it using the active voice.

PAGE 2



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize the sentence, you may want to revise it using the active voice.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize the sentence, you may want to revise it using the active voice.

CLARITY/FOCUS

Clarity and Focus: Present a clear central idea early in the essay and focus on proving it.

| | |
|------------|--|
| ADVANCED | The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea is significant, meaningful, and engages the audience in a way that contributes important ideas to the topic or related field. |
| PROFICIENT | The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea is significant, meaningful, and engages the audience. |
| DEVELOPING | The essay contains a clear, focused, and effective central idea that addresses the demands of the prompt and fulfills the writing purpose. The central idea engages the audience to some degree. |
| EMERGING | The essay contains a central idea that may not be completely clear and focused; the central idea also may not be completely effective in addressing the demands of the prompt, fulfilling the writing purpose, or appropriately engaging the audience. |

DEVELOPMENT

Development: Use facts, definitions, and information from other sources to support and develop your central idea about the issue or topic.

| | |
|------------|---|
| ADVANCED | The essay develops the central idea with highly significant, well-chosen, relevant facts, extended definitions, concrete examples, quotations, etc. that thoroughly address the audience's understanding of the topic in a logical and reasonable way. |
| PROFICIENT | The essay develops the central idea with the most significant, well-chosen, relevant facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic sufficiently. |
| DEVELOPING | The essay develops the central idea with well-chosen, relevant, and sufficient facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic. |
| EMERGING | The essay develops a central idea with facts, definitions, examples, quotations, etc. The writing may not feature details that sufficiently develop the central idea or may incorporate details that are not well-chosen, generally addressing the audience's understanding of the topic. |

ORGANIZATION

Organization: Include an engaging introduction and strong conclusion. Use transitions throughout the essay to make connections clear.

| | |
|----------|--|
| ADVANCED | The essay uses an organizational structure where each new element builds to create a unified whole. The structure enhances and develops the central idea with appropriate, |
|----------|--|

varied transitions that show relationships between and among complex details. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a clear sense of cohesion throughout. The essay has an engaging introductory paragraph, as well as a thoughtful concluding statement/paragraph that follows from and supports ideas presented.

PROFICIENT

The essay uses an organizational structure that enhances ideas and development with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an engaging introductory paragraph, as well as a thoughtful concluding statement/paragraph that supports ideas presented.

DEVELOPING

The essay uses an organizational structure that enhances ideas with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an introductory paragraph, as well as a concluding statement/paragraph that follows from and supports ideas presented.

EMERGING

The lack of structure and appropriate, varied, and effective transitions make the essay difficult to understand. Entire structural elements are missing, such as an introductory paragraph and/or concluding statement/paragraph, or the structural elements do not properly support the ideas presented.

LANG/STYLE

Language and Style: Use specific, interesting language and clear sentence structure to communicate ideas.

ADVANCED

The essay has an established, formal style and objective tone that is maintained throughout. The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.

PROFICIENT

The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.

DEVELOPING

The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently. The essay contains some errors that may, at times, interfere with meaning.

EMERGING

The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.