

東吳大學 108 學年度碩士班研究生招生考試試題

第 1 頁，共 6 頁

系級	各學系碩士班	考試時間	100 分鐘
科目	英文	本科總分	100 分

I. Verbal Ability

Part 1: Sentence Completion (Questions 1-10): 20%

Select the best answer to complete the sentence. Then mark an X over the letter that corresponds to your answer choice as shown in the following example.

Example: A ~~X~~ C D (B is the best answer)

† Note: Please DO NOT circle, tick or underline your choice on the Answer Sheet!

1. If you have any ideas for a new project you would like to _____, please submit it to the committee before next Wednesday. (a) acquaint (b) propose (c) subscribe (d) implode
2. _____ in the psychology class has doubled in the past few years. (a) Enroll (b) Enrolls (c) Enrolling (d) Enrollment
3. _____ to one of these conferences before, I would have been aware of the fact that everybody in attendance is expected to bring a laptop for note taking. (a) When I went (b) because I went (c) If I went (d) Had I been
4. After a _____ defeat in the election, the political party vowed to reform the Wall Street financial system. (a) devastating (b) impressive (c) humiliated (d) dishearten
5. The professor uses _____ approaches in teaching because he finds that students enjoy new ways of learning. (a) novel (b) supplementary (c) conventional (d) orthodox
6. Never treat a person _____ to an end. (a) merely as a mean (b) merely as a means (c) mere as a mean (d) mere as a means
7. We retired at an early age. It was only after quitting the rat race _____ we looked around and realized why we had become financially independent while most people, even with higher incomes, end up stuck needing to work until age 65 or later. (a) that (b) and (c) where (d) which
8. The typical peasant farmer has a _____ existence, at the mercy of flood, disease and famine. (a) fictitious (b) cacophonous (c) precarious (d) rapacious
9. Since information technology makes _____ increasingly easy to find and work with outside resources, many companies are getting smaller in size. (a) itself (b) it (c) them (d) themselves
10. Currency analysts _____ for years that the value of the dollar will plummet, but it still hasn't happened. (a) will predict (b) have been predicted (c) have been predicting (d) predicting

Part 2: Cloze Test (Questions 11-40): 60%

Four answer choices are provided for each of the questions below. Select the best answer to complete the text. Then mark an X over the letter that corresponds to your answer choice as shown in the following example.

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Example: A ~~X~~ C D (B is the best answer)

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Is There Life after Rankings of Higher Education?

Three years ago I experienced a form of liberation denied to most of my peers in higher education. I left the University of Pennsylvania, (11), as dean of its law school, (12) under the U.S. News & World Report ranking system for ten years, and assumed the presidency of Reed College, one of a handful of American institutions of higher education that refuse to cooperate with that system.

For ten years Reed has (13) to fill out the annual peer evaluations and statistical surveys that U.S. News uses to compile its rankings. It has three primary reasons for doing so. First, one-size-fits-all ranking schemes undermine the institutional (14) that characterizes American higher education. The urge to improve one's ranking creates an irresistible pressure toward homogeneity, and schools that, like Reed, strive to be different are almost inevitably penalized. Second, the rankings reinforce a view of education as strictly instrumental to extrinsic goals such as prestige or wealth; this is (15) Reed's philosophy that higher education should produce intrinsic rewards such as liberation and self-realization. Third, rankings create powerful (16) to manipulate data and distort institutional behavior for the sole or primary purpose of inflating one's score. (17) the rankings depend heavily on unaudited, self-reported data, there is no way to ensure either the accuracy of the information or the reliability of the resulting rankings.

When Reed's former president Steven Koblik decided to (18) data to U.S. News, he asked the magazine simply to omit Reed from its listings. Instead the editors arbitrarily assigned the lowest possible value to each of Reed's missing variables, (19) Reed dropped in one year from the second quartile to the bottom quartile. After the predictable outcry, U.S. News purportedly began to rank Reed based on information available from other sources.... But since much of the information needed to complete the magazine's ranking algorithm is unpublished, one can only guess how the editors arrive at a value.

Reed's experience has not gone unnoticed. In a recent conversation with me the president of a leading liberal arts college (20) the distortions and deceptions that the ranking process engenders. When I suggested that he follow our example, he replied, "We can't. They will just plug in their own data, and we'll drop ten places in the rankings!" Criticism of the rankings is nearly unanimous, but so is (21) with them.

According to the latest statistics supplied by U.S. News, only five percent of surveyed colleges and universities fail to submit the statistical questionnaire. In the words of another of my fellow presidents, "The rankings are merely intolerable; unilateral disarmament is suicide."

(22) committing suicide, Reed College has survived. Indeed, it has thrived. Over the past ten years the number of applicants has increased (23) 27 percent, and the quality of entering students, as indicated both by conventional SAT and GPA measures and by Reed's internal "reader rating" system, has steadily increased—it is far higher than suggested by our nominal place in the U.S. News pecking order. More important, Reed continues to offer an academic program widely recognized for its uncommon rigor,

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intellectual structure, and theoretical depth. Its students continue at unusually high rates to participate in faculty research and to earn competitive prizes and fellowships. The college continues to set the pace in the percentage of its graduates who go on to earn a Ph.D.

At professional meetings my colleagues often ask, "What is life like outside the rankings rat race?" and "How has Reed survived?"

Not cooperating with the rankings affects my life and the life of the college in several ways. Some are relatively trivial; for instance, we are saved the trouble of filling out U.S. News's forms, which include a statistical survey that has gradually grown to 656 questions and a peer evaluation (24) I'm asked to rank some 220 liberal arts schools nationwide into five tiers of quality. (25) the latter, I wonder how any human being could possess, in the words of the cover letter, "the broad experience and expertise needed to assess the academic quality" of more than a tiny handful of these institutions. Of course, I could check off "don't know" next to any institution, but if I did so honestly, I would end up ranking only the few schools with which Reed directly competes or about which I happen to know from personal experience. Most of what I may think I know about the others is based on badly outdated information, fragmentary impressions, or the relative place of a school in the rankings-validated and rankings-influenced pecking order.

A somewhat more important consequence of Reed's (26) stance is the freedom from temptation to game the ratings formula (or, assuming that we would resist that temptation, from the nagging suspicion that we were competing in a (27) competition). Since the mid-1990s numerous stories in the popular press have documented how various schools distort their standard operating procedures, creatively interpret survey instructions, or boldly misreport information in order to raise their rankings. Such practices have included failing to report low SAT scores from foreign students, ... and inflating the yield rate by rejecting or wait-listing the highest achievers in the applicant pool (who are least likely to come if admitted). Rumors of these practices and many others like them were (28) in education circles in the early years of formulaic ranking. I was struck, however, in reading a recent New York Times article, by (29) evolved in my former world of legal education, where ranking pressure is particularly intense. The Times reported that some law schools inflate their graduate-employment rates by hiring unemployed graduates for "short-term legal research positions." Some law schools have found that they can raise their "student selectivity" (based in part on LSAT scores and GPAs for entering students) by admitting fewer full-time first-year students and more part-time and transfer students (two categories for which data do not have to be reported)....

Gaming the peer evaluations is harder, but some survey responders are not above "dumping" their schools' closest peers into the bottom tier so as to undermine the competition. Perhaps the most common (30) is simple self-promotion. When I was a law-school dean, my mailbox would begin to fill up about a month before U.S. News's annual "beauty contest" questionnaire arrived—with glossy admissions brochures, alumni magazines, lists of faculty publications, and breathless announcements of new buildings and academic symposia, all accompanied by bland cover letters from my counterparts expressing the thought that

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I might find the (31) interesting and illuminating. In my ten years as dean I only once received a cover letter that came right out and said what every other letter wanted to say: "When the U.S. News opinion survey comes out next week, please keep our law school in mind."

By far the most important consequence of sitting out the rankings game, however, is the freedom to pursue our own educational philosophy, not that of some news magazine. Consider, for example, the relative importance of standardized tests. The SAT or ACT scores of entering freshmen make up half of the important "student selectivity" score in the U.S. News formula. (32) we at Reed find SAT and ACT scores useful, they receive a good deal less weight in our admissions process. We have found that high school performance (which we measure by a complex formula that weighs GPA, class rank, quality and difficulty of courses, quality of the high school, counselor evaluation, and so forth) is a much better predictor of performance at Reed. (33), we have found that the quality of a student's application essay and other "soft variables," such as character, involvement, and intellectual curiosity, are just as important as the "hard variables" that provide the sole basis for the U.S. News rankings. We are free to admit the students we think will thrive at Reed and contribute to its intellectual atmosphere, rather than those we think will elevate our standing on U.S. News's list.

U.S. News also gives very (34) weight (25 percent of its overall formula) to student-retention and graduation rates. But it is far from clear that high student retention is the unmixed blessing implied by that formula. Rewarding high retention and graduation rates encourages schools to focus on pleasing students rather than on pushing them. Pleasing students can mean superb educational programs (35) to their needs; but it can also mean dumbing down graduation requirements, lessening educational rigor, inflating grades, and emphasizing nonacademic amenities. At Reed we have felt free to pursue an educational philosophy that maintains rigor and structure—including a strong core curriculum in the humanities, extensive distribution requirements, a junior qualifying examination in one's major, a required senior thesis, uninflated grades (not reported to students unless they request them), heavy workloads, and graduate-level standards in many courses....

.... We are also free to set academic policy without worrying about optimizing a "class size" ranking. (U.S. News gives positive weight to the percentage of classes with fewer than twenty students, and negative weight to the percentage with more than fifty.) Reed's average class size is, to be sure, very small (just below fourteen), (36) with the educational philosophy implicit in the U.S. News formula. But unlike many of our rankings-sensitive peers, we feel no pressure to use part-time adjunct faculty or teaching assistants as an inexpensive but educationally dubious technique for even further increasing the percentage of small classes. Conversely, we can embrace the educational benefits of combining large lectures with small laboratory sessions in some disciplines.

What lesson can (37) the fact that Reed continues to thrive despite its refusal to cooperate with the U.S. News rankings? Some of my peers speculate that Reed's success has little application to their schools. Only a college as iconoclastic and distinctive as Reed, they argue, could pursue such a strategy and survive. I disagree. To me, our success says something important about the market for higher education as well as

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about Reed College. Participants in the higher-education marketplace are still looking primarily for academic integrity and quality, not the superficial prestige (38) commercial rankings. They understand that higher education is not a mass-produced commodity but an artisan-produced, interactive, and individually tailored service of remarkable complexity. Trying to rank institutions of higher education is a little like trying to rank religions or philosophies. The entire enterprise is flawed, not only in detail but also in conception. This is not to say that schools should not (39) . Like its peers, Reed submits reams of data to the National Center for Education Statistics, to our accrediting agency, and to a consortium of commercial college guidebooks. The college publishes large amounts of information and descriptive material in its literature and on its Web site. Most important, it articulates its academic requirements in exquisite detail, and focuses on those measures of institutional performance (40) its mission. At Reed these measures include the quality of senior theses, the amount of student research activity, the percent of graduates earning Ph.D.s, and the number of competitive prizes and awards received by students and graduates.

Before I came to Reed, I thought I understood two things about college rankings: that they were terrible, and that they were irresistible. I have since learned that I was wrong about one of them.

11. (a) where (b) which (c) that (d) what
12. (a) I have lived (b) I had lived (c) having lived (d) living
13. (a) degenerated (b) subscribed (c) declined (d) appeased
14. (a) perversity (b) delinquency (c) reciprocity (d) diversity
15. (a) antithetical to (b) conforming to (c) dedicated to (d) implicit in
16. (a) incentives (b) slumps (c) obstacles (d) resistances
17. (a) Although (b) Because (c) Due to (d) Despite
18. (a) stop to submit (b) stop submitting (c) stop submit (d) stop to have submitted
19. (a) as a result (b) resulting in (c) with the result that (d) resulting from
20. (a) praised (b) extorted (c) lamented (d) recommended
21. (a) confront (b) sequence (c) explication (d) compliance
22. (a) Otherwise (b) Moreover (c) Besides (d) Far from
23. (a) by (b) on (c) at (d) in
24. (a) for which (b) which (c) who (d) whose
25. (a) Contemplating (b) Contemplated (c) Plummeting (d) Plummeted
26. (a) cooperative (b) rebellious (c) collaborative (d) submissive
27. (a) rigging (b) rigged (c) fair (d) honorary
28. (a) scarce (b) rampant (c) flexible (d) exclusive
29. (a) what the art of gaming has (b) what has the art of gaming (c) how the art of gaming has (d) how has the art of gaming
30. (a) tactician (b) tactical (c) tactic (d) tactful
31. (a) exposures (b) exposes (c) enclosures (d) encloses

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32. (a) Nevertheless (b) Except (c) Therefore (d) Although
33. (a) Accidentally (b) Consequently (c) Reluctantly (d) Likewise
34. (a) insignificant (b) remote (c) precarious (d) substantial
35. (a) precisely tailored (b) precisely tailoring (c) precise tailored (d) precise tailoring
36. (a) reflecting agreement (b) reflected agreement (c) reflecting disagreement (d) reflected disagreement
37. (a) derive (b) be derived from (c) be derived (d) derive from
38. (a) conferred (b) conferred by (c) conferring (d) conferring to
39. (a) hold accountable (b) hold accountably (c) be held accountable (d) be held accountably
40. (a) that being most germane to (b) that most germane to (c) are most germane to (d) that are most germane to

II. Writing Ability: 20%

It has become popular to rank universities in Taiwan. The author of the article in the cloze test section above clearly opposes rankings of universities. That is his opinion. How about yours? Please write an essay to discuss whether you support or oppose rankings of universities.

※不可書寫個人姓名或任何足以識別身分之文字或符號