

Structurally Descriptive vs. Informative Abstracts

Notice the difference between these different types of abstract. You should be aiming to write an INFORMATIVE abstract (of about 200 words – See #5). Look at the evolution of the writing and the dialogue, as the writer goes from more general information to the specifics of the content. Notice that it is not necessary to refer often to the presentation or the speaker. (To see the comments, make sure you have Word set to Revize – > Sledovat změny -> Všechny revize.)

1) Short Structurally Descriptive Abstract

In this presentation I will be talking about trigger warnings in general but mainly about their use in schools and possible impact on our future. I will explain how it all started, what it was meant to do. Then I will talk about how it spread into educational system. I will express my own opinion and encourage people to not being afraid to talk about taboos. The main purpose of my presentation is to increase knowledge about this problematic issue. 80 words

2) Short Structurally Descriptive Abstract with commentary

Trigger warnings (TW) are... Their use in schools is problematic in that...Some possible impact on our future lie in the fact that...It all started when...It was meant to TW spread into educational system in such a way that...In order to work with this issue, people should not be afraid to talk about taboos and...

3) Long Descriptive Abstract

Trigger warnings in schools and their impact

A lot of people do not know about ongoing censorship. It may shock you how extensive the damage can be.

This presentation will be based on two main topics. I will start with basic knowledge about trigger warnings, which means where they come from, why we need them or not. The first topic will describe how schools apply trigger warnings in their lessons. The second topic will focus on the main impact of trigger warnings. Throughout the whole presentation, I will be adding my points of view. I will not always describe my personal opinion but will be pointing out the pros and cons of trigger warnings. During the presentation, I will be giving you time for questions or for expressing your opinion. My goal is to end this presentation in a meaningful discussion of this topic and to show that we cannot see it only as a black-and-white issue, because both sides have good arguments to support their claim.

Although my main purpose of this presentation is to increase knowledge about this very problematic issue, I will also try to encourage people to not be afraid of talking about taboos.

191 words

4) Long Descriptive Abstract – with commentary

Trigger warnings in schools and their impact

Many people do not know about ongoing censorship in the form of trigger warnings preceding online information, or with content presented in school. The damage can be quite extensive in that...

Trigger warnings may be useful in that..., but may be dangerous because.... Schools apply trigger warnings in their lessons by.... The main impact of trigger warnings is.... The main argument to support the claim for using trigger warnings is....

Trigger warning may prevent us from talking about taboos, which is why they should....

5) Informative Abstract

Trigger warnings in schools: their impact on critical thinking

Trigger warnings started as an act of feminists on the internet as basically a warning to readers at the beginning of an article that it contains detailed description of violence. The main reason for this was to prevent the abuse of women.

Most people do not know that this little warning is now demanded in schools. In the beginning, many schools applied the trigger warnings when the new topic in class was about sexual harassment or about any graphic violence. This was meant to protect women who had been attacked from post-traumatic states and evoking old memories. However, this "censorship" later began to be demanded even for less serious matters e.g. fear of spiders, fear of snakes. As such, the consequences can be harmful for a balanced education.

The situation now is that teachers/professors must provide this kind of warning at the beginning of every new topic in class. After that, every student who does not wish to listen to this new theme has the right to leave the class without explaining. This means that students can choose not to learn about problematic topics, which lessens the possibility of their having a balanced education that includes the possibility to learn how to think critically about challenging or controversial ideas.

209 words