

First, read the following excerpts from an article in *The New York Times* that was published on June 24th 2017.

Almost a decade ago, faculty at Stanford and Harvard coined the term “failure deprived” to describe what they were observing: the idea that, even as they were ever more outstanding on paper, students seemed unable to cope with simple struggles.

A consortium of academics soon formed to share resources, and programs have quietly proliferated since then: the *Success-Failure Project* at Harvard, which features stories of rejection; the *Princeton Perspective Project*, encouraging conversation about setbacks and struggles; *Penn Faces* at the University of Pennsylvania, a play on the term used by students to describe those who have mastered the art of appearing happy even when struggling.

At the University of Texas, Austin, there is now a free iPhone app, *Thrive*, that helps students “manage the ups and downs of campus life” through short videos and inspirational quotes. The University of California, Los Angeles has what it calls a head of student resilience on staff. While at Davidson College, a liberal arts school in North Carolina, there is a so-called failure fund, a series of \$150 to \$1,000 grants for students who want to pursue a creative endeavor, with no requirements that the idea be viable or work. “We encourage students to learn from their mistakes and lean into their failure,” the program’s news release states.

—Jessica Bennett, *The New York Times*

Write an essay (300-350 words) in response to the above excerpts. Discuss the meaning of failure, and identify some possible events or causes that lead to failure. Then, explore strategies for university students to cope effectively with stress, rejection, and failure in their academic lives. You will be graded according to the content, language, punctuation, and organization of your writing.

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