

Glendale Community College
English 104 – Critical Thinking and Argumentation
Ticket #2732 ~ MW ~ 8:00 – 9:32 a.m.. ~ SF 102
Fall 2008

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Office Location: AD 245
Office Hours:
Office Hours: MTW, 9:40-10:40 and Th 9:40-11:40

Required Texts:

Barnet, Sylvan and Hugo Bedau, eds. *Current Issues and Enduring Questions*. 8th Edition. Boston: Bedford/St. Martins, 2005.
Chomsky, Noam. *Media Control: The Spectacular Achievements of Propoganda*. New York: Seven Stories Press, 2002.
Hacker, Diana. *A Writer's Reference*. New York: Bedford/St. Martin's Press, 1999. (OPT)
A standard college dictionary (OPT)

Course Philosophy:

I promise to bring enthusiasm and energy to class every day. I expect the same from you. I believe learning should be fun, but I also believe that learning does take hard work. We will learn together. We all come to class prepared. You arrive on time, read all the assigned readings, and participate in your own education. I arrive on time, prepare engaging lessons, and return student work promptly.

Course Description:

This course will enable students to critically read and evaluate expository and persuasive texts that address current issues. Also, students will be able to write sophisticated, coherently structured expository and persuasive essays using appropriate primary and secondary research materials. Students will be able to evaluate written arguments, recognize fallacious reasoning, and appreciate the role of language in written argument.

The ability to think critically is, of course, vital to a successful academic career, but it is also an indispensable tool in the workplace and in one's personal life. A citizen of a civilized society should be able to evaluate complex and even contradictory evidence to arrive at conclusions that are informed, educated, and intelligent.

Course Rationale:

English 104 is designed to be a continuation of English 101. Consequently, the primary focus of the course is instruction in writing. In addition, students learn to read and think critically and to develop their analytical and argumentative writing skills. The course takes students beyond the level of English 101 by providing a more advanced understanding of the relationship of language to logic and by further promoting the ability to reason effectively and reach valid conclusions. Writing forms and strategies are

taught within the contexts of contemporary ideas and cultural diversity as reflected in selected readings.

Prerequisite: English 101.

Course Objectives:

Upon successful completion of the required coursework, the student will be able to:

- A. . Critically read and evaluate expository and persuasive texts which address current issues and cultural diversity.
1. Identify thesis or unifying theme
 2. Identify traditional reasoning and logic (including induction and deduction, denotation and connotation)
 3. Identify and evaluate supporting evidence (relevance, accuracy)
 4. Distinguish fact from opinion, recognize assumptions and fallacies
 5. Evaluate text in terms of diction, tone and unity
 6. Identify the ways in which expository pieces and arguments are shaped by an author's social, historical, moral and psychological, and philosophical assumptions
- B. Write logical, coherently structured and mechanically sound, thesis based expository and persuasive essays which address current issues and which demonstrate appropriate use of primary and secondary research materials.
1. Select topic and adjust it in terms of breadth and complexity
 2. Clearly establish thesis
 3. Demonstrate appropriate use of supporting evidence in terms of accuracy, relevance, and freedom from faulty assumptions and fallacies
 4. Demonstrate ability to refute counter-argument
 5. Maintain unity and coherence between paragraphs
 6. Maintain college-level prose standards (mechanics)

Student Learning Outcomes:

Reading: Critically read and evaluate expository and persuasive culturally diverse texts which address current issues. Identify thesis or unifying theme of text and traditional use of reasoning and logic. Identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone, and unity.

Research: Demonstrate appropriate application of supporting evidence from primary and secondary sources. Evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions.

Writing: Write sophisticated, coherently structured, mechanically sound expository and persuasive essays which address current issues.

The Do-List:

- ~ **Respect yourself, your peers, and your instructor.** This means paying attention to your peers and instructor at all times. Please turn off your cell phone and all other electronic devices before class starts, and wait until class is dismissed before turning on your electronic devices or cell phones. Also, please wait until class is dismissed before packing your belongings.
- ~ **Be responsible for all class work, including assignments and discussions. If you are absent, call a friend from the class (get a phone number ASAP) to find out what you missed. Keep track of your absences and your progress. Please do not e-mail me to get this information.**
- ~ Submit all assignments on time. **Late assignments will be penalized. You will receive either half-credit for the assignment or have 10 points deducted per day – whichever deduction is less detrimental.** If you show up without an outline or rough draft, your grade on the essay will drop two points. If you do not show up on a day a rough draft or an outline is due, your grade on the essay will drop two points. Also, *students will not be granted the opportunity to make up quizzes or other in-class assignments. Make-up exams are permitted in emergency situations. For the purposes of this class, an emergency is defined as a serious illness or death of a close family member, a student's illness corroborated by a physician, jury duty, or natural disasters (earthquake, flood, or fire).* If a student is allowed to make up an exam, he or she will be asked to complete the exam in the Student Assessment Center (SF 111) at a time convenient for the student and fair to his or her classmates.
- ~ **Put time and thought into each assignment. Type all assignments completed outside of class. PROOFREAD your assignments. Sloppiness is neither appreciated nor rewarded. IF YOUR PRINTER BREAKS DOWN THE DAY BEFORE A PAPER IS DUE, YOU ARE UNFORTUNATE. BUY A BETTER PRINTER. THERE ARE ALTOGETHER TOO MANY PRINTER PROBLEMS. BE PREPARED TO PRINT A COPY ON OR OFF CAMPUS IN CASE OF AN EMERGENCY.**
- ~ Be sure your essay conforms to basic MLA essay format. Your name, my name, the title of the course, and the date should be typed in the top, left-hand corner of the first page. The title should be centered, but it should not be underlined or written in bold or italics. All essays are double-spaced. Maintain reasonable margins (one inch all around), and use an appropriate font size (11-12 point). STAPLE ALL PAGES TOGETHER BEFORE COMING TO CLASS. (See page 371 of *A Writer's Reference* for a sample.)
- ~ **Be here, be ready and be on time. Excessive tardiness will affect your participation grade. If you miss THREE classes, you will probably be dropped from the course. Two tardies count as one absence. Missing more than one class will adversely affect your participation grade. For each absence, your participation score will drop by 10 percent.**
- ~ Use your own words and ideas. It behooves you to cite other sources. When you quote outside material, you are showing your instructor that you have taken the

assignment seriously. If you are caught plagiarizing, you WILL fail this course. Plagiarism is the act of "taking someone else's idea or information and passing it off as your own" (Toby Fulwiler, *The College Writer's Reference*, 349). If you violate the college's Academic Honor Policy in any way, you will fail this course, and I will report the incident to the appropriate officials. For a full report of this policy, please visit <http://www.glendale.edu/policies®ulations/BPweb/BP6133.htm> .

- ~ **Participate in class discussions. What constitutes participation? Coming to class and taking up space is not enough. Exhibit enthusiasm. In theory, you are getting a college education because you want to learn. Show me you are interested. Come to class prepared, with comments and questions. You don't need to have all the answers, but asking relevant, probing questions will improve your analytical skills.**

- ~ All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities.

WRITE-UPS, ESSAYS, GROUP PRESENTATION, MIDTERM, FINAL EXAM, & LIBRARY WORKSHOPS
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LIBRARY WORKSHOPS—You will attend one library workshop this semester.

WRITE-UP #1— Complete the MLA exercise on page XXX of this packet. Type your responses to each question and type the chart. (If you are unable to draw tables on your word-processor, just complete the table in the form of an outline. But you must still type your answers.)

WRITE-UP #2 — Read George F. Will's essay, "Being Green at Ben and Jerry's" very carefully. Read the essay actively. Photocopy the first two pages of the essay (94-95) from your book to show me how you read it actively. (This photocopy, of course, will fit onto one standard 8.5 X 11" sheet of paper.) Make sure the photocopy picks up all your notes, underlined material, and other commentary. To earn full credit, you must underline one or two sentences per paragraph and have plenty of thoughtful questions and meaningful notes in the margins. Now, write a short review of the essay in which you answer two questions: 1) Which TWO of Will's arguments are convincing and why? 2) Which TWO of Will's arguments are not convincing and why? Do not write a formal introduction or conclusion for this write-up. Simply compose a short (two-paragraph or more) response to this prompt, and attach the aforementioned photocopy. This assignment will be typed. (1-2 pages, plus photocopy)

WRITE-UP #3 – For this write-up, you will not compose a single sentence – unless you want to do so. Simply type a version of the chart you have composed for the question we posed in class: Should torture be allowed? The entries on the chart may be phrases or complete sentences. (1 typed page)

ESSAY #1 – You will write an argumentative essay on the following topic: Should torture be allowed? Your essay will have a clear introduction with an unambiguous thesis sentence; organized body paragraphs with clear topic sentences, valid evidence, and adequate support for evidence; and an engaging conclusion. You also must include at least one definition paragraph and one alternate hypothesis. Use MLA style throughout – from essay format to citation methods. (4-5 pages)

GROUP PRESENTATION— Each student will work with up to two other students (three maximum per group) on the following topic. You will be graded on the quality of your presentation, the extent to which your group is convincing, and the length of the presentation (Required: 5 minutes).

Imagine you are an advertiser. Create an advertisement for an undesirable product, service, or presidential candidate. It has to be a product that would ordinarily be difficult – if not impossible – to sell, or it has to be a person that would be very difficult to convince voters to support. For example, you may create an advertisement intended to sell used syringes, reclaimed water, or broken windows. Or you may try to convince voters to elect Keanu Reeves for president of the United States. For instance, how would you make worn-out tires attractive to consumers? How would you persuade customers to buy your product or vote for your candidate? What kind of visual and textual arguments would you use to convince people to buy your product? (Remember our discussion about *ethos*, *pathos*, and *logos*.) Who will be your audience? Will you include text in the advertisement? If so, what will you write? Why?

You may invent an undesirable product, but you cannot create imaginary side effects to sell the product. For example, two years ago, one group developed a product called Derection, a pill that had the opposite effect of Viagra for men. At first, the group wanted to claim that in addition to rendering a man impotent, the drug would also fight cancer. This is too easy. You have to sell the product based on its properties. How would you make impotence attractive to men or women?

Your group will design a professional advertisement. The advertisement will be a one-page print ad for a magazine. Take the design component seriously. Think carefully about what you will include in the ad, and take all necessary steps to ensure that a quality piece is produced. Keep your pencil drawings at home and your collages in your eighth grade history class. Produce something you might see in a magazine.

How should you arrange your in-class presentation? Provide the class with an in-depth rationale for every decision. Every member of the group must contribute to the presentation by providing meaningful analysis of the ad. The presentation should include the following: 1) a brief description of the product, service, or candidate; 2) a detailed explanation of the advertisement's goal; 3) an analysis of ALL the finer points of the advertisement to explain how each part of the ad is calculated to convince the reader of the product's, person's, or service's desirability; 4) an explanation of the use of *ethos*, *pathos*, and/or *logos* in the advertisement; 5) a discussion of the intended audience for this ad and how this advertisement will appeal to this audience; and 6) an exploration of the possible weaknesses of the advertisement and what could have been done to improve the advertisement. To help with your analysis, we will analyze advertisements in class. (5 minutes)

ESSAY #2 — In addition to producing an advertisement, your group will write a persuasive essay about why your advertisement is successful. This is NOT a summary of your ad or your presentation. Instead, you will persuade the reader that your ad truly would convince your target audience to buy this product. How will you persuade the reader that your ad is successful? You should point out how the details of the ad make consumers want to buy your product. Why are the visuals convincing? the written text? Why will this appeal to your intended audience? Disprove any potential criticisms others may have of this advertisement (alternative hypothesis). For example, if someone might argue that a part of your ad is not persuasive, how would you defend yourself against this attack? Adapting your knowledge to a real world project is a vital skill to develop. Your group essay will have a clear introduction with an unambiguous thesis sentence; organized body paragraphs with clear topic sentences, valid evidence, and adequate support for evidence; and an engaging conclusion. Use MLA style throughout – from

essay format to citation methods. Each member of the group must contribute at least one body paragraph. (3-5 pages)

LOGICAL FALLACY PRESENTATION – You will work with two other students in class to write a short movie script that includes 5 logical fallacies. Your goal is to write a clear, comprehensible script that is easy to follow and that contains at least five, easily identifiable logical fallacies. The scene can deal with any legal topics, and you can use any legal props when you act out your short script in front of the class. The presentation will only be 2 or 3 minutes long, and you should have fun with it – but be responsible, and practice your lines ahead of time. Don't wait until class to put all the pieces together. You may use the script during the performance, so you don't need to memorize your lines, but practice them anyway to ensure that the presentation is successful.

THANK YOU FOR SMOKING EXERCISE – Watch the movie very carefully. Then, make a list of 10 logical fallacies you noticed in the movie. Your list of 10 logical fallacies does not need to be written in the form of a paragraph. Instead, just write a numbered list of the 10 logical fallacies you found in the movie. For each of the 10 entries, note the type of logical fallacy committed and provide a brief (1 or 2 sentence) summary of the part of the movie that you're referring to.

MIDTERM EXAM — You will identify ten logical fallacies. This is a hard test!

ESSAY #3 — Write an analysis of Jeff Jacoby's "Bring Back Flogging" or David Cole's "Five Myths about Immigration." Challenge the assumptions or arguments made in one of these essays. That is, you must disagree with one of these authors, and prove why their arguments are unsound. **DON'T** write about both of them. Your essay will have a clear introduction with an unambiguous thesis sentence; organized body paragraphs with clear topic sentences, valid evidence, and adequate support for evidence; and an engaging conclusion. Use MLA style throughout – from essay format to citation methods. (In-Class)

RESEARCH ASSIGNMENT #1 – After reading Noam Chomsky's *Media Control* actively – underlining and taking notes throughout – you will copy at least 11 quotations from the book, one from each chapter, that you feel are the most important of each chapter. Which quote from each chapter seems to embody most accurately the central idea or the most important idea of the chapter? You will type these 11 quotations and submit them for this first assignment.

RESEARCH ASSIGNMENT #2 – For this assignment, you will choose your favorite one of the quotations from the 11 submitted for the previous assignment, and you will analyze it in a one-page typed write-up. In this one page write up, you will type the quotation you have selected at the top of the page. Then, you will define any parts of the quotation that need clarification or that may be understood in different ways. How do you define the terms used in this quotation? Then, you should explain what this quote means. In other words, you should support the quote, and analyze the broader meanings and implications of the quote. Let yourself go here. Can you provide examples or analogies to substantiate this quotation? Do you disagree with it? Do you agree with it? Why or why not? Does it seem accurate? Why? How? Keep asking yourself questions about the quotation. Dig deep. Finally, you should explain whether or not this quote applies to the war or act of aggression you've chosen to research (see description of research paper below).

RESEARCH ASSIGNMENT #3 – You will submit a preliminary Works Cited page that lists at least 5 outside sources you will use for your research paper. You may not change these sources – though you may add more – so make sure the five you choose are sources that will help you write this essay.

RESEARCH PAPER / FINAL — Critical thinking requires not only the ability to argue based on facts and opinions but the ability to synthesize information as well. As such, your research paper will be an exercise in argument, persuasion, and synthesis. Of course, Noam Chomsky’s whole book is about how governments use propaganda to tame the “bewildered herd” into submission. Is he right? Research one war or act of aggression in modern history from any country anywhere in the world – India, Guatemala, Panama, Iraq, East Timor, the United States, or anywhere else in the world. Then apply Chomsky’s ideas to this war or act of aggression. Did the government of the country in question use the tactics outlined by Chomsky in his book? Your answer can range from “Yes!” or “No!” to “Somewhere in between.” What we’re trying to decipher here is exactly how accurate Chomsky is in his analysis of propaganda. Your essay will have a clear introduction with an unambiguous thesis sentence; organized body paragraphs with clear topic sentences, valid evidence, and adequate support for evidence; and an engaging conclusion. Use MLA style throughout – from essay format to citation methods. (7-9 pages)

Course Grade Breakdown

Write-Up #1	10	
Write-up #2	10	
Write-up #3	10	
Essay #1	30	
Group Presentation	10	
Essay #2	30	
Logical Fallacies Presentation	5	
Thank You for Smoking Exercise	10	
Midterm	20	
Thank You for Smoking Exercise	5	
Essay #3	30	
Research Assignment #1	5	
Research Assignment #2	5	
Research Assignment #3	5	
Research Paper	50	
Participation	10	
Library Workshop	5	
TOTAL		

250 – 225 = A

224 – 200 = B

199 – 175 = C

174 – 150 = D

Final Note: Students with disabilities – whether physical, learning, or psychological – who believe that they may require accommodations in this class, should contact me as soon as possible.

Course Schedule

Read all assignments before coming to class.

All assignments are due on the date indicated below.

An asterisk () is placed next to those activities that will be delivered in class.*

Week 1

9/3 – Introduction to course
MindTrap 104 *
What is MLA *

Week 2

9/8 – What is MLA *
What is plagiarism?
CI, Chapter 3 (75-78)
Watch scene from *American History X** & What's an Argument? *

9/10 – "Get interesting things and stuff" Formal Language * Don't Do the Jane Fonda *
CI, Chapter 3 (78-82)
Active Reading Strategies (page 10 of this syllabus)
CI, Chapter 3 (82-99)

Due: Write-up #1

Week 3

9/15 – Denotation and Connotation *
CI, Chapter 3 (100-111)
Charting *
CI, Chapter 28 (804-810)

DUE: Write-up #2

9/17 – Sentence Style Variety *
CI, Chapter 28 (812-829)

Week 4

9/22 – Sexist Language*
Writing Workshop – Outlining

DUE: Write-up #3

9/24 – Writing Workshop – Introductions
Writing workshops – Body Paragraphs

DUE: Outline of Essay #1

Week 5

9/29 – Writing Workshop – Body Paragraphs & Supporting Evidence *
Writing Workshop – Conclusions *

10/1 – Peer Edit *
Introduce Group Assignment *
Writing Workshop*

DUE: Rough Draft of Essay #1

Week 6

10/6 – *CI*, Chapter 4 (141-173)
Reading Visual Arguments – Advertisements *

DUE: Final Draft of Essay #1

10/8 – Watch *The Persuaders**
More Advertisements *
Group Assignment (In-Class Time) *

Week 7

10/13 – **Group Presentations ***

DUE: Essay #2 + ALL GROUP PROJECT EVALUATIONS! (SEE PAGE 28 OF THIS SYLLABUS!)

10/15 – **Group Presentations ***
CI, Chapter 9 (356-364)

Week 8

10/20 – *CI*, Chapter 9 (365-380)
Logical Fallacies – Practice *

10/22 – Logical Fallacies – Practice *
Logical Fallacy Group Presentations *

Week 9

10/27 – Watch *Thank You for Smoking*

10/29 – More practice with logical fallacies *
DUE: Thank You for Smoking Exercise

Week 10

11/3 – **Midterm Exam**
CI, Chapter 5 (177-182)
CI, Chapter 5 (183-191)

11/5 – *CI*, Chapter 5 (191-193)
CI, Chapter 24 (695-698)

Week 11

11/10 – VETERAN'S DAY – NO CLASSES

11/12 – **IN-CLASS ESSAY – Essay #3 – Bring Large Blue-Book to Class**
Introduce final research paper *

Week 12

11/17 – Discuss *Media Control*

11/19 – Discuss *Media Control*
DUE: Research Assignment #1

Week 13

11/24 – General Writing Workshop *
CI, Chapter 6 (221-234)
DUE: Research Assignment #2

11/26 – General Writing Workshop *
CI, Chapter 6 (235-247)
DUE: Research Assignment #3

Week 14

12/1 – General Writing Workshop *
CI, Chapter 7 (257-279)
DUE: Outline of Research Paper

12/3 – Individual Conferences *
DUE: Rough Draft of Research Paper

Week 15

12/8 – Individual Conferences *
Due: Rough Draft of Research Paper

Final Draft of Research Paper Due on Final Exam Date (TBA)

MindTrap
English 104

- 1) Thesqt was washing windows on a high-rise office building when he slipped and fell off a sixty-foot ladder onto the concrete sidewalk below. Incredibly, he did not injure himself in any way. How was this possible?
- 2) There was an electrician and a plumber waiting in line for admission to the International Home Show. One of them was the father of the other one's son. How could this be possible?
- 3) How far can a dog run into he woods?
- 4) After the new Canon Law that took effect on November 27th, 2004, would a Roman Catholic man be allowed to marry his widow's sister?
- 5) Shadow approached Jack Tar in one of the many bars on the cruise ship *Pinnacle II*. Jack Tar was spinning a yarn. "I've been a sailor for twenty years and never experienced anything like it," said Jack. "I came out of my cabin door and heard gun shots. I saw a man at the front of the ship waving a gun around, so I immediately hit the floor and covered my head. I looked up moments later and saw a gun lying right in front of me. I picked it up and fired the first shot into the air and the second at the gunman. Fearing for my own life, I ran to the back to the ship. Next thing I knew, there was security everywhere and they said I shot the assassin and was the hero of the day." Shadow doubted anyone could possibly believe that story. Why not?
- 6) Against his better judgment, Captain Frank attended Art Bragg's annual Christmas party. Captain Frank sat in a corner trying to be as inconspicuous as possible when Art trapped him in one of his many tall tales. "Why yes," began Art, "even my days as a younger man were filled with adventures. That beautiful white rabbit skin and that 14 point moosehead on the wall are both from animals that I shot when I was just a lad of 12. I got them both up in Canada during my July 4th holidays. Two summers later, I shot this beautiful bear your sittin' your feet on." Captain Frank realizing that Art was just getting started, got up and said, "Art, excuse me, but I can't take your *bull* any longer." Why did Captain Frank say this?
- 7) Zloghta was standing at the bar in the Soul-Ace Hotel and bragging about his hunting ability. He recalled a time when he was hunting mountain goats and suddenly came across a panther, a mountain lion, and a puma, all at the same time. Knowing he had only one bullet, and that his life hung in the balance, he took careful aim and killed them all with just one shot. Is Zloghta spouting another tall tale or is this situation plausible?
- 8) Bendasokhtz, a hairy politician, was very tired after a long day of campaigning. He went to bed at 10 p.m., wound his alarm clock, and set it for noon the next day. Since Bendasokhtz fell asleep almost immediately, how many hours of sleep did he get before the alarm woke him?
- 9) Suzie is afraid of ugly monsters hiding under her bed. She usually runs from her bedroom door and leaps into her bed so the monsters can't get her. Even though Suzie's bed is twelve feet from the door, she manages to switch off her light and jump into her bed before her room is dark. Since Suzie doesn't use any device to flip the switch, how is she able to accomplish this remarkable feat?
- 10) What is so unusual about the sentence below? (Aside from the fact that it doesn't make a lot of sense.) "**Jack Daw loves my big sphinx of quartz.**"
- 11) Two mothers and two daughters were fishing. They managed to catch one big fish, one small fish, and one fat fish. Since only three fish were caught, how is it possible that they each took home a whole fish?

MLA EXERCISE

- 1) What does the acronym MLA stand for? What are the other two major citation methods called?
- 2) Why is it important to know MLA style? What **four** purposes does this documentation style serve?
- 3) What is the difference between in-text citation and works cited citation?
- 4) How would you cite a quote from page 45 of *Media Control*? Pick a line from that page, and correctly document the quotation as you would in a traditional essay. Imagine you were quoting this for your paper – and imagine further that you were *citing the book for the first time*.
- 5) How would you cite a line from a website in your essay? Choose a line from any website and quote that line here. Then use quotation marks around the borrowed material and use appropriate in-text citation. Besides page numbers, how else can you chronicle accurately and precisely where you located information on a web page?
- 6) How do you know when to italicize a title or place quotation marks around it?
- 7) Examine a Works Cited page in your grammar handbook or the OWL site. How would you describe the spacing on the page? Is the phrase “Works Cited” centered? How are lines indented? Is the Works Cited page numbered as the other pages are, in the top, right-hand corner?
- 8) According to MLA, what is the difference between a Works Cited page and a bibliography?
- 9) Plagiarism is defined and explained on **pages 269-271** of your textbook. Summarize the definition of plagiarism provided on these pages. (**Be sure not to plagiarize the authors of your textbook in responding to this question on plagiarism!**)
- 10) Then, complete the chart below. The chart explains what material needs to be cited in a formal essay and what material does not need to be cited. Please provide a single example for each of the ten entries. You do NOT need to retype the entries; just provide an example that lets me know you understand the concept expressed in the entry. For example, you may write down the following for number 5 on “What does not need to be documented”: “A dog is a mammal.” This simple entry is an example of a **generally accepted fact**.

What needs to be cited or documented	What does not need to be documented
1) Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium	1) Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
2) Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing	2) When you are writing up your own results obtained through lab or field experiments
3) When you copy the exact words or a unique phrase	3) When you use your own artwork, digital photographs, video, audio, etc.
4) When you reprint any diagrams, illustrations, charts, pictures, or other visual materials	4) When you are using “common knowledge,” things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)
5) When you reuse or repost any electronically-available media, including images, audio, video, or other media	5) When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, “writing is a process” is a <u>generally-accepted fact</u> .

Active Reading Strategies

Pre-Reading: What do you do when you are given an assignment? First, schedule some time to read the assignment. This sounds basic, but how often do you see “other” students cramming a reading assignment between classes.

- Read any preliminary notes:
- Study the title and subheadings:
- Look at the length of the assignment:
- Research the author:
- Make predictions
 - Turn the title into a question:
 - Study the first paragraph:
 - Study the final paragraph:
 - Subject:
 - Purpose:
 - Audience:
 - Argument:

First Reading: You should read any assignment (particularly those under 50 pages) more than once. What should you do the first time around?

- Read the piece all the way through:
- Underline unknown vocabulary:
- Ask questions:
 - Which predictions were true?
 - What surprised you?
- First impression:
 - Like/Dislike, Good/Bad, Happy/Sad:
- Make a list of vocabulary words and study them:

Second Reading: The second reading should be for real comprehension. Take time to do the following:

- Stylistic Choices:
 - Denotation/connotation:
 - Repeated words:
 - Metaphors, symbols, figurative language:
 - Varied sentence styles:
- Annotate and Highlight:
 - Sentences:
 - Notes in margins:
 - Summaries: Summarize important information
 - Questions: Ask questions, like “who, what, where, when, and WHY”
 - Confusion: What needs to be clarified?
 - Connections:
 - You, family, community, city, state, country, world, life:
- Mapping:
- Clustering/Webbing:
- Descriptive Outlining

Post-Reading Activities: When you’re finished, you’re not finished.

- Summarize the reading:
- Ask questions:
- Identify main themes, arguments, points, ideas:
- Write debatable essay questions:

The Introductory Paragraph

The introductory paragraph is a problem. What do we do? What have we been told? If you are like most people, you believe the introductory paragraph is something you have to do because other people say it is important. The introductory paragraph serves a vital role in the writing process. Think of your essay as a set of directions. If the body tells us *how* to get to your destination, your introduction tells us why this trip will be fun (interest), what map we are using (topic), why we are going on this trip (relevance), and where we are headed (thesis). It should accomplish at least four things:

Required

- 1) **CREATE INTEREST IN THE TOPIC** – A creative title should be followed by an engaging lure.
- 2) **EXPLAIN YOUR TOPIC** – Discuss the topic of your essay. This answers the question: What is this essay about?
- 3) **PROVIDE A THESIS SENTENCE** – A *thesis* is a statement that expresses an opinion you intend to prove. This answers the question: What do I intend to prove in this essay?
- 4) **INCLUDE A BRIEF LIST OF YOUR MAIN POINTS** – The main ideas of each body paragraph. This *may* be added onto the thesis sentence.

Optional

- 5) **EXPLAIN THE RELEVANCE OR IMPORTANCE OF YOUR ARGUMENT** – This answers the question: Why should readers want to know about this topic?

You have a great opportunity to lure the reader with a creative introduction. The introduction serves as a first impression. Think about it. Imagine you meet a pleasant person. How would you introduce yourself? “My name is Ishkhuhi Hastanapanian. I think you are interesting in many ways. I think it is interesting to be with you. You interest me, young human.” If so, you are a very lonely person. An introductory paragraph is no different. Make people *want* to read. *How* do you make people interested? Present your topic with some enthusiasm. Here are a few suggestions:

- 1) **Start with a short story or anecdote that explains your topic.** Keep it short, but make it fascinating. Make sure that it is *directly* related to your topic.
- 2) **Use a bizarre statistic.** Americans work one hundred hours a year more than the industrious Japanese. Don’t make these up. Keep it factual.
- 3) **A quote — the stranger the source, the better.** I once used a quote from a song by the Dead Kennedys for a paper on George Orwell’s *1984*. “Now it’s 1984 / Knock, knock at your front door / It’s the suede-denim secret police / They have come for your uncool niece.” This essay was about Orwell’s concept of Newspeak.
- 4) **Shock the reader.** “Dolphins love to be punched in the stomach. They like to experience pain and they will never retaliate with ample rage. Actually, this is not true.”
- 5) **Provide some history on the topic.** “Although we tend to think of Ghenghis Khan as a killer, he was responsible for a variety of social and technological revolutions.” (This one makes it particularly easy to transition into the topic’s relevance.)
- 6) **Start with the opposite argument.** (Difficulty rating: 328,342,235,657,676) “Women experienced many social freedoms during the nineteenth century.”
- 7) **A joke or illustrative example.** When Charley was beaten by his father, he tried to ignore his own feelings. In “My Papa’s Waltz,” Theodore Roethke....

Body Paragraphs

You will write a detailed outline for your essay. Of course, your introductory paragraph will contain a creative title and lure, the topic of the essay, a brief list of the main points you will make in your essay, and a **thesis sentence**. These will be included in your outline. But how do you organize information in your body paragraphs? Each body paragraph should contain the following:

- 1) **A topic sentence** – a sentence that clearly expresses the main topic of this paragraph. This differs from the topic of the essay found in the introduction. The topic of the essay may be therapeutic cloning, but the topic of the body paragraph will be one point about therapeutic cloning (i.e. its ability to fight diseases or advance medical knowledge).
- 2) **Evidence** – detailed proof of the point you wish to make in this paragraph. This may include statistics, facts, case study results, quotations from experts, or some other verifiable information. Remember: Details are important.
- 3) **Support the evidence** – an analysis of the evidence you have provided in this paragraph. What does this evidence mean? How should your audience interpret this evidence? Here are some ways to support evidence:
 - a. **Use an analogy or example** – An example or analogy may help readers understand a complex quote in greater detail.
 - b. **“In other words”** – This phrase could be used to rephrase a quotation filled with jargon or industry-specific terminology.
 - c. **Statistics** – A good statistic will help support your evidence (unless your evidence is already a statistic).
 - d. **Facts** – Unless your evidence is a fact, a few facts to support your position would be a good idea.
 - e. **Other quotes** – A great way to support evidence is to show that other experts or studies agree with this position.
 - f. **Explanation** – Exactly what does this evidence mean? Perhaps it is too complicated to be self-explanatory.
 - g. **Interpretation** – If the quote is relatively obscure, you may want to interpret the author’s or study’s findings with a detailed, step-by-step interpretation of the information.

THE IMPORTANT ASPECT OF THIS COMPONENT OF THE BODY PARAGRAPH IS SIMPLE: EVIDENCE, IF LEFT ALONE, CAN BE INTERPRETED IN A MYRIAD OF WAYS. IT IS YOUR JOB TO MAKE CLEAR – IN EXCRUCIATING DETAIL – EXACTLY WHAT THE EVIDENCE MEANS AND HOW IT RELATES TO YOUR ARGUMENT. THIS IS THE TOUGHEST PART OF THE WRITING PROCESS – BUT IT IS BY FAR THE MOST IMPORTANT.

- 4) **An explanation of how the evidence supports the thesis** – supporting sentences that explain how this information supports your thesis. How does this evidence and your explanation of it support your thesis (the opinion you intend to prove)?

Example:

Does this body paragraph contain a topic sentence, evidence, explanation of the evidence, and a clear support of the thesis mentioned in Khalid’s essay?

In addition to the real threat of food poisoning, meat is potentially hazardous in another, more subtle, way. According to the researchers at the University of Connecticut, the antibiotics injected into most cows in this country may do more harm than good: “The cows are injected with antibiotics, and when humans consume the meat of these cows, they consume the same drugs. Humans who ingest meat regularly will ultimately become resistant to these antibiotics” (Greez 32). Of course, these cows are treated with antibiotics in order to ensure that their meat is free of infection or bacteria. However, the antibiotics in question do not differ substantially from those used by humans to treat serious bacterial infections. If humans ingest meat regularly, they will, in effect, be taking antibiotics as regularly. Once their bodies become resistant to the antibiotics, they will not respond positively to antibiotics when their doctors prescribe these drugs to treat various health problems. For example, someone who eats hamburgers regularly may not respond well to a course of antibiotics for a tooth infection.

Study the following proof from a typical geometry problem:

Steps	Reason
$4x = 8 - 2x$	Given
$2x = 4 - x$	Division property of equality
$3x = 4$	Addition Property of equality
$x = 4/3$	Division property of equality

This is not qualitatively different than what you should do when proving evidence in your writing. Many students claim they are “math people,” but math and English are not wholly different. Thinking is thinking, regardless of the discipline. The basic reasoning skills used in mathematical proofs and even algebraic problems should be implemented in writing.

Therefore, we should avoid quickly asserting our position when using evidence. Instead, we should show – **step by step** – how we arrive to our conclusions when doing a “proof” in interpretation or argumentation.

Study the following example of a body paragraph for an essay that proves eating meat is unhealthy:

In addition to the real threat of food poisoning, meat is potentially hazardous in another, more subtle, way. According the researchers at the University of Connecticut, the antibiotics injected into most cows in this country may do more harm than good: “The cows are injected with antibiotics, and when humans consume the meat of these cows, they consume the same drugs. Humans who ingest meat regularly will ultimately become resistant to these antibiotics” (Greez 32). Meat may lead to serious health problems.

In the preceding example, we are provided with valid evidence, but the support of that evidence is weak. You should not rely on evidence to make you point. You should use evidence to support your own argument. Perhaps, one may argue, that building a tolerance to these antibiotics is good, that bovine antibiotics are a weak strain that should be ingested and processed. In other words, without your support the evidence may be interpreted in various ways. Now, study the example below.

In addition to the real threat of food poisoning, meat is potentially hazardous in another, more subtle, way. According the researchers at the University of Connecticut, the antibiotics injected into most cows in this country may do more harm than good: “The cows are injected with antibiotics, and when humans consume the meat of these cows, they consume the same drugs. Humans who ingest meat regularly will ultimately become resistant to these antibiotics” (Greez 32). Of course, these cows are treated with antibiotics in order to ensure that their meat is free of infection or bacteria. However, the antibiotics in question do not differ substantially from those used by humans to treat serious bacterial infections. If humans ingest meat regularly, they will, in effect, be taking antibiotics as regularly. Once their bodies become resistant to the antibiotics, they will not respond positively to antibiotics when their doctors prescribe these drugs to treat various health problems. For example, someone who eats hamburgers regularly may not respond well to a course of antibiotics for a tooth infection.

Antibiotics = Cows Free of Infection
 Bovine Antibiotics = Human Antibiotics
 Regular Bovine Antibiotics = Regular Human Antibiotics
 Regular Human Antibiotics = Resistance to Antibiotics
 Resistance to Antibiotics = Danger
 Danger = Meat is not healthy
 Antibiotics in Cows = Meat is not healthy

The Conclusion

Bring out the Iron Maiden and other torture devices: It's time to write a conclusion! Writing a conclusion may feel like a painful experience and a waste of time if you, like many students, were told to reword the introductory paragraph and shove that revision at the end of your essay. This simply does not serve a purpose. You have stated your position in the introduction, along with a list of supporting points, and you have clarified your position in a number of body paragraphs. Why would you want to repeat your points – once again – in the conclusion, unless you feel your readers are so weak-minded that they will need to be reminded of what they have just read?

Writing a solid conclusion is a bit tricky. In the introductory paragraph and the body paragraphs of your essay, you had to satisfy specific criteria, but the conclusion is less structured. This makes some students nervous. But realize that writing a conclusion is as natural as saying "goodbye." Imagine you were having a conversation. You wouldn't end by restating what you have already discussed. You would try to find a natural way to conclude the conversation gracefully.

The same is true when concluding an essay. At the end of an essay, you should **briefly restate the general argument** of the essay, but you should quickly proceed to **conclude the essay**. Once you have persuaded the reader of your opinion in the introduction and body paragraphs, you should leave them with some food for thought. How do you accomplish these **two objectives**?

The Brief Restatement of the General Argument

This **brief** summary of the essay's argument ranges from the acceptable to the creative. You want to **quickly** recap the point of the essay. Some of the ways this may be accomplished are listed here:

- 1) **A Restatement of the List of Points:** Scores of doctors are beginning to sound the alarm about milk: this hormone-steroid cocktail causes various cancers, depletes the body of calcium, poisons us with extra Vitamin D, and ravages the human reproductive system.
- 2) **A Restatement of the Thesis:** Clearly, non-organic bovine milk is detrimental to the health of children under thirteen.
- 3) **A Dramatic Restatement of the Thesis:** A new silent killer waits for children on the other side of the refrigerator door in a quaint container labeled "Milk."
- 4) **A Comical Restatement of the Thesis:** There is one way to make a killer milkshake. Just add milk

Conclude the Essay

"Let's hurl random comments together and maybe nobody will notice." We will. "Let's just repeat ourselves." Please don't. The conclusion is an excellent opportunity to leave the reader with some food for thought. What use is a **powerful bang** in the introduction and body paragraphs if you end the essay with a whimper? You have just made a powerful argument for your interpretation, now you need to end the essay with a punch. How do I do this? Here are a few suggestions for your conclusion:

- 1) **Rhetorical Question** – You've just summarized your basic points. Now you can end with a rhetorical question (a question for which an answer is not

expected). "If Walt Whitman consistently characterizes women as baby machines or domestic pets, should he be remembered as a feminist?"

- 2) **Call to Action** – You tell the reader to do something about the situation. "Anne Coulter's book, *Liberal Lies About the American Right*, preaches hate and violence. In order to effectively combat her vicious tirade against freedom, Americans should contact organizations like the ACLU and the Jewish Defense League; joining their campaign against her book of lies may help stem the tide of her hateful speech. Book burners of the world, Unite!"
- 3) **Dream World** – Paint a picture with words about what the world would look like if more people agreed with your thesis. "Imagine a world where children were never beaten. People would learn love and tolerance instead of violence and hate. Theodore Roethke's simple poem is an anthem to the chronically abused who, in their efforts to suppress their own rage, are unable to erase completely the memories which haunt them."
- 4) **Speculate** – Guess what would need to happen for your position to be enforced. "Before the mining industry in this country can be abolished, we need to define the leadership of the environmental movement, gain the support of Congress, and campaign against the entire FOX network."
- 5) **Solution:** How can we solve this problem? "Our mayor cannot agree with the board about the gang injunction in this city. The two sides are unwilling or unable to come to a resolution. However, there is a way to solve this problem without discarding the needs of either side..."
- 6) **Alternative:** If we support you in your position, what alternatives can you provide? "If women should not use epidurals, how can they manage their pain during labor? Some new therapies include..."
- 7) **Bring it on home** – Explain how this topic affects you (or your generation). Don DeLillo's *White Noise* is an eerie prediction of the postmodern dilemma faced by today's generation. His description of the mass media seems particularly relevant to my generation, one which has seen the commodification of news and pseudo-news. DeLillo's investigation of how media outlets alter our perception of reality is an apt portrayal of the news media today. We are ready to be fed our daily dose of reality. And they've put rat poison in all of our doses."
- 8) Maybe you can try something different. What about **ending with a short anecdote that explains your point** or **an example that clarifies your position.**

LOGICAL FALLACIES

Description of Hasty Generalization

This fallacy is committed when a person draws a conclusion about a population based on a sample that is not large enough. It has the following form:

1. Sample S, which is too small, is taken from population P.
2. Conclusion C is drawn about Population P based on S.

The person committing the fallacy is misusing the following type of reasoning, which is known variously as Inductive Generalization, Generalization, and Statistical Generalization:

1. X% of all observed A's are B's.
2. Therefore X% of all A's are Bs.

The fallacy is committed when not enough A's are observed to warrant the conclusion. If enough A's are observed then the reasoning is not fallacious.

Keldar, who is from England, decides to attend graduate school at Ohio State University. He has never been to the US before. The day after he arrives, he is walking back from an orientation session and sees two white (albino) squirrels chasing each other around a tree. In his next letter home, he tells his family that American squirrels are white.

Description of Post Hoc

A Post Hoc is a fallacy with the following form:

1. A occurs before B.
2. Therefore A is the cause of B.

The Post Hoc fallacy derives its name from the Latin phrase "Post hoc, ergo propter hoc." This has been traditionally interpreted as "After this, therefore because of this." This fallacy is committed when it is concluded that one event causes another simply because the proposed cause occurred before the proposed effect. More formally, the fallacy involves concluding that A causes or caused B because A occurs before B and there is not sufficient evidence to actually warrant such a claim. It is evident in many cases that the mere fact that A occurs before B in no way indicates a causal relationship.

Bill purchases a new PowerMac and it works fine for months. He then buys and installs a new piece of software. The next time he starts up his Mac, it freezes. Bill concludes that the software must be the cause of the freeze.

The Republicans pass a new tax reform law that benefits wealthy Americans. Shortly thereafter the economy takes a nose dive. The Democrats claim that the tax reform caused the economic woes and they push to get rid of it.

Description of Ad Hominem

Translated from Latin to English, "Ad Hominem" means "against the man" or "against the person." An *Ad Hominem* is a general category of fallacies in which a claim or argument is rejected on the basis of some irrelevant fact about the author of or the person presenting the claim or argument. Typically, this fallacy involves two steps. First, an attack against the character of person making the claim, her circumstances, or her actions is made (or the character, circumstances, or actions of the person reporting the claim). Second, this attack is taken to be evidence against the claim or argument the person in question is making (or presenting). This type of "argument" has the following form:

3. Person A makes claim X.

4. Person B makes an attack on person A.
5. Therefore A's claim is false.

Bill: "I believe that abortion is morally wrong."

Dave: "Of course you would say that, you're a priest."

Bill: "What about the arguments I gave to support my position?"

Dave: "Those don't count. Like I said, you're a priest, so you have to say that abortion is wrong. Further, you are just a lackey to the Pope, so I can't believe what you say."

Description of False Dilemma

A False Dilemma is a fallacy in which a person uses the following pattern of "reasoning":

6. Either claim X is true or claim Y is true (when X and Y could both be false).
7. Claim Y is false.
8. Therefore claim X is true.

This line of "reasoning" is fallacious because if both claims could be false, then it cannot be inferred that one is true because the other is false. That this is the case is made clear by the following example:

3. Either $1+1=4$ or $1+1=12$.
4. It is not the case that $1+1=4$.
5. Therefore $1+1=12$.

Bill: "Jill and I both support having prayer in public schools."

Jill: "Hey, I never said that!"

Bill: "You're not an atheist are you Jill?"

Either we kill them or they kill us.

Description of Slippery Slope

The Slippery Slope is a fallacy in which a person asserts that some event must inevitably follow from another without any argument for the inevitability of the event in question. In most cases, there are a series of steps or gradations between one event and the one in question and no reason is given as to why the intervening steps or gradations will simply be bypassed. This "argument" has the following form:

9. Event X has occurred (or will or might occur).
10. Therefore event Y will inevitably happen.

This sort of "reasoning" is fallacious because there is no reason to believe that one event must inevitably follow from another without an argument for such a claim. This is especially clear in cases in which there is a significant number of steps or gradations between one event and another.

"We have to stop the tuition increase! The next thing you know, they'll be charging \$40,000 a semester!"

"We've got to stop them from banning pornography. Once they start banning one form of literature, they will never stop. Next thing you know, they will be burning all the books!"

Description of Straw Man

The Straw Man fallacy is committed when a person simply ignores a person's actual position and substitutes a distorted, exaggerated or misrepresented version of that position. This sort of "reasoning" has the following pattern:

11. Person A has position X.
12. Person B presents position Y (which is a distorted version of X).
13. Person B attacks position Y.
14. Therefore X is false/incorrect/flawed

This sort of "reasoning" is fallacious because attacking a distorted version of a position simply does not constitute an attack on the position itself. One might as well expect an attack on a poor drawing of a person to hurt the person.

Bill and Jill are arguing about cleaning out their closets:

Jill: "We should clean out the closets. They are getting a bit messy."

Bill: "Why, we just went through those closets last year. Do we have to clean them out everyday?"

Jill: "I never said anything about cleaning them out every day. You just want to keep all your junk forever, which is just ridiculous."

Description of Two Wrongs Make a Right

Two Wrongs Make a Right is a fallacy in which a person "justifies" an action against a person by asserting that the person would do the same thing to him/her, when the action is not necessary to prevent B from doing X to A. This fallacy has the following pattern of "reasoning":

15. It is claimed that person B would do X to person A.

16. It is acceptable for person A to do X to person B (when A's doing X to B is not necessary to prevent B from doing X to A).

This sort of "reasoning" is fallacious because an action that is wrong is wrong even if another person would also do it.

After leaving a store, Jill notices that she has underpaid by \$10. She decides not to return the money to the store because if she had overpaid, they would not have returned the money.

Jill is horrified by the way the state uses capital punishment. Bill says that capital punishment is fine, since those the state kill don't have any qualms about killing others

Description of Appeal to Popularity (Ad Populum)

The Appeal to Popularity has the following form:

17. Most people approve of X (have favorable emotions towards X).

18. Therefore X is true.

The basic idea is that a claim is accepted as being true simply because most people are favorably inclined towards the claim. More formally, the fact that most people have favorable emotions associated with the claim is substituted in place of actual evidence for the claim. A person falls prey to this fallacy if he accepts a claim as being true simply because most other people approve of the claim.

"My fellow Americans...there has been some talk that the government is overstepping its bounds by allowing police to enter peoples' homes without the warrants traditionally required by the Constitution. However, these are dangerous times and dangerous times require appropriate actions. I have in my office thousands of letters from people who let me know, in no uncertain terms, that they heartily endorse the war against crime in these United States. Because of this overwhelming approval, it is evident that the police are doing the right thing."

Description of Appeal to Tradition

Appeal to Tradition is a fallacy that occurs when it is assumed that something is better or correct simply because it is older, traditional, or "always has been done." This sort of "reasoning" has the following form:

19. X is old or traditional

20. Therefore X is correct or better.

This sort of "reasoning" is fallacious because the age of something does not automatically make it correct or better than something newer. This is made quite obvious by the following example: The theory that witches and demons cause disease is far older than the theory that microorganisms cause diseases. Therefore, the theory about witches and demons must be true.

Sure I believe in God. People have believed in God for thousands of years so it seems clear that God must exist. After all, why else would the belief last so long?

Gunthar is the father of Connan. They live on a small island and in their culture women are treated as property to be exchanged at will by men.

Connan: "You know father, when I was going to school in the United States I saw that American women are not treated as property. In fact, I read a book by this person named Mill in which he argued for women's rights. I think he was right."

Gunthar: "What a strange and new-fangled notion you picked up in America. That country must be even more barbaric than I imagined. Now think about this son. We have been trading women for cattle for as long as our people have lived on this island. It is a tradition that goes back into the mists of time. "

See pages 352-362 in your textbook for definitions of the following logical fallacies. Then, take notes in class in the space provided:

Many Questions

Composition

Division

The Genetic Fallacy

Appeal to Authority

Appeal to Ignorance

Begging the Question

False Analogy



Physicians Against Land Mines

Member of the International Campaign to Ban Land Mines

www.banmines.org

Emina Uzicanin was just 5 years old. Her family was living on the outskirts of Sarajevo. On a sunny afternoon in May, Emina was playing in a field behind her Uncle's house. There, she spotted two little rabbits. As soon as she started toward them, the rabbits took off. So she began running. Five feet. Ten feet. That's when it happened. An ear-shattering explosion ripped through Emina's body — severing her left leg and leaving the rest of her badly scarred. Every 22 minutes another innocent civilian is killed or maimed by a land mine. Right now there are over 60 million unexploded land mines waiting just beneath the earth in nearly 70 countries. We need your help to rid the planet of land mines and to help its victims like Emina.

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Logical Fallacies
Practice 104

1. Of course, because Rango is a robot-lover, he would defend this project.
2. Either you're with us or you're with the terrorists.
3. I hear all this talk about how we should treat Muslims with respect, but they don't treat us with respect. My neighbor, Abdul, is often rude and disrespectful. Why should Americans be nice when Arabs aren't.
4. Today, they won't let you buy Huster. Tomorrow, they'll say you shouldn't buy Playboy or other magazines that contain pictures of beautiful women. Before you know it, all magazines with attractive people or objects will be banned. If you like sports cars, watch out!
5. Yesterday, I drank milk, and now I feel nauseous. See, milk made me ill.
6. Fish tastes good, and strawberry jam tastes good. So, a fish and strawberry jam sandwich would taste great!
7. Cake tastes good, so all the ingredients – raw eggs, dry flour, and lard – must taste good.
8. The Constitution? Who cares about a document written by a slave rapist?
9. My wife says I don't like her cakes. But she is a liar. How can she say I haven't developed a taste for her fine cooking, even if she does use too much salt in some dishes. I think she's a great cook. She makes the best lentil salad of anyone on our block!
10. Why does my wife hate my green jacket so much since I wore it at the party?
11. Of course I should shove sharp objects into my scalp. Think about how many celebrities have shoved sharp objects into their scalps: Yelas Khдото, Oprah Winfrey, Martha Stewart, and Keanu Reeves.
12. Do we really want to allow people to talk on cell phones while driving? Who knows how many people have died because of reckless people talking on cell phones while driving?
13. The Plato Distinguished Chair of Philosophy, Professor Robert Ghnkezh from the University of Iraq, feels that "the Yen is bound to make great leaps in the next year." I've invested all of my money in the Yen. I will soon be wealthy.
14. George Bush wants to send more troops to Iraq. Man, that guy is looking up to monkeys on the evolutionary chain. How could someone so stupid run this country?
15. People have been smoking tobacco for hundreds of years. How bad can it be?
16. I saw my girlfriend kissing Yelas Khдото *and* Oprah Winfrey at the movies last weekend. I think Martha Stewart was massaging her shoulder from the row directly behind hers. Hey, if she's cheating on me, I'm giving Yofalato Yol a call this weekend. I hear she likes to make out with strangers.

STANDARD GRADING CRITERIA

These criteria apply to typical papers in English composition and literature courses. These standards do not consider a student's effort or ability; they apply only to the finished paper itself. A grade of C is considered adequate or satisfactory. Grades of A and B represent significantly higher performances, while D and F are not passing grades. Instructor may consider the context of the paper (type/level of the course, point in the semester, in-class preparation, focus of the assignment) in assigning a grade.

The A paper is an outstanding performance; it may exceed the expectations of the assignment. It is thought-provoking, elegant, passionate, persuasive. It meets and exceeds the requirements for the B paper.

THESIS: clear and cogent; original, significant, insightful; promises in-depth explanation of the topic.

ORGANIZATION: logical, creative organization growing naturally from thesis and content; strong introduction and conclusion.

DEVELOPMENT: paragraphs thoroughly developed and linked by unobtrusive, organic transitions; graceful use of varied rhetorical strategies as necessary (narration, cause & effect, process, etc.); rich variety of convincing reasons, explanations, examples, illustrations; concrete, powerful details.

LANGUAGE: grace and economy of expressions; conscious choice of language; vivid, precise, inventive creative word choice.

TONE/VOICE: authoritative, honest; awareness of audience.

SENTENCES: rich variety and complexity of sentence structure.

MECHANICS: mastery of conventions of edited standard English.

The B paper is a good, better-than-average performance. It is engaging and competent. It meets and exceeds the requirements for the C paper.

THESIS: clear and well-defined; asserts purpose of paper; is directly relevant to and addresses all parts of the assignment.

ORGANIZATION: logical organization; well-developed introduction and conclusion; paragraphs linked to thesis and to each other using effective transitions; conclusion grows out of paper and gives closure.

DEVELOPMENT: rhetorical strategies used as necessary (narration, cause & effect, process, etc.); coherent paragraphs, fully developed with supporting reasons, explanations, examples, illustrations; generalizations supported with relevant, specific details.

LANGUAGE: accurate word choice; concise sentences; some flair.

TONE/VOICE: Engaging, lively; some awareness of audience.

SENTENCES: some variety and complexity of sentence structure; free of basic errors such as fragments, run-ons, subject/verb agreement.

MECHANICS: observes conventions of standard written English.

The C paper represents adequate, readable college-level writing. Choice of topic and thesis is appropriate to the nature of the assignment. It may not respond to all parts of the assignment.

THESIS: focus or controlling idea relevant to assigned topic; may be overly general or not closely linked to content of essay.

ORGANIZATION: some evidence of organization or rhetorical framework; clear beginning, middle, and end.

DEVELOPMENT: uses paragraphs and topic sentences; gives supporting reasons and examples, but may not be logically reasoned or fully developed. May not meet length requirement.

LANGUAGE: clear writing, mostly accurate word choice.

TONE/VOICE: consistent, but little sense of authorial voice.

SENTENCES: complete, mostly correct sentences; grammar, syntax, word choice appropriate to topic.

MECHANICS: free of distracting errors of spelling and punctuation.

The D paper is confusing, difficult to read, unfocused. It does not demonstrate competent college-level writing.

THESIS: lacks a thesis or controlling idea; does not address assigned topic.

ORGANIZATION: unstructured or disordered; lacks clear beginning, middle, and end.

DEVELOPMENT: severely underdeveloped; poor sense of paragraphs: paragraphs overly long or short, arbitrarily or illogically ordered, incoherent or not unified; lack of support for ideas; lack of concrete detail; irrelevancies, redundancies, oversimplifications, filler.

LANGUAGE: unclear or incoherent writing.

TONE/VOICE: little awareness of audience.

SENTENCES: vague, wordy, confusing, or incomplete sentences.

MECHANICS: numerous distracting errors; nonstandard English.

The F paper is weak in several areas. It fails to communicate its ideas effectively. The writer may not understand the assigned question. It may be late without instructor approval. Plagiarized papers merit an automatic F.

THESIS: no attempt to respond to assignment.

ORGANIZATION: lack of organizing principle; lacks paragraphs.

DEVELOPMENT: seriously and consistently illogical and/or predicated on false premises.

LANGUAGE: incomprehensible.

TONE/VOICE: little or no awareness of audience.

SENTENCES: numerous grammatical errors.

MECHANICS: numerous mechanical errors.

Checklist

Many essays are being submitted with silly errors. Please complete the following checklist before you submit your next assignment. Check each item on this list as you verify its existence. Then **sign** the bottom of this checklist.

Is your essay typed? _____

Does it have one inch margins? _____

Is it double spaced? _____

Is your name, class information, and the date **printed correctly** in the upper right-hand corner? _____

Have you made all necessary revisions before you printed the essay in order to **avoid making corrections with a pencil or pen**? _____

Do you use MLA documentation throughout? _____ Works cited page? _____

Is the creative title centered and placed above the first paragraph? _____

Is the introduction creative? _____

Does it mention the topic of the essay? _____

Does it mention the areas to be discussed / the points to be made? _____

Does it include a viable thesis statement? _____

Does each body paragraph have a topic sentence? _____

Does each body paragraph have a transition sentence? _____

Does each body paragraph cover one topic, and is it supported by details/evidence from outside sources? _____

Are all paragraphs consistent in tense? _____

Have you proofread for grammatical errors – including run-on sentences and fragments? _____

Spelling (including there/their/they're)? _____

Mechanics (i.e. capitalization, punctuation) _____

Are all of your sentences clear and easy to understand? _____

Do you follow the guidelines set forth in the handout on body paragraphs? _____

Do you explain or provide commentary on every piece of evidence? _____

Do you use formal language throughout? _____

Does the conclusion offer a brief summary of your argument? _____

Is it creative? _____ Does it *conclude* your essay? _____

Have you used the required number of sources? _____

Have you arranged the documents in the required order: 1) Final Draft, 2) Peer Review, 3) Rough Draft, 4) Outline, 5) Notes/Prewriting exercise, and 6) this checklist? _____

Argumentative Essay Checklist

Before you answer **any** of these questions, **actively read** your peer's essay. Make notes in the margins. Correct grammatical errors and help them clarify ambiguous passages. Once you have finished the essay, complete the following checklist.

- 1) Is this essay typed? ___ Does the writer use a reasonable font size? ___ 1 inch margins? ___ Is it stapled? ___ **Is MLA style used throughout?** Does the formatting of the first page adhere to the standards set forth on page 371 of Diana Hacker's *A Writer's Reference*? Are there any other stylistic issues you would like to address?
- 2) Is the title creative? Is it just weird, or does it communicate the topic of the essay? Is it capitalized correctly?
- 3) Does this first paragraph make you want to keep reading? Does this introduction include 1) a creative lure; 2) the topic; 3) relevance of topic; 4) a list of sub-topics; and 5) THESIS? **Underline the thesis in the introduction. What is this essay trying to prove? Is it stated clearly?** Does the intro move smoothly from one criteria to another (i.e. from the creative lure to the topic of the essay)?
- 4) Does each body paragraph start with a topic sentence? Underline the topic sentence of each paragraph and write the main idea of that paragraph in the margin. Do the paragraphs transition smoothly? Are the paragraphs arranged well to facilitate smooth transitions? **Do we have a topic sentence, textual evidence, an explanation of that textual evidence, and an explanation of how this evidence supports the thesis IN EVERY BODY PARAGRAPH?**
- 5) Is the essay consistent in tense? Does it ever pop into a different tense – present or past or future? If a change does occur, is there a good reason for changing tenses? If you see any areas in need of improvement, mark up the essay and provide some notes here.
- 6) Is the textual evidence logical and convincing? What would make this argument more convincing? DOES THIS WRITER COMMIT ANY LOGICAL FALLACIES? Please explain below. DOES THE WRITER RESORT TO EMOTIONAL APPEALS? Does the essay assume a subjective tone? Please explain below.
- 7) Does the writer include one or more alternate hypotheses? Does this paragraph mention a viable counter-argument and disprove it? Is the evidence used to disprove the counter-argument convincing?
- 8) Is formal language used throughout? (No contractions (i.e. can't) or use of "I," "me," or "you.")
- 9) What effect does the conclusion have on you? Is it an effective conclusion?
- 10) *Does the writer use the words "interesting," "things," "stuff," or "get"? If so, draw a picture of a bloody skunk near the error. Does the writer use slang or jargon? If so, suggest some alternatives.*
- 11) Does the writer use any weak verbs here? If so, suggest alternatives.
- 12) Are there sufficient details used throughout the essay? Where would you add details?
- 13) Does the writer ever commit plagiarism in this essay? If so, FIX IT!!!
- 14) Does the writer commit any of the grammatical errors we have discussed in class: run-ons, fragments, semicolon or colon errors, parallelism problems, misplaced modifiers, apostrophes misuses, capitalization errors?
- 15) Does the writer use different kinds of quote integration methods we discussed in class? Are the quotes integrated correctly? Even the block quotes?
- 16) Does the writer use words with inappropriate denotations or connotations?
- 17) Does the writer include any sexist terms (i.e. actress)?
- 18) Does the writer vary the style, length, and format of her sentences?
- 19) Is the writing style here concise, or does the writer use unnecessary words?

Group Project Evaluation

How do you evaluate your own performance?

- 1) What was your unique contribution to the group exercise?
- 2) Do you feel that your project reflects your input and thinking? How so?
- 3) Are you more comfortable leading, scheduling, and motivating or are you more comfortable working, listening, and following?
- 4) In what way did you contribute to other people's success?
- 5) What grade would you give yourself for the assignment? Why?

How do you evaluate your peers?

- 1) What was the most expected aspect of working with a group on a school project?
- 2) What was the most unexpected? Why?
- 3) Who among you seemed to lead the group?
- 4) Do you feel that you equally shared in the workload?
- 5) Were you satisfied with the way the group worked together? Why or why not?

How do you evaluate the group?

- 1) What was the most engaging aspect of the presentation?
- 2) Did you all participate in writing the two-page write-up?
- 3) What would you do differently if you were to start over again?
- 4) Did everyone in the group seem to participate equitably?
- 5) What was the least effective aspect of the presentation in your opinion?
- 6) What grade do you think the presentation deserves? (20 points)

Decoding My Comments

Grammar Errors

Abbreviation	Meaning	Definition	Example
CS	Comma Splice	You have joined two complete sentences with a comma. Two complete sentences may be separated by a period, a comma and a conjunction, a semicolon, or, in rare instances, a colon.	The man who stole my spleen is now in Detroit, I hope a wolf eats his thieving hands. (These two complete sentences cannot be separated by a comma only.)
FS	Fused Sentence	You have placed two complete sentences together without any punctuation. Two complete sentences must be separated. Use a period, a comma <i>and</i> a conjunction, a semicolon, or, in rare instances, a colon to separate the two sentences.	The man who stole my spleen is now in Detroit I hope a wolf eats his thieving hands. (These two complete sentences have no punctuation separating them.)
FRAG	Fragment	A complete sentence must contain a subject, a verb, <i>and</i> a complete thought. A fragment is missing one of these elements.	Eating his thieving hands. (Who is eating his thieving hands?)
S/V	Subject-Verb Agreement	The subject of a sentence must agree with the verb.	The man who stole my spleen <u>are</u> now in Detroit. (Replace “are” with “is” to agree with the subject.)
P/A	Pronoun-Antecedent Agreement	If you use a pronoun to refer to an antecedent, the pronoun must agree in number and gender to the antecedent.	The <u>man</u> who stole my spleen is now in Detroit. I hope a wolf eats <u>their</u> thieving hands. (Use “his” instead of “their”)

Punctuation Errors

Abbreviation	Meaning	Definition	Example
/,\	Insert Comma	A comma should be used here.	I like dogs, cats,\ and birds.
;/\	Insert Semicolon	A semicolon should be used here.	John F. Kennedy was one of our greatest presidents ;\ he worked hard to establish the Civil Rights Act.
:/\	Insert Colon	A colon should be used here.	I like many sports;\ basketball, tengo-hengo, and baseball.
\'/	Insert Apostrophe	An apostrophe should be used here, probably to denote possession.	I found Steve\'s ears in my car.
\'/\'	Insert Quotation Marks	Quotation marks should be used here.	The word \'hate\' is sad.
MLA IT	Check MLA in-text citation	You have not cited the source you’ve chosen here correctly.	According to Dr. Stevenson, “Ears are fun” (Stevenson 32). (The author’s name does not appear in the citation if the writer has included the name in a signal phrase.

Mechanics

Abbreviation	Meaning	Definition	Example
SP	Spelling Error	Obvious.	I like cheeeeeese.
CAP	Capitalization Error	Generally speaking, most nouns are not capitalized unless they are specific. The noun “car” is not capitalized, but a specific car, like the Corvette, is capitalized. In titles, the first letters of the first and last words <i>must</i> be capitalized. All the other words should be capitalized as well – except prepositions, conjunctions, and articles.	I like to study english. (English is a proper noun. It must be capitalized.)
AB	Abbreviation Error	There are clear rules regarding abbreviations. Adhere to these rules.	I hope you buy a new tv soon. (T.V.)
IT	Italics Should be used	The titles of long works – such as novels, nonfiction books, and movies – should be in	I like the movie “Titanic” because I have poor taste in movies. (<i>Titanic</i>)

		italics.	
QT	Quotation Marks should be used.	The titles of short works – such as poems, short stories, or magazine articles – should be in quotation marks.	I like the article <i>How to Lose a Guy by Watching Lame Movies</i> in this month's Vogue. ("How to Lose a Guy by Watching Lame Movies")

Style

Abbreviation	Meaning	Definition	Example
PARALLEL	Parallelism	Compared items need to be similar in form.	I like to <u>eat</u> cookies or <u>drinking</u> shakes. ("to eat" and "to drink")
VTC	Verb Tense Consistency	If you choose to start in essay in one verb tense, you should maintain that tense throughout (unless you have a good reason to shift in verb tense).	Amanda wanted to eat her friend's cake, but when Sylvia comes to the table, Amanda pretends she does not like cake. ("came to the table" to agree with "wanted")
MOD	Modifier Problem	You have a dangling or misplaced modifier.	Watching the waves from the balcony, the ocean seemed far away. (Who was watching the waves from the balcony? The ocean?)
SSV	Sentence Style Variety	Add some variety to your sentences. Too many start the same way.	He was curious...He likes toHe wants....He is a...He... (Start with different words)
CLARITY	Clarify Passage	This passage lacks clarity.	There are many ways to obfuscate the meandering ways of his dialectical heart. (WHAT?)
PARA	Paragraph Unity	Each paragraph should deal with ONE TOPIC. The topic sentence states what the topic will be. Do NOT deviate from this topic sentence.	"I like cheese. Cheese is great when you want to die. My uncle died when a fork was shot through his face. We used to like fishing. I once caught a fish name Randy Palaki. I like big fish."
WORKS	Works Cited Page Error	The Works Cited page of a MLA-style paper should conform to the basic format set forth by MLA.	See handbook or MLA.org.
DETAILS	Need More Details	Details are very, very, very important.	"I like it. It's good. Yeah." (WHAT is good?)
CT/CL	Creative Title/ Creative Lure	Always have a creative title and lure. Make people want to read.	Essay #1 is a horrible title.
EF	Essay Format	Essays must conform to the format set forth by MLA.	See handbook or MLA.org
INF	Informal Language	You have used first or second person pronouns; slang; the words "interesting," "get," "stuff," or "things"; or other informal language.	See your notes on informal language or consult a handbook.
PREP	Preposition	You have ended a sentence with a preposition. Try to avoid ending sentences with prepositions.	This is something I am interested <u>in</u> .

Common Problems

O 1	Missing transitional expression	You jump from one idea to another here without a transitional expression to smooth the way.
O 2	Misused transitional expression	The transition expression used here is inappropriate or does not make sense.
O T	Off Topic	You have deviated from the topic of this paragraph, thereby sacrificing paragraph unity.
E 1	Missing Evidence	This paragraph lacks evidence from the text.
E 2	Weak or Inappropriate Evidence	This evidence is not the best evidence for the point you wish to make here. It does not communicate exactly what you hope to prove here.
E 3	Excessive Evidence	You are using more evidence than is wise. Remember, you

		should use evidence to help you make a point. Do NOT use evidence to make the point for you.
E 4	Contaminated Evidence	Your evidence here contains some ideas not in the original text. Remember, never add your own ideas to the evidence. You will use your own ideas when it comes to supporting the evidence .
E 5	Incorrect Citation	If your evidence is a summary, make sure it has a lead-in phrase. If your evidence is a quotation, make sure that you use quotation marks around the borrowed language. Be sure the evidence has a parenthetical citation at the end with the author's last name only and the page number (or paragraph number, if found on the web).
S 1	Missing Support	You provide evidence, but you do not support this evidence. You did not interpret, analyze, contextualize, or explain the evidence you've chosen. What does this evidence mean?
S 2	Weak or Unclear Support	Your support simply repeats the idea found in the evidence, or your point is not clear. You need to take more time here to develop meaningful commentary on the evidence you have supplied.
S 3	Unconnected Support	Your support is not clearly connected to the evidence here. Look at the evidence closely to determine the idea you wish to explore here. Try to connect your ideas by repeating some of the original language of the quote to show how your commentary/support is related to the quote.
S 4	Insufficient Support	Your support starts to analyze the evidence, but you fall short. Review your notes on deduction and induction.
Th 1	Missing Thesis –OUCH!	You lack a thesis. This is VERY sad. You need to state your opinion on a debatable topic.
Th 2	Unclear Thesis	Your thesis is unclear. Your opinion on this debatable topic is unclear.
Th 3	Incomplete Thesis	You're on the right track, but you need show how this thesis is taking a stand on a debatable position.
TS 1	Missing Topic Sentence	This paragraph lacks a topic sentence. You need one sentence at the beginning of the paragraph that states – CLEARLY –the topic or subject of this paragraph. You must, then, never deviate from the stated subject in the topic sentence. The whole paragraph must deal with this subject.
TS 2	Unclear Topic Sentence	This topic sentence needs to be clarified. The topic is unclear.
TS 3	Inaccurate Topic Sentence	Your topic sentence promises oranges, but the paragraph is about apples. Make sure the topic sentence tells the reader EXACTLY what the topic or subject of the paragraph is. Do not deviate from this topic or subject in this paragraph.

Other Common Problems

B S	Pure Assertion	You simply assert what you believe, but you do not explain why or how your position deserves merit. You cannot simply state your position – you must <i>show</i> us how you arrive at your position, convince us, and persuade us to see your position as valid.
SUM	Summary	You have simply summarized the evidence you have provided, but you do not interpret it.
WC 1	Word Choice	The word you've chosen simply does not make sense in this sentence.
WC 2	Word Choice	The word you've chosen carries connotations that makes its use here awkward.
WORKS	Incorrect formatting on Works Cited page	You have not formatted the Works Cited page correctly. Take a look at a sample of a works cited page from a reliable source.

Essay Revise Sheet

The purpose of this exercise is to allow you to demonstrate what you have learned about your essay based on my comments. You may have committed errors in regard to grammar, syntax, style, punctuation, or other problems. Your typed chart will still conform to MLA style in terms of formal essay structure (your name, my name, course title, and date – and page numbering). Don't forget to include a catchy title.

You will document EACH of the errors I have indicated and explain how you have remedied the error.

An error may be indicated in the form of an abbreviation, a question, or a comment. If your error was tagged with an abbreviation, your chart will look EXACTLY like the chart here. Here is a sample:

Abbreviation	Meaning	Error in essay	Correction	Explanation of correction
CS	Comma Splice	Steve yearns to be free of his hate in the story, he wants to learn how to love.	Steve yearns to be free of his hate in the story. He wants to learn how to love.	In the original text, I separated two complete sentences with a comma. Two complete sentences may not be separated by a comma. They may be separated by a period, a semicolon, or a comma <i>and</i> a conjunction.

If, on the other hand, the error you committed does not have a corresponding abbreviation but instead is designated by a question or a comment I have written in the margin, you should still fill in the last four columns.

Abbreviation	Meaning	Error in essay	Correction	Explanation of correction
	Is this information accurate?	Milk will kill 3.2 million people this year.	Milk will kill 4.5 million people this year.	In the original text, I did not share accurate information. The death toll of those who suck on the puss-filled milk of steroid and antibiotic-injected cows will surely die of subsequent infections as well as the other potential hazards. Therefore, the number of victims must be higher. The original estimate only accounted for those who would die instantly. But over a million more people will die because of complications caused by drinking milk.