

Critical Reading & Analytical Writing
Preparation for GRE Writing --- Advanced Level
in a Chinese Language Training School



Yingliang He

2014 Fall

Critical Reading & Analytical Writing

--- Preparation for GRE Writing Advanced Level

Context:

The teaching context will be in a Chinese language training school / Cram School, which offers courses for preparation for GRE test, including verbal, quantitative and analytical writing.

Specifically in the writing courses, they are divided into three levels, basic, intermediate and advanced. Grammar, mainly sentence structure, and vocabulary is taught in the basic level. Intermediate level will be teaching writing skills, i.e., how to organize an essay, to connect logics, to use evidence to support the argument, and faithfully express the meanings. In the advanced level, students will learn how to analyze the logical fallacies in an argument, and how to use critical thinking to analyze an issue.

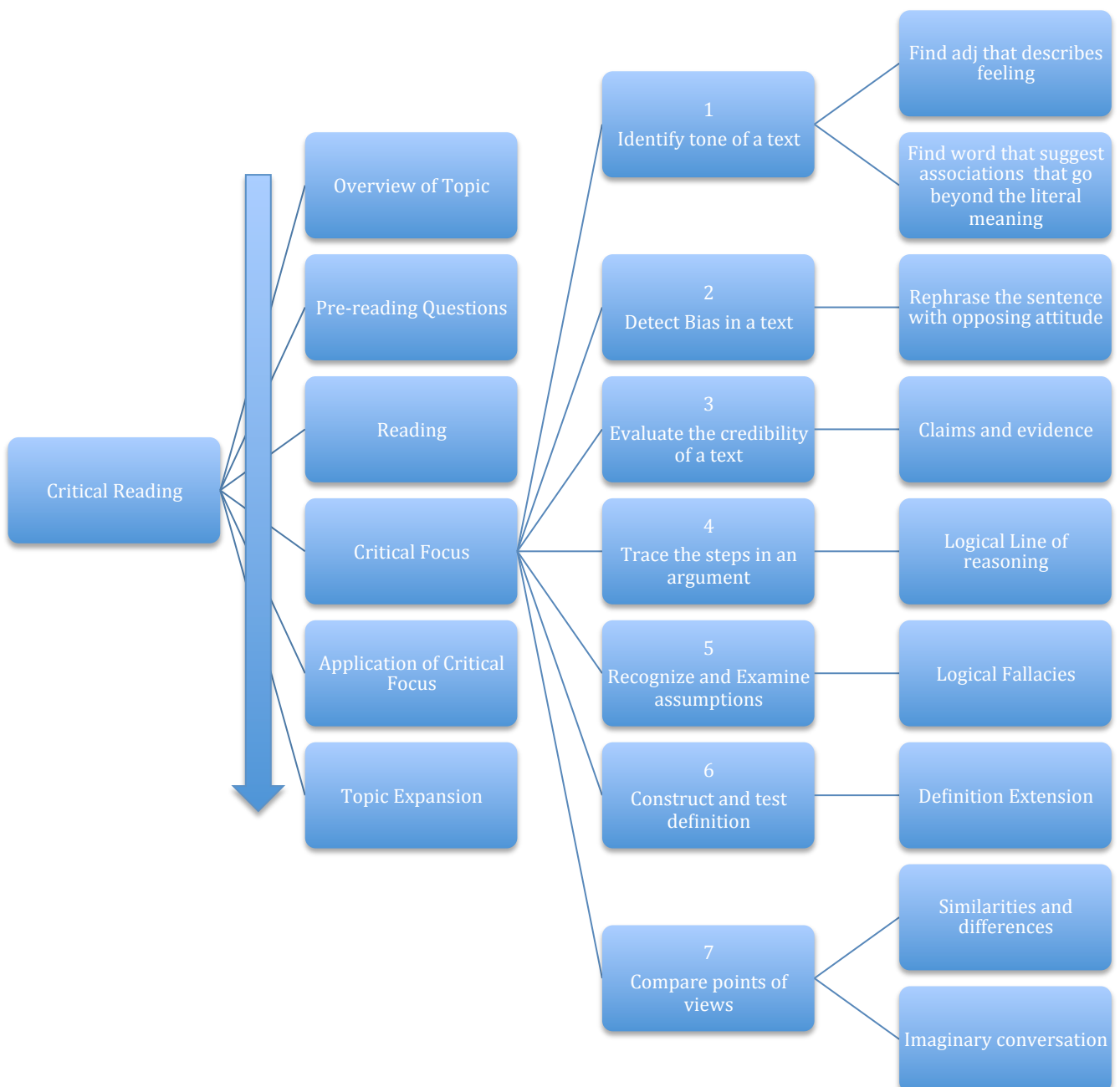
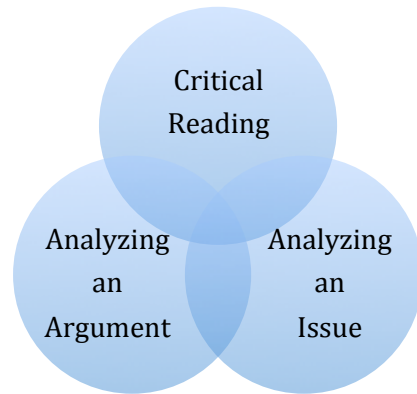
During the semester of the advanced level writing course, teachers will use the concept of “Critical Reading” to teach some critical thinking skills (See textbook in syllabus). Those skills will be reinforced and applied into GRE writing.

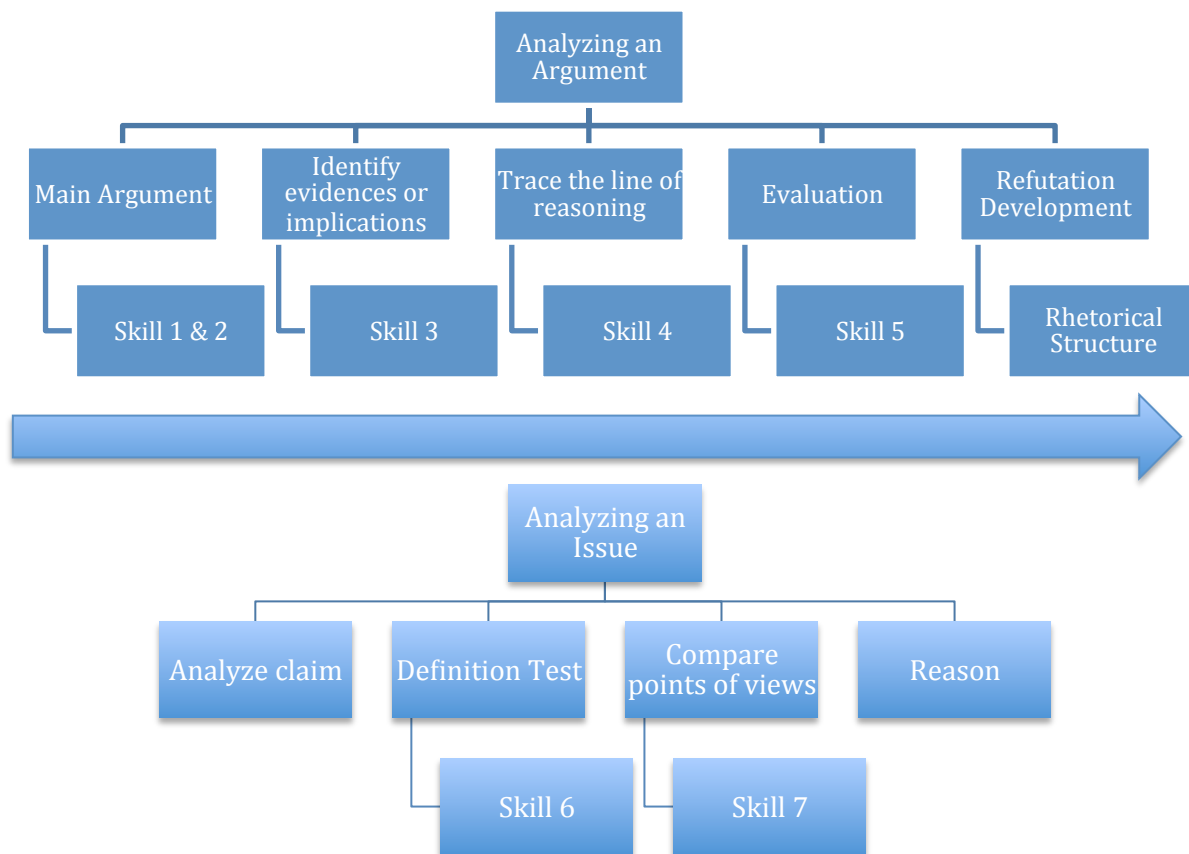
The importance of teaching critical thinking skills before we get into teaching GRE analytical writing lies in the fact that critical thinking is what Chinese students typically lack of and rarely pay attention to. Also, most universities don't teach students how to write an analytical essay except ones who major in English. Therefore, this course should not only help students who intend to take the GRE test with writing, but also facilitate students to adopt the notion of critical thinking.

Critical Reading & Analytical Writing

---Preparation for GRE Writing

Content Visualization





As shown in the visualization of content, the course is divided into three parts, critical reading, analyzing an argument, and analyzing an issue. Every skill of critical reading will be taught by following the procedure of topic overview, questions of pre-reading, reading, critical focus, application of critical focus and topic expansion. The first three sections of the procedure will be done as homework for preparation of the class, reading an article and answering some questions to assure understanding. Students then will first discuss the article they've read at the beginning of the class to deepen their insight of the topic and expand their comprehension. Next, we move on to the critical focus and application of that class. As a topic expansion, students will need to read another article with a counter idea.

The topics instructors choose need to be related to the topic pool of issues on the ETS

website (See material list in the syllabus). There are 6 current major categories of topics:

- (1) education and study;
- (2) science and technology;
- (3) culture and society;
- (4) art, government, people and environment;
- (5) 6 hot issues: success, competition, leadership, hero, history, and law;
- (6) other topics can't be categorized.

The reason why the articles should be focusing on topics related to pool of issues in lieu of pool of arguments is that students aren't so familiar with a lot of the topics of issues that are going to appear in the test. When they are preparing for the issue writing section after the course, they have to search for more information anyway. These articles can help them when they are trying to relate examples to the argument they make in the essay or can provide them some new insight of the topic. Reading as homework or classroom activity will at least save them some time. However, writing an argument analysis doesn't need much background information but more relying on the text itself.

After 5 weeks of study of critical reading, students should have the basic skills of critical reading and foster a sense of how to think critically. Afterwards, these skills can be applied into analytical writing for GRE.

Thinking beyond the content: Critical reading for academic success (4th Ed.) will be used as the textbook for critical reading. All the critical skills are chosen from the textbook, but some will not be taught for they won't be used in GRE writing. Students who are interested in

them can learn by themselves. The topics included in the textbooks are: environmental issues, language and beings, health issues and sport, all of which fit into the 6 major categories. But instructors can feel free to choose any other related topics as reading material.

What's indicated on the second and third graph about argument and issue analysis is the writing procedure that we are going to teach. Most of the steps can be traced back to the critical skills. These skills are going to be reinforced and applied specifically to the writing section in GRE. All the materials that will be used in these two modules are chosen only from the topic pools in order to be authentic.

Needs Assessment

Students who pass the beginning and intermediate level writing courses can attend this high level writing course. Therefore, students are assumed to have a fairly good foundation of vocabulary and basic writing skills, i.e., they have the ability of making appropriate word choice and writing an essay with proper structure and explicit ideas accompanying with supporting details.

The needs assessment will include the following elements: one short essay writing, in order to check their general writing skills and control of language; two outlines, one for analyzing an argument and one for analyzing an issue. Although students have never learned how to write these kinds of essay, instructors can see what skills they have known about, what skills need to spend more time on. Before they write the outlines for the essay, they can read two sample essays on ETS website to at least know what they are expected to write.

Pre-Course Test (Needs Assessment)

Part I. Writing

Please write a composition in 30 minutes. (More than 250 words.)

Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, email, or telephone calls.

Part II. Outline Writing

In this part, you will be reading two sample essays. One is for analyzing an argument, and the other is for analyzing an issue. After reading each, you need to create two outlines for one argument and one issue, i.e., showing how you are going to analyze them.

SAMPLE ONE:

Argument:

In surveys Mason City residents rank water sports (swimming, boating and fishing) among their favorite recreational activities. The Mason River flowing through the city is rarely used for these pursuits, however, and the city park department devotes little of its budget to maintaining riverside recreational facilities. For years there have been complaints from residents about the quality of the river's water and the river's smell. In response, the state has recently announced plans to clean up Mason River. Use of the river for water sports is therefore sure to increase. The city government should for that reason devote more money in this year's budget to riverside recreational facilities.

Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on the assumptions and what the implications are if the assumptions prove unwarranted.

Essay response:

While it may be true that the Mason City government ought to devote more money to riverside recreational facilities, this author's argument does not make a cogent case for increased resources based on river use. It is easy to understand why city residents would want a cleaner river, but this argument is rife with holes and assumptions, and thus, not strong enough to lead to increased funding.

Citing surveys of city residents, the author reports city resident's love of water sports. It is not clear, however, the scope and validity of that survey. For example, the survey could have asked residents if they prefer using the river for water sports or would like to see a hydroelectric dam built, which may have swayed residents toward river sports. The sample may not have been representative of city residents, asking only those residents who live upon the river. The survey may have been 10 pages long, with 2 questions dedicated to river sports. We just do not know. Unless the survey is fully representative, valid, and reliable, it can not be used to effectively back the author's argument.

Additionally, the author implies that residents do not use the river for swimming, boating, and fishing, despite their professed interest, because the water is polluted and smelly. While a polluted, smelly river would likely cut down on river sports, a concrete connection between the resident's lack of river use and the river's current state is not effectively made. Though there have been complaints, we do not know if there have been numerous complaints from a wide range of people, or perhaps from one or two individuals who made numerous complaints. To strengthen his/her argument, the author would benefit from implementing a normed survey asking a wide range of residents why they do not currently use the river.

Building upon the implication that residents do not use the river due to the quality of the river's water and the smell, the author suggests that a river clean up will result in increased river usage. If the river's water quality and smell result from problems which can be cleaned, this may be true. For example, if the decreased water quality and aroma is caused by pollution by factories along the river, this conceivably could be remedied. But if the quality and aroma results from the natural mineral deposits in the water or surrounding rock, this may not be true. There are some bodies of water which emit a strong smell of sulphur due to the geography of the area. This is not something likely to be affected by a clean-up. Consequently, a river clean up may have no impact upon river usage. Regardless of whether the river's quality is able to be improved or not, the author does not effectively show a connection between water quality and river usage.

A clean, beautiful, safe river often adds to a city's property values, leads to more tourism and revenue from those who come to take advantage of the river, and a better overall quality of life for residents. For these reasons, city government may decide to invest in improving riverside recreational facilities. However, this author's argument is not likely significantly persuading the city government to allocate increased funding.

Now, try to analyze an argument by yourself and provide an outline.

Argument:

Over the past year, our late-night news program has devoted increased time to national news and less time to weather and local news. During this period, most of the complaints received from viewers were concerned with our station's coverage of weather and local news. In addition, local businesses that used to advertise during our late-night news program have canceled their advertising contracts with us. Therefore, in order to attract more viewers to our news programs and to avoid losing any further advertising revenues, we should expand our coverage of weather and local news on all our news programs."

Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions and what the implications are for the argument if the assumptions prove unwarranted.

Outline:

SAMPLE TWO:

Issue:

As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate.

Discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

Essay Response:

The statement linking technology negatively with free thinking plays on recent human

experience over the past century. Surely there has been no time in history where the lives of people have changed more dramatically. A quick reflection on a typical day reveals how technology has revolutionized the world. Most people commute to work in an automobile that runs on an internal combustion engine. During the workday, chances are high that the employee will interact with a computer that processes information on silicon bridges that are .09 microns wide. Upon leaving home, family members will be reached through wireless networks that utilize satellites orbiting the earth. Each of these common occurrences could have been inconceivable at the turn of the 19th century.

The statement attempts to bridge these dramatic changes to a reduction in the ability for humans to think for themselves. The assumption is that an increased reliance on technology negates the need for people to think creatively to solve previous quandaries. Looking back at the introduction, one could argue that without a car, computer, or mobile phone, the hypothetical worker would need to find alternate methods of transport, information processing and communication. Technology short circuits this thinking by making the problems obsolete.

However, this reliance on technology does not necessarily preclude the creativity that marks the human species. The prior examples reveal that technology allows for convenience. The car, computer and phone all release additional time for people to live more efficiently. This efficiency does not preclude the need for humans to think for themselves. In fact, technology frees humanity to not only tackle new problems, but may itself create new issues that did not exist without technology. For example, the proliferation of automobiles has introduced a need for fuel conservation on a global scale. With increasing energy demands from emerging markets, global warming becomes a concern inconceivable to the horse-and-buggy generation. Likewise dependence on oil has created nation-states that are not dependent on taxation, allowing ruling parties to oppress minority groups such as women. Solutions to these complex problems require the unfettered imaginations of maverick scientists and politicians.

In contrast to the statement, we can even see how technology frees the human imagination. Consider how the digital revolution and the advent of the internet has allowed for an unprecedented exchange of ideas. WebMD, a popular internet portal for medical information, permits patients to self research symptoms for a more informed doctor visit. This exercise opens pathways of thinking that were previously closed off to the medical layman. With increased interdisciplinary interactions, inspiration can arrive from the most surprising corners. Jeffrey Sachs, one of the architects of the UN Millenium Development Goals, based his ideas on emergency care triage techniques. The unlikely marriage of economics and medicine has healed tense, hyperinflation environments from South America to Eastern Europe.

This last example provides the most hope in how technology actually provides hope to the future of humanity. By increasing our reliance on technology, impossible goals can now be achieved. Consider how the late 20th century witnessed the complete elimination of smallpox. This disease had ravaged the human race since prehistorical days, and yet with the technology of vaccines, free-thinking humans dared to imagine a world free of

smallpox. Using technology, battle plans were drawn out, and smallpox was systematically targeted and eradicated.

Technology will always mark the human experience, from the discovery of fire to the implementation of nanotechnology. Given the history of the human race, there will be no limit to the number of problems, both new and old, for us to tackle. There is no need to retreat to a Luddite attitude to new things, but rather embrace a hopeful posture to the possibilities that technology provides for new avenues of human imagination.

Now, try to analyze an issue by yourself and provide an outline.

Issue:

To understand the most important characteristics of a society, one must study its major cities.

Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

Outline:

Notes:

The two arguments and sample responses are presented on the ETS website. The two responses are both full score.

Critical Reading & Analytical Writing --- Preparation for GRE Writing

Course Syllabus

Materials

Required

1. Weil, N., & Cepko, R. (2011). *Thinking beyond the content: Critical reading for academic success* (4th ed.). Ann Arbor: University of Michigan Press.

2. Pool of Argument Topics:

http://www.ets.org/gre/revised_general/prepare/analytical_writing/argument/pool

3. Pool of Issue Topics:

http://www.ets.org/gre/revised_general/prepare/analytical_writing/issue/pool

Recommended

1. Stewart, M. (2003). *GRE CAT: Answers to the real essay questions* (2nd ed.). Lawrenceville, NJ: Thomson.

Course Goals:

1. To develop a heightened awareness and sensitivity to critical thinking
2. To produce well structured, insightful, and compelling writing
3. To enhance the ability of English language control (ideal situation)

Course Objectives:

After one semester of study, students will be able to:

1. use various methods to read and think critically
2. apply critical skills to analytical writing

3. identify and analyze important features of an argument
4. identify and analyze logical fallacies
5. arrange the refutations in a logical and powerful way.
6. articulate a clear and insightful position on an issue in accordance with a assigned task
7. sustain a well-focused, well-organized analysis, connecting ideas logically

Evaluation

Reaction Papers (15%)

During the instructional section of Critical Reading, students are going to reading 2 articles per lesson related to one topic containing opposite opinions. Students need to write a reaction paper for each topic.

Assignment (10%)

Requirements are listed in the Course Schedule.

Unit Exam --- Critical Reading (15%)

All the tasks students have done in the class will be tested in the exam.

Unit Exam --- Analyzing an Argument (30%)

Example Exam is shown in the appendix 1. Objectives will be tested with different sections.

Unit Exam --- Analyzing an Issue (30%)

The same as argument unit exam, different skills will be tested separately and there'll be a final essay to write.

Tentative Course Schedule

1-1	Course Introduction / Ice breaking				
Critical Reading					
Week	Content	Task/Activity/Objectives	Rationale	Assignment	Material
1-2	Critical Reading Skill 1--- Identify tones & bias in a text	<p>Find adjectives that describes feeling</p> <p>Find word that suggest associations that go beyond the literal meaning</p> <p>Rephrase the sentence with opposing attitude</p> <p>Find adjectives that describes feeling</p> <p>Question writer's objectivity.</p>	<p>Reading texts are not like speech, tones are harder to get because of lack of intonation. Moreover, in academic writing, tones are hidden within their reason in lieu of emotion. Being sensitive to the tone and bias helps better understand writer's attitude.</p>	<p>Reaction Paper 1</p> <p>Related to the topic of environmental issues</p>	<p>Textbook: Weil, N., & Cepko, R. (2011). Thinking beyond the content: Critical reading for academic success (4th ed.)</p> <p>Extended Reading Material</p>
2-1	Critical Reading Skill 2 --- Evaluate the credibility of a text	<p>Identify Claims and evidence in the text and examine.</p> <p>Discuss, what kind of evidences would strengthen the claim, and how?</p>	<p>Students not only will know how to assess writer's credibility by examine their claims and evidence, but also learn to put forward their own claims with appropriate example.</p>	<p>Reaction Paper 2</p> <p>Related to the topic of science and technology</p>	
2-2	Critical Reading Skill 3 --- Trace the steps of an argument	<p>Figure out the logical line of reasoning</p> <p>Map it out. What does the passage say and do(purpose)?</p>	<p>To better understand what the writer is trying to argue, students need to understand how they argue.</p>	<p>Reaction Paper 2</p> <p>Related to the topic of culture and society</p>	
3-1	Review skill 1, 2, 3			Exercise skill 1,2,3	

3-2	Critical Reading Skill 4 --- Recognize and examine assumptions	Logical Fallacies (what assumptions the write brings into the reasoning) Tips: see textbook pg.54 Try to evaluate writer's reason by identifying the claim, evidence and underlying assumptions	To read and think critically, this skill is very crucial. Not accepting everything you read, but assessing.	Reaction Paper 3 Related to the topic of government policy
4-1	Critical Reading Skill 5 --- Construct and test definition	Put a sticky note with an abstract word on each student's back. Others describe it and the student guess what it is. Definition Extension	Try not to take everything granted, but try to extend definitions in our life. This is a fundamental skill of critical thinking	Reaction Paper 3 Related to the topic of success
4-2	Critical Reading Skill 6 --- Compare points of view	List out similarities and differences Imaginary Conversation	To know the complexity of a single issue	Reaction Paper 4 Related to the topic of hero
5-1	Review skill 4, 5, 6			Exercise Skill 4,5,6
5-2	Unit Exam --- Critical Thinking			

Analyzing an Argument

Week	Content	Task/Activity/Objectives	Rationale	Assignment	Material
6-1	Introduction and Overview of Analyzing an Argument	Topic Pool Preview. Show students the process of analyzing an argument and discuss. Show students the sample responses and discuss.	Students can have a taste of how to write an argument analysis. What are the expectations and what are we going to do.	Read 3 sample responses of score 5,4,3. Compare and find the difference.	Pool of Argument Topics GRE CAT: Answers to the real essay

6-2	Apply Skill 1&2: Find main argument	Identify what the author truly wants. To persuade? To recommend? Or...	Identifying the main argument is the fundamental step of analyzing an argument	Assign every student with 5 arguments in the pool, and let them identify the main arguments	questions (2nd ed.)
7-1	Apply Skill 3: Identify evidences	Evidences and implications are different. Distinguish them. Show examples.	As the second step of analyzing an argument, evidences, implications and assumptions serve a function of preparing for evaluation.	Assign every student with 5 arguments in the pool, and let them identify the evidences/implication	
7-2	Apply Skill 3: Trace the steps of an argument	Draw a map of the author's logical line by using the main argument, evidences and implications.	Preparation for refutation	Assign every student with 5 arguments in the pool, and let them draw the map	
8-1	Apply Skill 4: Evaluate the argument --- Logical Fallacies --- generalization	Use Argument Pool to explain: Hasty generalization, Misapplied generalization, False Analogy, All things are equal. How to refute.	Students can adopt an acute sense of identifying logical fallacies hidden in the argument. Students can learn how to refute regarding to specific	Assign every student with 5 arguments containing logical fallacies that we teach in the class. Students need to identify and refute	

8-2	Apply Skill 4: Evaluate the argument --- Logical Fallacies --- Confusion in Causal Reasoning	Use Argument Pool to explain: Causal Oversimplification, Post hoc ergo propter hoc, cum hoc, ergo propter hoc, correlation to causation. How to refute.	logical fallacy effectively.	Assign every student with 5 arguments containing logical fallacies that we teach in the class. Students need to identify and refute
9-1	Apply Skill 4: Evaluate the argument --- Logical Fallacies --- Fallacies concerning necessity	Use Argument Pool to explain: False Dilemma, One-sidedness. How to refute.		Assign every student with 5 arguments containing logical fallacies that we teach in the class. Students need to identify and refute
9-2	Refute the logical Fallacies	How to use examples to effectively refute the argument. What are strong & what are ineffective?	One of the most important steps in analyzing an argument, to provide a counterargument to refute.	Students will use all they have learnt to analyze an argument.
10-1	Rhetorical Structure of Analyzing an Argument	Read Sample Responses Find a pattern Create a template of their own	Students can reinforce what they have learned by looking at how other people apply these skills	Write a response of an argument. Instructor will designate one.
10-2	Review	Teacher-student Conference Peer Review	Students can have personal feedback	No Assignment Prepare for the exam
11-1	Unit Exam --- Analyzing an Argument			

Analyzing an Issue

Week	Content	Task/Activity/Objectives	Rationale	Assignment	Material
11-2	Introduction and Overview of Analyzing an Issue	<p>Topic Pool Preview</p> <p>Show students the process of analyzing the issue and discuss</p> <p>Show students the sample responses and discuss</p>	Students can have a taste of how to write an issue analysis. What are the expectations and what are we going to do.	<p>Read 3 sample responses of score 5,4,3.</p> <p>Compare and find the difference.</p>	<p>Pool of Topics</p> <p>GRE CAT: Answers to the real essay questions (2nd ed.)</p>
12-1	Analyze the claim and instruction	Discussion: What's included in the claim? What's included in the instructions? What are the differences between various instructions and how to deal with them strategically?	The fundamental step of analyzing an issue. Otherwise the response will go off topic	Analyze 5 claims from the pool and how you're going to write according to the instruction	
12-2	Apply Skill 5: Definition Test (1)	Create an extended definition. See what's more that students usually don't see.	Help students see the complexity hidden in the claim, even it's a simple noun that we can see every day	Write a short extended definition essay	
13-1	Apply Skill 5: Definition Test (2)	Pick out some concepts in the issue pools and draw concept map about it.		Draw 5 concept map of the concepts in the pool	
13-2	Apply Skill 6: Compare Points of View (1)	Use articles with opposing ideas to show the complexity of an issue.	Help students not only know the complexity of an issue but also better defend their stands.	Write a imaginary conversation	
14-1	Apply Skill 6: Compare Points of View (2)	Think about what others will say to refute your argument		Two students get into pairs to debate focusing on one issue in a written form	

14-2	Persuasive Reasoning	<p>What, precisely, is the central issue? What precisely are the instructions asking me to do? Do I agree with all or any part of the claim? Why or why not? Does the claim make certain assumptions? If so, are they reasonable?</p> <p>Is the claim valid only under certain conditions? If so, what are they? Do I need to explain how I interpret certain terms or concepts used in the claim? If I take a certain position on the issue, what reasons support my position? What examples — either real or hypothetical — could I use to illustrate those reasons and advance my point of view? Which examples are most compelling?</p>	Combine all the steps we've learned and try to produce an essay	Write a response to an issue from the pool
15-1	Review	Teacher-student Conference Peer Review	Students can have personal feedback	No Assignment Prepare for the exam
15-2	Unit Exam --- Analyzing an Issue			

Lesson Plans

Lesson Plan Week 6-1

Argument Preview

Target audience:

Students who have already passed basic and intermediate level writing course in our school can attend this class. They students are assumed to have a fairly good foundation of vocabulary and basic writing skills, i.e., they have the ability of making appropriate word choice and writing an essay with proper structure and explicit ideas accompanying with supporting details.

Class size: 20 students

Class Time: 90 minutes

Materials needed:

The argument and the sample response in the *Needs Assessment Test Paper* (See Appendix)

Goals of Lesson:

“Analyzing an Argument” Preview

Objectives:

1. Topic Pool Preview.
2. Know the procedure of writing an argument analysis (Key elements)

Orientation (15 mins)

Students will see a short description as follows:

Lin Biao, never smokes or drinks, died when he's 64.

Zhou Enlai, never smokes but drinks, died when he's 77.

Mao Zedong, smokes but never drinks, died when he's 83.

Deng Xiaoping, both smokes and drinks, died when he's 93.

Zhang Xueliang, smokes, drinks, and gambles, died when he's 100.

Lei Feng, did nothing but good deeds, never drinks, smokes or gamble, died when he's 22.

(All the characters above are Chinese former leaders or famous icons)

Students in groups discuss what they think about this. What point is the author trying to make?

What is he implying? What is he using to make his point? What assumption is hidden in this?

Rationale: Students can know what an argument is, what's usually included in the argument, and they get the chance to analyze a very simple argument.

Presentation (35 mins)

Present students the argument and the sample response they've seen in the needs assessment test. (The argument is picked out from the topic pool and the sample response is shown on the ETS website.)

Students in groups will discuss how the writer analyzes this argument. Why is it good? (The sample response is full score.) Think about both content and structure. Do you think anything can be added into it?

Discuss: What needs to be done before actually start writing?

Refer to the course schedule, they are Identify main idea, evidences, and implications, Trace the logic line, Evaluate, Put your thinking into structure.

Rationale: By doing all these, students will get a preview of what's going to be taught in the following weeks.

Engagement (20 mins)

Now that students have already known the basic concepts of analyzing an argument. They need to create an outline again just like what they've done in the needs assessment, but they are expected to be better. Before writing the outline, they're required to find the main argument, evidences, and implications.

Students are going to do this in groups in order to get better results, ideally.

(The argument that students are going to analyze is shown in Appendix 1.)

Rationale: Students can actually try to experience the procedure to see how hard it is and what they need to improve. They are not expected to get everything right because they are going to learn these in the following weeks.

Evaluation (20 mins)

Groups are going to report their outlines to the class, and give their reason of why they write it that way. Students can decide which group is the best and explain why. Teacher can also join in the decision.

Rationale: Students can understand the process and the outcome better by whole class review and teacher review.

Expansion (Homework)

Read sample responses that are scored 5, 4, and 3 of the argument in the needs assessment test. (6 is the full score) Compare them and also compare with their outlines. Discuss why they score it that way. (See Appendix 2, 3, 4 and 5)

Rationale: Students get more chance to know what they are expected to do.

Appendix 1

Recently, butter has been replaced by margarine in Happy Pancake House restaurants throughout the southwestern United States. This change, however, has had little impact on our customers. In fact, only about 2 percent of customers have complained, indicating that an average of 98 people out of 100 are happy with the change. Furthermore, many servers have reported that a number of customers who ask for butter do not complain when they are given margarine instead. Clearly, either these customers do not distinguish butter from margarine or they use the term 'butter' to refer to either butter or margarine.

Write a response in which you discuss one or more alternative explanations that could rival the proposed explanation and explain how your explanation(s) can plausibly account for the facts presented in the argument.

Appendix 2

In surveys Mason City residents rank water sports (swimming, boating and fishing) among their favorite recreational activities. The Mason River flowing through the city is rarely used for these pursuits, however, and the city park department devotes little of its budget to maintaining riverside recreational facilities. For years there have been complaints from residents about the quality of the river's water and the river's smell. In response, the state has recently announced plans to clean up Mason River. Use of the river for water sports is therefore sure to increase. The city government should for that reason devote more money in this year's budget to riverside recreational facilities.

Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on the assumptions and what the implications are if the assumptions prove unwarranted.

Appendix 3

Essay Response — Score 5

The author of this proposal to increase the budget for Mason City riverside recreational facilities offers an interesting argument but to move forward on the proposal would definitely require more information and thought. While the correlations stated are logical and probable, there may be hidden factors that prevent the City from diverting resources to this project.

For example, consider the survey rankings among Mason City residents. The thought is that such high regard for water sports will translate into usage. But, survey responses can hardly be used as indicators of actual behavior. Many surveys conducted after the winter holidays reveal people who list exercise and weight loss as a top priority. Yet every profession does not equal a new gym membership. Even the wording of the survey results remain ambiguous and vague. While water sports may be among the residents' favorite activities, this allows for many other favorites. What remains unknown is the priorities of the general public. Do they

favor these water sports above a softball field or soccer field? Are they willing to sacrifice the municipal golf course for better riverside facilities? Indeed the survey hardly provides enough information to discern future use of improved facilities.

Closely linked to the surveys is the bold assumption that a cleaner river will result in increased usage. While it is not illogical to expect some increase, at what level will people begin to use the river? The answer to this question requires a survey to find out the reasons our residents use or do not use the river. Is river water quality the primary limiting factor to usage or the lack of docks and piers? Are people more interested in water sports than the recreational activities that they are already engaged in? These questions will help the city government forecast how much river usage will increase and to assign a proportional increase to the budget.

Likewise, the author is optimistic regarding the state promise to clean the river. We need to hear the source of the voices and consider any ulterior motives. Is this a campaign year and the plans a campaign promise from the state representative? What is the timeline for the clean-up effort? Will the state fully fund this project? We can imagine the misuse of funds in renovating the riverside facilities only to watch the new buildings fall into dilapidation while the state drags the river clean-up.

Last, the author does not consider where these additional funds will be diverted from. The current budget situation must be assessed to determine if this increase can be afforded. In a sense, the City may not be willing to draw money away from other key projects from road improvements to schools and education. The author naively assumes that the money can simply appear without forethought on where it will come from.

Examining all the various angles and factors involved with improving riverside recreational facilities, the argument does not justify increasing the budget. While the proposal does highlight a possibility, more information is required to warrant any action.

Appendix 4

Essay Response — Score 4

The problem with the argument is the assumption that if the Mason River were cleaned up, that people would use it for water sports and recreation. This is not necessarily true, as people may rank water sports among their favorite recreational activities, but that does not mean that those same people have the financial ability, time or equipment to pursue those interests.

However, even if the writer of the argument is correct in assuming that the Mason River will be used more by the city's residents, the argument does not say why the recreational facilities need more money. If recreational facilities already exist along the Mason River, why should the city allot more money to fund them? If the recreational facilities already in existence will be used more in the coming years, then they will be making more money for themselves, eliminating the need for the city government to devote more money to them.

According to the argument, the reason people are not using the Mason River for water sports is because of the smell and the quality of water, not because the recreational facilities are unacceptable.

If the city government allotted more money to the recreational facilities, then the budget is being cut from some other important city project. Also, if the assumptions proved unwarranted, and more people did not use the river for recreation, then much money has been wasted, not only the money for the recreational facilities, but also the money that was used to clean up the river to attract more people in the first place.

Appendix 5

Essay Response — Score 3

Surveys are created to speak for the people; however, surveys do not always speak for the whole community. A survey completed by Mason City residents concluded that the residents enjoy water sports as a form of recreation. If that is so evident, why has the river not been used? The blame can not be solely placed on the city park department. The city park department can only do as much as they observe. The real issue is not the residents use of the river, but their desire for a more pleasant smell and a more pleasant sight. If the city government cleans the river, it might take years for the smell to go away. If the budget is changed to accommodate the clean up of the Mason River, other problems will arise. The residents will then begin to complain about other issues in their city that will be ignored because of the great emphasis being placed on Mason River. If more money is taken out of the budget to clean the river an assumption can be made. This assumption is that the budget for another part of city maintenance or building will be tapped into. In addition, to the budget being used to clean up Mason River, it will also be allocated in increasing riverside recreational facilities. The government is trying to appease its residents, and one can warrant that the role of the government is to please the people. There are many assumptions being made; however, the government can not make the assumption that people want the river to be cleaned so that they can use it for recreational water activities. The government has to realize the long term effects that their decision will have on the monetary value of their budget.

Lesson Plan Week 6-2

Identify the main argument

Target audience:

Students who have already passed basic and intermediate level writing course in our school can attend this class. They students are assumed to have a fairly good foundation of vocabulary and basic writing skills, i.e., they have the ability of making appropriate word choice and writing an essay with proper structure and explicit ideas accompanying with supporting details.

Class size: 20 students

Class Time: 90 minutes

Materials needed:

Arguments in the topic pool (See Appendix)

Goals of Lesson:

Students learn how to identify the main argument/conclusion

Objectives:

Know the importance of identifying the main argument/conclusion

Understand some conclusion markers

Distinguish between main argument and implications

Orientation (10 mins)

Students see this sentence:

If you want to find a good job, you should work hard. You do want to find a good job. So you should work hard.

Do you think if it's an argument? How does the writer construct this? What's the conclusion?

Discuss in groups.

Students see this pair of sentences:

(1) There are 19 books on the table now. There were 20 last time when I came here. I infer someone took one.

(2) There are 19 books on the table now. There were 20 last time when I came here. Therefore, someone took one.

Are they both arguments? What's the difference?

Rationale: Students can see what an argument is.

Presentation (20 mins)

In logical and critical thinking, an argument is a list of statements, one of which is the conclusion and the others are the premises (evidences) or assumptions of the argument.

Ideally, writers would put conclusion markers right in front of their conclusions.

Examples of conclusion markers: therefore, thus, hence, as a result, in that case, for that reason, as a consequence, then, so, accordingly, the bottom line, rules in, we can conclude that, etc.

But there are some arguments in the pool that don't contain conclusion markers. Fortunately, usually they are the first or the last sentence in the argument. For example: Appendix 1 & 2

Try to decide which sentence is the main argument.

Rationale: Main argument is contextualized in the topic pool of arguments.

Engagement (25 mins)

There are some special cases that without conclusion marker. See Appendix 3 & 4

Especially pay attention to Appendix 3. The first sentence and the last one both look like the main argument. In fact, one is and the other one is implication. Students need to discuss which one is and why.

In appendix 4, the main argument is hidden in the middle.

Students can try to find it in groups and report.

Rationale: Arguments with conclusion markers are easy to identify. Students will try to find the main argument in different situations.

Evaluation (25 mins)

Students in groups will see 2 arguments without the main argument/conclusion. They need to fill it in and compare with the original one to see if there are differences.

See Appendix 5 & 6 (The sentence in the parenthesis will be deleted.)

Rationale: If they can predict one, they're sure to find it when they see it in the test.

Expansion (Assignment)

Assign every student with 5 arguments in the pool, and let them identify the main argument.

Rationale: Students can try to do it on their own.

Appendix 1

To serve the housing needs of our students, Buckingham College should build a number of new dormitories. Buckingham's enrollment is growing and, based on current trends, will double over the next 50 years, thus making existing dormitory space inadequate. Moreover, the average rent for an apartment in our town has risen in recent years. Consequently, students will find it increasingly difficult to afford off-campus housing. Finally, attractive new dormitories would make prospective students more likely to enroll at Buckingham.

Appendix 2

To reverse a decline in listener numbers, our owners have decided that WWAC must change from its current rock-music format. The decline has occurred despite population growth in our listening area, but that growth has resulted mainly from people moving here after their retirement. We must make listeners of these new residents. We could switch to a music format tailored to their tastes, but a continuing decline in local sales of recorded music suggests limited interest in music. Instead we should change to a news and talk format, a form of radio that is increasingly popular in our area.

Appendix 3

We recommend that Monarch Books open a café in its store. Monarch, having been in business at the same location for more than twenty years, has a large customer base because it is known for its wide selection of books on all subjects. Clearly, opening the café would attract more customers. Space could be made for the café by discontinuing the children's book section, which will probably become less popular given that the most recent national census indicated a significant decline in the percentage of the population under age ten. Opening a café will allow Monarch to attract more customers and better compete with Regal Books, which recently opened its own café.

Appendix 4

In an attempt to improve highway safety, Prunty County last year lowered its speed limit from 55 to 45 miles per hour on all county highways. But this effort has failed: the number of accidents has not decreased, and, based on reports by the highway patrol, many drivers are exceeding the speed limit. Prunty County should instead undertake the same kind of road improvement project that Butler County completed five years ago: increasing lane widths, resurfacing rough highways, and improving visibility at dangerous intersections. Today, major Butler County roads still have a 55 mph speed limit, yet there were 25 percent fewer reported accidents in Butler County this past year than there were five years ago.

Appendix 5

(In an effort to improve our employees' productivity, we should implement electronic monitoring of employees' Internet use from their workstations.) Employees who use the Internet inappropriately from their workstations need to be identified and punished if we are to reduce the number of work hours spent on personal or recreational activities, such as shopping or playing games. Installing software on company computers to detect employees' Internet use is the best way to prevent employees from wasting time on the job. It will foster a better work ethic at Climpson and improve our overall profits.

Appendix 6

In a laboratory study of liquid antibacterial hand soaps, a concentrated solution of UltraClean produced a 40 percent greater reduction in the bacteria population than did the liquid hand soaps currently used in our hospitals. During a subsequent test of UltraClean at our hospital in Workby, that hospital reported significantly fewer cases of patient infection than did any of the other hospitals in our group. Therefore, to prevent serious patient infections, (we should supply UltraClean at all hand-washing stations throughout our hospital system.)

Lesson Plan Week 7-2

Trace the step of an argument

Target audience:

Students who have already passed basic and intermediate level writing course in our school can attend this class. They students are assumed to have a fairly good foundation of vocabulary and basic writing skills, i.e., they have the ability of making appropriate word choice and writing an essay with proper structure and explicit ideas accompanying with supporting details.

Class size: 20 students

Class Time: 90 minutes

Materials needed:

Three arguments from the pool.

Goals of Lesson:

Students learn how to trace the steps of an argument

Objectives:

Use the main argument, evidences and implications to draw a map for the argument

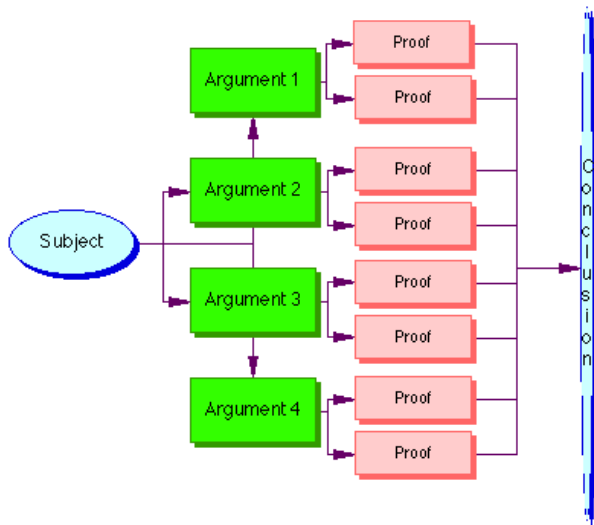
Reinforce the skills of identifying main argument, evidences and implications.

Orientation (10 mins)

Students see a picture as shown below.

We usually write an essay like this. It helps us write an organized essay (although too rigid and lack of creativity). Today what we are going to do is to do it backwards. Use the text we

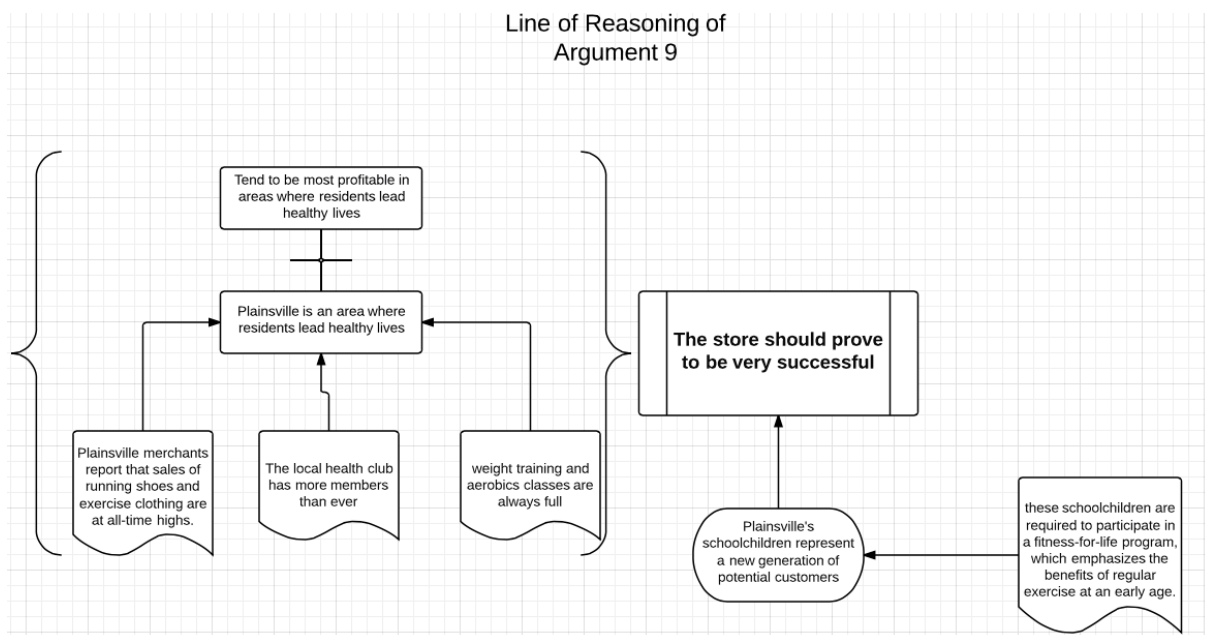
have and draw a map like that. It can be more complicated than you think.



Rationale: Use something they're familiar with to orient the focus to the students.

Presentation (30 mins)

Use an example to map the line of reasoning out with students together. They will first need to identify the main argument, evidences and implications. The whole class will need to contribute to the mapping. The example is shown in the appendix 1. The map is shown as follow:



Rationale: It's not as simple as it looks like. It would take a lot more time to a novice to figure out the whole map. Also, this can also help students to exercise identifying main argument, evidences and implications.

Engagement (20 mins)

Students will be asked to map out one argument in groups and report. They can compare the differences among them and try to rationalize their choices.

See Appendix 2 for the argument.

Rationale: Students can try on their owns.

Evaluation (30 mins)

One argument is divided into 6 parts on slices of papers. (See appendix 3. “//” indicates where it's cut.) Students in groups will need to resemble the argument, map it out and report to the classmates.

Rationale: Students can handle tougher tasks to prove they manage to perform the skill.

Expansion (Homework)

Assign every student with 5 arguments in the pool, and let them draw the map

Rationale: Students can try to do it independently.

Appendix 1

Nature's Way, a chain of stores selling health food and other health-related products, is opening its next franchise in the town of Plainsville. The store should prove to be very successful: Nature's Way franchises tend to be most profitable in areas where residents lead healthy lives, and clearly Plainsville is such an area. Plainsville merchants report that sales of running shoes and exercise clothing are at all-time highs. The local health club has more members than ever, and the weight training and aerobics classes are always full. Finally, Plainsville's schoolchildren represent a new generation of potential customers: these schoolchildren are required to participate in a fitness-for-life program, which emphasizes the benefits of regular exercise at an early age.

Appendix 2

Twenty years ago, Dr. Field, a noted anthropologist, visited the island of Tertia and concluded from his observations that children in Tertia were reared by an entire village rather than by their own biological parents. However, my recent interviews with children living in the group of islands that includes Tertia show that these children spend much more time talking about their biological parents than about other adults in the village. This research of mine proves that Dr. Field's conclusion about Tertian village culture is invalid and thus that the observation-centered approach to studying cultures is invalid as well. The interview-centered method that my team of graduate students is currently using in Tertia will establish a much more accurate understanding of child-rearing traditions there and in other island cultures.

Appendix 3

According to a recent report, cheating among college and university students is on the rise. // However, Groveton College has successfully reduced student cheating by adopting an honor code, which calls for students to agree not to cheat in their academic endeavors and to notify a faculty member if they suspect that others have cheated. // Groveton's honor code replaced a system in which teachers closely monitored students; under that system, teachers reported an average of thirty cases of cheating per year. // In the first year the honor code was in place, students reported twenty-one cases of cheating; five years later, this figure had dropped to fourteen. // Moreover, in a recent survey, a majority of Groveton students said that they would be less likely to cheat with an honor code in place than without. // Thus, all colleges and universities should adopt honor codes similar to Groveton's in order to decrease cheating among students.

Lesson Plan Week 8-1

Logical Fallacy --- Generalization

Target audience:

Students who have already passed basic and intermediate level writing course in our school can attend this class. They students are assumed to have a fairly good foundation of vocabulary and basic writing skills, i.e., they have the ability of making appropriate word choice and writing an essay with proper structure and explicit ideas accompanying with supporting details.

Class size: 20 students

Class Time: 90 minutes

Materials needed:

Videos on Youtube. (Website address in plan.)

One argument in the pool.

Goals of Lesson:

Students learn to evaluate the evidences and implications

Objectives:

Review identifying evidences and implications

Introduce the concept: Logical fallacy

Learn one major category of logical fallacies: Generalization

Orientation (15 mins)

Students watch a video: https://www.youtube.com/watch?v=pem_FwggPsM

What's the commonality of these commercials? Do you think these commercials make sense?

Why or why not?

Rationale: The video shows commercials that include hasty generalizations so that teacher can orient them into the topic today.

Presentation (45 mins)

The arguments in the GRE writing mostly are trying to persuade or make a point, but the writers always use statements based on a faulty piece of reasoning. That's called logical fallacy. Today we are going to learn one major category, generalization. It can be regarded as the most frequent logical fallacy in the argument items in the pool.

What we just saw in the commercials are called 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:

Sample S, which is too small, is taken from population P.

Conclusion C is drawn about Population P based on S.

Back to the commercials, the woman said, "all men love bacon," and three men came and said they loved bacon, which proved her point. But that's not essentially true to all men.

Students can watch the commercial again to report why those are committing hasty generalization.

The second type of fallacy in generalization is called Misapplied Generalization. This fallacy wrongly attaches or misapplies support that may be generally true but will not work to support a specific claim. It has the following form:

Most of A has property X. B is a part of A. B has property X.

Teacher asks students. Do you know the word “stereotype”? This is a great example of misapplied generalization. Some people think, “Chinese or Asian are good at Math.” Is this true? Maybe. But are all Chinese good at Math? Probably not.

Students are asked to think of other examples of this.

The third type is called false analogy. Two objects (or events), A and B are shown to be similar. Then it is argued that since A has property P, so also B must have property P. An analogy fails when the two objects, A and B, are different in a way which affects whether they both have property P.

See video: <https://www.youtube.com/watch?v=S8LydU2P7Yw>

Discuss why is it false analogy. Think of some other examples.

The most frequently appearing form of false analogy in GRE argument is that: A did this, and they succeeded. We do the same business like A. If we do the same thing as A did, we are going to succeed, too. We are going to see some examples later.

The last one is called: all things are equal. This fallacy is committed when it is assumed, without justification, that background conditions have remained the same at different times/locations. In most instances, this is an unwarranted assumption for the simple reason that things rarely remain the same over extended periods of time, and things rarely remain the same from place to place. A simple instance would be: Ten years ago, I got 105 in TOEFL, so I will get 105 this time. Student can think about some more examples.

Rationale: All four types are somewhat similar but different. They can first have a taste of

what they are by using examples close to real life and then they can move on to the argument pool.

Engagement (15 mins)

Students get into groups and think of four more examples for each logical fallacy.

Rationale: Have deeper understandings of those concepts.

Evaluation (15 mins)

Read the following arguments. Students in groups pick out evidences that commit the logical fallacy of generalization. And what kind? (See appendix)

Rationale: Contextualize the concept into authentic test item.

Expansion (Homework)

Students are assigned five arguments that contain generalization fallacies. Find them.

(Argument number 1,2,4,5,7,9,10,11,12,13,14,17,18,19,22,25,27,32,33,35,37,38,39,

40,41,42,45,47,49,52,59,63,71,74,76,77,78,81,83,85,87,95,97,109,113,140,157,170 in the

pool all have generalization fallacy. Teacher can pick any of those as homework.)

Rationale: Students get to try on their owns.

Appendix 1

We recommend that Monarch Books open a café in its store. Monarch, having been in business at the same location for more than twenty years, has a large customer base because it is known for its wide selection of books on all subjects. Clearly, opening the café would attract more customers. Space could be made for the café by discontinuing the children's book section, which will probably become less popular given that the most recent national census indicated a significant decline in the percentage of the population under age ten. Opening a café will allow Monarch to attract more customers and better compete with Regal Books, which recently opened its own café.

Lesson Plan Week 9-2

Argument refutation

Target audience:

Students who have already passed basic and intermediate level writing course in our school can attend this class. They students are assumed to have a fairly good foundation of vocabulary and basic writing skills, i.e., they have the ability of making appropriate word choice and writing an essay with proper structure and explicit ideas accompanying with supporting details.

Class size: 20 students

Class Time: 90 minutes

Materials needed:

Videos on Youtube.

One argument from the pool.

Goals of Lesson:

Learn to refute an argument

Objectives:

Learn how to use counterexamples and alternative explanations to refute the argument.

Besides refute, try to be objective and neutral instead of aggressive.

Orientation (15 mins)

Watch a video: <https://www.youtube.com/watch?v=9R5w4Qz6pVk>

What are they doing when we're arguing about superman to support their argument?

Rationale: Orient students to use alternative explanations and counterexamples to refute.

Presentation (20 mins)

Alternative explanation: a possible competing version of what might have caused the events in question; an alternative explanation undercuts or qualifies the original explanation because it too can account for the observed facts.

Counterexample: an example, real or hypothetical, that refutes or disproves a statement in the argument.

If we have more time, students can take out the sample responses and try to find a pattern of how writers construct their evaluation. If not, the following will be presented to the students.

Procedure of evaluation:

(1) State the argument. (2) State the underlying assumption. (3) State the logical fallacy.

(4) Provide an alternative explanation or counterexample.

Rationale: An effective way of refuting.

Engagement (40 mins)

Watch a video: <https://www.youtube.com/watch?v=vRJUvFG8gbE>

This is a video about “post hoc ergo propter hoc”

Why Sheldon is being safe at home can't prove his mom's praying worked?

Can you provide any other explanation?

<https://www.youtube.com/watch?v=UDuk0-SXmsM> How valid is their arguments?

Students in groups try to use the procedure to analyze these two arguments.

Do you think you can argue like they do in the video? Although you are trying to prove how

unwarranted the argument is. Try to be objective. We are doing an evaluation not a quarrel.

Rationale: Apply the procedure with some fun.

Evaluation (15 mins)

Students in groups try to evaluate one piece of reasoning according to the procedure.

The residents in Mentia are healthier than people in other cities, because they live near the sea and they eat more fish than others. (Revised from argument 24)

Rationale: Contextualize the procedure into an authentic item.

Expansion (Homework)

Students analyze a whole argument by themselves. (See appendix)

Rationale: Students get to try on their owns.

Appendix:

Mentia investigated the possible therapeutic effect of consuming salicylates. Salicylates are members of the same chemical family as aspirin, a medicine used to treat headaches. Although many foods are naturally rich in salicylates, food-processing companies also add salicylates to foods as preservatives. The twenty-year study found a correlation between the rise in the commercial use of salicylates and a steady decline in the average number of headaches reported by study participants. At the time when the study concluded, food-processing companies had just discovered that salicylates can also be used as flavor additives for foods, and, as a result, many companies plan to do so. Based on these study results, some health experts predict that residents of Mentia will suffer even fewer headaches in the future.

Write a response in which you discuss what questions would need to be answered in order to decide whether the prediction and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the prediction.

Lesson Plan Week 10-1

Rhetorical Structure

Target audience:

Students who have already passed basic and intermediate level writing course in our school can attend this class. They students are assumed to have a fairly good foundation of vocabulary and basic writing skills, i.e., they have the ability of making appropriate word choice and writing an essay with proper structure and explicit ideas accompanying with supporting details.

Class size: 20 students

Class Time: 90 minutes

Materials needed:

A sample response from the recommended book, *GRE CAT: Answers to the real essay questions* (2nd ed.).

The map of argument in Lesson 7-2

Goals of Lesson:

Students learn how to analyze an essay in a powerful and persuasive way.

Objectives:

Review the map of argument

Review the evaluation of argument

Learn to arrange the evaluation in a concessive order.

Orientation (15 mins)

Students read the full score sample response. They don't have to read the entire essay. Just read the first and the last paragraph, and every first sentence of the rest paragraphs. And discuss what they've seen.

Rationale: Lead into the rhetorical structure by looking at a full score essay.

Presentation (15 mins)

As you can see, the response starts with concluding the main argument. The second paragraph starts to evaluate one piece of evidence. Moving on, every paragraph starts with "even if".

What is the author doing?

Being concessive. By acknowledging that the existing fallacies might be right, I can still keep refuting your argument. That's how to effectively and powerfully refute an argument.

Then see the final paragraph. After fiercely attacking the argument, the write starts to be objective and soften his/her tone.

On the website, ETS doesn't require any fixed structure to analyze an argument. This is a recommendation if students don't have any idea how to start. After they get adept in it, they can be creative.

Rationale: Explain why do we need to do this and what's the advantage of doing this.

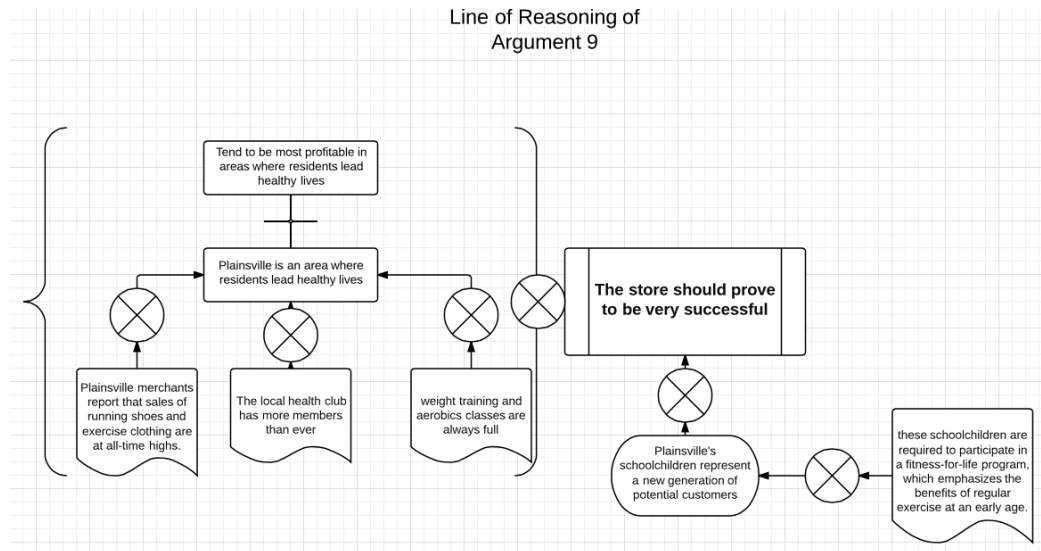
Engagement (25 mins)

Students in groups, first read the argument, and then read through the response. Try to map the argument. And try to mark on the map about how the author analyzes the argument. What kind of logical line does he/she construct?

Rationale: Review the mapping skill and reinforce the rhetorical structure.

Evaluation (35 mins)

Coming back to the map of argument we've done before.



Students in groups discuss how they will analyze this issue. Which evidence or implications will they use, how to prove it invalid, and how to arrange them into a logical, persuasive, powerful reasoning line?

One Suggested answer: Attack one of the evidence, and prove it invalid. (So many gym memberships don't mean people go there.) → Even it's valid, it can't lead to the implication.

(People going to gym doesn't mean they live in a healthy way, because people are fat.) →

Even the implication is valid, it can't lead to the conclusion. (People living healthily doesn't mean the company is going to succeed because there are so many other companies selling the same thing, or even better things.)

Students can come up with other logical line. They are expected to provide concessive ones.

Rationale: Students are using the map skill, evaluating skill and rhetorical structure to produce a complex task.

Expansion (Homework)

Students need to pick one argument from the pool, which can't be ones that we've discussed in class, and write a response to it.

Rationale: Students are using everything they've learned to produce a complete version of the task.

Appendix:

"A ten-year study of a group of 552 men from Elysia showed that long-term consumption of caffeinated black tea was associated with a much lower risk of stroke. Of these men, those who drank more than three cups of black tea a day had a 70 percent lower risk of stroke than those who drank no tea. These results suggest that health-conscious people should consume at least three cups of black tea a day, beginning early in life."

This magazine article concludes that in order to reduce the risk of stroke people should consume at least three cups of black tea per day, beginning at an early age. To justify this conclusion the article cites a 10-year study involving 552 men from Elysia. Among these men those who consumed at least three cups of caffeinated black tea each day were at 70% lower risk of stroke than those who consumed no tea. Based on this evidence, I find the article's conclusion to be unjustified in several respects.

To begin with, the article's author provides no evidence that the study's two groups were otherwise at similar risk of stroke. Lacking such evidence, it is entirely possible that the difference in stroke risk is attributable to some other phenomenon. Perhaps the average age of the tea drinkers was significantly lower than that of the other group. Assuming that stroke risk generally increases with age, this scenario would provide an equally plausible explanation for the difference in stroke risk between the two groups. Or, perhaps the tea-drinkers tended to engage in other activities that reduced their stroke risk, or to avoid activities that increased that risk, whereas the other group did not.

Even assuming that Elysian men do indeed reduce stroke risk by drinking three cups of black tea each day, it is nevertheless unfair to infer that women and non-Elysians would benefit similarly from drinking black tea. Perhaps women do not derive this same benefit from black-tea consumption; for that matter, perhaps for women the author's prescription would actually increase stroke risk. Also, perhaps Elysians have certain other habits or certain inherited traits needed for a person to reduce his or her stroke risk by drinking black tea habits or traits which are far less common among non-Elysians.

Even if any person would reduce his or her risk of stroke by drinking at least three cups of black tea each day, the author overlooks the possibility that stroke risk can just as effectively be reduced by other means as well. Some other type of tea or herb might be just as beneficial in this respect, or perhaps even more so. Or, people who weigh less than the men in the study might derive the maximum benefit from black tea by drinking less than three cups per day. For that matter, perhaps drinking 3 cups or more would amount to a harmful overdose for these people. Without accounting for these possibilities the author's recommendation seems premature at best.

Finally, even if all adult men and women would reduce their stroke risk by following the author's prescribed regimen for up to a ten-year period, it is possible that following this regimen for a longer period would actually harm one's health. Without the benefit of a longer study---one in which subjects consume black tea daily from an early age up until an age at which strokes are likely in any event, the author simply cannot justify the advice that health-conscious people adhere to the prescribed regimen from an early age.

In sum, the argument is weak as it stands. To strengthen it the author must provide evidence that the study's two groups were similar in all other ways that might possibly affect their risk of stroke, and that it was the tea itself rather than some other habit--that caused the comparatively low risk of stroke among the tea-drinking group. The author must also show that women and non-Elysians benefit similarly from the prescribed amount of black tea. To better assess the argument it would be useful to know what alternatives are available for reducing stroke risk, whether the benefits of drinking black tea vary with age or body weight, and the potential longer-term health hazards of consuming black tea on a daily basis.

As shown above are six lessons, focusing on analyzing an argument in the GRE test. Every argument I use is from the topic pool of arguments so as to be really close to the test. And they can save more time when they go back home and prepare for the test because they have already read most of them and at least tried to apply some skills on them. And the reason I choose particularly those 6 classes is that they lead through the whole process from thinking to put into words. I didn't make example lesson plans of identifying evidences and implications because it will be similar to the previous class, identifying the main argument. The same applies to the fact that I didn't make example lesson plans on the second and third lesson of teaching logical fallacies. I'll try to use the same strategies, making the lecturing fun, and apply them into real argument items.

Appendix (Example of Unit exam)

**Analyzing Arguments
Unit Exam**

Part I. Read and choose. Please reading the following two articles below. Choose ONE main argument and MULTIPLE supporting evidences or implications for each article. Not every choice must be used. (20 points, 10 for each)

"Over the past two years, the number of shoppers in Central Plaza has been steadily decreasing while the popularity of skateboarding has increased dramatically. Many Central Plaza storeowners believe that the decrease in their business is due to the number of skateboard users in the plaza. There has also been a dramatic increase in the amount of litter and vandalism throughout the plaza. Thus, we recommend that the city prohibit skateboarding in Central Plaza. If skateboarding is prohibited here, we predict that business in Central Plaza will return to its previously high levels."

Main argument ()
Supporting evidence ()
Implications: ()

- A. The amount of litter and vandalism soared in the past two years in Central Plaza.
- B. The number of shoppers in Central Plaza has been steadily decreasing.
- C. The skateboarders are causing the decrease of number of shoppers in Central Plaza, as storeowners believe.
- D. The popularity of skateboarding has increased dramatically.
- E. The skateboarders are causing the increase of the amount of litter and vandalism.
- F. The business in Central Plaza will return to its previously high levels.
- G. Skateboarding needs to be prohibited in Central Plaza.
- H. The business in Central Plaza is likely to increase if there's no skateboarder here.

"On Balmer Island, where mopeds serve as a popular form of transportation, the population increases to 100,000 during the summer months. To reduce the number of accidents involving mopeds and pedestrians, the town council of Balmer Island should limit the number of mopeds rented by the island's moped rental companies from 50 per day to 25 per day during the summer season. By limiting the number of rentals, the town council will attain the 50 percent annual reduction in moped accidents that was achieved last year on the neighboring island of Seaville, when Seaville's town council enforced similar limits on moped rentals."

Main argument ()
Supporting evidence ()
Implications ()

- A. The town council of Balmer Island will attain 50% annual reduction in moped accidents like Seaville's town council did if they enforce the same limitation on rental.
- B. Mopeds are a popular form of transportation on Balmer Island.
- C. By reducing the number of moped rental in summer will attain an annual reduction in accidents on Balmer Island.
- D. The population on Balmer Island increases to 100,000 during the summer months.
- E. If the number of moped rentals in cut down in half, the number of accidents will reduce in half.
- F. If the population increases, the number of accidents involving mopeds and pedestrians will increase on Balmer Island.
- G. Seaville's town council was successful in reducing the accidents by enforcing a rule that reduced moped rental.
- H. By limiting the number of rentals, the town council will attain the 50 percent annual reduction in moped accidents

Part II. The following statements are based on faulty reasoning. What are the logical fallacies of these statements? (There might be more than one in each statement. Picking ONE is enough.) What kind of example can you give to refute these statements according to the logical fallacy you point out? Give ONE. (30 points, 6 for each)

1. We recommend that Monarch Books open a café in its store, because opening the café would attract more customers.

2. Buckingham College should build a number of new dormitories because of the dramatic growth of enrollment based on current trends.

3. The local health club has more members than ever in Plainsville. Therefore, our health-related products should prove to be successful in this town.

4. Students' overall grades in Omega University have risen by 30% percent due to the fact that Omega University implemented a new procedure that encouraged students to evaluate the teaching effectiveness of all their professors

5. Many servers have reported that a number of customers who ask for butter do not complain when they are given margarine instead of real butter. Thus, customers don't care whether we give them butter or margarine.

Answer key and Rubric of Part III.

Part I will be scored according to the Answer Key as followed.

- | Argument | Evidence | Implication |
|----------|----------|-------------|
| 1. G; | ABCD; | EH |
| 2. H; | BG; | ACEF |

Per answer will be worth of 1.5 points. 1.5 points will be deducted if student gets a wrong answer choice until the score gets to zero. That means:

- | | | | |
|--------------|---------------|-------------|---------------|
| 7 right = 10 | 6 right = 8.5 | 5 right = 7 | 4 right = 5.5 |
| 3 right = 4 | 2 right = 2.5 | 1 right = 1 | 0 right = 0 |

In Part II, if students point out the right logical fallacy, they will get 2 points. It doesn't have to be word by word, just provides clear explanation.

As long as they can provide a refuting example referring to the logical fallacy, no matter how effectively it will refute the argument, they will get 4 points.

Part III will be scored according to the rubric

Rubric for Part III			
	Yes		No
identify the main argument	5		0
	Identify 3 or more	Identify 1 or 2	Identify 0
identify the supporting evidences or implications	5	2-4	0

	Effectively	Sensibly (Lack few details)	Fairly (Lack some connections or important details)	Little Relevance and value	Little if any support	Off topic
analyze how the author uses evidences and implications to support their argument	10	8	6	4	2	0
	Effectively (Explain logical fallacy)	Sensibly (Lack of explanation)	Fairly (Explanation presented but not clear)	Little Relevance and value	Little if any support	Off topic
evaluate the evidences and implications	10	8	6	4	2	0
	Cogently, logically, with clear transitions	Clearly, logically, with appropriate transition	Satisfactorily, but without transitions	Limited logical development and organizations	Without logical development , disorganized or illogical	Off topic
Idea development (Argument Refutation)	10	8	6	4	2	0
	Excellent (Precise and complex)		Average (A little misused and wordy)		Limited (Inappropriate)	
demonstrate	4-5		2-3		0-1	

control of language (word choice, sentence variety)			
	Excellent (Native like grammar fluency)	Average (Readers can get the ideas but grammar problem are apparent.)	Limited (barely understandable)
use standard written English (grammar, mechanics)	4-5	2-3	0-1