

GUIDED PRACTICE

Class: Ling 24: Language Variation in Time, Space and Culture

Date assigned: 9/5/19

Date due: 9/12/19

Time estimate to complete this assignment: 30 minutes

Overview/Introduction

In this lesson you will learn about two types of arguments, which include deductive and inductive arguments. In module 2 of the course you learnt how to recognize arguments, while in this module (3) you will learn about two different types of arguments or reasoning methods.

Learning Objectives

Basic objectives

1. LO1: Given an argument, students should be able to determine if it is deductive or inductive and provide reasons for it.
2. LO2: Students should be able to classify the type of deductive and inductive reasoning a given argument has.
3. LO3: Students should be able to analyze the strength of deductive and inductive arguments.

Advanced objectives

1. LO4: Students should be able to identify the arguments in argumentative essays and then determine the type of arguments – deductive or inductive used in them.
2. LO5: Students should be able to analyze the soundness and cogency of the two types of argument used in opinion essays.
3. LO6: Students should be able to use deductive and inductive reasoning methods in their own argumentative essays.

Preparatory Activities and Resources:

1. For this portion of pre-class work, you will watch the 10-minute video lecture in Module 3 of Canvas. This video will introduce deductive and inductive arguments and provide examples of these arguments.
2. You will also find a detailed discussion of deductive and inductive arguments in chapter 3 of your textbook. You are encouraged to read this chapter to supplement your understanding of these concepts.

Exercises: Please complete before class.

- After seeing the video lecture, complete the quiz on deductive and inductive arguments, also included in Module 3. The quiz contains multiple-choice questions and is aimed to test your comprehension of these types of arguments.

Questions?

Please feel free to email me with any questions at tridha.chatterjee@sjsu.edu. You may also stop by my office hours on M or W from 2-4:00pm.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: Ling 24: Language Variation in Time, Space, and Culture

Date assigned: 9/12/19

Date due: 9/19/12

Time estimate to complete this assignment: (1.5-2 hours)

Learning Objectives

Advanced objectives

1. LO4: Students should be able to identify the arguments in argumentative essays and then determine the type of arguments – deductive or inductive used in them.
2. LO5: Students should be able to analyze the soundness and cogency of the two types of argument used.
3. LO6: Students should be able to use deductive and inductive reasoning methods in their own argumentative essays.

Activities & deliverables

1) Students will be provided with a published opinion essay and they will be instructed to identify at least 5 arguments used in the essay. For the arguments that they identify, they will have to determine the type of reasoning used (deductive or inductive) and evaluate the soundness and cogency of the arguments. Provide a rationale for your evaluation. Students will be asked to complete this assignment within a week of the class session.

2) Later in the term after additional topics have been introduced, students will have to write an argumentative essay where they have to argue for or against an assigned topic making use of these reasoning patterns. Students will have to complete this essay within 3-4 weeks of the class session after additional topics have been introduced.

Resources:

- Video lecture introducing the basics of deductive and inductive arguments is available under Module 3
- Chapter 3 of the textbook details deductive and inductive arguments.
- Lecture slides for chapter 3 also available under Module 3
- Practice exercises on deductive and inductive arguments along with a solution key is available in Canvas files.

Questions?

Please feel free to email me with any questions at tridha.chatterjee@sjsu.edu. You may also stop by my office hours on M or W from 2-4:00pm.

Flipped IN-CLASS Lesson Plan Template- Workshopping it!

Topic or concept:
Deductive and Inductive Arguments

Basic objectives for preparatory work:

At the conclusion of this class, students will be able to:

LO1: Given an argument, students should be able to determine if it is deductive or inductive and provide reasons for it.

LO2: Students should be able to classify the type of deductive and inductive reasoning a given argument has.

LO3: Students should be able to analyze the strength of deductive and inductive arguments.

Advanced objectives for classwork & after class work:

LO4: Students should be able to identify the arguments in argumentative essays and then determine the type of arguments – deductive or inductive used in them.

LO5: Students should be able to analyze the strength and cogency of the two types of argument used.

LO6: Students should be able to use deductive and inductive reasoning methods in their own argumentative essays.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 mins	<p>Checking basic comprehension of the concept:</p> <ol style="list-style-type: none"> 1. Give time to students to ask questions about a concept that is unclear to them and that they seek clarification for. 2. Introduce 2 examples of arguments and ask students to work with a peer to decide what type of arguments they are and provide a reason for their decision. 3. Summarize with examples the different patterns of deductive and inductive reasoning. 	None
Middle of period	15 minutes	<p>Students will work in pairs on an exercise that has a list of arguments and they will have to determine whether the arguments are deductive or inductive and the type of deductive or inductive pattern they have.</p>	<p>A laptop, tablet, or smartphone with access to Canvas to download the exercise and complete it.</p> <p>Alternatively, they can also note the answers in a notebook.</p>

Middle of period	20 mins	<p>1. Regroup as a class to discuss the answers to the previous activity.</p> <p>2. Introduce in a short lecture how to assess strength of deductive and inductive arguments.</p>	None
Middle of period	15 mins	Students will work in small groups again on another set of arguments where they will have to determine 2 things for each argument: 1) the type of argument – deductive or inductive and the pattern of reasoning used; 2) analyze the strength of the arguments.	<p>A laptop, tablet, or smartphone with access to Canvas to download the exercise and complete it.</p> <p>Alternatively, they can also note the answers in a notebook.</p>
End of period	15	<p>Regroup and discuss the answers to the activity.</p> <p>Introduce after-class homework assignment consisting of reading an argumentative essay where students have to identify arguments and determine the type and strength of reasoning used.</p> <p>Introduce (if time permits) another major writing assignment that asks students to write an argumentative essay where they have to argue for or against an assigned topic making use of these reasoning patterns.</p>	None

Flipped BEFORE CLASS Work Plan Template

Basic learning objectives	Activity and rationale	Instructions to students
<p>LO1: Define the basic characteristics of a deductive argument and an inductive argument.</p> <p>LO2: Describe 2 key differences between a deductive argument and an inductive argument.</p> <p>LO3: List the 4 tests that help determining deductive from inductive arguments.</p> <p>LO4: Apply the 4 tests on a given argument and determine if it is deductive or inductive</p>	<p>Watch a 10-minute video lecture that introduces deductive and inductive arguments. This video will provide examples of the two types of arguments and walk students through the process of determining the key differences between them. The video will also list the 4 tests that help ascertain the type of argument.</p> <p>This lecture will be followed by a quiz that will ask students to answer a few multiple choice questions testing their comprehension of these argument types.</p>	<p>Complete the short quiz on Deductive and Inductive arguments before class.</p>

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>LO4: Students should be able to identify the arguments in argumentative essays and then determine the type of arguments – deductive or inductive used in them.</p> <p>LO5: Students should be able to analyze the soundness and cogency of the two types of argument used.</p> <p>LO6: Students should be able to use deductive and inductive reasoning methods in their own argumentative essays.</p>	<p>1) Students will be provided with a published argumentative essay and they will be instructed to identify at least 5 arguments used in the essay. For the arguments that they identify, they will be asked to determine the type of reasoning used and evaluate the strength of the arguments.</p> <p>2) Students will also have to write an argumentative essay later on in the term where they have to argue for or against an assigned topic making use of these reasoning patterns.</p>	<p>Read the argumentative essay assigned to you and identify and list at least 5 different arguments the author used in the essay. For each argument that you list, decide if the argument is deductive or inductive and provide a short 1-2 sentence explanation for your decision. Then analyze the strength of the argument. Be sure to include a rationale for your evaluation.</p>