Class: Ling 21- 08 Argument & Thinking
Date assigned: 3ʳᵈ & 5ᵗʰ September
Date due: 10ᵗʰ September
Time estimate to complete this assignment: 20 minutes focused time.

Overview/Introduction

This section of the course covers inductive reasoning. Deductive reasoning has already been covered in a previous class, but as inductive reasoning is the method used in the majority of cases, more time is spend on being able to define, recognize and analyze text using this method.

Learning Objectives

Basic objectives

LO1: To collaborate with others to produce a presentation.

LO2: To be able to explain the inductive reasoning method (assigned with information provided), and to provide examples of the method.

LO3: To be able to provide and distinguish weak and strong examples of their assigned reasoning method

Advanced objectives

LO4: Students will be able to identify and define the different inductive reasoning methods.

LO5: Students will be able to indicate which reasoning methods were used in the premises they listed in their News Analysis Report (NAR) #1 (previously completed).

LO6: Students will be able to analyze and assess the strength and cogency of the inductive reasoning methods in their NAR #1 and present them in their NAR #2 (after class work).

LO7: Students will be able to critically assess news articles' reasoning.

Preparatory Activities and Resources:

Students will work in groups (previously assigned) to create short presentations on their assigned method of inductive reasoning. They will also provide examples of strong and weak instances of the method of reasoning.

Materials: Course Reader, and e-textbook:

http://s3.amazonaws.com/engrade-myfiles/4008228113384505/Students_Guide_to_Critcal_Thinking.pdf

Questions?

Email: janet.kitajima@sjsu.edu Office Hours: Clark 406C Tues/Thurs 10.30 – 11.30 am and by appointment

Class: Ling 21-02 Argument & Thinking
Date assigned: 10th September
Date due: 12th September
Time estimate to complete this assignment: 30 minutes focused time. 45 - 60 minutes distracted time.

Learning Objectives

Advanced objectives

LO4: Students will be able to identify and define the different inductive reasoning methods.

LO5: Students will be able to indicate which reasoning methods were used in the premises they listed in their News Analysis Report (NAR) #1 (previously completed).

LO6: Students will be able to analyze and assess the strength and cogency of the inductive reasoning methods in their NAR #1 and present them in their NAR #2.

LO7: Students will be able to critically assess news articles' reasoning.

Activities & deliverables

Students re-look at the reports that they used to report on the premises in News Analysis #1 (this will have begun in class)

Write News Analysis Report #2:

Students will first write a brief introduction of the topic of the news story that they have been following, starting with News Analysis #1. Then they will provide the text that includes an instant of inductive reasoning. The type of inductive reasoning method used will be named and explained, and the student will comment on whether the method is strong or weak and cogent or uncogent.

The News Analysis Report #2 will be turned in during the next lesson.

Resources:

The Course Reader: News Assignment #2 (p.10) & Common Patterns of Inductive Reasoning (pp.35 – 36)

The text book: http://s3.amazonaws.com/engrade-myfiles/4008228113384505/Students_Guide_to_Critcal_Thinking.pdf

Notes taken during the class period.

Questions?

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Flipped IN-CLASS Lesson Plan Template

Topic or concept: Inductive Reasoning

Basic objectives for preparatory work:	Advanced objectives for classwork & after class work:
At the conclusion of this class, students will be able to:	LO4: Students will be able to identify and define the different inductive reasoning methods.
LO1: To collaborate with others to produce a presentation.	LO5: Students will be able to indicate which reasoning methods were used in the premises they listed in their News Analysis Report (NAR) #1 (previously completed).
LO2: To be able to explain the inductive reasoning method (assigned with information provided), and to provide examples of the method.	LO6: Students will be able to analyze and assess the strength and cogency of the inductive reasoning methods in their NAR #1 and present them in their NAR #2 (after class work).
LO3: To be able to provide and distinguish weak and strong examples of their assigned reasoning method	LO7: Students will be able to critically assess news articles' reasoning.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	25 minutes	Instructor's Role: A brief introduction to the topic of the day. Students' Role: Students will take turns to introduce their method of inductive reasoning following guidelines already provided to them. They will also provide examples for their classmates to assess the strength & cogency. Instructor's Role: Pay attention and intercede if any clarification is needed.	Computer with connecting device. Board pens for those who might like to utilize this method of presentation.

		Active learning activity- collaboration in pre-class preparation allows for each student to have a role that best suits their strengths aiding accessible education. It also means that their work is checked by their fellow group members prior to class. Knowledge.	
Middle of period	5 - 7minutes	Lecture to explain further how to label inductive reasoning in exercises, and to answer any questions. Checking Comprehension.	White board & Pens
Middle of period	20 minutes	Students will be given a short exercise to complete. They will be required to write down the method of inductive reasoning used, then add whether the reasoning is strong or weak and cogent or uncogent. Teacher will circulate to see if anyone is having difficulties. Students & Teacher will review the exercise together Application + Further Checking Comprehension.	An Exercise with examples of different sentences utilizing different types of inductive reasoning. Computer to project the exercise onto the board.
Middle of period	5 minutes	Teacher's Role: Explain the new assignment – News Analysis #2 – Inductive & Deductive Reasoning. Students will assess their premises from the News Analysis #1 report and consider the method of reasoning used. They will also note its strength/validity & cogency/soundness.	Students will retrieve their News' Analysis #1 and will also need the Course Reader where the information for the assignment is included.
middle of period	15 minutes	Students will sit with classmates who are following the same news story. They will begin looking at their premises and discussing the reasoning used in their premises. They may need to retrieve the original source of the information, and can use the classroom computers to do so. Analysis	Class room computers

End of period	5 minutes	Teacher gives further instructions for the News Analysis #2 assignment – e.g. when it is due, how it should be formatted, etc. Also, answers any questions. Finally, tells students what to expect for the next lesson.	The printed instructions for the assignment (in Course Reader)

Flipped BEFORE CLASS Work Plan Template

Basic learning objectives	Activity and rationale	Instructions to students
LO1 To collaborate with other to produce a presentation. LO2 To be able to explain the assigned inductive reasoning method and to provide examples of the method. LO3 To be able to provide and distinguish weak and strong examples of their assigned reasoning method.	Working in groups and allowing them to take different parts in the presentation allows for accessible learning – each member taking a role that best suits their abilities. New material is introduced to the students prior to class (the inductive reasoning methods), and comprehension will be checked when they present the information in class.	Decide on the role each group member will have to produce the presentation. Produce a presentation using power point/white board & pens/poster board, etc. Explain the inductive reasoning method that has been assigned to your group. Give examples of that reasoning method that are both strong and weak.

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
LO4: Students will be able to identify and define the different inductive reasoning methods. LO5: Students will be able to indicate which reasoning methods were used in the premises they listed in their News Analysis Report (NAR) #1 (previously completed). LO6: Students will be able to analyze and assess the strength and cogency of the inductive reasoning methods in their NAR #1 and present them in their NAR #2 (after class work). LO7: Students will be able to critically assess news articles' reasoning.	Students will analyze the sources that they used to report on the premises noted in their News Analysis Report #1. They will then report on which method was used and also comment on its strength or weakness, and its cogency. With these activities they will reach the higher levels of thinking illustrated in Bloom's Taxonomy: Analysis, synthesis, and evaluation. Teacher will be able to check their understanding, as this report will be turned in and graded.	Look at the reports that you used to report on the premises in your News Analysis #1 (this will have begun in class) Write News Analysis Report #2: First write a brief introduction of the topic and then introduce the topic of the assignment. In a separate paragraph for each example, provide the text that included the reasoning method. State which form of reasoning has been used, then whether it is strong or weak and cogent or uncogent. Explain why.