

## 1. CLARIFY

Overall, the author is saying (thesis/claim):

What secondary claims does the author make?

Supporting Detail #1

Supporting Detail #2

Supporting Detail #3

## 2. ANALYZE

What perspective is the argument made from?

How is the argument structured?

What are the most important ideas or information?

Where is argument strongest? Weakest?

Which info is new? Old? Timeless?

## 3. EVIDENCE

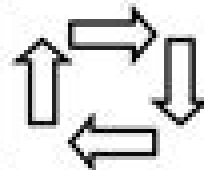
*Compelling evidence?*

*Accurate evidence?*

*Relevant evidence?*

*Sufficient evidence?*

**Argument Analysis:  
Elements & Evidence**



**teachthought**

## 4. NUANCE

This argument assumes that...

The author failed to consider...

This argument is explicitly stating...

This argument is implying that...

This argument is structured to highlight...

This argument does/does not seem worth analyzing because...

## 5. STYLE

Tone, diction, syntax, & idea organization

Writing Style (sentence length, paragraph length, diction, literary devices, conventions)

What is the relationship between the audience, purpose, and writing style?

*Analyze & Identify*

- Logical Fallacies
- Pers. Techniques
- Pathos-Ethos-Logos Balance

## 6. JUDGMENT

Is this a valid claim?

What impact will this argument have on primary & secondary audiences?

What changes could be made to argument & to what effect?


What other media forms could author have considered & to what effect?

## NEXT

What would make sense to think about, read, or "do" next? Should I read more? Have a conversation? Form a response? What other ideas or perspectives should be considered? What deserves my curiosity, creativity, and insight?

# Teaching And Learning Argument

**William H. Kitchen**



## **Teaching And Learning Argument:**

*Teaching and Learning Argument* Richard Andrews, 1995 This text advocates bringing the teaching and learning of argument to the centre of the curriculum based on the understanding that argument is essential to the development of thinking skills Its scope is broad analyzing the function of argument from early childhood education to university study

**Argumentation in Higher Education** Richard Andrews, 2009-09-10 Argumentation in Higher Education offers professors lecturers and researchers informative guidance for teaching effective argumentation skills to their undergraduate and graduate students This professional guide aims to make the complex topic of argumentation open and transparent Grounded in empirical research and theory but with student voices heard strongly throughout this book fills the gap of argumentation instruction for the undergraduate and graduate level Written to enlighten even the most experienced professor this text contributes to a better understanding of the demands of speaking writing and visual argumentation in higher education and will undoubtedly inform and enhance course design The book argues for a more explicit treatment of argument the product and argumentation the process in higher education so that the ground rules of the academic discipline in question are made clear Each chapter concludes with practical exercises for staff development use Topics discussed include The importance of argument The current state of argumentation in higher education Generic skills in argumentation The balance between generic and discipline specific skills Information communication technologies and visual argumentation How can we best teach argumentation so that students feel fully empowered in their academic composition Professors new and experienced lecturers researchers professional developers and writing coaches worldwide grappling with this question will find this accessible text to be an extremely valuable resource Richard Andrews is Professor in English at the Institute of Education University of London

**Argumentation Strategies in the Classroom** Chrysi Rapanta, 2019-06-01 Argumentation as a teaching and learning method in the K 12 curriculum has received increasing attention across the globe The reason for this is simple argumentation helps students develop necessary critical thinking skills However teaching this method is not as straightforward as it may appear Placing the classroom at the centre of the investigation this book seeks to throw light onto argumentation as a teaching practice by asking What does it take to teach as argument What does it mean to be argumentative teachers And how can we create classroom environments that will help and encourage young people to develop their argument skills Based on first hand experience and extensive research this volume guides the reader through argumentation with the focus placed on the relationship between this teaching method and effective learning and the need to investigate the role of teachers in encouraging argumentation in the classroom Although there are a considerable number of tools and techniques that promote argumentation in the K 12 classroom many teachers struggle to successfully implement them in the classroom Aimed at addressing this issue this book endeavours to instruct teachers on how to apply argumentation effectively in their day to day classes and to clarify argumentation as a teaching and learning strategy As an

important contribution to the field of argumentation and education this book will be of interest to researchers post graduate students and secondary school teachers alike

*Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms* George Newell, David Bloome, Alan Hirvela, 2015-06-05 Focused on the teaching and learning argumentative writing in grades 9-12 this important contribution to literacy education research and classroom practice offers a new perspective a set of principled practices and case studies of excellent teaching The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences ideas and texts Six themes key to teaching argumentative writing as a thoughtful multi-levelled practice for deep learning and expression are presented teaching and learning argumentative writing as social practice teachers' epistemological beliefs about argumentative writing variations in instructional chains instructional conversations in support of argumentative writing as deep learning and appreciation of multiple perspectives contextualized analysis of argumentative writing and the teaching and learning of argumentative writing and the construction of rationalities

*Argumentation in Science Education* Sibel Erduran, María Pilar Jiménez-Aleixandre, 2007-12-06 Our conversations about arguments began in Nashville in the Spring of 1996 in Richard Duschl's doctoral seminar that we were both attending Marilar Jimenez Aleixandre as a visiting scholar at Vanderbilt University Jimenez Aleixandre and Duschl were designing authentic problems in genetics for the University of Santiago de Compostela based RODA project aimed at engaging high school students in argumentation Erduran and Duschl had been working on Project SEPIA extending their work in Pittsburgh schools to the design of curricula that support epistemological aspects of scientific inquiry including argumentation In that spring we attended a NARST session in St Louis where Gregory Kelly Steven Druker and Catherine Chen presented a paper about argumentation As a consequence a symposium about argumentation was organised possibly the first of its kind at the 1997 NARST meeting in Chicago including papers from Kelly and colleagues and from Jimenez Aleixandre Bugallo and Duschl The symposium was attended among others by Rosalind Driver who had just submitted an application for funding of an argumentation project based at King's College London a project Erduran would incidentally work on after Driver's untimely death From this time frame in the 1990s to the present day argumentation studies in science education have increased at a rapid pace from stray papers for which we were unable to find an appropriate strand in a conference to a wealth of research base exploring ever more sophisticated issues

*Argumentation in Chemistry Education* Sibel Erduran, 2019-02-12 Many studies have highlighted the importance of discourse in scientific understanding Argumentation is a form of scientific discourse that plays a central role in the building of explanations models and theories Scientists use arguments to relate the evidence that they select from their investigations and to justify the claims that they make about their observations The implication is that argumentation is a scientific habit of mind that needs to be appropriated by students and explicitly taught through suitable instruction Edited by Sibel Erduran an internationally recognised expert in chemistry education this book brings together leading researchers to draw attention to

research policy and practice around the inclusion of argumentation in chemistry education Split into three sections Research on Argumentation in Chemistry Education Resources and Strategies on Argumentation in Chemistry Education and Argumentation in Context this book blends practical resources and strategies with research based evidence The book contains state of the art research and offers educators a balanced perspective on the theory and practice of argumentation in chemistry education

**Teaching and Learning at Business Schools** Dr Kristina Nilsson, Dr Magnus Bild, Dr Pär Mårtensson, 2012-10-01 Business schools are facing ever increasing internationalization students are far less homogenous than before faculty members come from different countries and teaching is carried out in second or even third languages As a result business schools and their teachers wrestle with new challenges as these changes accelerate Teaching and Learning at Business Schools brings together contributions from business school managers and educators involved in the International Teachers Programme a faculty development programme started by Harvard Business School more than 30 years ago and now run by a consortium of the London Business School Manchester Business School Kellogg Stern School of Business INSEAD HEC Paris IAE Aix en Provence IMD SDA Bocconi Milan and Stockholm School of Economics The book tackles themes both within the classroom teaching across different contexts and cultures and outside the classroom leading and developing business schools designing and running programmes developing faculty members The authors provide direction ideas and techniques for transforming business education that are accessible to everyone

**Educational Technologies for Teaching Argumentation Skills** Niels Pinkwart, Bruce M. McLaren, 2012 Considerable efforts have been made in developing and assessing educational technology to support and teach argumentation These efforts have culminated in the form of techniques which include Intelligent Tutoring Systems and Computer Supported Collaborative Learning Many of these techniques have been shown to be effective for specific argumentation domains At the same time the general design problem of how to support a learner's acquisition of argumentation skills through computer aided tools has not yet been perfected This e book presents a collection of current approaches in educational technologies for argumentation

Technological approaches underlying successful argumentation systems are presented along with their relation to the success of these tools

**Teaching Argument Writing, Grades 6-12** George Hillocks Jr, 2011 Offers teaching strategies and resources to instruct sixth through twelfth graders on how to prepare and write strong arguments and evaluate the arguments of others providing step by step guidance on arguments of fact judgment and policy and including advice to help students understand how judgments get made in the real world how to develop and support criteria for an argument and related topics

**Encyclopedia of Language and Education** Leo van Lier, P. Corson, 2013-11-01 ENCYCLOPEDIA OF LANGUAGE AND EDUCATION This is one of eight volumes of the Encyclopedia of Language and Education published by Kluwer Academic The publication of this work signals the maturity of the field of language and education as an international and interdisciplinary field of significance and cohesion These volumes confirm that language and education is much more

than the preserve of any single discipline In designing these volumes we have tried to recognise the diversity of the field in our selection of contributors and in our choice of topics The contributors come from every continent and from more than 40 countries Their reviews discuss language and education issues affecting every country in the world We have also tried to recognise the diverse interdisciplinary nature of language and education in the selection of the editorial personnel themselves The major academic interests of the volume editors confirm this As principal volume editor for Volume 1 Ruth Wodak has interests in critical linguistics sociology of language and language policy For Volume 2 Viv Edwards has interests in policy and practice in multilingual classrooms and the sociology of language For Volume 3 Bronwyn Davies has interests in the social psychology of language the sociology of language and interdisciplinary studies For Volume 4 Richard Tucker has interests in language theory applied linguistics and the implementation and evaluation of innovative language education programs

*Myths in Education, Learning and Teaching* M. Harmes, H. Huijser, P. Danaher, Mahbub Ul Haq, 2015-01-27 This collection brings together international scholars to interrogate a range of educational practices procedures and policies around the organizing principle that myths often require critical scrutiny Engaging with key themes in contemporary global education the contributors challenge and address educational myths and their consequences

*Design Recommendations for Intelligent Tutoring Systems* Robert Sottilare, Arthur Graesser, Xiangen Hu, Keith Brawner, 2015-07-05 Design Recommendations for Intelligent Tutoring Systems ITSs explores the impact of intelligent tutoring system design on education and training Specifically this volume examines Authoring Tools and Expert Modeling Techniques The Design Recommendations book series examines tools and methods to reduce the time and skill required to develop Intelligent Tutoring Systems with the goal of improving the Generalized Intelligent Framework for Tutoring GIFT GIFT is a modular service oriented architecture developed to capture simplified authoring techniques promote reuse and standardization of ITSs along with automated instructional techniques and effectiveness evaluation capabilities for adaptive tutoring tools and methods

**Teaching High School Science Through Inquiry and Argumentation** Douglas Llewellyn, 2013 For Grades 9 12 this new edition covers assessment questioning techniques to promote learning new approaches to traditional labs and activities that emphasize making claims and citing evidence

**The International Handbook of Collaborative Learning** Cindy E. Hmelo-Silver, Clark A. Chinn, Carol Chan, Angela M. O'Donnell, 2013-03-05 Collaborative learning has become an increasingly important part of education but the research supporting it is distributed across a wide variety of fields including social cognitive developmental and educational psychology instructional design the learning sciences educational technology socio cultural studies and computer supported collaborative learning The goal of this book is to integrate theory and research across these diverse fields of study and thereby to forward our understanding of collaborative learning and its instructional applications The book is structured into the following 4 sections 1 Theoretical Foundations 2 Research Methodologies 3 Instructional Approaches and Issues and 4 Technology Key features include the following Comprehensive and Global This is

the first book to provide a comprehensive review of the widely scattered research on collaborative learning including the contributions of many international authors Cross disciplinary The field of collaborative learning is highly interdisciplinary drawing scholars from psychology computer science mathematics education science education and educational technology Within psychology the book brings together perspectives from cognitive social and developmental psychology as well as from the cross disciplinary field of the learning sciences Chapter Structure To ensure consistency across the book authors have organized their chapters around integrative themes and issues Each chapter author summarizes the accumulated literature related to their chapter topic and identifies the strengths and weaknesses of the supporting evidence Strong Methodology Each chapter within the extensive methodology section describes a specific methodology its underlying assumptions and provide examples of its application This book is appropriate for researchers and graduate level instructors in educational psychology learning sciences cognitive psychology social psychology computer science educational technology teacher education and the academic libraries serving them It is also appropriate as a graduate level textbook in collaborative learning computer supported collaborative learning cognition and instruction educational technology and learning sciences

*Science Education Research and Practice in Europe* Doris Jorde, Justin Dillon, 2012-12-17 Each volume in the 7 volume series *The World of Science Education* reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe Arab States and Sub Saharan Africa The focus of this Handbook is on science education in Europe In producing this volume the editors have invited a range of authors to describe their research in the context of developments in the continent and further afield In reading this book you are invited to consider the historical social and political contexts that have driven developments in science education research over the years A unique feature of science education in Europe is the impact of the European Union on research and development over many years A growing number of multi national projects have contributed to the establishment of a community of researchers increasingly accepting of methodological diversity That is not to say that Europe is moving towards homogeneity as this volume clearly shows

**The Concept of Argument** Harald R. Wohlrapp, 2014-06-26 Arguing that our attachment to Aristotelian modes of discourse makes a revision of their conceptual foundations long overdue the author proposes the consideration of unacknowledged factors that play a central role in argument itself These are in particular the subjective imprint and the dynamics of argumentation Their inclusion in a four dimensional framework subjective objective structural procedural and the focus on thesis validity allow for a more realistic view of our discourse practice Exhaustive analyses of fascinating historical and contemporary arguments are provided These range from Columbus s advocacy of the Western Passage to India over the trial of King Louis XVI during the French Revolution to today s highly charged controversies surrounding euthanasia and embryo research Excavating foundational issues such as the purpose of argument itself assent of an audience or critical examination of validity claims and the contested role of argument as a generator of knowledge the

book culminates in a discussion of the relationship between rationality and reasonableness and criticizes the restrictions of rational argument relying on fixed logical economic or cultural criteria that in reality are mutable Here a true open argument requires the infusion of Paul Lorenzen's principle of transsubjectivity which recognizes but transcends the partiality of the individual and which can be seen in the pragmatic and expanding consensus that humanity can control itself to safeguard the future of a fragile damaged world

*Dialogic Literary Argumentation in High School Language Arts Classrooms* David Bloome, George Newell, Alan R Hirvela, Tzu-Jung Lin, 2019-09-23 Written by leaders in the field of literacy and language arts Education this volume defines Dialogic Literary Argumentation outlines its key principles and provides in depth analysis of classroom social practices and teacher student interactions to illustrate the possibilities of a social perspective for a new vision of teaching reading and understanding literature Dialogic Literary Argumentation builds on the idea of arguing to learn to engage teachers and students in using literature to explore what it means to be human situated in the world at a particular time and place Dialogic Literary Argumentation fosters deep and complex understandings of literature by engaging students in dialogical social practices that foster dialectical spaces intertextuality and an unpacking of taken for granted assumptions about rationality and personhood Dialogic Literary Argumentation offers new ways to engage in argumentation aligned with new ways to read literature in the high school classroom Offering theory and analysis to shape the future use of literature in secondary classrooms this text will be great interest to researchers graduate and postgraduate students academics and libraries in the fields of English and Language Arts Education Teacher Education Literacy Studies Writing and Composition

Authority and the Teacher William H. Kitchen, 2014-10-22 Authority and the Teacher seeks to overturn the notion that authority is a restrictive force within education serving only to stifle creativity and drown out the voice of the student William H Kitchen argues that any education must have as one of its cornerstones a component which encourages the fullest development of knowledge which serves as the great educational emancipator In this version of knowledge driven education the teacher's authority should be absolute so as to ensure that the teacher has the scope to liberate their pupils The pupil in the avoidance of ignorance can thus embrace what is rightfully theirs the inheritance of intellectual riches passed down through time By invoking the work of three major philosophers Polanyi Oakeshott and Wittgenstein as well as contributions from other key thinkers on authority this book underpins previous claims for the need for authority in education with the philosophical clout necessary to ensure these arguments permeate modern mainstream educational thinking

**Religious Education in the Secondary School** James D. Holt, 2014-12-08 Religious Education in the Secondary School is a comprehensive straightforward introduction to the effective teaching of Religious Education in the secondary classroom Acknowledging the highly valuable yet often misunderstood contribution of RE this text shows how the subject can be taught in a way that explores the impact of religion on the lives of people and society engaging pupils and preparing them to become individuals who celebrate and respect diversity It is illustrated throughout with ideas for teaching



at different key stages and offers expert chapters introducing you to both the World Religions and the core aspects of effective teaching and learning With an emphasis on developing an understanding of the importance and different ways of meeting the learning needs of all pupils key chapters cover Understanding different pedagogies of RE Spirituality and RE Tips on effective planning and assessment An approach to teaching across the Key Stages Core subject knowledge in Buddhism Christianity Hinduism Islam Judaism and Sikhism Written by an experienced teacher teacher educator and examiner Religious Education in the Secondary School is a succinct compendium and has a real classroom applicability offering all trainee RE teachers as well as those teaching Religious Education as specialists or non specialists a wealth of support and inspiration

**Handbook of Research on Developments and Future Trends in Transnational Higher Education**

Morris, Gareth Richard, Li, Li, 2023-01-05 Higher education has embraced a period of increasingly rapid development due to the speed of technological advances increased global competition an ever more astute and savvy consumer base and ethical planetary responsibilities One such educational development is transnational education TNE The global pandemic has made TNE a timely topic because traditional international education which relies on the mobility of staff and students experienced unprecedented challenges with borders closed and travel banned This has presented the international education community with a unique opportunity to reassess the effectiveness and efficiency of transnational activities from a social ethical and environmental perspective The Handbook of Research on Developments and Future Trends in Transnational Higher Education offers a perspective of what the future of TNE may look like what models of TNE there are its impact and what institutions may have to do to be successful moving forward Universities around the world are growing their TNE partnerships This reference book explores the benefits TNE can offer universities staff and students while increasing its global outlook and capabilities It further provides concrete suggestions to readers considering this Covering topics such as employability skill enhancement formative assessment and online higher education this major reference work is an excellent resource for faculty and administrators of higher education teacher educators entrepreneurs researchers librarians and academicians

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