

# Agenda

- Bell Work
- Logical Fallacy
- Read "Why College Isn't For Everyone"

# Attendance Question

What is the best “Lazy Meal” to make and eat?

# Due Dates

- Bell Work- Friday
- Ad project- Past Due

# Objectives

RI.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

# Materials

- Bell Work
- Textbook
- Pencil
- Highlighter



# Bell Work

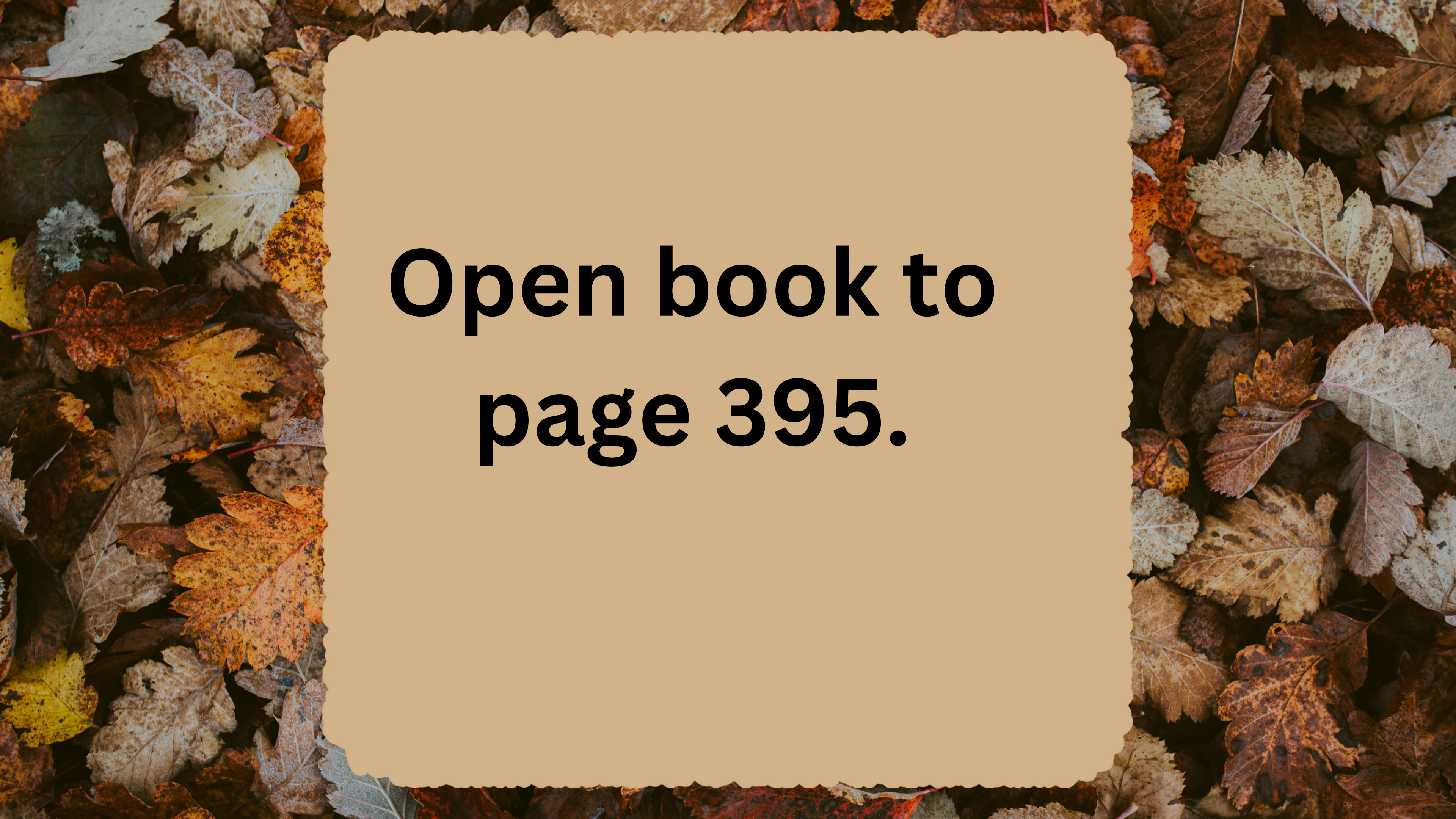
1. What is the goal of an informational/explanatory essay?

¿Cuál es el objetivo de un ensayo informativo/explicativo?

2. How is this different from an argument/ persuasive essay?

¿En qué se diferencia esto de un argumento/ensayo persuasivo?





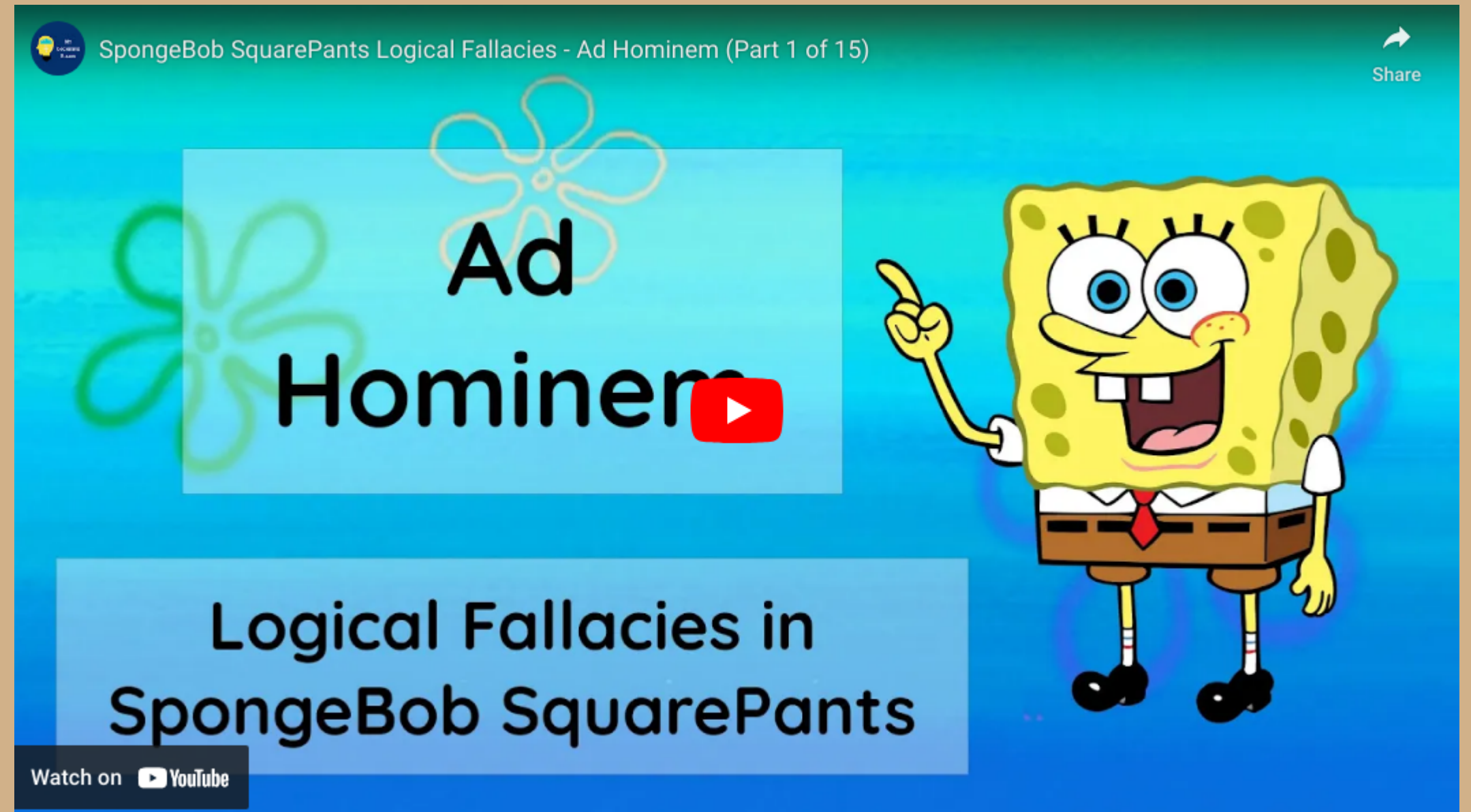
**Open book to  
page 395.**



# Ad hominem

**An argument directed at the person, rather than arguing against their position on a topic. (low blows)**

**Un argumento dirigido a la persona, en lugar de argumentar en contra de su posición sobre un tema. (golpes bajos)**

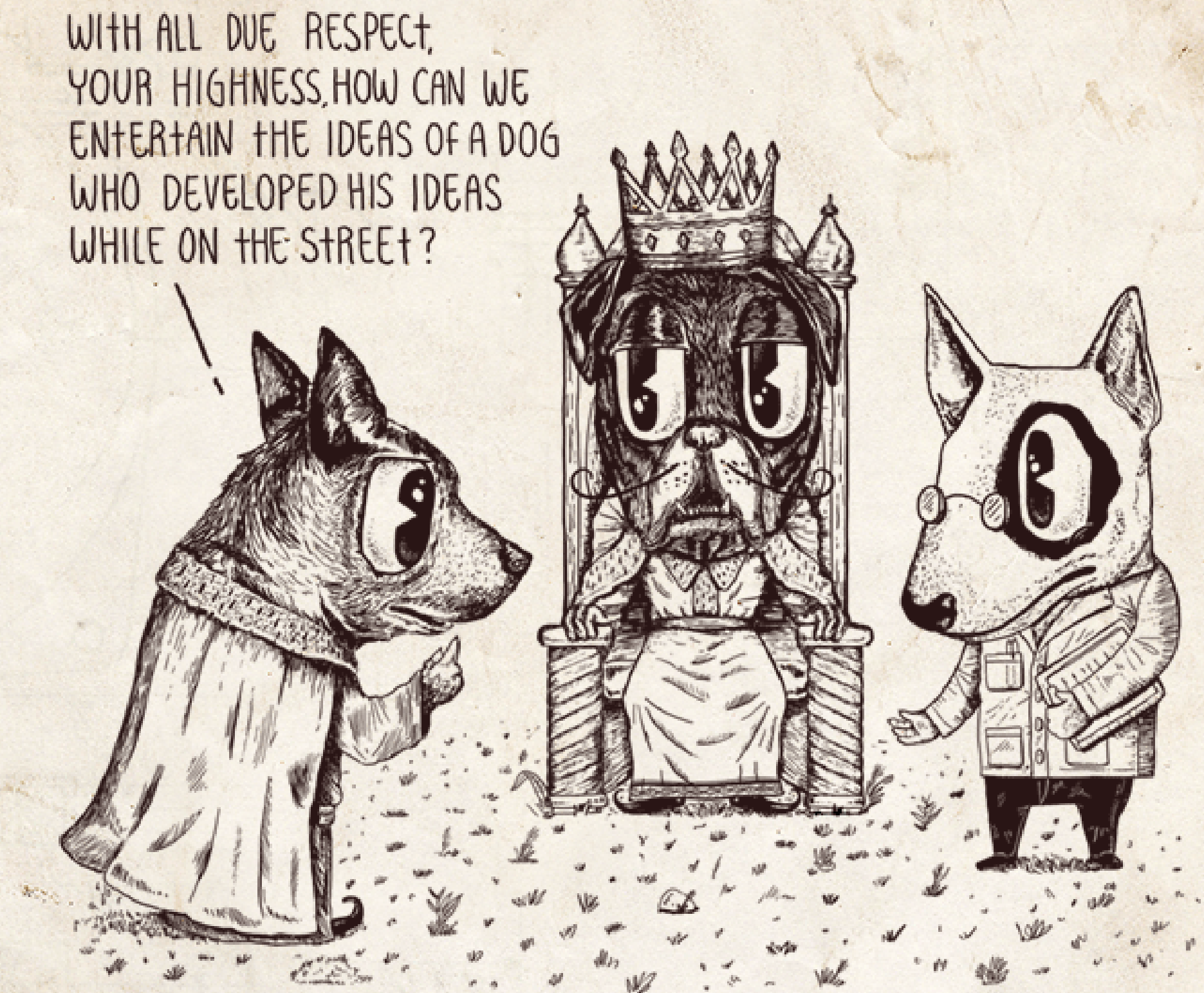




# Genetic Fallacy

**Arguing against a position  
because of where the  
position originated from,  
rather than for a more  
logical reason.**

**Argumentar en contra de  
una posición por su origen,  
más que por una razón más  
lógica.**

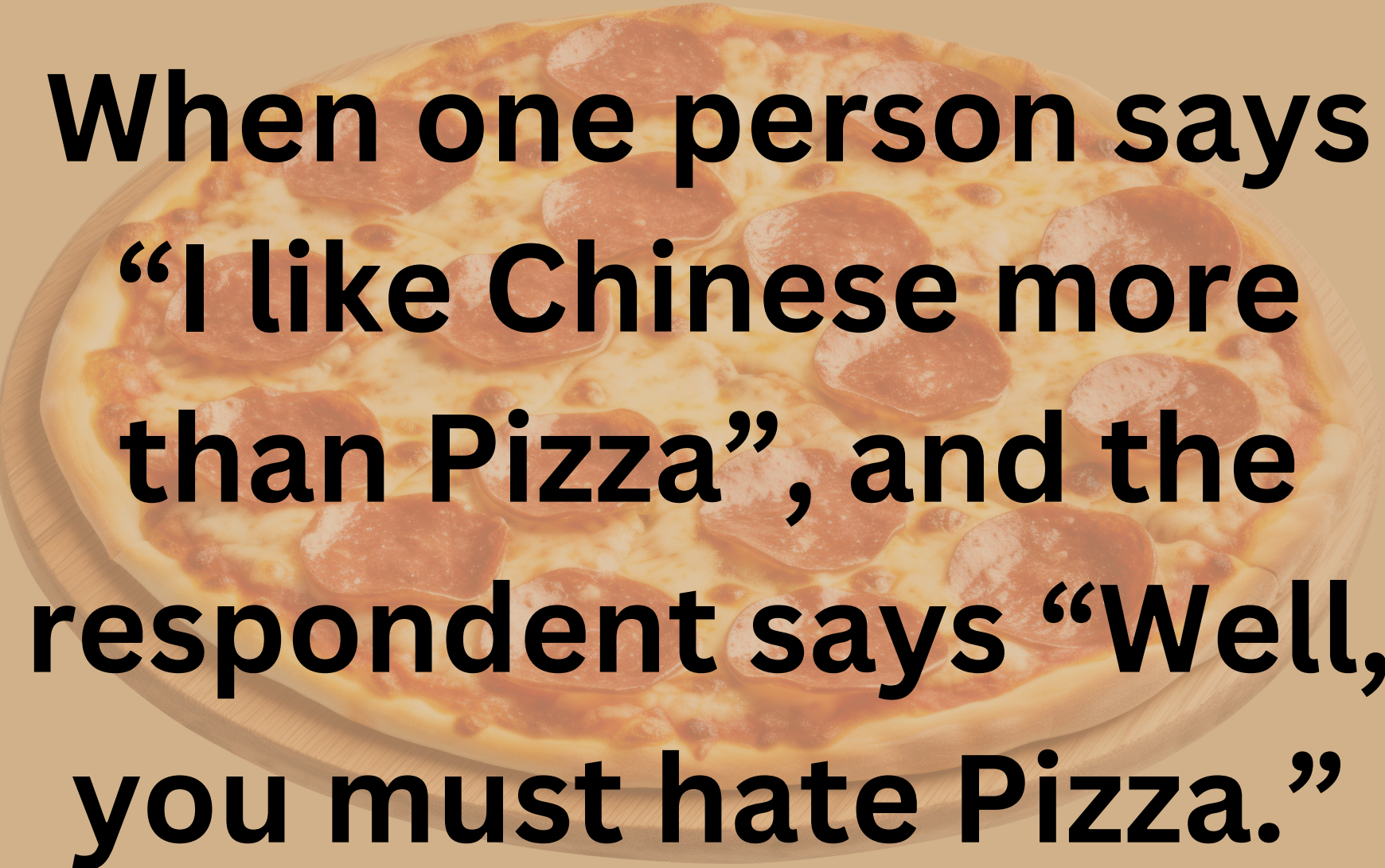




# Straw Man Fallacy

**When someone exaggerates and distorts someone's argument and then argues against the exaggerated version of their position instead.**

**Cuando alguien exagera y distorsiona el argumento de otra persona y luego argumenta en contra de la versión exagerada de su posición.**



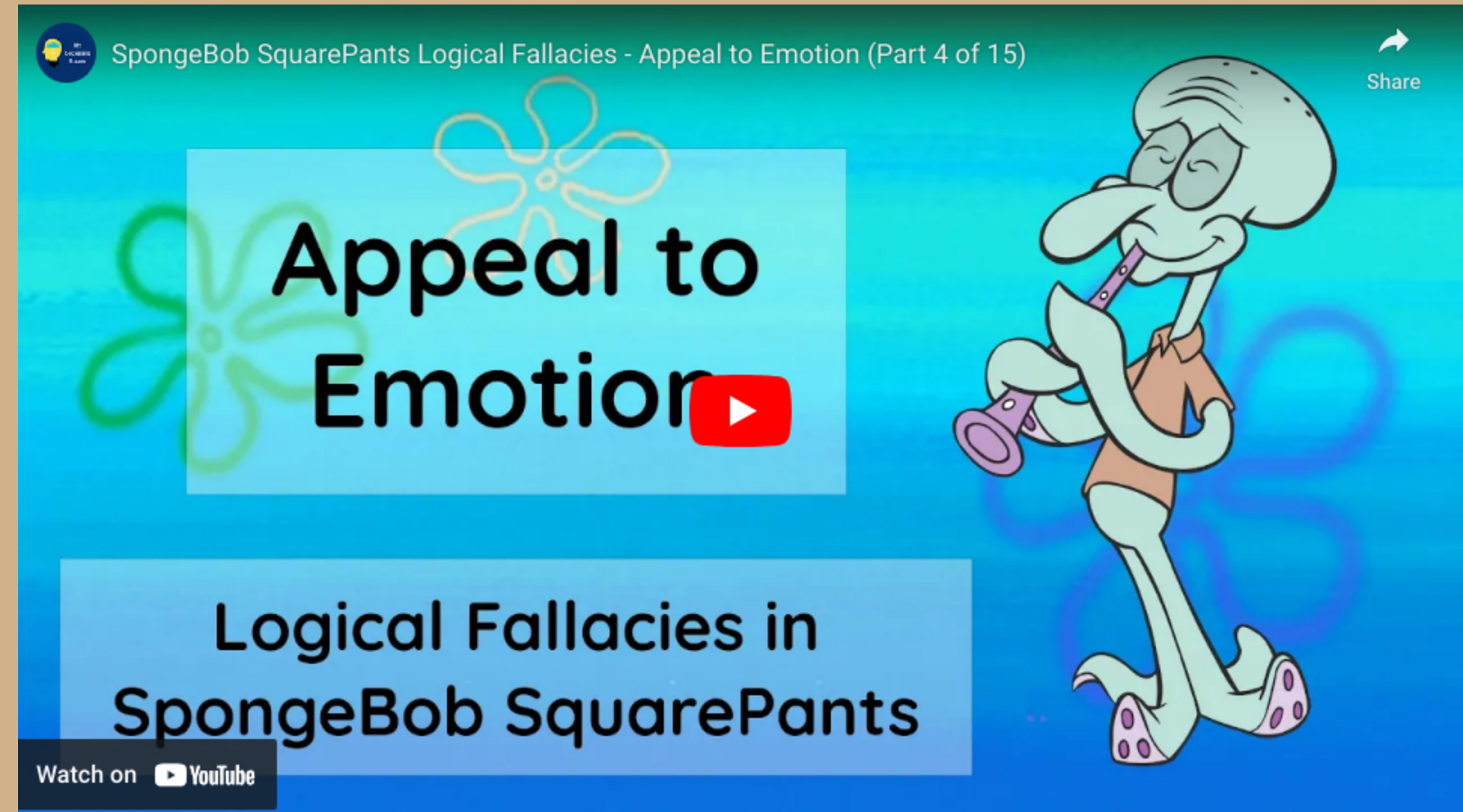
**When one person says “I like Chinese more than Pizza”, and the respondent says “Well, you must hate Pizza.”**



# Appeal to Pity

**Supporting a position by attempting to provoke pity or guilt in your audience or opponent.**

**Apoyar una posición intentando provocar lástima o culpa en su audiencia u oponente.**





# Ad Baculum

**The fallacy committed when one makes an appeal to force to bring about the acceptance of a conclusion.**

**La falacia que se comete cuando se apela a la fuerza para lograr la aceptación de una conclusión.**





# Slippery Slope

**A person makes a claim that one event leads to another event and so on until we come to some awful conclusion.**

**Una persona afirma que un evento conduce a otro y así sucesivamente hasta que llegamos a una conclusión terrible.**

**EX:**

If you don't pass tomorrow's math exam, then you can't take calculus next year.

If you eat a watermelon seed, a watermelon will grow in your belly.



# Argument from Outrage

**Arguing with the goal to make your opponent so angry they ignore the facts of the argument.**

**Discutir con el objetivo de enojar tanto a su oponente que ignore los hechos del argumento.**

**EX:**

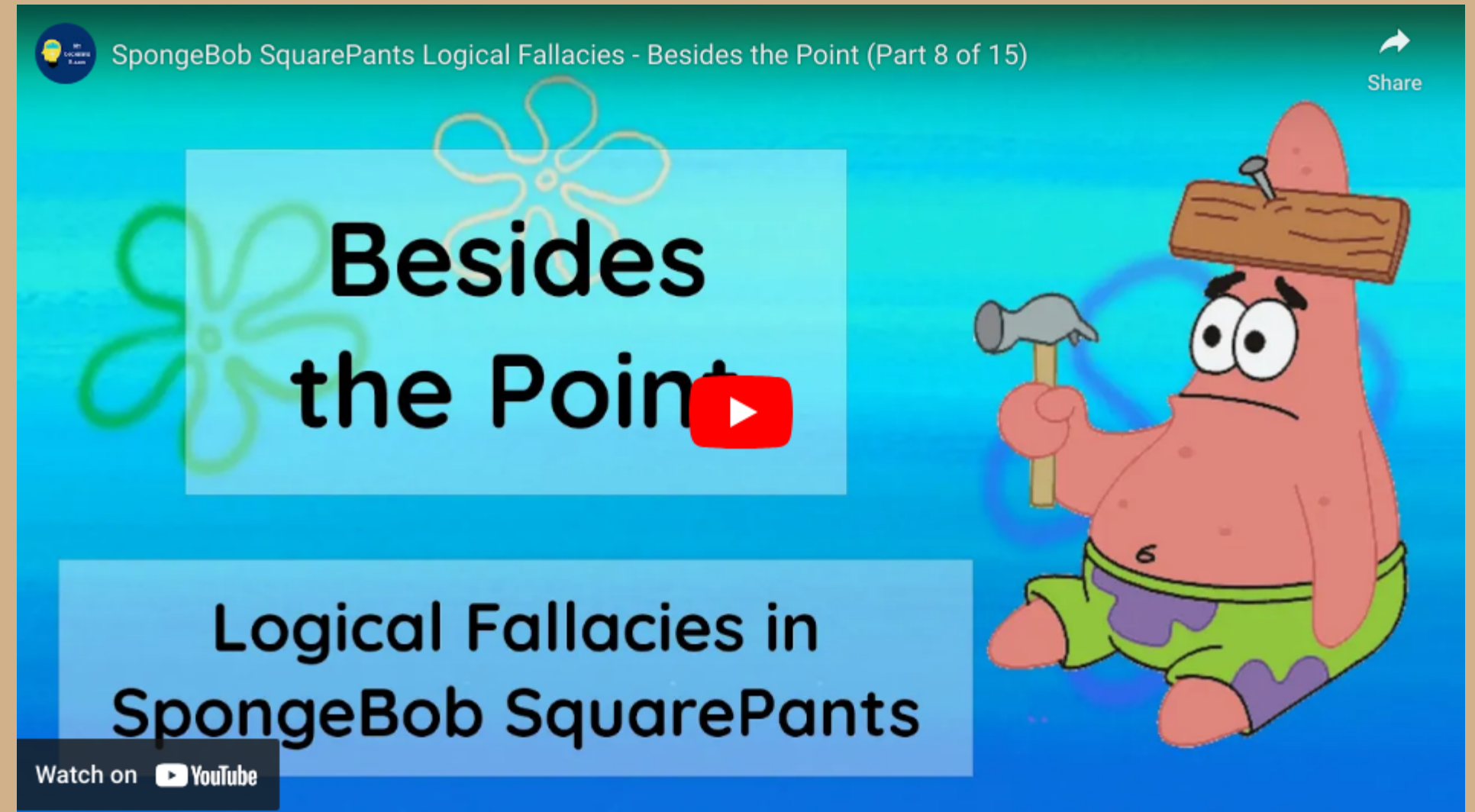
“This new policy is so unfair! The owners are trying to take advantage of us, we have to fight back!”



# Red Herring

A piece of information that is, or is intended to be, misleading or distracting.

una pista o información que es, o pretende ser, engañosa o distraída.





# Hasty Generalization

**Making a claim based on evidence that is just too small.**

**Hacer una afirmación basada en evidencia de que es demasiado pequeña.**

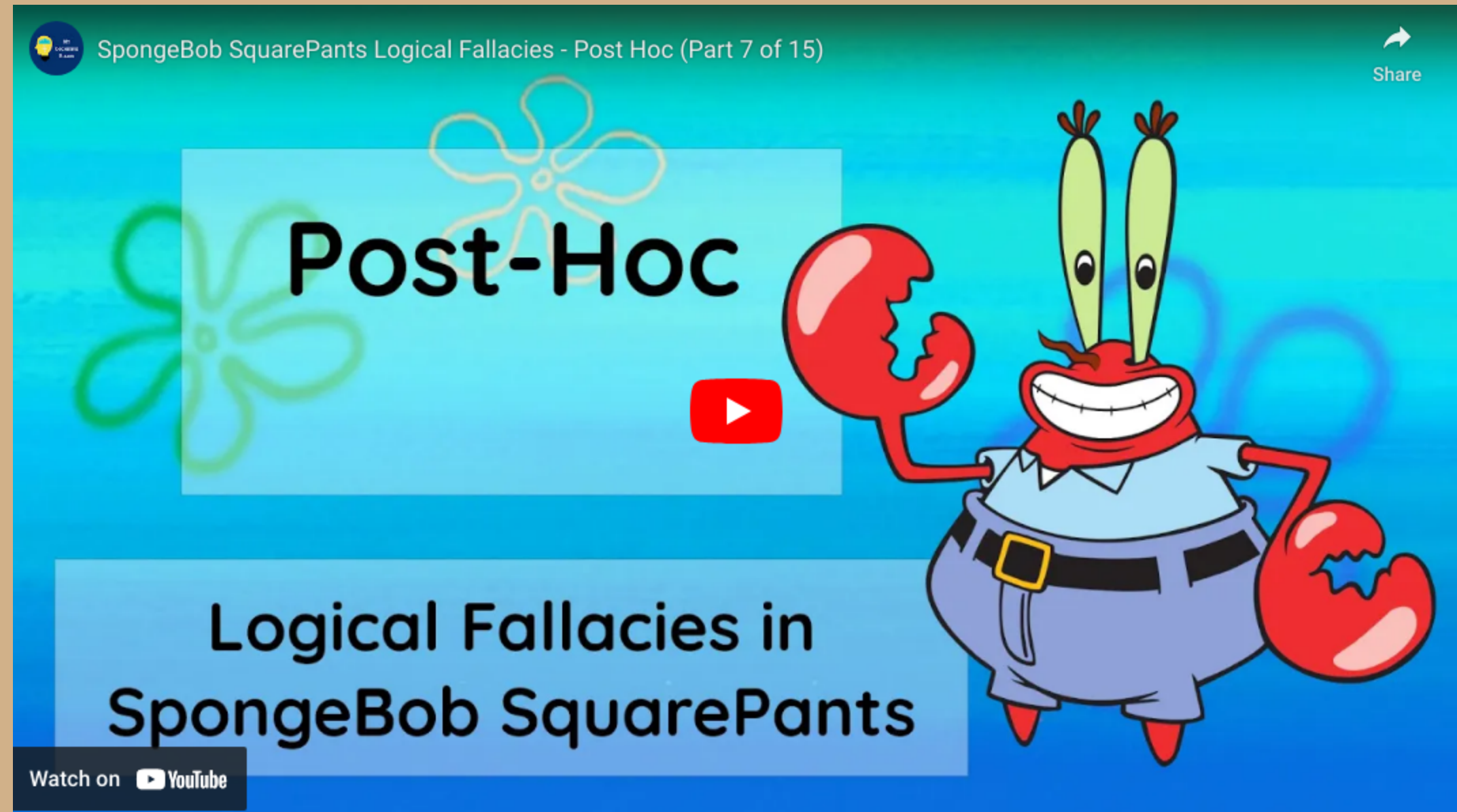




# Post Hoc

**This type of argument supposes that just because one event occurs after another event, the first event must have caused the second event.**

**Este tipo de argumento supone que sólo porque un evento ocurre después de otro, el primer evento debe haber causado el segundo.**

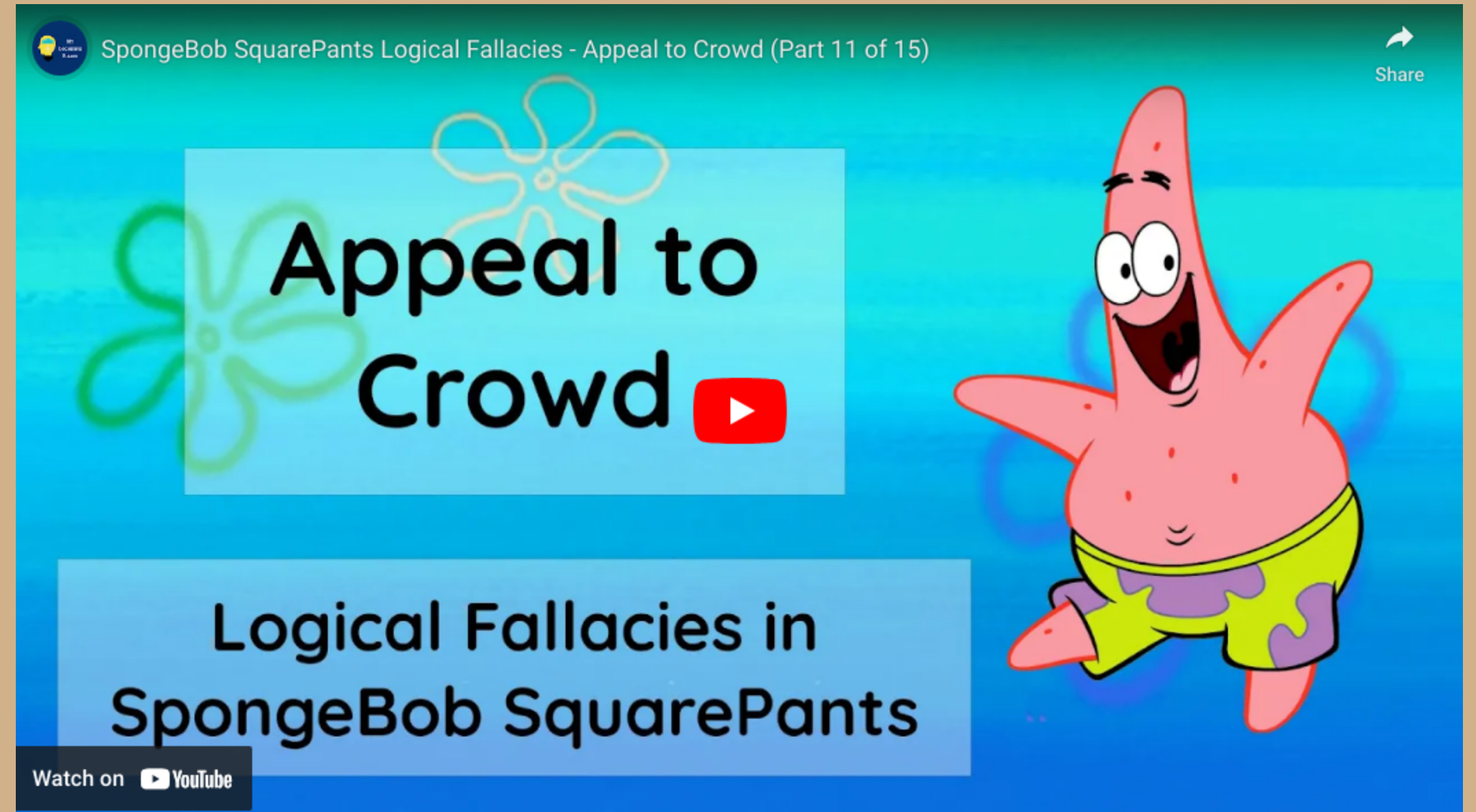




# Ad Populum

An appeal to what most people think, like, or believe, instead of justifying our position with evidence.

una apelación a lo que la mayoría de la gente piensa, les gusta o cree, en lugar de justificar nuestra posición con evidencia





# Either Or Fallacy

**An argument constructed to imply the necessity of choosing one of only two alternatives.**

**un argumento se construye de manera que implique la necesidad de elegir una de sólo dos alternativas.**





# **As We Read P. 396**

**High light evidence the author  
uses to support their ideas.**

**Try to identify the type of  
rhetoric they are using.**

# Agenda

- Bell Work
- Read "Why College Isn't For Everyone".
- Read "The 'College Isn't For Everyone' Argument Is Classist and Wrong"

# Objectives

RI.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

# Attendance Question

What is your favorite holiday?

# Due Dates

- Bell Wok- Friday

# Materials

- Bell Work
- Textbook
- Pencil
- Highlighter



# Bell Work

Provide an example of:

1. A Red Herring- a distraction
2. An Ad Hominem - coming for the person and not their position on a topic.
3. A Slippery Slope- one thing leads to another.





# As We Read P. 396

High light evidence the author  
uses to support their ideas.

Try to identify the type of  
rhetoric they are using.





**Answer questions # 2-5 on  
page 400.**



**Responda las preguntas 2 a  
5 del paquete.**





# S.M.E.L.L.



**Speaker**

**Message**

**Emotion**

**Language**

**Logical Strategies**

**Vocero**

**Mensaje**

**Emoción**

**Idioma**

**Estrategias lógicas**

**Utilice el texto llamado "Por qué la universidad no es para todos" para completar la información anterior.**



**With a partner, fill out the chart on page 401.**



**Con un compañero, completa el cuadro de la página 401.**

# Agenda

- Bell Work
- Read “The ‘College Isn’t For Everyone’ Argument Is Classist and Wrong”.
- 

# Attendance Question

What is the best dish at Thanksgiving dinner?

# Due Dates

- **Bell Wok- Today**
- 3.13 Due Next Week with your essay.

# Objectives

RI.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

# Materials

- Bell Work
- Textbook
- Pencil
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# Bell Work

1. Read the paragraph from Robert Reich's article "Why College Isn't (And Shouldn't Have to Be) for Everyone."

**A degree from a prestigious university can open doors to elite business schools and law schools—and to jobs paying hundreds of thousands, if not millions, a year.**

**Why does Reich include this concession (an acknowledgment of other opinions) in his article?**

- A) to acknowledge the reason some parents pay a lot of money to send their kids to college**
- B) to explain why a four-year degree can be useful for getting into a good graduate school**
- C) to justify the need to hire consultants to help students successfully apply to college**
- D) to set up the argument that everyone needs to go to college to ensure an impressive salary**

**Utilice su teléfono para traducir el timbre y responder en su papel.**

# **As We Read P. 402**

**High light evidence the author  
uses to support their ideas.**

**Try to identify the type of  
rhetoric they are using.**







# S.M.E.L.L.



**Speaker**

**Message**

**Emotion**

**Language**

**Logical Strategies**

**Vocero**

**Mensaje**

**Emoción**

**Idioma**

**Estrategias lógicas**

**Utilice el texto llamado "Por qué la universidad no es para todos" para completar la información anterior.**

# Answer questions # 8-13 on



# Responda las preguntas 8 a 11 del paquete.



**With a partner, fill out the chart on page 407.**



**Con un compañero, completa el cuadro de la página 407.**

# Exit Ticket

Read the excerpt from "The 'Not Everyone Should Go to College' Argument is Classist and Wrong."

It's more than plausible that some of those well-off students could be happy and successful with a certificate in carpentry instead of a bachelor's in business. Yet the calls to tell the truth about the value of a college degree nearly always stop short of saying where—if too many people really do go to college—that truth-telling is sorely needed.

1. The author's argument is that people make incorrect assumptions about higher education. Which choice best explains why this final paragraph is an effective conclusion?

- A It notes that upper class people can be happy at any occupation they choose.
- B It inspires people to consider fields such as carpentry rather than a degree in business.
- C It encourages honest conversations about what sort of education people need.
- D It asks whether too many people pursue an education in college.