

GUIDED PRACTICE

Class: **English 1103: Freshman Composition**

Instructor: **T. Casey**

Date assigned: **Fall Semester 2019**

Date due: **Fall Semester 2019**

Time estimate to complete this assignment: **2 hrs.**

Overview/Introduction:

What is this lesson about? Why do we care?

“The aim of argument should not be victory, but progress. The aim of argument is to hear opposing viewpoints and together arrive at the truth.” (Karl Popper)

We will be studying and practicing the Toulmin Model of Argumentation. The Toulmin Model is a popular form of argument that applies traditional ideas about argument and rhetoric to modern-day problems. Your understanding of the Toulmin Model will allow you to analyze your own arguments, identify and strengthen your weak points and improve your strong points.

There are six components to the Toulmin Model, which include Data/Grounds, Claim, Warrants, Qualifiers, Rebuttals and Backing Statements.

However, before we begin, we will first practice formulating syllogisms and enthymemes, as this practice will help you to help you to better connect to the components of the Toulmin Model.

Learning Objectives:

Basic Objectives

1. Students will define the term syllogism and list its three components.
2. Students should recognize the importance of the syllogism in argument.
3. Students should distinguish the difference between a syllogism and an enthymeme.

Advanced Objectives

1. Students will write a valid syllogism to demonstrate their understanding of a valid argument.
2. Students will identify a faulty syllogism to learn how to avoid a faulty argument.
3. Students will make the connection between the Major Premise, Minor Premise and Conclusion of a syllogism and how each connects to Toulmin’s Claim, Warrant and Grounds
In preparation for the next class meeting.

Preparatory Activities:

1. Read through the Syllogism handout. Mark and annotate this document as you read to engage in a “written discussion” with the author and to demonstrate your understanding of the text.
2. Be sure to jot down any questions you may have about the reading for discussion at our next class meeting.

Resources:

Philosophy Terms-Syllogism (Resources/Blackboard)

<https://philosophyterms.com/syllogism/>

Exercises: Please complete by Fall 2019

1. Craft three (3) syllogisms of your own (argument of your choice) as practice for our next class meeting.
2. Identify each part of the syllogism, i.e., major Premise, minor premise and conclusion.
(Resources/Blackboard)

Important! Please submit your syllogism examples to the Discussion Board on Blackboard for peer comment. (Time to be included later)

Questions?

If you have any questions or need help prior to our class period, you may e-mail me during virtual office hours (time to be included later) at tmcasey@cpp.edu or come into my office for help.

ADVANCED PRACTICE

Class: **English 1103: Freshman Composition**

Date assigned: **Fall Semester 2019**

Date due: **Fall Semester 2019**

Instructor: **T. Casey**

Time estimate to complete this assignment: **2-3 hrs.**

Learning Objectives:

Advanced objectives

1. Construct your own examples of syllogism until you develop a valid syllogism.
2. Craft an enthymeme. What is the difference between an enthymeme and a syllogism?
3. Identify a faulty syllogism. Why is it faulty? Explain.
4. Make the connections between a syllogism's major premise, minor premise and conclusion and the Toulmin Model's claim, warrant and grounds.
5. Describe how you can use syllogism to get what you want in a negotiation, or how you have fallen prey to other people's uses of syllogism. For example, consider not only arguments made by friends and family members, but also arguments in speeches, commercials, op/ed pieces, news articles, etc.

Activities & Deliverables:

First, read through the short article in support of a U.S. "junk food tax" twice: once for content and then again to annotate for clarity. Be sure to include your questions and comments in the margins to demonstrate your "conversation" with the author. ***This "conversation is especially important as it will allow you to express your initial responses and help you to work through the process of identifying the components of argument. Though this may not be easy at first, give it time and patience. In addition, if you still have problems, you will have the questions ready for our next discussion.***

(Assignments/Blackboard)

Now, use the article to help you answer the questions that follow the article. Be sure to support your answers with quotes from the article. **(Assignments/Blackboard)**

Finally, construct your own Toulmin Model of Argumentation based on the information in the article. **(Assignments/Blackboard)**

Use the symbolic model we discussed in class to map out your ideas. **(Assignments/Blackboard)**

Homework: Please bring the annotated article, the completed questions, your syllogism and enthymeme examples and your completed Toulmin Model with you to the next class meeting.

Resources: (Resources/Blackboard)

Philosophy Terms-Syllogism

<https://philosophyterms.com/syllogism/>

Toulmin Model of Argumentation

<https://www.youtube.com/watch?v=q48v7YpH25A>

Questions?

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Flipped IN-CLASS Lesson Plan Template

Topic or concept: The Toulmin Model of Argumentation

Basic objectives for preparatory work:

Preparatory work prior to class:

1. Students learn to identify syllogisms and enthymemes. (Handout)
2. Students will provide examples of syllogisms and enthymemes to prepare for following class discussion.

In Class Discussion:

This discussion and group work will provide students with a basic knowledge of how syllogisms and enthymemes connect to components of the Toulmin Model of Argumentation. They will learn how the Toulmin Model can be utilized in all types of arguments. This is important to their writing, i.e. arguments, research papers, etc., as the purpose of using the Toulmin method is to locate the truth/validity of the claim and not a “who’s right and who’s wrong” discussion.

Advanced objectives for classwork & after class work:

1. Students will learn and understand this model as a basis for argument.
2. Students will learn to apply the Toulmin Model through analysis of the text and apply the model of argumentation to a social issue of their choice.
3. Students will gain experience reading and understanding the arguments of others.
4. Students will develop confidence in responding to the arguments of others.
5. Students will learn to read the arguments of others with objectivity to form appropriate responses to the argument presented.
6. Students will learn to locate understand key rhetorical concepts in various texts through the use of the Toulmin Model.

Time planned

Activity and rationale

Resources needed

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 min.	<p><u>Break class into groups of four:</u></p> <ol style="list-style-type: none"> 1. Discuss syllogisms and enthymemes with the class and ask each group to put one of their group's syllogistic examples on the board. <p>This will allow students to become comfortable with these basic concepts before moving on to the Toulmin Model itself.</p>	Paper
	20 min.	<ol style="list-style-type: none"> 2. As a class, we will practice using syllogisms and enthymemes as a group activity using board examples. There will be seven examples of syllogisms...one from each group. However, not all examples will be perfect, so we will look at each example and determine whether it is valid, or needs correction. <p>This will allow students to get used to the enthymemic and syllogistic concepts of the issue, claim, reason, and assumption without using the Toulmin terminology.</p>	White board examples of students' syllogisms from preparatory assignment.
	15 min.	<ol style="list-style-type: none"> 3. <u>Mini Lecture:</u> Introduce the Toulmin Model using Toulmin's language. Students should be able to make the connection between the enthymemic and syllogistic examples and the Toulmin Model components based on the previous activity. 	

	Time planned	Activity and rationale	Resources needed
Middle of period	15 min.	Distribute one picture/image to each group and have them take notes on what they see in the pic. After, have each group discuss and create an argument based on the picture. These arguments can be as outrageous or as serious as necessary. Students work collectively while sharing ideas.	Pictures/ images for each group (Handouts) Paper
Middle of period (use if needed)			
End of period	10 min.	Time for questions, identify problem areas, etc. In addition, we will review the Toulmin handout together to alleviate any confusion and to field questions. This lesson will carry over to the next class period. Students will have the opportunity to correct and/or perfect their picture argument for the next class meeting.	Toulmin Model Handouts (Resources/Blackboard)

	Time planned	Activity and rationale	Resources needed
		<p>One- Minute Response: (Optional)</p> <p>In what way[s] will my knowing how to construct a valid syllogism benefit my arguments? Why is this important to me?</p> <p>Students will hand these in as exit passes</p>	Paper

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>Students will apply the concepts of the syllogism and connect these to the main components of the Toulmin Model.</p> <p>Syllogism Toulmin Model</p> <p>Major Premise = Warrant</p> <p>Minor Premise = Grounds</p> <p>Conclusion = Claim</p> <p>Students will read through a short argument to locate the components of the Toulmin Model: claim, warrant and grounds and create their own model</p>	<p>1. Read through a short article/argument in support of a U.S. “junk food tax” twice - once for content and again for annotation.</p> <p>Reading through the article twice and annotating will allow students better understanding of the ideas being presented before attempting to “translate” those ideas into a workable model.</p>	<p>First, read through the short article in support of a U.S. “junk food tax” twice: once for content and then again to annotate for clarity. Be sure to write your questions and comments in the margins to demonstrate your “conversation” with the author. (Assignments/Blackboard)</p>

Advanced learning objective	Activity and rationale	Instructions to students
<p>using the information from the article.</p>	<p>2. Students will complete a set of questions pertaining to the article that will allow them to identify the various components of the Toulmin Model.</p> <p>Answering the questions will help students to locate and isolate key components in the article/argument before translating them into the Toulmin Model.</p> <p>3. Students will construct their own Toulmin Model using the information from the article.</p> <p>This practice will allow students to become familiar with the Toulmin Model even though they may make mistakes.</p>	<p>Now, use the article to help you to answer the questions that follow the article. Be sure to support your answers with quotes from the article. (Assignments/Blackboard)</p> <p>Finally, construct your own Toulmin Model of Argumentation based on the information in the article. (Assignments/Blackboard)</p> <p>Use the symbolic model we discussed in class to map out your ideas. (Assignments/Blackboard)</p> <p><u>Homework:</u></p> <p>Bring this completed model with you to the next class meeting.</p>