

Module 3.1 Argumentation in Context: Evaluating the Message

For Teachers: *Sound and valid logic is of utmost importance to an effective argument—but it is not the only element. Once students are able to identify basic argument structures, they can begin to layer important nuances of communication. There are a variety of techniques that lead students to look at not just what is argued but how and why an argument is made, what can be assumed about an argument, the context that inspires the argument, what is expected of the audience, and so on.*

Students will be introduced to the basics of argument evaluation through RAVEN for written texts. The teacher should lead students through such an exploration using their own provided pathway-specific articles of interest. Students will be asked to find an article on an area of their own interest and will be led through the RAVEN process in reflection on the model.

*For a challenge: teachers may use provided additional texts, which weave a narrative around criticisms of Work in the modern age. For these supplementals—Weber’s work, published in 1905, looks at the way Protestant (particularly Calvinist) influence played a pivotal role in conjunction with modern Capitalism in the Western ideals of ‘work.’ Eric Fromm’s *Sane Society* (1955) builds upon these ideas to critique our alienation from our production and thus our individuation, and Hannah Arendt’s *Human Condition* (1958) seeks to provide a remedy. Introduction to the context of each writer should be explored along with a meta-analysis of the message in terms of historical context, the intended readership of the time of publication, and the unintended readership context of students’ own lives and experiences. Students will consider all these details as they explore the various levels of effectiveness in communication across varying types of argumentative writing (research writing, journalism, philosophical writing, creative writing, etc.).*