

## Module 3.1 Argumentation in Context: Evaluating the Message

### For Teachers:

Sound, 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. Various techniques lead students to examine 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 basic argument evaluation through RAVEN for written texts. Teachers may lead students through such an exploration using their pathway-specific articles of interest. Students will find an article on an area of interest to them and will use the RAVEN process in reflection of the model.

For a challenge, teachers may use the provided additional texts, which weave a narrative around criticisms of work in the modern age. For these supplementals—Weber's piece, published in 1905, looks at the way Protestant (Calvinist) influence played a pivotal role in conjunction with modern Capitalism in the Western ideals of 'work.' Fromm's *Sane Society* (1955) builds upon these ideas to critique our alienation from our production and individuation, which Arendt's *Human Condition* (1958) seeks to remedy.

Teachers may start with an introduction to the context of each writer, along with an analysis of the message's historical context, the intended readership at the time of publication, and the unintended readership context of students' lives and experiences. Students may 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.).