

Developing Reading Skills

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MHCC - RD90-115

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Introduction

OER Reading 90-115 (Accelerated)

Reading 90-115 at Mt Hood Community College (MHCC) is an accelerated Reading course that combines Reading 90, a 5-credit Reading and Study Skills course, with a Reading 115, a Reading for College Success course. The two courses are combined so that students can move through two required remedial courses and into college-level courses in one term. It has been offered at MHCC as either a face-to-face course, or as an online course for six years. This course is designed to be taught over a 10-week term, with the first five weeks focused on study skills and basic textbook reading, and the last five weeks focused on higher level skills.

Learning Outcomes

Students will be able to demonstrate literal comprehension of appropriate materials that will enable them to:

- Accurately answer factual questions about a text.
- Identify both stated and implied main ideas.
- Identify and distinguish among main ideas, major support and minor support.
- Identify transition words.

Demonstrate literal comprehension of appropriate materials that will enable them to:

- Write a simple summary of a text.

- Create an outline, map, or Cornell Notes that distinguishes among main idea, major and minor support of a text.
- Make accurate inferences from a text

Demonstrate interpretive comprehension of appropriate materials that will enable them to:

- Identify and articulate implied main ideas.
- Identify and articulate inferences from texts

Demonstrate the development of vocabulary skills that will enable them to:

- Use context clues to determine unfamiliar word meaning.
- Demonstrate knowledge of word parts, including Greek and Latin roots and affixes

Course Structure and Evaluation

| Activity | Description | Percentage |
|-------------------|-------------------|------------|
| Lesson Activities | • Weekly Homework | |

Outside Reading Journals 30% Discussions

- Discussion Board Posts

10% Major Exams

- Final Exams

25% Quizzes

- Homework/Readings
- Latin Roots

35%

Week by Week Schedule

| | |
|-------------------------|--|
| Week 1 | Welcome, Introductory Activities |
| | ACTIVITY |
| | Basics set-up (Saints email, software programs checked) |
| Introduction Activities | My Messages My Grades checked Read Course Overview & Syllabus Take Syllabus Quiz Online Self-Motivation Survey submitted |
| Assignments | Autobiography |
| Week 2 | Vocabulary & Note-taking |
| | ACTIVITY |
| | Watch Two-Column Note-taking Video |
| Assignments | Watch Vocabulary PowerPoint & take notes Write Summary Discussion -- Strengths |
| Quizzes | Dictionary Word #1 Latin Roots Quiz 1 |
| Week 3 | Study Skills |
| | ACTIVITY |
| Assignments | Personal Dictionary Word Active Reading Assignments |
| Quizzes | Latin Roots Quiz |
| Week 4 | Annotation & Managing Stress |
| | ACTIVITY |
| Assignments | Personal Dictionary Word |

| | |
|---------------|---|
| | Stress Response |
| Quizzes | Latin Roots Quiz |
| Week 5 | Main Ideas & Outside Reading |
| | ACTIVITY |
| | Lesson Main Ideas |
| Assignments | Midterm -- Annotations (No highlighting, put summaries in margins!) & two-column notes on Memory Handout |
| Quizzes | Latin Roots Quiz |
| Week 6 | Active Reading & Outside Reading |
| | ACTIVITY |
| | Personal Dictionary Word |
| Assignments | Gorilla Journal |
| | 10-question Midterm Test |
| Quizzes | Latin Roots Midterm Outside Reading Quiz |
| Week 7 | Inferences & Outside Reading |
| | ACTIVITY |
| | Personal Dictionary Word |
| Assignments | Lesson 7, Critical Reading Outside Reading Journal |
| Quizzes | Latin Roots Quiz |
| Week 8 | Point of View, Tone & Bias & Outside Reading |
| | ACTIVITY |
| | Personal Dictionary Word |
| Assignments | Lesson 8, Critical Reading continued Gorilla Journal |
| Quizzes | Latin Roots Quiz Outside Reading Quiz |
| Week 9 | Critical Thinking & Outside Reading |
| | ACTIVITY |
| Assignments | Personal Dictionary Word |

Lesson 10, Logic
Outside Reading Journal

Week 10 Final Exams

ACTIVITY

Final exam 100 pts

Assignments Final Outside Reading Journal
 Final Dictionary Words
 Final Latin Roots

Week 1: Self-Motivation

How Self-Motivated Are You?

Take the quiz by following this link: https://www.mindtools.com/pages/article/newLDR_57.htm

1. Now that you've taken the Self-Motivation Survey, think about what specifically motivates you. We are all motivated by things outside ourselves, like family, friends, and teachers, called "external motivators," and by things inside ourselves. These "internal motivators" are things like getting a dream job, having a family, travel, or helping society. **Type a list** of things or people that motivate you.
2. Next, **type a list** of at least **five of your goals**, include more if you wish. Try for both big and small goals. Try to be both realistic and ambitious. Write in short sentences. For example, "I will complete my prerequisites for the nursing program by 2020." Be sure to include a specific date or year.
3. Next, **type at least two steps** you will take to achieve each goal. For instance, you might write, "Earn an A in Math this term." Or you might write, "I will use a tutor twice a week to help me earn an A in Writing." Include a target date and method for each of your goals.

Week 2: Two-Column Note-taking and Latin Roots

Two-column Cornell note-taking

You will learn a technique for taking two-column notes, which you will need for some assignments in this course. Two-column notes are a great study method for any course.

Vocabulary & Latin roots

You must know most of the words used in a text that you read to fully comprehend it, so it is important to constantly increase your vocabulary. One of the best ways to learn new words is to know Latin roots, prefixes, and suffixes, which you will do each week.

Assignments

1. **Watch** PowerPoint demonstration of two-column notetaking: <https://www.youtube.com/watch?v=lsR-10piMp4>.
2. **Take two-column notes** as you view the PowerPoint presentation.
3. **Write** a short summary at the end of your two-column notes and submit with your notes as homework. Remember that a summary includes just the **main points** from a passage, not the

smaller details, it is written in your own word, but does not contain your opinions.

4. **Research** your first Dictionary Word (see Vocabulary PowerPoint) Please **DO NOT use a word-of-the-day** site. You will not remember/learn a word if you haven't heard or seen it used in the "real world." Also, be sure that you complete all **five of the steps** (shown in the PowerPoint), including a **mnemonic** that is either a picture (*Word document – Insert – Online Pictures*) or a rhyme.
5. Take **Latin Roots Quiz 1**. Learn the following Latin roots for the quiz:

| Latin | English | Words |
|-------|---------|--------------------------------------|
| equi | equal | equity, equivalent, equal |
| ann | year | anniversary, annuity, annual |
| astro | star | astronomer, astronaut, astronomical |
| aud | hear | auditorium, auditory, audit |
| auto | self | automobile, automatic, autobiography |
| bene | good | beneficial, benefit, benediction |
| bio | life | biology, bionic, biometric |

Week 3: Strategic Reading

Assignment One – Nine Study Tips

Watch the video <https://youtu.be/p60rN9JEapg>, take notes, and then take the quiz.

Assignment Two – Active Reading

Read the following essay and then type an outline of the information.

Active Reading

Do you ever find your mind wandering while you read? Especially while reading an assignment in which you have no interest? One way to avoid mental minivacations and reduce the number of unscheduled naps during study time (especially after a hard day) is to use active reading strategies. With these strategies, you might actually spend less time on your reading but get more out of it.

Active Reading Phase 1—Before You Read

Active reading is a three-phase technique that includes strategies to use **before**, **while**, and **after** you read. Using these strategies will

help you engage with the material more effectively and therefore remember more of what you read.

Step 1: Preview. Before you start reading, preview the entire assignment. You don't have to memorize what you preview to get value from this step.

- Look over the table of contents and flip through the text page by page, if you are starting a new book. If you're going to read one chapter, flip through the pages of that chapter.
- Read all **chapter headings and subheadings**.
- Keep an eye out for **summary statements**. If the assignment is long or complex, read the summary first.
- Seek out **familiar concepts, facts, or ideas** when previewing. These items can help increase comprehension by **linking new information to previously learned material**. Take a few moments to reflect on what you already know about the subject—even if you think you know nothing. This technique prepares your brain to accept new information.
- Look for ideas that spark your imagination or curiosity. **Inspect drawings, diagrams, charts, tables, graphs, and photographs**.
- Imagine what kinds of **questions** will show up on a test. Previewing helps to clarify your **purpose for reading**. Ask yourself what you will do with this material and how it can relate to your long-term goals.
- Keep your preview short. If the entire reading assignment will take less than an hour, your preview might take five minutes. Previewing is also a way to get yourself started when an assignment looks too big to handle. It is an easy way to step into the material.

Step 2: Outline. With complex material, you should take the time to understand the structure of what you are about to read. **Outlining actively organizes your thoughts** about the assignment and can help make complex information easier to understand.

- Spend some time studying the chapter outline in your textbook, if an outline is provided.
- **Sketch a brief outline** in the margin of the book or at the beginning of your notes on a separate sheet of paper, if an outline is not provided. Later, as you read and take notes, you can add to your outline. Headings in the text can serve as major and minor entries in your outline. The amount of time you spend on this outlining step will vary. For some assignments, a 10-second mental outline is all you might need. For other assignments (fiction and poetry, for example), you can skip this step altogether.

Step 3: Question. Before you begin a careful reading, determine what you want from the assignment.

- Write down a **list of questions**, including any questions that resulted from your preview of the materials.
- Turn chapter headings and subheadings into questions. For example, if a heading is “Transference and Suggestion,” you can ask yourself, What are transference and suggestion? How does transference relate to suggestion?
- **Make up a quiz** as if you were teaching this subject to your classmates.
- Write specific questions about a concept if you do not understand it. The more detailed your questions, the more powerful this technique becomes. You don’t need to answer every question that you ask. The purpose of making up questions is to **get your brain involved** in the assignment. Take your unanswered questions to class, where they can serve as springboards for class discussion.

Active Reading Phase 2—While You Read

Phase 1 of active reading is done before reading, but Phase 2 happens while you read, helping you figure out what you are looking for and setting up some context. This phase includes the following steps:

Step 4: Focus. You have previewed the reading assignment, organized it in your mind or on paper, and formulated questions. Now you are ready to begin reading. It's easy to fool yourself about reading. Having an open book in your hand and moving your eyes across a page don't mean that you are reading effectively. Reading takes mental focus. As you read, be conscious of where you are and what you are doing.

- To begin, get in a position to stay focused. If you observe chief executive officers, you'll find that some of them wear out the front of their chair first. They're literally on the edge of their seat. Approach your reading assignment in the same way. **Sit up. Keep your spine straight.** Avoid reading in bed, except for fun. **Avoid marathon reading sessions. Schedule breaks,** and **set a reasonable goal for the entire session.** Then, **reward yourself** with an enjoyable activity for 10 or 15 minutes every hour or two.
- For **difficult reading, set more limited goals.** Read for a **half-hour and then take a break.** Most students find that shorter periods of reading distributed throughout the day and week can be more effective than long sessions.
- **Visualize the material. Form mental pictures** of the concepts as they are presented. If you read that a voucher system can help control cash disbursements, picture a voucher handing out dollar bills. Using visual imagery in this way can help deepen your understanding of the text while allowing information to be transferred into your long-term memory.
- **Read the material out loud,** especially if it is complicated.

Some of us remember better and understand more quickly when we hear an idea. Get a feel for the subject. For example, let's say you are reading about a microorganism—a paramecium—in your biology text. Imagine what it would feel like to run your finger around the long, cigar-shaped body of the organism. Imagine feeling the large fold of its gullet on one side and the tickle of the hairy little cilia as they wiggle in your hand.

- In addition, **predict** how the author will answer your key questions. Then read to find out if your predictions were accurate.

Step 5: Flag answers. As you read, seek out the answers to your questions. You are a detective, watching for every clue. When you do find an answer, flag it so that it stands out on the page. **Deface your books.** Flag answers by highlighting, underlining, writing comments, filling in your outline, or marking up pages in any other way that helps you. Indulge yourself as you never could with your grade school books.

Marking up your books offers other benefits. When you read with a highlighter, pen, or pencil in your hand, you involve your **kinesthetic senses of touch and motion**. Being physical with your books can help build strong neural pathways in your memory. You can mark up a text in many ways. For example:

- Place an **asterisk** (*) or an exclamation point (!) in the margin next to an especially important sentence or term.
- **Circle key terms** and words to look up later in a dictionary.
- **Write short definitions** of key terms in the margin.
- **Write a Q** in the margin to highlight possible test questions, passages you don't understand, and questions to ask in class.
- Write **personal comments** in the margin—points of agreement or disagreement with the author.
- Write mini-indexes in the margin—that is, the numbers of other pages in the book where the same topic is discussed.

- **Write summaries in your own words.**
- **Rewrite chapter titles, headings, and subheadings** so that they're more meaningful to you.
- **Draw diagrams, pictures, tables, or maps** that translate text into visual terms.
- **Number each step** in a list or series of related points.
- In the margins, **write notes** about the relationships between elements in your reading. For example, note connections between an idea and examples of that idea.
- If you infer an answer to a question or come up with another idea of your own, write that down as well. Avoid marking up a textbook too soon. Wait until you complete a chapter or section to make sure you know the key points and then mark it up. Sometimes, **flagging answers after you read each paragraph works best.**

Also remember that the purpose of making marks in a text is to call out important concepts or information that you will review later. Flagging key information can save lots of time when you are studying for tests.

With this in mind, highlight or underline sparingly—usually less than 10 percent of the text. If you mark up too much on a page, you defeat the purpose: to flag the most important material for review. Finally, jot down new questions, and note when you don't find the answers you are looking for. Ask these questions in class, or see your instructor personally. Demand that your textbooks give you what you want—answers.

Active Reading Phase 3—After You Read

Phase 3. This phase happens after you read and includes the following steps:

Step 6: Recite. **Talk to yourself** about what you've read. Or talk

to someone else. When you finish a reading assignment, make a speech about it. When you recite, you practice an important aspect of metacognition—**synthesis**, or **combining individual ideas and facts into a meaningful whole**. One way to recite is to look at each underlined point. Note what you marked; then, put the book down and start talking out loud. Explain as much as you can about that particular point. To make this technique more effective, do it in front of a mirror. It might seem silly, but the benefits can be enormous. Reap them at exam time.

A related technique is to stop reading periodically and **write a short, free-form summary** of what you just read. In one study, this informal “retrieval practice” helped students recall information better than other study techniques did (Karpicke and Blunt 2011).

Classmates are even better than mirrors. Form a group to **practice teaching** one another what you have read. One of the best ways to learn anything is to teach it to someone else. In addition, talk about your reading whenever you can. Tell friends and family members what you’re learning. Talking about your reading reinforces a valuable skill—the ability to summarize. To practice this skill, pick one chapter (or one section of one chapter) from any of your textbooks. State the main topic covered in the chapter. Then, state the main points that the author makes about the topic.

Step 7: Review. Plan to do your first complete review within 24 hours of reading the material. Sound the trumpets! This point is critical: **A review within 24 hours moves information from your short-term memory to your long-term memory.** Review within one day. If you read it on Wednesday, review it on Thursday. During this review, look over your notes and clear up anything you don’t understand. Recite some of the main points. This review can be short. You might spend as little as 15 minutes reviewing a difficult two-hour reading assignment. Investing that time now can save you hours later when studying for exams.

Step 8: Review again. This final step can be very short—perhaps only four or five minutes per assignment. Simply go over your notes. Read the highlighted parts of your text. Recite one or two of the

more complicated points. The purpose of these reviews is to keep the neural pathways to the information open and to make them more distinct. That way, the information can be easier to recall. You can accomplish these short reviews anytime, anywhere, if you are prepared. Sometimes, longer review periods are appropriate. For example, if you found an assignment difficult, consider rereading it. Start over, as if you had never seen the material before. Sometimes, a second reading will provide you with surprising insights.

Decades ago, psychologists identified the **primacy-recency effect**, which suggests that we most easily remember the first and last items in any presentation (Pineño and Miller 2005). Previewing and reviewing your reading can put this theory to work for you.

Dealing with Challenging Texts

Successful readers **monitor their understanding** of reading material. They do not see confusion as a mistake or a personal shortcoming. Instead, they take it as a cue to change reading strategies and process ideas at a deeper level. Read it again. Somehow, students get the idea that reading means opening a book and dutifully slogging through the text—line by line, page by page—moving in a straight line from the first word to the last. Feel free to shake up your routine.

Make several passes through tough reading material. During a preview, for example, just scan the text to look for key words and highlighted material. Next, skim the entire chapter or article again, spending a little more time and taking in more than you did during your preview. Finally, read in more depth. **Read it out loud.** Make noise. Read a passage out loud several times, each time using a different inflection and emphasizing a different part of the sentence. Be creative. Imagine that you are the author talking. Use another text. Find a similar text in the library. Sometimes a concept is easier to understand if it is expressed another way. **Children's**

books—especially children’s encyclopedias—can provide useful overviews of baffling subjects. Talk to someone who can help. Admit when you are stuck. Then, bring questions about reading assignments to classmates and members of your study group.

Also, **contact your instructor**. Most teachers welcome the opportunity to work individually with students. Be specific about your confusion. Point out the paragraph that you found toughest to understand.

https://oercommons.s3.amazonaws.com/media/editor/179572/CengageOpenNow_CollegeSuccessNarrative.pdf

Assignment Three & Four

Dictionary Words

Personal Dictionary Word #2

Latin Roots Quiz #2

| Latin | English | Words |
|--------------|----------------|-----------------------------------|
| corpus | body | corpse, corporation, corpuscle |
| cede | yield | concede, recede, intercede |
| chron | time | chronic, chronicle, chronological |
| cogni | know | recognize, cognition, incognito |
| cracy | rule | autocrat, democracy, aristocracy |
| cred | believe | incredible, credit, credible |
| cept | take | accept, receptive, concept |

Week 4: Annotation and Managing Stress

This week you will practice active reading, as well as learn how to annotate (take notes as you read) a text. This is an important skill for both understanding what you read, and for learning. You'll practice annotating on a reading about how to manage stress, which can help you live longer and better.

Assignment One – Watch this Youtube video on annotation, https://www.youtube.com/watch?v=w5Mz4nwcIWc&feature=emb_title

Assignment Two – Active Reading and Annotating

Now read and annotate the following essay. Note that I give NO credit for simply highlighting or underlining. You must circle important words and write short summaries of the ideas in the margins to earn credit for the assignment. Submit a copy of your annotations, along with the list described below.

Stress and Self Care

The number of students in higher education who have emotional health problems is steadily increasing (Duenwald 2004). According to the American College Health Association (2008), 31 percent of college students report that they have felt so depressed that it was difficult to function. Almost half of students say that they've felt overwhelming anxiety, and 60 percent report that they've felt very lonely.

Dealing with Stress

Japanese psychiatrist Morita Masatake, a contemporary of Sigmund Freud, based his whole approach to treatment on this insight: We can face our emotional pain directly and still take constructive action. One of Masatake's favorite suggestions for people who felt depressed was that they tend a garden (Reynolds 1995, 98).

It's easy to feel stressed if you dwell on how much you have to accomplish this year, this term, this month, or even this week. Focus on one task at a time.

Remember that an effective plan for the day does two things. First, it clarifies what you're choosing *not* to do today. (Tasks that you plan to do in the future are listed on your calendar or to-do list.) Second, it reduces your day to a series of concrete tasks—such as making phone calls, going to classes, running errands, or reading chapters—that you can do one at a time.

If you feel overwhelmed, just find the highest-priority task on your to-do list. Do it with total attention until it's done. Then go back to your list for the next high-priority task. Do it with total attention. Savor the feeling of mastery and control that comes with crossing each task off your list.

Don't believe everything you think. According to Albert Ellis and other cognitive psychologists, stress results not from events in our lives but from the way we *think* about those events. If we believe that people should always behave in exactly the way we expect them to, for instance, we set ourselves up for misery. The same happens if we believe that events should always turn out exactly as we want. There are two main ways to deal with such thoughts:

Don't believe them. Dispute such thoughts and replace them with more realistic ones: *I can control my own behavior but not the behavior of others*, and *Some events are beyond my control*. Changing our beliefs can reduce our stress significantly.

Release stress-producing thoughts without disputing them. Mindfulness meditation is a way to do this. While meditating, you

simply notice your thoughts as they arise and pass. Instead of reacting to them, you observe them. Eventually, your stream of thinking slows down. You might enter a state of deep relaxation that also yields life-changing insights.

Many religious organizations offer meditation classes. You can also find meditation instruction through health maintenance organizations, YMCAs or YWCAs, and community education programs.

Dealing with Emotional Pain

Remember that emotional pain is not a sickness. Emotional pain has gotten a bad name. This reputation is undeserved. There is nothing wrong with feeling bad. It's okay to feel miserable, depressed, sad, upset, angry, dejected, gloomy, or unhappy.

It might not be pleasant to feel bad, but it can be good for you. Often, bad is an appropriate way to feel. When you leave a place you love, sadness is natural. When you lose a friend or lover, misery might be in order. When someone treats you badly, it is probably appropriate to feel angry. When a loved one dies, it is necessary to grieve. The grief might appear in the form of depression, sadness, or anger.

There is nothing wrong with extreme emotional pain. If depression, sadness, or anger persists, then get help. Otherwise, allow yourself to experience these emotions. They're often appropriate.

Sometimes, we allow ourselves to feel bad only if we have a good reason. For example: "Well, I feel very sad, but that is because I just found out my best friend is moving to Europe." It's all right to know the reason why you are sad. It's also fine not to know. You can feel bad for no apparent reason. The reason doesn't matter. Because you cannot directly control any feeling, simply accept it.

There's no way to predict how long emotional pain will last. The

main point is that it does not last forever. There's no need to let a broken heart stop your life. Although you can find abundant advice on the subject, just remember a simple and powerful idea: This too shall pass.

Choosing to Rest

A lack of rest can decrease your immunity to illness and impair your performance in school. You still might be tempted to cut back drastically on your sleep once in a while for an all-night study session, but depriving yourself of sleep is a choice you can avoid.

If you have trouble falling asleep, experiment with the following suggestions:

- Exercise daily. For many people, regular exercise promotes sounder sleep. However, finish exercising several hours before you want to go to sleep.
- Avoid naps during the daytime.
- Monitor your caffeine intake, especially in the afternoon and evening.
- Avoid using alcohol to feel sleepy. Drinking alcohol late in the evening can disrupt your sleep during the night.
- Develop a sleep ritual—a regular sequence of calming activities that end your day. You might take a warm bath and do some light reading. Turn off the TV and computer at least 1 hour before you go to bed.
- Keep your sleeping room cool.
- Keep a regular schedule for going to sleep and waking up.
- Sleep in the same place each night. When you're there, your body gets the message that it's time to go to sleep.
- Practice relaxation techniques while lying in bed. A simple one is to count your breaths and release distracting thoughts as they arise.

- Make tomorrow's to-do list before you go to sleep so that you won't lie there worrying that tomorrow you'll forget about something you need to do.
- Get up and study or do something else until you're tired.
- See a doctor if sleeplessness persists.

Finding Resources

Mt. Hood Community College has an excellent Career Planning and Counseling Center (CPCC) staffed with both male and female professionals who are available on campus every weekday. The CPCC is the go-to site for students seeking [personal counseling services](#) and referrals on concerns related to depression, anxiety, suicide, stress management, eating disorders, and addiction. They are located on the ground level in AC1152. Their email address is mhcareer@mhcc.edu, and their phone number is 503-491-7342. For urgent or crisis response, you can also call Public Safety at 503-491-7911 or call 911. You can also start with a personal physician—one person who can coordinate all of your health care. A personal physician can refer you to another health professional if it seems appropriate. These two suggestions can also work after you graduate. Promoting emotional health is a skill to use for the rest of your life.

Remember that suicide is no solution. While entering higher education, people typically go through major change. For some people, this involves depression and anxiety. Both are risk factors for suicide—the second leading cause of death on college campuses (Schaffer, Jeglic, and Stanley 2008).

Most often, suicide can be prevented. If you suspect that someone you know is considering suicide, do the following:

- **Take it seriously.** Taking suicidal comments seriously is especially important when you hear them from young adults.

- **Listen fully.** Encourage the person at risk to express thoughts and feelings appropriately. If he claims that he doesn't want to talk, be inviting, be assertive, and be persistent. Be totally committed to listening.
- **Speak powerfully.** Let the person at risk know that you care. Trying to talk someone out of suicide or minimizing problems is generally useless. Acknowledge that problems are serious, but they can be solved. Point out that suicide is a permanent solution to a temporary problem.
- **Get professional help.** Suggest that the person see a mental health professional. If she resists help, offer to schedule the appointment for her and to take her to it.
- **Remove access to firearms.** Most suicides are attempted with guns. Get rid of any guns that might be around. Also remove all drugs and razors.
- **Handle the event as an emergency.** If a situation becomes a crisis, do not leave the person alone. Call a crisis hotline, 911, or a social service agency. If necessary, take the person to the nearest hospital emergency room, clinic, or police station.

If you ever begin to think about committing suicide, seek out someone you trust. Tell this person how you feel. If necessary, make an appointment to see a counselor, and ask someone to accompany you. When you're at risk, you deserve the same compassion that you'd willingly extend to another person.

Find out more from the American Foundation for Suicide Prevention at 1-800-273-8255 or www.afsp.org. Another excellent resource is the It Gets Better Project at www.itgetsbetter.org.

https://oercommons.s3.amazonaws.com/media/editor/179572/CengageOpenNow_CollegeSuccessNarrative.pdf

List

Now, rate your current stress level using a scale of 1 to 10, with 1 as not stressed and 10 as extremely stressed. **Type a list of three suggestion** from the Stress and Self-Care reading that you already use or that you feel will work for you.

Assignment Three & Four

Personal Dictionary Word #3

Latin Roots Quiz #3

| Latin Roots | English | Words |
|-------------|----------|-------------------------------------|
| ambi | both | ambidextrous, ambivalent, ambiguous |
| mal | bad | malnutrition, malaria, maladaptive |
| con | together | contact, concoct, concert |
| ad- | toward | adhere, admit, addition |
| dia- | through | diagram, diameter, dialysis |
| sur- | above | surface, superior, sirloin |
| luna | moon | lunatic, lunar, lunacy |

Week 5: Main Ideas

This week will start with Main Ideas, which are the “so what?” of a text. It is easy to get lost in the details of a piece of writing and miss the big picture. The Main Ideas lesson offers strategies for figuring out the most important points, as well as important supporting points, in a reading. Next, you will use these skills as you begin work on the midterm.

Assignment One – Read Main Ideas and then complete the exercises that follow:

MAIN IDEAS

Have you ever read to the end of a passage and thought: “What was that about?” Sometimes a passage can seem like a string of facts or ideas. Recognizing the main idea of a passage is a vital reading skill. No matter what you’re reading, whether it is a news story, novel, or a chapter in a chemistry textbook, you need to understand what the author is trying to tell you. So how do you find the main idea? Start with the topic.

TOPIC The topic of a piece of writing is like the title of a newspaper article, a song, or a book. Usually it is a word or phrase, like Healthy Habits or Money. It gives you a glimpse of the subject, but not the details. For instance, what *topic* do you think would cover the following?

SUVs

RVs

Pickups

Performance cars

TOPIC *Kinds of vehicles*

Once you discover the topic, look for the *main idea*.

MAIN IDEA

The main idea of a piece of writing is the *point* that the author wants to make about the *topic*. Often it is written as a statement at the beginning of a paragraph or essay, but sometimes it is at the end, or in even in the middle. It could also be called the *thesis* or the *central point*.

For instance, the main idea for the topic above could be: *There are so many types of vehicles on the road today, that you should consider a number of things before buying.*

SUPPORTING POINTS

To support the main idea, a writer needs facts, ideas, and information. Some supporting points will be **major**, or broader; others will be **minor**, or more specific.

MAJOR POINTS

Major points are general, or broad.

For instance, a major point for the above statement could be:

First, consider your budget.

MINOR POINTS

Minor points are more specific, such as important details.

For instance, a minor, or supporting point for *First consider your budget* could be:

New pickups cost between \$20,000 and \$60,000.

While new SUVs can cost \$75,000, and luxury RVs can cost over a million dollars.

YOUR TURN

Using the topic of **Good Food**, write a **main idea statement**, and then list one or two **major points** to support your idea, with one or two **minor points/details** to support it. Remember that a main idea statement is like a thesis statement, it must give you something to prove. Do not to write a simple statement of fact, like “Good food tastes good,” which is too vague to support.

Ex. 5.1 – Type your answers into a Word document and submit using the link.

Topic: Good Food

Main

Idea: _____

Major

Points

Minor

Points

The relationships among the topic, main idea, and supporting points can be seen as a pyramid, with the general topic at the top,

and the main idea with support below: Read through the main idea examples below with their possible supporting points:

- Artificial Intelligence (AI) is taking over the world.
- Supporting point: *If you have used SIRI or Google Assistant, your world has already been “invaded.”*
- G.M.O. Genetically Modified Organisms) food has been around for centuries.
- Supporting point: *Ninety percent of scientists, as well as the American Medical Association, believe that G.M.O.s are completely safe.*

YOUR TURN

Ex. 5.2 – Type your answers into a Word document and submit using the link.

- There is more than one way to pay for college.
- Supporting point(s): _____

- A career in cybersecurity can be interesting and lucrative.
- Supporting point(s): _____

IMPLIED MAIN IDEAS

Sometimes main ideas are not stated directly, but are implied (shown indirectly) throughout the passage. With implied main ideas,

you won't find a main idea statement in the paragraph or essay. Instead, you must read through the whole piece, and then guess (use the major and minor points and details to figure out) what the main idea is.

To infer (understand an implied idea), **identify the topic**, look for the **major points** and **minor details**, and then write a statement that describes the **main idea**.

For instance, read the passage below and then look at the topic and possible main idea:

Advances in technology are bringing rapid changes in the ways we produce and deliver goods and services. The Internet and other improvements in communication (such as smartphones, video conferencing, and social networking) now affect the way we do business. Companies are expanding international operations, and the workforce is more diverse than ever. Corporations are being held responsible for the behavior of their executives, and more people share the opinion that companies should be good corporate citizens. Plus—and this is a big plus—businesses today are facing the lingering effects of what many economists believe is the worst financial crisis since the Great Depression.

Topic: *The changing world of business*

Implied Main Idea: *With today's rapid changes, it is a challenging and interesting time for businesses.*

(CC LICENSED CONTENT, SHARED PREVIOUSLY An Introduction to Business. **Authored by:** Anonymous. **Provided by:** Anonymous. **Located at:** <http://2012books.lardbucket.org/books/an-introduction-to-business-v1.0/s05-02-getting-down-to-business.html>. **License:** CC BY-NC-SA: Attribution-NonCommercial-ShareAlike)

YOUR TURN

Ex. 5.3 Read the passage below and then write a possible topic and main idea for it.

From the beginning of human civilization, consumers have bought products from farmers and merchants and all three have needed to borrow. In fact, the very first decipherable cuneiform clay tablets found in Mesopotamia, in what is now Iraq, primarily recorded production and business activity, and much of it consisted of credit transactions. Ordinary people often required credit to purchase food and shelter; farmers needed credit to buy seeds, tools and both slave and hired labor; and merchants craved capital to outfit their trading expeditions with pack animals, ships, crew, trade goods, and currency.

Topic: (In one or a few words what is this about?)

Main Idea: (Look at the major points, what is the author saying about the topic?)

SUMMARY WRITING

When you know how to find the main idea and major points in a piece of writing, you can use that knowledge to write a summary. Writing a summary is one of the best ways to study. If you can put something into your own words, then you understand it – and you are well on your way to remembering it. Writing short summaries is basic to annotating a textbook, as you have seen in the annotation section.

How to summarize:

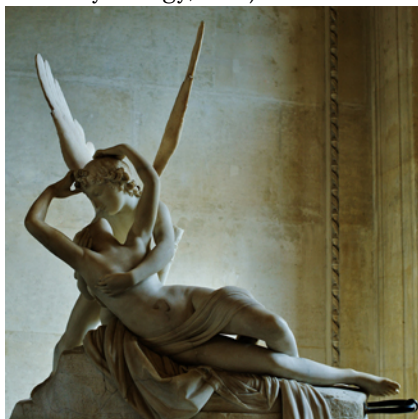
- Read through the passage once to get the general meaning.
- Go back and read it again, circling important words or phrases. (Look up any that you don't know.)
- Decide which points are major, and which are minor details.
- When you have a good idea of what the important points are, compose a main idea statement. **That is the first sentence of your summary.**
- Next, write sentences that explain the major supporting points in the order that they appear.
- Try not to copy words or phrases from the original. Try to use your own words. (This is the secret to understanding what you've read. If you can't put it in your own words, you don't understand it. Look up every word that seems important or confusing.) If you have to use a term from the original, put it in quotation marks, like this: "Whangamata."
- Be sure to use transitions between your sentences. You can use transition words and phrases like: in addition to, furthermore, moreover, besides, also, another, equally important, first, second, further, last, finally, and so forth.
- Do not include minor details.
- **Do not** include your opinion – at all. Your summary should simply reflect what the original passage says.

YOUR TURN

Read the passage below using active reading and annotation. Next, type a summary including all of the major points, but omitting the minor details.

Ex. 5.4 Summary

In Greek mythology, Psyche was a mortal woman whose beauty was so great that it rivaled that of the goddess Aphrodite. Aphrodite became so jealous of Psyche that she sent her son, Eros, to make Psyche fall in love with the ugliest man in the world. However, Eros accidentally pricked himself with the tip of his arrow and fell madly in love with Psyche himself. He took Psyche to his palace and showered her with gifts, yet she could never see his face. While visiting Psyche, her sisters roused suspicion in Psyche about her mysterious lover, and eventually, Psyche betrayed Eros' wishes to remain unseen to her. Because of this betrayal, Eros abandoned Psyche. When Psyche appealed to Aphrodite to reunite her with Eros, Aphrodite gave her a series of impossible tasks to complete. Psyche managed to complete all of these trials; ultimately, her perseverance paid off as she was reunited with Eros and was ultimately transformed into a goddess herself (Ashliman, 2001; Greek Myths & Greek Mythology, 2014).



Antonio Canova's sculpture depicts Eros and Psyche.

Psyche comes to represent the human soul's triumph over the misfortunes of life in the pursuit of true happiness (Bulfinch, 1855); in fact, the Greek word **psyche** means soul, and it is often represented as a butterfly. The word *psychology* was coined at a

time when the concepts of soul and mind were not as clearly distinguished (Green, 2001). The root **ology** denotes scientific study of, and **psychology** refers to the scientific study of the mind. Since science studies only observable phenomena and the mind is not directly observable, we expand this definition to the scientific study of mind and behavior.

The scientific study of any aspect of the world uses the scientific method to acquire knowledge. To apply the scientific method, a researcher with a question about how or why something happens will propose a tentative explanation, called a hypothesis, to explain the phenomenon. A hypothesis is not just any explanation; it should fit into the context of a scientific theory. A scientific theory is a broad explanation or group of explanations for some aspect of the natural world that is consistently supported by evidence over time. A theory is the best understanding that we have of that part of the natural world. Armed with the hypothesis, the researcher then makes observations or, better still, carries out an experiment to test the validity of the hypothesis. That test and its results are then published so that others can check the results or build on them. It is necessary that any explanation in science be testable, which means that the phenomenon must be perceivable and measurable. For example, that a bird sings because it is happy is not a testable hypothesis, since we have no way to measure the happiness of a bird. We must ask a different question, perhaps about the brain state of the bird, since this can be measured. In general, science deals only with matter and energy, that is, those things that can be measured, and it cannot arrive at knowledge about values and morality. This is one reason why our scientific understanding of the mind is so limited, since thoughts, at least as we experience them, are neither matter nor energy. The scientific method is also a form of empiricism. An **empirical method** for acquiring knowledge is one based on observation, including experimentation, rather than a method based only on forms of logical argument or previous authorities.

CC LICENSED CONTENT, SHARED PREVIOUSLY

Psychology, Chapter 1.2. **Authored by:** OpenStax College. **Located at:** <http://cnx.org/contents/4abf04bf-93a0-45c3-9cbc-2cefd46e68cc@4.100:1/>
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Download for free at <http://cnx.org/content/col11629/latest/>.

Latin Roots

Latin Roots Quiz 4

| Latin | English | Words |
|--------|-------------|------------------------------|
| geo | earth | geology, geography, geometry |
| gram | write | grammar, telegram, gram |
| graph | write | graphic, telegraph, graph |
| hetero | other | heterogeneous, heterosexual |
| homo | same | homogeneous, homicide |
| ject | throw | interject, reject, project |
| logo | word, study | biology, logo, logic |

Week 6: Midterms

Midterm

Annotation and Two-column notes portion of Midterm

Annotate the following reading. Be sure to:

- **Circle important vocabulary** and **define** the words that you circle in the margins
- **Write short summaries** of the important points on each page in the margins.
- **Create a two-column notes** page for the 15 pages (writing the important points and study questions in the left column, and explanations and answers in the right column.)
- Study your annotations and notes.

Next, **answer the following questions:**

1. What is another name for short-term memory? Explain its function.

- What is the storage capacity for long-term memory?
- Describe semantic encoding.
- Describe the overall functions of encoding, storage and retrieval.
- Describe the ways that high-imagery words are encoded.
- Chunking refers to what practice? Why does this help memory?
- How does sleep affect your memory?
- Describe the techniques covered in this chapter for really learning information.
- Declarative memory is what? How important is it?
- Implicit memory is what? How is it formed?

2. Write a paragraph or two in which you describe which memory techniques you plan to use. Which ones do you think will work best for you? Why?

3. Personal Dictionary Midterm

4. Latin Roots Midterm

Week 7: Reading Critically

This week you'll learn how to read critically; that is, examine the ways a writer uses language and modes of persuasion to convince a reader to believe an argument.

Also, this week, you'll begin reading your Outside Reading book.

Although simple comprehension is the base of all reading experiences, it is not the true goal of most college reading assignments. Your instructors want you to move beyond what the text says and begin to ask questions about the how and why of the text's meaning. Reading critically means reading skeptically, not accepting everything a text says at face value, but wondering why the argument is made in a particular way.

Proficient readers often ask “what if?” questions to help them read more critically:

- What if the essay had started a different way?
- What if the author had included different evidence?
- What if the author had drawn a different conclusion?
- We use the same skills for critical reading as we do for critical thinking.

Watch the YouTube video “The Power of Critical Thinking” by Maria Mamah and consider the questions that follow.

https://www.youtube.com/watch?v=Hd4KrUH8Ky4&feature=emb_title

1. What did you think about the video?
2. Did you watch it with a critical mind?
3. Did you question it?
4. Did you accept everything the woman said or did you wonder about why she made her arguments the way she did?

Persuasive Language

Writers use language in many ways to influence and persuade their readers. Consider the way the meaning of words can vary, depending on context and tone of a passage. For instance, a writer might use the word “harsh” to describe a law with which she disagrees, but she might say that the government must be “firm” on other offenses. These words have different **connotations—ideas or emotions that a word invokes**, as well as different meanings. Other examples include *compassionate* versus *bleeding heart*, *cop* versus *police officer*, and *forceful* versus *bully*. Now consider the use of **euphemisms**, which are words or phrases that substitute for blunt words or phrases. For instance, *passing* is a recent euphemism for dying; *slender* is a euphemism for skinny, *senior citizen* is a euphemism for *old lady*. A close relative to euphemism, is **politically correct language**, or **terms that avoid offending whole groups of people**. Some examples are *undocumented immigrants* versus *illegal aliens*, *hearing impaired* versus *deaf*, or *someone who disagrees with the far left* versus *bigot*.

YOUR TURN

Exercise 7.1

Type a list of three euphemism that you know or have heard recently. Do you use these terms? Why/why not? What do you think of the use of politically correct language? Do you think we have gone too far with it? Why/why not? Consider the various connotations of the word **Undocumented migrants**, the acronym **LGBTQIA**, **size-inclusive**, and the **“N” word**. Do you think these help or interfere

with communication? Do you think they are valuable? Explain your reasoning.

Rhetoric, Argument & Modes of Persuasion

The word “**rhetoric**” means the art of persuasion, especially through language. An **argument** in philosophy or logic is not a disagreement; it is a **series of statements that are intended to persuade**. In formal logic, these include a statement of a **claim, statements of support**, and a **conclusion**. The Greek philosopher Aristotle said that there were three effective ways to appeal to an audience; these included appealing to their intellect, appealing to their ethics or values, and finally to their emotions. An intellectual appeal is called **Logos**, from which our word “logic” comes. **Ethos** is the term for an appeal to our ethics, or character. And **Pathos** is an appeal to our emotions. Our words “pathetic” and “sympathy” use this Greek root. Notice how often advertising, political speeches, and news stories use these appeals. Watch the YouTube video analysis for an example of the use of **pathos**.

https://www.youtube.com/watch?v=58ayNlcgp3U&feature=emb_title

YOUR TURN

Exercise 7.2

Find an example in advertising, the news, a speech, or a political cartoon of the use of one or more of these appeals. Type a description of where you saw or heard the appeal, name the appeal.

Do you think the appeal is effective? Why you think the writer or artist used that appeal.

Outside Reading Assignment

Begin reading outside book. Respond in journal form.

Personal Dictionary Word

Latin Roots Quiz #6

| Latin | English | Words |
|--------|----------|------------------------------------|
| dis- | not | dislike, disdain, disappear |
| il- | opposite | illegal, illegitimate, illogical |
| spec- | look | spectator, spectacle, respect |
| script | write | scripture, perscription, script |
| phon | sound | phone, symphony, microphone |
| port | carry | portable, report, port |
| photo | light | photosynthesis, photography, photo |

Week 8: Rhetoric & Argument

This week, you will learn more about rhetoric, specifically rhetorical analysis, which will help you understand how a writer sways her readers or listeners. You will also learn more about the structure of an argument — not a disagreement, but information presented as claim, support, and conclusion that is meant to persuade.

Rhetoric and Argument

Rhetoric, as we saw last week, is the way we use language and images to persuade, often by using words called **euphemisms** and **politically correct language**, or their opposites. Some politicians favor blunt, almost rude language to appeal to certain voters. Often writers use poetic devices and language like **metaphor** and **simile**, which compare two unlike things — *My love is like a red, red rose*. As we saw last week, writers and speakers also use **Rhetorical Devices** that appeal to a reader's emotions (**pathos**), ethics (**ethos**), and logic (**logos**). In short, rhetoric is the use of language and literary devices to persuade readers and listeners.

Our saturation in media and its images is one of the reasons why it is important to learn how to analyze rhetoric. The more we know about rhetorical analysis, the better we become at making savvy judgments about the media, situations, and people we encounter. Think of all the media you see and hear every day: Twitter, television shows, web pages, billboards, text messages, podcasts, political campaigns and more! You probably are more skilled at analyzing rhetoric than you think simply because you are surrounded by it.

Rhetorical Analysis

One of the most important tools of rhetorical analysis is checking a writer or speaker's **logic**. When you analyze a text rhetorically, you look at its **claims, support, and conclusion**, as well as its **language**, its **tone** and the **appeals** used. You also consider the author's possible **biases, as well as your own biases**. A word about our biases: When we hear or read something that agrees with views that we already hold, we respond enthusiastically. This is called **Confirmation Bias**. When we hear something that disagrees with our views, we feel uncomfortable. This is called **Cognitive Dissonance**. Watch the video below for an explanation of these processes.

https://www.youtube.com/watch?v=mJagTkoVmHo&feature=emb_title

Go to the website mentioned in the video **project implicit.harvard.edu**. Take one or more of the tests. At the top of your document for Ex. 8.1, briefly respond to your results. Were you surprised at the results? Do you think they were accurate? Why/why not? **Implicit**, by the way, means something that is not expressly stated; it's not obvious. In other words, it is a view that we may not see in our own thinking; it is beneath the surface of our consciousness. As you go on with this lesson, be aware of your own biases. In Ex. 8.1 you will analyze a passage, looking for ways that the writer uses language and appeals to persuade you.

YOUR TURN

Exercise 8.1 (10 pts)

1. Type your response to project implicit.harvard.edu.

2. Try using what you have learned about the use of language and rhetorical devices to analyze the argument below. Type an analysis of the argument.
3. Next, on the same page type answers to Ex. 8.2 below. Submit using the link. Include in your analysis:
 - **Claim** (write as a sentence)
 - **Support** — Does the writer use facts, statistics, common knowledge, expert opinions, personal stories? List and label them.
 - **Conclusion** — What conclusion does the writer make?
 - **Word use** (euphemisms, blunt language, politically correct language)
 - **Tone** (angry, amused, upbeat, serious, and so forth)
 - **Bias** (What biases does the writer have? What biases about the internet do you have?)
 - **Appeals used** (Pathos, Ethos, Logos?)
 - **Respond.** Do you agree with the writer? Why/why not?

Facts Versus Opinions

We all have opinions about all sorts of things, from the internet to homelessness and asylum seekers to legal marijuana and free tuition. Our opinions are usually based on personal experience, as well as facts that we have encountered. But do you recognize the difference between facts and opinions used in your thinking? Writers use both facts and opinions to persuasively support claims in an argument. The best way to critically evaluate an argument is to know which is which.

A **fact** is a statement based on actual evidence or observation. It can be verified. An **opinion** is simply a personal judgment or feeling. Writers often mix both fact with opinion in subtle ways to persuade

their readers. Read the following list of statements and determine which is fact and which is opinion.

(NOTE to instructor: Use a current opinion essay from the news for this assignment. Add additional analysis of the piece by questioning at what is fact, and what is opinion.)

Outside Reading Journal Assignment

Personal Dictionary Word Assignment

Latin Roots Quiz #7

| Latin | English | Words |
|-------|---------|-----------------------------------|
| en- | in | encircle, enemy, energy |
| re- | again | replace, recycle, relive |
| fore | before | forehead, forewarn, before |
| lus- | light | illustrate, lustrous, luster |
| -ist | one who | dentist, contortionish, machinist |
| civ | citizen | civic, civilian, civil |
| anima | spirit | animal, animation, animosity |

Week 9: Logic & Logical Fallacies

This week you'll learn how to evaluate an argument, from recognizing the claim and support, to analyzing its logic. You'll also learn about logical fallacies — statements that sound logical at first, but on closer examination, turn out to be false. These are important skills for reading, thinking, and understanding our world.

Logical Arguments

As you learned last week, an **informal argument** — not the kind that you get into with someone over a parking spot — is a claim that is supported by **facts, statistics, expert opinions, good reasons, personal experience, examples, or common knowledge**, among other things, and is intended to persuade you. We are bombarded constantly with arguments to buy something, to vote for someone or something, to get an education, quit smoking, lose weight, eat organic, meditate, you name it. With all of the clever manipulation of language, and the use of rhetorical devices, it can be hard to sort out which ideas should be trusted, and which we should dismiss. A good way to sort through an argument is to look at its **logic**.

First things first; after you have determined what is the writer's **claim**, look at his **support**. We all think we are most convinced by facts and statistics, maybe expert opinions, but professionals know that we are most swayed by our emotions. An important way to judge the truth of an argument is to look carefully at how the author is supporting his claim. What kind of support is he using? Is it valid? Does it really relate to the claim? If he is using facts, can they be verified? Do they **logically support the claim**? How does the writer

use **language and appeals** to generate an emotional response? Next, ask what the writer has **left out**? Did he ignore facts and information that would weaken or perhaps destroy his argument?

Ex. 9.1

Read the passage below, and then type an analysis in which you include:

1. Claim (full sentence)
2. Each point of support in numbered list
3. Label each with the type of support it is; that is, facts, statistics, and so forth.

A Pointless War

Was the Vietnam War worth the costs? What did it achieve? It did not stop communism from taking over Southeast Asia, which was given as the whole reason for fighting. Remember those who said that we had to stop communism in Vietnam, or the rest of Asia would soon fall like dominoes. After all, they said that China was already communist, along with half of Korea, and of course the Soviet Union. Before we knew it, the world order would be communist! And yet, communism has yet to destroy Vietnam, Cambodia, Laos, or even China. In the end, wars like this are not worth their enormous costs.

In terms of American lives, it is ranked fourth in casualties just below the Civil War and the two World Wars. Over 2,594,000 personnel served in Vietnam. Of those 58,220 Americans died, 153,303 were wounded and 1,643 are listed as missing. That does not take into account the over one million casualties among the

Vietnamese. This level of suffering should serve as a warning not to meddle in other country's business. We can take care of America, or we can try to "fix" everyone else's problems, but we can't do both well.

Of course, Robert MacNamara, then Secretary of Defense, used body counts as "data points" to evaluate the war's progress and inform our strategies. We all know how that turned out. Because he was Richard (Tricky Dick) Nixon's choice for the position, we should have known the strategies wouldn't work. As things spun out of control, it became obvious that the situation was far more complex than just measuring deaths. In terms of the social and political price that America paid, it severely damaged public trust. First, came the anti-war movements, which polarized the nation. Then came the Pentagon Papers and the Watergate scandal, which created a deep distrust of government. Many people say we have never really recovered that trust.

Finally, the war shook America's confidence in the country's superiority as the world defender of freedom. Americans shied away from any form of conflict for fear of "another Vietnam." It was not until 1991 and the swift victory over Iraq in the Gulf War that people began to forget the shameful images of fall of Saigon. We must never again rush into a pointless war; next time we could end up annihilating the entire human race with nuclear weapons. For the sake of our lives, and those of our children, we all need to join those who currently campaign to stay out of foreign wars.

(<https://www.oercommons.org/courses/argument-critical-thinking>)

Logical Fallacies

Logical fallacies are errors in reasoning that are based on poor or faulty logic. They are statements that SOUND true, but on further examination turn out to be false. Sometimes, writers purposefully

use logical fallacies to make an argument seem more persuasive or valid than it really is. In fact, the examples of fallacies on the following pages might be examples you have heard or read. While using fallacies might work in some situations, the chances are that an educated audience will recognize the fallacy. Follow the link below, and then read through the explanations of the eight fallacies given: Straw Man, False Dilemma (Either/Or), Hasty or Over Generalization, Appeal to Fear, Ad Hominem, Slippery Slope, Bandwagon, and Guilt by Association.

Logical Fallacies link: <https://owl.excelsior.edu/argument-and-critical-thinking/logical-fallacies/logical-fallacies-straw-man/>

Ex. 9.2

Read again A *Pointless War* passage above. This time, look for logical fallacies. Type a numbered list of the fallacies, including part of the sentence and the name of the fallacy. Next, respond to the passage. Do you think the writer's argument is weak or strong? Why/why not? Explain your reasoning.

Personal Dictionary Word Assignment

Outside Reading Journal Assignment

Week 10: Final Exams

This week you will apply the critical thinking skills you've learned to analyzing a reading for your final exam. You will also take Latin and Dictionary Word final exam.

Final Reading Analysis

(NOTE to instructor: I use a current opinion essay for this assignment. Most recently I have used a piece on mass incarceration by Nicholas Kristof that students have responded to enthusiastically.)

Instructions:

- Annotate by **writing brief summaries and paraphrases in the margins** of all major points.
- Circle all unknown vocabulary and note their definitions in the margins.
- In a separate Word document, write answers to all of the following:
- What is the overall tone of the essay? List three words from the article that indicate the tone. (Angry, Upbeat, Sad, Sentimental, Sympathetic...)
- What biases do you think the author shows? List three words or phrases from the article that indicate bias.
- Type a statement of the overall claim that the essay makes. NOTE: The claim may not be written as a single statement; instead, it may be expressed in more than one sentence.
- What appeals does she/he use? Does /she/he appeal to a reader's fears, sympathy or other types of emotion?
- Type a numbered list of the support used. (Use your annotations for this list. Note that some points may be

combined to form major support, and some are minor support.)

- Label each support. Is it a fact, an examples, expert opinions, common knowledge, anecdote (brief story), and so forth.
 - For instance: *Major claim: In order to unravel the damage that the War on Drugs has done...*
 - *Support:... 23 people were locked up simply for failure to pay government fines and fees. Statistics*
- Review the claim and support. Where do you see logical fallacies? Type a list of them and label each and then explain why it is a fallacy.
- Write a brief response (one or two paragraphs) to the editorial. What is your opinion of the ideas expressed? Do they make a strong argument? Be sure to avoid using logical fallacies in your own writing. Be especially careful to avoid overgeneralization and oversimplification. Consider your own biases. If you want, research your views before you write.

Outside Reading Final Response

Personal Dictionary Word Final