Reading and Preparation for Weeks 6 and 7 – English 202

For Feb. 26: Two essays on use of Native American names/images by sports teams, *Practical Argument* pages 646-50

Starting with this pair, we will be reading groups of articles on a topic, working to understand each issue and the viewpoints on it. Notice the points and evidence that Shakely offers against Indian mascots and how he responds to possible objections to changing them. As you move to the Hyman essay, consider where he is refuting points from the other side, bringing up new points in support of his view, or offering a different interpretation of the evidence. What is the basis for the disagreement between these two views? Is there anything they agree on?

For Feb. 28: Readings on the value of college

- Dale Stephens, “College Is a Waste of Time,” pages 38-39. What problems does Stephens see in higher education today? What alternatives does he support? How strong are his points?
- Jennie Le, “What Does It Mean to Be a College Grad?” pages 36-37. This is a more personal essay on how Le values her own college education and why. Where does she seem to agree with one of the other writers? How could her experience add further support to any of their points, or bring up other aspects of the issue?
- Naomi Schaefer Riley, “What Is a College Education Really Worth?” pages 40-42. This gives a more in-depth discussion of the issue. How do her ideas and information add support to points in the previous readings, or call them into question? Does she raise any new points?
- “Education Impacts Work-life Earnings . . .” pages 44-45. How can the data from the Census Bureau support points for or against college?

For Mar. 2: Additional readings on the value of college

- Marty Nemko, “We Send Too Many Students to College,” pages 32-35. How does Nemko critique the statistics-based points other sources make in support of college? What other evidence does he add to the criticism of college? How does he move the debate in a new direction?
- “Relationship Between ACT Composite Score and College Degree Completion,” posted in D2L. How does the information in this document support or refute (or complicate) Nemko’s claims about students’ chances of success in college?
- Robert T. Perry, “On ‘Real Education,’” pages 670-73. How does Perry add support to points we’ve already seen, refute points, or raise new points or perspectives?
- Margaret A. Miller, “The Privileges of the Parents,” 673-75. How does Miller add support to points we’ve already seen, refute points, or raise new points or perspectives?
For Mar. 5 and 7: Readings on the drinking age (see schedule for list). P. 439 gives some background information on the drinking age. As you read the various pieces in this section, notice the possible positions on the issue, the points in support of each position, and the evidence for those points. See what each new reading adds to the developing picture: where it supports or refutes a point that’s been made, where it raises new points or new issues.

For Mar. 9: “Should Data Posted on Social-Networking Sites Be ‘Fair Game’ for Employers?” pages 343-49 of Practical Argument. This serves as a fairly good model of an argument using sources. We'll be looking at how the paper is organized, synthesizing sources effectively into a well-structured presentation of the writer’s argument; how source material is integrated into the paragraphs and sentences, including introducing the sources; and how sources are cited. See how much of this you can observe as you read.