In class, you will work in your assigned groups to prepare an analysis and evaluation of an argumentative essay. You will be asked to use the time as follows:

1. **40 minutes** (8:30-9:10): read and analyze the essay as a group; sketch the argument(s) you find in the essay on a sheet of paper; select one person to represent the group
   
   a. Initially read the article through, marking it up to highlight what you take to be the conclusions and reasons of specific arguments – *remember that a single proposition might be both a conclusion and a reason* (~10 minutes)
   
   b. Discuss in your group your interpretations, working toward a collective interpretation of the arguments in the essay – *be sure to focus on finding the main, overall point of the piece, as there will almost certainly be arguments at different levels of abstraction in the essay* (~15 minutes)
   
   c. Identify someone in the group to be the reporter and a person to be the scribe (could be the same person)
   
   d. Work as a group to write out as many arguments as you’ve agreed on, making sure that at least one of them that you present is the main, overall argument – *I would start with the main one*; be sure to write these in standard form (see below) (~15 minutes)

2. **30 minutes** (9:10-9:40): report out in no more than 3 minute presentations, using the document camera to show the class one page of arguments (so pick the ones you take to be most important) – you will be timed to make sure you stick to 3 minutes!

3. **10 minutes** (9:40-9:50): general discussion of the analyses

To represent an argument in standard form, identify the *conclusion* – i.e., a claim that the author is trying to establish – as well as the *reasons* for that conclusion – i.e., a claim or claims the truth of which give someone reason to believe the conclusion and thereby support the conclusion. Once you have these for a given argument, put them in this artificial form on a piece of paper:

1. *Reason 1*

2. *Reason 2*

3. ...

   C. *Conclusion*