   America has changed dramatically during recent years. Not only has the number of graduates in traditional engineering disciplines such as mechanical, civil, electrical, chemical, and aeronautical engineering declined, but in most of the premier American universities engineering curricula now concentrate on and encourage largely the study of engineering science.  As a result, there are declining offerings in engineering subjects dealing with infrastructure, the environment, and related issues, and greater concentration on high technology subjects, largely supporting increasingly complex scientific developments. While the latter is important, it should not be at the expense of more traditional engineering.

     Developing economies such as China and India, as well as other industrial countries in Europe and Asia, continue to encourage and advance the teaching of engineering. Both China and India, respectively, graduate six and eight times as many traditional engineers as does the United States. Other industrial countries at minimum maintain their output, while America suffers an increasingly serious decline in the number of engineering graduates and a lack of well-educated engineers.

(Source:  Excerpt from Frankel, E.G. (2008, May/June) Change in education: The cost of sacrificing fundamentals. MIT Faculty Newsletter, 5, 13.)  
\*Sample from https://integrity.mit.edu/

Summarisation:

Over the years, America’s number of graduates taking traditional engineering has declined. Resulting in a higher demand for more technological based subjects to increase any scientific developments, though it is important, it should not jeopardize traditional engineering. High population countries such as China and India have a comparatively immense number of graduates from traditional engineering. Aswell as new innovative ideas to serve. This shows how other powerhouse countries maintain their productivity while America suffers due to the serious, increasing abandonment of traditional engineering.

1.THINKING CRITICALLY ABOUT ARGUMENTS

2. To succeed at university, you will need to identify academic arguments made by scholars. An academic argument follows the conventions of the relevant discipline, and can also be called a position, main point, contention, or central claim.

3. It is organized in a way where you can access information easily

4. Diagrams with steps shown on each part of how an argument is conducted

Summarisation:

The webpage explains that identifying arguments is a essential part of critical thinking, as it allows people to understand how to structure their reasoning and prepares them for easier analysis and evaluation. An argument is defined as a statement or claim supported by reasons, which can range from simple everyday suggestions to complex academic debates. Arguments are found in many backgrounds, including conversations, news, social media, and academic texts, where they are used to persuade, influence, or prove a point.

In academic settings, students are expected to recognize and work with scholarly arguments, which are usually more formal, and evidence based. Such arguments present a clear position, main point, or contention supported by reasoning and research. The webpage entails the importance of being able to summarize and clarify an argument, identify the author’s reasons for writing the article, and understand the supporting evidence, as these skills are needed for building strong academic prowess.

-Faaiz, Fahad