Outline of the Critical Analysis #2

1. Introduction:

**Thesis Statement:**

Despite the author's use of relevant scientific examples, arguments, citations, refutations, qualifying language and a logical conclusion, the article contains fallacies, outdated evidence and it is biased.

1. Body:
2. **Summary of the source:**
3. The difference between the views of uniforms in British and in American public schools.
4. Uniforms do not have costly alternatives in the UK, unlike in the USA.
5. Uniforms promote the culture of respect and responsibility among students and instructors.
6. Issues over dress code are reduced, allowing students to have more time academically.
7. **Topic Sentence of evaluation paragraph # 1:**

The author makes the article seem engaging and convincing, however, it is somewhat biased.

* Gives background information, provides certain examples and statistics.
* Article is somewhat biased:

1. The usage of personal pronoun – “I”
2. Containing some personal opinions regarding the U.S and the UK public schools.
3. **Topic sentence of evaluation paragraph #2:**

Arguments are perfectly given and develops logically, nevertheless, logical fallacies are not fully avoided by A. Walmsley.

* Misperception that violence and school uniforms being connected with one another.
* Making school uniforms obligatory would not be enforceable.
* Overgeneralization, ad hominem, appeal to emotions

1. **Topic sentence of evaluation paragraph #3:**

Logical conclusions are observed inside the article, even so, outdated scientific evidence are given by the author.

* Implementing uniforms in all schools, in order to stop the association between violence and public schools.
* Implementing uniforms allow to spend less time on dress codes.
* Evidence from 2000, 2003 from Wade and Stafford; White respectfully.