Plan for Learning

1. Your Research Question:What are the particular strengths/weaknesses of traditional and democratic schooling?

1. Your Priority SLOs. You recorded this in Assignment 4.1. These should all come from Goal 2:

SLO 2F: Writing for Different Audiences, Purposes, and Modalities. How do I compose persuasive researched arguments for different audiences and purposes, in different modalities

I want my writing to be persuasive yet subtle enough so that it can be read with an open and decisive mind by my audience. I want to be specifically focused on how everyone, no matter their earlier schooling background or socio-economic background, in their life can get past traditional learning and build their own version of democratic schooling. Acting as the devil’s advocate in this project would serve as a helping hand in putting forward the learning handicaps of current/traditional schooling.

 SLO 2B. How do I figure out whether a source is high quality, appropriate, and credible?

This is important to me because if the audience cannot verify or get behind the sources on which I am basing my answers, my paper would be deemed unreliable itself and not of much use.

1. Copy and paste ALL the resources (from our web page) that align with these SLOs. Format this so that I can easily read it. Use embedded links.

**The St. Martin's Handbook**

**2F Chapter 26:** [**Writing to make something happen in the world.**](https://online.vitalsource.com/#/books/9781319396893/pageid/394)

**The St. Martin's Handbook**

**2B Chapter 12:** [**Evaluating sources and Taking Notes.**](https://online.vitalsource.com/#/books/9781319396893/pageid/262)

**2B Chapter 13:** [**Integrating Sources into your writing.**](https://online.vitalsource.com/#/books/9781319396893/pageid/282)

I have rigorously read and annotated the noted chapters and tried to make an informed decisions. I feel confident in chapter 12 and 13s ideas shared on how to utilize different sources however I feel Chapter 26 is limited in the methods of convincing writing.