

Paper I: Comparative Analysis

Purpose and Description

The ability to analyze texts rhetorically will be fundamental to your success as writers and, more generally, as individuals who can engage critically with ideas and arguments. With these ends in mind, your aim in this assignment will be to 1) learn strategies for analysis and apply them toward essays related to the course theme; and 2) add your own perspective about your topic based on the essays you analyze. The instructions described below are designed to guide you through this process.

Invention & Inquiry

Consider the following as you develop the first draft of your paper:

- Find two essays that fit within the sphere of the genre of the course, while also be related to your topic. At least one essay should be related to the course theme: Media studies, Sustainability and Environmental studies, and Economics.
- Analyze each essay according to methods taken from Chapters 2 and 4 in *LAW*;
- Identify each author's central claim and how he or she supports it (e.g., by citing other authors, by narrating experience, by including evidence he or she gathered through research);
- Acknowledge existing research and contribute something new to the conversation you are looking to join.

The Composing Process

Academic research writing takes many forms. For this assignment, however, you will adopt a common organizational structure. Specifically, you should introduce your subject and state your thesis, offer some context for your analysis, present your analysis, come to a general resolution that balances the perspectives you have analyzed and reinforces your thesis, and conclude the paper by pointing toward additional research that should or needs to be undertaken. Consider the following as you structure and draft your paper:


- Introduction (designed to frame your paper)
- Thematic Context (designed to build on Exercise I)
- Rhetorical Analysis (designed to focus on 2 comparable sources)
- Resolution of Perspectives (designed to reinforce your conversation)
- Conclusion & Directions (designed to gesture toward future action)

Specific Requirements

Your paper should:

- Analyze two essays related to the course theme and your topic;
- Add your own perspective about the topic;
- Have a well-defined and coherent organizational structure;
- Be written in a clear, precise, and active prose style;
- Cite sources correctly using appropriate citation style (MLA or APA); Refer Purdue Owl
- Include a title that reflects the spirit and scope of your paper;
- Be 4-5 pages in length (double-spaced, one-inch margins, 12-point Times New Roman or Garamond typeface);
- Be uploaded to Canvas as a Word document by the deadline (consult your course syllabus and schedule for details).

The process of initiating a research project and building new knowledge requires us, first, to recognize different perspectives, and second, to offer something new to our audience based on our own research, analysis, experience, and insights. Keep these principles in mind as you undertake your analysis and as we transition into Project II. Please write or stop by my office (or both) if you have questions about this assignment or anything else related to the course.



English 1120

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Technology in the Classroom

In the world of education people are always coming up with new ways to make learning more fun and modern. One of the most recent and debated ideas has been integrating technology into lesson plans in order to make classrooms more interactive. Many people have differing views on whether including technology is a good or bad thing for education. Students can use technology to help them conduct research and complete many assignments online, however many people think that using technology in the classroom can be a distraction. Seeing a rise in technology in our society today, teachers will need to figure out a way to incorporate more technology in their classrooms.

Within the debate on whether or not technology should be included in classrooms there are many different opinions. Some people think that technology is more of a distraction than it is a benefit, on the other hand some people think technology is very beneficial to help students learn. The two articles that I found both talk about how technology is so accessible now a days that it only makes sense to start including it more in schools. The first article is by Daryl Sessoms focuses more on how teachers can use social media in classrooms to help their students learn. The next article is by Janelle Cox and she focuses on how using technology and social media in school can make learning fun for students.

Both of the articles have a lot of ethos, pathos, and logos. In both of these articles the logos sticks out to me more than anything. Cox talks a lot about how us being in the 21st century technology is everywhere in the world around us so it only makes sense to start placing technology in schools as well (Cox). This appeals to logic because if technology is something that we come face to face with everyday in the real world, then it should be something that students are familiar with using. Sessoms uses logos by discussing how in the new era that we are in “we should change the way we interact with our students. They are, after all, at the center of this cultural shift” (Sessoms). In this article the author uses logos by stating that when these students get out into the real world and are faced with having to use technology all the time they need to know how to interact and use technology in the correct way. He proposes that teachers should to start interact with the students by using technology because that is what it is going to be like when they get a job in the future.

While both of these articles use a lot of logos, they also use a lot of ethos and pathos. These two articles are very similar in the way that they use ethos and pathos. Sessoms and Cox both use many different accounts from teachers, students, and even parents to help convince their readers that technology should be used more in the classroom. By using the thought of teachers, students, and parents these two authors are creating pathos and ethos. They are creating pathos because when their readers are reading their articles they feel a connection with the teachers, students, and parents. By creating this connection the authors are convincing their readers that technology really does benefit the students, and is something that is needed in schools. By using examples from teachers Sessoms and Cox are also creating ethos. Having the thoughts from teachers really helps to push their arguments because who would know what's best for students then their teachers. Teachers are trained to know how to teach students in the best way possible,

and if they think that technology is beneficial in the classroom then everyone should agree with them. Creating this credibility these authors are convincing their audience even more that technology is needed more in the classroom because the professionals think so.

Both articles have very similar claims. The article by Cox claims that using technology more in the classroom is beneficial for the students because it makes learning more fun and helps to prepare them for the future. While Sessoms makes the claim that by using more technology in the classroom allows students to be more innovative and take more control over their learning. Both authors claims are similar in that they both make the point that incorporating more technology in schools is in the best interest of the students, and if we want our students to succeed then schools need to step up their game and incorporate more technology. Even though these two claims are very similar they are very different. Cox is way more focused on the emphasis that technology will have on students in the future, and that early exposure to technology will benefit students when they get a job. On the other hand Sessoms focuses more on what teachers can do now in their classrooms to exposes their students to the many ways that they can use technology.

Just like how these two articles use similar claims they also use very similar pieces of evidence. Cox used a lot of statistics from studies that have been conducted over the years. Most of the studies that she used were conducted in elementary schools. Using only elementary school students can be good and bad when making an argument. It is good because when students are younger, like in elementary school, they start to build the foundation for their education so it is beneficial for them to start using technology at a young age. Using elementary students can be bad for this argument because they are only sampling one small portion of children who are in school. Elementary school only makes up 6 out of 13 years of schooling, so

there are many other students that could have been sampled for the studies that she conducted. If she had used a larger age range of students she could have made her argument even stronger because she could have talked about the impact of technology throughout all the years of schooling instead of just a small portion. Sessoms used a lot of teachers, students, and parents input in his article. By using quotes from teachers, students, and parents he forms a very strong argument. In his article you can see the impact of technology for many different angles which really helps to show the readers what a benefit technology has on the schools that use it. He uses parents viewpoint to show how much improvement they have seen outside of the classroom. By including the students viewpoint the readers can see how much of an impact has on the students themselves and all the improvements they have seen in their own work. Lastly, having the teachers viewpoint in his article helps the readers to see what impact the teachers are seeing technology have on the way that their students are learning. So by incorporating many viewpoints Sessoms creates a stronger argument than Cox because he has much more ethos and first hand accounts of what an impact technology has had on the way students learn.

Overall both of the articles that I found make very strong claims as to why technology should be included in the classroom. I agree with what both articles say that schools need to find a way to provide students with as much technology as they can in order to help students get the best learning experience as possible. Something that I will take away from these articles is how the use of technology in the classroom can make such an impact on students, that not only can the students and teachers themselves notice, but parents can also see a difference in their children as well. I will also take away the data that the studies Cox conducted because having numbers show the impact that technology has on students makes the argument even stronger that technology should be used more in classrooms.

Works Cited

- Sessoms, Daryl. "Future of Education: Social Media and Technology in the Classroom." *SecurEdge Networks - Enterprise Wireless Service Providers*, 23 Sept. 2013, www.securedgenetworks.com/blog/Future-of-Education-Social-Media-and-Technology-in-the-Classroom Accessed February 7, 2018
- Cox, Janelle. "Benefits of Technology in the Classroom." *TeachHUB*, www.teachhub.com/benefits-technology-classroom. Accessed February 7, 2018