11/1/17 – Group Class Participation

Bryn

Tayvia

Zach

**Hypothetical Scenario – John Doe Party**

We decided that we would contact the landlord, either in person or over the phone.

We decided we would contact him because we felt the police would be too drastic and we didn’t want legal ramifications for what we assume is just a rowdy college student.

In our explanation to the landlord we would reference the importance of our 6-year old child’s education and healthy sleep, the fact that our job could be on the line, as well as that our child’s room window faces the house where frequently people are passed out—a really bad influence on our child. A lack of sleep can impact our child’s growth and development. We have tried to talk to John Doe many times, with no success.

Our intention through this discussion with the landlord is that we could set up some sort of mediated session with John Doe and the landlord himself. We don’t want this to be a problem thrown out of proportion, however we do believe that this concern is valid and we need to figure out a mutually-benefiting solution without legal repercussions (if possible).

**Responses to article:**

*Ethos* – Direct Sources from a range (personal, institutional), specific data

(President of UC— “huge problem”, paragraph 4)

(Specific examples from well-known colleges— UMass, Harvard, Princeton, Wellesley, Duke Paragraphs 6, 8, 9)

*Logos* – Elaboration of sources, what the sources are telling us.

(Paragraph 5, logic of professors)

*Pathos* – Not primary, but still used via word choice.

(Whining students and stuck professors, paragraph 7)

(Alcoholic brother, paragraph 11)

*Counterarguments:*

Paragraph 8—Princeton example of it improving.

Paragraph 7—Argument that students are getting smarter, not all changes are due to grade inflation.