

Possible Answers for *Successful College Writing, Sixth Edition* – Chapter 20

Ex 20.1

Sample claims of fact, value, and policy

1. *Claim of policy:* To protect young people from potential addiction, drugs such as marijuana should not be legalized. *Claim of fact:* The successful legalization of drugs in certain European countries demonstrates that legalizing drugs can lower crime rates.
2. *Claim of fact:* Stem cell research has the potential to dramatically change the treatment of life-threatening illnesses. *Claim of value:* Stem cell research is morally objectionable because it violates the rights of the donors.
3. *Claim of fact:* The piracy of digital music files has lost millions of dollars for the music industry. *Claim of value:* The ease of sharing digital music files has created a culture of thievery.
4. *Claim of policy:* When the habitat of an endangered species is threatened, the government is legally bound to protect the area from development. *Claim of fact:* Careful management can bring a species back from the brink of extinction.
5. *Claim of fact:* Climate change is threatening the world's ecosystems and will lead to the extinction of hundreds of plant and animal species. *Claim of value:* Climate change is the most serious issue twenty-first-century citizens must address.

Ex 20.2

1. *Reasons:* To provide an aesthetically pleasing environment and to help teach responsibility. *Evidence:* Children feel more relaxed and learn better when they are in an aesthetically appealing environment. Further, children learn to be responsible and observe the cycle of life and death when they take care of small animals.
2. *Reason:* To enable staff to prepare hot, healthy lunches or snacks for the children. *Evidence:* A microwave oven provides a fast way to heat food. Many healthy foods require heating to make them appealing to children. Some children bring their lunches from home, and a microwave oven will enable the staff to accommodate reheatable items in these lunches.
3. *Reasons:* To provide students with ample choices of reading material and to stimulate two senses at once, thereby facilitating learning. *Evidence:* Studies show that children who read along with audio books pick up new words faster than children who only read print books.
4. *Reason:* To help children learn to read. *Evidence:* The Dr. Seuss books have been used in preschools and elementary schools for many years; they provide an imaginative and phonics-based means of language acquisition for young children. Researchers advocate the type of rhyme and repetition found in Dr. Seuss books.
5. *Reason:* To help children learn to use current technology. *Evidence:* Children who learn to use computers at an early age do better academically; tablet computers are small, portable, and have many inexpensive or free educational apps; tablet computers can take the place of other school supplies, such as paper and writing utensils.

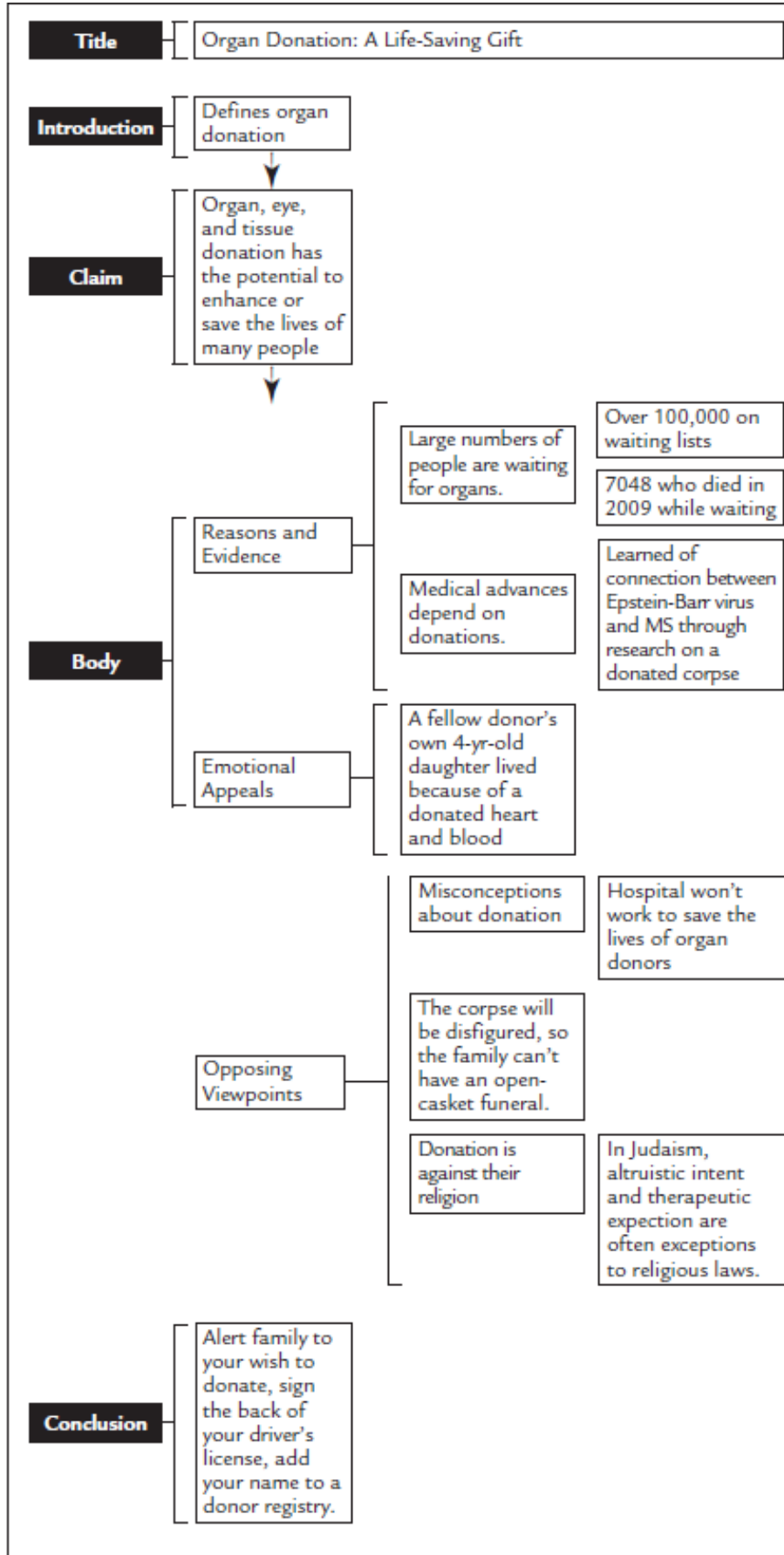
Ex 20.3

1. *Issue:* Mandatory drug testing. *Claim:* Mandatory drug testing invades a person's privacy.
2. *Issue:* Sexual harassment in the workplace. *Claim:* Sexual harassment legislation has led to hypersensitivity to so-called politically incorrect speech.
3. *Issue:* The relationship between homelessness and mental illness. *Claim:* Many homeless people are mentally ill and need treatment.
4. *Issue:* Lack of financial support provided by unwed fathers for their children. *Claim:* Unwed fathers do not support their children in the way that unwed mothers do.
5. *Issue:* Smoking bans in public places. *Claim:* New laws that ban smoking in public places are good for both smokers and nonsmokers.

Ex 20.4

Answers will vary somewhat, but they should all include the author's thesis, which is the first sentence of the second paragraph; her two reasons, stated in para. 3 and 5; and the main support for each of these reasons.

Ex 20.5



Ex 20.6

Answers will vary. You might want to limit or vary this assignment by asking students to find articles on the same topic or by asking them to find visual arguments.

How (and Why) to Stop Multitasking, Peter Bregman

Examining the Reading

1. Bregman emphasizes how, counter to popular belief, multitasking reduces productivity and effectiveness.
2. Opponents believe that multitasking enhances productivity and saves time, thereby increasing efficiency.
3. Bregman discovered such joys as engagement in the moment, making significant progress on big projects, and stress reduction.
4. *Refocused*: shifted attention back to the original task; *competent*: good at doing something; *disengaged*: uninvolved; *persistence*: staying on task; *meandering*: wandering from topic to topic.

Analyzing the Writer's Technique

1. Bregman's claim of fact is that "doing several things at once is a trick we play on ourselves, thinking we're getting more done" (para. 4). He offers a statistic and research evidence to support his claim.
2. Bregman compares multitasking to smoking marijuana, appealing to the reader's needs for self-esteem, accomplishment, and recognition by others. He also appeals to our desire to care for our children and to our work ethic.
3. His sources include personal experience and unidentified research.
4. Bregman deliberately plays with logic when he recommends artificially halving deadlines as a way to stop multitasking, but he does not rely on fallacies.

Visualizing the Reading

Answers will vary.

Thinking Critically about Argument

1. His tone is conversational: "I know, I know" (para. 1); "I swear" (3); "You might think you're different" (5); "Don't laugh" (6).
2. His reference to "research" is vague and might leave students wondering whether his research is credible. You might need to explain that publications such as the *Harvard Business Review* have fact checkers, so writers do not always need to specify sources, unlike academic papers.
3. The connotation is "childlike, playful."
4. "Smoking anything" is a euphemism for using marijuana.

Responding to the Reading

1. Answers will vary.
2. Bregman provides brief descriptions based on his personal experience ("when I was with my children," 7; "When I listened to my wife Eleanor," 7). He might have made his discoveries more generic so readers could see how they apply to themselves.
3. Answers will vary.
4. Answers will vary.

In Defense of Multitasking, David Silverman

Examining the Reading

1. Silverman sees multitasking as facilitating information transfer, saving time for others, and making “stuck” time more productive; he sees it as being most important to managers (para. 4).
2. His analogy shows that unitasking makes tasks pile up like batch jobs in an old computer server.
3. He shows it is human nature to multitask when no one is looking (5).
4. *Discredited*: proven wrong; *unitasking*: working on one task at a time; *concurrently*: at the same time; *ponderable*: worthy of consideration; *lest*: unless.

Analyzing the Writer’s Technique

1. Silverman makes a claim of fact: “Multitasking isn’t just an addiction for the shortattention-spanned among us; it’s crucial to survival in today’s workplace” (para. 2).
2. The computer analogy is effective because most of the multitasking he is talking about involves computers.
3. Evidence that multitasking works in other environments than offices — such as in schools, homes, or blue-collar jobs — would broaden the appeal of Silverman’s argument.
4. Readers will understand his point but may object that it does not apply to them.
5. Silverman is writing for white-collar managers; homemakers, students, and blue-collar workers may find his advice inapplicable.

Visualizing the Reading

Answers will vary.

Thinking Critically about Text and Visuals

1. Silverman appeals to the needs to be productive and not to annoy coworkers or employees; he appeals also to the reader’s work ethic. In the conclusion, he appeals to the reader’s desire for gratification.
2. Although the bulk of his reasoning is sound, note that the claim he makes in the beginning — that multitasking is more than “an addiction for the short-attention-spanned” (para. 2) — becomes a begged question in the conclusion — “we need multitasking as much as we need air” (6).
3. Silverman relies primarily on his own experiences in the workplace; he could have added statistical evidence about productivity and multitasking.
4. Silverman uses concession in the introduction (1) and refutation thereafter (2 and the body paragraphs). He refutes opposing views with a computer analogy (2–3), reasons that are claims of fact (4), and leading questions (5).
5. The essay is primarily informed opinion, yet he maintains credibility because of his knowledge of productivity, computers, and human nature.

Responding to the Reading

1. The surgeon might unitask when making an incision and multitask when asking the anesthesiologist for data while holding his hand out for an instrument and visually gauging blood loss.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Synthesizing Ideas: To Multitask or Not to Multitask

Analyzing the Readings

1. Answers will vary.
2. Answers will vary, but students might argue to Bregman that multitasking is human nature, and since it cannot be avoided, it should be cultivated and workers trained to focus on human relationships as well as on work tasks. They might argue to Silverman that attempting to multitask is

actually counterproductive and that productivity could be measured in other ways, such as the quality of the work produced.