

**Brainstorm** on this topic:

Write an essay in which you explain how **Eliana Dockterman builds an argument to persuade her audience that there are benefits to early exposure to technology**. In your essay, analyze how Dockterman uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of her argument. Be sure that your analysis focuses on the most relevant features of the passage. Your essay should not explain whether you agree with Dockterman’s claims, but rather explain how Dockterman builds an argument to persuade her audience. As you read the passage below, consider how Eliana Dockterman uses:

- o **evidence**, such as facts or examples, to support claims. Ethos
- o **reasoning** to develop ideas and to connect claims and evidence. Logos
- o stylistic or persuasive elements, such as word choice or **appeals to emotion**, to add power to the ideas expressed. Pathos

<b>Paragraph #1 Evidence</b> (Logos:Examples/ facts/statistics)	<b>#2 Reasoning</b> (Ethos)	<b>#3 Stylistic Elements</b> (Persuasion/Pathos)
Fact/Example #1: Para#1 Dockterman uses statistics and evidence to argue that today’s students are the most tech-savvy in history.  She cites the Los Angeles schools as evidence.  (1)“27% of them use tablets, 43% use smartphones, and 52% use laptops. And in just a few weeks they will start the most tech saturated school year ever: Los Angeles County alone will spend \$30 million on classroom iPads this year, outfitting 640,000 kids by late 2014.”	Reason(ing) #1: Next, Dockterman uses logic primarily to address the opposition to technology in the classroom. She cites the Waldorf Schools (USA) K-12 who don’t allow technology in the classroom and discourage its use at home. Dockterman cites: Lucy Wurtz, an administrator at the Waldorf School in Los Altos, Calif. . . . Wurtz states: “But I don’t see any benefit. Waldorf kids knit and build things and paint—a lot of really practical and creative endeavors.”	Stylistic Element #1: The author uses persuasive elements and emotionally charged words to make the case that students should use technology. She argues that if students don’t acquire technology skills early, they will be left out of the modern economy. Dockterman cites principal Shawn Jackson of Chicago who stated: “If you look at applying for college or a job, that’s on the computer.”
Fact/Example #2: The writer also argues students who are engaged with technology do better on logic tests.  She claims that in a recent study by SRI a non-profit research firm:  (8)“kids who played games like Samorost (solving puzzles) did 12% better on logic tests than those who did not.”	Reason(ing) #2: Dockterman also claims that most parents aren’t on board with mobile technology in the classroom. In fact, she writes that for years the “Parental Adage was simple: The less time spent with screens, the better.” She cites the research of Grunwald Associates, who write that “barely half of U.S. parents agree that mobile technology should play a more prominent role in schools.”	Stylistic Element #2: The writer also implies that technology helps broaden students’ experiences.  Dockterman cites Mimi Ito an anthropologist to prove this point.  She writes: “new research suggests that social-networking sites also offer unprecedented learning opportunities . . . “They’re no longer limited by what’s offered in school.”
Fact/Example #3:  <b>HOW DOES QUOTE CONNECT TO THESIS?</b>	Reason(ing) #3:	Stylistic Element #3: Finally, Dockterman implies that if students don’t become skilled at computers, they will suffer.
<b>EXPLAIN QUOTE</b>		Clearly, this is an emotionally charged argument. She wants parents to be very cautious about restricting tech use when she quotes Chicago principal Shawn Jackson again:
<b>QUOTE</b>		“If we’re not exposing our students to this stuff early . . . they’re going to be left behind.”

DO NOT USE I