

# Joining the Conversation

## Learning Targets

- Analyze details and fallacies in an argument.
- Explain how an author builds an argument.

## Preview

In this activity, you will read a text about communication and analyze the evidence the author uses to support her argument.

## Learning Strategies

- Close Reading
- Graphic Organizer
- Marking the Text
- Note-taking
- Think-Pair-Share


## My Notes

## Making Connections

In the first part of the unit, you analyzed a variety of argumentative texts. In this section, you will continue to read argumentative texts across genres and learn how to craft your own. You will explore the topic of justice before researching an issue of your own choice.

## Unpacking Embedded Assessment 1

Read the assignment for Embedded Assessment 1: Creating an Argument.

-  Compose an argumentative essay on an issue of your choice that you feel strongly about. You will need to develop a clear claim and conduct research to gather evidence that supports your claim. Your final argumentative essay should use the genre characteristics and craft of an argument.

Using the assignment and the Scoring Guide, work with your class to analyze the prompt and outline the tasks needed to complete to your argument. Then create a preliminary outline of your essay's organizational structure. Copy the task list and outline into your Reader/Writer Notebook. After each of the following activities, revisit the Scoring Guide to identify potential areas of improvement to ensure success on the Embedded Assessment.

## Evidence and Appeals

When presenting an argument, writers use evidence to support their positions. Of the types of **evidence**—empirical, logical, and anecdotal—anecdotal is the least reliable because it may be based on a personal account rather than fact or research.

When presenting their support for a particular point of view, writers use persuasive language to make their case. A powerful argument is crafted using emotional, logical, and ethical **appeals** to those who have the power to take action on an issue.

## As You Read

- Look for evidence presented to support the arguments. Mark each text to identify each type of evidence. **E2.1(A)**, **E2.4(A)**, **E2.5(E)**, **E2.7(E)(i)**, **E2.7(E)(ii)**
- Highlight examples that suggest the author believes that people are responsible for their fellow human beings. **E2.5(E)**
- Circle unknown words and phrases. Determine the meanings of the words by using context clues, word parts, or a print or digital dictionary. **E2.2(A)**, **E2.2(B)**

## ACADEMIC

**Evidence** is information that supports a position in an argument. Empirical evidence is based on experiences and direct observation through research. Logical evidence is based on facts and a clear rationale. Anecdotal evidence is based on personal accounts of incidents.

Strong authors often make **appeals** to their readers' emotions, ethics, and logic in order to persuade their audience.

## VOCABULARY

## PLAN

**Materials:** graphic organizer or chart paper for unpacking

**Suggested Pacing:** 2 50-minute class periods

## TEACH

- 1 Read the Learning Targets and Preview with your students. Ask students how they think this activity connects to the work they have done so far in the unit.
- 2 Have a student read aloud the Making Connections section. Help students understand the relationship between the work they've been doing in the first three weeks of the unit and the work they will do in the next three weeks of the unit.
- 3 Begin unpacking the Embedded Assessment with students. Read the assignment and instruct students to mark the text by underlining or highlighting places that mention skills or knowledge necessary to succeed on this Embedded Assessment.
- 4 Instruct students to paraphrase with a partner the skills or knowledge they have identified. As you conduct a whole-class discussion, create a **graphic organizer** that identifies the knowledge and skills needed for success on Embedded Assessment 1. Post the unpacking graphic in the classroom so that students can make connections between each activity and the requirements for the assessment.
- 5 Invite students to brainstorm possible topics for the Embedded Assessment and record these on the board. Then help students compose a task list for the assessment.
- 6 Consider doing a **close reading** of the Scoring Guide criteria, focusing on the "Proficient" column, which aligns to grade-level standards. Then have students read the "Exemplary" column and mark key details they need to include in order to reach an Exemplary score.
- 7 Review with students the instruction on Evidence and Appeals, the Academic Vocabulary, and the As You Read tasks for **marking the text**.

## ★ TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

### Focus Standards:

**E2.7(E)(ii)** Analyze characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.

**E2.8(G)** Analyze the purpose of rhetorical devices such as appeals, antithesis,

parallelism, and shifts and the effects of logical fallacies.

**E2.10(B)** Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

**E2.11(G)(ii)** Examine sources for faulty reasoning such as incorrect premise, hasty generalizations, and either-or.

## ACTIVITY 1.6 continued

**8** Discuss with students the types of evidence used to support arguments and the reliability of each type. Point out that the type of evidence a writer provides should be considered when evaluating the credibility of an argument.

**9** Have students read *About the Author* and ask pairs to **think-pair-share** the ways in which Headlee shows a responsibility toward her fellow human beings.

**10 FIRST READ:** Conduct a shared reading of “We Need to Talk: How to Have Conversations That Matter.” Pause at the end of the fifth paragraph and ask students to describe the events surrounding Air Florida Flight 90. Have them discuss the communication between the pilots, the information the pilots shared, and what might have been miscommunicated. Elicit a few responses before continuing with the reading.

### TEXT COMPLEXITY

**Overall:** Complex

**Lexile:** 1060L

**Qualitative:** Moderate

**Task:** Challenging (Create)

## 1.6

### My Notes

### About the Author



Celeste Headlee (b. 1969) is an award-winning journalist, speaker, and author who has appeared on a variety of radio and television networks, including NPR, CNN, and the BBC, as both a host and correspondent. Headlee also anchored the presidential election broadcast for PBS World in 2012. In addition to her day job as a journalist, Headlee is a professional opera singer, performing with opera companies across the country. She also lectures about her grandfather William Grant Still, who is considered the “dean” of African American composers, and edited a book about his illustrious career.

### Argumentative Text

## From *We Need to Talk: How to Have Conversations That Matter*

by Celeste Headlee

**1** On January 13, 1982, a tragedy occurred just outside Washington, DC. More than six inches of snow fell at Ronald Reagan International. The airport was closed for most of the morning and reopened at noon. Air Florida Flight 90 had already been severely delayed when the captain had to make a choice about whether or not to take off. He could wait a little longer and have the plane de-iced one more time, or he could depart immediately and try to get his passengers back on schedule. It had been forty-nine minutes since the plane was de-iced. He chose to take off.

**2** We know from the plane’s voice recorder that soon after takeoff, the first officer tried to warn the captain that something was wrong.

**3 FIRST OFFICER:** Look how the ice is just hanging on his back there, see that? See all those icicles on the back there and everything?

**CAPTAIN:** Yeah.

**FIRST OFFICER:** Boy, this is a losing battle here on trying to de-ice those things; it gives you a false feeling of security, that’s all it does.

*[Some minutes go by]*

**FIRST OFFICER:** God, look at that thing, that don’t seem right, does it? *[3-second pause]* Ah, that’s not right. Well—

**CAPTAIN:** Yes, it is, there’s 80. *[Referring to the airspeed]*

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### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Additional Standards Addressed:

E2.1(A), E2.2(A), E2.2(B), E2.2(C), E2.4(A), E2.4(G), E2.5(E), E2.7(D)(i), E2.7(E)(i), E2.8(D), E2.10(C)

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FIRST OFFICER: Naw, I don't think that's right. [7-second pause] Ah, maybe it is... I don't know.

4 What neither pilot realized was that the readings the cockpit weren't reliable because the instruments were clogged with ice. Also, the captain never turned on the heater in the plane's engines. About thirty-five seconds after the plane left the ground, we have this exchange from the cockpit:

5 FIRST OFFICER: Larry, we're going down, Larry.

CAPTAIN: I know it.

6 The plane slammed into the Fourteenth Street Bridge and then plunged into the Potomac River. Seventy-eight people died; only five ultimately survived. The crash of Air Florida Flight 90 is seen as a **pivotal** moment in the development of airline safety standards; it prompted the Federal Aviation Administration (FAA) to study how often a plan should be de-iced, how to create longer-lasting de-icing chemicals, and how airplane instruments are affected by cold temperatures. Experts also spent a lot of time studying that exchange in the cockpit, captured by the black box.

7 Twenty years later, I read about this incident while researching a story and it made me rethink my entire philosophy on conversation. Most communication experts who listened to the black box recording concluded that copilots should be trained to be more direct with their captains. But my first thought when I read the **transcript** was that we need to train pilots to listen better. I'd never before considered that improving conversational techniques could be a survival skill.

8 It may seem that the stakes will never be that high for most of us—that lives will never hang in the balance of our conversations. But let me ask you this: have you ever been admitted to a hospital? Oftentimes, lives *are* at stake. Communication failures led to 1,744 deaths in American hospitals between 2009 and 2013, and that includes only the cases that were tracked because a malpractice suit was filed. "Communication failures" is a fairly broad term used to describe everything from a night nurse failing to relay vital information to the nurse working the next shift to a doctor prescribing treatment without reviewing a patient's chart. It also includes breakdowns in communication with patients and their family members, who often arrive at the hospital anxious and confused.

9 Imagine for a moment how important it is to get these conversations exactly right. The need for **brevity** and efficiency must be balanced with careful listening. There are any number of emotional factors (physical pain, stress, confusion, anger) that could derail such a conversation and an equal number make it vital that the exchange be clear and comprehensive.

10 Personally, I'm grateful lives don't hang in the balance when I converse on the radio every day. But important, life-changing events are influenced and affected by the words we choose to say or leave unspoken.

### My Notes

### GRAMMAR & USAGE

#### Semicolons and Colons

Colons and semicolons serve many purposes in informational writing. A colon is used to introduce an item, such as a list, a description, or an example. For example, note the use of the colon in this sentence: "But let me ask you this: have you ever been admitted to a hospital?"

A semicolon can be used to join two independent clauses. This implies that the two clauses are related or equal or perhaps that one restates the other. Consider this sentence from paragraph 6: "Seventy-eight people died; only five ultimately survived." How are the two independent clauses related?

**pivotal:** crucially important  
**transcript:** written or printed version  
**brevity:** the exact use of words

## ACTIVITY 1.6 continued

### LEVELED DIFFERENTIATED INSTRUCTION

Some students may benefit from extra support with the Academic Vocabulary for this activity.

**BGN** If your class includes Spanish-speaking students at an early stage of English language development, have them look up the Academic Vocabulary terms from this activity in the Spanish/English glossary in the Resources section.

**INT** Provide students with copies of the **Verbal and Visual Word Association** graphic organizer. Have students use dictionaries and the graphic organizer to clarify the definitions of *empirical*, *logical*, and *anecdotal evidence* to help further distinguish between the types of evidence.

**11** As students are reading, monitor their progress. Be sure they are engaged with the text and annotating types of evidence and unfamiliar words and phrases. Remind them to use context and print and digital resources as needed to understand unfamiliar words and phrases.

**12** Stop students after they read the dialogue exchange between the First Officer and the Captain. Have students read Grammar & Usage and encourage them to find examples of colons and semicolons in this text. Ask students to articulate the relationship between independent clauses joined by a semicolon.

### Scaffolding the Text-Dependent Questions

1. What does the author suggest caused the tragedy of Air Florida Flight 90? How does she come to this conclusion? Reread the conversation that took place between the pilot and copilot. What is the author saying about their communication? How does the conversation between the pilot and copilot support her claim?

2. What is the key idea of this passage? What details does Headlee provide to help readers identify this key idea? What is Headlee's point regarding communication—both speaking and listening? What facts does the author provide to support this idea? What anecdote does the author provide to support this idea?

## ACTIVITY 1.6 continued

**13** Stop students after they read paragraph 13 to review Word Connections. Ask students to suggest other terms English speakers have borrowed from the French.

**14** Have students work together to point out the author's claim and supporting evidence in the text. Ask students to describe how the author reacts when Frances informs Mallery about her young godchild. How is this situation an example of the importance of listening during a conversation? How might better listening have changed the outcome?

## 1.6

### My Notes

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### WORD CONNECTIONS

#### Etymology

The word *fiancé* is a French term that first appeared in 1844 and means “a man engaged to be married.” Originally, the word comes from Latin verb *fidare*, meaning “to trust.” Later, the word was adapted into Old French as *fancier*, meaning “promise or trust.”

**audible:** able to be heard

**11** Take a moment to consider how many opportunities you may have missed, how many outcomes in your life may have been altered because of poor communication. Could you have landed that dream job if you'd nailed the interview? Saved a relationship if you'd been more open about certain issues? What about that political conversation at Thanksgiving dinner that got out of hand; was there a different way to defend your principles so that your cousin didn't storm away from the table (and still won't return your text messages)?

**12** After I read the cockpit transcripts from Flight 90, I spent a lot of time reflecting on how many times I've failed to get my point across in a conversation and how often I've misunderstood what someone else was trying to tell me. I've also realized that saying the wrong thing in a conversation is a universal experience. We've all lost something because of what we heard and misunderstood. So we can all benefit from learning a better way.

**13** Some of my greatest insights have come about as the result of failures. And one of my most valuable lessons in listening resulted from my failure to listen. Two days after the massive earthquake in Haiti in 2010, I spoke on air with a woman in Michigan named Mallery Thurlow. She had been trying for two days to reach her fiancé in Port-au-Prince and had been unsuccessful. She was desperate to reach him or anyone else who might be able to tell her if her loved ones were alive or dead.

**14** Our production staff worked tirelessly to track down her fiancé, Frances Neptune, and we brought them both onto the air. Mallery and France heard each other's voices for the first time since the earthquake and my cohost and I listened as the couple spoke with each other, relief and gratitude **audible** in every syllable. It was moving for all of us. Up to that point, we were listening to a powerful conversation, but I should have stopped congratulating myself over a well-planned segment and really listened to where the discussion was headed.

**15** We weren't expecting France to inform Mallery on live radio that her young godchild had died in the collapse of a school building. Mallery, not surprisingly, began to cry. I wasn't sure what to say. It was an uncomfortable moment for me and I can only imagine it was painful for the thousands of listeners who felt they were intruding on a highly personal and agonizing conversation. Our station later received a number of complaints.

**16** Even if you set aside the humanity involved, that a person has just learned of the death of a loved one while thousands of people listened in, her tears don't make for a good broadcast. Hearing someone cry on the radio is painful, not powerful. Most people, understandably, want to console the person and can't. They want me, the host, to console the guest and often I don't have the words or time to do so. If I had been listening more carefully, I would have heard the turn in the conversation. I could have ended the segment and allowed Mallery and France their privacy. I didn't, and it still bothers me. I was too caught up in my own story to pay attention to theirs.

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### Scaffolding the Text-Dependent Questions

**3. What does Headlee state was one of her most valuable lessons in listening? What kind of appeal does she make?** Reread the section about Mallery Thurlow, Frances Neptune, and the earthquake in Haiti. What information did Mallery learn during the conversation? What lesson did the author learn? How did you feel after reading about the godson?

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17 In my private life, I've lost contact with family members and I've seen friendships die in silence when I failed to say what was really on my mind. I've suffered in my career as well because I couldn't seem to make myself understood during important conversations with recruiters or managers.

18 I now believe that conversation may be one of the most fundamental skills we can learn and improve upon. So much hinges on what may seem like trivial chats.

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19 It's hard to overestimate the power of conversation. It's hard to say too much about the gaps it can bridge and the wounds it can heal. At its best, conversation is a **potent** force for good. But when it goes wrong, that force can be equally damaging, equally harmful.

20 What I've seen in my own country and around the globe is what happens when conversation goes wrong or doesn't happen at all. And the irony is, we talk *about* conversation all the time. How many calls have there been in the United States for a "national conversation" on drugs, race, law enforcement, education, or immigration? Over and over we say we need to talk about issues, and then we proceed to shout out our own opinions with no regard to what the other side is saying. That's not a conversation!

21 Our world has become so fractured by politics and distracted by technology that having a meaningful conversation about anything has become a challenge. As Wesley Morris wrote in the *New York Times*, "We used to talk, and people would listen... People still gathered for the evening news. Mass culture was experienced *en masse*. A national conversation involved a large portion of the public talking about both important and **frivolous** stuff more or less at the same time."

22 It may be that conversations that matter most won't be held on a national stage at all, but rather in office cubicles or grocery store aisles. It might be that authentic conversations can't happen online but only in living rooms and lunchrooms and airports and restaurants.

23 No matter how much you like to think of yourself as a private person, your actions affect those around you in real, **tangible** ways. Like the famous flutter of Edward Lorenz's butterfly that eventually causes a hurricane, what you do has implications for the wider world around you. We must learn how to talk to one another and, more important, listen to one other. We must learn to talk to people we disagree with, because you can't unfriend everyone in real life.

My Notes

Handwriting lines for notes.

Making Observations

- What argument is the author making about talking—and about listening?
• What details in the text caught your attention?

potent: powerful or influential
frivolous: unimportant
tangible: identifiable

15 After reading the text for the first time, guide the class in a discussion by asking the Making Observations questions. Check students' general comprehension of the text based on their observations, asking follow-up questions, if needed.



TEACHER TO TEACHER

Celeste Headlee gave a TED Talk on this same topic, and the video is available online. Consider showing the video to the class and asking them to compare the way that Headlee presents her argument in writing versus how she presents her argument in her speech.

Scaffolding the Text-Dependent Questions

4. The author writes, "In my private life, I've lost contact with family members and I've seen friendships die in silence when I failed to say what was really on my mind." What is the author's purpose for including this reflection? What is the author's claim about communication? How does this statement acknowledge the author's guilt? How does this admission support the author's claim, making her argument more or less convincing?

## ACTIVITY 1.6 continued

**16 RETURNING TO THE TEXT:** Guide students to return to the text to respond to the text-dependent questions. Invite them to work in small groups to reread the text and answer the questions. Remind them to use text evidence in their responses.

**17** Move from group to group and listen in as students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

### LEVELED DIFFERENTIATED INSTRUCTION

In this activity, students may benefit from support in locating and evaluating appeals to the reader.

**INT** Distribute the **Idea and Argument Evaluator** graphic organizer. Have students work in small groups to identify the author's argument and three ideas from the text that support it. Ask students whether they think this argument is persuasive or not based on the evidence.

**ADV** Divide students into two groups. Ask one group to find appeals to logic and the other to find appeals to emotion. Have groups complete the **Idea and Argument Evaluator** graphic organizer for their assignment. Afterward, pair students from opposite groups and have them share their findings.

**+ADV** Provide students with two copies of the **Idea and Argument Evaluator** graphic organizer, one to use when evaluating appeals to logic and one to use when evaluating appeals to emotion. Have students work in pairs to evaluate both types of appeals. Ask students which type of appeal they think is the strongest and why.

## 1.6

### Returning to the Text

- Reread the argumentative text to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. What does the author suggest caused the tragedy of Air Florida Flight 90? How does she come to this conclusion?

The author suggests that the tragedy occurred because the pilots did not communicate well as the plane was being de-iced during the storm. As evidence, the author provides the transcript between the pilot and the copilot that shows the lack of communication between the two officers. E2.7(E)(ii)

2. What is the key idea of this passage? What details does Headlee provide to help readers identify this key idea?

The key idea of this passage is that society needs to become better at communicating, which includes both speaking and listening. The author provides factual details regarding the crash of Air Florida Flight 90, which Headlee claims may have been prevented if the pilots had communicated better. She also provides a personal anecdote. E2.4(G)

3. What does Headlee state was one of her most valuable lessons in listening? What kind of appeal does she make?

The author claims that one of the most valuable lessons was a result from her failure to listen. She then describes how Frances Neptune told his fiancée, Mallery Thurlow, that her godchild had died in the earthquake. The story is meant to be heartbreaking and appeals to the reader's emotions. E2.7(E)(ii), E2.8(G)

4. The author writes, "In my private life, I've lost contact with family members and I've seen friendships die in silence when I failed to say what was really on my mind." What is the author's purpose for including this reflection?

The author provides this reflection to connect to the reader by showing that she, too, is guilty of the offense she describes in others. Here, Headlee is acknowledging that she is not perfect but that she is able to see the problem. E2.8(A)

5. What do you think Headlee's purpose might have been in beginning with the story of Air Florida Flight 90? How does Headlee use language to shape the reader's perceptions?

The author begins with the transcript to illustrate how readers interpret the event differently. While some believe that de-icing standards were to blame or that the copilots needed training in direct communication, the author views the transcript differently. She uses the language "rethink" to suggest to readers that listening effectively is a survival skill. E2.8(A), E.2.8(D)

### Scaffolding the Text-Dependent Questions

**5. What do you think Headlee's purpose might have been in beginning with the story of Air Florida Flight 90? How does Headlee use language to shape the reader's perceptions?** Are the consequences of lack of communication on Air Florida Flight 90 mild or severe? What connotations do words such as *tragedy*, *severely*, and *delayed* have?

**Focus on the Sentence**

Use information from *We Need to Talk* to write sentences using the words provided, as illustrated in the example.

Example: because/fractured

Because our world has become fractured by politics, it is more important than ever that we learn how to have a conversation.

since/Mallery Thurlow

Since Celeste Headlee wasn't paying attention to a shift in the conversation,

Mallery Thurlow received traumatic news on live radio.

even though/talk about conversation

Even though we talk about conversation, people are often very bad at listening.

My Notes

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**Working from the Text**

- 6. Return to the text and locate examples of evidence that you marked and identify whether they are empirical, logical, or anecdotal. With your group, discuss the impact of the evidence on the text and the reader, using examples from the text to support your answers.

**Logical Fallacies**

When you read an argumentative text, it's important to make sure you are examining the author's reasoning. Sometimes, writers may make statements that are not fully supported by logic or evidence.

A **logical fallacy** is a common error in reasoning that undermines the logic of an argument. Fallacies may be based on irrelevant points and are often identified because they lack evidence to support their claim. Some common fallacies are given in the following chart.

**Examples of Common Fallacies**

Hasty Generalization	A conclusion that is based on insufficient or biased evidence; in other words, rushing to a conclusion before all relevant facts are available	<b>Example:</b> I asked two people if they like ice cream, and they both said yes. One hundred percent of the people I asked like ice cream, therefore I can assume that all people like ice cream.
Either/Or	A conclusion that oversimplifies the argument by reducing it to only two sides or choices	<b>Example:</b> You're either a cat person or a dog person.

**LITERARY**

A **logical fallacy** is a mistaken belief or a false or misleading statement based on unsound evidence. Fallacious reasoning is illogical because it relies on a fallacy.

**VOCABULARY**

**18** The Focus on the Sentence gives students an opportunity to process key ideas from the text by writing cause-and-effect sentences. Model the task by completing the first sentence out loud together with the class. Then have students work independently or with partners to complete the second sentence. Have a few students share their responses out loud. Also make sure students' responses draw on information from the text.

**19** To respond to Working from the Text, have students work with small groups to discuss the types of evidence they identified while reading. Ask students to discuss the impact of the evidence on the text and the reader. Which types of evidence do they find most influential, and why?

**20** Explain that part of understanding and creating an argument is evaluating whether evidence is credible. One important aspect of this process is recognizing fallacies, or errors in reasoning. As a class, review the Logical Fallacy vocabulary box and chart, inviting student volunteers to read aloud types of fallacies, their explanations, and the examples.

**21** Ask students to offer ideas about why being able to recognize fallacies is especially important given the amount of information available online. Ask them to think about places where they have observed any of the listed logical fallacies, such as in advertisements or on social media.

**SAT® CONNECTIONS**

This activity provides practice with the following important SAT skill: explaining how an author builds an argument to persuade an audience.

## ACTIVITY 1.6 continued

**22** To support students in finding fallacies in the Celeste Headlee text, divide the text and assign sections to pairs of students for **note-taking**. Alternately, assign pairs one type of fallacy and ask them to find examples of it in the text. Have students respond in writing to student step 7.

**23** Follow up by returning to a whole-class discussion about fallacies and how they permeate argumentative writing. Lead students to discuss why writers might purposely incorporate fallacies into their writing.

**24** Have students respond to the Check Your Understanding question, either individually or with partners.

**25** Have students respond individually to the writing prompt.

### ASSESS

Provide an example of an argument that uses anecdotal evidence. Make sure that students are able to correctly identify the argument and the anecdotal evidence. Circulate during students' Check Your Understanding discussions to ensure that they are able to identify potential bias as an element of anecdotal evidence.

Review students' evaluations of Headlee's argument. Check that students have identified the author's claim and the types of evidence she uses to support that claim. Are students also able to successfully identify logical fallacies?

### ADAPT

To support students in identifying fallacies and fallacious reasoning, return to the Examples of Common Fallacies chart and discuss each definition and example in more detail. Offer students additional everyday examples of each type of fallacy. For example, a hasty generalization might be deciding that one dislikes vegetables after tasting only broccoli.

## 1.6

### Examples of Common Fallacies

Ad Populum	An argument that concludes that a fact, position, or proposition must be true because many people believe in it	<b>Example:</b> Most people disagree with this new law; therefore, it is a bad idea.
Moral Equivalence	A comparison of minor misdeeds with major atrocities	<b>Example:</b> Anyone who harms an animal is worse than Hitler.
Red Herring	A diversionary tactic that avoids the key issues, often by avoiding opposing arguments rather than addressing them	<b>Example:</b> I know I'm late to school, but I did well on my last test.

7. With a partner, reread the excerpt from *We Need to Talk* and look for evidence of fallacious reasoning. Provide evidence for why you think the reasoning is fallacious and discuss how the writer could have changed her text to avoid these problems.

The author makes a hasty generalization that improving conversational techniques between the pilots would have prevented the crash of Air Florida Flight 90. The writer should have used a different and more concrete example of how poor communication led to a problem. The author also creates an either-or fallacy by claiming that either copilots learn to be more direct with their captains or pilots learn to listen better. The writer should have included several other options to fix the issue at hand.

### Check Your Understanding

What other fallacies are commonly used in arguments? With a partner, discuss ways in which anecdotal evidence could be an example of false or fallacious reasoning.

### Explain How an Author Builds an Argument

Evaluate the claim Celeste Headlee makes about the importance of communication. Then assess the evidence she cites to support the claim and identify any logical fallacies or faulty reasoning she uses in her argument. Be sure to: **E2.10(B)**

- Identify the author's main claim. **E2.7(E)(i)**
- Evaluate the various type of evidence the author provides to support the claim, including counterarguments, concessions, and rebuttals. **E2.7(E)(ii)**
- Identify any logical fallacies or faulty reasoning, such as hasty generalization or either-or reasoning. **E2.8(G), E2.11(G)(ii)**