

Opinion
The Black Lives Next Door

A new generation of activists is trying to figure out where to concentrate its efforts. Residential desegregation is the final frontier.

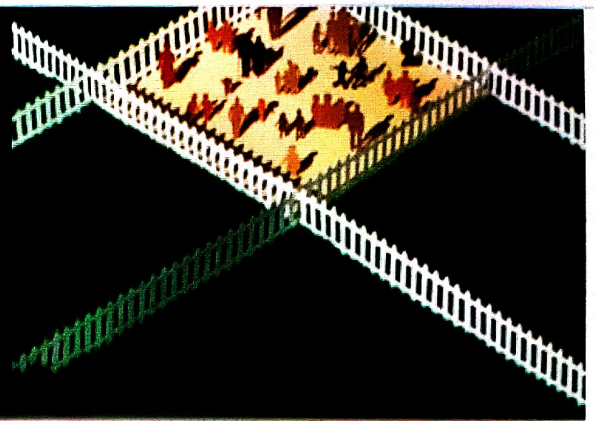


Image: Andrew B. Myers

Discussion #2: Article Analysis

["The Black Lives Next Door"](#) ↓

["Colonialism Made the Modern World. Let's Remake it."](#) ↓

["Remembering Katrina and Its Unlearned Lessons, 15 Years On"](#) ↓

For Discussion #2: After you read the [Week #2 Overview Page](#) and the [Elements of Argument PowerPoint](#) ↓, pick one of the [New York Times](#) Opinion section articles listed above and write a brief two-part Mini-Response/Analysis:

- Part 1: An analysis of several Elements of Argument (the Main Claim plus three Types of Support, minimum). (Include several quotes.)
- Part 2: A response with commentary and at least one specific example (may be from research).

Part 1

- Part 1 should include the author, title, and main point (Thesis) of the article (and the Type of Claim it is), along with an Analysis of at least three examples of various Types of Support found in the article, and any other Elements of Argument you would like to include and discuss. (Be sure to incorporate several quotes from the article to help support your analysis. See Sample below.)
- For the Main Claim (Thesis), consider whether it is a two-part Thesis, with one part presented in the first half of the article and the second part presented in the second half or near the end. This won't always be the case, but it's a common tactic in an argument. Also remember that the Thesis can be more than one Type of Claim (i.e. both a Claim of Fact and a Claim of Value). This can be true of other Elements of Argument, also (i.e. an Example can also act as an Appeal to Emotions, etc.) Also, if the Thesis is not stated directly, consider what the overall intention of the author is--to show or "say" what? And you can then consider what Type of Claim that might be, etc.
- For Types of Support, consider the different types of Evidence used in the article, such as Facts, Examples, Statistics, Expert Testimony, Background Information/History, and Definitions of key terms. You can also look for different types of Appeals, such as Appeals to Emotions and Appeals to Values.
- Make sure to explain how the different Elements are working in the argument. For example, what points does the evidence support? What emotions or values are being evoked in the reader through the use of the Appeals? Etc.
- For additional Elements of Argument (optional), you can consider Assumptions/Warrants (including Motivational Warrants, Substantive Warrants, or Authoritative Warrants), Language Use, and Tone. Be sure to explain how these other Elements are working, as well.

Part 2

- Part 2 should be a brief Response to the article, and should include at least one outside example relating to any aspect of the article, either from your own experience, a relevant film or TV show, the news or current events, or from research. The Response can include your opinion, but you will need to include at least one specific example, also.
- A Works Cited listing (in [MLA format](#) Ⓞ) is required for any outside sources used for your research. (See example below.)

(Approx. 450-500 words, total, more is fine, for both Parts 1 and 2 together.)

Response to Another Student's Post

****For all Discussions this semester, you will also need to respond to at least one other student's post.** (You can relate your own experience, with a **specific example**, or provide other **outside examples**, in your student response.) This part should be **several sentences** in length (approximately 80-100 words; more is fine) and should include something specific from your own experience (or from your own research, or from a film or TV show, etc.) that relates to the student's response, in order to extend the discussion.

****Make sure to carefully proofread your work before you post!**

(All assignments and Discussion posts are due by 11:59pm on the due dates.)

(Please note: Discussions are set so that users must post before seeing other students' replies.)

Here's an Example:

In the article, "Best, Brightest – and Saddest?" Frank Bruni asserts that many teenagers today face a lot of pressure to do well in school, which has led to an increase in the number of teen suicides and an overall increase in depression and anxiety among teens. Bruni's main point is a **Claim of Fact** and also a **Claim of Value**, where he presents a serious problem which exists. He also makes a **Claim of Policy** near the end, where he proposes action to be taken, suggesting that parents should ease off on the expectations they have for their teens and provide more support.

Bruni's **Opening Example**, showing the prevalence of teen suicides at a railroad crossing in Palo Alto, is the first type of support he uses to show the extent of the problem and is also an **Appeal to Emotions** to try to persuade the audience of the severity of the problem and to try to elicit the reader's concern, pity, and fear. He also provides **Statistics** to show how prevalent the problem is today. He states that "Between May 2009 and January 2010, five Palo Alto teenagers ended their lives by stepping in front of trains. And since October of last year, another three Palo Alto teenagers have killed themselves that way" (Bruni). Bruni also uses **Expert testimony** to help back up his claim. He cites Julie Lythcott-Haims, a former dean at Stanford University, and author of the book *How to Raise an Adult*, who states that the surge in teen suicides is just the tip of the iceberg, and that "beneath them is a larger number of kids who are really struggling and beneath them is an even larger number of kids who feel an amount of stress and pressure that they shouldn't be made to and that's untenable" (qtd. in Bruni). The image of an iceberg helps convey the extent of the problem and acts as an **Appeal to Emotions** and also an **Appeal to Values** to get readers to feel concern, sympathy, and distress at the extent of the problem, and to see how wrong it is that things are this bad. Near the end, he provides additional **Expert testimony** and an **Appeal to Emotions and Values**, when he cites psychiatrist Adam Strassberg, who says, "I will never be neutral on this issue. The 'Koala dad' is the far better parent than the 'Tiger Mom'" (Bruni). These labels and metaphors are meant to help readers understand how important it is for parents to supply support and comfort to their teens (like a cuddly stuffed Koala bear), rather than constantly forcing high expectations to the point of undue stress (like a fierce tiger). We are meant to sympathize with the struggling teens and feel sadness for their situation, while also hoping for parents to take the advice offered by experts.

In response to the article, when I was applying for colleges, my vision of college was being in a UC and not a community college because that's where I thought all the cool and smart people went. My parents were not putting any pressure on me, but they just wanted to make sure I was happy and that I was doing well in school. I was actually putting the pressure on myself because I wanted to be up there. I would get upset at myself if I received a B on a test instead of an A. Also, I would compare myself to students who always got better grades than I did on tests or quizzes. However, I realized that putting so much pressure on myself by expecting perfection was only hurting me, making me less confident. It took me a while to accept myself and my flaws, and that it's okay to not get perfect scores sometimes.

This article also relates to the Netflix show *13 Reasons Why*, about a girl in high school in the Bay Area who commits suicide. The show tried to shine a light on this serious issue, showing how the different people in the character's life could have been responsible for part of the pressure she was facing, but some research also warns that media attention can sometimes backfire and lead to copycat suicides. As Aaron E. Carroll states in his article "Preventing Teen Suicide: What the Evidence Shows," "Research shows that when the media focuses on the suicide of an entertainment or political celebrity, the copycat effect is much larger." However, I feel that bringing awareness to serious issues like this through popular media is overall a positive step and that shows like this should continue to be made to help teens--or anyone--deal with serious subjects. As both Bruni and Carroll state, we should recognize the seriousness of this issue and should spread awareness. We need to "make sure [teens] are connected enough to each other, to family, and to the health care system so that those at risk can be recognized and given the care they need" (Carroll).

Works Cited:

Carroll, Aaron E. "Preventing Teen Suicide: What the Evidence Shows." *The New York Times*, 17 Aug. 2017. www.nytimes.com/2017/08/17/upshot/preventing-teen-suicide-what-the-evidence-shows.html.