PROJECT DIAGRAMMING
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Complete the worksheet on Diagramming Reasoning on my AVC Homepage before starting this project.

(1) Photocopy 5 arguments and 5 causal explanations. DUE DATE: see syllabus.
The passages can be from any source (e.g. social or natural science textbooks, plays, novels, magazines, journals, radio, TV, film) EXCEPT from advertisements, newspapers, any logic or critical thinking or argumentation teaching materials, and the 10 Dumbest Mistakes.

(2) You may NOT resubmit any example that has been graded. I keep a photocopy of them all.

(3) You may NOT use another student’s examples. I photocopy all your examples, so I know who has presented what.

(4) For each argument and causal explanation you must clearly identify the source. For books: author, title, publisher, year, page. For magazines and journals: author, title, journal/magazine, volume, issue, year, page. TV or radio: program, day, time. Film: title.

(5) Number the statements in each argument and causal explanation.

(6) Box in all and only premise indicators, e.g. [since] because as .

(7) Circle all and only conclusion indicators, e.g. so therefore hence thus .

(8) Put square brackets around all and only discount expressions, e.g. [although] [despite] [yet].

(9) Put parentheses around all and only qualifying expressions, e.g. (possible)(necessary)(must)(can)

(10) Diagram each argument and each causal explanation, e.g., arg.

(11) Correctly label each arrow in your diagram as either an argument or a causal explanation, e.g., exp.

(12) To get your point for each example, you must satisfy all the above conditions.

(13) See the syllabus to determine when you will be required to begin submitting at least one argument and one causal explanation each week. I suggest that you submit more than one of each.

(14) Make sure your name is on each page. Staple your pages before you give them to me.

(15) If you don’t get your point, reflect on my comments, learn from your mistakes, and try again with a NEW example. The more examples you submit, the sooner you will learn, and the greater the likelihood that you will get a perfect 10/10 on this project.

Help each other by evaluating each other’s diagrams.
Goals: (1) Mastery learning. (2) Transfer your skills beyond the classroom to other areas of your life where you think.