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ENGL 400

Dr. Guler

**Rationale Statement for Technology in the Classroom**

<https://thetechnologygap.weebly.com>

**Persuasive Appeals**

* Pathos - using an emotional appeal in an argument to sway others’ opinion about the topic. An example of pathos that we included in our project can be found in our website under the “Experiences” tab. Here there is a letter about afflicted areas, and how not having these technologies has affected their education. This is in hopes to persuade people to donate or raise more awareness about the technological gap in schools and certain areas.
* Logos - an appeal to logic. In our brochure and in our website, we go over how technology is used in the classroom on an almost daily basis. If students do not have the technologies then they are logically unable to complete their work. We also use logos in the solutions to the technology gap. There are certain things that can be done, and steps that can be taken to help provide students with a better education. This is also seen in our interviews with others. These are college aged students who give real their real life experiences from their school years. This shows that these things are actually happening in the schools, they are not a made up problem.
* Ethos - an ethical appeal. On our website there is a references page. Here one will find the sources that we have used to educate ourselves, and how we have acquired our knowledge about the topics. Also on this page in a section titled “Our Team,” this gives our background about who we are, and why we are qualified to talk about this topic of information. For our interviews, we left out the interviewees name, though we have provided what college and their expected graduation year. This allows for people to know what area these people are familiar with, and about what age they are.

**Logical Fallacies**

* In our argument there is a visible Bandwagon Appeal as this new technology is very exciting and allows for a lot of potential engaging homework assignments. Many teachers fall into this appeal as they believe all students have access to a computer at home and therefore will assign homework without checking to be sure all students have access to this high speed internet so the students have to result to going to a library or relying on a friend for help if it is available. Teachers need to instead not use this argument when they assign assignments but to keep this work in the classroom.
* The students then exhibit a faulty cause and effect as they are not able to do the technological assignments at home so they get a bad grade. The cause is that they are not able to do their required work therefore the effect is that that they receive a bad grade. This is not their fault but bad luck as everyone else might have had access to a computer but they do not.