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INT 481

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## Chapter 7: Making Good Arguments

1. Based on your research, what are some of the claims you intend to make?  
(p. 111)

Topi: What are the motivational, emotional, and social factors that promote academic achievement?

Claim: Because students who are motivated by their teacher learn better and show the best possible outcomes in their academics.

Claim: Of course, the more a student is motivated the more confidence is developed.

Claim: The more teachers encourage students With Positive Feedback, it is the more involved in the classroom.

Claim: When a teacher offers Rewards And celebrate achievements they are more likely to finish their school year strong.

Claim: A successful classroom and improved learning outcomes require a dedicated teacher.

2. How will you know if your claims are appropriately supported? (p. 111-121)

Chapter 8: Making Claims According to the article “The Role of Teachers in Motivating Students To Learn” Davion Johnson, It is proved that students who are motivated by their teachers are more likely to succeed.

Based on the article “ ISMS: A New Model for Improving Student Motivation and Self-esteem in Primary Education Yaron GHILAY  
The Neri Bloomfield Centre of Design and Education, Israel Ruth GHILAY  
Byalik School, Israel, Stated that motivated students will definitely reach their goals.

Many researchers believe that great feedback help students in their achievement.  
<https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger>

3. Of the five types of claims listed, what types of claims are you making in your paper?  
Why? (p. 122-124)

According to page 123, one of the claim I will like to take and use in my paper will be the claim of definition and classification. The claim of cause and consequences and finally claim of action or policy.

4. Ask your mentor for help in understanding if your claims are specific enough and precise enough. (p.14-128) I did, waiting for answers.

5. What are some of the limitations of your research? (For example, if you are writing about the church's role in helping alcoholics, you would not be adding research about the church's role in childhood abuse. While that is interesting, it is not a part of your research and will confuse you about your topic.) (p. 129-131).

Formulating my claims, I don't want my study or research useless. I don't want to do the wrong research and irrelevant sources.

#### Chapter 9: Assembling Reasons and Evidence

6. List at least three reasons that your research is significant. (p. 132-135)  
They can be trusted, They are relevant, and they back up my topic.

7. How does the research support your reasons? (p.135-140)

By offering general information or advocating a stance regarding my topic. By supporting it and won't change my mean ideas.

#### Chapter 10: Acknowledgments and Responses

8. Be sure to list a few points of view regarding your topic. Remember, this is a research paper and not a personal position paper. You are not trying to prove anything. You are reporting what the research says. There will be differing points of view.

Some have argued that a successful classroom and improved learning outcomes require a dedicated teacher.

Others stated that motivation increases energy levels, concentration, and the ability to maintain positive behavior over time.

It's certain that students that are motivated by their teachers to learn are more likely to meet the goals. However, A classroom with a non-motivated teacher is prone to falling behind on grading. Their teaching is unimaginative, and they rarely build connections with their students.

