



English II: Reading: Module 5: Practice 1: Section 4

Analyze an Argument

Analyzing an Argument

Instructions: The following article is from the *New York Times*. Read the article first and then answer the questions below. To see a possible response, mouse over the “Possible Response” buttons as you work your way through the analysis of this argumentative essay.

Jobs and Paychecks Are Learning Opportunities

By

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[P]arents should introduce the concepts of work, earning, spending and saving early on. This starts in simple ways, using allowances and chores as material to begin the occasional conversations about earning and everyday moments to talk about spending and saving.

This lays the foundation to develop and establish better patterns in the teen years. This is an essential principle of raising responsible and self-reliant kids. It is imperative regardless of how the economy is doing. And yes, teenagers should have a job. Parents bear the responsibility to guide them through the maze of choosing the right job and getting hired; balancing work with school; maintaining their safety and social skills; and finally handling money. When teenagers work, their parents should teach them about income and deductions, spending responsibly and saving, banking, and even investment.



Source: First Paycheck Ever, James Carlson, Flickr

Research has shown time and time again that an economically successful adult life has a lot to do with the patterns people learn early on. So kids should be exposed to these issues and involved in them practically, with good guidance. We know that not all employed teenagers spend their wages the same way; for one thing, boys tend to save less, and girls tend to spend more on clothing.

Those who wrestle with money questions during childhood and the teen years are more likely to become responsible and successful adults. We definitely need more of those. The lessons from allowances and teenage employment spill over collectively into creating a better society and a stronger economy.



What issue is the author addressing?

Possible Response

What is the perspective from which the issue is being addressed? Hint: What seems to be Alhabeeb's primary interest in arguing for his position?

Possible Response

What is Alhabeeb's position on the issue he is addressing?

Possible Response



What concession does Alhabeeb make in relation to his position? (Hint: At what point does Alhabeeb seem to say, “It’s of course true that . . . , but this doesn’t mean my position is not correct”?)

Possible Response

What qualification does Alhabeeb make in relation to his position? (Hint: At what point does Alhabeeb seem to say, “I’m not saying that getting a job in itself is enough; I’m saying that getting a job along with . . . is going to make teenagers more economically responsible”?)

Possible Response

What evidence does Alhabeeb offer to support his position?

Possible Response



What is the quality of the evidence Alhabeeb offers? (Does Alhabeeb seem to know what he's talking about, and is he in a position to know about this topic?)

Possible Response

What is the relevance of the evidence Alhabeeb offers? (How well does the evidence connect with the claim?)

Possible Response

What is the credibility of the evidence Alhabeeb offers? (To what extent does the evidence stand on its own, and to what extent does it call for further research?)

Possible Response



What is the primary difference in perspective between Alhabeeb and Bachman?

Possible Response

What is the similarity between Alhabeeb and Bachman in the way they present their evidence?

Possible Response

Alhabeeb, M.J. "[Teenagers' Money, Discretionary Spending and Saving](#)." 1996. Association for Financial Counseling and Planning Education.