

Inf2-SEPP

Tutorial 1 (Week 2)

How to Write a Good Argumentative Essay

Notes on answers

Activity 2: Premises and Conclusions (~10 mins)

IMF

Premises:

1. Digital platforms are recasting the relationship between customers, workers, and employers
2. Computing power improves dramatically and more and more people around the world participate in the digital economy

Conclusion: We should think carefully about how to devise policies that will allow us to fully exploit the digital revolution's benefits while minimizing job dislocation.

Also, due to the connector 'as' in the first phrase, the part before it is a conclusion and the one after it is the premise. However, the above conclusion is still the overarching one.

OECD

Premises:

1. Digital technologies are transforming our lives and our economies.
2. [Digital technologies] change the way firms produce goods and services, innovate, and interact with other firms, workers, consumers and governments.
3. For example, cloud computing gives firms access to flexible data storage and processing capacities, online platforms can make their interactions with consumers more fluid, and artificial intelligence enables them to automate increasingly complex tasks (OECD, 2019a).

Conclusion: These technologies seem to offer a vast potential to enhance firm productivity and ultimately living standards.

WEF

Premise: New technologies are redefining customer expectations, enabling businesses to meet these new expectations, and changing the way people live and work.

Conclusion: Digital transformation, as this is commonly called, has immense potential to change consumer lives, create value for business and unlock broader societal benefits.

Structure of an Argumentative Essay (~10 mins)

Example:

Block organisation:

1. Introduction: Social media apps are harmful to people of young age.
2. Premise I: Studies have shown that teenagers who engage with social media have lower self-esteem [citations].
3. Premise II: Social media also negatively impacts youngster's attention span [citations].
1. Counter-premise & Refutation: Others say that young people use social media as a means of expression [citations]. However, studies have shown that like all people, social media is used to highlight only the positive experiences, and not to express all feelings and emotions [citations]. This can cause pressure on youngsters.
4. Conclusion: Social media apps should be banned for people of young age.

Point-by-point organisation

5. Introduction: Social media apps are harmful to people of young age.
2. Counter-premise I & Refutation: Some argue that young people use social media as a means of expression [citations]. However, studies have shown that like all people, social media is used to highlight only the positive experiences, and not to express all feelings and emotions [citations]. This can cause pressure on youngsters.
3. Counter-premise II & Refutation: Yet others argue that social media serves as meeting point for young people, especially those that may feel isolated [citations]. This is not confirmed by studies, though. Numerous studies point to the fact social media makes people of young age feel more isolated [citations]. This is partly due to the fact that the social media experience is not an authentic experience.
4. Counter-premise III & Refutation: Finally, some purport that social media serves as an important way of informing young people, through posts that match their style and that are liked by their peers [citations]. This is not a well-supported claim as social media is a fertile ground for misinformation spread [citations]. Young people are even more vulnerable to fall prey of misinformation precisely because they are not as experienced.
5. Conclusion: In conclusion, social media apps should be banned for young people.

Activity 3: Reviewing a prior essay (~30 mins)

Note that the essay was seen as a good one and received a mark in the A band in the course.

Essay model used: a mix: point-by-point organisation for addressing conclusion 1 (see below) with counter-premises and refutation in paragraphs 2-4, block organisation for addressing conclusion 2 with premises in paragraph 5.

Summaries:

- Introduction: This essay discusses the extent of copyright and trademark infringement around Dali17 Museum's use of Dalí's artwork online and Dalí's likeness in the museum's logo.
 - Conclusion 1: The museum infringes copyright by reproducing and displaying artworks online, however there is a reasonable defence: their use of the artwork has educational purposes, and the artwork is not intended for distribution or personal use.
 - Conclusion 2: The museum violates trademark even if the author's likeness is meant to represent museum contents.
- Par 1: Copyright and trademark are defined
- Par 2: One could argue that Dali17 infringes the copyright held by the Dalí Foundation, because:
 - Dalí Foundation has exclusive rights of the artwork pertaining to the copyright law.
 - The display of original artwork online constitutes an infringement of the Foundation's copyright.
 - The Foundation disallows distribution of the artwork
- Par 3: However, the museum's use of the artwork falls under fair use. Specifically, the museum's exhibitions educate the public about Salvador Dalí's works and life, akin to a precedent where the Metropolitan Museum of Art was favored by a judge for similar use of copyrighted photos online. Moreover, Dalí17 limits the infringement by using only smaller-sized images, reinforcing their commitment to reasonable and substantial use within legal and educational bounds.
- Par 4: One may also argue against Dalí17's fair use of Salvador Dalí's artwork images online, comparing it to the Rogers v. Koons copyright infringement case, where Jeff Koons profited from Roger's photographs without fair use protection. However, unlike Koons, Dalí17 does not sell the images, using them instead to promote exhibitions and deepen public appreciation for Dalí's art, which bypasses bad faith usage and does not harm the market or alter the original artworks' perception. Dalí17 posts these images in lower resolution for promotional purposes and not as copies, thus reinforcing their legitimate use under fair use doctrine.
- Par 5: In what concerns the extent of trademark infringement, the museum uses Salvador Dalí's signature features (moustache, face, and name) as part of its branding, which makes for an unauthorized use of trademark. Additionally, the commercial use of this trademark, seen in merchandise and ticket sales, complicates the claim that the museum uses Dalí's identity fairly as its brand. Despite the museum's non-reliance on this imagery as a service logo, the trademark still gains commercial value. This situation parallels specific California laws and the Data Protection Act 1998, which protect an individual's likeness and personal data, respectively, mandating consent for usage.
- Conclusion: Dali17 has some defence of fair use through its educational purpose and lack of intention to distribute replicable images of original work. Nevertheless, the use of trademark with an artist's image still requires legal precedent.

Strengths: The student has done their research, with a good number of references from reliable sources, constituting strong evidence. They introduce terms well. They discuss premises and counter-premises. They make parallels with other legal cases. The point-by-point block organisation used to address conclusion 1 is used well, and the block organisation used to address conclusion 2 is reasonable (see comment below).

Weaknesses: The essay could have been organised better: the counter-premise and its refutation in paragraphs 2 and 3 would have better been placed together in the same paragraph. Paragraph 5 contains a counter-premise and refutation which had better been left last, like in the model. Connectors could have been used better to make a clearer point. Sometimes, writing clarity could have been improved. References were sometimes not cited in new paragraphs: citing references is needed anew at the end of the first phrase in each paragraph where they are used.