The data from a survey of high school math and science teachers show that in the district of Sanlee many of these teachers reported assigning daily homework, whereas in the district of Marlee, most science and math teachers reported assigning homework no more than two or three days per week. Despite receiving less frequent homework assignments, Marlee students earn better grades overall and are less likely to be required to repeat a year of school than are students in Sanlee. These results call into question the usefulness of frequent homework assignments. Most likely the Marlee students have more time to concentrate on individual assignments than do the Sanlee students who have homework every day. Therefore, teachers in our high schools should assign homework no more than twice a week.

**Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions and what the implications are for the argument if the assumptions prove unwarranted.**

Based on the results of a survey in which the students' efficiency is studied in two district of Sanlee and Marlee, the writer recommends that their high school teachers should follow the policy of Marlee teachers to assign students' homework twice a week. However, this conclusion cannot be accepted since it depends on several premises, all of which can be disputed in one way or another.

The first problem with the argument is that the writer refers to a study but does not indicate how many teachers participate in the survey reported; whereas, he mentions the term "most" which does not guide to the number of teachers or high schools that collaborate in this study. As a general rule in research studies, the greater the number of the people in the sample, the more reliable and valid the findings are. Perhaps the number of participants is not of adequate size; hence, such a study's results are neither reliable nor valid. On the other hand, maybe there are other factors that question the generality of this study. For example, in this argument, there is no evidence to show whether the sample used was representative of the target population in terms of students' sex, high schools' grades as well as the difficulty levels of the assignments. Therefore, it follows that the findings of this study cannot be applied to the members of the population without minor reservations.

Another problem with the argument is that the writer assumes despite less homework done by Marlee students, they do better overall and achieve higher remarks and success at their current grade; however, there is no evidence to prove such a conclusion. Maybe, the Marlee students do more complicated assignments than the Sanlee students; moreover, the Marlee students may have to present frequent projects or conferences that, by and large, will foster their creativity and problem-solving ability. Therefore the Marlee students become better prepared for exams than the Sanlee students. On the other hand, the writer refers to "overall marks," which may not be a valid parameter for evaluating each student's efficiency. It is possible that the Marlee class is more homogeneous, students who attend the course are of the same level of knowledge and perception; hence, their grades are placed in the same range with a small deviation. Whereas, the Sanlee class possesses students with a variety of IQ levels; thus, there may be some outlier scores that will significantly affect the overall grades.

Besides, the writer assumes that the Marlee and Sanlee high schools are in analogy in all aspects. However, he compares the two different high schools, which may have different conditions. As you know, comparing research should be conducted in two groups by assuming all the factors the same except the one that should be analyzed. In this study, maybe Marlee students are smarter than the Sanlee pupils, which may significantly influences the achieved data. Or possibly the best student of the week is introduced and rewarded in Marlee high school, which will improve the students' enthusiasm to attempt hard to do their assignments and impress their teachers.

In the final analysis, the writer's recommendation cannot be taken to be correct because, as it was shown in the foregoing body paragraphs, it depends on several premises, each of which is questionable. The recommendation can only be accepted if the weaknesses already referred to are all removed.

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