

Chapter 1 : Beyond Feelings: A Guide to Critical Thinking - PDF Free Download

Critical Thinking: A Concise Guide is a much-needed guide to argument analysis and a clear introduction to thinking clearly and rationally for oneself. Through precise and accessible discussion this book equips students with the essential skills required to tell a good argument from a bad one.

P1 only tells us a single condition under which we need umbrellas, there could be other conditions under which we need umbrellas. The invalid arguments in questions 4 and 7 are examples of the fallacy of affirming the consequent, which is discussed in detail in Chapter 7. B 1 valid; 2 valid; 3 invalid; 4 valid; 5 valid; 6 valid C 1 yes; 2 yes; 3 yes; 4 yes; 5 yes; 6 yes; 7 no; 8 yes; 9 no; 10 yes Hint: Whether or not an actual argument is valid will depend not on the actual truth values of the premises, but on whether or not if they were true, the conclusion would have to be true i. The exercise demonstrates the only case in which you can tell from the actual truth-values of an argument that it is invalid. The extended argument in question 9 is invalid because, although the first inference is valid, the second is invalid, this makes the whole argument invalid. We cannot legitimately infer from the claim that all sheep are herbivores and the claim that Shrek is a herbivore that Shrek is a sheep. Shrek may be a herbivore, but some other kind of animal. The class of herbivores does not include all and only sheep. This argument is very similar to the fallacy of affirming the consequent discussed in detail in Chapter 7. The proposition in P1 could be expressed as a conditional "if something is a sheep, it is a herbivore. Now it should be easy to see that P2 affirms the consequent of that conditional. It is an example of the fallacy of denying the antecedent discussed in more detail in Chapter 7. From the claim that if Knut is a polar bear, Knut eats seals and the claim that Knut is not a polar bear, we cannot legitimately infer that Knut does not eat seals. Knut could be some other seal-eating non-polar bear creature. This argument has the valid argument form affirming the antecedent. Here is the same argument reconstructed to make the valid form affirming the antecedent more visible: If people often resemble their parents, then sometimes they do not. This argument has the invalid form affirming the consequent. The fact that a particular gene is necessary for speech in humans does not mean that it is sufficient for speech wherever it occurs. Here gene x is taken as sufficient for language or sufficient for us to conclude that language exists wherever it exists. Try reconstructing this argument into a clearer affirming the antecedent. This is implied by P2. Both options are logically possible. When judging validity, we must assume temporarily that the premises are true. This would contradict P1. If P1 and P2 were true, C would have to be true. Reconstruct as affirming the antecedent. See answer to no. There is no premise saying that everything that the Bible says is true. What most people believe is true. If you do something then it is okay for me to do it. John Smith lost the election. Manchester Utd are top of the table only if Liverpool lost against Arsenal. This argument is valid. It takes the valid form affirming the antecedent: P1 If p then q P2 p C q The first premise is a conditional that states hypothetically that if one thing is true p then another thing will also be true q. The second premise then asserts that the first thing is indeed true. If we assume both premises to be correct we are forced to conclude that the second thing q is also true. It is highly likely that P2 is false. The argument is therefore deductively unsound. There is no problem with P1. This argument is invalid. If we assume the premises to be true we could still imagine a situation where the conclusion will be false e. If you thought that the argument is valid you should have still doubted the truth of both premises "both are controversial, the second one highly so. The rest are common mistakes which you should be wary of. These are the kinds of arguments for which the test of validity is important. There can be valid arguments which have false premises, a false conclusion, or both.

Chapter 2 : The Power Of Critical Thinking Chapter 3

Critical Thinking: A Concise Guide is a much-needed guide to argument analysis and a clear introduction to thinking clearly and rationally for oneself. Through precise and accessible discussion, this book equips students with the essential skills required to tell a good argument from a bad one.

It distills the essence of critical thinking into a page, pocket-sized guide. It introduces the interrelated complex of critical thinking concepts and principles implicit in the works of Richard Paul and Linda Elder. This guide is widely used at the college level. It can be used as a critical thinking supplement to any textbook or course. More Info Student Guide to Historical Thinking The purpose of this guide is to help you begin to understand history as a way of thinking, as a system of understandings. History is not a list of dates, names, and events to store up in your memory. It is a catalog of stories told about the past that, when told and understood insightfully and deeply, can help us live better in the future. It is also useful for those interested in a serious study of history. It presents history as a mode of thinking rather than a list of disconnected dates and names and places. We recommend that it be used in conjunction with the student guide: More Info Analytic Thinking, 2nd edition This guide focuses on the intellectual skills that enable one to analyze anything one might think about - questions, problems, disciplines, subjects, etc. It provides the common denominator between all forms of analysis. The skills implicit in this guide apply to all subjects. Teachers can use it to design instruction, assignments and tests in any subject. Students can use it to improve their learning in any content area. More Info Critical Thinking: It is also a useful book for anyone interested in developing as a thinker. Though there are many layers to critical thinking, and you can always deepen your understanding of it, there are some basic ideas in critical thinking that, if taken seriously, can almost immediately improve the quality of your life. This book offers 30 such ideas. You can focus on one idea per day or one idea per week. And each idea is immediately applicable to your life. This book is for anyone interested in improving the quality of their lives by improving the quality of their thinking. By purchasing these shoppers, you advance the work of the Foundation for Critical Thinking while cultivating your own mind by placing before it compelling ideas. Tools for Taking Charge of Your Learning and Your Life, Second Edition, this book focuses on an integrated, universal concept of critical thinking that is both substantive and practical; it provides reader with the basic intellectual skills they need to think through content in any class, subject, discipline, and through any problems or issues they face. More Info Critical Thinking Competency Standards For Educators The critical thinking competency standards articulated in this guide serve as a resource for teachers, curriculum designers, administrators and accrediting bodies. The use of these competencies across the curriculum will ensure that critical thinking is fostered in the teaching of any subject to all students at every grade level. It enables administrators, teachers, and faculty at all levels to determine the extent to which students are reasoning critically within any subject or discipline.

Chapter 3 : Critical Thinking - Tracy Bowell, Gary Kemp - Häftad () | Bokus

The second edition has been revised and updated throughout with expanded exercises, topical examples and clearer discussions. Critical Thinking: A Concise Guide is essential reading for anyone.

Introduction to the Center for Critical Thinking Web site <http://www.criticalthinking.com>: The Power of Critical Thinking: More Answers to the Exercises Contents Chapter 1. What is the greatest challenge for many practitioners who wish to engage in evidence-based clinical practice? The light bulb is located in the upper left corner of the oven. Critical Thinking Chapter Outline - Higher Education. Following are the main learning objectives from the chapter. Critical Thinking 14 Oct Confirming Pages iii. About the Authors xix. Chapter 1 Critical Thinking Basics 1. What Is Critical Thinking? Chapter 15 - Power, Vested Interest, and Prejudice: No answers are 3. On one level, this definition may be good, namely, on the level of the novel: Chapter 3 Key Points. Money can be seen as: The Logic of Creative and Critical. Federalism American Politics Today, 2e: Federalism is a form of government that divides sovereign power across at least two political units. A Concise Guide, Second Edition. Critical thinking: Chapter 3 continues our coverage of the concepts central to this book. The Constitution - Henry County. Chapter 3 video lesson: The Constitution. A 3-Overview to preview chapter information. Critical Thinking A Concise Guide 1. Chapter 3- Current Health 18 Oct The current picture of First Nations is described, including limitations in decision-making and governance. The Covert Struggle for Power. Tools for Taking Charge of Your. Use better thinking to empower yourself, discover opportunities, avoid Drs. A good Mark Walker. Necessary and Sufficient Conditions. The Democrats being in power. Enabling Modernization of the Electric. Chapter 3: Enabling Modernization of the. The Power of Thinking Chapter 3: The Warren Harding Error: The speaker may be in a position of power e. It messes up your thinking, your concentration. The Ideas, Reasoning Power, and Imagination of Crowds Its complete lack of the critical spirit does not allow of its perceiving these. Crowds being only capable of thinking in images are only to be impressed by images. Critical Thinking in Cross-Cultural. What luck for rulers Chapter 3. Brain, Mind. Read chapter 3 Learning and Transfer: First released in the Spring of , How People Learn this knowledge to other areas that required thinking and problem solving Papert, From Specific to She had been teaching the fundamentals of critical thinking about research on sex and gender to Website URL:

Chapter 4 : Critical Thinking: A Concise Guide, 3rd Edition - PDF Free Download

Critical Thinking: A Concise Guide, Third Edition. Home; Instructor Manual; Student Material Chapter 3: Logic - deductive validity Students' material: solution A.

London 3rd edition. Cambridge 2nd edition. The Logic of Real Arguments. An Introduction to Critical Thinking and Creativity: Think More, Think Better. So, first of all, I focus on those parts that pertain to argument reconstruction only. Secondly, and more importantly, I assess the textbooks against a couple of key beliefs, which I shall state upfront: Explicitness Argument analysis makes explicit the informal judgments involved in natural language reasoning and argumentation. In particular, a good reconstruction uncovers all the hidden assumptions an argument relies on to make them amenable to critique and shows, in the same time, which premisses are actually unneeded. Interpretation To reconstruct an argument means to interpret a text. Reconstruction is guided by the principle of charity make the reconstructed argument as strong as possible! Consequently, one cannot separate sharply reconstruction and evaluation. Inference Argument reconstruction involves the assessment of deductive and non-deductive inferences and hence builds on basic formal logic and a theory of non-deductive inference schemes. These statements are part of the ideal that guides our own reconstructions see, e. Accordingly, this post as well as the reviews to come explores to which extent a textbook teaches you to reconstruct arguments in a similarly detailed and Argunet-compatible way. The following table summarizes my evaluation. I will detail this assessment below. P1 Tuna catches have been decreasing significantly for the past nine years. P2 If Tuna catches have been decreasing significantly for the past nine years, then, if the Tuna industry is not regulated more stringently, the Tuna population will vanish. C1 If the Tuna industry is not regulated more stringently, the Tuna population will vanish. P3 If the Tuna population vanishes, then the Tuna industry will collapse altogether. C2 If the Tuna industry is not regulated more stringently, it will collapse altogether. The inferences in the argument are deductively valid. In addition, [1] nicely shows that the reconstruction is the result of a hermeneutic process involving earlier and preliminary versions of the reconstruction. R1 In a number of countries cars drive on the left. R2 This can result in accidents involving drivers and pedestrians from other countries who are used to traffic being on the right. R3 Roads would be safer if in all countries the rule was the same. R4 Countries where cars keep to the left are in a very small minority. Therefore C Those countries should change to the right. The inferences in this reconstruction are not valid. Critical implicit assumptions of the argument are, moreover, not made explicit. While [2] discusses the concept of logical validity and provides a list of inference schemes, arguments are not systematically reconstructed in a deductively valid or inductively strong way. No premisses are added, no text is deleted, no sentences are logically streamlined. As a consequence, the reconstructed arguments are not necessarily deductively valid or inductively strong, and implicit premisses are not uncovered by means of the reconstruction. The premisses and the conclusion are direct quotes from the reconstructed letter. Also, the reconstructed argument is neither deductively valid nor inductively strong, and major assumptions e. This reconstruction is absolutely fine. The inferences are deductively valid. A typical argument analysis in [6] reads pp. The policemen gives three reasons which, taken together, are intended to support the conclusion that the burglar must have left by the fire escape: This person is not in the building now supports the claim that the burglar must have left the building. The reasons stated above are direct quotes from the original text e. Accordingly, the argument is not reconstructed in a way such that its inferences are deductively valid or inductively strong. As a result, tacit assumptions of the reasoning are not systematically uncovered. Detailed Assessment Realistic examples One of the main challenges in argument reconstruction consists in handling argumentatively opaque and logically confused texts. Concerning realistic examples, all books reviewed do fairly well: Examples are clearly most prominent in [4]. In terms of didactic concept, [4] differs significantly from all the other textbooks: It starts with a brief introduction of basic methods and then unfolds, in eight chapters, detailed illustrative analyses of complex arguments. In this regard, [4] is certainly a valuable supplement to the other books. Exercises and answers Argument reconstruction is an art and involves as much knowing-how as knowing-that. You learn it by doing. All textbooks pay tribute to this fact in providing

exercises and questions as well as answers, except [4]. That makes them suitable for self-study. Identifying arguments and their conclusions Reconstruction starts with identifying arguments and their conclusions. All books devote a chapter or section to the question how to determine whether a text contains an argument at all and, if so, what the argument is supposed to show. They explain the basic technique of using conclusion- and premiss-indicators. As spelled out above, a key function of argument reconstruction is to uncover hidden assumptions. A good textbook tells you how to find such implicit premisses. Quite the opposite, [3], [4] and [6] instruct the reader to identify hidden premisses on a purely intuitive basis only. But this is no advance whatsoever to our everyday practice. By resorting to informal judgement, these books fail to acknowledge that we often err as to the implicit assumptions of an argument. Employing deductive inference schemes to reconstruct arguments Many if not all arguments can and should be reconstructed as deductively valid. Inconclusive inferences indicate that hidden premisses have not been uncovered yet. The textbooks reviewed differ substantially in terms of the space devoted to deductive reconstruction. Both list and illustrate the most important deductive inference schemes. Overall, logic is a bit more prominent in [5] than in [1]. Argument reconstruction and inference evaluation are depicted as two independent and separable procedures. Employing non-deductive inference schemes to reconstruct arguments Deductive validity is no prerequisite for justificatory strength. There are good arguments which rely on non-deductive, or inductive inferences. Reconstructing non-deductive arguments in a charitable way is at least as challenging as analysing deductive arguments. The chapters on deductive validity in [1] and [5] are directly followed by entire chapters on inductive, i. Both books introduce various non-deductive inference schemes, including schemes for practical reasoning. Moreover, [5] discusses argument schemes for analogical reasoning and inference to the best explanation. The other textbooks fare rather poorly. Assumptions for the sake of the argument and the reconstruction of suppositional reasoning In a *reductio ad absurdum*, or indirect proof, you assume the contrary of what you want to demonstrate and then derive a contradiction. Arguments which represent such suppositional reasoning contain " besides premisses, intermediary and final conclusions " so-called assumptions for the sake of the argument. No book introduces assumptions f. And [1] briefly discusses the technique of conditional proof. But in both books assumptions f. Fallacies Natural language reasoning is full of typical, common errors. The books present and systematize more than two dozens different fallacies, most of which are illustrated by examples. In terms of illustrations, [1] does a better job than [5]. Although they may discuss individual cases of flawed reasoning on an illustrative basis. Tips and practical guidance for argument reconstruction Argument reconstruction is an art which one has to practice so as to master it. As regards such practical guidance, [1] clearly does best.

Chapter 5 : Six Critical Thinking Textbooks Reviewed (Textbook Reviews Series, #1) - Argunet

Critical Thinking: A Concise Guide, Third Edition Student Material Large numbers of people are dying from starvation in the third world because grain supplies.

Every day we are bombarded with messages apparently telling us what to do or not to do, what to believe or not to believe: Why should I vote for Mrs Bloggs, or eat this particular breakfast cereal? Why should I believe that meat is 4 introducing arguments murder, or that the economy is in danger? If, on the other hand, we are given only state-of-the-art marketing techniques – for example, images of good-looking people happily eating Wheetybites with bright red strawberries out of fashionable crockery – then, although an attempt has been made to persuade us to buy Wheetybites, it would not appear that any attempt has been made to provide good reasons for doing so. To attempt to persuade by giving good reasons is to give an argument. We encounter many different types of attempts to persuade. Critical thinkers should primarily be interested in arguments and whether they succeed in providing us with good reasons for acting or believing. But we also need to consider non-argumentative attempts to persuade, as we need to be able to distinguish these from arguments. This is not always straightforward, particularly as many attempts to persuade involve a mixture of various argumentative and non-argumentative techniques to get us to accept a point of view or take a certain course of action. The sort of argument we have in mind occurs frequently in ordinary, everyday situations. It is by no means restricted to the works of Plato, Descartes and other scholars famous for the arguments they put forward. You and your friends or family give each other reasons for believing something or doing something all the time – why we should expect our friend to be late for dinner, why we should walk rather than wait for the bus, and so on. Often they use images or combine images with language; most advertising, for instance, involves a combination of images and text or speech aimed to persuade us by nonargumentative means to buy stuff. Although the persuasive power of images is an interesting issue, here we are interested only in attempts to persuade that use written or spoken language. But images can also occur in argumentative attempts to persuade. In this sort of case, we can think of the image as implicitly stating a premise, in the sense to be described below p. The same thing occurs in a more elevated form at university and college. Throughout your time as a student you will hear lecturers and other students arguing for a point of view, and in set readings you will encounter attempts to persuade you of various claims about all manner of issues. Well, it may often be easier in the short run, but it might lead to a life dominated by bad decisions and discontentment. For example, in a court trial the jury is instructed to convict an alleged murderer if the prosecution has proved their guilt beyond reasonable doubt. Penguin, , p. In fact in any situation in which we have to make decisions, be they about our lives or the lives of others, there is no substitute for the ability to think logically and to detect errors in the thinking of others. Others are attempts to persuade by means of rhetorical devices. In Chapter 2 we discuss the most common of these devices in detail. Rhetoric Any verbal or written attempt to persuade someone to believe, desire or do something that does not attempt to give good reasons for the belief, desire or action, but attempts to motivate that belief, desire or action solely through the power of the words used. The crucial thing to understand here is that an attempt to persuade by argument is an attempt to provide you with reasons for believing a claim, desiring something or doing something. Arguments appeal to your critical faculties, your reason. In fact they are closer to argument; for they work by announcing to the introducing arguments 7 recipient that they have a good reason to act as suggested. Although threats and bribes may be immoral and may motivate partly by appeal to our fears and desires, among other feelings, they do motivate through force of reason and for that reason do not count as rhetoric. Rhetorical techniques can be manipulative and coercive; their use should generally be avoided by those who aspire to think critically and to persuade by reason. That is not to say that rhetoric is always undesirable. Often it is used to great effect for good causes. Obama uses some remarkably effective rhetoric for a good cause, as he had done throughout his campaign, and he might well be admired as a talented rhetorician. But his speech does not amount to an attempt to persuade by argument: America, we have come so far. We have seen so much. But there is so much more to do. So tonight, let us ask ourselves – if our children should live to see the next century; if my daughters

should be so lucky to live as long as Ann Nixon Cooper, what change will they see? What progress will we have made? This is our chance to answer that call. This is our moment. Those who try to persuade us of not such good causes might also be effective, persuasive rhetoricians. European dictators of the last century – Hitler, Mussolini, Franco, Stalin – provide good examples of this. Of attempts to persuade that are arguments, not all are good arguments. So when analysing attempts to persuade we have to perform three tasks: We need to identify the issue being discussed, and determine whether or not the writer or speaker is attempting to persuade by means of argument. In subsequent chapters we explain in detail what we mean by reconstruction, and explain what makes an argument a good one. Our aim is not to help you acquire the basic comprehension skills that you need to work out what a passage or speech is about. When we put forward an argument we are either advancing an opinion a claim that we think is true or recommending an action. In either case we give a number of claims intended to support the claim or the recommendation. However, these two types of arguments can be collapsed into one. For we can think of an argument that recommends an action as advancing a claim to the effect that the hearer or reader should, or ought to, do such-and-such. The nature of truth is a deep and controversial philosophical issue that we do not need to contemplate here. To say that a claim is true is to say that what is claimed is how things actually are. A single claim, however, does not constitute an argument. An argument needs more than one claim: To illustrate the difference between arguments and claims, consider these unsupported claims: Obama is a better leader than Bush ever was. Philosophers are odd, unworldly people. The world is facing environmental catastrophe. The following examples, by contrast, attempt to give some support for these claims. Whether they provide adequate support is something we will look at later. He already has the support of most sectors of the population and is well-respected by leaders overseas. There are special terms for the two parts of arguments: The supporting claims, the ones intended to give us reasons for accepting the conclusion, are the premises. An argument A set of propositions of which one is a conclusion and the remainder are premises, intended as support for the conclusion. And what exactly do we mean by a proposition? A proposition The factual content expressed by a declarative sentence on a particular occasion. The same proposition may be expressed by different sentences. The same proposition can be expressed by different sentences when we change the personal pronoun. One outcome of this is that different sets of sentences could express the same argument and a particular sentence within an argument could express more than one proposition. Which proposition the sentence expresses is usually discernible by careful attention to context. It is not part of the propositional content that it expresses; rather, it is the emotive or otherwise suggestive window-dressing surrounding the proposition, which may be used to persuade us. The sentence in question can reasonably be taken to express this rhetorical message given the linguistic conventions according to which the words involved are normally used. The point is best grasped when we consider sentences that express the same proposition but have different rhetorical force. Implicature Implicature is meaning, which is not stated, but which one can reasonably take to be intended, given the context in which the sentence is written or uttered it is known more generally in linguistics as conversational implicature. Unlike rhetorical force, implicature cannot typically be interpreted according to conventions covering our ordinary use of the words in the sentence used. In order to recognise implicature, if there is any, we need to know the context in which a statement is made. Contextual factors include who the speaker is, who she is addressing and the circumstances surrounding the particular use of 4 The examples provided here involve words called indexicals. We deal with indexicals in more detail in Chapter 8. It is also a way of communicating something without incurring the full responsibility of having explicitly said it. Note that a statement cannot implicate something merely because the speaker intends to convey it. A statement implicates a given proposition only if a listener who is fully aware of the relevant context would reasonably take that proposition to have been intended. For the same reason, something can be implicated even when the speaker does not intend it. If a given proposition is indeed what a fully informed listener would reasonably take to have been implicitly intended by a statement, then that proposition is implicated even if the speaker did not intend it. Thus our responsibility for what we say – our responsibility to choose the right words – goes beyond what we explicitly state. The necessary conditions for being some thing or some phenomenon X are the conditions that a thing must satisfy if it is to count as an X. Here are some examples. Something is a ewe if

and only if it is a a sheep and b female A ewe must be female and a sheep, and its being female and a sheep is enough to make it a ewe. The discussion of primary and secondary connotation in Chapter 2 provides insight into the role of these non-essential features in determining the meanings of terms. Oxford Paperback Dictionary Oxford: We then test them by seeing if there are any counterexamples to them. This argument has just one premise: Bart has two sisters. Therefore, Bart is not an only child. Helping someone to commit suicide is the same as murder. Therefore, helping someone to commit suicide is wrong. And this one has three: Car use is seriously damaging the environment.

Chapter 6 : Critical Thinking: A Concise Guide - Tracy Bowell, Gary Kemp - Google Books

Critical Thinking: A Concise Guide is a much-needed guide to argument analysis and a clear introduction to thinking clearly and rationally for oneself. Through precise and.

P1 Our manager does not treat staff with respect. P2 Our manager is rude to clients. C1 Our manager is a bad manager. P3 If our manager is a bad manager he should be demoted. C2 Our manager should be demoted. Are these arguments deductively valid? Arguments 16, 17, and 20 above are important arguments to settle. Argument 17 is also a popular one. Try evaluating these arguments for soundness. After you have done so, find a classmate that reached a judgment that is opposite to yours to discuss your results. Is the necessary evidence easily available, clear and uncontroversial? Add a missing premise to these arguments so that they will be valid. P1 Most people believe that the invasion of Iraq was morally wrong. P2 C The invasion of Iraq was morally wrong. P1 Almost everyone eats meat. P2 C Eating meat is not morally wrong. P2 Mrs Brown raised eight kids successfully. P1 P2 Manchester Utd are top of the table. C Liverpool lost against Arsenal. Are the following deductive arguments sound? P1 If many Unidentified Flying Objects UFOs are alien visitations, then the governments may be conspiring to hide this fact from the public. P2 Many UFOs are alien visitations. C The governments may be conspiring to hide the fact that many UFOs are alien visitations from the public. P1 The Bible says that we should not murder. P2 The Bible is the word of God. C We should not murder. Choose from the options below what you think are important lessons from chapter three. If an argument is not deductively valid its conclusion is false. If an argument is not deductively valid it is not a good argument. If an argument is not deductively valid its conclusion is not well supported. If a deductive argument is not valid its conclusion is false. If a deductive argument is not valid its conclusion is not well supported. If I can imagine situations in which the conclusion is false the argument is invalid. If at least one of the premises is false or controversial, then the argument is invalid. If the conclusion is actually false, then the argument is invalid. If I can imagine a situation in which the conclusion is false but the premises are true then the argument is invalid.

Chapter 7 : Formats and Editions of Critical Thinking : a Concise Guide. [www.nxgvision.com]

Student Material Chapter 1: Introducing arguments Students' material. A. Pick the argument from each of the following sets. a) Help me, I'm drowning!

He understands Main Street and Wall Street. The Prettiest should get paid the most, so Britney should get paid the most. Those CEOs should either resign or be sacked. Sack them all, I say! Audition for I Want to be a Celebrity Get Me out of Here! They won Pop Idol. Because the train was late. Why was the train late? Because the line was flooded. That kind of risky behaviour is simply immoral and it should be heavily penalised. B Indicate the conclusion in each of these examples. NB not all the arguments are complete, but they do all have explicit conclusions. If we were writing them in standard form, we would probably reword some of the premises and conclusions to make them clearer. There is no need to do that here. On the basis of the fact that it includes scenes depicting extreme violence, the film should not be shown on prime-time television. Everyone in the audience is bored. No one who is bored is listening. Something must be done to cut knife crime. Christians take care of the needy. She cannot be a Christian. A country in which kids go to school hungry has an underclass. Some British kids go to school without breakfast. So Great Britain has an underclass. There are buttered scones for tea. Daisy is a cow. All cows are mammals, so Daisy is a mammal. Whenever you drink too much you embarrass yourself. C For each of the following indicate whether it is an explanation or an argument. I know it is raining because I can hear the rain on the roof. The floor is wet because it is raining and the roof leaks. Roger Federer is one of the greatest tennis players of all time because he has won 13 Grand Slam titles. Roger Federer has won 13 Grand Slam titles because his game adapts so well to all surfaces. The tyre is flat because it has a puncture. D Each of the following is an extended argument. For each one indicate the intermediate conclusions and the conclusion. Geoff is a goldfish and no goldfish are mammals, hence Geoff is not a mammal. All mammals are warm-blooded so Geoff is not warm-blooded. If we run out of gas, we will be late for class. If we take your car, we will get to class on time. We should take your car. Lady Scarlet killed Professor Peacock in the library with the rope. If he is innocent, he should be released immediately. Colonel Mustard must be released without delay. All those who caused the latest financial crash should bear responsibility. Bankers who made bad loans caused the crash so they should be held responsible. But bankers were able to make those loans because governments failed to regulate banking systems properly, so governments must take responsibility as well. And, ultimately, we elected those governments and so we should accept some responsibility for the mess we are in. Consumer confidence is declining and whenever consumer confidence declines the dollar loses value, so we can expect the dollar to become weaker against international currencies. When inflation increases, central banks increase interest rates. We can conclude, then, that interest rates will go up. E Decide whether each of the following passages contains an argument. Remember that premise and conclusion indicators are not part of those propositions: There are two tests in our elementary Norwegian grammar course. They take place in the fourth and eighth weeks. You will find fire exits designated with appropriate signs. In case of an emergency you are expected to use these in preference to the lifts. Because of this and the lack of any true inscriptions in the Great Pyramid we can safely say that, in fact, aliens built the pyramids. Semi-detached male chocolate-maker seeks divorced air hostess over fifty to share his Franz Ferdinand video collection. Rainbows occur because God promised Noah that he would never again destroy the Earth by flood. The rainbow is a reminder of this promise. Later today, I will have time to talk to you about this matter. Television certainly is not harmful to children, for television occupies the attention of children for hours at a time and gives their parents an opportunity to cook meals and do some work or take a break. Without the convenience of television as a "babysitter" for children, it is hard to imagine how parents would cope. People should live longer because then they could have more cheesecake! New Zealand should adopt Aotearoa as its official name. I was looking for a mechanic to fix my car but I met someone who has a Ph. Maori is one of the official languages of this country. Under the Treaty of Waitangi, signed between the Maori and the British Crown, we have a responsibility not only to protect the indigenous culture of this country but also to promote it. Thus, Maori should be compulsory for all school

students. Most people hate reading user guides. They would much rather just have a go, on the presumption that if the product is any good, it should be obvious how it works. And if we miss the plane, no holiday. So, better not miss the bus. You weigh up the reasons or evidence in the premises to see if they supply adequate reasons or evidence for a certain conclusion that there is a God, that the bus system is inefficient, that it is Tuesday, that it would be a good scheme to open the fridge. The reason that nobody eats ferret soup in the Tongan highlands is because Tonga has no highlands. Knives do not kill people; people kill people. A knife is just a humble tool with a thousand household uses. The government got re-elected because people like social engineering. They think it is like civil engineering. Some people who work in the philosophy of science think that every explanation is an argument. Those people are wrong. Who borrowed my Persian umbrella stand? F Write out the following arguments in standard form. You need not supply missing premises or change the words used unless it is absolutely necessary to retain the sense of a sentence, but you should omit indicator words: She was travelling faster than the speed of light and there is no law that allows her to do that, so she was breaking the law. I should answer the phone, since it is usually for me and I should take responsibility for my own phone-mail. I was here long before everybody else and I paid good money for my ticket. Aness and Myles are leaving for America and they need to get rid of stuff. So they should have a garage sale. I am having a bad day today and I only have bad days on Mondays. I guess that means today must be Tuesday. Some of the glass cases in the museum contain chocolate cake. Anything contained in the glass cases in the museum is on display. This means that some chocolate cake is on display in the museum. Now available as a nasal spray. You should buy it and try it! We need your sheets for tablecloths. Setting examinations is sometimes more work than sitting them.

Chapter 8 : Critical Thinking

Critical Thinking A Concise Guide Critical thinkers should primarily be interested in arguments and to think logically and to detect errors in the thinking of.

Chapter 9 : Critical Thinking: A Concise Guide, Third Edition - Student Material

The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims, Fifth Edition, explores the essentials of critical reasoning, argumentation, logic, and argumentative essay writing while also incorporating important topics that most other texts leave out, such as inference to the best explanation, scientific reasoning, evidence and authority, visual reasoning, and.