

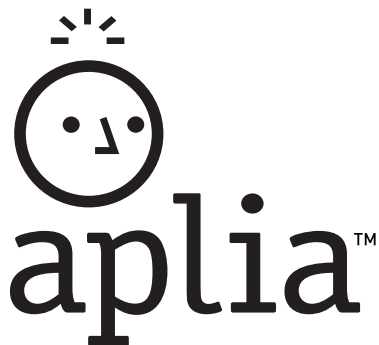


# CRITICAL THINKING

## A USER'S MANUAL

SECOND EDITION

DEBRA JACKSON  
PAUL NEWBERRY



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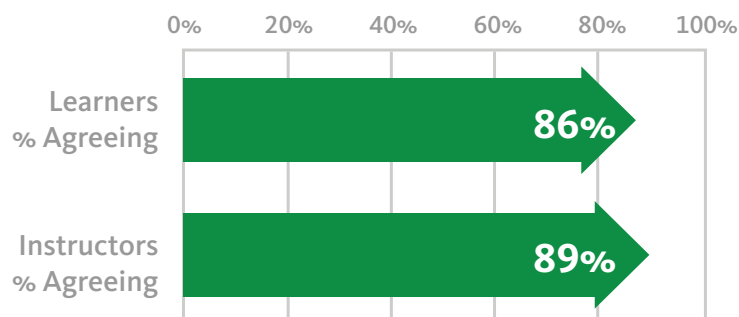
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# Steps for Critical Thinking

## Recognize the Argument

- ▲ Count the claims
- ▲ Look for reasons
- ▲ Identify the purpose



## Analyze the Argument

- ▲ Pay attention to inference indicators
- ▲ Identify the premises and conclusion
- ▲ Determine the issue
- ▲ Analyze any subarguments
- ▲ Diagram the argument



## Evaluate the Argument

- ▲ Determine the reasoning style
- ▲ Identify the argument kind
- ▲ Use appropriate terminology and tools

### Deductive Reasoning

#### Categorical Arguments

- ▲ Translate into standard form
- ▲ Check validity using a Venn diagram

#### Truth-Functional Arguments

- ▲ Translate into symbolic form
- ▲ Check validity using a truth table

### Inductive Reasoning

#### Inductive Generalizations

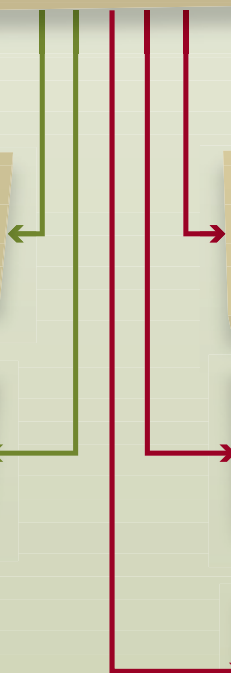
- ▲ Present in general form
- ▲ Assess how well the sample represents the target

#### Analogical Arguments

- ▲ Present in general form
- ▲ Assess the analogy

#### Causal Arguments

- ▲ Present in general form
- ▲ Determine the method
- ▲ Assess the causal evidence



# Common Fallacies

## Begging the Question

The conclusion of an argument is assumed by the argument's premises.

## Appeal to Ignorance

The arguer illegitimately shifts the burden of proof to his or her opponent.

## Appeal to Illegitimate Authority

The arguer uses a source that is not an authority on the subject in question to support a conclusion.

## Ad Hominem

The arguer rejects an opposing argument based on the characteristics of its author.

## Strawman

The arguer mischaracterizes the conclusion of his or her opponent's argument and then attacks the argument in its distorted form.

## Red Herring

The arguer distracts the reader from the issue by using irrelevant premises.

# Argumentative Essay Structure

## Introduction

Identify the issue, conclusion, and premises.

## Body

Provide reasons, evidence, and/or examples that support each premise.

## Objection/Reply

State the strongest objection to your conclusion, and effectively respond to it.

## Conclusion

Restate your conclusion and premises.

## Citations

Give full and detailed credit for others' ideas.





# Critical Thinking

## **A USER'S MANUAL** **Second Edition**

**DEBRA JACKSON**

**&**

**PAUL NEWBERRY**

**California State University, Bakersfield**



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**Critical Thinking: A User's Manual,  
Second Edition**

Debra Jackson and Paul Newberry

Product Manager: Debra Matteson

Content Developer: Florence Kilgo

Associate Content Developer: Joshua Duncan

Product Assistant: Abigail Hess

Intellectual Property Analyst: Alexandra  
Ricciardi

Marketing Manager: Christine Sosa

Manufacturing Planner: Sandee Milewski

Art and Design Direction, Production  
Management, and Composition: Cenveo®  
Publisher Services

Cover Image: ©www.gettyimages.com

Cover design: Evgeni Dinev Photography/  
Moment Open/Getty images

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WCN: 02-200-203

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Library of Congress Control Number: 2014947910

ISBN: 978-1-285-19684-8

**Cengage Learning**200 First Stamford Place, 4th Floor  
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# Preface

**A**s college instructors, we know that critical thinking changes lives. Learning to recognize, analyze, evaluate, and construct arguments can provide students with the foundation to successfully complete college, pursue their future careers, and become more discerning citizens. To provide the best opportunities for our students to acquire these vital skills, we created a genuinely different kind of text, one that is

- ▶ accessible, yet challenging, to both beginning and advanced students;
- ▶ focused on building foundational skills in a step-by-step fashion;
- ▶ committed to integrated, active learning strategies;
- ▶ packed with clear examples and exercises that epitomize the skills learned; and
- ▶ structured to ensure that students transfer critical thinking skills beyond the classroom.

Why do we call this text *A User's Manual*? User's manuals are written for the beginner and the do-it-yourselfer. We have taken the same approach here. We focus on four essential skills—argument recognition, analysis, evaluation, and construction—and break each down into its basic components. In this way, students learn to think critically in a step-by-step fashion, as they would learn to master any skill, be it speaking Japanese, playing basketball, or painting a portrait. In addition, like any good user's manual, this text is easy to follow. We provide clear examples and explanations, and we integrate workbook-style writing and thinking exercises that promote active learning.

## **Step-by-Step Approach—IMPROVED!**

We continue to treat the acquisition of critical thinking skills as a process and make every effort to present our exposition in the clearest way possible, maintaining as much exactness as the topic or skill warrants without making it overly complex for the novice. For example, in Chapter 3 (Analyzing Arguments), we begin by analyzing very simple arguments containing inference indicators. Next, we introduce, one by one, arguments without inference indicators, arguments with extra claims, and arguments with implied claims. Only then do students encounter arguments with multiple conclusions and chain arguments. This process is repeated in Chapter 4 (Diagramming Arguments) as students learn to draw argument diagrams, again in a step-by-step manner. By the end

of Chapter 4, students are able to recognize, analyze, and diagram complex chain arguments containing extra and implied claims.

In this second edition, we have not only incorporated suggestions given by reviewers and users of our first edition, but also have made changes based on our own teaching experience to make our unique step-by-step method more seamless throughout the text. For example, we significantly changed Chapters 2 and 5. In Chapter 2, we more explicitly emphasize the step-by-step method to demystify the distinctions between arguments and nonarguments, and introduce the analysis of nonarguments in a Critical Précis (the new name for our previous Basic Analysis). In Chapter 5 (Preparing to Evaluate Arguments), we have expanded the discussion of the five types of arguments that are the focus of the succeeding five chapters and added exercises to help strengthen students' ability to differentiate these argument types and use the appropriate terminology in evaluating them.

### **“Your Turn!”**

By reading actively, with a pencil in hand, students are more likely to apply what they learn in the context of their own experiences. It can be difficult to get students to read this way, so we provide frequent, workbook-style “Your Turn!” exercises to help students focus their reading, check their understanding of new content immediately, and integrate earlier skills with later ones. This feature can be incorporated into lectures, utilized in group activities, or included with homework assignments.

### **Abundant, Integrated Exercises—IMPROVED!**

This text includes over 1,100 exercises, designed to provide students with immediate practice of individual skills as they are learned. These exercises are progressive, so that students have time to absorb the basics before encountering tougher problems, and cumulative exercises are provided for additional reinforcement. Those of you who have used our first edition will find many refreshed exercises and examples. We believe it is important to show students how to apply critical thinking skills to current issues and controversies, which requires eliminating those that have gone stale. As in the first edition, answers to selected exercises are provided in the back of the book as a self-check for students.

### **“Putting It All Together”—IMPROVED!**

As a means to improve critical thinking through writing, we provide comprehensive writing exercises at the end of Chapters 3 through 11. In these highly structured assignments, students integrate previously learned skills with those presented in the current chapter. Each “Putting It All Together” section includes clear instructions and examples of the proper way for students to complete the assignments. In addition, to facilitate student awareness of the transferability of the skills beyond the critical thinking classroom, the examples are mined from a wide variety of sourced material—books, magazine and newspaper articles, advertisements, websites, and so on—and from a broad range of topics relevant to both their academic and their extracurricular lives.

### **“One Step Further”—NEW!**

In response to reviewer requests that the second edition include a vehicle for students to apply each skill outside of textbook exercises, we have added “One Step Further” activities at the end of each chapter. These exercises allow instructors to move beyond the text in many innovative ways. They can be used as in-class or homework assignments, as discussion starters, or as a place where you can add your own variations to

what we have suggested. Each chapter's "One Step Further" relates specifically to that chapter's skill set.

## Flexibility—IMPROVED!

Although we expect and allow for some instructor choice about which topics are covered and in which order they are covered, the material is most effective when Chapters 1 through 5 are taught in order. By doing so, you can best take advantage of the step-by-step progression built into the text. However, the remaining chapters may be chosen according to instructor preference, depending on course time and needs.

To further enhance the flexibility of the text, we have made two significant changes. First, we relocated the chapter on fallacy recognition from the middle of the text, as Chapter 5, to near the end of the text, as Chapter 11. This change makes it clearer to students and instructors that our text includes discussions and examples of more fallacies than the six central ones included in that chapter. Chapters 8, 9, and 10, for example, integrate fallacies into the discussions of inductive generalizations, analogical arguments, and causal arguments, respectively. Additionally, since fallacious arguments are no longer sprinkled throughout "Putting It All Together" exercises, instructors can skip fallacies altogether or include them at almost any stage after Chapter 5.

The second significant change is to the chapters on evaluating deductive arguments—Chapter 6 (Evaluating Categorical Arguments) and Chapter 7 (Evaluating Truth-Functional Arguments). In the first edition, these chapters were lengthy, in part because they introduced multiple methods for evaluating these arguments. In the second edition, we selected one method of evaluation for each chapter and created supplemental chapters for instructors who wish to allot more time and delve more deeply into the evaluation of these deductive arguments. You may wish to assign both the chapter and the supplement or limit your instruction to the primary chapter.

## Learning and Teaching Aids

*Critical Thinking: A User's Manual*, Second Edition, is available with Aplia™, an online interactive homework solution that improves comprehension and outcomes by increasing student effort and engagement. Founded by a professor to enhance his own courses, Aplia™ provides automatically graded assignments with detailed, immediate explanations on every question as well as innovative teaching materials. This easy-to-use system has benefited more than 1,000,000 students at over 1,800 institutions.

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## Acknowledgments

We are grateful for all the assistance, advice, and inspiration from our Wadsworth/Cengage team, especially to Joann Kozyrev, our former managing editor, for championing our second edition early on in the process, and to Debra Matteson, our current managing editor, for enthusiastically endorsing the project. We also want to give special thanks to Florence Kilgo, our development editor, whose meticulous edits and suggestions for every chapter have significantly improved this text.

The book was also improved by the comments of the following reviewers:

Stephen Brown, Briar Cliff University; Charles Cardwell, Pellissippi State; Denise Chambers, Normandale Community College; Gloria Cockerell, Collin College; Jeff Davis, Stevens-Henager College; Dawn Gale, Johnson County Community College; Emily Isaacson, Chowan University; Sandra McClammy, Cape Fear Community College; Peter Murphy, University of Indianapolis; N. Mark Rauls, College of Southern Nevada; Gary Russell, Spoon River Community College; Dennis Ryan, Edgewood College; Bonnie Sarnoff, Limestone College; Patrick Smith, San Francisco State University; Ed Teall, Mount St. Mary College; and Lori Underwood, Christopher Newport University.

For their reviews and suggestions contributing to the first edition, we wish to express our continued thanks to:

Robert Abele, Diablo Valley College; Ralph Acampora, Hofstra University; Minerva Ahumada, Northeastern Illinois University; Patricia Allen, MassBay Community College; James Anderson, San Diego State University; Robin Arneson, Normandale Community College; Julie M. Aultman, Northeastern Ohio University Colleges of Medicine and Pharmacy and Youngstown State University; Claudia Basha, Victor Valley College; Michael Bishop, Florida State University; Diana C. Blauvelt, Passaic County Community College; Daniel R. Boisvert, University of North Carolina at Charlotte; Michael Boring, Estrella Mountain Community College; Craig Bradley, Grossmont College; William Brunson, University of Nevada, Las Vegas; Leslie Burkholder, University of British Columbia; Christopher Caldwell, Virginia State University; Delilah Caldwell, Virginia State University; Charles E. Cardwell, Pellissippi State Community College; Barbara Carlson, Clark University; Jennifer Caseldine-Bracht, Indiana University-Purdue University Fort Wayne; Denise Chambers, Normandale Community College; Dobin Choi, SUNY–Buffalo; Doug Cloutre, Mid-Plains Community College; Alan Clune, Sam Houston State University; Marlys Cordoba, College of the Siskiyous; Judy Covington, Trident Technical College; Sharon Crasnow, Riverside Community College; Marcel Daguere, CSU–Chico; Michelle Darnell, Fayetteville State University; William Davenport, Lakeland Community College; Theresa Dolan, Los Angeles Trade Technical College; Tom Duran, Labette Community College; Joe Emeka, Quincy University; Frank Fair, Sam Houston State University; Stephen Findley, Webster University; Galen Foresman, North Carolina A&T State University; David Foster, University of Findlay; LaVerne S. Fox, CSU–Long Beach; Matthew Freytag, University of Maine at Farmington; Amy Garcia, Fullerton College; Kristen Gerdes, Cerritos Community College; William Gifford, Truckee Meadows Community College; Nuria Giralt, CSU–Long Beach; Cynthia Gobatie, Riverside City College; Nathan Griffith, Belmont University; Shahrokh Haghighi, CSU–Long Beach; Courtney Hammons, Cuyamaca College; Mara Harrell, Carnegie Mellon University; William J. Hawk, James Madison University; Kenneth Hochstetter, College of Southern Nevada; Sharon M. Hope, Maria College; Steven A. Jauss, University of Arkansas–Little Rock; Joseph Jedwab,

Kutztown University; Doris Jones, The American University in Cairo; Veronica C. Jones, Southeast Community College–Lincoln; Andrew Jones-Cathcart, College of the Canyons; Allyn Kahn, Champlain College; David Kite, Champlain College; Rory Kraft, York College of Pennsylvania; Michael LaBossiere, Florida A&M University; Carole Mackewich, Clark College; Terrance MacMullan, Eastern Washington University; Ivan Nikolaeff, Everest College; Susan Nylander, Victor Valley College; John Orr, Fullerton College; Slobodan Perovic, Carleton University; Jamie Phillips, Clarion University of Pennsylvania; Susan Priest, Western Nevada College; Michael Principe, Middle Tennessee State University; N. Mark Rauls, College of Southern Nevada; Andrea Reynolds, Ventura College; Dennis Ryan, Edgewood College; Paula Sabin, CSU–Long Beach; Leah Savion, Indiana University; Suzette Schlapkohl, Scottsdale Community College; Michael Schroeder, Savannah State University; Janet Simpson, Suffolk County Community College; Robert Skipper, St. Mary’s University–San Antonio; Dennis Slivinski, CSU–Channel Islands; Richard Smith, University of Findlay; Cindy Stern, CSU–Northridge; Lou Suarez, Lorain County Community College; Patricia Jo Teel, Victor Valley College; Susan Vineberg, Wayne State University; Susan Weaver, University of the Cumberland; James Wilson, Victor Valley College; and James Woolever, Foothill College.

## Special Thanks

We are grateful for support and constructive feedback from our CSUB colleagues Jacquelyn Kegley, Steven Gamboa, Maria Paleolgou, and Senem Saner and for our numerous Logical Reasoning students who inspire us. In addition, Paul wishes to thank his wife, Joanne Newberry, for her continual support, helpful suggestions, and careful edits; and Debra gives special thanks to her partner, Michael Tann, for his loving encouragement and incredible patience throughout the development of this book.



# Thinking Critically

Imagine that you check your Facebook account and see that your friend Sara has posted a new status update encouraging everyone to join a campaign to make your campus smoke-free. You also see that a number of people have commented on her post, some supporting the campaign and others opposing it.



**Sara says** Hey people! Check out this link! We should definitely start this campaign on our campus...



**Smoke-Free Campus** The Smoke-Free Campus Initiative aims to promote a clean, safe, and healthy campus environment by eliminating smoking from college campuses...



**James says** I don't smoke, but I don't think it's a good idea to ban smoking on campus. Since when does completely banning something work? Alcohol and drugs are illegal on campus, so no one uses them, right? Wrong!



**Davion says** If you want to subject yourself to the health risks of smoking, that's fine. But smoking in public places should be banned. Why? It's simple. Smoking poses a health risk to others, and anything that does that should be outlawed. Period.



**Veronica says** Are we living in a fascist state now??? The only people who would support this are uptight nonsmokers who want to take away my freedom to express myself and enjoy life. I know smoking is bad for me, but it's my choice!

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**EXERCISE 1.1**

**Your Turn!** Which of these arguments do you find the most persuasive? Which is the least persuasive? Explain why.

You have probably encountered exchanges similar to this one on social networking sites like Facebook, in blogs, or in the comments sections following Internet news and video posts. Like James, people often encourage others to approach problems by appealing to similar cases. But what exactly are we to accept from such comparisons? Davion's comment offers compelling reasons for banning smoking, but only if he's right about the extent of the dangers from secondhand smoke. How do we go about evaluating the credibility of his claims? Responses like Veronica's are very common (and usually much more brutal). Personal attacks and rhetoric quickly get out of hand, and the conversation veers away from the original topic. Should you respond to attacks of this sort by engaging in some name-calling of your own, replying with more reasonable arguments, or just ignoring them?

**EXERCISE 1.2**

**Your Turn!** What is your response to the discussion about the campaign for a smoke-free campus?

Each of the posts is trying to persuade you, but not all should succeed. In this text, you will learn to recognize that:

- ▶ Sara doesn't offer an argument at all. She merely states her opinion.
- ▶ James's and Davion's responses employ different styles of reasoning. In order to determine whether their arguments are convincing, you need to utilize different criteria.
- ▶ Veronica's reply commits a common mistake in reasoning called a fallacy. She attacks the people who support the smoking ban rather than their reasons for doing so.

This book will provide you with the critical thinking tools necessary for constructively engaging in conversations like these. It will do so by teaching you when you should be persuaded and when you should not. But here we can make an important distinction to help you better understand the focus of this text. Often thought of as "the art of persuasion," *rhetoric* typically includes every device one might use to persuade others—from rational argumentation to other, nonrational means of persuasion. These nonrational devices include a variety of recognizable techniques, such as emotional appeals, assertions made without any supporting evidence, the use of words and phrases with powerful connotations, and even the use of powerful, persuasive images. Our interest in this text is to focus on rational persuasion and separate it from that which is not.

This focus is grounded on a couple of reasons. First, we humans are rational creatures. So when people try to convince us using logic and reasoning, they are treating

us as self-directed, responsible human beings. They provide us with the materials we need to decide for ourselves where we stand on an issue. Rational arguers do not manipulate, trick, pander, or force us to believe or do what they want. Thus, reason is the best means of persuasion to use in any society that values tolerance and civil discourse. We demonstrate respect for one another when we are willing to let reasons do the convincing.

Second, even though we live in a world with plenty of rational argumentation and respect, too much public discourse is manipulative, cynical, and mean-spirited. With the skills you will acquire from studying this book, you will learn to recognize the kinds of discourse that you should take seriously and those that you should set aside or be skeptical of. By focusing on rational means of persuasion—that is, arguments—you will be better positioned to turn away from the nonsense and put your good mind to work to improve your life and the lives of those around you.

So what do we mean by “thinking critically”? When we talk about critical thinking, the term doesn’t describe thinking that is severe, negative, or harsh; instead, **critical thinking** refers to thinking that uses reason to decide what to do and what to believe. Since arguments provide reasons that support their claims, the fundamental critical thinking skills are the recognition, analysis, evaluation, and construction of arguments. Others may conceive of critical thinking somewhat differently, but the skills of argumentation you will study here are basic to any and all conceptions of critical thinking.

## LEARNING OUTCOMES

In this chapter, you will learn how to:

- ▶ Define *critical thinking*,
- ▶ Identify the four major skills that constitute critical thinking, and
- ▶ Describe four broad contexts in which critical thinking will be useful to you.

As a way to begin the building of critical thinking skills, we will describe how their usefulness extends beyond the fun of participating in online conversations about controversial issues. In fact, the skills you will learn as you study this text will help you do well in your college classes, be more successful in your career, avoid being manipulated by people who want your money or your support, and live a deeper, more meaningful life. That’s quite a lot for any book to claim, so let us provide some evidence to back it up.

## Using Critical Thinking in the Classroom

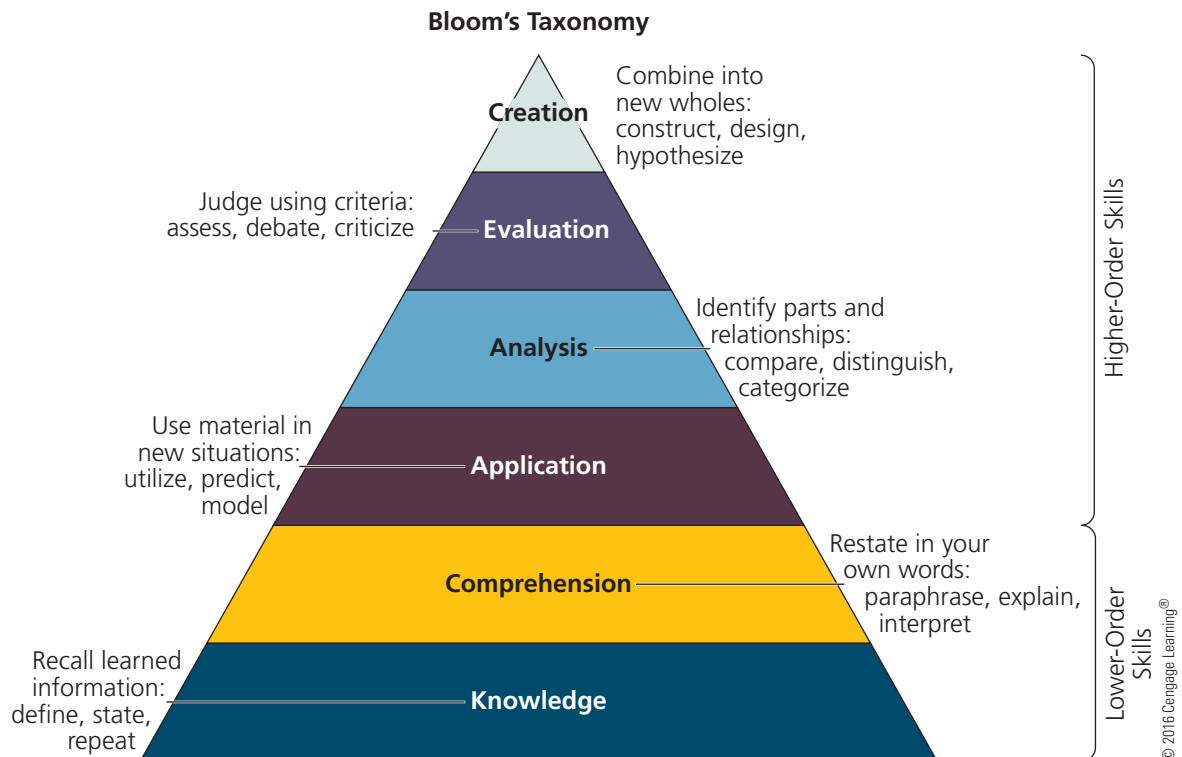
Over the years, our fellow educators in various disciplines—business management, criminal justice, nursing, psychology, biology, and others—have repeatedly said how important it is for students in their classes to have strong critical thinking skills. Our colleagues are apparently in good company, according to a 1994 report by the Foundation for Critical Thinking ([www.criticalthinking.org](http://www.criticalthinking.org)). In a survey of faculty at 38 public and 28 private California universities, nearly 90% of respondents claimed that critical thinking constitutes a primary objective of their teaching. Yet only a small minority (9%) clearly taught critical thinking skills on any given day. The first statistic shows just how



important critical thinking is in the eyes of instructors, but the second indicates that you must acquire those vital skills *before* you get to the discipline-based courses.

Why do professors consider these skills—the most essential of which are taught in this text—so important to students in their disciplines? One reason is that in college you are expected not only to learn more advanced material than you learned in high school, but also to do things with that material that are more cognitively sophisticated and demanding than what has been expected of you up to this point. From elementary school through high school, your learning has focused on basic information such as the main characters and events in American history, the structure of a grammatically correct sentence, the proper procedures for a chemistry experiment, the rudiments of speaking another language, and so on. All of this is important knowledge. In college, however, you must go far beyond these basics both in content and in what you are asked to do with the information you learn. This is shown in a well-known pyramid of cognitive activities known as Bloom’s Taxonomy.

Of course, in college you still must demonstrate knowledge and comprehension of subjects. However, you are also expected to employ Bloom’s higher-order cognitive skills of application, analysis, evaluation, and creation. So instead of merely memorizing pertinent information to repeat back on exams or in written work, you must dismantle the parts, apply them in new ways and to new problems, and determine what works well and what doesn’t. That is, you must use higher-order cognitive skills. For example, if your Economics instructor asks you, “Is Adam Smith’s argument for the ‘invisible hand’ that guides economic interaction convincing or not?” he or she is asking you to utilize a higher-order cognitive skill—namely, *evaluation*. For such an assignment, you cannot simply recite the information provided to you, but instead must assess its



worth. The major critical thinking skills taught in this book—recognizing, analyzing, evaluating, and constructing arguments—are all higher-order cognitive skills.



### EXERCISE 1.3

**Your Turn!** If you are asked to *paraphrase* Adam Smith’s argument, which cognitive skill is required? What if you are asked to *compare* Smith’s argument to that of Karl Marx? Which of the two activities requires critical thinking? Why?

Critical thinking skills are useful in college courses for yet another reason. As you learn more about a subject, you move beyond the material everyone in the discipline accepts to ideas, theses, and formulations that experts in the field disagree about. For example, because you have been exposed to American history throughout your education, it might appear that all the “facts” about American history have already been discovered and agreed upon. But historians argue, sometimes vehemently, over the credibility of eye-witness testimony, the usefulness of recently acquired documents or artifacts, and the value of innovative research methods. In your college history courses, you are expected to analyze and evaluate these kinds of arguments.

Consider, for example, a debate between historians and a psychoanalyst over whether to accept an eyewitness report of an uprising of prisoners at the Auschwitz death camp in 1944. The historians argued that the woman’s testimony was useless because she remembered four chimneys exploding, but only one chimney had been destroyed. The psychoanalyst who had interviewed her disagreed. Her testimony was valuable because it affirmed what had previously been thought impossible—that Jewish armed resistance had in fact occurred. How should we understand such disagreements? Strong critical thinking skills can help you understand what’s at issue in controversies like these, understand the strengths and flaws in each side’s reasoning, and reach your own conclusion.

Argumentation plays an important part in other disciplines, too. For example, public policy programs often must prepare students to choose a course of action by determining which of two opposing causal explanations is the more powerful. The aftermath of Hurricane Katrina provides one such example. According to a 2005 article from the *Washington Post*, two different agencies—the Army Corps of Engineers and the Louisiana State University (LSU) Hurricane Center—disagreed on the cause of the breaching of the flood walls that resulted in extensive damage to the city. The army blamed the flooding on surges that were too massive for the flood-protection system. However, the LSU Hurricane Center provided evidence that the storm surges never overtopped the flood-protection system. LSU placed the blame for flooding on poor design and/or construction of the flood walls. Students studying to become public policy analysts have to determine which argument is stronger in order to prevent future disasters.



### EXERCISE 1.4

**Your Turn!** If you are asked to judge the strength of LSU’s argument, which cognitive skill is required? Does this require critical thinking? Why or why not?



Aerial view of massive flooding and destruction in the aftermath of Hurricane Katrina, taken on September 1, 2005 in New Orleans, LA.

FEIMA/Alamy

For courses in all disciplines—whether history, sociology, biology, business, or anything else—arguments play a large role in the college classroom. Having information, especially in the Internet era, is not sufficient in your advanced courses. You must be able to use that information as never before by applying it in novel situations and critically appraising the results of others doing the same. That is, you must be able to recognize, analyze, evaluate, and construct arguments in a variety of disciplines.



### EXERCISE 1.5

Using Bloom's Taxonomy, choose the highest-level skill required to address each of these sample course assignments. Indicate which assignments require critical thinking.

1. How long was the Hundred Years' War?
  - a. Knowledge
  - b. Application
  - c. Creation
2. In a short paragraph, explain how a gang may serve as a substitute family.
  - a. Comprehension
  - b. Analysis
  - c. Evaluation
3. Jones argues that the lessons learned from the English occupation of Calais and Bordeaux during the Hundred Years' War prevented a permanent peace. Determine whether she gives a persuasive argument, and justify your answer.
  - a. Knowledge
  - b. Analysis
  - c. Evaluation

4. Write an essay in which you show how Joan of Arc's role as a military leader during the Hundred Years' War could give our military leaders a better understanding of religious mysticism among violent extremists in our own time.
  - a. Comprehension
  - b. Application
  - c. Creation
5. What is the American Medical Association (AMA) definition of *mercy killing*?
  - a. Knowledge
  - b. Comprehension
  - c. Analysis
6. In a five-paragraph essay, debate the pros and cons of the AMA definition of *mercy killing*.
  - a. Application
  - b. Creation
  - c. Evaluation
7. Design a classroom activity to teach students about ratios.
  - a. Comprehension
  - b. Creation
  - c. Evaluation
8. Using your own words, describe the purpose of an annual physical exam.
  - a. Comprehension
  - b. Analysis
  - c. Evaluation
9. Compare the financial impacts of Hurricane Katrina and Hurricane Ivan on low-income residents of coastal communities in the United States.
  - a. Knowledge
  - b. Analysis
  - c. Application
10. What did Socrates mean when he claimed, "The unexamined life is not worth living" (Plato, *Apology* 38a)?
  - a. Comprehension
  - b. Application
  - c. Evaluation

## Using Critical Thinking in the Workplace

Each year, the National Association of Colleges and Employers (NACE) asks employers which abilities they want college graduates to possess. At or near the top of that list each year is "analytical reasoning," the kind of critical thinking skills taught in this text. Yet accounting majors might ask, "Aren't mathematical and business skills more important for a career as an accountant?" Likewise, nursing majors might suggest that knowledge of medicine is more important for them. Although accountants and nurses obviously need these skills, they must also have a full complement of higher-order thinking skills. People in these kinds of careers must be prepared to solve difficult problems by applying their knowledge to new situations. In addition, they must be able to decide which new ideas they should accept or reject and be able to justify their decisions. On any given day, people in these careers, and most of the careers you may be considering after college, must be able to effectively use critical thinking skills.

For example, suppose at work, one of your employees asks to take a week off the following month and you respond like this:

*A week off next month? Do you think that work is just somewhere to drop in once in a while? Some other employee will have to do your work in addition to his or her own, and that's certainly not fair. Sorry. Forget it!*

Does this seem like a reasoned response to the employee's request? Notice how you have distorted the request. Instead of objecting to the person being gone for a week, you have presented his or her position as thinking that "work is just somewhere to drop in once in a while." Is that a fair appraisal of the request? We don't think so.

Here is a more balanced response you can give:

*A week off next month? I'm afraid that's not going to work out. February is our busiest month due to Valentine's Day, and we already have two people who will be gone for medical reasons. I'm afraid it will have to wait.*

Even though you have still turned down the request, by giving a fair and honest justification for your response, you have shown the employee both courtesy and respect.



### EXERCISE 1.6

**Your Turn!** Which skill from Bloom's Taxonomy is utilized in the example above? Why?

Finally, when you apply for a job in whatever career you follow, you will have to write a cover letter in which you make a case for your candidacy for the position. Imagine that you are an employer who receives a letter of application such as the following:

*I am writing to apply for the entry-level accountant position currently open. Am I the person for you! I'm a can-do, proactive, think-outside-the-box kind of person who will be a terrific asset to your company. Seeing is believing! When can we schedule an interview?*

Does this letter convince you that you should interview this candidate? Probably not. What you are given is a list of empty, clichéd personal characteristics (can-do; proactive; think-outside-the-box) that actually tell you nothing about the applicant's credentials or skills. Do you know what any of those terms actually means? We sure don't. In addition, the applicant tries to make a favorable impression with a show of bravado (am I the person for you; terrific asset to your company; seeing is believing). This letter is long on mere rhetoric, but, sadly, much too short on argument.

Here's a better example of the kind of argument the applicant might make:

*I am writing in response to your advertisement for an entry-level accountant in your tax division. I believe that I am a strong candidate for this position because I have a bachelor's degree in business and accounting, I completed two summer internships for a tax broker while in college, and I have experience preparing tax returns for a temp agency.*

Notice that this person is giving an argument to convince you that he or she is qualified for the position. When you want to convince someone to hire you, you will have to give him or her good reasons to do so.



### EXERCISE 1.7

Divide into groups and discuss how you would convince someone at work to accept the following claims. Refer to your own experience in situations like these if possible.

1. I should be given a pay raise (or promotion).
2. I should be allowed to do my job differently.
3. One of my co-workers should be reprimanded (or fired).

## Using Critical Thinking Skills in Civic Life

Not only are critical thinking skills useful in the classroom and workplace, but also they will serve you well as a consumer in the marketplace. Advertisements are notorious sources of nonrational means of persuasion.

Although most of us may be naturally wary whenever someone is trying to sell us a product, much advertising can be quite persuasive—perhaps at our expense. Good critical reasoning skills can prevent us from succumbing to persuasive appeals that are neither rational nor reasonable. People are emotional creatures, and descriptions of cozy fireplaces, sounds of sizzling steaks, and images of frosty beer mugs all tug at our minds powerfully. Sadly, the result is too often the purchase of a product that we don't really need, with a luster that fades all too quickly. With polished reasoning skills, such as the ability to detect fallacious reasoning, we are better able to assess the reasons we have been given to buy a particular product.

Let's look at an example of an ad you might encounter. Suppose you read this:

*Why spend years earning a college degree? With AcademicDegree.com, you can earn a degree in as little as three months and begin earning the good salary you deserve. Visit our website to begin your new life today.*

At first glance, this might sound very appealing. After all, college is hard work, and it takes a long time. That's especially true these days when costs have risen and the majority of students have to hold down one or two part-time jobs in addition to their classes. Of course, it is tempting to think that you could get your degree in a much shorter time. But notice the qualifier "in as little as three months." What does this tell us? It will take three months, at the minimum, but it certainly could be much longer. Also, the ad mentions the good salary "you deserve." So everybody who reads this ad deserves this good salary? That's unlikely. The ad also doesn't mention the cost of this great education or the percentage of AcademicDegree.com graduates obtaining these "good" salaries. Finally, when you think about it, what can you learn in such a short time that will really be of use to you? You might be provided with some information, but you certainly will not have the time to develop the higher-order cognitive skills that employers demand.

The world of politics also tries to grab your attention, your support, and your dollars. In many cases, it might seem wiser to let your favorite political party decide for