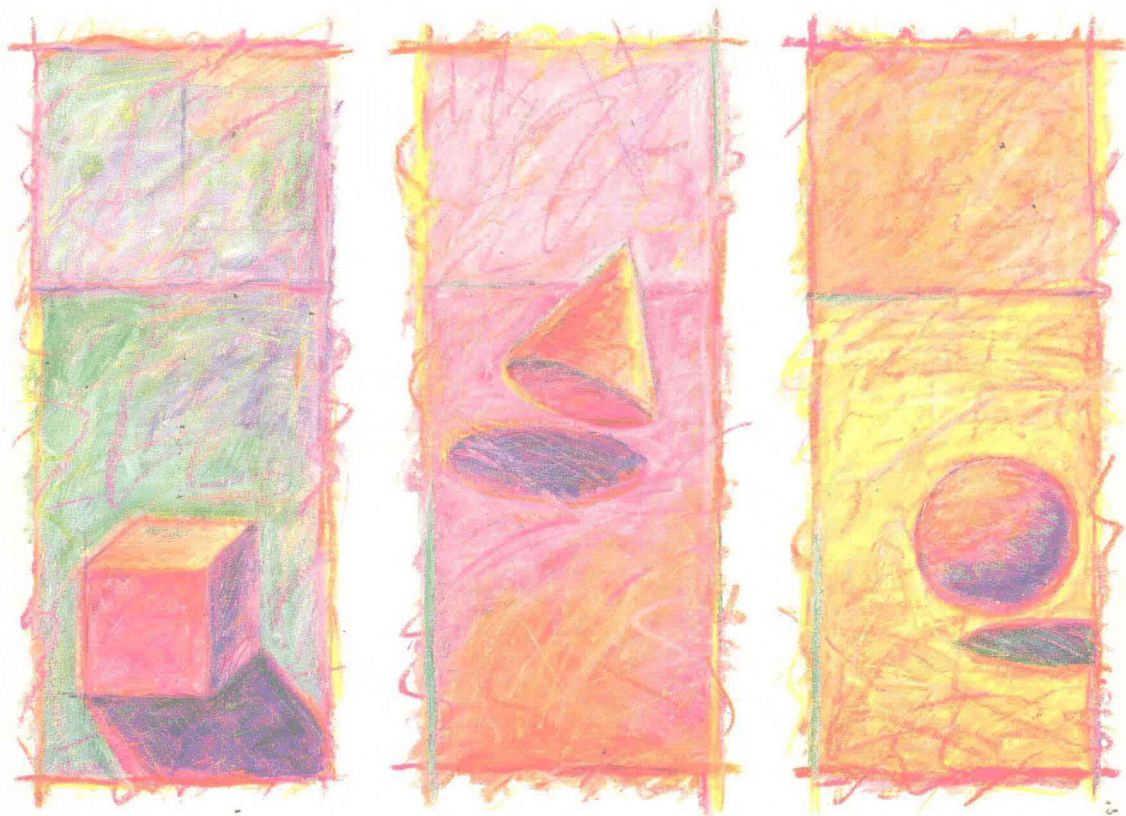


Invitation to

Critical Thinking



Joel Rudinow

Vincent E. Barry

*third
edition*

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Critical Thinking

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PREFACE

ONE OF THE MOST EXCITING recent developments in education has been the emergence of courses in informal logic and critical thinking designed to help students develop skills and dispositions for reasoning effectively and independently in practical, real-life situations. The goal of such instruction is to equip students with the skills they need to assess ordinary, everyday arguments logically and to use these assessments in solving problems, in making decisions about what to do and what to believe, and in expressing themselves orally and in writing. We share these goals and have written *Invitation to Critical Thinking*, Third Edition, with such courses in mind. Specifically, we intend the book to (1) help students understand and evaluate arguments of some substance, depth, and complexity, tasks that many students find troublesome; (2) help students learn to deal intelligently and autonomously with the mass media, through which so much of the information confronting each of us is presented; and (3) help students develop critical standards of assessment and judgment to apply to their own thinking and writing, for success in college, and indeed intellectual development in general, depend on intellectual autonomy, which, in turn, requires the ability and the willingness to "be one's own best critic."

Like the first two editions of *Invitation to Critical Thinking*, the third is organized into four main sections: "Awareness," "Analysis," "Evaluation," and "Generation." Part One ("Awareness") consists of Chapters 1 to 4, which are intended to effect a kind of consciousness raising. Before confronting arguments, we want students to be aware of some common barriers to effective thinking, as well as the centrality of language to thinking and the impact of mass media on thinking.

Part Two ("Analysis"), consisting of Chapters 5 to 7, systematically introduces the notion of an argument and specific strategies and pro-

cedures for identifying arguments, breaking them down into their structural elements, diagramming the structural relationships among these elements, and discovering and filling in their missing elements.

Part Three ("Evaluation") consists of Chapters 8 to 15 and presents a comprehensive overview of, and an integrated approach to, the evaluation of arguments, and ultimately places argument evaluation in the overall context of reading comprehension.

Part Four ("Generation"), consisting of Chapters 16 and 17, helps students to integrate the entire range of sensitivities, strategies, and skills presented in the book into their own thinking projects and activities, particularly their own problem solving and argumentative essay composition.

The organization of the book hints at some of the topics covered. The following is a more detailed list of topics, including those that are new (▲) and those that are substantially revised (●) in this edition.

- What critical thinking is and is not (Chapter 1)
- Some common obstacles to critical thinking, including self-deception, egocentricity, and ethnocentricity (Chapter 1)
- Functions of language (Chapter 2)
- Meaning and linguistic conventions (Chapter 2)
- Television's impact on thought and behavior (Chapter 3)
- Persuasive advertising techniques (Chapter 3)
- News media and the forces that shape the news (Chapter 4)
- Arguments: What they are, and how to recognize them (Chapter 5)
- A method for diagramming ("casting") argument structure (Chapter 6)
- Methodology and guidelines for filling in missing premises (Chapter 7)
- Deductive validity and argument forms (Chapter 8)
- ▲ Venn diagrams and truth tables (Chapter 8)
- ▲ Inductive inferences (Chapter 9)
- Methodology and guidelines for verifying assertions (Chapter 10)
- Fifty-six common informal fallacies of language, relevance, and evidence (Chapters 11–13)
- A comprehensive seven-step format for evaluating both short arguments and longer argumentative essays (Chapters 14–15)
- Methodology and guidelines for writing argumentative essays (Chapter 16)
- Methodology, guidelines, and strategies for problem solving (Chapter 17)

Pedagogically, the book is designed to encourage, guide, and reinforce the student's grasp of the material, and, at the same time, to foster independence. Each part begins with an overview of the material to be covered in its chapters, and each chapter opens with the highlights of

the chapter in the sequence of coverage. Exercises for immediate reinforcement of instruction are provided throughout the text. These are divided into two groups.



“Quick Check” exercises, designed to enable students to check their grasp of concepts as they are introduced, are supplied with answers and comments in Appendix 1.



“Writing Exercises” are also provided to support courses with an emphasis on composition.

Each chapter is briefly summarized and reviewed, and supplied with “Applications” exercises for further study and analysis. A recommended supplementary reading list (Appendix 2) and a glossary of basic critical thinking terminology (Appendix 3) are also supplied.

The biggest change we’ve made in this edition of *Invitation to Critical Thinking* is the addition of a new instructional dimension: interactive computer-based tutorial support, in the form of *The LogicWorks* software. *The LogicWorks* provides students with interactive practice on critical thinking exercises. *The LogicWorks* is not intended to replace either text or classroom. Nothing is better than a teacher for initial instruction or for answering students’ questions about conceptual issues in critical thinking. Nothing beats a book for reading. The computer, however, is capable of supporting and accelerating the learning process and enhancing the learning experience. The computer never gets impatient with a student whose pace is slower than average, or who needs more repetition and drill. The computer doesn’t get bored or tired of correcting mistakes it has encountered dozens of times, semester after semester, for 16 years. The student doesn’t have to wait a week for feedback on her homework. Working with the computer, each individual student gets feedback immediately and directly, as she works on the exercise problem. With *The LogicWorks* you’ll find that the critical thinking course can be more fun and more productive for both instructor and student. *The LogicWorks* program is divided into three main activity menus. The “Critical Thinking Menu” covers the material in Parts One and Two of the text, from basic critical thinking concepts and terminology through argument analysis. The “Thinking Critically Menu II” covers the material in Part Three of the text, argument evaluation. There is also a “Symbolic Logic Menu” that may be combined with additional instruction to augment the critical thinking course in the area of formal logic.

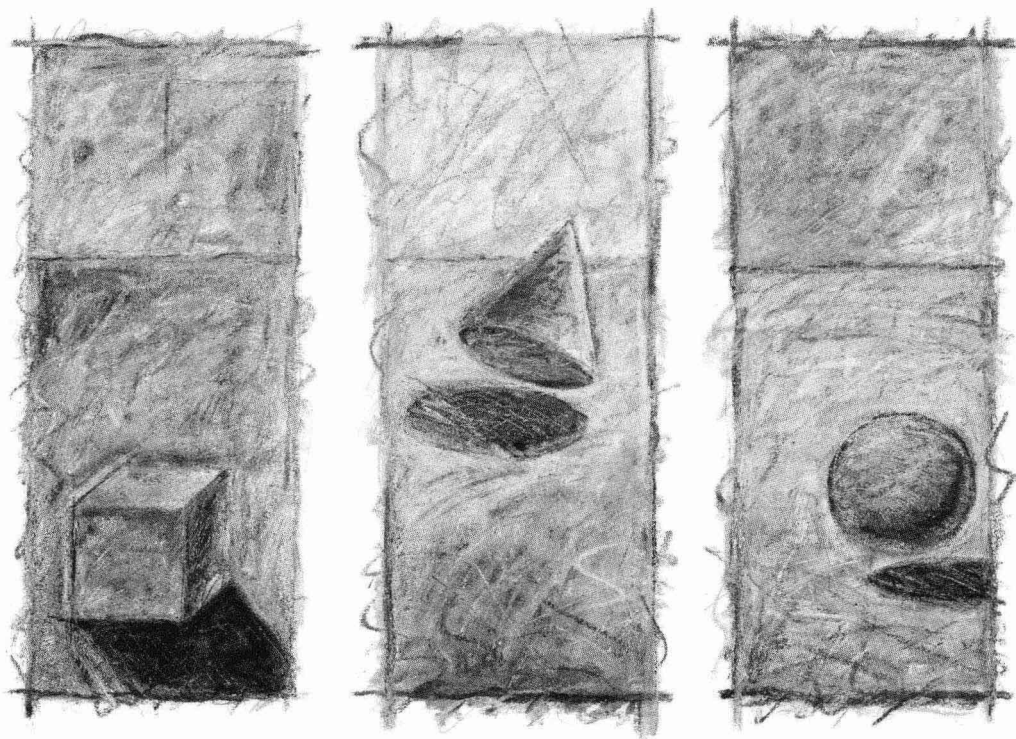
The authors wish to acknowledge the support, guidance and encouragement of the many people who have contributed to the writing of this book. We are grateful to David Tatom, Dale Brown, Mary K. Bridges, Claire Brantley, John Haakenson, and the rest of the staff at Harcourt Brace for seeing this project through the complexities and pressures of the editorial and production processes, and to Rob Brady, of Stetson University, author of *The LogicWorks*, for his expert assistance in adapting it for this text. We're also indebted to Jim Moor, my former colleague at Dartmouth College, for showing both the feasibility and pedagogical value of computer enhanced instruction in logic. The following professors each gave detailed and helpful recommendations for revision of this book: James P. Cadello, Regis University; Ron Leonard, University of Nevada at Las Vegas; Dean J. Nelson, Dutchess Community College; Arthur Regan, San Jose State University; and Jane Mary Trau, Barry University. Again, the collegiality, support, and encouragement of the members of the Department of Philosophy at Sonoma State University and Santa Rosa Junior College have been invaluable. Kristi Hotchkiss, Tim Jones, and Jon Pappas were instrumental in the preparation of the Instructor's Manual. On the home front, I want especially to acknowledge the constant support of my parents Jack and Mattie Rudinow, my daughter Lindsey, and my wife Dawn.

Joel Rudinow
Sonoma, California

P A R T

ONE

AWARENESS



CONTENTS

PART ONE

AWARENESS

Chapter 1 BARRIERS TO CRITICAL THINKING	1
Exercise 1-1: Freewriting	2
Critical Thinking: What It Is and What It Is Not	3
Exercise 1-2: Critical Thinking Inventory	9
Barriers to Critical Thinking	9
Frame of Reference	11
Egocentricity and Resistance to Change	13
Wishful Thinking and Self-Deception	13
Ethnocentricity and Cultural Conditioning	14
Hasty Moral Judgments	15
Reliance on Authority	15
Labels	18
Exercise 1-3: Freewriting Revisited	19
Summary	19
Applications	20
Notes	24
Chapter 2 COMMUNICATION I: LANGUAGE	25
Functions of Language	26
<i>Informative</i>	26
<i>Expressive</i>	26
<i>Directive</i>	27

<i>Persuasive</i>	27
<i>Performative</i>	28
Multiple Functions	28
Exercise 2-1: The Functions of Language*	29
Meaning in Language: Language as Convention	29
The Rule of Common Usage	31
Dimensions of Meaning: Denotation and Connotation	32
Definition	34
<i>Denotative Definition</i>	34
<i>Logical Definition</i>	34
Exercise 2-2: Logical Definitions*	37
<i>Stipulative Definition</i>	38
<i>Persuasive Definition</i>	38
Exercise 2-3: Stipulative and Persuasive Definitions*	39
<i>Ambiguity and Vagueness</i>	40
Exercise 2-4: Ambiguity and Vagueness*	41
Issues and Disputes	41
Factual Issues and Disputes	43
Evaluative Issues and Disputes	44
Interpretive Issues and Disputes	44
Exercise 2-5: Disputes*	45
Summary	46
Applications	49
Notes	52
 Chapter 3 COMMUNICATION II: MEDIA	 53
The Information Environment	53
Media of Communication	55
Television	55
Impact on Thought and Behavior	56
Television's Reality Warp	58
Exercise 3-1: Essay on Television's Reality Warp	62
Advertising	63
False Implication	64
Exercise 3-2: False Implication*	65
Use of Ambiguity and Vagueness	65
<i>Ambiguous Comparisons</i>	66
<i>Positive Emotional Charge</i>	67
<i>Weasel Words</i>	68
Exercise 3-3: Ambiguity and Vagueness in Advertising*	68
Exaggeration	69
<i>Puffery</i>	70
Exercise 3-4: Exaggeration*	71
Psychological Appeals	71
<i>Sexual Pitches</i>	72

<i>Subliminal Advertising</i>	73
Hidden Facts	75
Summary	77
Applications	79
Notes	81
 Chapter 4 COMMUNICATION III: THE NEWS MEDIA	 83
Newsworthiness	87
Concentrated Corporate Control	88
Economy, Efficiency, Space, and Time	89
Ratings and Demographics	90
Drama	92
Technology and the Visual	93
Exercise 4-1: Thoughtpiece on Newsworthiness	94
Analysis and Interpretation	96
Objectivity, Neutrality, Balance, and Bias	96
<i>Objectivity</i>	98
<i>Balance</i>	100
<i>Neutrality</i>	101
News Sources	103
Summary	108
Applications	111
Notes	113

PART
TWO

ANALYSIS

 Chapter 5 THE ANATOMY OF ARGUMENTS	 115
Argument	115
Argument Identification	117
Exercise 5-1: Argument Identification*	118
Argument Analysis	119
Premises and Conclusions	120
Signal Words	120
<i>Conclusion Signals</i>	120
<i>General Area Premise Signals</i>	121
<i>A Caution Concerning Ambiguity</i>	122
<i>Specific Premise Signals</i>	122
<i>Arguments Without Signals</i>	124
Exercise 5-2: Argument Analysis*	125
Incompletely Stated Arguments	127
Unexpressed Conclusions	127
Unexpressed Premises	128

Exercise 5-3: Incompletely Stated Arguments*	129
Premise Support	130
Exercise 5-4: Premise Support*	132
Summary	132
Applications	134
Notes	138
 Chapter 6 CASTING ARGUMENTS	 139
Argument Organization: Series and Chain	141
Exercise 6-1: Argument Organization*	142
A Casting Method	143
Exercise 6-2: Casting*	147
Casting Support Premises	148
Exercise 6-3: Casting Premise Support*	154
Casting Unexpressed Premises and Conclusions	156
Exercise 6-4: Casting Unexpressed Premises and Conclusions*	157
Guidelines for Casting Rhetorical Features	158
Exercise 6-5: Casting Rhetorical Features*	165
Summary	166
Applications	168
Notes	172
 Chapter 7 MISSING PREMISES	 173
The Importance of Filling in Premises	173
The Difficulties of Filling in Premises	176
When to Fill in Premises	178
The “What-if” Strategy	178
Exercise 7-1: The “What-if” Strategy*	179
Guidelines for Reconstructing Premises	180
Plausibility	180
Exercise 7-2: Plausibility*	181
Relevance	182
Topic Coverage Strategy	182
Exercise 7-3: Relevance and Topic Coverage Strategy*	183
Fidelity to the Arguer’s Position	184
Exercise 7-4: Filling in Missing Premises*	186
Longer Arguments	188
Summary	194
Applications	195

PART THREE EVALUATION

Chapter 8	CRITIQUING ARGUMENTS I: DEDUCTION	201
Soundness and Cogency		202
Argument Form		203
Deductive Validity		205
Exercise 8-1: The Concept of Deductive Validity*		205
Formal Fallacies		206
An Intuitive Test for Deductive Validity		207
Exercise 8-2: Testing for Deductive Validity*		207
The Scenario Method		208
Exercise 8-3: The Scenario Method*		208
Constructing Formal Analogies		208
Exercise 8-4: Formal Analogies*		211
Venn Diagrams		211
Exercise 8-5: Venn Diagrams*		220
Some Additional Deductive Argument Forms		221
Truth-Functional Analysis of Logical Operators		221
<i>Hypothetical Statements</i>		222
<i>Disjunctive Statements</i>		224
Five Argument Forms with Hypothetical Premises		225
Using Truth Tables to Test for Validity		228
Exercise 8-6: Hypothetical Argument Forms*		231
An Argument Form Involving Disjunction		232
An Argument Form with Both Hypothetical and Disjunctive Premises		232
Summary		234
Applications		235
Chapter 9	CRITIQUING ARGUMENTS II: INDUCTION	239
Deductive and Inductive Signal Words		240
Exercise 9-1: Inductive and Deductive Arguments*		241
Assessing Inductive Strength		242
Inductive Generalizations		243
Exercise 9-2: Inductive Generalizations*		245
Statistical Generalizations		245
Exercise 9-3: Inductive Strength*		246
Reasoning Hypothetically		247
Plausibility		249
Explanatory Power		250
Exercise 9-4: Plausibility and Explanatory Power*		251
Testing Hypotheses		252
Exercise 9-5: Essay on Testing Hypotheses		253

Causal Reasoning	254
Mill's Methods	254
<i>Method of Agreement</i>	254
<i>Method of Difference</i>	256
<i>Joint Method of Agreement and Difference</i>	257
<i>Method of Concomitant Variation</i>	258
Summary	259
Applications	263
 Chapter 10 CRITIQUING ARGUMENTS III: VERIFYING PREMISES	 267
Truth	267
Relativism	268
Verification	269
Necessary Truths	269
Exercise 10-1: Necessary Truths and Contingent Statements*	270
Verifying Factual Statements	271
Verifying Observation Statements	271
Verifying Empirical Hypotheses	273
Exercise 10-2: Thoughtpiece on Verifying Factual Statements	273
Evaluative Disputes and Value Judgments	274
Exercise 10-3: Value Judgments*	274
Value Relativism	275
Justifying Value Judgments	278
<i>Appeal to Consequences</i>	278
<i>Appeal to Principle</i>	278
Exercise 10-4: Justifying Value Judgments*	279
Interpretive Issues	280
Verifying Interpretive Hypotheses	280
Summary	281
Applications	283
Notes	285
 Chapter 11 CRITIQUING ARGUMENTS IV: INFORMAL FALLACIES OF LANGUAGE	 287
Informal Fallacies	288
Organization of the Informal Fallacies	290
Fallacies of Ambiguity	290
<i>Equivocation</i>	290
<i>Amphiboly</i>	291
<i>Accent</i>	292
<i>Composition</i>	293
<i>Division</i>	293
Exercise 11-1: Fallacies of Ambiguity*	294

Rhetorical Fallacies	295
<i>Abuse of Vagueness</i>	295
<i>Assumption-Loaded Labels</i>	296
<i>Euphemism</i>	297
<i>Extreme Quantifiers and Intensifiers</i>	300
<i>Minimizers</i>	301
<i>Rhetorical Questions</i>	301
<i>Innuendo</i>	302
<i>The Complex Question</i>	303
<i>The Phantom Distinction</i>	303
<i>Mob Appeal</i>	304
Exercise 11-2: Fallacies of Language*	304
Summary	305
Applications	307
Notes	311
 Chapter 12 CRITIQUING ARGUMENTS V: INFORMAL FALLACIES OF RELEVANCE	 313
Irrelevant Appeals	314
Ad Hominem	314
<i>Abusive Ad Hominem</i>	315
<i>Circumstantial Ad Hominem</i>	316
<i>Guilt by Association</i>	316
<i>Genetic Appeal</i>	317
<i>Poisoning the Well</i>	318
Exercise 12-1: Ad Hominem Appeals*	318
Appeal to Authority	319
<i>Invincible Authority</i>	320
<i>Irrelevant Expertise</i>	320
<i>Testimonials</i>	321
<i>Unidentified Experts</i>	321
<i>Experts with Axes to Grind</i>	322
<i>Division of Expert Opinion</i>	322
<i>Popularity</i>	323
<i>Positioning</i>	323
<i>Tradition</i>	324
<i>Novelty</i>	325
<i>Provincialism</i>	325
Exercise 12-2: Appeals to Authority*	325
Emotional Appeals	327
<i>Appeal to Anger</i>	327
<i>Appeal to Fear</i>	327
<i>Appeal to Pity</i>	328
Exercise 12-3: Emotional Appeals*	328

Diversión	329
<i>Humor or Ridicule</i>	330
<i>Two Wrongs</i>	330
<i>Straw Person</i>	331
<i>Red Herring</i>	332
Exercise 12-4: Fallacies of Relevance*	332
Summary	333
Applications	335
 Chapter 13	
CRITIQUING ARGUMENTS VI: INFORMAL FALLACIES OF EVIDENCE	341
Fallacies of Statistical Inference	342
Small Sample	342
Unrepresentative Sample	343
<i>Slanted Study</i>	344
<i>Bad Base Line</i>	345
Suppressed Evidence	346
Gamblers' Fallacies	347
Exercise 13-1: Fallacies of Statistical Inference*	348
Fallacies of Comparision	349
Questionable Analogy	350
Questionable Classification	352
Exercise 13-2: Fallacies of Comparison*	352
Fallacies of Questionable Cause	353
Confusing Correlations with Causes	353
Overlooking a Common Cause	354
Post Hoc	354
Causal Oversimplification	354
Slippery Slope	355
Exercise 13-3: Fallacies of Questionable Cause*	356
Unwarranted Assumptions	357
False Dilemma	357
The Only Game in Town	358
Begging the Question	359
Invincible Ignorance	359
Arguing from Ignorance	360
Exercise 13-4: Unwarranted Assumptions*	361
Some Additional Informal Strategies for Critiquing Arguments	362
Checking for Consistency	362
Tracing Implications	363
A Final Word of Caution	363
Summary	364
Applications	366

Chapter 14 APPLYING A FORMAT	373
Format for Analysis and Evaluation	373
Step 1: Clarify Meaning	374
Step 2: Identify Conclusion and Main Premises	374
Step 3: Cast the Argument	375
Step 4: Fill in Missing Premises	375
Step 5: Examine the Main Premises and Support for Justification	376
Step 6: Examine the Argument for Fallacies	377
Step 7: Give an Overall Evaluation	379
Applying the Seven-Step Format	379
Argument 1	380
Argument 2	382
Argument 3	385
Summary	388
Applications	389
Chapter 15 THE EXTENDED ARGUMENT	397
Organization	397
Thesis	398
Exercise 15-1: Thesis Identification*	401
Macroanalysis and Microanalysis	402
An Essay Critiqued	403
Step 1: Clarify Meaning	404
Step 2: Identify Thesis (Conclusion) and Main Points (Premises)	405
Step 3: Cast the Argument	405
Step 4: Fill in Missing Premises	408
Step 5: Examine the Main Points (Premises) and Support for Justification	409
Step 6: Examine the Argumentative Essay (i.e., the Argument) for Fallacies	410
Step 7: Give an Overall Evaluation	411
A Second Essay Critiqued	412
Step 1: Clarify Meaning	414
Step 2: Identify Thesis (Conclusion) and Main Points (Premises)	414
Step 3: Cast the Argument	414
Step 4: Fill in Missing Premises	416
Step 5: Examine the Main Points (Premises) and Support for Justification	418
Step 6: Examine the Argumentative Essay (i.e., the Argument) for Fallacies	419
Step 7: Give an Overall Evaluation	422
An Alternative Casting Method: The Outline	423
Summary	424