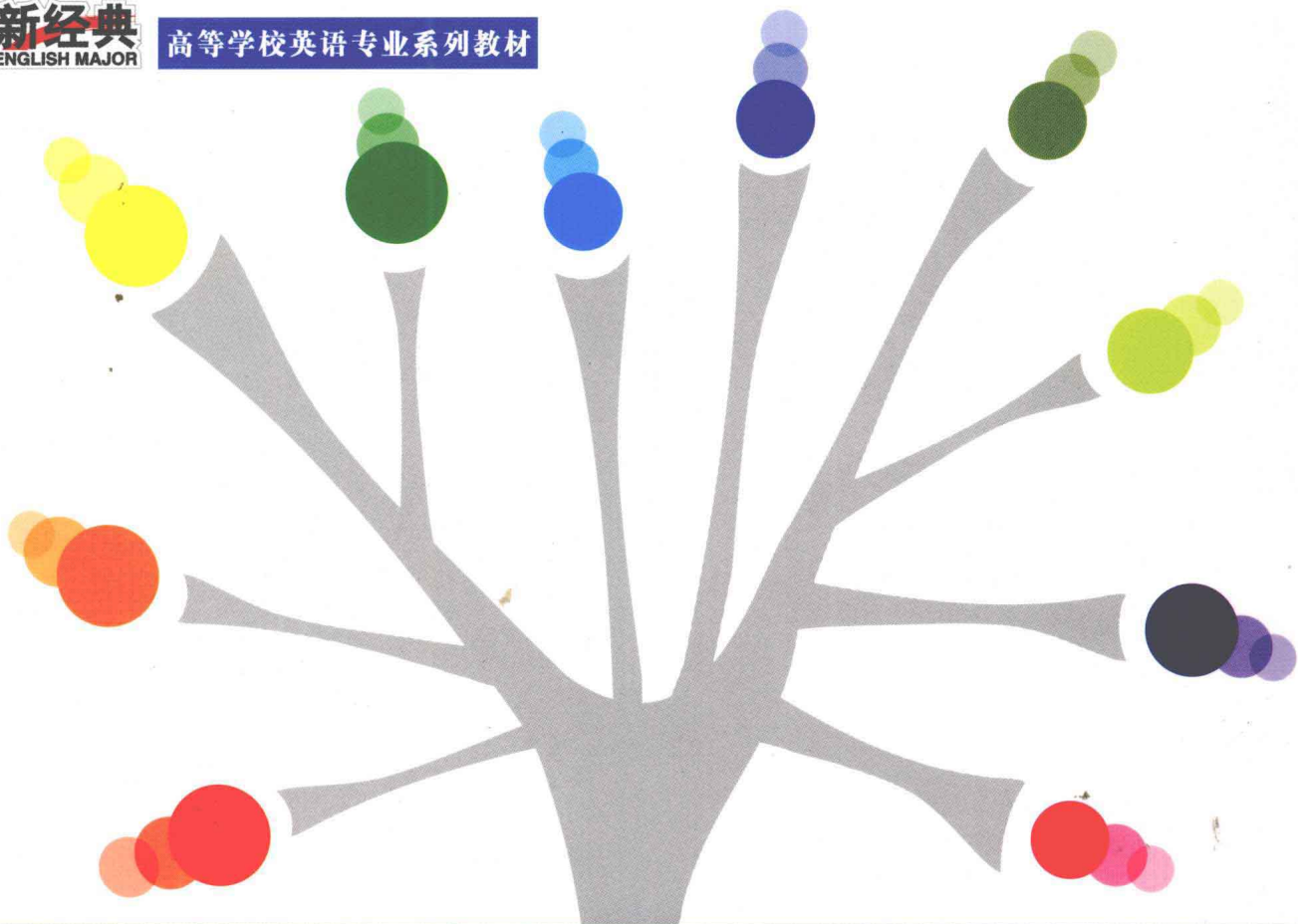


新经典  
ENGLISH MAJOR

高等学校英语专业系列教材



主编：张在新

# 英语写作教程 4

——从创新思维到批判思维

English Composition: From Creative Thinking to Critical Thinking

## 批判思维 与 议论文

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# 致学习者

## 内容简介

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本套教材是编者多年来在北京外国语大学英语学院本科写作课的教学积累的基础上,为我国英语专业本科的写作课编写的。教材结合写作过程教学的特点,并充分借鉴范文在写作教学中的指导作用,将写作过程的教学从写作内容延伸到篇章结构、组织形式和文章修改技巧,使学习者在学习写作的进程中同时也熟练掌握写作过程中各阶段的目的、功能和方法。本套教材的教学进度划分为写前(creating/prewriting)、写作(writing)和修改(revising)三个阶段。以练习和范文讨论的形式将创新思维和批判思维分别融入写前和写作阶段的教学,并将写作内容和目的与写作形式的要求相结合。全套共分四册,涵盖以上三个阶段,其中修改部分贯穿后三册的作文练习的始终。

第一册(《创新思维与写前技巧》)针对写前构思阶段的需要,具体介绍创新思维策略和写前技巧,帮助学习者提高创新和挖掘题材的能力,为写作内容的新颖性做准备。练习包括创新思维练习(creative thinking exercise)、创意策略报告(creative strategy report)、开放作文(open-ended story)和课堂练习等,涵盖的英语写作技能有简要的描述、小结和报告。

第二册(《细节描写与读者意识》)侧重写作内涵和写作目的的教学,其主要内容有细节描写(show more than tell)、故事叙述、人物或场景描述(describing a person or place)以及读者意识(addressing the audience)。围绕这四方面的内容要点设计的写作形式有个人经历文/记叙文(personal experience/narration)、描述文(description)和指示过程文(how-to process)等,其中记叙文和描述文主要训练细节描写、故事情节和人物、场景总体印象,指示过程文强调作文的内容及风格适应于读者的需求。

第三册(《中心思想与扩展形式》)以文章论点(thesis)为中心,学习者将掌握有关篇章结构的写作和修改技巧,提高布局谋篇的写作能力。其中内容包括论点的新颖性(the less usual side)、段落要点(topic sentence)、开头(introduction)、结尾(conclusion)、条理(cohesion)、句式变化(sentence variety)、简洁(brevity)、标点符号(punctuation)等。根据文章论点的目的不同,结合多种扩展形式学习说明文的写作练习:问题探究文(problem/solution)、分类文(division and classification)、定义文(definition)、评估文(evaluation)等。

第四册(《批判思维与议论文》)的内容包括批判思维和议论文的基础知识,通过讨论和练习提高学习者的逻辑思辨能力和论据分析能力,以便增强其写作的说服力。写作练习有广告分析(advertisement/commercial analysis)、逻辑错误分析(fallacy analysis)、事实议论文(claim of fact)、价值议论文(claim of value)、政策议论文(claim of policy)等。结合议论文论据援引的特点,教材还简要介绍美国现代语言学会(MLA)关于文献引用的要求和格式。

## 教材特点

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- 特点一: 将创新思维策略与写前构思技巧相结合,同时也将批判思维训练渗透到写作阶段并重点在议论文中运用,为学习者挖掘写作题材、培养和开发创新能力、提高批判思维水平提供一个体验空间。通过完成整个写作学习过程,学习者能做到学有所思,并能写出说服力强、逻辑清晰、文体得当的英语作文,使英语写作教学不局限于纯粹的语言和结构学习的模式。
- 特点二: 全套教材采用的教学理念是以实践、练习为中心。教学内容的编排由浅入深,课堂练习、课外作业和写作要求均围绕教学目的和技能的特点而设计,例如:创意策略报告针对大脑风暴(brainstorming)、开放作文解决切入点变换(changing the entry point)、记叙文和描述文离不开细节描写、指示过程文强调读者意识、解决问题文探讨因果关系、评估文分析对比关系、议论文运用批判思维、电视广告和电影片段训练创新思维和逻辑分析能力等等。
- 特点三: 编者博客提供适量影视片段、电视公益和商业广告等多媒体材料作为练习的补充,学习者能从日常生活的可视侧面中感受学习写作及创新思维和批判思维的重要性以及实践意义。
- 特点四: 为了帮助学习者提高作文分析能力和增强读者意识,写作阶段的作文(第二册至第四册)均配有同伴互评(peer evaluation)作业。每位学习者充当同伴的读者,对写作内容、结构和形式分别进行互评,并按要求扼要写出修改意见供对方参考。
- 特点五: 教材设计了适量的小组活动,包括小组讨论、报告、作业和同伴互评等,以加强学习者的团队合作精神和增加他们互教互学、取长补短的机会。
- 特点六: 除带星号(\*)的开放性练习和作业(Assignment)外,大部分练习均含参考答案。各册书的末尾提供课堂练习(Exercises)和课后练习(Homework)的参考答案,要求学习者做完练习后才与答案进行对比;另一部分是课堂讨论(Discussion)或补充练习(More Practice)的参考答案,保存在编者的博客里,仅供任课教师参考,便于课堂讨论。

# 致教师

本套教材把在实践中学习 (learning by doing) 当作我们编写的基本理念。由于教材对写作内容的提炼要求相对较高, 因此全套教材的设计重点是从实践入手, 精讲多练, 使学习者尽可能在课堂内外的讨论和实际练习中培养开放的思维习惯, 提高英语写作和思辨的水平。

尽管第二册至第四册可根据课程设置在不同的年级使用, 我们建议在一年级开始使用第一册。学习者越早接受创新思维和写前技巧的训练, 就能越快摆脱固有的思维定式。

关于课程进度, 每册书的目录之后将提供教学大纲, 供任课教师参考。另外, 任课教师申请成为编者的博友后可在编者博客里查阅课堂讨论和补充练习的参考答案及相关辅助资料。

任课教师可通过下列联系方式向有关编者申请成为博友:

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第二册: 邱枫 [writing2@126.com](mailto:writing2@126.com)

第三册: 穆杨 [writing3@126.com](mailto:writing3@126.com)

本套教材得到了北京外国语大学教学改革项目的资助 (2007-2009) 和英语学院领导的大力支持, 并且在多年的教学实践中得到众多学生的课堂参与和作文反馈, 我们从中受益匪浅。在此, 我代表编委会向他们一并表示衷心的感谢!

## 编委会成员

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张在新  
北京外国语大学英语学院  
2010年3月1日

# Syllabus

## Course Objectives

This course focuses on the writing process as a strategy in learning writing and aims to help you to exercise critical thinking and argumentation. You will learn to:

1. write valid and cogent arguments for different claims: claims of fact, value, and policy,
2. analyze others' arguments,
3. evaluate evidence,
4. establish credibility as a writer,
5. consider the reader's needs and values,
6. recognize fallacies, half truths, problematic statistics in others' writing and avoid them in your own.

## Course Requirements

Write, write, write. Seven papers (including a SES and a final exam) and informal writing (peer evaluations and a quiz) will be assigned during the semester. A late paper will be scored one letter grade (10 points) lower and must be turned in within one week of the due date, or it will be recorded as a zero. All papers must be submitted to receive course credit.

For the claim of value and claim of policy assignments, you are required to write a first draft and a revised essay:

- First draft: assertion with proof (argument, evidence, sources).
- Revised essay: revising for content (argument and counterargument, evidence, sources), expression, organization, and mechanics (see the standards for evaluating argumentative essays at the end of the syllabus)

## Tentative Schedule

Assignments	Due Dates
(1) Introduction and Diagnostic Test	Week 1
(2) SES on Appeals (200 words), 10%	Week 5
(3) Claim of Fact (400-500 words), 10%	Week 7
(4) Claim of Value (400-500 words), 10%	Week 9
(5) Revised Essay, (600-700 words), 5%	Week 11
(6) Claim of Policy, (400-500 words), 10%	Week 13
(7) Revised Essay, (600-700 words), 5%	Week 15
(8) Quiz on fallacies, 10%	Week 16
(9) Peer Evaluations (five of them), 10%	TBA <sup>1</sup>
(10) Final Exam, 20%	TBA

Essays and informal writing assignments are weighted as noted above. Class participation (discussing essays, analyzing fallacies, etc.) will count 10%. (During class discussion, students may be asked to comment on the essays they've read for peer evaluation.)

---

<sup>1</sup> TBA: to be arranged



## Standards for Evaluating Argumentative Essays

<p>Content 50%</p>	<ul style="list-style-type: none"> <li>● Argument/counterargument</li> <li>● Evidence (facts, statistics, testimony)</li> <li>● Logic (sound reasoning, avoiding fallacies)</li> <li>● Audience (needs/values)</li> <li>● Specific details (show more than tell)</li> </ul>
<p>Expression 20%</p>	<ul style="list-style-type: none"> <li>● Formal/informal style</li> <li>● Sentence variety (varied sentence patterns and sentence openings)</li> <li>● Effective sentence combining</li> <li>● Word choice (avoiding slang, clichés, wordiness)</li> </ul>
<p>Organization 15%</p>	<ul style="list-style-type: none"> <li>● Thesis statement (restricted, specific)</li> <li>● Topic sentence paragraphs (unity, paragraph development)</li> <li>● Introduction (attention-getting hook, interest-creating discussion, thesis, plan of development)</li> <li>● Conclusion (reinforcement of the main idea in fresh words, sense of completeness)</li> <li>● Transitions (between and within paragraphs)</li> </ul>
<p>Mechanics 15%</p>	<ul style="list-style-type: none"> <li>● Grammar (agreement, tense, plurals, pronoun reference, modifiers, etc.)</li> <li>● Documentation (documenting sources using the MLA<sup>1</sup> style)</li> <li>● Punctuation (avoiding comma splices, fused sentences, sentence fragments, and other incorrect uses of punctuation marks)</li> </ul>

<sup>1</sup> MLA: Modern Language Association of America

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# Critical Thinking and Argumentation: An Introduction

## What to Look for in This Section

**Critical thinking:** “Critical thinking is intelligent reasoning with supporting evidence to help make wise decisions.”

**Argumentation:** “Argumentation is the art of influencing others, through the medium of reasoned discourse, to believe or act as we wish them to believe or act.”

What critical thinking can do for us:

- Make more effective and logical decisions.
- Compose and support strong, logical arguments.
- Assess the validity of other people’s arguments.

“Critical thinking,” for John Caputo (1994), “is intelligent reasoning with supporting evidence to help make wise decisions.” He says that the word “critical” comes from the Greek *kritein*, which means to distinguish or sort out. So we are not using the word “critical” or “criticize” in a negative sense, as in “She is too critical of herself because she failed her English test.” Citing Richard Paul (1992), Caputo further explains that critical thinking is “an understanding of the relationship of language to logic, leading to the ability to analyze, criticize and advocate ideas, to reason inductively and deductively and to reach factual or judgment conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief.”

Similar to critical thinking, “argumentation is the art of influencing others, through the medium of reasoned discourse, to believe or act as we wish them to believe or act” (Wallace 1961). The ability to base your argument<sup>1</sup> on sound reasoning and good insight is the most important one in persuasion and argumentation, as the following example indicates:

---

<sup>1</sup> Argument is “a form of thinking in which certain statements (reasons) are offered in support of another statement (a conclusion)” (Chaffee 1994).

## **An Argument, not a Negotiation<sup>1</sup>**

Watch the film clip to be supplied by the instructor and discuss some of the basic elements of argumentation in it.

**Child:** Mom, why can't I go to California?

**Mom:** Because California is not a safe place. And besides, I'm not sure it's appropriate for your father to bring you on a business trip.

**Child:** Appropriate for who?

**Mom:** What?

**Child:** Mom, is it possible that you're taking the frustration of your failed marriage out on me?

**Mom:** Excuse me?

**Child:** This California trip seems like a great learning opportunity and a chance for me to get to know my father. But if you think it's more important to use me to channel your frustration against the man you no longer love, I'll understand.

[Child gets into dad's car]

**Dad:** How did you convince her?

**Child:** It was an argument, not a negotiation.

**Dad:** That's my boy.

2

In this discussion about the California trip, both the mother and the son have reasonable arguments. The mother first states her side of the argument, why she doesn't think allowing her son to go with his dad on a business trip is such a good idea:

Reason 1: "California is not a safe place."

Reason 2: "I'm not sure it's appropriate for your father to bring you on a business trip."

These are two legitimately good reasons against the son's request for the trip. The first one indicates the mother's concern for the son's safety in California (safety is ranked second next to the physiological needs in Maslow's Hierarchy of Needs; see needs analysis in Unit 1). The second point makes sense, too, when you think about a father taking his son with him on a business trip—the extra stress that goes with taking care of his son may get in the way of his work in California.

However, the child has better arguments. First, he states two good reasons why he should go with his dad on his business trip: "This California trip seems like a great learning opportunity and a chance for me to get to know my father." A learning opportunity for a child, no one can say no to that, and a chance for a son to know his father can also be a wise decision for a kid living with his divorced mother. Then he switches to the refutation

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<sup>1</sup> From the movie *Thank You for Smoking*.

of a point raised by his mother, appropriateness, although his angle is a little different. By saying something about the mother's psychology she herself may not be aware of (which may be true), the son shows to her that he is mature enough to see what is going on between the divorced parents and old enough to make his own decisions (and in this case a right one that deserves her support).

Of course, the child wins the argument in the end, because he is more persuasive than his mother (he could hardly persuade his mother to agree with him if he tried only an emotional appeal without giving a good reason: "Please, please, please, Mom."). But it doesn't mean the mother has no good and reasonable arguments. This is a good example to show these basic elements in argumentation: In order for a topic to be debatable, opinions on both sides should have some merits, and winning or losing an argument depends on one's performance of persuasion, mainly based on reason and the intellect.



# Unit 1

## Logos, Ethos, Pathos and Needs

### What to Look for in This Unit

**Logos:** *Logos* is related to the English word *logic*.

**Ethos:** *Ethos* means “ethics” in English and refers to the trustworthiness or credibility of a writer.

**Pathos:** *Pathos* is the Greek word for “emotion” or “feeling,” and it refers to the ability of language to evoke feelings in us, feelings like love, fear, patriotism, guilt and joy.

**Needs analysis:** Needs analysis is an approach to persuasion, which focuses on five basic human needs.

### ► I Logos, Ethos and Pathos

Aristotle, the Greek philosopher, in his *Art of Rhetoric*, defined three types of persuasive strategies, identified by the Greek words *logos*, *ethos*, and *pathos*. Gary Layne Hatch (1999) defines these three terms as follows: *Logos* is related to the English word *logic*; it is the appeal to reason and to the intellect; it is persuasion through reasoning. *Ethos* means “ethics” in English and refers to the trustworthiness or credibility of a writer. It is how others perceive your character as a writer. *Ethos* is a persuasive strategy because whom we believe is often as important as what we believe. *Pathos* is the Greek word for “emotion” or “feeling,” and it refers to the ability of language to evoke feelings in us, feelings like love, fear, patriotism, guilt, and joy. Whenever you accept an argument based on your feelings, you are acting on *pathos*.

Generally speaking, good argumentation is based on reason and the intellect (*logos*), and these two faculties, in turn, promote the credibility of the writer (*ethos*). While sometimes we also need the emotional appeal, emotions (*pathos*) alone cannot stand as an argument but only to serve to add to the persuasive power of an argument. Just think about a case in the court of law, for example; in order to win a case, a reasonable



lawyer would present ample evidence with precise logic to argue the case, for facts speak louder than a mere emotional appeal to the jury's sympathy. As Edward de Bono (1994) points out, there is nothing wrong with feelings and emotions, but "the danger arises if we place them first and use them as a substitute for thinking." And he thinks perceptions are powerful enough to change feelings: Consider a man who is having an argument with a woman in tears. "The man feels that he is a bully and is about to concede some points—then a friend whispers to him that he is being emotionally blackmailed. At once his attitude changes. This suggestion has changed his perception or way of looking at things—and with this his feelings."

## Exercise

### Job-Hunting<sup>1</sup>

You are a college graduate and desperate to get into advertising, and you have been doing job-hunting for months and exhausted all the normal routes, but still without success. You need a different approach. Your friends have proposed the following three solutions to your problem. Which one is the best? Why?

6

#### Solution 1

Buy some pink envelopes, "Love" stamps, and a small bottle of Chanel. Place your CV in the envelopes and write "Private" on the outside. Then sprinkle the envelopes with the Chanel and mail them to the senior agency partner in several of the best advertising agencies. When your letters arrive, nobody dares to open them, and your CV will go all the way to the top. You may be offered interviews, probably for your daring.

#### Solution 2

You may have 50 postcard-sized CVs printed. Then go down Madison Avenue, where many of the major advertising agencies in New York are located, and place one of these CVs under the windshield of every BMW or Mercedes you come across. Next day, you may have phone calls offering you interviews from the senior executives whom the cars belong to.

#### Solution 3

You may carefully analyze the content of an advertisement (say, one on a brand of coffee) and compare it with similar ones in the local papers. Then conduct a small survey of

<sup>1</sup> Modified from articles published by Careers Advisory Service of the University of Kent. 28 Jan. 2010. <http://www.kent.ac.uk/careers/sk/lateral.htm>.