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Role of reason in critical thinking in forming conclusions and making decisions

Critics tend to show certain traits that they have in common. These traits are summarized in Table 6.1: Table 6.1 attributes of critical thinking are open and receptive to all ideas and arguments, even traits that may disagree with them. Critical think tanks save judgment on a message until they have examined the claims, logic, reasoning and evidence used. Critics are fair-minded and understand that a message is not inherently wrong or incomplete if it is different from their own. Critics remain open to the possibility of changing their views on an issue when logic and evidence support this. Analysis of the critical nature of thinkers interested in understanding what is happening in a message. Critics ask questions about the message, break it into its individual components and examine each in turn. Critical think-minded people follow these components and argue for audio logic. Systematically avoiding jumping to conclusions by critical thinking methods. Critical think-ons take time to systematically examine a message. Critical thinkers apply the accepted criteria or conditions to their analysis. Matt Is a curious critic of curious nature. Critics ask questions about what those around them are spinning in a message. Critics want to know more and take action to learn more. Critics are cautious in acting and judging. Critical think-minded people are sensible in their actions. It's that they don't just jump on the joint thought band wagon because it looks good or whatever it does. Otto's truth-seeking critics apply a moral foundation based on the search for truth. Critical think-ons understand that even the wisest people may be wrong at times. Confidence in critical thought reasoning believes in the power of logic and sound reasoning. Critics understand that encouraging and developing audio logic is in everyone's interest. More importantly, critical think-ons value the power to allow others to make their own conclusions. Remember that critical thinking is an active state of thinking. Instead of just receiving messages and accepting it as it is, we consider what they're saying. We ask if the messages are well supported. We determine whether their logic is sound or a little flawed. In other words, we act on messages before we act on them. When we put critical thinking on a message, we engage in a variety of skills, including listening, analyzing, evaluating, inferring and interpreting or explaining, and the next self-regulation, each of these skills and their role in critical thinking in more detail. As you read through explanations and examples for each skill, think about how it works in conjunction with others. It is important to note that while we discuss Presented linearly, in practice our use of any skill is not so honest. We may apply different skills simultaneously or jump back and forth. Without an open mind, you can never be a great success. – Martha Stewart listening in order to understand listening, we must first understand the difference between listening and hearing. Hearing, at its most basic, refers to the physiological process of receiving sounds, while listening to the psychological process of interpreting or meaning those sounds. Every minute of each day is surrounded by hundreds of different voices and sounds. If we try to mean any different sound we will probably spend our days just doing so. While we may hear all the sounds, we filter a lot of it. They pass through our lives without further knowledge, but certain voices jump to the forefront of our consciousness. As we listen to them, we mean these voices. We do it every day without necessarily thinking about the process. Like many other bodily functions, it happens without us wanting it to happen. Critical thinking requires that we listen consciously to messages. We need to focus on what's said - and not say. We need to try to distract from other outside voices or the internal noise of our own default ideas. Now we just have to take on the message. Listening is especially difficult when the message contains highly charged information. Think about what happens when you try to discuss a controversial issue like abortion. As the other person speaks, you may have every good intention of listening to the whole argument. However, when the person says something that you feel strongly about you start to formulate a counter-argument in your head. The end result is that both sides end up talking past each other without ever really listening to what the other says. Analysis once we have listened to a message, we can start analyzing it. In practice we often start analyzing messages while still listening to them. When we analyze something, we consider it in more detail and separate the main components of the message. In a sense, we act like a surgeon in the message, carving out all the different elements and having them out for further investigation and possible action. Let's go back to Shanda's persuasive speech to see the analysis in practice. As part of her speech needs section, Shanda makes the following statements: Americans today are some of the most unhealthy people on earth. It seems not a week passes without some news stories relating to how we are the fattest country in the world. In addition to being overweight, we suffer from a number of other health problems. When I did some research for my speech, I read where heart attacks are the number one killer of men and two female killers. Think about it. My uncle had a heart attack and had to rush to the hospital. They hooked him up to a bunch of different cars to keep him alive. He's fine now, but he has to take a bunch of pills every day and eat a certain diet, plus he had to pay thousands of dollars in medical bills. Don't you want to know how to stop this from happening to you? If we were to analyze this part of Shanda's speech (see Table 6.2), we could start by looking at the claims she makes. Then we can look at the evidence she presents in support of these claims after the breakdown of various elements, we are then ready to evaluate them and by spreading the message as a whole. Assessments when we evaluate something we continue the analysis process by evaluating various claims and arguments for credibility. One way we evaluate a message is to ask questions about what is said and who says it. Below is a list of typical questions we might ask, along with an assessment of ideas in Shanda's speech. Is the speaker valid? yes. While Shanda may not be an expert every second on the issue of wine-related health benefits, she made herself a mini-expert through conducting research. Does the statement ring on the basis of true or false common sense? Sounds like some kind of fish. Four or more glasses of wine in one sitting doesn't look right. In fact, it seems it may be on the border of binge drinking. Does Logic's work hold up to reviews? Based on the bit of Shanda's speech we see here, her logic seems to sound. As we'll see later, he actually commits a few horoscopes. What questions or objections are posed by the message? In addition to the possibility of overeating, Shanda's proposal also increases the possibility of alcoholism or other long-term health problems. How will more information affect the message? Further information is likely to contradict his claims. In fact, most medical research in this area is contrary to the claim that drinking 4 or more glasses of wine a day is a good thing. Will more information strengthen or undermine claims? Most likely, Shanda's claims will be weak. What questions or objections are raised by the claims? In addition to the objections we have already discussed, there is also a problem with the credibility of Shanda expert Dr. Table 6.2 Shonda's speech analysis claims evidence Americans unhealthy Americans are the fattest country Americans suffer from many health problems, the number one killer heart attacks of men's killer heart attacks number two women have some news stories about America as the nation's fattest research into heart attacks is the story of his uncle's heart attack a wise man attributing his belief in evidence. – David Hume inferred and Or imply explanation or inference? For two relatively small words, signification and inference seem to generate a great deal of confusion. Understanding the difference between the two and knowing when to use the right one is not only a useful skill, but also makes you sound much smarter! Let's start with this signifying the meaning of proposing or conveying an idea. A announcer or piece of writing implies things. In Shanda's speech, for example, he implies that it is better to drink more red wine. In other words, he never directly says that we need to drink more red wine, but he clearly mentions it when he suggests that drinking four or more glasses a day will give us health benefits. Now let's consider the inference, which means that something in the words of a speaker or a piece of writing helps us get results outside of what he's saying. We infer conclusions. Back to Shanda's speech, we can infer she wants us to drink more red wine rather than less. He never come out and gives it, yet we can get that conclusion, taking into account his general message. Another way to think about the difference between signification and inference is this: a speaker (or author for that matter) implies. The audience infers. So it would be incorrect to say that Shanda infers that we should drink more than less wine. He implies that to help you tell the difference between the two, remember that inference is something that comes from outside spoken or written text. The next step in critical review is a message of interpretation or explanation of the conclusions we get from it. At this point, we will consider the evidence and the claims together. In fact, we are re-collecting the components we analyze during the analysis. We continue our assessment by looking at evidence, alternatives, and possible conclusions. Before we draw any inferences or attempt any explanation, we need to look at the evidence presented. When we consider the evidence we must first determine what, if any, type of support is provided. From the evidence we then ask: Does the evidence appear? Does the evidence say what the speaker says it does? Is there any contradictory evidence? Is the evidence from a source credible? Seatbelt by M.Minderhoud, CC-BY-SA. Even if this is set up as yes or no questions, you'll probably find in practice that your answers are a little more complicated. Let's say, for example, that you're writing lectures about why we should always wear our seat belts while driving. You researched this issue and found solid, credible front data setting several reasons why wearing a seatbelt can help save your life and reduce the number of injuries experienced during a motor vehicle accident. There is certainly conflicting evidence arguing that seat belts can cause more damage. For example, if you are in an accident where your car dropping in water, wearing seat belts may hinder your ability to quickly exit the vehicle. Does the fact that this evidence exists negates your claims? Probably not, but you need to be thorough in evaluating and considering how to use your evidence. A man who doesn't think for himself is not thinking at all. – Oscar Wilde self-regulating is the final step in critical review of a message that is actually the skill we have to exercise throughout the whole process. With self-regulation, we consider our pre-existing thoughts on the subject and any biases it may have. We examine how what we think about an issue may have had an impact on how we perceive (or think we understand) the message and any conclusions that we have drawn. Just as conflicting evidence does not automatically negate our claims or nullified our arguments, our biases do not necessarily confuse our conclusions. The purpose of self-regulatory practice is not to reject or deny our opinions. The goal is to create a gap between our opinions and the messages we evaluate. In public speaking, the value of being a critic cannot be overly stressed. Critical thinking helps us determine the truth or validity of arguments. However, it also helps us formulate strong arguments for our speeches. Applying critical thinking at all stages of speech writing and process presentation can help us avoid situations like the Shanda that found itself in it. Critical thinking is not a magical epidemic that will make us super speakers. However, it is another tool we can add to our speech toolbox. As we will learn in the following pages, we would make arguments based on logic. Understanding the ways logic can be used and possibly abuse is a vital skill. The Critical Thinking Foundation has set global standards of reasoning to help stress its importance. These standards can be found in Table 6.3. When the mind thinks, it speaks to itself. – Plato Table 6.3 Global Standards Reasoning All Arguments is a goal. All the arguments are trying to figure something out, to resolve some questions, to solve some problems. All arguments are based on assumptions. All arguments are made from a perspective. All arguments are based on data, information and evidence. All arguments are expressed through, and shaped by, concepts and ideas. All arguments contain inferences or interpretations that we conclude and meaning to the data. All arguments lead to somewhere or have consequences. Logic and the Role of Arguments Sharia Law Billboard by Matt57, Public domain. We use Logic every day. Even if we've never formally studied logical arguments and fallacies, we can often tell when a person's statement doesn't look right. Think about our claims in a lot of ads today —buy product X, and you will be beautiful/thin/happy or carefree The ad is depicted. With very little critical thought, we intuitively know that simply buying a product will not magically change our lives. Even if we can't identify a particular fallacy at work in reasoning (non-causa in this case), we know that there is a flaw in the argument. By studying logic and fortune-making, we can learn to formulate stronger and more coherent arguments and avoid problems like the one mentioned above. Studying logic has a long history. We can trace the origins of the logical modern study to Aristotle in ancient Greece. Aristotle's simple definition of logic as a means by which we come to know anything still provides a hidden understanding of logic. From the classical pillars of a core teaching of the liberal arts of logic, grammar and rhetoric, logic has been developed as a relatively independent branch of philosophical studies. We use logic every day when we make statements, we argue our point of view, and in myriad other ways. Understanding how to use Logic will help us communicate more efficiently and effectively. Defining arguments when we think and speak rationally, we put together statements that combine reasoning with evidence to support a claim, an argument. A logical argument should not be confused with the type of argument you have with a sibling or any other person. When you argue with your siblings, you participate in a conflict in which you disagree on something. But you may use a logical argument in the midst of arguing with your siblings. Consider this example: Brother and sister, Sidney and Harrison argue about who turns cleaning their bathroom. Harrison tells Sydney he has to do it because he's a girl and the girls are better at cleaning. Sydney replies that being a girl has nothing to do with who turns. He reminds Harrison that, given their work charts, they are responsible for cleaning the bathroom during intermittent weeks. He told her he cleaned the bathroom last week, so it's his turn this week. Harrison, who is not yet convinced, refuses to take charge. Sydney then points to the work chart and shows him where he specifically says it's his turn this week. Failed, Harrison digs cleaning supplies. During their bathroom arguments, both Harrison and Sydney use rational arguments to advance their point. You may ask why Sydney is successful and Harrison is not. That's a good question. Let's think critically about each of their arguments to see why one fails and one succeeds. lets start with the hanson debate . We can sum it up to three points: girls are better at cleaning bathrooms than boys. Sydney is a girl. So Sydney needs to clean the bathroom. Harrison's argument here is a kind of fractional argument that is specifically a silogism. In a few minutes, we will consider silogism. For our purposes here, Just focus on why Harrison's argument fails to convince Sydney. Assuming the moment we agree with Harrison's first two places, then his argument seems to make sense. We know sydney is a girl, so the second assumption is true. This leaves the first assumption that girls are better at cleaning bathrooms than boys. This is exactly the point at which Harrison's argument is misguided. The only way that her whole argument will work is if we agree with the assumption of girls better at cleaning bathrooms than boys. Let's look at the Sydney argument now and why it works. His reasoning can be summarized as follows: 1. Weekly intermittent bathroom responsibility according to the work chart. 2. Sydney clean bath last week. 3. The chart shows Harrison's turn to clean the bathroom this week. 4. So Harrison has to clean the bathroom. Decorative toilet seat by Bartux--commons.wikiv. Public domain. Sydney's argument here is a kind of inducing argument. We look at the arguments instilled in the depths below. Right now, let's look at why Sydney's argument succeeds where Harrison fails. Contrary to Harrison's argument, which is based on the assumption of claims of truth, Sydney's argument is based on evidence. We can define the evidence as anything used to support the validity of a claim. Evidence includes testimony, scientific findings, statistics, physical objects, and many more. Sydney uses two early pieces of evidence: a work chart and its statement that the bathroom was cleaned last week. Because Harrison has no conflicting evidence, he cannot reasonably rule out Sydney's statement and is therefore stuck with the toilet scrub. The definition of fractional reasoning refers to an argument in which the truth of its location guarantees the truth of its conclusions. Think of Harrison's argument for Sydney for cleaning the bathroom. In order for her final claim to be credible, we must accept the truth of her claims that girls are better at cleaning bathrooms than boys. The key focus in deficit arguments is that it should be impossible to place the right place and make incorrect conclusions. The classic example is this: all men are mortal. Sukrat is a man. Therefore, sucrat is mortal. We can look at each of these statements individually and see if each one is true in its own right. It is virtually impossible for the first two propositions to be correct and to conclude incorrectly. Any argument that fails to meet this standard commits a reasonable error or error. Even if we may accept arguments as good as possible and conclusions, reasoning fails as a kind of fractional argument. A few observations and arguments lead to errors; many observations and arguments are little to the truth. – Alexis Karl another way to think of deficit argument is to think of it as moving from a public assumption to Assume. This is what the basic line of reasoning looks like: this form of argument is called silogism deficit. A silogism not only needs three components for its reasoning, but it must have at least three components. We have Aristotle to thank for identifying silugism and making it easier to study logic. The focus on silogism dominated the field of philosophy for thousands of years. It wasn't until the early 19th century that we began to see the discussion of other forms of logic and other forms of logical reasoning. It is easy to fall prey to mistakes in reasoning when we focus on silugism and deductible arguments. Let's go back to the Harrison debate and see what happens: the art of thinking and reasoning in strict compliance with the limitations and disabilities of human misunderstanding. – Ambrose Bierce intended in this manner, it should be clear how the power of conclusion depends on us accepting as true the first two statements. This requires the truth of a set of fractional arguments as a very rigid form of reasoning. If any of the first two places are not correct, then the whole argument fails. Let's turn to recent world events for another example. In debates over whether the U.S. should take military action in Iraq, this was the fundamental line of reasoning used to justify the invasion. This logic was enough for America to attack Iraq; however, as we have learned since then, this line of reasoning also shows how quickly logic can go badly. We subsequently learned that experts are not entirely confident, and their evidence is not quite as concrete as originally shown. The definition of inductive reasoning is often opposed though as deficit reasoning; However, this approach is not entirely accurate. Reasoning is inducing moves from specific to general. However, this fact alone does not make it the opposite of the esthetic argument. The argument that is in the argument that its deficit fails, it may still stand still stanbaming. Contrary to arguments, deficits, no standard format argument should take longer and make them more flexible. We can define an induced argument as an argument in which the truth of its propositions lends support to conclusions. The difference here in the deduction of truth is the propositions that conclude with absolute certainty of truth. When we analyze an inducing argument, we don't focus on the truth of its location. Instead we analyze the snoatic arguments for their power or voice. Another significant difference between deduction and induction of snesion arguments does not have a standard format. Let's return to sydney's argument to see how induction develops in practice: bath cleaning up intermittent weekly responsibilities according to the work chart. Sydney cleaned the bathroom last week. It shows it's Harrison's turn to clean the bathroom this week, so Harrison needs to clean the bathroom. What Sydney is doing here is concluding that Harison needs to clean the bathroom, she begins by stating the Public House Act has alternate weeks to clean. He then adds in evidence before concluding his argument. While his argument is strong, we don't know if it's true or not. There may also be Dill's agents that Sydney left. Sydney may have agreed to do Harrison's bath cleaning week in exchange for another of his work. Or there may be some aggravating conditions preventing Harrison from cleaning the bathroom this week. You have to study the art of reasoning carefully, because that's what most people are very deficient in and I consider a few things more opposed than arguing, or even more opposed to a man who has no idea of philosophy is an inducer and an atheist. – William John Wills let's return to the world stage for another example. After the 9/11 attacks on the World Trade Center, we heard changes from the following arguments: terrorists were Muslim (or Arab or Middle Eastern), terrorists hated America. So all Muslims (or Arabs or Middle Easterners) hate America. Clearly, we can see the problem in this line of reasoning. Beyond being a grim example of hyperbolic speeches, we can all possibly think of at least one counter example for rejecting conclusions. However, individual enthusiasm and biases led many otherwise rational people to say these things in the weeks after the attacks. This example also clearly shows how easy it is to get tuned in on your use of logic and the importance of your workout. self adjustable .

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