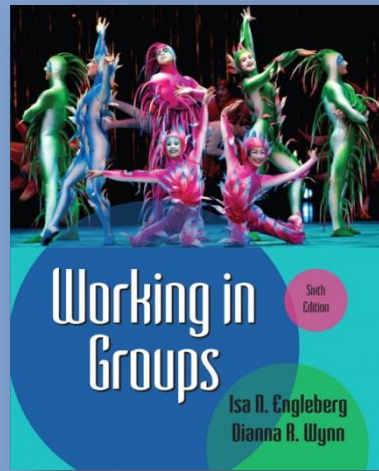


Working in Groups *6th edition*



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Critical Thinking and Argumentation in Groups

Chapter Ten

Critical Thinking

The kind of thinking you use when you analyze what you read, see, or hear in order to arrive at a justified conclusion or decision

Argument and Argumentation

Argument

- A claim supported by evidence or reasons for accepting it

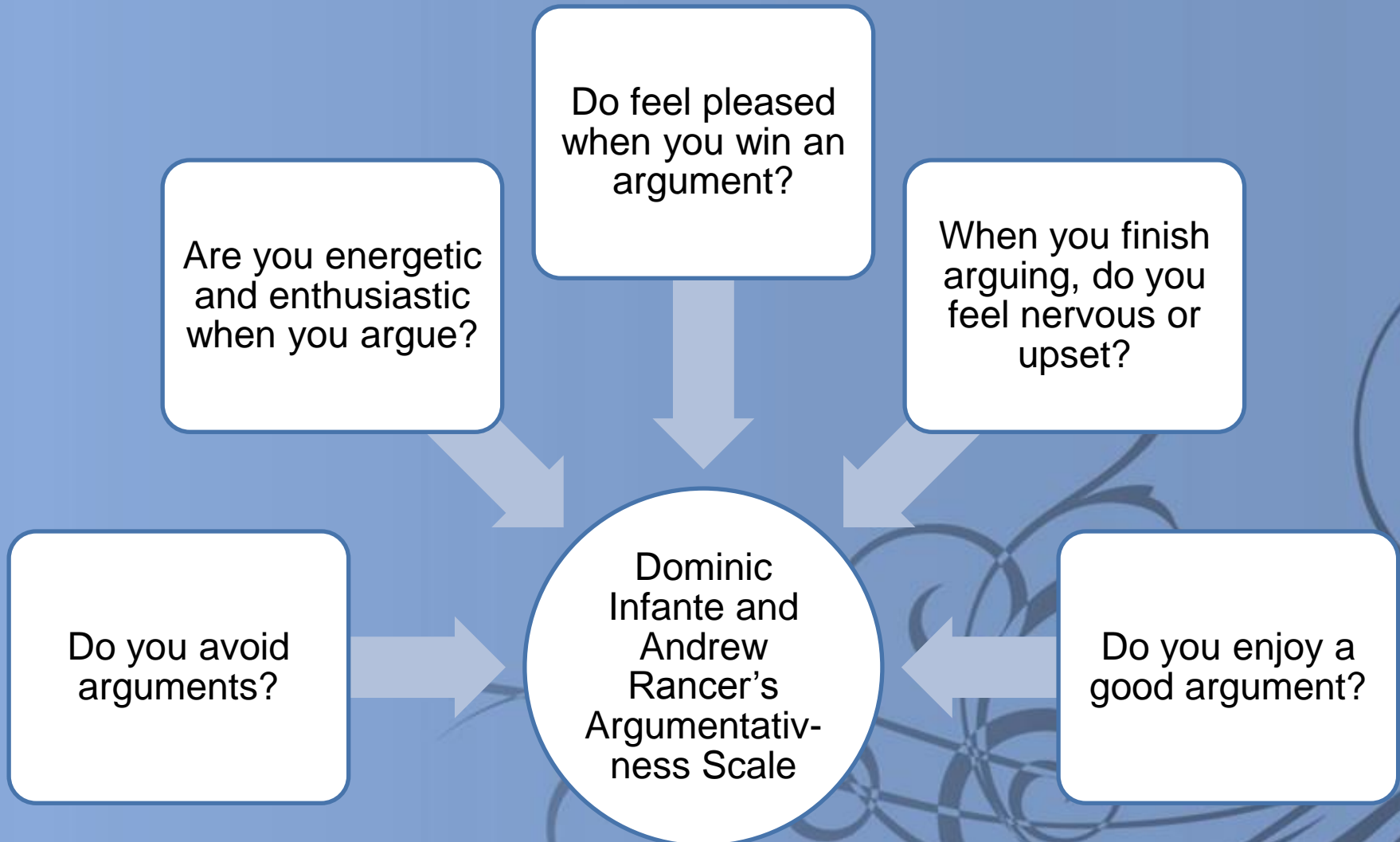
Argumentation

- The process of advocating a position, analyzing competing ideas, and influencing others

Argumentativeness

- Argumentativeness is a willingness to argue about controversial issues with others.
- Argumentativeness does not necessarily promote hostility.
- The argumentative person focuses on discussing issues, not attacking others.

Are You Argumentative?



Why Argue?

The Value of Argumentation in Groups

- Promotes Understanding
- Promotes Critical Thinking
- Avoids Groupthink
- Improves Group Decision Making

Argumentativeness and Group Decision Making

- Group members with low levels of argumentativeness generally avoid conflict and have less influence on group decision making.
- Highly argumentative group members confidently defend their positions and challenge the arguments of others.

The Toulmin Model of Argument

Claim

- the conclusion or position you advocate

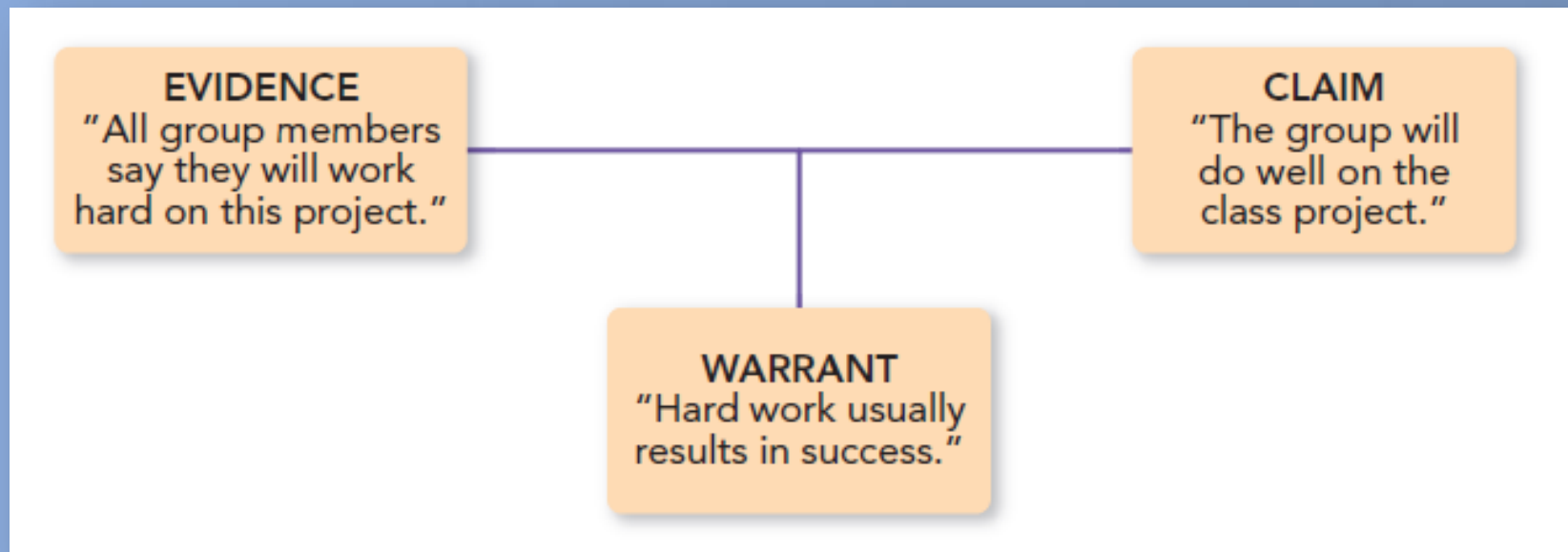
Evidence

- the facts, opinions, statistics, examples, and other materials you use to support the claim

Warrant

- your explanation of how the evidence supports and proves the claim

Toulmin's "Basic T" of an Argument



The Toulmin Model of Argument

Backing

- supports the argument's warrant

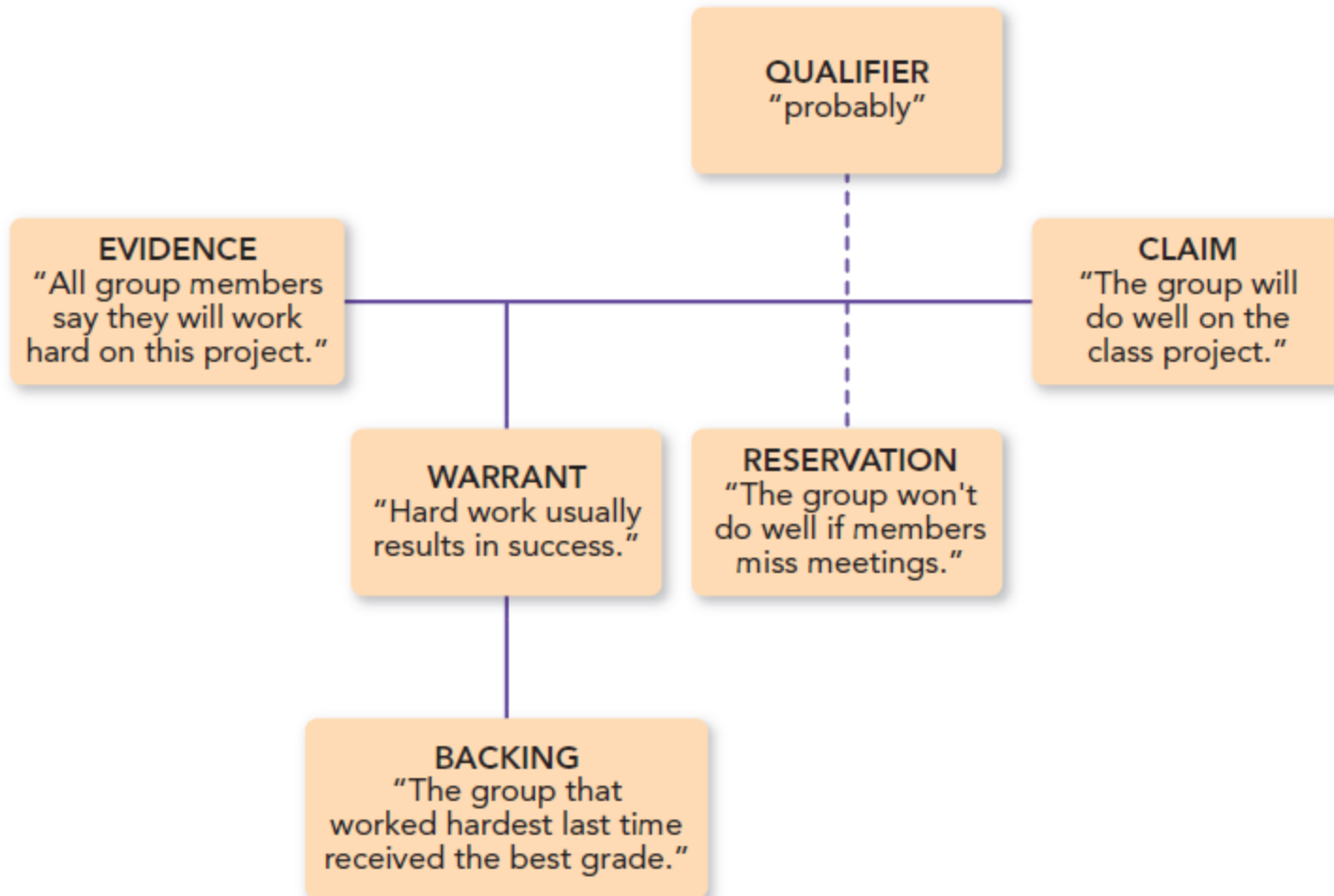
Reservation

- recognizes exceptions to an argument; indicates that a claim may not be true under certain circumstances

Qualifier

- states the degree to which the claim appears to be true

The Toulmin Model of Argument



Types of Evidence

Facts

- Verifiable observations, experiences, or events known to be true

Opinions

- Personal conclusions regarding the meaning or interpretation of facts

Definitions

- Clarify the meaning of a word, phrase, or concept

Types of Evidence

Descriptions

- Create a mental image of a person, event, place, or object

Examples

- Refer to specific cases or instances

Illustrations

- Longer, extended example

Statistics

- Present information in numerical form

PowerPoint Quiz

“This critically acclaimed novel spans six decades in the life of one man.” What kind of supporting material is used in this statement?

- a) Fact
- b) Opinion
- c) Description
- d) Example
- e) Illustration

PowerPoint Quiz

“I loved this unique, beautifully written novel. It is a remarkable work marked by startling plot twists and amazing characters.” What kind of supporting material is used in this statement?

- a) Fact
- b) Opinion
- c) Statistic
- d) Example
- e) Illustration

Tests of Evidence

Is the source identified and credible?

Is the source unbiased?

Is the information recent?

Is the information consistent?

Are the statistics valid?

Are the statistics valid?

What is the source of the statistics? Who or what organization collected and published the statistics?

Are the statistics correctly generated and analyzed?

How are the statistics reported?

Types of Claims

Claim of fact

- attempts to prove a truth or to identify a cause

Claim of conjecture

- suggests that something will or will not happen

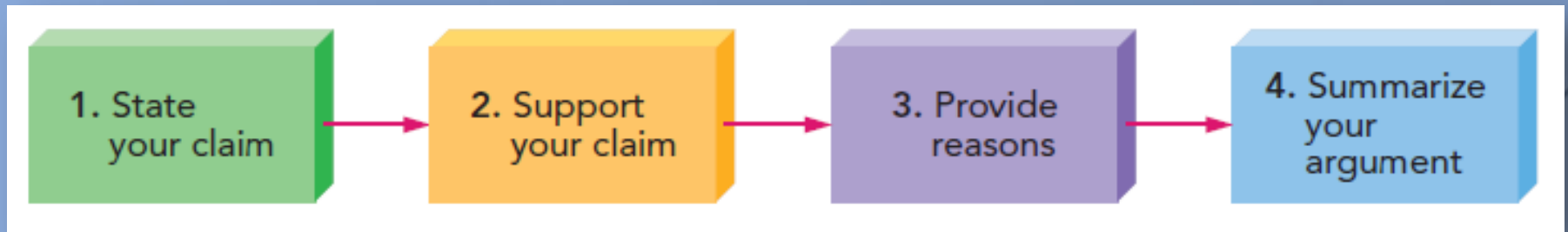
Claim of value

- asserts that something is worthwhile

Claim of policy

- recommends a course of action

Presenting An Argument



Match the Type of Claims

- A. Conjecture
- B. Value
- C. Policy
- D. Fact

- ___ Private schools provide a better education than public schools.
- ___ Earthquakes will destroy California's coastal cities.
- ___ School uniforms should be required in elementary schools.
- ___ Generic drugs are the same as brand-name drugs.

Refuting Arguments

The process of proving that an argument is false and/or lacks sufficient support to justify a conclusion

Refutation Steps

1. Listen to the argument

2. State the claim you oppose

3. Give an overview of your objections

4. Assess the evidence

5. Assess the reasoning

6. Summarize your refutation

Refuting Arguments

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Fallacy

An argument based on
false or invalid
reasoning

A fallacious argument
is a defective
argument.

Common Fallacies

Ad Hominem

- irrelevant attacks against a person's character

Appeal to Authority

- the supposed expert has no relevant expertise on the issue

Appeal to Popularity

- an action is acceptable or excusable because others do it

Appeal to Tradition

- continuing a certain course of action because it has always been done that way in the past

Common Fallacies

Faulty Analogy

- claiming that two things are similar when they differ on relevant characteristics

Faulty Cause

- claiming that a particular event caused another event before ruling out other possible causes

Hasty Generalization

- Using too few examples or experiences to support a conclusion

PowerPoint Quiz

Name the fallacy in the following argument: “I knew I wouldn’t get the job because I broke a mirror the morning of the interview.”

- a) ad hominem
- b) appeal to authority
- c) appeal to tradition
- d) faulty analogy
- e) faulty cause

PowerPoint Quiz

Name the fallacy in the following argument:
“I wouldn’t shop at Harry’s Hardware Hut if I were you. Last week, I bought a light bulb there and it burned out in three days.”

- a) Hasty generalization
- b) Appeal to authority
- c) Appeal to popularity
- d) Appeal to tradition
- e) Faulty cause

Gender and Argumentation

Men tend to be competitive arguers; women are more likely to seek consensus.

Men tend to view issues as two-sided; women are more likely to search out different perspectives and options.

Culture and Argumentation

- Cultural differences affect:
 - levels of argumentativeness
 - values that justify claims
 - validity of evidence and reasoning
- Example: Among several Native American and African cultures, the elderly rightfully claim more wisdom and knowledge than younger members

Ethical Argumentation

Research Responsibility

- Be prepared to share valid information.

Common Good Responsibility

- Put the group's goal ahead of winning an argument.

Reasoning Responsibility

- Identify and avoid fallacies.

Social Code Responsibility

- Promote an open and supportive argumentative climate.

Match the Ethical Responsibilities

- Research
- Common Good
- Reasoning
- Social Code

- ___ Support claims with good evidence.
- ___ Consider the interests of other group members.
- ___ Do not distort information.
- ___ Respect established group norms.

Argumentation and Emotional Intelligence

Daniel Goleman, *Emotional Intelligence*

- The “capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”
- Emotional intelligence regulates the expression of emotions in arguments.

Characteristics of Emotional Intelligence

Self-awareness

Self-regulation

Self-confidence

Self-
control

Empathy

PowerPoint Quiz

Emotional intelligence can help a group use argumentation constructively if members

- a) state their arguments in a neutral tone.
- b) show they are willing to work things out by talking over the issues in a civil manner.
- c) calm down, tune in to their feelings, and be willing to share them with group members.
- d) look for an equitable way to resolve disputes.
- e) do all of the above.