

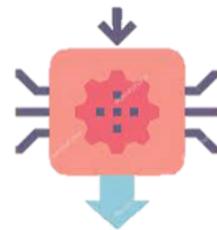


JURUSAN TEKNOLOGI INFORMASI

Critical Thinking & Problem Solving
Course 04. Application of Critical Thinking (Part-1)

Rokhimatul Wakhidah - CTPS Course Teaching Team

Discussion Topic



Inference



Evidence



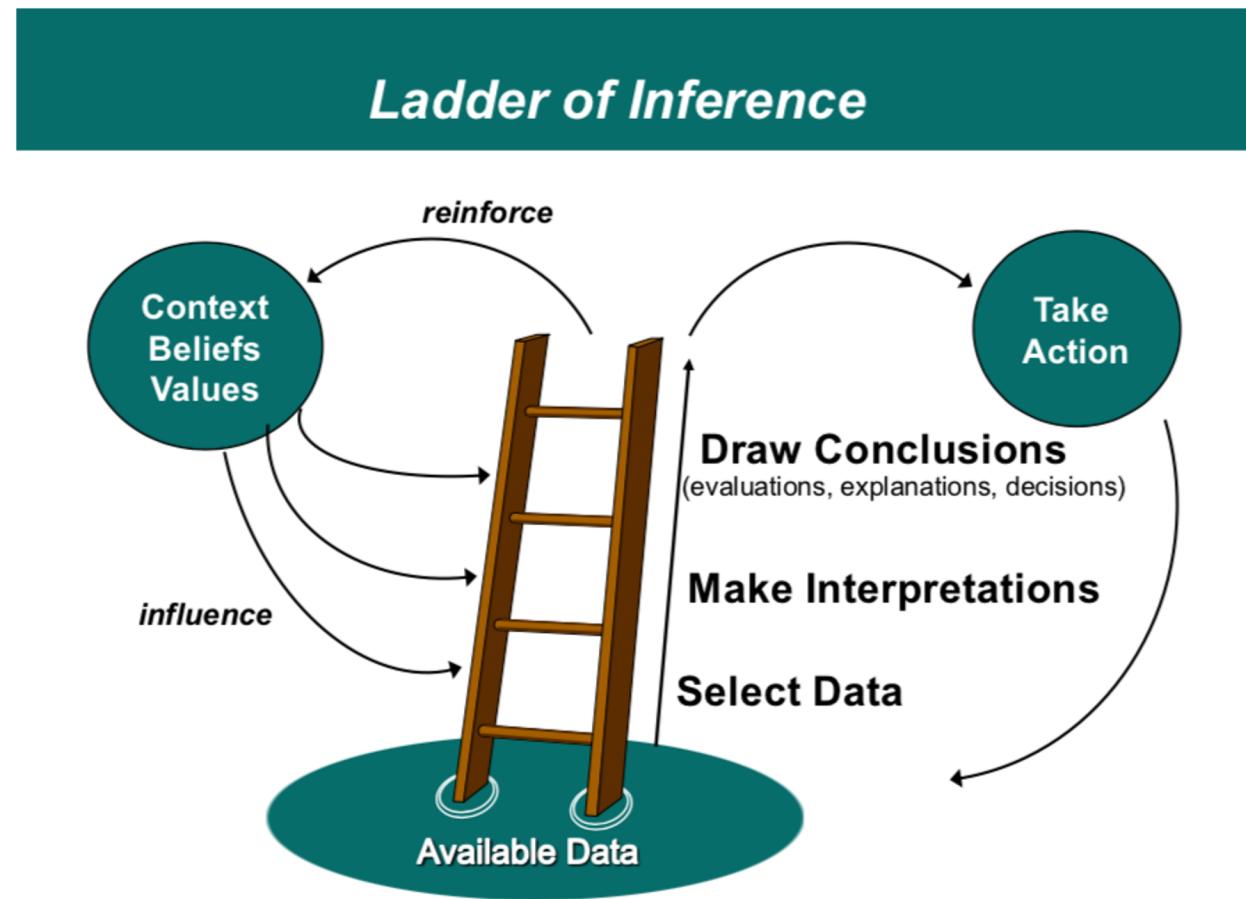
Explanation



Credibility

INFERENCE

- The act or process of **reaching** a **conclusion** about something from known facts or evidence. 'Inference' can be a verbal statement, but more generally refers to a **thought process**.
- **Infer** is the verb form of 'inference', which has the **same meaning**, to form an **opinion** or **reach a conclusion** based on known facts
- Inference essentially always **applies observations and backgrounds** to **reach conclusions** that are considered logical/make sense



Adapted from Chris Argyris

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Things Need to Pay Attention in Inference



Safe (reliable) inference has strong support from some or all of the available data, and does not clearly conflict with other data.



To be 'safe' an inference has to be more than reasonable, it **has to follow the data**.



Why do we use the word “safe” in concluding something?

The importance of careful reasoning. What makes inference unsafe? not only because it is likely to go wrong, but it may have **sometimes very serious consequences**.



Assessing an inference as safe or reliable is a **key element in critical thinking**



Example

- **Fact :**

All these banknotes have the same serial number. All real banknotes have different numbers.

- **Conclusion**

Not all paper money is original

- **Or:**

The banknotes are fake

- **It's very unsafe to conclude that:**

Paper money is the work of terrorists, whose aim is to destabilize the economy.



Inference and Science

- ✓ In scientific, inference is the **formula of explanations based on observations**. This explanation is used to find patterns or relationships between observed aspects and make estimates. In another meaning, **inference is a conclusion after making observations (observations)** of an object and based on previous knowledge.

- ✓ The validity of an inference does not lie in the right or wrong of its premises, but in the validity of the reasoning that connects the premises and conclusions. Thus, it is possible to obtain a true or false conclusion through a **valid inference procedure**



Inference and Science

In fact, inference is the main object of the study of logic, which classifies and organizes it according to the type of reasoning used to derive it, as follows:

- **Inference obtained by deduction**, i.e. by using valid arguments that allow us to extract the meaning implied in the premises.
- **Inference obtained by induction**, a process as opposed to the previous one, in which general and universal conclusions are sought, from a single premise.
- **Inference obtained through probability**, which consists in finding a more or less probable conclusion from the frequency of the manifested premises.
- **Inference obtained through statistical reasoning**, which from the percentage of known elements, infers the probability that certain conditions are met.



Example of Scientific Inference

- All known planets are round. Earth is a planet, so it must be round.
- If it is dawn every day, it is certain that tomorrow will dawn again.
- If 70 out of 100 people do not eat meat, it can be ascertained that the majority of the population is vegetarian.
- If all objects end up falling. When you throw a stone, it will eventually fall.

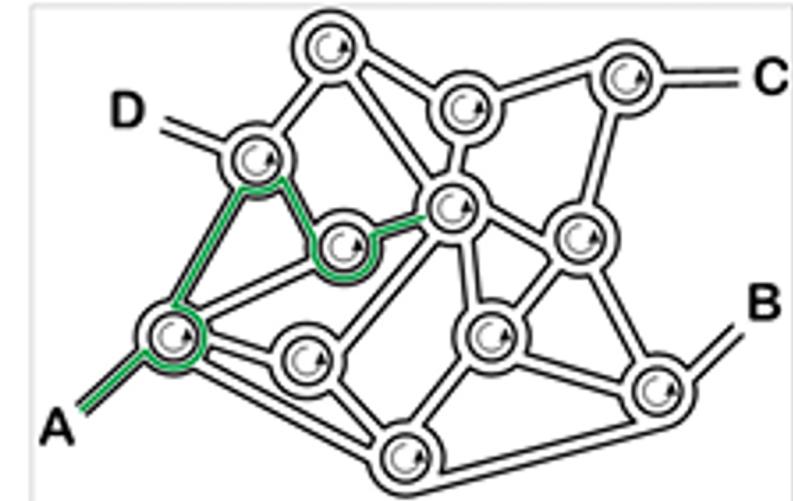
Critical thinking

A robot works in a city. The robot walks down the street from one place to another following the given instructions. At each meeting of several segments there is a round (detour) and the robot will rotate counterclockwise, then take a certain order deviation according to the instructions given. The instructions given are in the form of deviation sequence numbers. For example the instructions "4 1 2" will be followed by the robot as follows:

- In the first round, take the 4th deviation.
- In the second round, take the 1st deviation.
- At the third intersection, take the 2nd intersection.

If the robot was initially at A, then it will follow the instructions as depicted on the side by following the dark colored path.

If the robot is initially at A, which clue will lead the robot to C?



Answer Options:

- (a) “2 2 5 2 1 3”
- (b) “3 1 3 1 2 2”
- (c) “1 2 3 3 1 2 2”
- (d) “1 2 2 2 1 1 2”

EXPLANATION

Explanations, like arguments, **involve giving reasons**. But **explanatory reasons do not lead to conclusions**, like reasons in arguments.

- [1a] Seawater is salty. This is because river water that flows into the ocean flows over rocks and soil. Some minerals in rocks, including salt, dissolve in water and are carried into the ocean.
- [1b] River water flowing into the ocean flows over rocks and soil. Some minerals in rocks, including salt, dissolve in water and are carried into the ocean. As a result, the sea water becomes salty.

Both are examples of **explanations with different sentence structures**. Both explain a fact of the saltiness of sea water. **The saltiness of seawater is not a conclusion or inference**.



Things Need to Pay Attention in Explanation

The difference between Argument and Explanation is, **argument is meant to give us reason to believe something we don't know (less sure)**, Whereas **explanation, taking something we know or think is true**, helps to understand it

One of the **main goals of science** is to discover how and why things are the way they are: what causes them, what makes them happen.

Explanations are especially useful when something is confusing that needs to be 'explained'; or there is a difference between two facts or observations; or there is an anomaly in a series of facts. (Anomalies are exceptions: something unexpected or extraordinary.) Explanations are based on good scientific evidence.

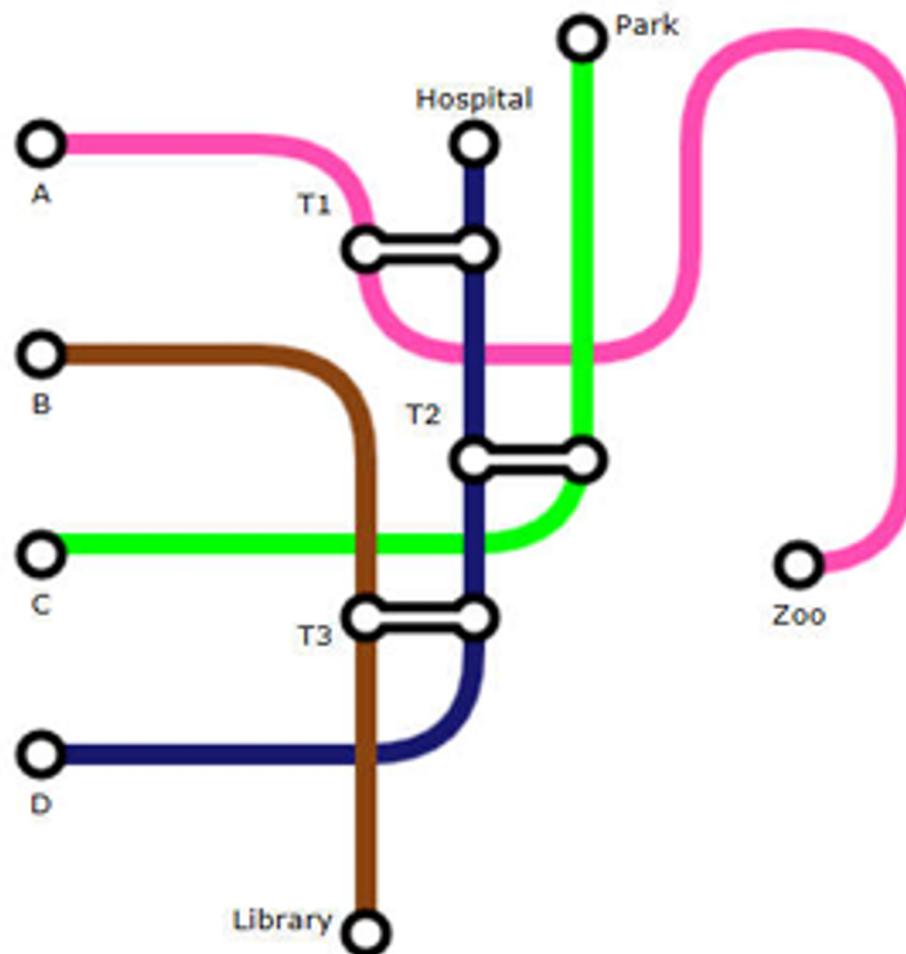
Explanations need to be critically and carefully evaluated, as well as reasoning in an argument. The best explanation is the **simplest and most explanatory** (has the widest 'scope'). Even the best explanation can be wrong: it's actually a hypothesis.



Explanation in Scientific

According to Carl Hempel, **scientific explanations must have facts that lead or support the occurrence of a conclusion**. In addition, all the premises stated must be true and there must be at least one fact that leads to a general law of nature. In addition to the conditions above, that explanation must be able to work with WHY questions to the extent of that person's knowledge

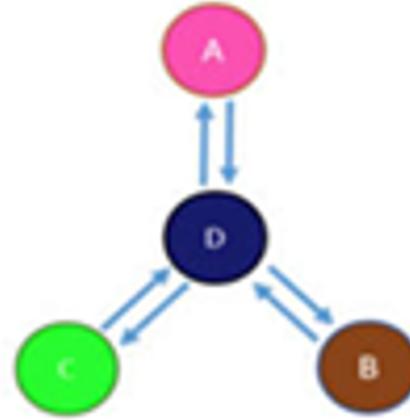
Critical thinking



In the city of Informatics, there are 4 train lines starting from stations (○) A, B, C, and D. There are also 3 transit stations T1, T2, and T3 that allow passengers to change lines.

Python is going to the Zoo. He changed trains only once. From which station of departure did he depart?

Discussion



From	To		
A	D		
B	D		
C	D		
D	A	B	C

- No transfer required if John starts on Line A.
- 2 transfers required (T3 then T1) if Jojo starts on Line B.
- 2 transfers required (T2 then T1) if Jojo starts on Line C.
- Only 1 transfer (T1) is required if Jojo starts on Line D.

Evidence

- Anything can be evidence. There is good and bad evidence just as there are good and bad reasons for a conclusion. Judging whether an evidence is good or not depends on what is used as evidence. Evidence and reason can mean the same thing in the context of an argument, their use must be appropriate.
- Evidence can be divided into 2 categories, namely direct evidence in the form of personal experience, namely what is experienced by our own senses, and indirect evidence can be based on testimony. The difference is shown from the following 2 statements,
 - Q1: 'I know Janet personally, and I saw her hitting the receptionist.'
 - Q2: 'I found the receptionist crying and she said Janet had punched her.'
- Indirect evidence requires inferences to be made from facts to conclusions. Evidence is strongest if it is corroborated/confirm by other evidence.

Empirical Evidence

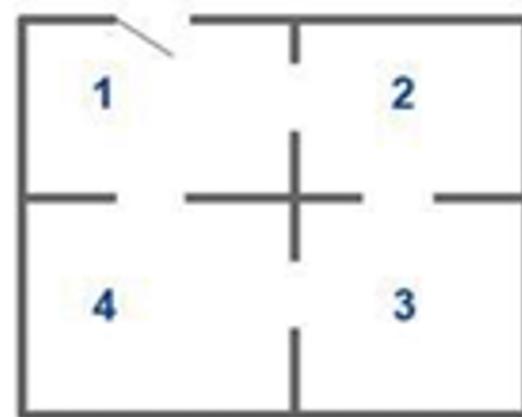
- **Empirical evidence** (also empirical data, sense of experience, empirical knowledge, or a posteriori) is a **source of knowledge obtained from observation or experiment**.
- **Empirical evidence is information that justifies a belief in the truth or falsehood of an empirical claim.** In the empirical view, one can only claim to have knowledge when one has a true belief based on empirical evidence.
- Indra is the main source of empirical evidence. Although other sources of evidence, such as memory, and testimony from others, must be traced back to some sensory experience, all of them are regarded as supplementary, or indirect.
- **In other words, empirical evidence is the same as the result of an experiment**

Critical thinking

At the Fuzzy Museum there is an intelligent security system capable of detecting intruders. An intruder is a person who managed to enter the museum not through the entrance. Everyone entering or leaving the room is monitored by a system that detects how many people are in each room and records the data in a table as soon as one or more visitors enter, leave or change rooms. It is possible that several people enter or leave one or more rooms at the same time. The following table shows the data recorded by the intelligent security system and the accompanying image shows the floor plan of the rooms in the museum.

At what minute (at that 10 o'clock) the system detects an intruder? Fill in an integer between 00 to 59.

Waktu	Ruang1	Ruang2	Ruang3	Ruang4
10:00	2	0	0	0
10:07	3	0	0	0
10:08	2	1	0	0
10:12	4	1	1	0
10:13	2	2	3	0
10:17	5	2	2	1
10:20	4	1	2	2





Discussion

The correct answer is 10:13.

At that time two people entered Room 3, but in that room there was only one person before (in Room 2). So someone enters room 3 from outside the museum without using the entrance.

CREDIBILITY

- While we often cannot say with certainty whether a claim is true or not, **we can make judgments about its credibility – how true we believe it is.**
- There are a **number of criteria** that can be used **to assess credibility:**
 - makes sense of the claim itself
 - reputation, expertise, independence and/or source neutrality



Source



Sources in this context can be the individual making the statement; or it may be a book, an article in a newspaper, a website; or maybe the publisher. **One of the main reasons for doubting the neutrality of sources is the discovery of vested/personal interests.** Personal interest can take many forms, the most familiar of which is financial interest

- Ability to see or feel what is claimed
- Absence of self-interest (or motive for saying one thing over another)
- Proof with other evidence or from other sources.

The Source Credibility Guide

Origin

From where was the source retrieved?

- For Digital: What is the domain?
 - » com, .org, .gov, .net?
- For Print: Who is the publisher?
 - » Is the source printed by a well-known publishing press, or a university press, or other?
- Is the source primary or secondary?



Author

Who is the author of the source?

- How qualified is the author to write on this topic?
- Is the author sponsored by an organization?



Purpose

What is the purpose of the source?

- Who is the intended audience?
- Why was the source written?
 - » Inform? Opinion? Entertain? Persuade? Sell?



Perspective

From what perspective is the source written?

- What is the author's point of view?
 - » What is the tone or voice of the writing?
 - » Is the writing biased/unbiased? Does there seem to be an agenda?



Academic

How scholarly is the source?

- Is the content supported by evidence?
 - » Are there references? Does the author cite credible sources?
- Is the source peer reviewed?



Relevance

How relevant is the source?

- When was the content published?
 - » How current is the source and/or when was it last updated?
- Does the source fit the needs of the assignment?
 - » Does the assignment require an overview, or something specific?
 - » Does the assignment require primary sources?



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Critical thinking

Yudi's beaver likes to play jump tiles. There are 8 plots numbered from 1 to d. 8. Each tile contains 1 square marked with one of the three jumping rules. Example:

Movement to the left: For example a box marked "2L" means he must jump left as much as

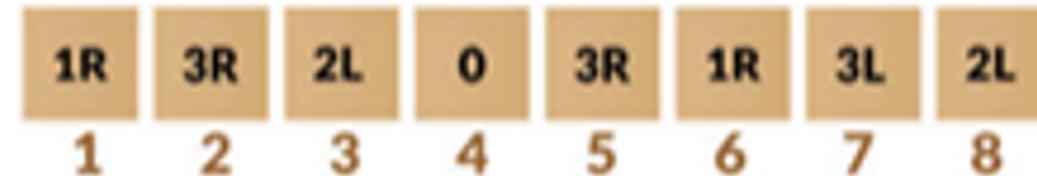


the tile then marks the tile at the end of his jump: 2. Movement to the right: For example a square marked with "3R" means he has to jump right 3 squares, then marks the tile at the end of his jump:



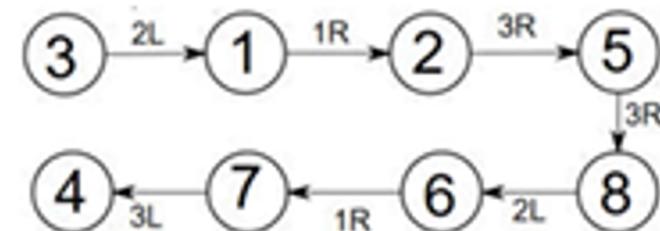
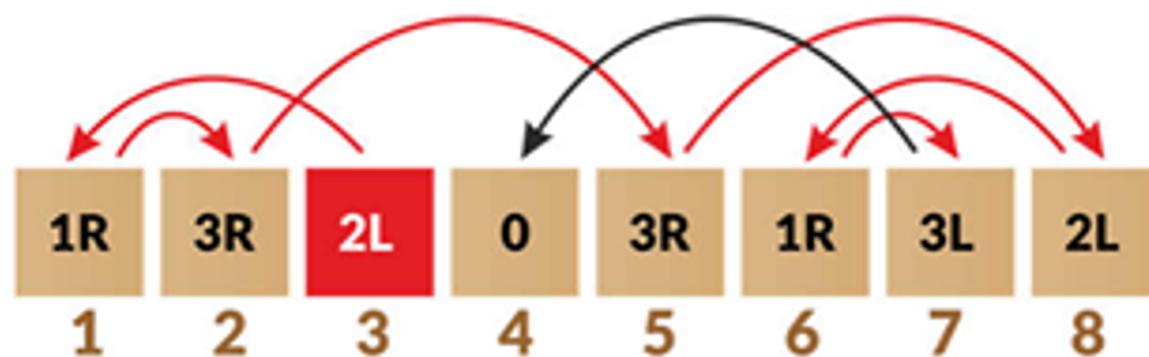
Shut up. If the rule is "0", then it must stay where it is aka game over.

Given 8 Tiles as follows, starting from which tile so that then each tile can be marked exactly once and stop at the tile containing 0



Discussion

Thinking backwards, we can see that tile 0 is reached from tile 7, which is reached from tile 6, which is reached from tile 8, which is reached by tile 5, which is reached from tile 2, which is reached from tile 1, which is reached from tile 3. We can also draw this as a graph, with the node labels being columns, and the end labels being "how to move between columns". This graph can be drawn starting from any node, and finishes when all the columns have been written.



ANY
QUESTIONS?



TASK 1

The robot beaver can multitask. Each task requires 1, 2, 3, or more hours of work. In one hour, the robot can only do one task. At the end of each hour, he checks if there is a new task:

1. If yes, then the robot must start working on the new task.
2. If not, the robot continues to do the task that has not been done for the longest time.

The following is an example of a work schedule for the robot in a day.

At 8:00, there is a task that takes 7 hours

At 10:00, comes the task that takes 3 hours

At 12:00 o'clock, comes the task that takes 5 hours

In the table, the yellow color indicates the task is in progress, the white color indicates the task is pending.



	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Task 1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Task 2		Y	Y	Y		Y	Y	Y		Y	Y		Y		Y	
Task 3					Y	Y	Y		Y	Y	Y		Y		Y	

Task-1 finishes at 22:00, Task-2 finishes at 17:00, and Task-3 finishes at 23:00



TASK 1

If the robot accepts the following four tasks:

Task-1: at 8:00 p.m. takes 5 hours

Task-2: at 11:00 takes 3 hours

Task-3: at 14:00 takes 5 hours

Task-4: at 17:00 takes 2 hours

At what time will each task be completed. Robot can do only one task at once time.



TASK 2

During their 6-day vacation, Laravel and Zend have a plan to go to Grandma's village. Incidentally, there were three farmers A, B, and C who needed help in cultivating their respective fields. They offered Laravel and Zend a fee if they would help them. Each of these farmers makes a different offer:

- Farmer A offers 10 thousand rupiah for each (Laravel and Zend) every day.
- Farmer B will only give Zend ten thousand rupiah on the first day then each subsequent increase by 10 thousand to 20 thousand, 30 thousand, and so on, while he will give Laravel on the first day 100 thousand rupiah and then decrease 10 thousand rupiah every following day to 90 thousand, 80 thousand, and so on.
- Farmer C is not interested in Zend's help, so he will only give 1 thousand rupiah on the first day and will not give anything on the next day. As for Laravel, he will give a thousand rupiah on the first day, then every next day double from the previous. So, Laravel will get a thousand rupiah, 2 thousand rupiah, 4 thousand rupiah, 8 thousand rupiah and so on. They intend to spend every day of their holiday in grandmother's village helping the farmer, and they both have promised to work for the same farmer. Regarding wages, they have also secretly agreed to share equally what they get.

For which farmers do they work so that they can get the most fee?

TASK 3



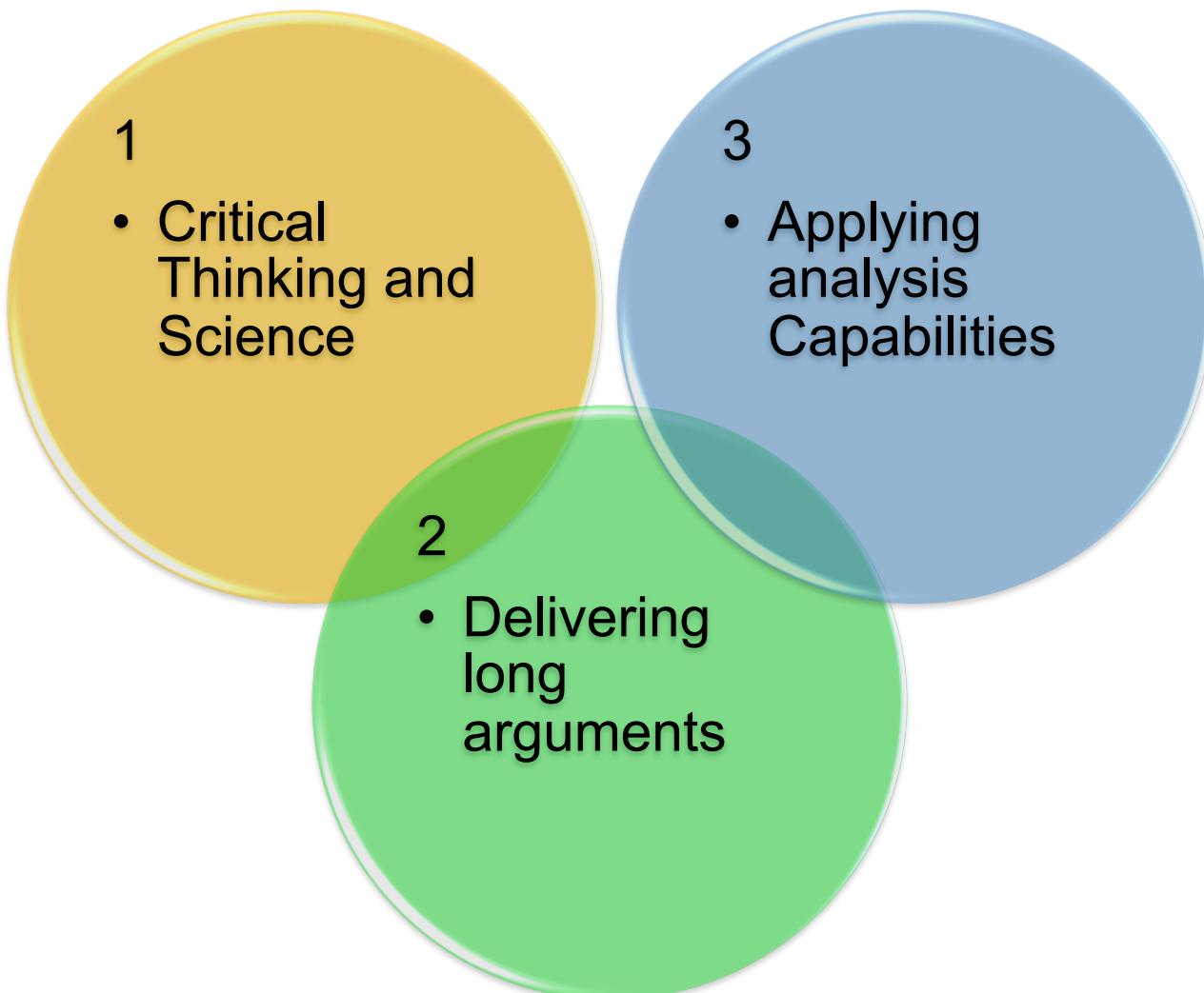
The famous blue colored diamond has been stolen from the museum. The thief success to exchange the diamond for cheap green imitation jewellery. The diamond exhibition today was attended by 200 visitors. The visitors entered the exhibition room one by one. The Java inspector should be able to catch the thief by interrogating some of the visitors. Inspector Java has a list of the names of the 200 visitors who entered the exhibition hall today. The Java inspector will ask everyone the same question: Was the diamond green or blue when you saw it? Every visitor will answer honestly; except the thief, who will answer the color of the diamond is green. The Java inspector is very smart and will use a strategy where the number of people to be asked question will be minimal. Which of the following statements can the Java Inspector deliver without lying? Explain



TASK 3

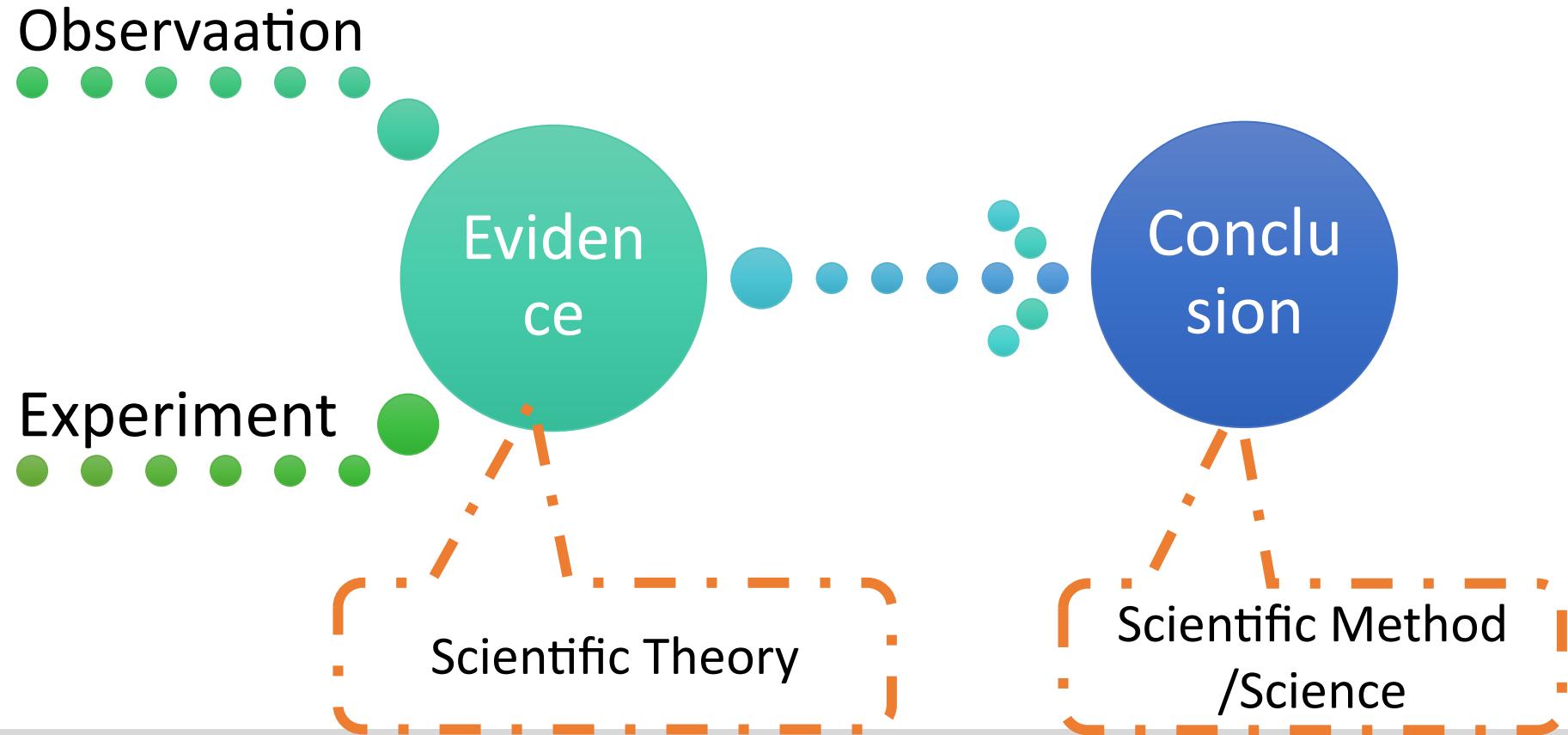
- a) This task is a difficult one; I need to ask at least 200 people, but the most likely is 199 people.
- b) I can't promise anything. If I am unlucky, then I will question every visitor.
- c) It's not enough to just ask 10 people (unless I'm lucky) but I believe I can get my job done by asking less than 200 people.
- d) I can guarantee that I can find the thief by simply asking less than 10 people.

Part 2 - Discussion Topic



Critical Thinking and Science

Science is a form of critical thinking



Critical Thinking and Science



- . An **observation** in scientific terms is any fact that can be verified by experience
- . For example :
 - . If we feel the ground shaking, or hear a rumbling sound, or see a cup fall from a shelf, these are all observations.
 - . The cause could be: perhaps an indication of an earthquake, or just a heavy vehicle passing on the road, or an explosion at a nearby quarry/ mine.
 - . **Without further evidence, we have no way of inferring which, if any of them, is the correct interpretation**

Critical Thinking and Science



- **Observations may be more reliable** if they are detected and recorded by instruments or sensors.
- In addition, instruments can often capture information that the human senses cannot detect.
 - They can make measurements of things that humans can only roughly estimate.
 - A seismometer, for example, is a device for measuring the vibrations of the earth. It can provide accurate readings of movements deep underground that would not be noticed or considered significant by humans
- **Accurate observations are called facts**

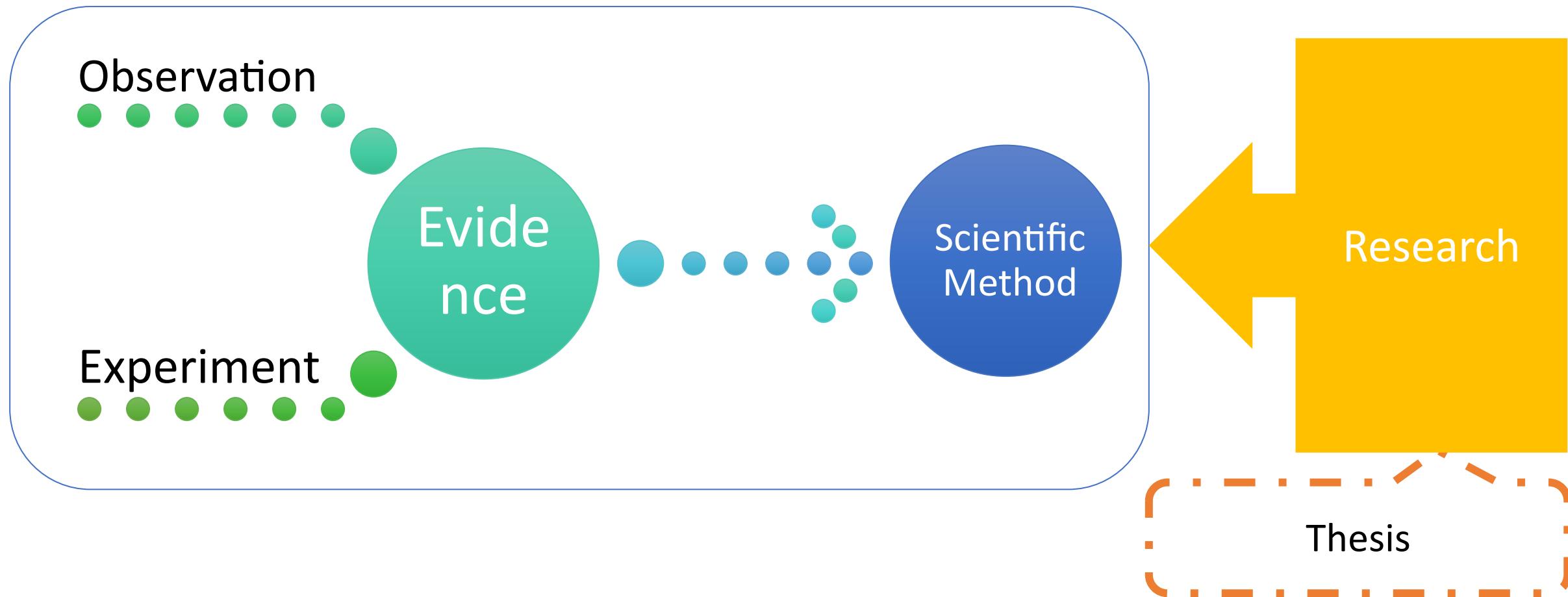
Critical Thinking and Science



- **Observations** in the form of 'raw' data
 - Observations must be collected and interpreted to produce evidence,
 - Evidence is often in the form of tables, graphs, reports etc.
 - Sometimes observations are used to prove certain scientific evidence or theories that were originally made as hypotheses

Critical Thinking and Science

Science is a form of critical thinking



Long Argument Case Study – Read This Article – Find the Conclusion

- In crowded cities across the country there has been a growing number of crashes as a result of police officers pursuing stolen cars. Tragically, many of these high-speed chases end in death, not just of the car thieves but also of innocent bystanders or other road users. The police should be prohibited from carrying out these car chases. If someone dies as a result of police activity and the fatal weapon is a gun, there is rightly a huge outcry. But if it is a car, that seems to be accepted as an unavoidable accident. The
- The police say that they are not putting the public at unnecessary risk, because their policy is to stop the chase when the speed becomes too high for safety. This merely emphasises the stupidity of carrying out the chases. Either the policy is adhered to, and the car thieves escape, or the policy is ignored, and injuries or deaths result. Not only is it obvious that this policy is ineffective – otherwise the crashes would not have happened – but it is also easy to understand why.
- The police officers will find the chase exciting, since it is a break from routine, and gives them the chance to feel that they really are hunting criminals. Once the adrenaline is flowing, their judgement as to whether their speed is safe will become unreliable. Car chases can be huge fun for all the participants.
- Moreover, those police officers who are trusted to undertake car chases are the most experienced drivers who have had special training in driving safely at high speed. The car thieves, however, are almost all young men with very little driving experience. By the time the police driver judges that his speed is unsafe, he will have pushed the pursued driver well beyond his limit of competence.
- The police may say that if they were not allowed to chase car thieves, this would encourage more people to commit more of these crimes. Would it be so terrible if this did happen? Surely saving lives is more important than preventing thefts of cars, and the police would be more profitably employed trying to catch serious criminals rather than bored, disadvantaged young men who steal cars for excitement. In any case, there are other ways of stopping stolen cars. For example, a certain device has been developed which can be thrown onto the road surface in front of the stolen car in order to bring it safely to a halt. And sometimes the chases are unsuccessful – the car thief succeeds in evading the police, abandons the car, and escapes.



Long Argument Case Study – Read This Article – Find the Conclusion

1. What is the main conclusion of the passage?
2. Identify three or four of the main reasons which the passage offers to support the conclusion that car chases should be banned.



Long Argument Case Study – Read This Article – Find the Conclusion

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Conclusion: Police should be banned from car chases

Main Reasons / Arguments Supporting Conclusion





Pay attention to the author's purpose in writing this article

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Author's Purpose

- The author criticizes the police chase policy with car thieves → the authors claim this policy will fail
- The way the author does:
 - Expressing probability of success and Expressing probability of failure considering what will happen if the policy is obeyed or ignored by the police
 - Ask the reader to identify the explanation offered for the failure of the policy to work
 - Police officers find the chase exciting, and this affects their judgment of safety
 - Police drivers tend to be competent to drive safely at high speeds, chased drivers have little driving experience, so officers will overestimate what speed is safe for car thieves
- The author does not consider 1 option (limiting options), namely:
 - If thieves are allowed to roam the streets without being chased, can we sure there won't be many accidents or what if the candidate thieves get ideas because they won't be chased and caught



Applying Analysis Capabilities



- When looking for the main conclusions:
 - Take a look at the candidate reasons or possible arguments – and ask yourself whether other parts of the argument are reasons for making such a claim, or not.
 - If not, look for another candidate



Pay attention to the author's purpose in writing this article – find the conclusion

- It is an established legal principle, in almost all parts of the world, that convicted criminals should not profit from their crimes, even after serving their sentences. Obviously offenders such as fraudsters and armed robbers cannot be allowed to retire comfortably on the money they made fraudulently or by robbing banks.
- But the law does not go far enough. It should also apply to the growing number of notorious criminals who achieve celebrity status after their release from jail. Ex-convicts who become television presenters, film stars or bestselling authors often make big money from their glitzy new careers. But they would never have had such careers if it weren't for their crooked past.
- The producers, agents and publishers who sign the deals with celebrity criminals protest that the money does not come directly from a convict's previous crimes, but that it is a legitimate reward for their redirected talent, and for the audiences they attract. But this is an unacceptable argument. Firstly, the producers and others take a big cut of the profit, so obviously they would say something of that sort. Secondly, a notorious gangster needs no talent to attract an audience: their reputation is enough. Therefore, whether the income is direct or indirect, it is still profit from crime.
- It is often objected that once a person has served a sentence, they should be entitled to start again with a clean sheet; that barring them from celebrity careers is unjust and infringes their rights. This is typical of the views expressed by woolly-minded liberals, who are endlessly ready to defend the rights of thugs and murderers without a thought for their victims. They forget that the victims of crime also have rights. One of those must surely be the right not to see the very person who has robbed or assaulted them, or murdered someone in their family, strutting about enjoying celebrity status and a mega-buck income. Moreover, victims of crime do not get the chance to become chat-show hosts, or star in crime movies, because being a victim of crime is not seen as glamorous.
- If the principle of not benefiting from crime means anything, all income, direct or otherwise, should be confiscated from anyone whose criminal past has helped them to get rich. After all, no one is forced to become a big-time crook. It is a choice the individual makes. Once they have made that choice the door to respectable wealth should be permanently closed. It's the price they pay. If would-be criminals know they can never profit in any way from their wickedness, they might think twice before turning to crime in the first place.

Conclusion of the article

- Conclusion candidate:
 - The legal principle is that there is no profit from crime
 - That there is no real difference between direct and indirect profit from crime
 - Income from criminal celebrities must be confiscated
- In conclusion:
 - The principle of no profit from crime law should be expanded to include celebrity criminals
 - All income from crime must be confiscated



Counter Argument



- Arguments against conclusion
 - If you have an answer/rebuttal to the argument, it needs to be submitted to strengthen the conclusion
 - Paragraphs 3 and 4



ex-convicts have the right to start-again (paragraph 4)

The celebrity villain's money doesn't come directly from previous convicted crimes, but it's a legitimate reward for the talent they divert, and for the audience they attract (paragraph 3)

Structure Mapping Used to describe how arguments and conclusions are structured

Example of mapping structure in the previous article

Introduction

The principle of no profit

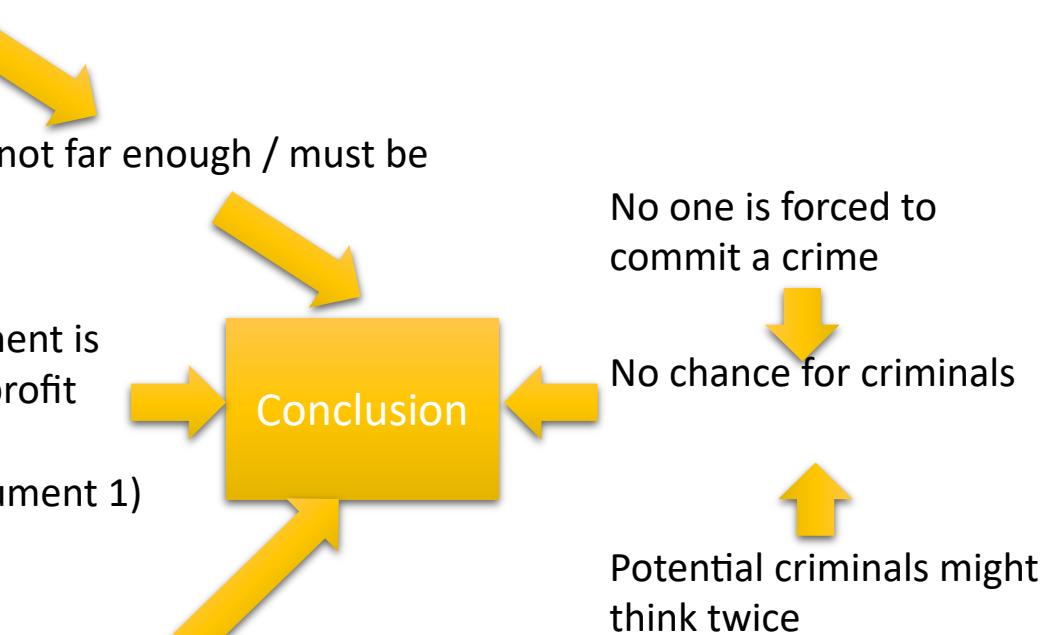
But...

Many criminals become celebrities just because of their wrong past

The law is not far enough / must be expanded

The producer's argument is wrong: all income is profit from evil.
(reply to counter-argument 1)

Victims also have the right/not to be celebrities.
(reply to counter-argument 2)



No one is forced to commit a crime

No chance for criminals

Potential criminals might think twice



Critical evaluation?



Critical evaluation to answer questions:

1. Is this a good argument?
2. Does it work (accepted/not) ?
3. Does the reasoning succeed in supporting the conclusion?



Critical Evaluation of Previous Articles

In paragraph 2, conclusions are drawn, such as:

that the law that convicts may not profit from their crimes doesn't go far enough and should apply to former celebrity criminals (as well as former con artists, bank robbers, etc.).

Critical evaluation:
What reasons are given in paragraph 2 for this conclusion?
Are they convincing?



Critical Evaluation of Previous Articles

1. The reason given is that these celebrities often make a lot of money and they wouldn't have done it if they hadn't been criminals in the past. Provided you accept that both statements are true, then they support the suggestion that the law needs to be expanded, which paves the way for the main conclusion (that the income should be confiscated). Because if the fact that some people profit from being lawbreakers – and for no other reason than being lawbreakers – then the principle referred to in the introduction is (arguably) violated.
2. The big question is whether the reasons for both are acceptable, especially the second.
 - The first claim is quite clearly acceptable because it is a known fact that ex-convicts who become presenters, movie stars and so on make a lot of money. It can be easily checked and the numbers generated to back it up should anyone doubt its veracity.
 - But what excuse do I get for the second reason, that these celebrities 'would never have had a career like that if it weren't for their wrong past'? Of course nothing is mentioned. This is an unsupported claim, which the author hopes readers will believe (the author's assumptions/opinions).



argumentum ad hominem

That is an argument directed 'at the person', not at reasoning

This strategy is usually effective even if it is considered unreliable or malicious or fraudulent or stupid, or has a vested interest, or **anything that wants to be said to attack the opponent's reputation**.

For example in the second paragraph it is written: **these celebrities often make a lot of money and they will not do it if they have never been criminals in the past**



Responding With Deeper Arguments

Provide our own arguments, either for or against the author's conclusion

1

The arguments we give must relate directly to the article being discussed (not to deviate from the central issue)

2

The arguments given must support or oppose the conclusion, or be neutral otherwise it is distorted or wrong

3

Further arguments can emerge from the evaluation, or they can be new lines of reasoning



Responding With Deeper Arguments - Examples

In the previous article there was a response from the reader for the third paragraph:

The author says that famous gangsters don't need any talent to attract an audience, and their reputation is enough. This may be true, but that doesn't mean that famous gangsters have never had talent. They may be very talented. People often think of gangsters as stupid people, who only use violence to get what they want, but there are gangsters who have managed to achieve their position with their intelligence. It takes brains and imagination to plot a major crime and get away with it. It takes brains to host a television show. So you can't say that because someone has become a criminal, they don't have the ability to be a celebrity. I read a book by a reformed drug addict who had stolen to buy drugs, and it was brilliant, as good as any other writer could. It won't be published and sold in bookstores if he's stupid and can't write



The article above is an excerpt from the student essay evaluation which is a further argument. Because it contains a critical evaluation by uncovering weaknesses, questionable assumptions, in the author's reasoning. As well as highlighting it by bringing new claims and counter-examples that challenge the author's assumption that one cannot be a villain and talent.

Students use their own reasons to conclude that the author's claims are misleading. He even drew (read) his own experiences to illustrate the point he was making. This clearly marks it as a further argument and not just an evaluation.



Responding With Deeper Arguments - Examples

In the article, the author claims that the host of the show is stupid. The argument is enclosed in brackets. The author may be referring to what the host said, or the intelligence of the host as a whole. The author was being stupid.

Of course that's not a further decisive argument. That doesn't completely undermine the author's conclusion: it just goes against one of the supporting arguments.

So far we can say it undermines the argument rather than destroys the conclusion: it weakens it greatly, but not fatally.

The article ends with a concluding sentence: "Students use their own reasons to conclude that the author's claims are misleading. He even drew from his own experiences to illustrate the point he was making. This clearly marks it as a further argument and not just an evaluation."

Counter-example

Counter examples are very powerful weapons to attack arguments. As we will see in the reader's further argument, there is only one example of a former criminal who arguably did indeed have the knack of challenging one of the author's main premises.



To support the argument prepare and use more than one example

More examples will further support the argument given

at a full forum
for challenging one of the author's main premises.





Further Arguments – From a Different Point of View

1. Criminals are selfish people. They take what is not theirs and what others have worked so hard to get. They don't obey the law. They avoid taxes. No one is going to tell me that when and if they decide to go straight and become big showbiz personalities, they suddenly turn out to be good, law-abiding citizens. They're all in it for themselves, and they'll do whatever it takes to get as much as they can. Leopards do not change their place. Fraudsters and thieves don't be honest, they just look for other ways to cheat.
2. Some criminals grow up while they are in prison and out looking for legal work, and some act or write for a living. The parts they play in the films and books they write are usually about criminals or about prisons, and they have the experience to make them realistic and real. This serves a very useful purpose as it lets others know what it's like to be a criminal or a prisoner. It wasn't as glamorous or romantic as it often is in fiction, it was ugly and dangerous.
3. Young people admire celebrities and want to be like them. If you allow gangsters and big killers to become celebrities, you are setting a very bad example for young people to follow. Criminals become role models. You also give them the idea that they can be rich and famous by being mean and cruel.



Further Arguments – From a Different Point of View

- These are all examples of further relevant and perceptive arguments.
- Argument [1] supports the author's conclusion far more than challenges it, although it takes a very different line of approach. That would be a good response to any suggestion that criminals could turn over a new leaf or put evil behind them. This implies that criminal celebrities will continue to be dishonest if it suits them. The authors further conclude that, on their record, they do not deserve to keep the money they make.
- The following quote [2] introduces the idea that there can be consequences for both the villain being an actor and a writer. This is not the angle covered by the author, but it is a relevant point to consider. The experience of living in the criminal world and in prison has indeed increased public awareness. If this is a good thing – and students claim that it is – then letting criminals become writers, actors, and so on does serve a useful purpose. Therefore, there is some justification for awarding them, which certainly opposes rather than supports the author's conclusion.
- Section [3] also considers the consequences of allowing criminals to be role models. This clearly supports the argument.

Sympathetic Argument

When presenting an argument
should take into account the rights
others sympathetic argument

In the previous article the author clearly assumed
– and want the reader to assume – that ex-convicts do not have the
same rights as other people, especially their victims, because they
have chosen a life of crime

Contrary to this view, once criminals have served their prison
sentence, their debt to society is paid off, and they come out with all
their human rights restored. As we know, the author tries to throw this
view away as a 'wolly minded' thought.

Sympathetic Argument

Further arguments adopt sympathetic arguments are:

It is the duty of the court to punish caught criminals. Unless their crime is bad enough for a life sentence, they only lose their human rights for the duration of the sentence. When they are released, they become ordinary citizens again, and should have the same rights as all other citizens, especially if they have learned from their mistakes and tried to be 'straight'.

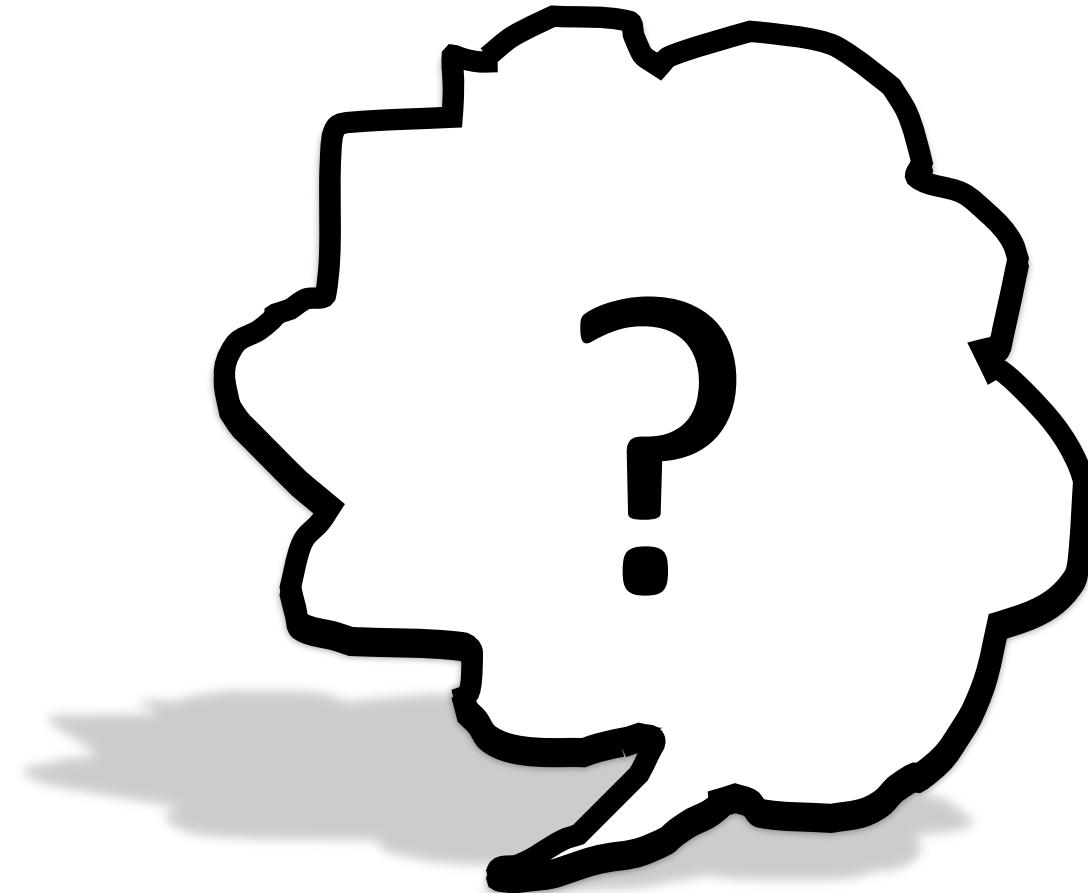
This isn't stupid at all. It would be foolish to use our feelings of sympathy for the victims as an argument for convicting ex-convicts for life. That is not fair. As for the rights of victims, yes, they have the right to see the person who has hurt them punished. But the courts decide how many, not the victims, or the media.

Balanced Or Neutral Argument

The following is an example of a further argument that applies a balanced or neutral argument

Definitely not a harsh sentence for a violent criminal who came out of prison and made a million dollars from a film about the crime, none of which was given to the victims who suffered from what he did to them. But it is also unfair if a person has completed his sentence/ punishment then was punished again by closing the door on a certain career.







Thank You!

A horizontal brushstroke graphic composed of several overlapping, textured strokes in various colors, including blue, purple, pink, red, orange, and yellow, creating a dynamic and artistic base for the text.

Task

1. For the article on slide 8, it appears that car chases can be fun for all participants. It is implied that car thieves are dominated by young people who are bored looking for fun. How can this claim be developed to **counter the argument** of some police officers that banning police pursuits will lead to an increase in car thefts?
2. For the article on slide 15, consider the following **responses and critically evaluate the reasons** used
 - You call liberals rude-minded, but look what you're arguing about: denying anyone who has committed a crime and not given a chance to make a living, no matter how hard they try to do good and start over. In addition to being inhuman, it will have the opposite effect of what you want. You'll only end up with streets full of ex-cons who can't find jobs and are pushed back into violent crimes, and even more victims to regret.