

ASKING THE RIGHT QUESTIONS

Book report

By GeRuipeng

Chapter 1 The Benefit and Manner of Asking the Right Questions

Word List

WORDS	MEANINGS
assault (p2)	a strong spoken or written criticism of someone else's ideas, plans etc
itch (p2)	When a part of your body itches , you have an unpleasant feeling on your skin that makes you want to scratch.
disinfectant (p2)	a chemical or a cleaning product that destroys bacteria
bruise (p2)	A bruise is an injury that appears as a purple mark on your body, although the skin is not broken
scenario (p2)	a situation that could possibly happen
wade (p3)	to walk through water that is not deep
multitude (p3)	a very large number of people or things
assertion (p3)	something that you say or write that you strongly believe
gravel (p6)	small stones, used to make a surface for paths, roads etc
probing (p7)	designed to find things out, especially things that other people do not want you to know
array (p10)	a group of people or things, especially one that is large or impressive
humility (p11)	the quality of not being too proud about yourself – use this to show approval
vicious (p13)	violent and cruel in a way that hurts someone physically

Summary

This chapter gives a brief introduction to critical thinking. It starts with a statement that we cannot always get to an imaginary situation and the world is far from satisfactory. As a result, it is necessary for us to rely on our own mind (be a critical thinker). By explaining different mind sets and suggesting the primary values and verbal strategies of a critical thinker, the author convinces us of the benefits and proper manners of critical thinking.

Details

NECESSITY1: Our current world situation:

- a) always get assaulted (unfair statement) on what we should do
- b) experts keep failing us

NECESSITY2: We must assert rational control of our beliefs and conclusions.

DEFENITION: an awareness of a set of interrelated critical questions + ability and willingness to ask and answer them at appropriate times.

DIFFERENT MIND SETS: sponge/ panning for gold.

- a) sponge: absorb——complicated thinker
Disadvantage: passive, unable to evaluate
 - b) panning for gold——active interaction, critical thinker
by asking probing questions
- open/close minded: whether he welcomes criticisms.

LEVELS OF CRITICAL THINKING

- a) weak-sense: to defend your current beliefs
- b) strong-sense: to evaluate all claims and beliefs, especially your own.

CRITICAL THINKING AND OTHERS

Values: an abstract idea that people see as worthwhile.
one's standards of conduct

e.g.: adventure, ambition, autonomy, comfort, excellence, justice, rationality ...

Primary values of a critical thinker:

autonomy, curiosity, humility, respect for good reasoning

VERBAL STRATEGIES: to create a friendly environment for communication
to carry on the communication and ensure its efficiency

OPNIONS

To be a critical thinker, it is important to be able to evaluate the statement, even it is from an expert. Try to raise valuable questions in a proper manner, and to be willing to accept others' criticisms. Developing certain personalities (values) may be of some help.

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Chapter 2 Speed Bumps Interfering with Your Critical Thinking

Word List

WORDS	MEANINGS
diplomatically (p15)	委婉地
preliminary (p15)	happening before something that is more important, often in order to prepare for it
frivolous (p16)	a frivolous person likes having fun rather than doing serious or sensible things used to show disapproval
manipulative (p16)	clever at controlling or deceiving people to get what you want used in order to show disapproval
contextual (p17)	relating to a particular context
heuristic (p18)	helping you in the process of learning or discovery
rosy (p21)	seeming to offer hope of success or happiness

Favorite sentence

Our biggest bias may be that WE are not biased, but those with whom we disagree are! (p17)

Connection with the previous chapter

Since critical thinking is rather important, then why are so many of us fail to develop such kind of ability? This chapter reveals some barriers called speed bumps which slow our progress towards being a critical thinker.

Summary

This chapter gives us a clear impression on what is so called 'speed bump'. It illustrates several kinds of typical speed bumps with vivid examples, trying to make

us aware of these obstacles which slow down our progress towards being a critical thinker.

Details

INTRODUCTION: WHAT IS CALLED 'SPEED BUMPS'

Speed bumps are obstacles which slow down our progress towards critical thinking, no matter whether we are aware of it or not. Also, it requires us to take time to overcome them.

DIFFERENT KINDS OF SPEED BUMPS

Most of these speed bumps lie in our mental habit:

a) The discomfort of asking the right questions: people may hurt the relationship with others when asking critical questions. (How to tackle): we must know our audience and use critical thinking diplomatically.

b) Thinking too quickly: Fast thinking is based on what little information is available without any deep, conscious thought, while slow thinking is able to absorb and evaluate rationally. Fast thinking may cause errors, so we need to train our slow thinking.

c) Stereotypes: Our certain preliminary beliefs of mind. It saves time, but not safe or fair.

d) Several mental habits:

1) Halo effect: Associate one quality with everything about that person.

2) Belief Perseverance: Our current opinions and conclusions and our exaggerated sense of our own competence.

3) Availability Heuristic: We state our opinions only based on information available immediately.

4) Asking wrong questions: We substitute questions for the ones we were asked.

e) Egocentrism: Judge things mainly based on our own opinions, experiences, etc. (How to tackle) Be aware of our audience is especially important.

f) Wishful thinking (the biggest) : We believe them simply because we so much want to believe them.

CONCLUSION:

We cannot ignore the speed bumps in the way of our critical thinking, but we can surely resist them with curiosity and a deep respect for the principles of critical thinking.

PERSONAL OPINIONS

Well, it is certain that we will always be facing lots of problems when we get to learn something. Learning to be a critical thinker is not that simple than we imagine. It takes time and efforts. In my opinion, it is to change your way of thinking that counts when we practice critical thinking. I know that process will be difficult, but it is a must for all of us.

Chapter 3 What Are the Issue and the Conclusion

Word List

ethical (p24)	relating to principles of what is right and wrong
prescriptive (p24)	saying how something should or must be done, or what should be done
definitional (p25)	adj. form of definition
neon (p27)	a colorless gas that is found in small quantities in the air and is used in glass tubes to produce a bright light in electric advertising signs. It is a chemical element: symbol Ne
ax to grind (p28)	an ulterior selfish underlying purpose
exorbitant (p28)	an exorbitant price, amount of money etc is much higher than it should be
critique (p29)	a detailed explanation of the problems of something such as a set of political ideas

Connections with the whole book

From this chapter, the author will take steps to teach us how to realize critical thinking. This is called a 'problem solving' part of the book. It means the author will give us some suggestions or provide some methods towards this problem.

Summary

This chapter mainly introduces two important elements of one's statement – issue and conclusion. It focuses on the explanation of the two nouns, and teaches us how to grasp the issue and the conclusion in a statement before reasoning an opinion, and how to stress your issue and conclusion when you are making your presentation.

Details

INTRODUCTION: using an example to illustrate what is called ISSUE and CONCLUSION.

DEFINITION: Issue: A question or controversy responsible for the conversation or discussion.

Conclusion: A message that the speaker or writer wishes you to accept.

ISSUE: 1) Different types:

Descriptive	Raise questions about the accuracy of descriptions of the past, present, or future. Such issues reflect our curiosity about patterns or order in the world. Key words: DOES, WHAT, IS ...
Prescriptive	Raise questions about what we should do or what is right or wrong, good or bad. Such questions demand prescriptive answers. Key words: SHOULD, OUGHT TO, MUST...

2) Searching for the issue

- a) Explicitly stated: Some indications are provided
- b) Vaguely stated: Inferred from: 1) reactions to some current event that concerns the issue. 2) Knowledge of the author's background.

Attention: Issues will not be stated in only one correct way.

Locate to the conclusion will benefit the identification of the issue.

CONCLUSION: WE CANNOT CRITICALLY EVALUATE UNTIL WE FIND THE CONCLUSION

The structure of the statement:

This because of *that*.

THIS: CONCLUSION THAT: SUPPORTS

Finding the conclusion:

- 1) Ask what the issue is. (title, opening, skimming)
- 2) Look for indicator words. (e.g. consequently, therefore ...)
- 3) Look in likely locations. (beginning and the end)
- 4) Conclusion will not be anything that supports a statement!
- 5) Check the context of the communication and the author's background

APPLICATIONS: Using issues and conclusions in our essays properly.

NOTES

Before we do critical thinking, it is important to make clear others' statements and ours, which is fundamental to reading and writing.

In my high school, my teacher taught us many techniques in reading and writing, which is similar to what is told in this chapter. For example, there are always questions requiring us to identify the 'main idea' or 'purpose' of the passage. And the technique is always to locate the opening or the end (sometimes skimming the passage) to find the issue and the conclusion quickly, as is stated here.

Typically, in TOFEL reading tasks, often the last question of each passage requires us to find authors general statement of the passage (usually worth twice points of any other question). That means we always need to be alert to the CONCLUSION, because any choice that minor the idea (like examples or evidence that only support the statement) will not be the correct answer.

TPO 1 Reading

字体 Report 翻译 解析 VIEW TEXT REVIEW BACK NEXT

首页 暂停 Question 14 of 42 HIDE TIME 57:33 下一篇

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points. **At the timberline, whether upper or lower, there is a profound change in the growth of trees and other plants.**

Answer Choices

Birch is one of the few species of tree that can survive in the extreme environments of the upper timberline.	There is no agreement among scientists as to exactly why plant growth is sharply different above and below the upper timberline.
The temperature at the upper timberline is probably more important in preventing tree growth than factors such as the amount of snowfall or the force of winds.	The geographical location of an upper timberline has an impact on both the types of trees found there and their physical characteristics.
High levels of ultraviolet light most likely play a greater role in determining tree growth at the upper timberline than do grazing animals such as the ibex.	Despite being adjacent to the timberline, the alpine tundra is an area where certain kinds of low trees can endure high winds and very low temperatures.

Drag your answer choices to the spaces where they belong. To remove an answer choice, double click on it

And in writing part, we always have this kind of structure:

Problem raising (P.R.) – Problem analyzing (P.A.) – Problem solving (P.S.)

The P.R. part is like an issue, and the P.S. part is just the conclusion. When we are writing our essays, we are always required to stress our opinions CLEARLY OR EXPLICITLY. Since the reader can easily grasp our idea, the score will always be high.

Chapter 4 What Are the Reasons?

Word List

flawed (p34)	spoiled by having mistakes, weaknesses, or by being damaged
intent (p34)	what you intend to do 目的, 意图
repetition (p35)	doing or saying the same thing many times
testimonial (p37)	a formal written statement describing someone's character and abilities
culprit (p38)	the person who is guilty of a crime or doing something wrong
crumble (p38)	if something, especially something made of stone or rock, is crumbling, small pieces are breaking off it

Connection between the previous chapters

Last chapter stresses two important elements of critical thinking – issues and conclusions. This chapter continues to introduce another important one – Reasons. Reasons are used to support the conclusion and make the conclusion more convincing.

Summary

This chapter focuses on the definition of reasons, and teaches us how to locate them, as well as making them properly in order to make you explicit and implement critical thinking.

Details

INTRODUCTION: Any statement is incomplete unless it has reasons to support it.

What are reasons? Definition: Reasons are explanations or rationales for why we should believe a particular conclusion. (An answer to a *why* question)

Argument=conclusion+reasons

Why we need reasons? They are extremely important!!! You cannot determine the worth of a conclusion until you identify the reasons. When a communication lacks reasons, it is neither an argument nor an example of reasoning.

LOCATING REASONS:

- 1) Approach the argument with a question attitude (WHY?????): Treat any idea that seems to be used to support her conclusion as a reason.
- 2) Locating words indicating reasons: as a result of, for the reason that.....
- 3) Be aware of the kinds of reasons (most common – by evidence)

SUGGESTIONS:

- 1) Keep the reasons and conclusions straight.
- 2) Reasons first, then conclusions
- 3) For our own writing and speaking:
 - a) Exploring possible reasons before reaching a conclusion
 - b) Identify major publications that cover your issue
 - c) Helping your readers identify your reasons

Questions

What is the ‘principle of charity’ ?

Opinion

Why reasons are important?

Think about an example in previous chapter:

“It must be done by him. Because I just think so.”

Statements without reasons are not convincing. In order to implement critical thinking, it is necessary for you to locate and use reasons. Or others cannot fully

understand you!

Chapter 5 What words or phrases are ambiguous?

Word List

susceptible(p.45)	a susceptible person is easily influenced or attracted by someone or something
spell out (p.47)	to make plain
tanning (p.48)	a browning of the skin especially by exposure to sun
loaded (p.51)	a loaded word, statement etc has more meanings than you first realize and is intended to influence the way you think(有暗含意义的)

Structure



Details

1. Connection with the previous chapters:

We've been talking about Conclusions and Reasons, which are the two main parts of an argument in general. And this chapter takes a close look at an argument and reminds us with some tricks inside these arguments.

In this chapter, the author focuses on the content, not the general structure of an argument. It may be more difficult and hard to understand the meaning than the previous chapters.

2. More examples of ambiguity

First, we need to look at the definition of ambiguity: the existence of multiple possible meanings for a word or phrase. And here 'multiple meanings' doesn't necessarily mean that the word or phrase has more than one meaning in the dictionary. Actually, some words themselves are ambiguous. And when they appear in a statement, the meanings are always implicit.

As is put out in the chapter, ambiguity is always used in advertising in order to promote its product. Only using simple adjectives may cause these effects. (because most of the simple adjectives seem abstract)

*This medicine makes you **happy**.*

*This medicine works **great**.*

*It works in **short** period.*

*The man is **good**, but he is very **suffering** now, so we should **support** him.*

All the words highlighted here are simple and abstract words that make the statement ambiguous.

3. Ambiguity and our own statements

It is a very interesting question that we can use ambiguity to confuse others. But sometimes those kinds of statements can be annoying. For example, you tell your friend that you will arrive at the café soon, but indeed you still have a 30-min way to go. Your friend may regard you as dishonest.

And in scientific reports and our own arguments, ambiguity is not allowed. Using ambiguous words only weakens your conclusion, in which case others may not buy your opinion.

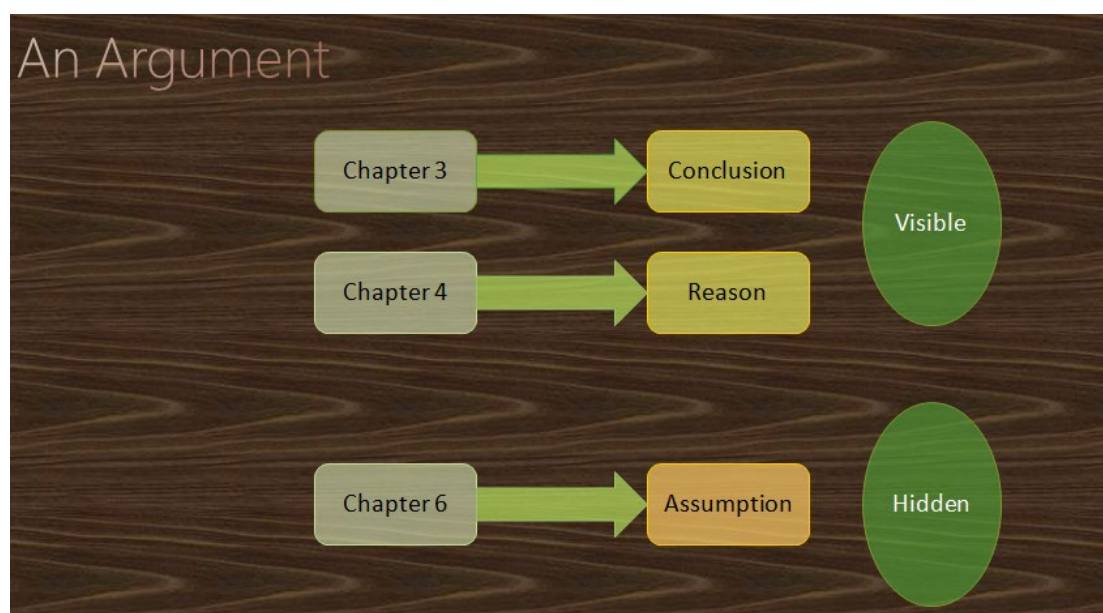
So when we are trying to writing our own essays, try to avoid those ambiguous words, and replace them into phrases which enrich the meaning and make it explicit. So it will not cause misunderstanding.

Chapter 6 What are the value and descriptive assumptions?

(This chapter's group report is shown in class)

Deep Thought

CONNECTION WITH PREVIOUS CHAPTERS



In previous chapters, we talked about what an argument consists of — mainly by appearance. However this chapter illustrates a more important element of an argument – assumptions. They do not appear in a sentence when the speakers try to give us a statement, but assumptions will always show what others want to convince us.

In this part, I will take value assumptions as examples to tell you why assumptions are important.

Q1 Why value assumptions are important?

EXAMPLE:

- “High schools should cut back on art and music classes for Senior 3 students. In that case, they will have more time preparing for the coming College Entrance Examination, so that they can be admitted to top universities.”

It is a complete argument with a conclusion and several convincing reasons attached to it. But hardly can we agree with it. That's where assumptions work!

For an argument, there is no such thing that can judge whether it is right or wrong. A complete argument is not about right or wrong. It is only about whether you agree or disagree with it. So, much convincing as an argument seems, you will still probably

disagree with it simply because you have different value preference.

For this example, there is a value conflict between Academic performances and overall development.

To tell the truth, Usually, whether we agree or disagree with an argument mainly depends on our value preferences.

Q2. Why one's value priority often changes?

In the book, the author mentions that one's value priority will change when talking about different topics. But I think, even if the topic being discussed is the same, at different time, one will have different value priority.

EXAMPLE:

- *Imagine: If there is a factory near a school and it brings a large fortune for the town. However, it may cause huge pollution and make the environment even worse.*
- Issue: Should the government close down the factory?

One may agree with it when he studies in the school but finally he will change his opinion when he becomes a boss of a factory like this.

Just like 'every coin has two sides.' every argument is just the same. The conclusion of it shows one possible way to deal with the issue. Usually an argument stress the advantages but ignore (or minor) the disadvantages. When your experience change, the aspect you view this issue probably changes too. So you may change your value preference to compensate for the previous disadvantage. It has much to do with your current interest.

Chapter 7 Are there any fallacies in the reasoning

Word List

unduly	to an undue degree, wrong/ overly
erroneous	erroneous ideas or information are wrong and based on facts that are not correct
sentiment	an opinion or feeling you have about something

diversionary	intended to take someone's attention away from something
detriment	harm or damage
deficient	not containing or having enough of something
strife	trouble between two or more people or groups
deep-seated	a deep-seated attitude, feeling, or idea is strong and is very difficult to change

Details

1. Connection with the previous chapters:

From chapter 5, we've been talking about the content of an argument. And chapter 6 introduces a very important concept – assumptions. As we know, assumptions are actually what others want to convince us. Since they usually don't appear in a sentence, the speaker must use some strategy to vanish the assumptions. The tricks they do are often called 'fallacies'.

2. All kinds of fallacies and examples (thoughts)

In this part, I'd like to use some examples I'm familiar with to describe what these fallacies means actually.

F1: Ad Hominem: An attack on the person, rather than directly addressing the person's reasons.

(Personal opinions) This kind of fallacies is often related to our stereotypes on one person. We assume these people as a certain kind, and make our own conclusion according to it. Arguments using those fallacies are always unconvincing.

Have you ever heard of a debating game called 'Werewolves of Miller's Hollow' (狼人杀)? Players are always willing to use this kind of fallacies when they have little information or want to confuse others, like...

"That guy must be a bad guy, because he looks like."

(Maybe they relate to one's intuition? I don't know...)

F2: Slippery Slope: Making assumption that a proposed step will set off an uncontrollable chain of undesirable events, when procedures exist to prevent such a chain of events.

(Maybe there are some examples in the TV series *Ipartment*, but I cannot remember any of them...)

This kind of fallacies may work when you try to decide which way to go, and it's much

more like a deduction. But actually, there will not always be only one way things will develop. So, this is only related to the speaker's imagination, not so convincing sometimes.

Here's an example (but not typical):

"Maybe we should cut down music and art class for our students; otherwise they will fall behind others academically."

F3: Appeal to Questionable Authority:

(According to Trump,...??)

Some authorities just have no knowledge about certain issue, so it is impossible to believe them and even quote what they said when we are giving our own statement.

F4: Straw Person: Distorting our opponent's point of view so that it is easy to attack; thus we attack a point of view that does not exist.

Example: - Students should be assigned less homework...

- You want your kids to play all day? They will quickly forget all of the knowledge if we don't give them tons of homework.

It's plain to see that sometimes people will attack others by distorting others' opinions. Actually, it is the assumptions here that work. Since they don't agree with each other's assumption, they will not understand the true meaning.

Chapter 8、9 How good is the evidence?

Summary

This chapter deepens into the internal logic of an argument – evidence. It is the internal logical element which makes your argument convincing to others. This chapter mainly talks about FOUR major kinds of evidence and helps us to state our opinions more convincing.

Deep Thought

I think this is a very interesting chapter because all these kinds of evidence are relates to our personal life closely. And in this part, I would like to explain it with my personal experience as examples.

1. INTUITION.

“I feel”, “I sense” I just can't understand the personal feelings or 'the sixth feeling' can be a kind of evidence???

But the **strict** intuition sometimes can be a kind of evidence when we are playing games like 'who's the spy' (谁是卧底) or 'Werewolves of Miller's Hollow' (狼人杀, Actually, this game is somewhat more like a debating game). When our game information is not enough but try to explain one is not a bad guy, we will probably say 'he gives me a kind and friendly feeling so he cannot be a bad guy.'

The author said the intuition sometimes works. Actually, it relies on other kinds of evidence. This time, we call it subconsciousness. Usually it is based on knowledge, or other convincing evidence. So this kind of 'feelings' is more reliable.

2. Personal experiences

It is very hard to say whether it is convincing for an argument to add personal experiences as evidence. For this topic, TOFEL and IELTS have different opinions. TOFEL tests allow us to prove our conclusions with our own personal opinions (even if it is fake). But for IELTS, personal experiences are not accepted.

It depends whether personal experiences are convincing or not. But generally speaking, personal experiences can be more convincing than intuition since experiences did happen before, but intuition is something more like an imagination.

3. CASE EXAMPLE

This kind of evidence is frequently used by us when we try to give a statement. Usually, we tend to use cases of famous people to support our conclusion, which is much convincing.

But when we use these kinds of examples, we subjectively select and sometimes **distort** (slightly, in order to stress our statement) these examples. Sometimes we make it vivid to catch other's eyes. But generally speaking, they are more convincing than the last two kinds of evidence.

4. Authority

Authorities seem to be more close to facts indeed. Authorities tend to be more careful when they give their opinions. That means they need to make sure their statement is correct to some extent.

But when they give the statement, it is certain that they will add some personal feelings. So we can just say that their opinions are partly correct, we still to be critical to judge whether they make it seriously.

CONCLUSION

When we want to add evidence to support the conclusion, we need to make sure

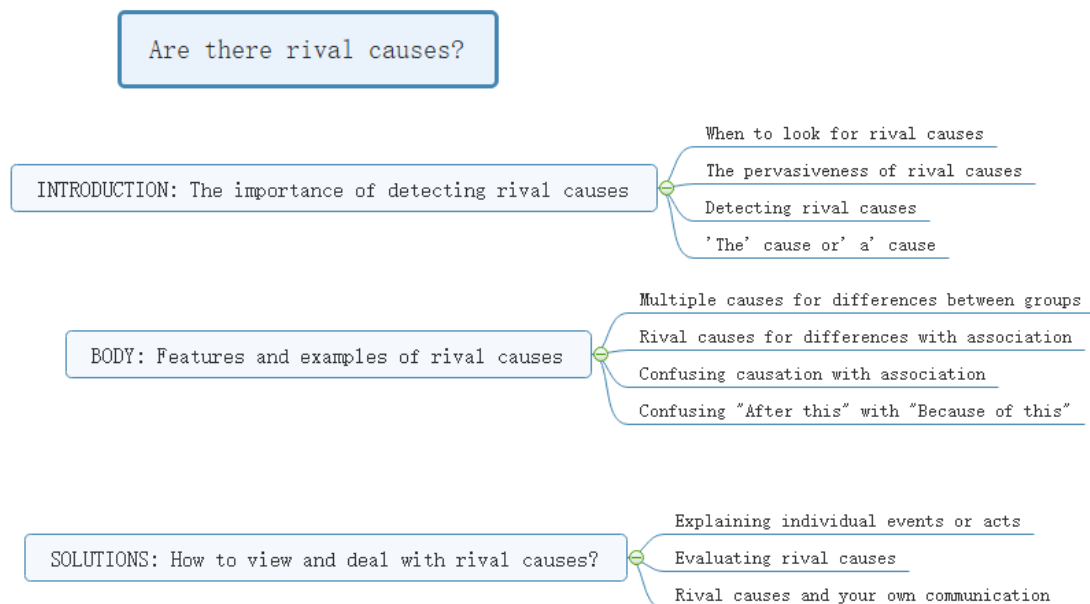
that they are close to facts, famous or interesting. Thus other's can buy your opinions.

Chapter 10 Are There Rival Causes?

Word List

inquisitive (p.125)	asking too many questions and trying to find out too many details about something or someone
pervasiveness (p.126)	the quality of filling or spreading throughout
postmenopausal (p.127)	a postmenopausal woman has gone through the menopause (= <i>when she stops having her monthly flow of blood</i>)
plausible (p.125)	reasonable and likely to be true or successful

Structure



Connection with the previous chapters

So far we've been talking about evidence. Evidence is a kind of reasoning which can support your conclusion and convince others. But not all evidence seems to be equally convincing to each other. When we try to figure out the reason why some certain things happened, we can probably give a cause of it. And we call it a cause, not the cause. That's where rival causes come from.

Deep thought

Q1: What are rival causes?

Authors' definition: A rival cause is a plausible alternative explanation that can explain why a certain outcome occurred.

My opinion: It's more like hypothesis of a phenomenon according to one's experiences, knowledge or so on. Rival causes comes from different perspective of this phenomenon, and need to be tested to find out whether it is true or not.

Q2: Why there are rival causes?

Generally speaking, rival causes come from people's different perspective towards the situation. And one's perspective is affected by his or her experiences, knowledge, social status, religion or so on.

Just like the story at the beginning, since the boy is just a baby and have little knowledge about the world, he just regard it according to his personal experiences.

Q3: Are there any relationships between scientific research and rival causes?

Definitely. Generally speaking, most of the scientific research is to figure out what causes this certain phenomenon. Usually, scientists first assume some possible causes – which are precisely rival causes here. And then try to test them one by one through research.

One popular way of scientific experiment is called "control variate method". This method is used to make sure there's only one variate that can change. And this method can exclude or confirm one possible cause. So just test all the causes one by one using this method, we can find the real cause eventually.

Chapter 11 Are the Statistics Deceptive?

Word List

casualty (p. 139)	someone who is hurt or killed in an accident or war
premarital (p.140)	happening or existing before marriage (e.g. premarital sex)
autism (p. 141)	a mental disorder (= <i>problem</i>) that makes people unable to communicate properly, or to form relationships
prognosis (p. 142)	a doctor's opinion of how an illness or disease will develop
intervention (p. 143)	the act of becoming involved in an argument, fight, or other difficult situation in order to change what happens

Connection with the previous chapters

Statistics can be viewed as a much convincing kind of evidence. But in some circumstances, numbers can lie to us as well. This chapter reminds us of some tricks used in presenting deceptive statistics, and teaches us how to use data to support the conclusion on our own writing.

Structure

1. Introduction -- Unknowable and Biased Statistics

2. Examples of Deceptive Statistics

- Confusing Averages (mean, medium, mode)
- Concluding One Thing, Proving Another
- Deceiving by Omitting Information

3. Statistics of our own writing

- Using Statistics in your own writing

Deep Thought

1. This chapter gives some example of cheating us by statistics like:

- mix the scale of the graphs
- misuse averages
- use irrelevant data to support a conclusion
- omit some important points

● ...

However, there are some other kinds of deceptive statistics that is not mentioned in this chapter. I'd like to share with you some of them.

● Small sample size

When we try to do a public survey on a certain phenomenon, we need to interview some of the citizens to know what is common on them. But we can't just reach a conclusion by interviewing very few of them and use the statistics to prove something. For example, if you want to know the citizens' happiness index and you just collect data from 100 people, the conclusion is not typical.

● Small sample variety

The interviews and statistics should cover all kinds of people to ensure its objectivity. For example, when you just get the data from upper-class people, and reach a conclusion that people in this city are very happy, it seems not so convincing to us.

2. Use of averages

Examples of using different averages:

1. Mean: some statistics whose range is not too large, like:

Average score of a class

2. Medium: some statistics whose range is very large, like:

Average salary of all the citizens

3. Mode: to find the frequency:

The most favorite food of students

Chapter 12 What Significant Information Is Omitted

Word List

WORDS	MEANINGS
psychiatrist (p.148)	a doctor trained in the treatment of mental illness
pharmaceutical (p.148)	relating to the production of drugs and medicines
crispy (p.148)	food that is crispy is pleasantly hard on the outside
preservative (p.149)	a chemical substance that is used to prevent things from decaying, for example food or wood 防腐剂

sensitize (p.149)	to give someone some experience or knowledge of a particular problem or situation so that they can notice it and understand it easily
nugget (p.149)	nugget of information/wisdom etc a piece of valuable information, advice etc 有价值的信息/至理名言等
intersperse (p.149)	if something is interspersed with a particular kind of thing, it has a lot of them in it
premature (p.149)	happening before the natural or proper time
erroneous (p.149)	erroneous ideas or information are wrong and based on facts that are not correct
extinguish (p.150)	to make an idea or feeling stop 使（想法或感情）破灭；使消亡
notorious (p.150)	famous or well-known for something bad
counterargument (p.152)	an argument that makes an opposing point to another argument
segment (p. 153)	a part of something that is different from or affected differently from the whole in some way

Summary

When someone gives his argument, chances are that he will omit some significant information on purpose for various reasons. Maybe he doesn't want us to get bored with the information, or he want to confuse us. This chapter tells us why some important information is omitted and how to locate the missing significant things.

Connection between the previous chapters

From chapter 7, we keep learning about what makes an argument more convincing. We are trying to evaluate an argument from its content and reasoning. This chapter also talks about what affects the reliability of an argument – the omitted information.

Details

Important knowledge of this chapter

1. The reasons for incomplete reasoning:

1) Time and space imposes limitations on arguments. (Usually the speaker fails to

organize his statement well, causing limited space for his important reasons)

2) Arguments must be given quickly due to limited attention spans. (People are easily getting bored when exposed to others' long time reasoning)

3) The arguer will always have incomplete knowledge. (To avoid mistake, the speaker are likely to skip information they are not familiar with)

4) Arguments often attempt to deceive (Like advertisement, they try everything to stress the positive aspects of the product and hide the negative ones)

5) The arguer often will have different values, belief, and attitudes from you. (As we know, we disagree with an argument mainly because we disagree with the assumptions. The speaker wants to avoid conflict when he omits his important assumptions.

2. Clues for finding common kinds of significant information

(In book p.152)

Deep thought

Question: where does omitted significant information exist?

From my perspective, those seemingly omitted information always exist in certain location, like:

1. Assumptions:

We know in chapter 6 that assumptions are hidden, indicating what the speaker want to convince us. So we view assumptions as a kind of significant omitted information. Usually, the speaker holds an assumption which is taken for granted by him. Or he wants to avoid conflict by making it explicit.

2. Vague expressions:

In chapter 5, we talked about vague expressions. Those abstract descriptions hide some important information and usually confuse us a lot. Those words frequently appear in advertising. When companies want to sell goods, he uses vague expressions like "works great" and avoid concrete expressions to promote products.

Chapter 13 What Reasonable Conclusion Are Possible?

Word List

WORDS	MEANINGS
horrendous (p.158)	frightening and terrible
put a strain on (p.158)	make someone nervous
dichotomous (p.159)	divided into two different parts 叉状分枝的；分成两个的
impediment (p.159)	a situation or event that makes it difficult or impossible for someone or something to succeed or make progress
devastating (p.159)	badly damaging or destroying something
humility (p.161)	the quality of not being too proud about yourself – use this to show approval
spectrum (p.161)	a complete range of opinions, people, situations etc, going from one extreme to its opposite

Summary for this chapter

This chapter mainly disagrees with one kind of thinking pattern: Dichotomous thinking. That means when we are giving our own argument, we cannot just conclude it with simple “yes” or “no”. Instead, we should assume for multiple possible situations and use “if” to give our own opinions.

Connection with the previous chapters

In the very beginning, we talked about two thinking patterns in general: strong reasoning and weak reasoning. In chapter 10, we discussed rival causes which can occur in reasoning. However, this chapter mainly discussed similar situation in concluding part – dichotomous thinking.

Details and Opinions

1. The harm of dichotomous thinking

Rigid, dichotomous thinking limits the range of your decisions and opinions. Even worse, it overly simplifies complex situations. As a consequence, dichotomous thinkers are high-risk candidates for confusion.

2. How should we get to a conclusion

Remember that we cannot directly get to a “yes” or “no” conclusion for our reasoning. Actually, our reasoning may have some fallacies, which means we are reasoning under a certain circumstance. The reasoning itself determines that our conclusion is under a certain circumstance. So, we need to add a condition for our conclusion. Using if-clause is a good choice, and it’s necessary to show our humility and critical minds in our argument as well.