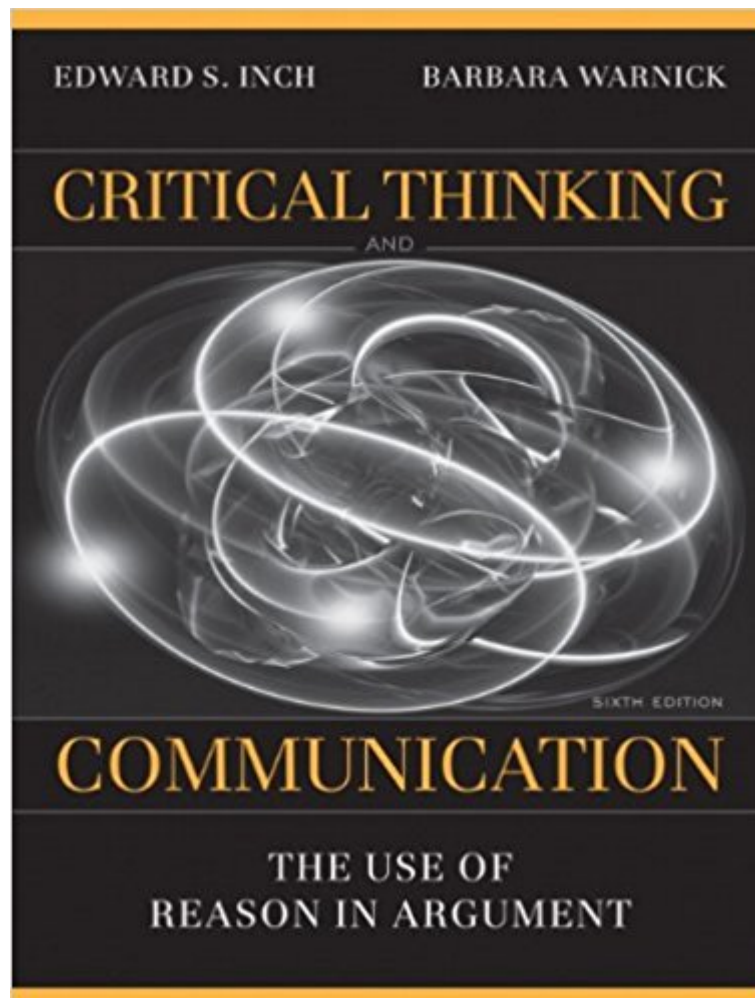




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Critical Thinking And Communication: The Use Of Reason In Argument (6th Edition)



Synopsis

Relating common theoretical models to true-to-life examples from law, ethics, education, and business, the authors stress the importance of argumentation in everyday life as they build reader competence and critical awareness. *Critical Thinking and Communication* encourages readers to develop skills in both constructing and refuting arguments in a variety of contexts from informal conversations to structured debates. Through exercises and examples, readers learn how to create arguments, develop extended cases, and how to critically understand and interpret them. The Sixth Edition continues to help readers conceptualize argumentation in the larger framework of verbal and written communication, from public speaking and debating to interpersonal, intercultural, and small group communication.

Book Information

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Customer Reviews

Critical Thinking and Communication encourages students to develop skills in both constructing and refuting arguments. Through exercises and examples, students learn how to create individual arguments, extend argument cases, and understand how arguments are designed and how to interpret them. The text allows students to conceptualize argumentation in the larger framework of verbal and written interaction, from public speaking and debating to interpersonal, intercultural, and small group communication. Updated material includes: The new edition has been extensively reorganized to make it even easier to use. The new organization provides a broad conceptual framework for understanding argument before examining the elements of arguments. Each chapter begins with an extended case study to illustrate key concepts discussed in the chapter. The case

students are drawn from contemporary issues ranging from politics to economics to personal interest issues, showing students how issues that affect them are argued in the public arena regularly. The text features an updated and extended treatment of argument theory. There is more coverage on how argumentation is placed in the field of critical thinking and how it works in a critical context for inquiry and advocacy. The discussion about how cultures and languages affect our ability to produce and understand argument has been enhanced, to help students employ strategies for working cooperatively with diverse audiences. Praise for Critical Thinking and Communication

“The materials are covered effectively but succinctly, and, I would say, clearly and unambiguously. There is always a tightrope for any author to walk in the balance between thoroughness and brevity. This book strikes that balance quite gracefully.”

C. Thomas Preston, Jr., University of Texas at Brownsville

--This text refers to an out of print or unavailable edition of this title.

I didn't expect much from a Communication Reasoning class. But the course and this textbook really changed my idea. It was a great class, logical and informative. There are so many ways to argue and have debate, so many ways to engage, judge and come to a conclusion. I will never be afraid of debate anymore thanks to this.

I gave it a 4 because I got exactly what I paid for :) Everything in the description was exactly what I thought it would be. Thanks!

I have used this text to teach my argumentation course for the past three years. It has proven very effective in teaching students step-by-step how to recognize claims, evidence and reasoning. Each chapter contains very practical exercises for students to complete proving they grasp the concepts of the chapter. Very clear examples are provided of arguments and the impact of culture on argument (in one chapter). The only weakness is on the focus on debate solely. This is not a weakness for some, but is for me who is striving to introduce students to both dialogue and debate.

I needed this book for my communications course and this book arrived on time and was in very good condition. I was very happy with it.

Readers should beware of an error on page 36. The form of a syllogism, and the example, are wrong. "Every mammal is warm blooded. Every whale is warm blooded. Therefore every whale is a

mammal." If this were correct, then we could argue "Every cat is an animal. Every dog is an animal. Therefore every cat is a dog." (Later on, they get the syllogism right, but it sad that students will be taught an incorrect form first.

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