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Designed for students with no prior training in logic, INTRODUCTION TO LOGIC AND CRITICAL THINKING offers an accessible treatment of logic that enhances understanding of reasoning in everyday life. The text begins with an introduction to arguments. After some linguistic preliminaries, the text presents a detailed analysis of inductive reasoning and associated fallacies. This order of presentation helps to motivate the use of formal methods in the subsequent sections on deductive logic and fallacies. Lively and straightforward prose assists students in gaining facility with the sometimes challenging concepts of logic. By combining a sensitive treatment of ordinary language arguments with a simple but rigorous exposition of basic principles of logic, the text develops students' understanding of the relationships between logic and language, and strengthens their skills in critical thinking. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

In Political Literacy in Composition and Rhetoric, Donald Lazere calls for revival of NCTE resolutions in the 1970s for teaching the "critical reading, listening, viewing, and thinking skills necessary to enable students to cope with the persuasive techniques in political statements, advertising, entertainment, and news," and explores the reasons these goals have been eclipsed in composition studies over recent decades. Obstacles to those goals have included the emphasis in the profession on basic and first year writing at the expense of more advanced study in argumentative rhetoric, and on the privileging of students' personal writing over critical study of both academic and political discourse. Lazere further argues that theorists who legitimately champion students' pluralistic local communities sometimes fail to recognize that liberal education can enable students to grow beyond their home cultures to critical awareness of national and international politics. Finally, he argues that the fixation in recent composition studies on liberally-inclined students and communities "on the margins" has eclipsed attention to the conservative conformity long prevalent in mainstream American society and education. His proposals for curriculum and pedagogy seek to introduce students to a more highly-informed, cogent, and open-ended level of debate between the political left and right.

Aims to challenge students to think for themselves by providing coverage of some common fallacies used in advertising, the mass media, textbooks, by public officials and in everyday conversation. This book should be of interest to students of critical thinking and informal logic courses.

Co-authored by Karen A. Cerulo, the Eastern Sociological Society's Robin L. Williams Lecturer for 2013-2014 Do birds of a feather flock together or do opposites attract? Is honesty the best policy? Are children our most precious commodity? Is education the great equalizer? Adages like these shape our social life. This Sixth Edition of Second Thoughts reviews several popular beliefs and notes how these conventional wisdoms cannot be taken at face value, but instead require careful second thoughts. This unique text encourages students to step back and sharpen their analytic focus with 25 essays that use social research to expose the gray areas of commonly held beliefs, revealing the complexity of social reality and sharpening students' sociological vision.

Now in its third edition, *Teaching and Researching Listening* renews its commitment to provide language educators, practitioners, and researchers in the fields of ESL, TESOL, and Applied Linguistics with a state-of-the-art treatment of the linguistic, psycholinguistic and pragmatic processes underpinning oral language use, and demonstrates how they influence listening in a variety of practical contexts. This revised edition incorporates significantly updated sections on neurological processing, pragmatic processing, automated processing, and pragmatic assessment, as well as coverage of emerging areas of interest in L1 and L2 instruction and research. Boxes throughout, including "Concepts" and "Ideas From Practitioners", help to both reinforce readers' understanding of the topics covered and ground them in a practical context, while the updated chapter, "Exploring listening", contains an overhauled section on listening technologies that provide readers with a range of tools to explore other perspectives on listening. Combining detailed overviews of the underlying processes of listening with an exhaustive set of practical resources, this third edition of *Teaching and Researching Listening* serves as an authoritative comprehensive survey of issues related to teaching and researching oral communication for language teachers, practitioners, and researchers.

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