Preface

This is a book intended for introductory courses in logic and critical thinking, but its scope is broadly focused to include some issues in philosophy as well as treatments of induction, informal fallacies, and both propositional and traditional syllogistic logic. Its aim throughout, however, is to broach these topics in a way that will be accessible to beginners in college-level work. How to Think Logically is a user-friendly text designed for students who have never encountered philosophy before, and for whom a systematic approach to analytical thinking may be an unfamiliar exercise. The writing style is simple and direct, with jargon kept to a minimum. Symbolism is also kept simple. Scattered through the text are special-emphasis boxes in which important points are summarized to help students focus on crucial distinctions and fundamental ideas. The book’s fourteen chapters unfold in a way that undergraduates will find understandable and easy to follow. Even so, the book maintains a punctilious regard for the principles of logic. At no point does it compromise rigor.

How to Think Logically is a guide to the analysis, reconstruction, and evaluation of arguments. It is designed to help students learn to distinguish good reasoning from bad. The book is divided into four parts. The first is devoted to argument recognition and the building blocks of argument. Chapter 1 introduces argument analysis, focusing on argument recognition and the difference between formal and informal approaches to inference. Chapter 2 offers a closer look at the language from which arguments are constructed and examines such topics as logical strength, linguistic merit, rhetorical power, types of sentences, uses of language, and definition. Chapter 3 considers epistemic aspects of the statements that are the components of an inference. It explains the assumption that when speakers are sincere and competent, what they
How to Think Logically, in this new Second Edition format, includes a number of improvements, thanks to the helpful suggestions of anonymous reviewers selected by Pearson and of philosophers we know who are using the book:
• Chapter 1 has been reworked to present a better introduction to argument, the central topic of the book. The treatment of non-arguments now includes entries for explanations, conditionals, and fictional discourse.

• A more concise treatment of definition now follows discussions of figurative meaning and indirect use of language in Chapter 2. Also added to this chapter is an expanded treatment of sentence types, including speech acts, in connection with the discussion of uses of language, providing a more nuanced and timely treatment of this topic.

• The discussions of contradiction and consistency in Chapter 3 have been rewritten for greater clarity.

• The section on evaluative reasoning in Chapter 4 has been expanded into a much improved discussion of moral, legal, prudential, and aesthetic norms and arguments.

• Many new examples, of varying degrees of difficulty, have been incorporated in the book’s account of informal fallacies. First-edition examples have been brought up to date.

• Exercise sections in all chapters have been greatly expanded. Many new exercises have been added, so that students can now get more practice in applying what they’re learning.
As a result, instructors will now have a larger selection of exercises from which to choose in assigning homework or in engaging students in class discussions.

- The program of the book has been simplified so that it does much better, and more economically, what instructors need it to do: namely, serve as a text for teaching students how to develop critical reasoning skills. The ‘Philosopher’s Corner’ features of the first edition have been taken out, following the consensus of reviewers, who said that they almost never had time in a 15-week semester to use them if they were teaching the logic too. In this new edition, references to philosophical theories have been minimized and woven into topics of informal logic. In this way, the overall length of the book has been kept about the same as in the first edition, and the price of the book has been kept low.

But many features of the earlier edition have been retained here. There are abundant pedagogical aids in the book, including not only more exercises, but also study questions and lists of key words. At the end of each chapter is a chapter-summary and a writing project. And in the back of the book is a detailed glossary of important terms.

We wish to thank our editor at Pearson Education, Nancy Roberts, and Kate Fernandes, the project manager for this book. Special thanks is due also to Pearson Senior Editor, Dickson Musslewhite, who provided judicious guidance at crucial points in bringing out this new edition. We are also grateful for the criticisms of the philosophers selected as anonymous reviewers by Pearson. Their sometimes barbed but always trenchant observations about the first edition have helped us to make this a much better textbook.
SUPPORT FOR INSTRUCTORS AND STUDENTS

MyLogicLab.com is an online resource that offers a wealth of tools to help student learning and comprehension, including practice quizzes, videos, primary source readings and more. MyLogicLab also includes a rich array of interactive tools enhanced with audio and video to engage students in learning. Please see your Pearson representative for more information or visit www.MyLogicLab.com.

Instructor’s Manual with Tests (0-205-15534-0): For each chapter in the text, this valuable resource provides a detailed outline, list of objectives, and discussion questions. In addition, test questions in multiple-choice, true/false, fill-in-the-blank, and short answer formats are available for each chapter; the answers are page referenced to the text. For easy access, this manual is available at www.pearsonhighered.com/irc.

PowerPoint Presentation Slides for How to Think Logically (0-205-15538-3): These PowerPoint Slides help instructors convey logic principles in a clear and engaging way. For easy access, they are available at www.pearsonhighered.com/irc.
About the Authors
