**Critical Thinking – Chapter 3 Questions**

*Students will learn to:*

*1) Determine acceptable and unacceptable degrees of vagueness*

*2) Understand and identify types of ambiguity*

*3) Identify the problems generality causes in language*

*4) Understand the uses and types of definitions*

*5) Acquire skills for writing an effective argumentative essay*

**Answer each of the questions in complete sentences.**

1. What is meant when a phrase is said to be “vague?”

2. Why would someone purposefully use vagueness?

3. What problems could exist from someone being too vague?

4. What is meant when a word, phrase, or sentence is “ambiguous?”

5. How can a phrase be “semantically ambiguous?”

6. Define “grouping ambiguity.”

7. Why would someone use “grouping ambiguity?”

8. What is meant by “syntactic ambiguity?”

9. How can the use of pronouns cause ambiguity?

10. What problems could exist from someone being too ambiguous?

11. What is meant by “generality?”

12. What problems can exist from speaking or writing in generalities?

13. Explain the differences between “lexical definitions” and “precising or stipulative definitions.”

14. Why is a “persuasive or rhetorical” definition troublesome?

15. How is “definition by example” different than “definition by synonym?”

16. According to the text, almost all dictionary definitions are of the analytical variety. How is this true?

17. List the four components of an argumentative essay. (It is okay not to use complete sentences for this response)

18. Describe the differences between *two essay types* that should be avoided. The choices are:

 a) The Windy Preamble b) the Stream-of-Consciousness Ramble

 c) The Knee Jerk Reaction d) The Glancing Blow

 e) Let the Reader Do the Work

Free Response

19. Of the four detailed hints that might be helpful in planning and writing an argumentative essay, which one do you think is the most important? Why?

20. Why do you think outlining and revising are important critical writing stages?