

Reasons and Claims

xxx

xxx

Chamberlain University

xxx

The Most Valuable and Important Idea in Chapter 5

Various ideas have been outlined in chapter 5. For me, claim and reason are the ideas I consider most important. Critical thinkers are expected to make compelling arguments supported by evidence. Facione and Gittens (2016) state that for an argument to be valid, it must be backed by reasons and supported by evidence. The foundation of critical thinking is claims. Claims are the endpoint of arguments; they are conclusions or expressed opinions that arguers want to be accepted. As Facione and Gittens explain in Chapter five, when making a claim, it is critical that the arguer provides reasons that would make people bank on the arguments to be true and not mere assertions. With reasons and evidence, listeners would not see arguments as quarrels or disagreements but as an approach to reach a conclusion.

Critical Thinking

Critical thinking encourages analytical thinking and the application of tools to help extract insights and actionable information from statements. In chapter four, Facione and Gittens discuss vagueness and ambiguity as the two critical issues that make the analysis of statements difficult. Vagueness means that a word or an expression has imprecise meaning or unclear boundaries for a given statement or purpose. When a claim is vague, it cannot provide appropriate information. This leads to uncertainty concerning what should be excluded and what should be included from the meaning. It is difficult to interpret vague statements due to their unclear meanings. Ambiguous statements, on the other hand, have several meanings or solutions that lead to uncertainty about the true meaning of a statement. An ambiguous statement is semantically confusing because such a statement does not have a clear meaning or solution that suits it in any given context. When someone makes an ambiguous statement, it is critical to ask for further clarification to resolve the ambiguity.

Beliefs

For me to believe something, I have faith and confidence that it is true. But my belief must be supported by facts and evidence of its truthfulness. Evidence can come from research, listening to arguers' perspectives, asking questions and clarifications, or through discovery.

Belief Testing

My Claim: Every college student must be guaranteed a federal education loan.

Layer One: The Fourteenth Amendment's Equal Protection Clause protects every child's right to public education (Concord Law School, 2017). The clause requires states not to deny any person within their jurisdiction access to public education.

Layer Two: Increasing educational attainment decreases unemployment and joblessness by equipping students with skills that promote productivity and creativity, thus stimulating technological and entrepreneurship breakthroughs (Vilorio, 2016).

Layer Three: I firmly believe that universal access to students' loans is an important program that the federal government should consider because education improves and productivity of people leading to employment. The government can address crime when more youth are educated. The country can also realize improved economic growth when more people are employed.

Layer Four: Federal government prioritizes giving students loan to American citizens and those pursuing their programs in public universities and colleges. Students that hold permanent residence visas and other noncitizens and those studying in private colleges are discriminated by this policy leading us to question the relevance of the Fourteenth Amendment's Equal Protection Clause. There is a critical need to revise the eligibility requirements to implement education equality as stipulated in the Equal Protection Clause.

References

- Corncord Law School. (2017, April 20). *The 14th Amendment Protects the Right to a Public Education*. <https://www.concordlawschool.edu/blog/constitutional-law/14th-amendment-protects-rights-education/#:~:text=The%20Equal%20Protection%20Clause%20of,considered%20to%20be%20state%20actors>
- Facione, P., & Gittens, C. (2016). *Think critically* (3rd ed.). Prentice Hall.
- Vilorio, D. (2016, March 29). *Education matters: Career outlook: U.S. Bureau of Labor Statistics*. U.S. Bureau of Labor Statistics. <https://www.bls.gov/careeroutlook/2016/data-on-display/education-matters.htm>