CR PROCESS. — WEEK 2. Feb 05 2024

(1.)

UNDERSTAND THE TASK / Qs.

Read the Qs: what is it that you are solving for?.

(2.)

BREAKDOWN THE ARGUMENT / STIMULUS.

— IDENTIFY CONCLUSION & PREMISE
— BACKGROUND OR INFO,

(3)

THINK / INVEST.

Review to understand what are you solving for?

(4)

EVALUATE THE CHOICES.

↳ Work from wrong to right.
↳ Choices can be distracting or dizzying if you need them without step 3.
↳ Do work upfront and you will save time.

✡ FOCUS ON WHAT IS PROVIDED ; AVOID REAL-WORLD KNOWLEDGE.

WHAT IS AN ARGUMENT?

An argument, at minimum will have:

⇒ A MAIN CONCLUSION.
↳ COULD ALSO HAVE AN INTERMEDIATE CONCLUSION.

⇒ EVIDENCE / SUPPORT / PREMISE.

ORDER DOES NOT MATTER!

MAIN CONCLUSION: This statement is a claim that the arguer is trying to persuade us to accept, whether or not it actually is true.

EVIDENCE: Also known as premises / support the arguer gives us these in order to show us that the conclusion is true.

NO NEED TO ANALYZE TONE OR STYLE OF ARGUMENT!

CONCLUSION + EVIDENCE, OR CONCLUSION + EVIDENCE + INTERMEDIATE CONCLUSION

↳ sub-conclusion in complex arguments.
↳ a sub-conclusion can act as a conclusion and a premise both.

↓ OR

CONCLUSION + EVIDENCE + BACKGROUND INFORMATION.

⇒ Sometimes background information is provided to set the stage.

PRIMARY GOAL IS TO FIND OR UNDERSTAND THE ARGUMENT IN THE CONCLUSION + SUPPORT FORM

HOW TO IDENTIFY THE MAIN CONCLUSION?

⇒ SIGNAL WORDS: Many arguments may have a sub-conclusion. So use the words below with caution.

Thus, therefore, Hence, So, Conclude, It follows that, As a result, clearly, obviously, nevertheless, nonetheless.

✡ WORDS ABOVE ARE GOOD STARTING POINTS!

SOME CONCLUSIONS NEED NOT HAVE A KEYWORD AT ALL.

EXAMPLE: The cat will run away if you open the door. That's because the cat does not like being inside.

✡ Always use context to find the main conclusion.

How to identify the relevant evidence?

Keep asking WHY?

Template:

Conclusion:
→ Insert conclusion here.
because.
SUPPORT.
→ [Insert the "WHY" reasoning here]

OR.

Support.
→ [Insert premises here]. Therefore,
CONCLUSION.
→ Insert conclusion here

SIGNAL WORDS FOR EVIDENCE:

Because, Since, After all, on the grounds that, Given that, For, As shown by.

TYPES OF CONCLUSIONS!

1. COMPARISONS: Compares two elements with each other or compares one element with itself.
Example:
→ It is clear that this year's candidate is stronger than last year's candidate.
TIP: Comparative words (better than, more useful than)

2. CAUSATION: When one thing directly affects another, it's a causal relationship.
EXAMPLE: Last night, I took some cough medicine and today I feel much better. So that cough medicine is really effective.
☆ Be careful with causation, needs to be a DIRECT effect!

3. ASSESSMENTS: When an arguer assigns a certain subjective attribute to something.
EXAMPLE: The flower is beautiful.
☆ Scientific facts are not assessments.

4. RECOMMENDATIONS: ---- should favor X.
look for words "should" "ought to".

5. Predictions: Something that may happen in the near or distant future.
↳ Our homeless population may not be reduced.

6. SIMPLE BELIEFS:
↳ It is clear that the student cheated on the test.

DEGREES OF CONCLUSION

DEFINITE.

Something is true 100% or 0%. Of the time,
every, all, none,
never, will.

INDEFINITE.

Is not necessarily true
100% or 0% of the time.
likely, unlikely, possible, could,
might,
some, most, more
rarely, seldom, often, sometimes.
almost, nearly.

TYPES OF EVIDENCE.

CONCLUSION: PAULA IS THE BEST ATHLETE IN THE STATE.

→ EXAMPLES AS EVIDENCE:

↳ Paula is the best athlete in the state. After all, Paula has won medals in 8 different olympic sports.

→ WHAT OTHERS SAY:

↳ We know this because the most highly acclaimed sports magazine has named her as such.

→ USING THE PAST: She must be, since she won the state championships last year and four years ago.

→ ANALOGY:

↳ Because she won the most athletic awards. Look at Jude, who is currently the Best Chef in the State because he won the cooking award.

GENERALIZING FROM A SAMPLE:

↳ Paula is the best athlete in the world, because she won every local tournament in every spring sport.

↳ PAY ATTENTION TO SAMPLING, is it an appropriate sample?

→ REBUTTALS: You may see rebuttals where you may be asked to evaluate the argument.

↳ counterexamples: Someone may refute a claim with a specific example.

↳ ALTERNATE POSSIBILITIES: Someone may point out to a different reason example during a cause/effect argument.

→ CONDITIONAL EVIDENCE: These draw conclusions based on conditional relationships. These are true/false ~~ideas~~ relationships between different ideas. These are absolute. They hold always and in all cases. They can also be combined to not imply other general relationships.

→ CAUSATION BASED ON CORRELATION: Conclusions are A causes B. The support often involves statements about correlations: observations of two things happening at the same time.

↳ To weaken a causal argument, identify an alternate cause.

TYPES OF FLAWS

(Not exhaustive obviously).

SAMPLING: Occurs when an argument extends limited information and tries to apply it widely than is justifiable.

LOOK FOR:

- Polls, surveys
- Data or statistics ("one meteorologist").
- Shift from specific evidence to generalization (Three doctors → All doctors)

Ad hominem: This happens when:

- The arguer criticizes someone's → {actions, character, motives.} → to not heed their argument.

Faulty Analogy: Comparison is NOT like to like.

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1. **Identify the conclusion:** The conclusion trick is to find the statement that does not support any other statement.

2. **Identify an entailment/deduction/logically follows:** These are inference style questions. Given a set of statements you need to find which one must also be true based on the fact/truth given in the passage.

↳ For answer choices, ask yourself which of them HAVE to be true given the passage? Or could it be false, if false then WRONG answer.

⇒ Sufficient condition is generally put on the left as it "triggers" an event or guarantees it.

IDENTIFYING AN ENTAILMENT. — IN SUMMARY. (OR INFERENCE)

↳ NO room for speculation, correct answer asks what MUST Be true,

↳ Ask the question: "Does this have to be true? Or could be false?".

↳ Be wary of strong choices; they may be over-reaching.

↳ Pay extra attention to conditional statements and logical strong premises. ("all", "must")

↳ Remember, the answer must be GUARANTEED by the information in the passage.

↳ This is the main difference between these questions and Strongly Supported questions.

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3. STRONGLY SUPPORTED INFERENCES.

↳ The answer does not have to be conclusively supported; it has to be the choice that is most supported.

↳ Don't Use your imagination to "force" an answer.

↳ Read with extra precision. "Most" is not the same as "some"

↳ NEVER ADD YOUR OWN ASSUMPTIONS.

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4. DISPUTES. / ~~EXPLAIN THE ISSUE~~ / ~~EVALUATE THE ARGUMENT~~

↳ These questions usually ask you what the speakers agree on or disagree on.

↳ Refer back to the argument if required.

↳ one useful way would be to add a (+) or a (−) next to the initials to indicate the position each speaker would take on each choice.

↳ Sometimes the claims are opposing or sometimes the conclusion is opposing so make sure you evaluate

— X — X — X — X —

5. STRENGTHEN AND WEAKEN QUESTIONS.

↳ These questions ask you to identify information that if added to the support makes the conclusion more likely or less likely to be true.

↳ The new information may not prove or disprove a conclusion — it will just improve or worsen ~~the~~ likelihood of the conclusion to follow.

↳ Answer choices will strengthen, weaken or not affect the argument.

↳ Sometimes, in a strengthen question there will be a gap between the support and the conclusion, the best answer choice may fill this gap.

↳ ALWAYS PAY ATTENTION TO DEGREE;

↳ The higher difficulty questions will love these tricks to make the answer choices close.

↳ Sometimes, to weaken there may be a sufficient condition but it may not be necessary.

CAUSE AND EFFECT REASONING:

- ASSERTS → one thing causes another.
- MOST CAUSAL CONCLUSIONS ARE FLAWED.
  - ↳ caused by, because of, responsible for, reason for, leads to, induced by ------.
- FOR CAUSAL CONCLUSIONS TO WORK, the causal relationship should be established in one of the premises.

ERRORS OF CAUSALITY:

Scenario 1: One event occurs BEFORE the other event.

The rooster crows before the sun rises. Therefore, the rooster causes the sun to rise.

↳ Rooster does not cause the sun to rise.

Scenario 2: Two (or more) events.

Two events occurring simultaneously need not cause each other.

There could be a correlation with no causation.

During early mornings, there are more accidents.

Early mornings cause accidents. ✗

↳ People may be tired.

CAUSALITY ASSUMPTION: In the GMAT world, the writer assumes that the stated cause is the ONLY possible cause of the effect and the stated cause will ALWAYS produce the effect.

⇒ When a causal conclusion is formed, ALL alternatives have been taken into account and negated. Only ONE IS VALID.

POWERSCORE CR BIBLE NOTES:

✡ Read closely and watch for MODIFIERS/INDICATORS.

QUANTITY INDICATORS:
all, every, most, some.

PROBABILITY INDICATORS:
must, will, always;
could, rarely, never.

✡ Make sure you do not go beyond the scope of the argument. DO NOT GENERALIZE, EITHER.

✡ Separate answer choices into contenders and losers.
DO NOT DELIBERATE TOO MUCH, MOVE ON.

✡ MUST BE TRUE QUESTIONS:
Sometimes answers introduce new information. Even though this information is logical, it may not be supported by the text. BE WARY.

WEAKEN QUESTIONS: We are not trying to DESTROY the argument, only shooting it.

✡ For strengthen/weaken questions watch out if the question stem is worded slightly differently it may have a clue: Example: A strengthen question:
"The cycle described above could not result unless which of the following were true".
The true part is where the question is saying MUST be true:

FIND THE ASSUMPTION QUESTIONS

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- NECESSARY ASSUMPTIONS:
  - ↳ Identify the claim that must be true or is required for the argument to work.
  - ↳ This is a silent, unspoken piece of support that the arguer is taking for granted.
  - ↳ If this assumption is taken away then the argument falls apart or undermined.

Water is necessary for survival.

↳ if you took water away you will not survive.

↓

NEGATE!

A necessary assumption must be true whereas the sufficient con assumption guarantees that the argument works i.e. the conclusion follows.

- The argument relies on assuming which one of the following:
- The argument depends on the assumption that
- Which one of the following is an assumption required by:

MIND THE GAP: These questions have something missing or a missing link between the conclusion and the premise.

For negation, sometimes it is straightforward, other times it can get complicated

You can use the phrase "It's not the case that..."

:(AW. ° Avoid 06 blank —

Some helpful negations:

Term	Negation	Note.
All	Not all	"Not all" could mean none, or some or a lot.
None	Some	"Some" means atleast one up to all.
Hot	Not Hot.	/
Rarely	Not rarely	
Most	Not Most.	Most means 50%.; Not most means not more than 50%.
More than	Less than or equal to	

⚠ Wrong choices may weaken or strengthen, be too strong or too irrelevant. An aswer choice may strengthen but it need not be true for the argument to hold — or it could be true does not have to be true.

- SUFFICIENT ASSUMPTIONS.,

↳ A sufficient assumption, guarantees that the conclusion will follow.
↳ This is different from a necessary assumption, without a necessary assumption argument may not hold.

⚠ Try and identify the gap in the argument.
Sometimes, you can also add the assumption or test by affirming the answer choice as an premise.

IDENTIFY A FLAW: April 06 Week 5

These questions ask you to identify a flaw. So, you can assume that the argument is defective in some way.

COMMON FALLACIES:

→ Assuming causation when only correlation exists.
→ Jump to conclusion about a larger group than the ones being discussed.
→ Attack on someone's opinion because the person's character is questionable.
→ One topic is discussed in argument but the conclusion is about another argument.

You could also think of this as a debate with arguer, what would you say to rebut?.

Questions are worded as:

→ "The reasoning in the argument is flawed because"
→ "The argument commits which ones of the following errors of reasoning"
→ "The reasoning above is most vulnerable to criticism that"
→ "The argument's reasoning is questionable because the argument fails to rule out the possibility"

PAY ATTENTION TO THE END OF QUESTION!. Look for "BONUS LANGUAGE"

Flaws include unstated assumptions, logical errors, overly-confident deductions based on insufficient empirical evidence, and rhetorical tricks that masquerade as arguments.

Difference between identifying a Flaw vs. Identifying a weakener.

→ When you identify a flaw, you are not adding any information but rather just describing why the argument as it stands is not logically strong.

→ You also need not add any additional information.

→ A questionable assumption sometimes can make an argument flawed; attacking that assumption would weaken the argument.

→ You are trying to make the argument worse than it already is.

→ You may also add additional information.

TOP TIP: Do not question the accuracy of the support, so given a set of statements you must assume them to be true.

Always, think about assumptions the argument has made and any what-if scenarios.

TIP: If the answer choice says "overlooks the possibility" add that to the argument and test if argument improves.

✱ If stuck, try to find the disconnect between the conclusion and support/evidence.

✱ Sometimes, there may be more than option that could fit; choose the most glaring flaw in such cases.

Explain or Resolve (Discrepancy). Apr 07

Usually, the situation provided is somewhat puzzling. The answer will shed some light and provide a logical explanation of how that situation could exist.

→ Assess the impact of each choice to the argument, no need for pre-thinking.
→ Look for keywords such as "yet" or "however".

QUESTION STEM:

Qs ⇒ Which one of the following, if true, most helps to explain how x could have happened?.

→ Which of the following, if true, most helps to resolve the apparent discrepancy in the information above?

→ Which one of the following, if true, most helps to account for the failure described above.

✡ Usually, there would not be an argument but information that is surprising. Frame the question and then test each answer choice. If you add the info to the argument and think WHO CARES? then it is the wrong answer.

HELPFUL TO KNOW: EVALUATE AN ARGUMENT. Apr 10,

In these questions, you are asked what information would be most or least useful to evaluate an argument. So the information will either strengthen or weaken the argument.

→ You can try phrasing the choices into a question and then answer "yes" or "no".