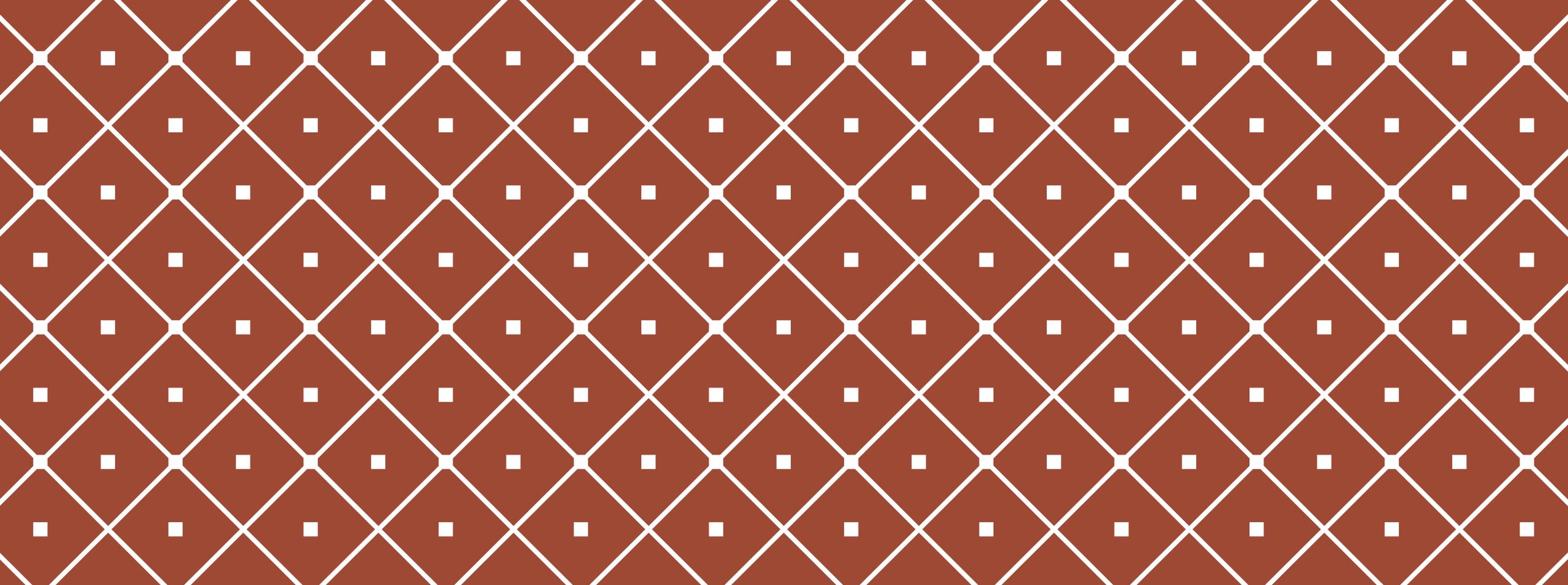


STUDY SKILLS





TIME MANAGEMENT



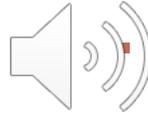
HOW WOULD YOU EAT AN ELEPHANT?



**One bite at
a time!**

ARE YOU AN UNDER- OR OVER-ESTIMATOR?

How long would it take to:



- Sing 'happy birthday'?
- Count backwards in threes from 352?
- Find a definition of the word 'prognosticate'?
- Make up a new limerick?
- Draw a detailed floor-plan of your home?

***Which tasks were most difficult to estimate?
Why?***



TYPES OF TIME MANAGEMENT

'To do' list

Timeline

Flowchart

Gantt Chart

Kanban Board

Covey Chart



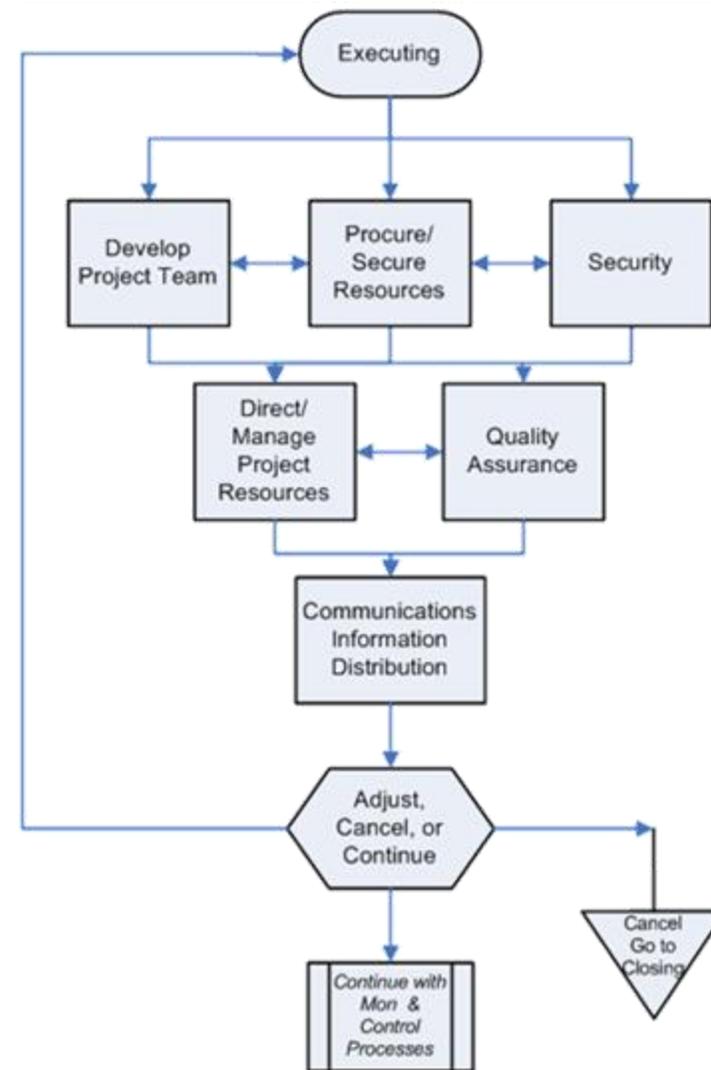
TIMELINE

A graphical representation of tasks to complete over a period of time



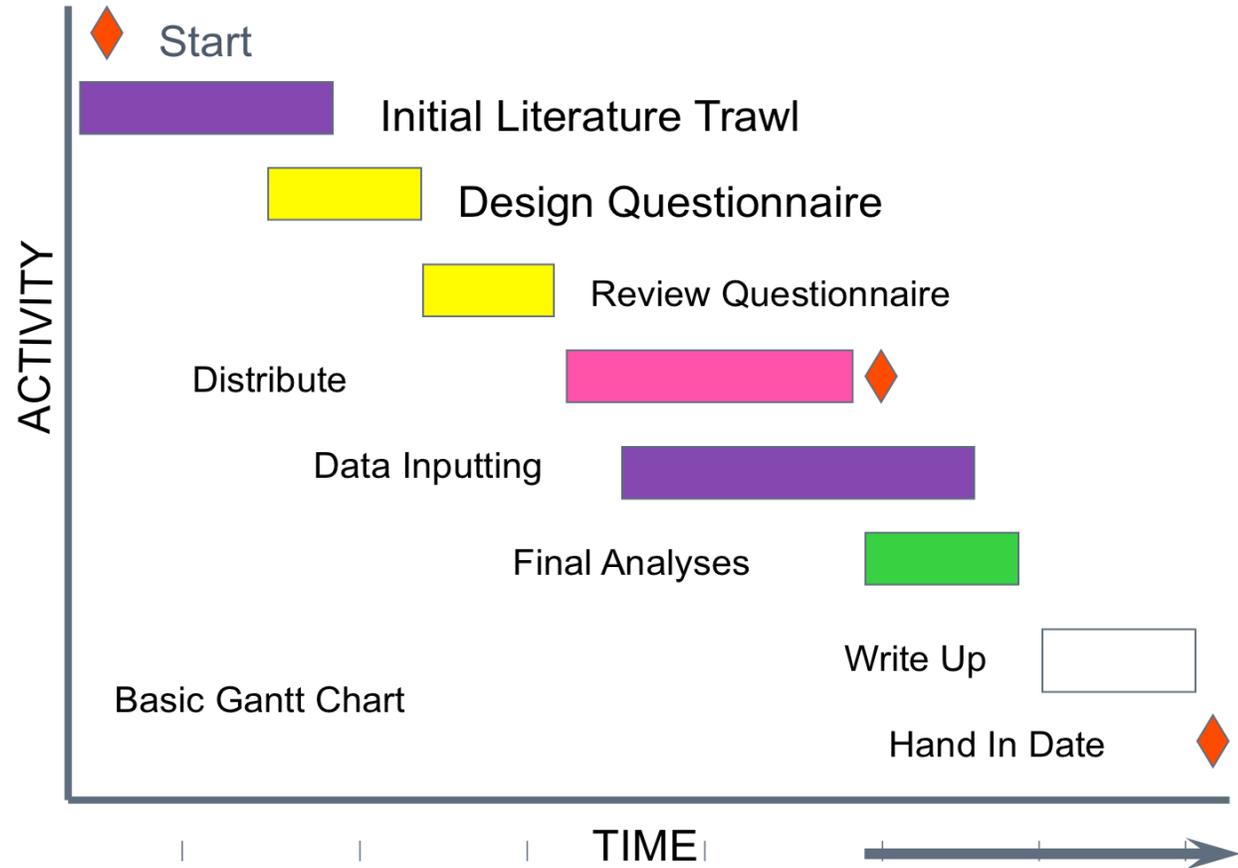
FLOWCHART

A diagram of a sequence of actions involved in an activity



GANTT CHART

A chart where horizontal lines show the amount of work to be done over a period of time



KANBAN BOARD

A visual board to show planned and completed work, and work-in-progress. Often created with sticky-notes



COVEY CHART

A chart grouping tasks into important/not important, and urgent/not urgent.

	<i>Urgent</i>	<i>Not Urgent</i>
<i>Important</i>	1	2
<i>Not Important</i>	3	4

PROS AND CONS

- In pairs, work out either the PROS or the CONS of your time management techniques
- Then pair up with somebody who has looked at the opposite to you, and share your ideas



TIMELINE

Pros

- Set deadlines
- Visual representation of a long-term plan – can see where you are going
- Clear end goal

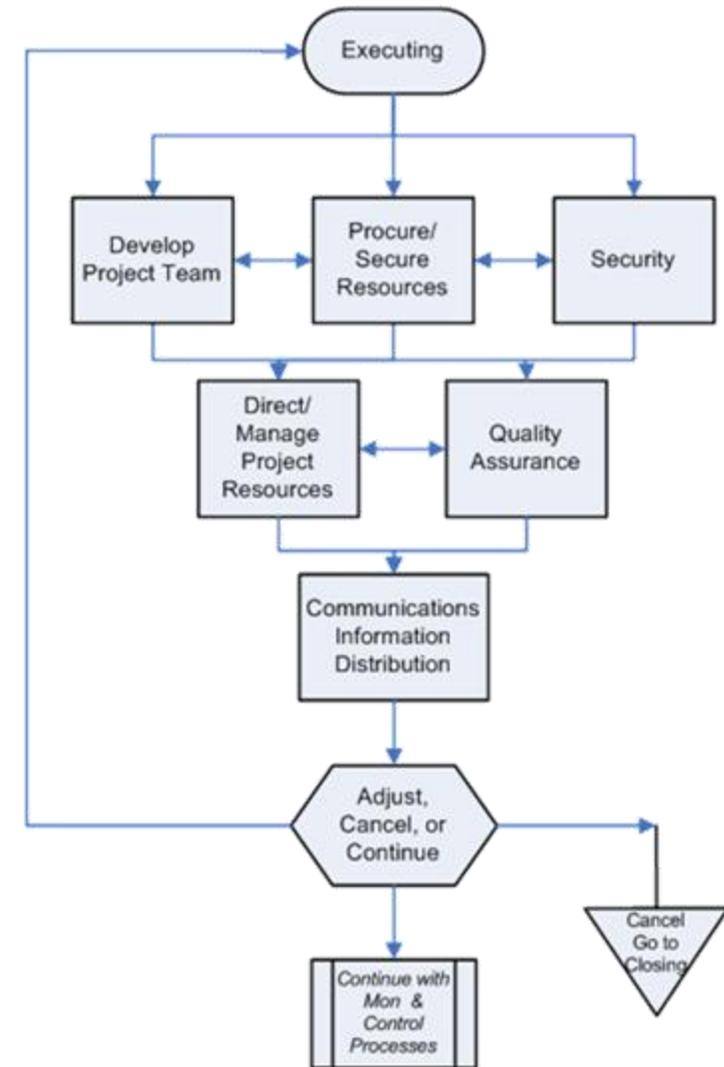
Cons

- Little room for flexibility
- More useful for single tasks rather than a process



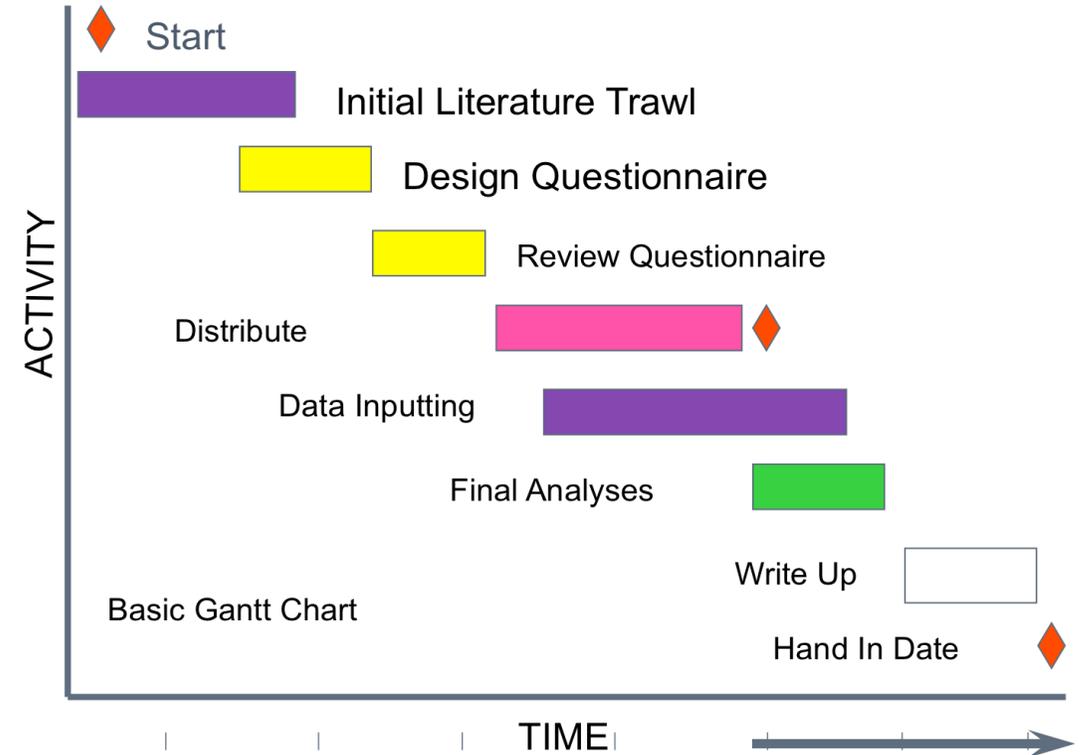
FLOWCHART

Pros	Cons
<ul style="list-style-type: none">• Can add lots of detail• Useful for structured planning	<ul style="list-style-type: none">• Could become too complicated• No timings, just a process



GANTT CHART

Pros	Cons
<ul style="list-style-type: none">• Easy-to-read visual format• Sets reasonable timeframes• Scope for detail	<ul style="list-style-type: none">• Somewhat inflexible• Could become too complex



KANBAN BOARD

Pros

- Visual representation
- Can be adapted in the process, and take into account surprises

Cons

- Could be too flexible with no strict deadlines
- Too much time spent on making the board look pretty rather than actually managing time



COVEY CHART

Pros	Cons
<ul style="list-style-type: none">• Helps to prioritise tasks• Easy to use• Visual depiction	<ul style="list-style-type: none">• Lack of specific timings or deadlines

	<i>Urgent</i>	<i>Not Urgent</i>
<i>Important</i>	1	2
<i>Not Important</i>	3	4



TARGETS

- What exactly will you do?
- How do you know you have achieved your objective?
- Do you have the resources and skills to achieve your objective?
- Is this relevant to your overall aim?
- When will each objective be completed?



RESEARCH

S

I will complete
research for
my project

M

I will find 30
sources for my
project

A

I will use the
internet and
local libraries
to find
research for
my project

R

I will find
research
related to ____
for my project

T

I will have
completed my
research by
March 2018



ESSAY

S

I will write an
essay

M

I will write
5,000 words
with
subheadings,
references and
a bibliography

A

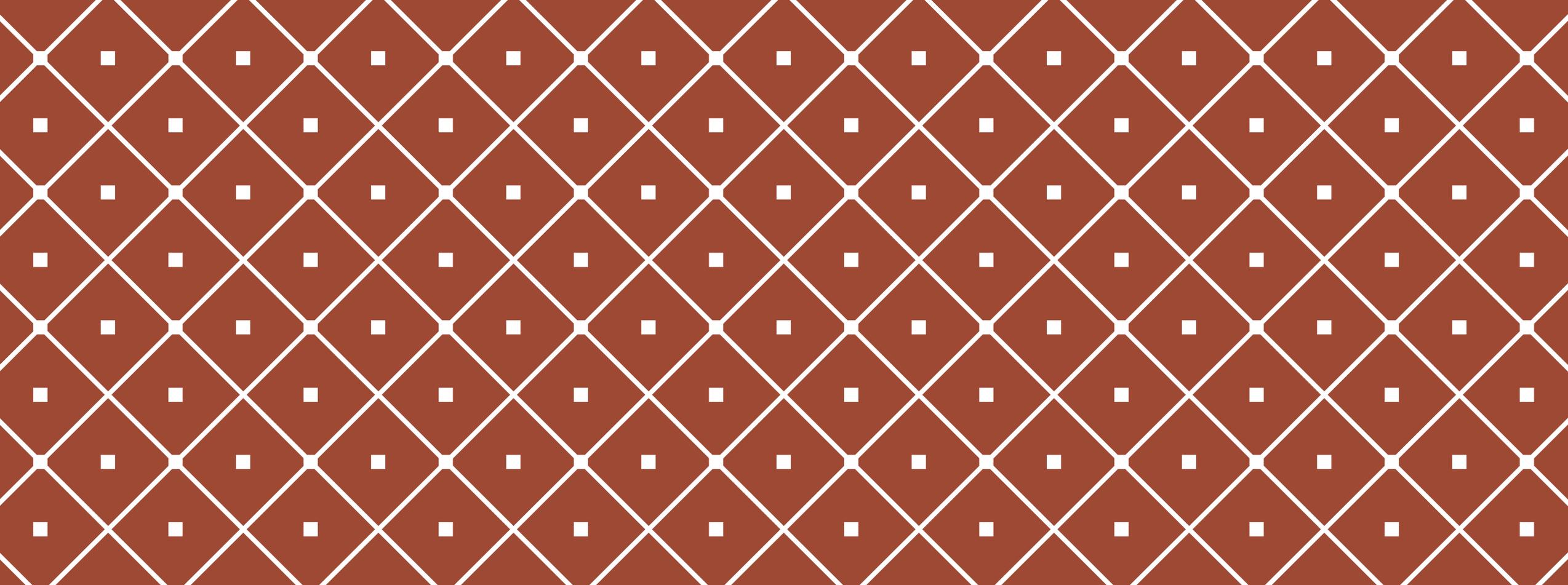
I will use
Microsoft Word
and proof-read
my essay
before
submitting

R

I will refer to my
question at the
end of each
paragraph

T

I will have
completed my
essay by June
2018



FINDING ACADEMIC SOURCES





HOW MANY SOURCES CAN YOU NAME?



Article

Google Scholar

Youtube

Folio

.gov.uk

Documentary

Journal

.org.uk

Cartoon

Periodical

.ac.uk

Image

Archive

.co.uk

Peer-reviewed Journal

Book

.com

Primary Source

Newspaper

Blog

Wikipedia

Flickr

Google

Expert



WHERE WOULD YOU FIND ACADEMIC SOURCES?



University College Oxford's online hub of resources

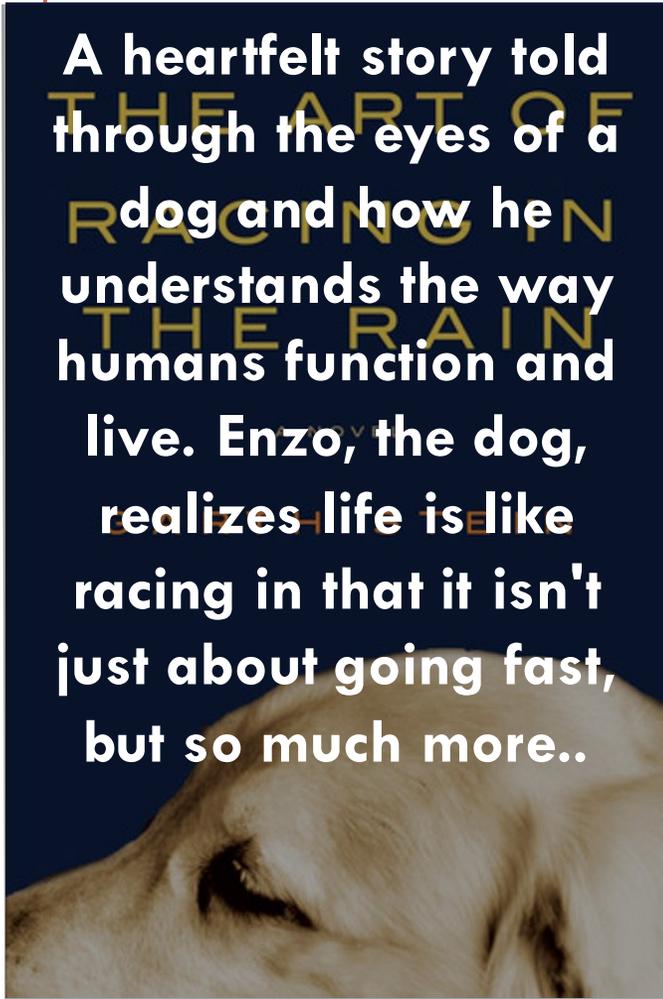
University Library



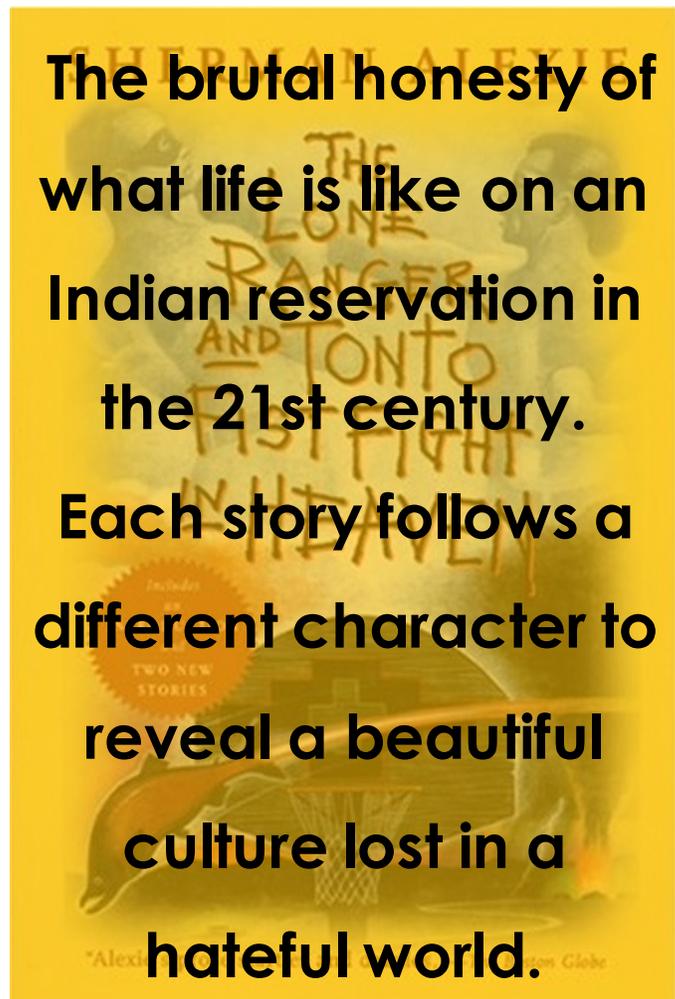


WHAT DO YOU THINK THESE BOOKS ARE ABOUT?

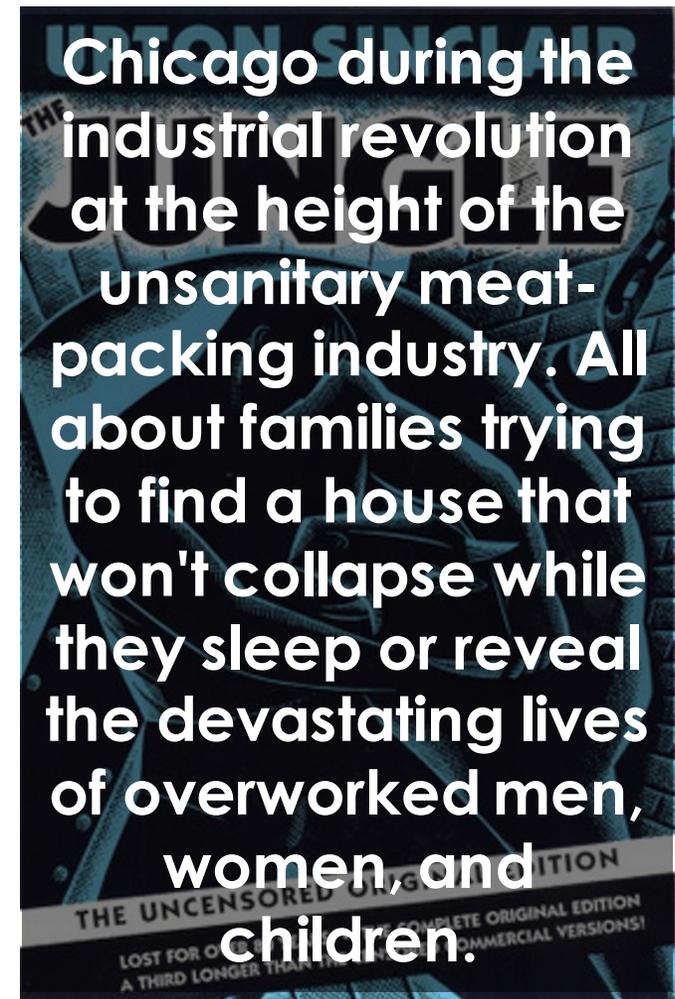
A heartfelt story told through the eyes of a dog and how he understands the way humans function and live. Enzo, the dog, realizes life is like racing in that it isn't just about going fast, but so much more..



The brutal honesty of what life is like on an Indian reservation in the 21st century. Each story follows a different character to reveal a beautiful culture lost in a hateful world.



Chicago during the industrial revolution at the height of the unsanitary meat-packing industry. All about families trying to find a house that won't collapse while they sleep or reveal the devastating lives of overworked men, women, and children.



Don't judge a book
by its cover.





USING CONTENTS PAGES

Effective research comes from planning and time management

Do you have time to read 10 whole books, and articles, and watch a TV programme, and research websites, and listen to a Podcast...?!

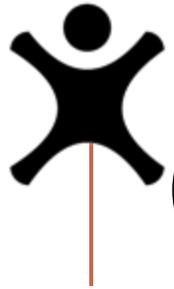
If you were researching women in medieval medicine, would you read this book?

Which chapter would you go to?

You could also use this for general contextual information for your introduction



CHAPTER	PAGE
	PREFACE
I.	INTRODUCTION
II.	EARLY MEDIEVAL MEDICINE
III.	SALERNO AND THE BEGINNINGS OF MODERN MEDICAL EDUCATION
IV.	MONTPELLIER AND MEDICAL EDUCATION IN THE WEST
V.	LATER MEDIEVAL MEDICINE
VI.	MEDIEVAL SURGEONS: ITALY
VII.	SURGEONS OUTSIDE OF ITALY: SURGEONS OF THE WEST OF EUROPE
VIII.	ORAL SURGERY AND THE MINOR SURGICAL SPECIALITIES
IX.	MEDICAL EDUCATION FOR WOMEN
X.	MEDIEVAL HOSPITALS
XI.	MEDIEVAL CARE OF THE INSANE
	APPENDIX I
	APPENDIX II
	INDEX

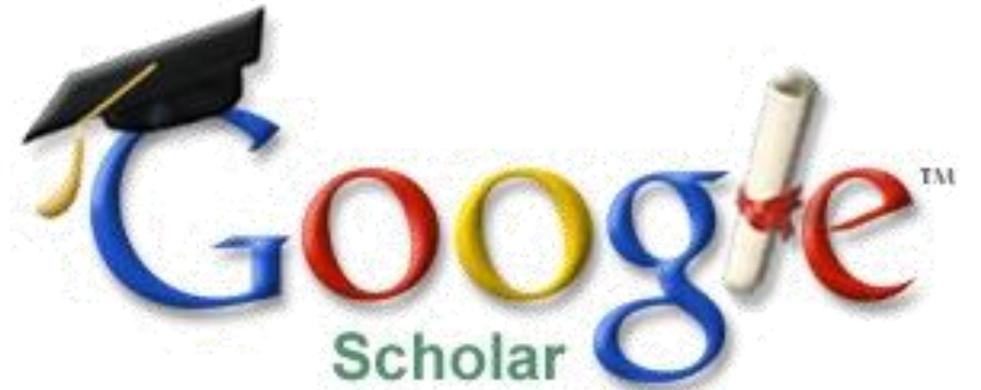


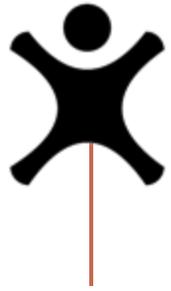
GOOGLE SCHOLAR

Academic research – you can't do an EPQ without this

Key words just like Google

Some things are free to access!





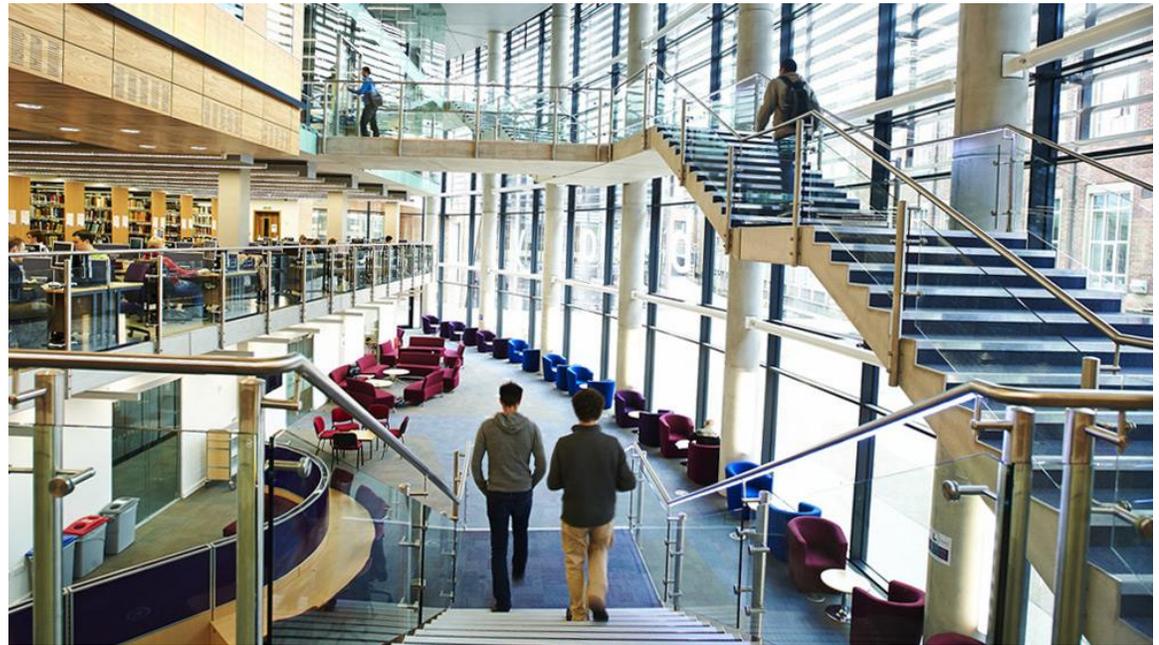
DURHAM UNIVERSITY LIBRARY

Local university library

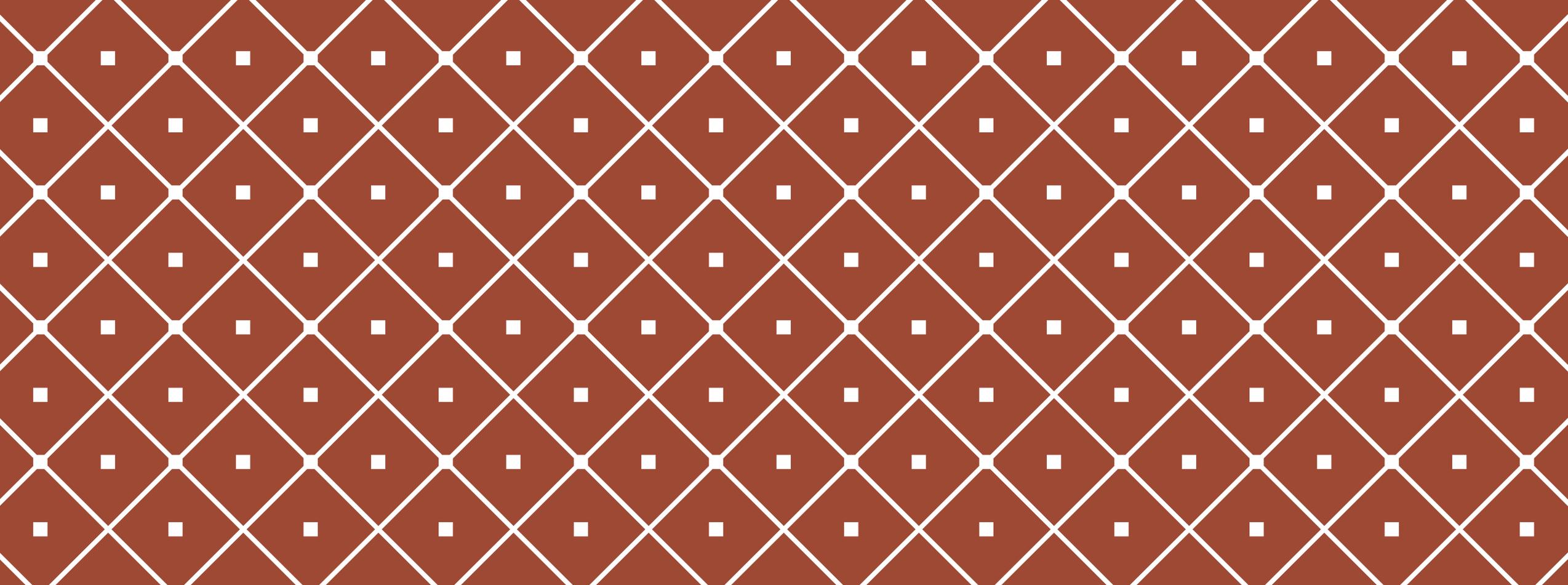
Visitor card

Academic research

Taster of university research

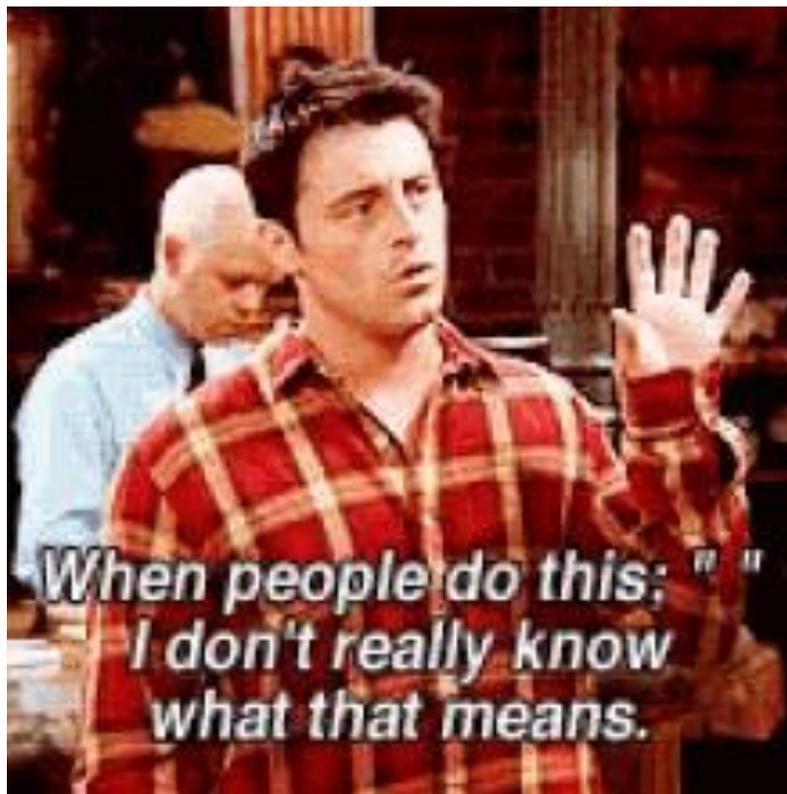


Psst. Miss Ungley can access things for free



READING AND NOTE-TAKING

USING QUOTATIONS



QUOTATIONS QUIZ



Use the minimum number of words necessary.



Provide a page number for each quotation in the citation (except websites).



Use quotation marks.



Use long quotations: your assessor wants proof that you understand your subject; long quotations mean that fewer of the words are your own.



Use as many quotations as you can: it's better to use other people's words

Think hard about how a quotation (as opposed to your summary of it) will contribute to your argument/ideas.

Ensure the grammar is correct if you are incorporating a quotation into a sentence.

Use the exact words of the author.

Use as many quotations as you can: this disrupts the flow of your writing.

Cite the author's name again in the citation if you have used their name in the sentence.



THINK OF DIFFERENT WAYS OF SAYING



The author says...

Acknowledges	Concentrates on	Explores	Notes	Seeks to identify
Admits	Concludes	Expresses	Observes	Shows
Agrees	Considers	Finds	Predicts	Signals
Alleges	Criticises	Focuses	Presumes	Studies
Argues	Defines	Highlights	Proves	Suggests
Assumes	Demonstrates	Hypothesises	Proposes	Tries to identify
Attempts to explain	Depicts	Identifies	Provides evidence of	Sums up
Believes	Determines	Implies	Questions	Underlines
Challenges	Discovers	Indicates	Recognises	Views
Claims	Emphasises	Interprets	Reports	Wonders
Classifies	Establishes	Makes the point	Says	
	Explains	Maintains	Seeks to explain	Comments

SMART RESEARCHING

Before you open a book, listen to a podcast, read a journal or look at any other type of resource, what should you ask yourself?



Why am I
doing this?

Explore topic; collect
ideas/inspiration

Identify research questions

Understand main ideas and
arguments

Critique key ideas and
arguments

Reread for writing up

WHY ASK WHY?

Your response to the question of 'Why?' might influence

- Level detail and time spent reading
- Deciding to skip sections
- Quantity and type of notes
- Depth or level of detail of notes
- Following up references



FACTORS THAT AFFECT YOUR READING

- Your aims
- Your focus
- Time available
- What you need to find out
- What you already know
- Level of detail required



ACTIVE READING

Taking notes to record your research

Helps to understand and retain information

Does NOT mean writing *everything* down

You need to be

- **Selective**
- **Relevant**
- **Organised**

Your notes need to be

- **Easy to make**
- **Easy to refer back to and use**



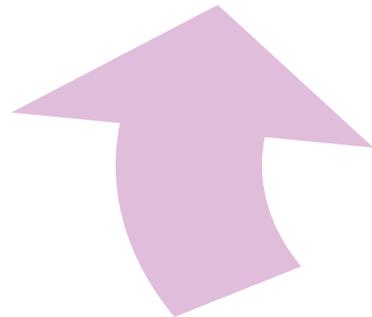
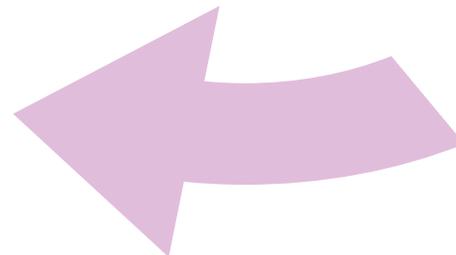
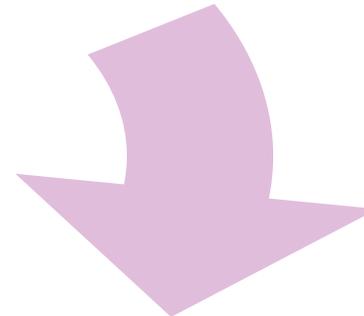
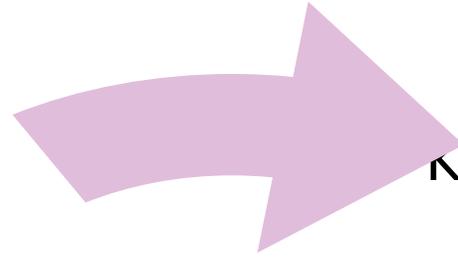
NOTE TAKING

Abbreviate and
paraphrase

Keep your title question or
sub question in mind

Consider using a
mind-map

Note down reference &
page number details



**MELANIA TRUMP
BLAMED FOR
COPYING
MICHELLE
OBAMA'S
SPEECH**

**122
STUDENTS
PAID
BIG
MONEY
TO
OBTAIN
FAKE
DEGREES**

**DELTA
STATE
UNIVERSITY
FIRED
8
EDUCATORS
FOR
PLAGIARISM**

**NIGERIAN
PRESIDENT'S
SPEECH
RIPPED
OFF
FROM
OBAMA**

**INDIA'S
MINISTRY
OF
ENVIRONMENT
PLAGIARIZED
A
US
PROJECT**

**ZARA
FASHION
BRAND
FOUND
GUILTY
OF
ART
THEFT**

**EXPERIENCED
CROSSWORD
EDITOR
REPEATEDLY
PLAGIARIZED**

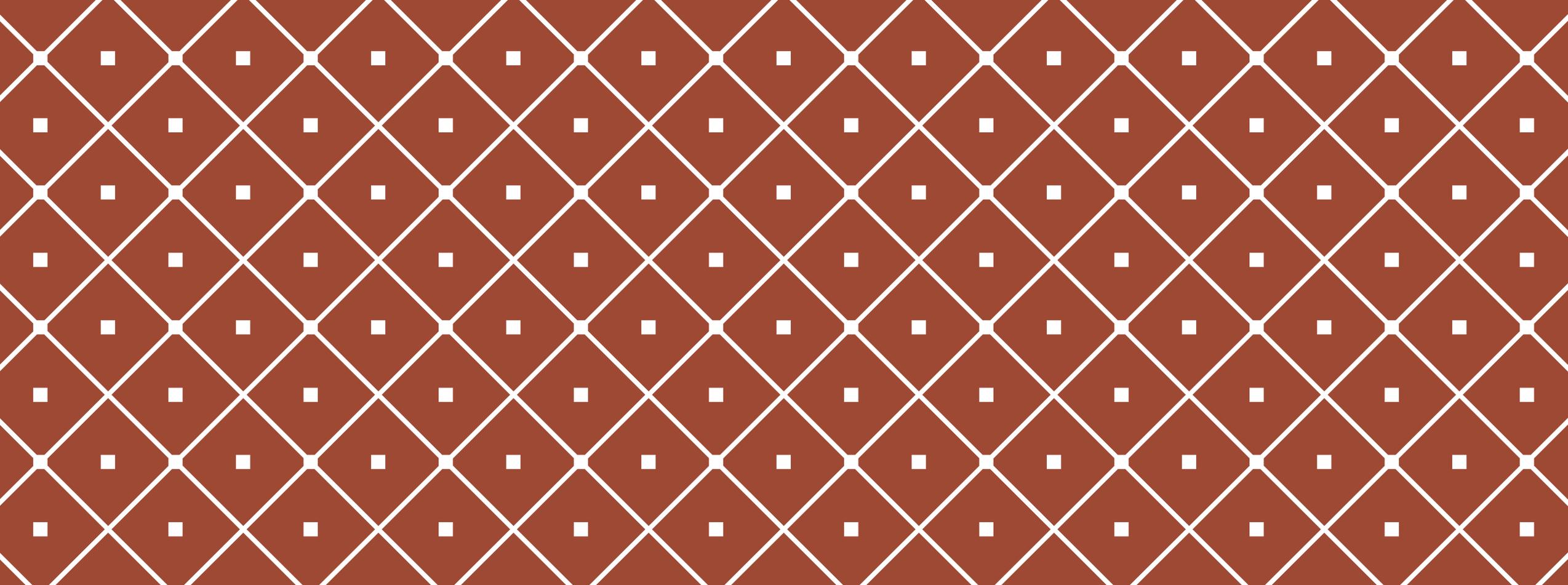
**FAMOUS
INDIAN
CRIME-DRAMA
FACED
PLAGIARISM
CHARGES**

**A
UNIVERSITY
PROFESSOR
BLACKMAILS
STUDENTS
OVER
PLAGIARISM**

**MEXICAN
PRESIDENT
LIFTED
29%
OF
HIS
LAW
THESIS**

**ORIGINALITY
OF
'STAIRWAY
TO
HEAVEN'
BROUGHT
UNDER
SUSPICION**

**WHAT DO
ALL THESE
EVENTS
HAVE IN
COMMON
?**



REFERENCING AND PLAGIARISM

True or false?

-  • Information on the internet is 'free'. Anyone can use it without having to reference it.
-  • As long as I use speech marks, I don't have to say where the quotation is from.
-  • I can copy pictures/diagrams/photos without referencing them.
-  • If I summarise other people's ideas, I still need to reference them.
-  • If I paraphrase or rewrite the information, I don't need to reference it.
-  • Some info is 'common knowledge', it doesn't need to be referenced.
-  • Being caught plagiarising can result in the failure of a degree course.
-  • Statistics need to be referenced.
-  • If I cite someone once, I can use their ideas later without needing to cite them again.
-  • Plagiarism is copying published work; I can copy my mate's work because it's not been published.
- 

What is Plagiarism?

Use of any source, published or unpublished, without proper acknowledgement or referencing

- It is easy to accidentally plagiarise
- Carelessness
- Poor note-taking skills and cutting and pasting from the internet



Referencing

What is referencing?

Why do I need to reference?

How do I reference?

What do I reference?

- Acknowledging your sources
- For the reader to see the basis of your arguments and conclusions
- Sense of the broader academic context
- Can help you find more sources for your research
- Any work or ideas that are not your own.

WHY REFERENCE?

To inform

Inform your readers so they can follow up your references to find the original sources of information

To demonstrate

That you have read widely – evidencing depth and breadth

To separate

Your ideas from other people

To reinforce

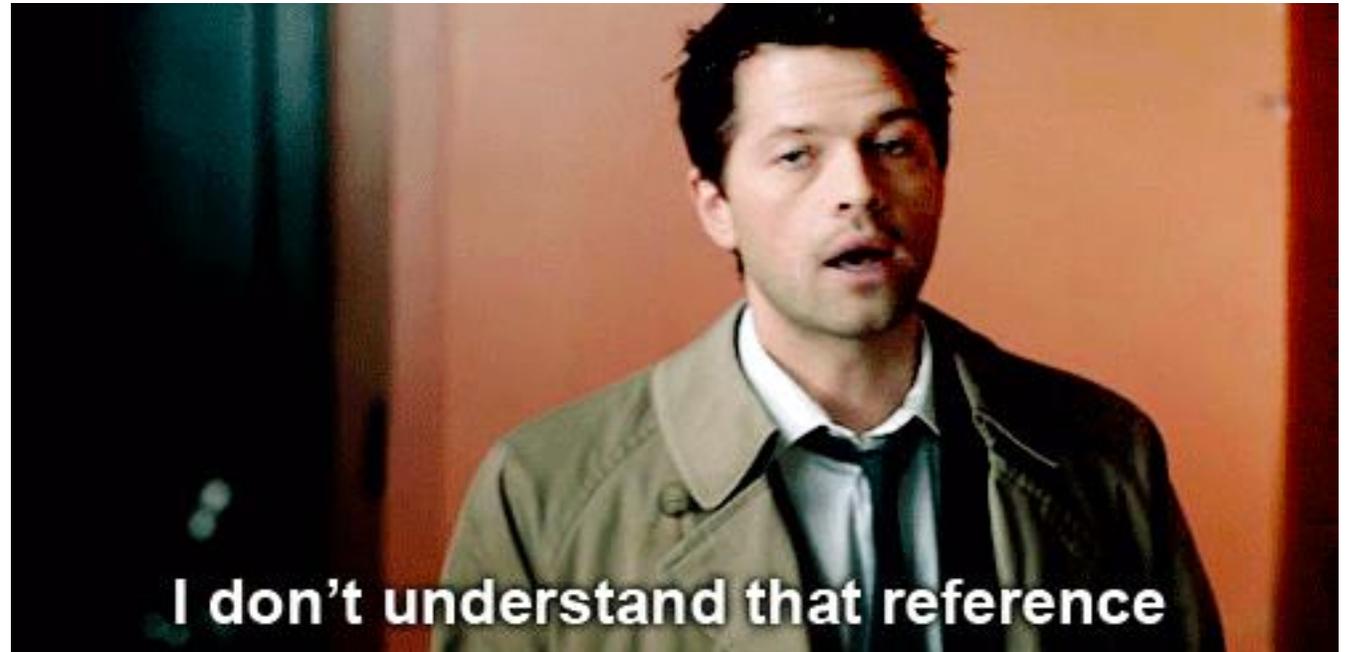
Your own arguments

To acknowledge

Contributions from other people

What to reference?

- Statistics
- Quotations
- Facts
- Examples from other people's work
- Diagrams
- Images and photographs
- Models
- Equations
- Theories/ ideas/ concepts



What does it look like?

In-Text Referencing

It is useful at this point to lay the basis for a theoretical framework which explains a student's journey to HE. Bourdieu's concept of 'habitus' (Swartz, 2002) suggests that a person's perception of the world is formed by their social upbringing, leading to choice becoming an unconscious 'habit'. Some would argue that this is too constrained, (Donnelly, 2015; Patiniotis and Holdsworth, 2015), and makes social mobility impossible as students have no chance of going beyond their background. Contrastingly, Baker and Brown (2004) suggest that habitus can be elastic.

Footnote Referencing

On one hand, there are the futuristic metallic structures that have been hidden in earth for millions of years featured in H.G. Wells's 'War of the Worlds', destined to take over the world and destroy humanity.⁵ This is compared to the human-like, 'space-traveling smart ass' with in the film 'Paul'.⁶ These different variations of aliens beg the question of how realistic they are compared to what science predicts alien life to be like. The idea of being afraid of alien life is heavily represented in the media, shown in films such as 'Independence Day', wherein the movie is centred around the idea of aliens coming to earth and annihilating mankind.⁷ It is therefore of importance to assess the reasons why the media insist on making the public 'fear alien life' and if this has affected the advancements in the search for extra-terrestrial intelligence (SETI). Even though the media is abundant with aliens and many scientists, such as Neil DeGrasse Tyson, think there is a high chance that something might be out there. On the other hand, some scientists such as Enrico Fermi argue that if there were aliens out there then they should and would have visited Earth by now and we would have known about it.

¹ King, S. (2012). *The Tommyknockers*. United Kingdom: Hodder Paperbacks.

² Costa, C. & Costa, L.M. (2017). *UFO Sightings Desk Reference*. America: CreateSpace Independent Publishing Platform.

³ History.com. (2009). *History of UFOs*. [Online]. [Accessed 17 November, 2017]. Available from: <http://www.history.com/topics/history-of-ufo>

⁴ Imdb.com. (N.D.). *Alien Movies in 2011- 2016*. [Online]. [Accessed 18 November 2017]. <http://www.imdb.com/list/ls001821726/>

⁵ Wells, H. G. (1897). *War of the World*.

⁶ IMDb.com. (N.D). *Paul*. [Online]. [Accessed 17 November, 2017]. Available from: <http://www.imdb.com/title/tt1092026/>

⁷ Emmerich, R. (1996). *Independence Day*. [Film]. 20th Century Fox, 145 mins.

How to Reference

Cite the original text

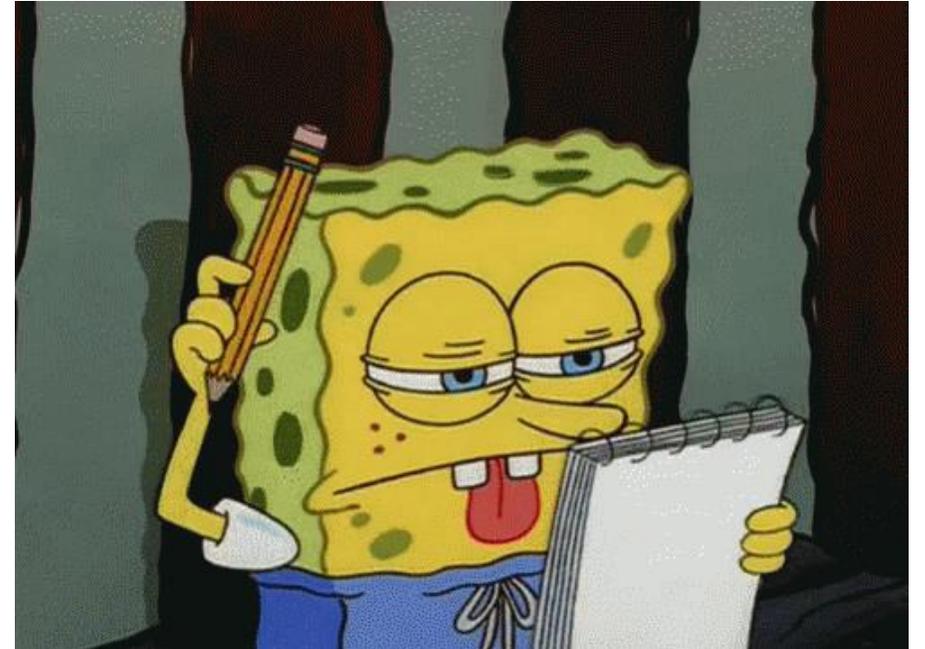
- This is when you are using someone else's idea, image, diagram, without using their exact text

Directly Quote

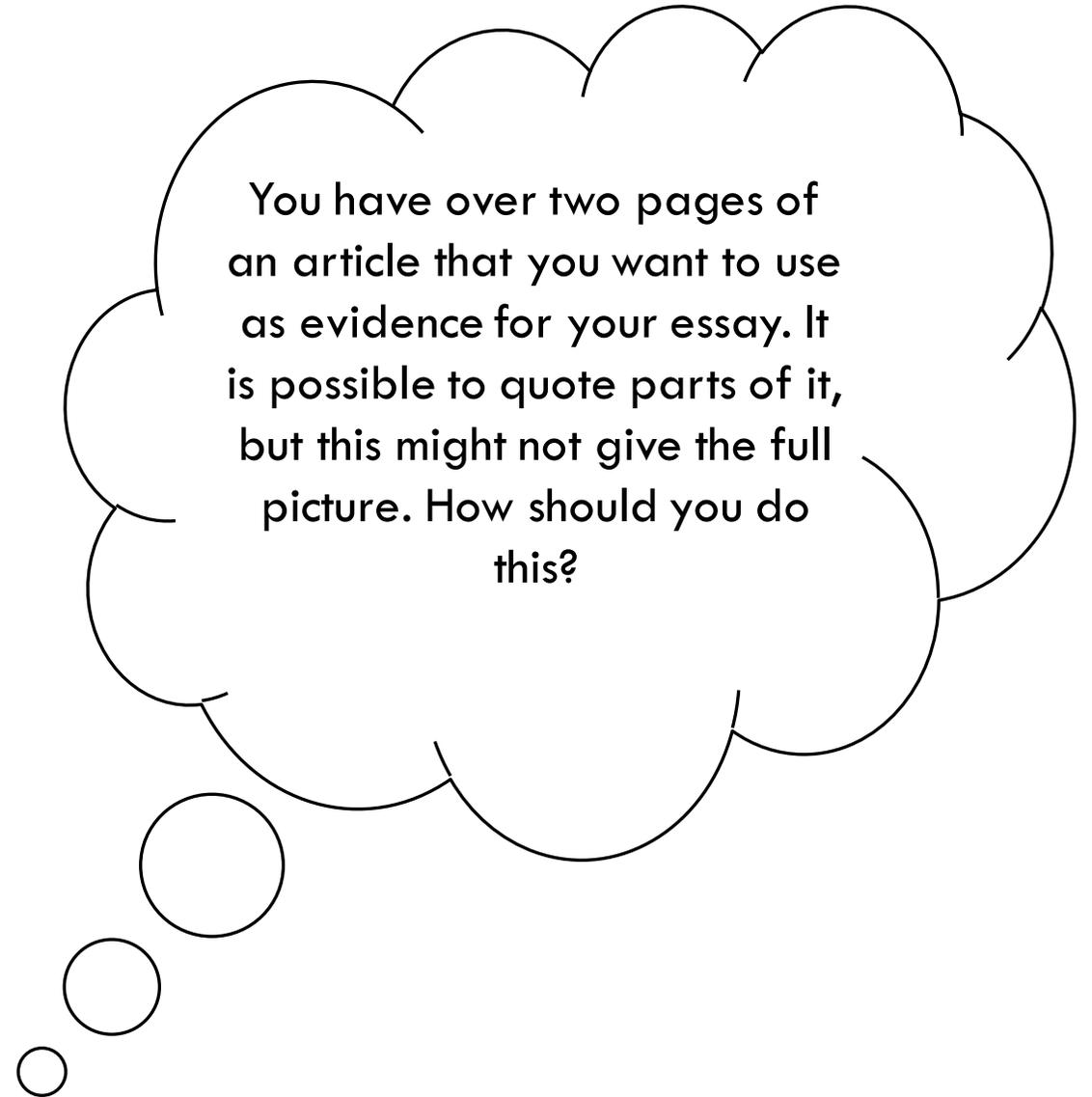
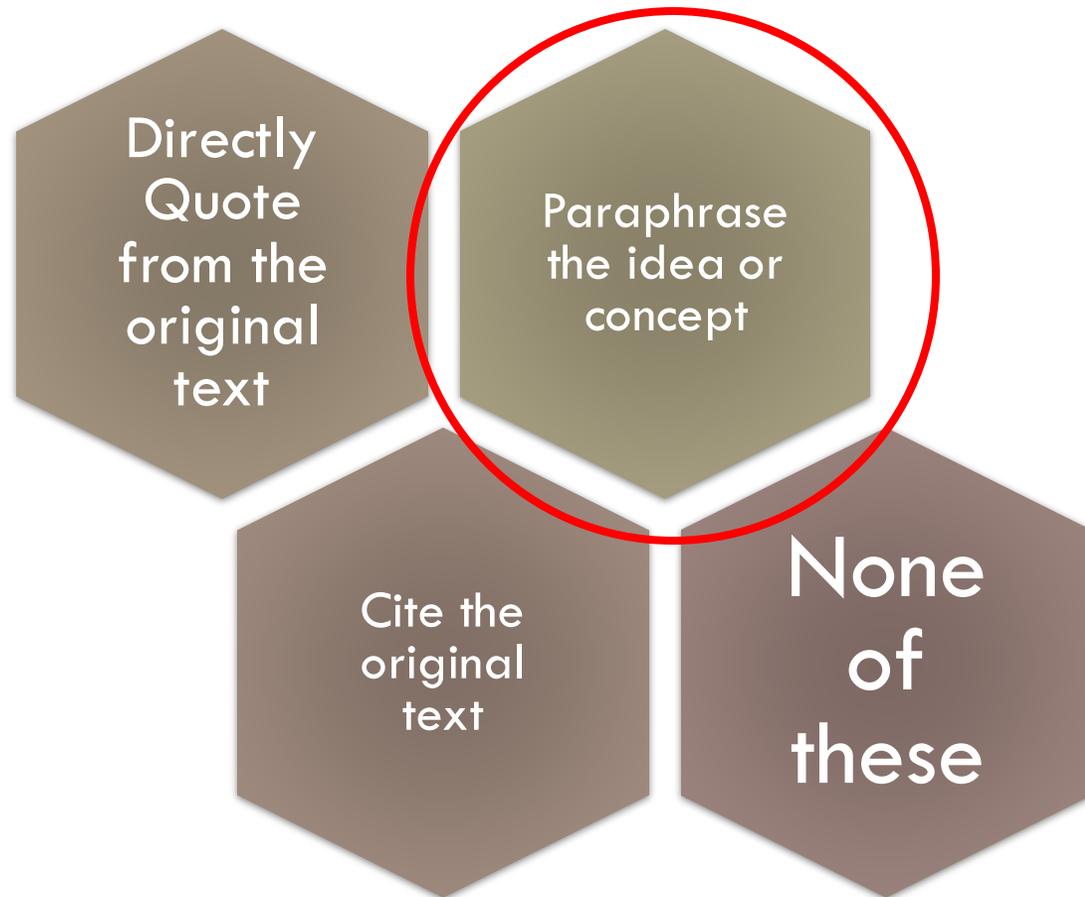
- When you write word-for-word something from someone else's writing. These should be kept short.

Paraphrase an idea or concept

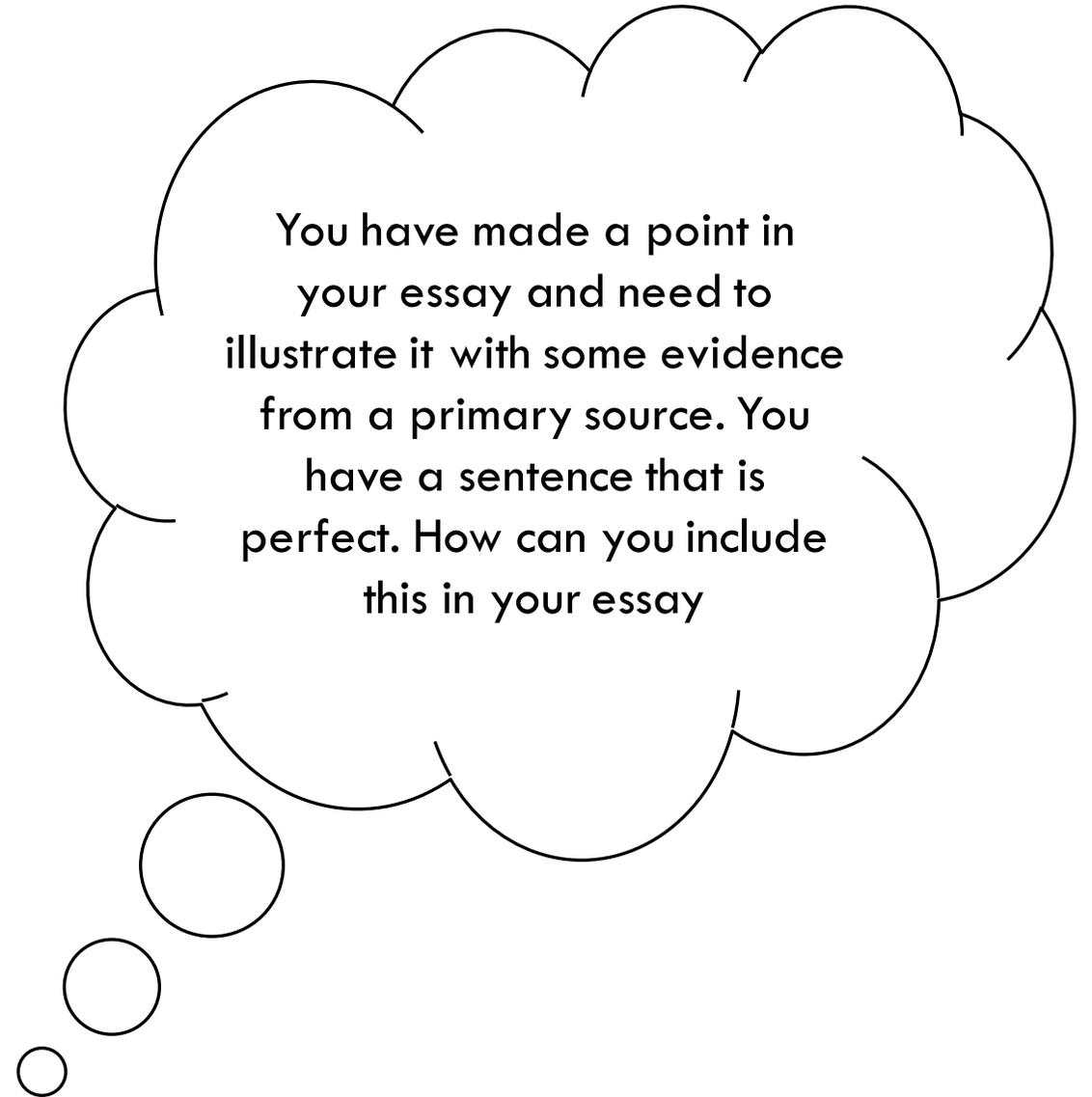
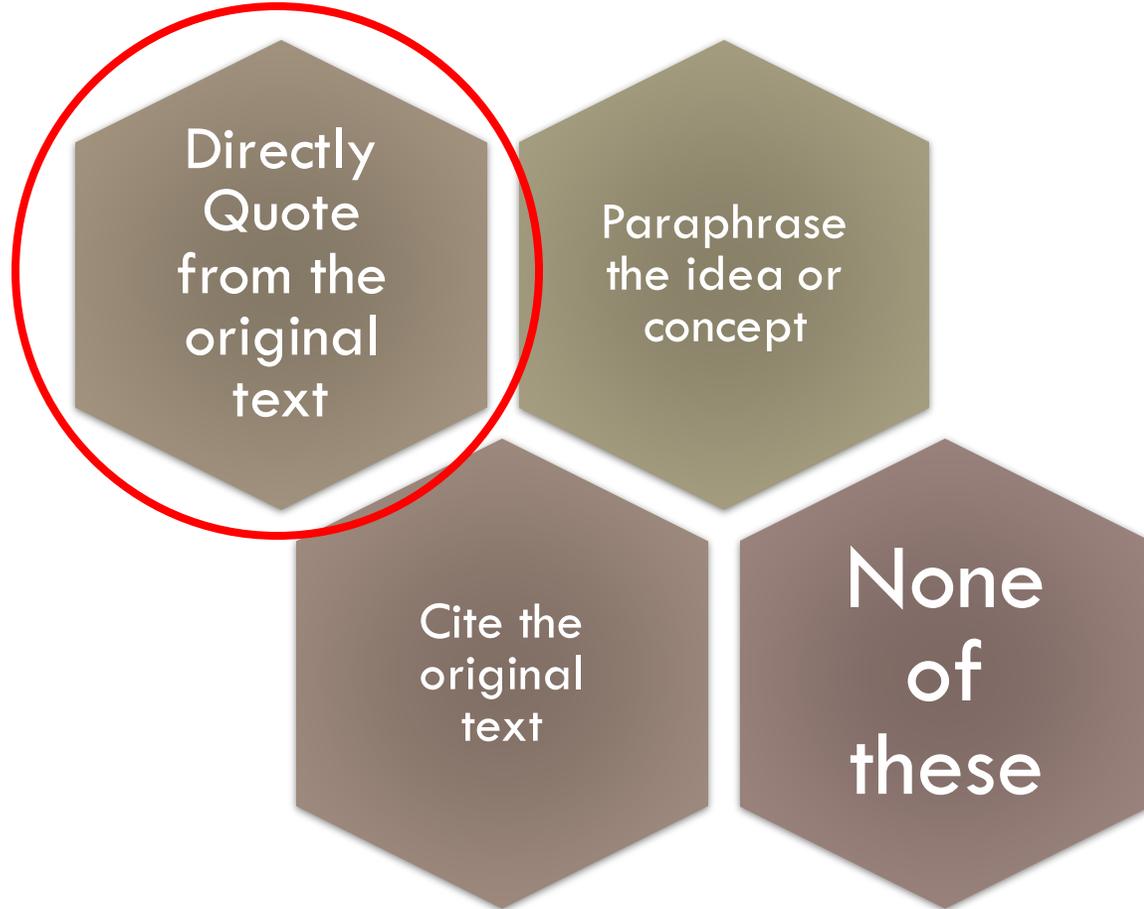
- When you have a large article and want to summarise the ideas into a few sentences or provide an overview of the idea/concept



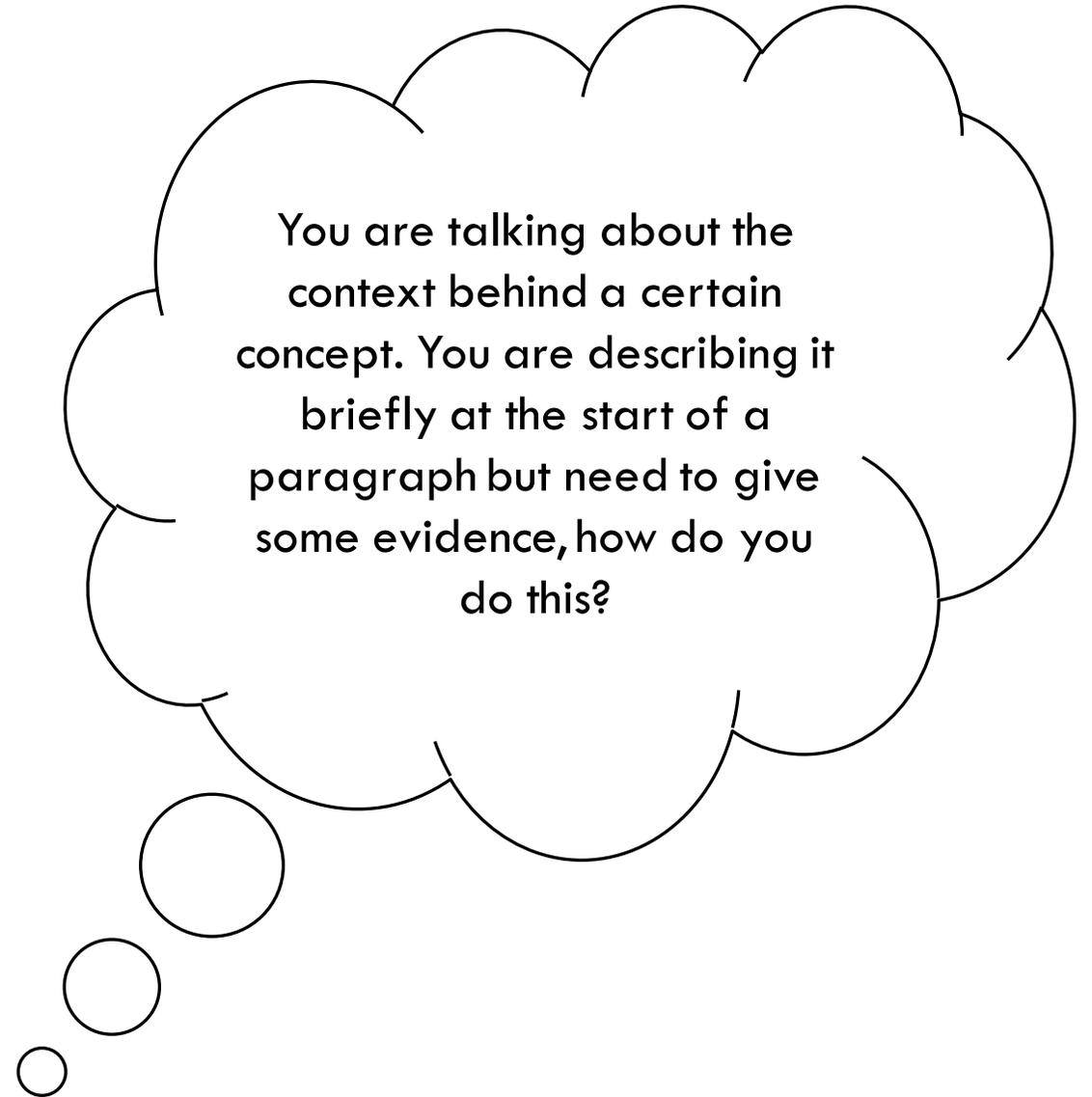
Choose your Method



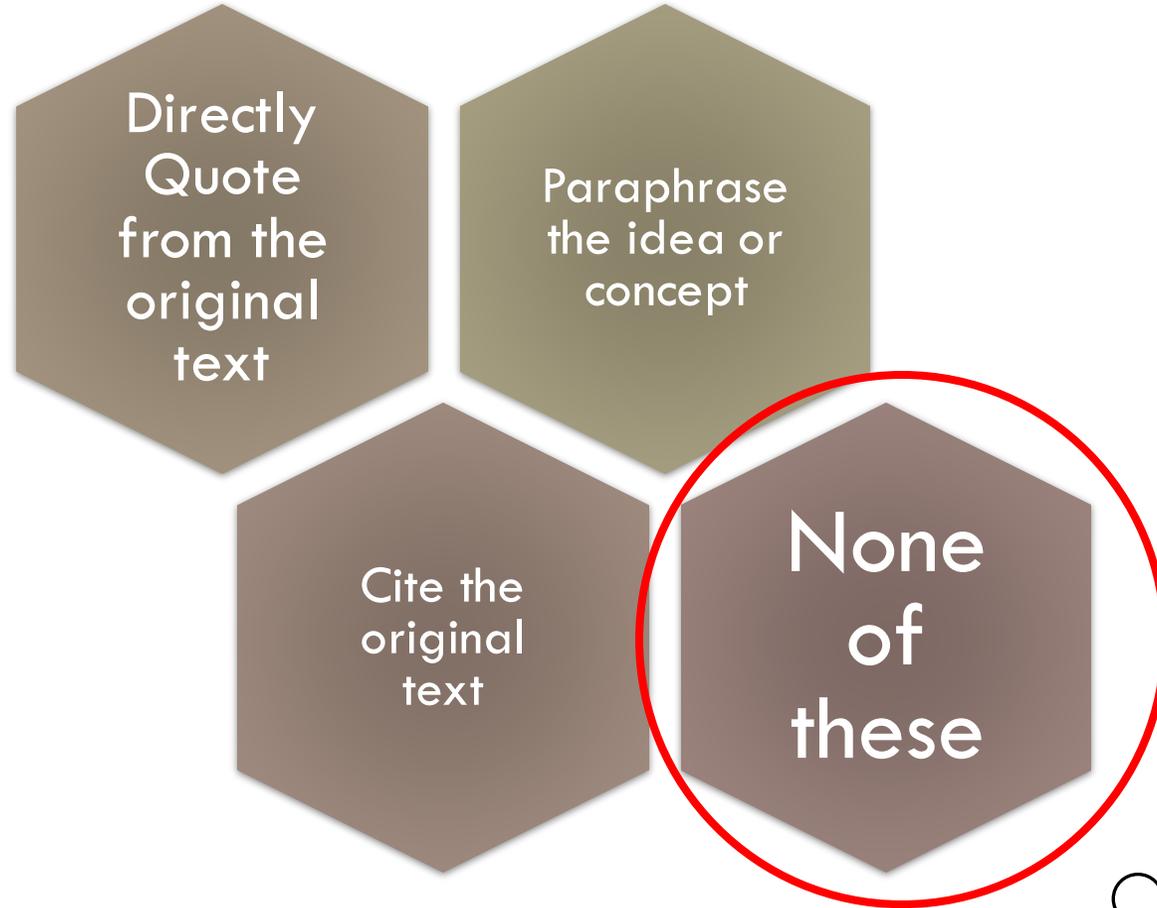
Choose your Method



Choose your Method



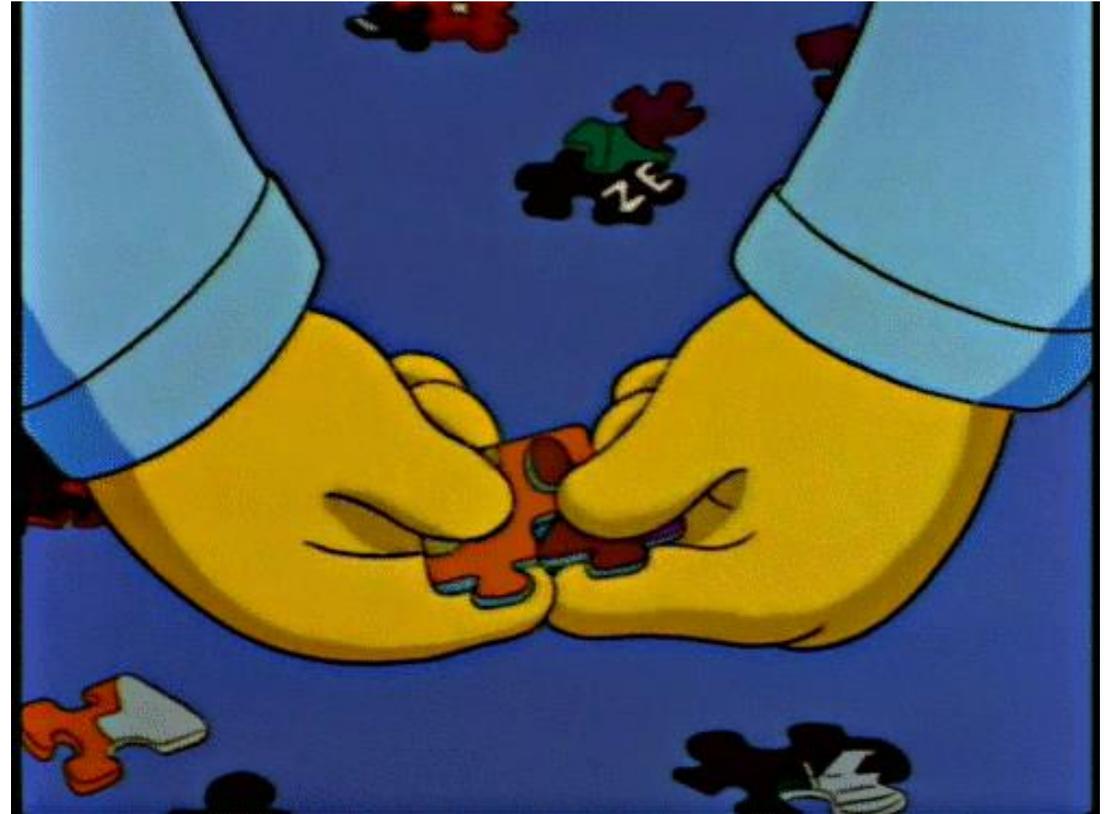
Choose your Method



Your teacher mentioned a widely agreed concept in a lecture, you have looked it up in a few books but they do not seem to reference back to any particular author. You are worried you will not be able to find a citation for this. What do you do?

Harvard Referencing

- You will be given a reference jumbled up into pieces
- Put the pieces into the right order for the perfect Harvard reference
- Psst. You can use www.citethisforme.com when you are doing your own project



***Harry Potter and the
Philosopher's Stone.***

Rowling.

(1997).

J.K.

Penguin: London.

Rowling. J.K. (1997). *Harry Potter and the Philosopher's Stone*. Penguin: London.

Perspectives in Harry Potter (1997). Studies.

Rowling.

**The Seeker's Guide to
Harry Potter.**

J.K.

pp.23-41.

Vol. 2, No. 3,

Rowling. J.K. (1997). The Seeker's Guide to Harry Potter. *Perspectives in Harry Potter Studies*. Vol.2, No.3, pp.23-41.

From

www.pottermore.com.

(2017).

Rowling.

*Pottermore's Guide to
Immortality.*

J.K.

Retrieved on 29/11/17

Rowling. J.K. (2017). *Pottermore's Guide to Immortality*. Retrieved on 29/11/17. From www.pottermore.com.

TRY IT OUT

Write 5 sentences using an article of your choice

1. In-text reference (*for a fact*)
2. Author mentioned in the sentence (*x said... "quote"*)
3. One footnote
4. One paraphrase (*own words*)
5. One complete reference for a bibliography



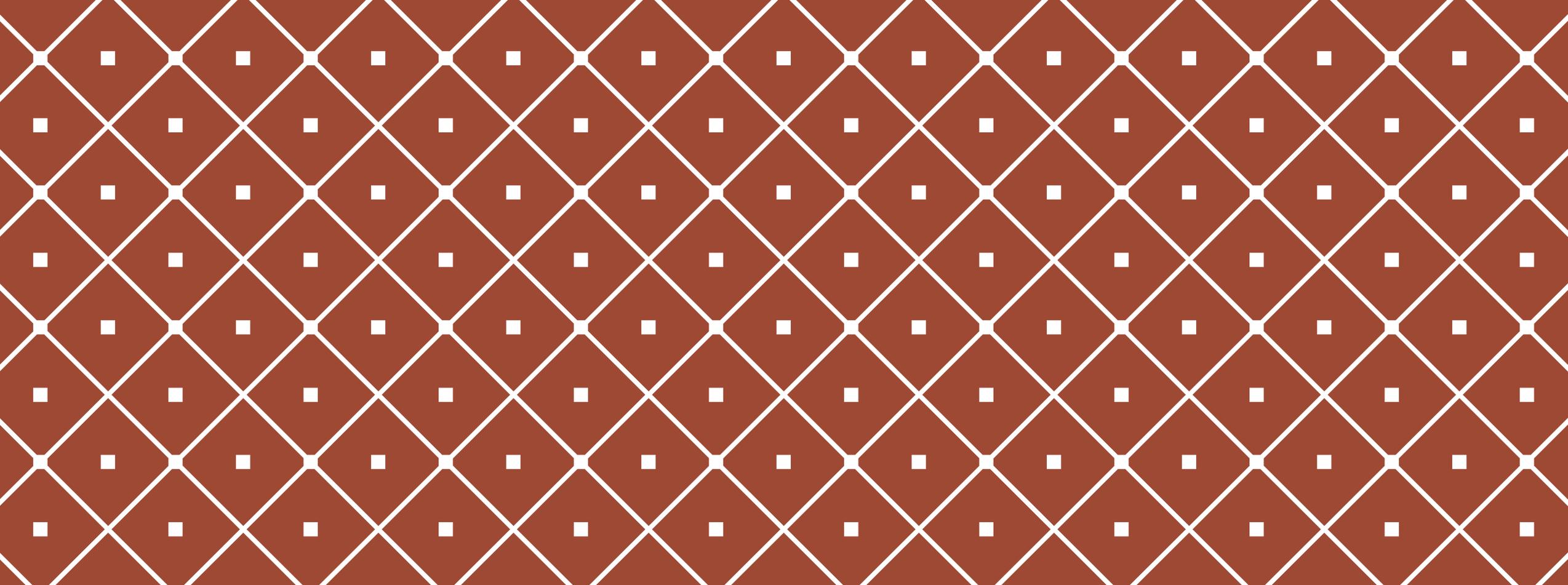
BY THE END OF TODAY YOU SHOULD...

Practice referencing with an article of your choice

Remember – every piece of research you find will have to be referenced eventually. Make sure to always write down the author, title, and date!

You need at least 30 different sources altogether

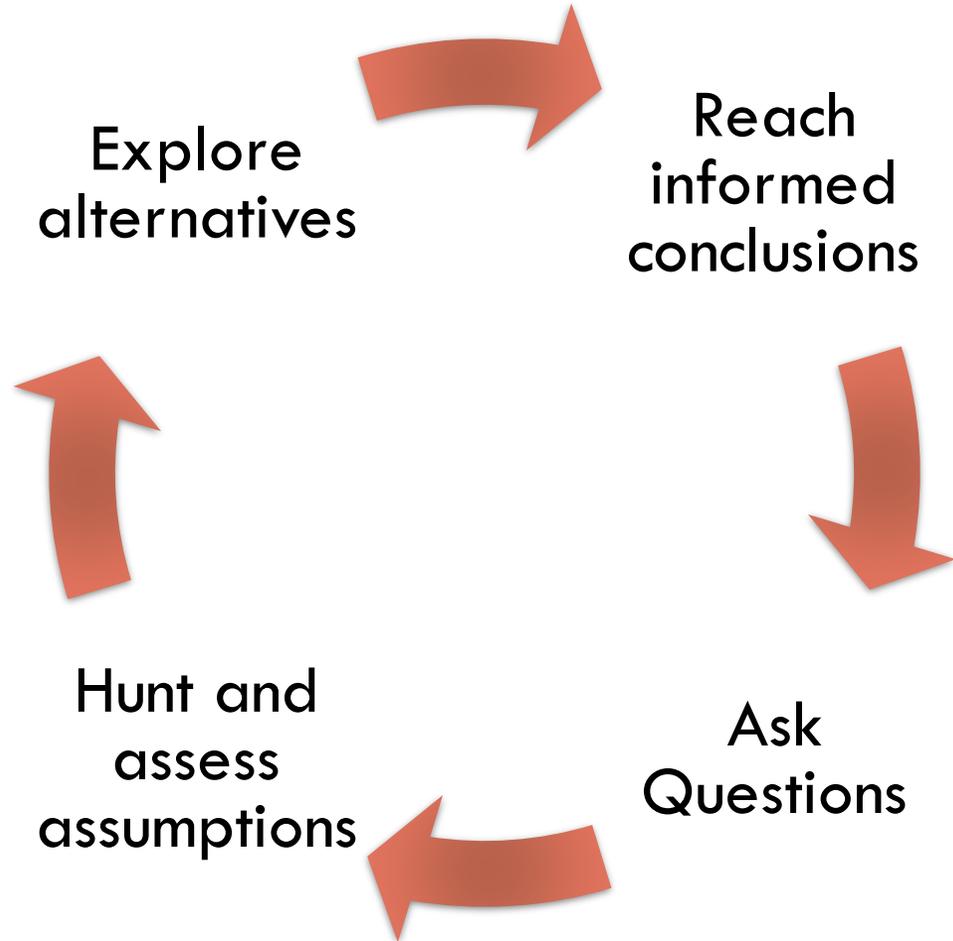




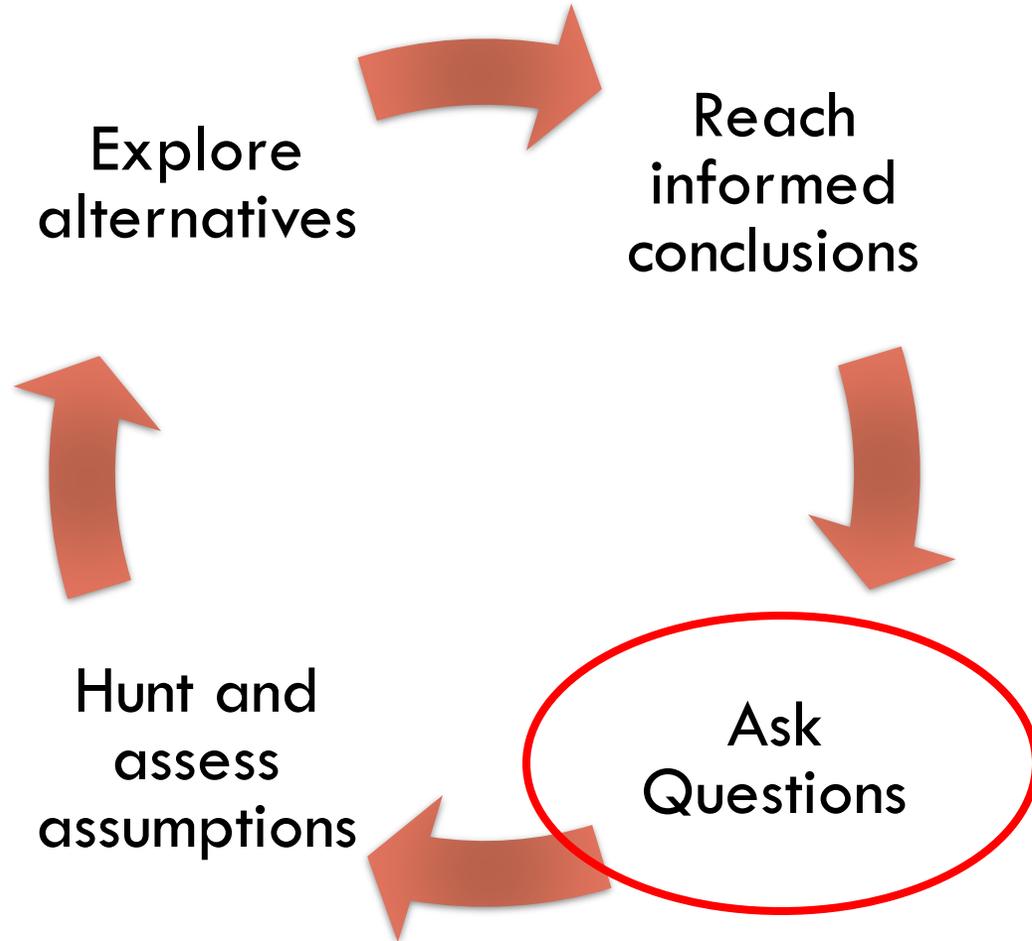
SECONDARY SOURCES AND CRITICAL THINKING



CRITICAL THINKING CYCLE



CRITICAL THINKING CYCLE



HOW DONALD TRUMP SWEEPED TO AN UNREAL, SURREAL PRESIDENTIAL ELECTION WIN

ED PILKINGTON & ADAM GABBATT, THE

GUARDIAN

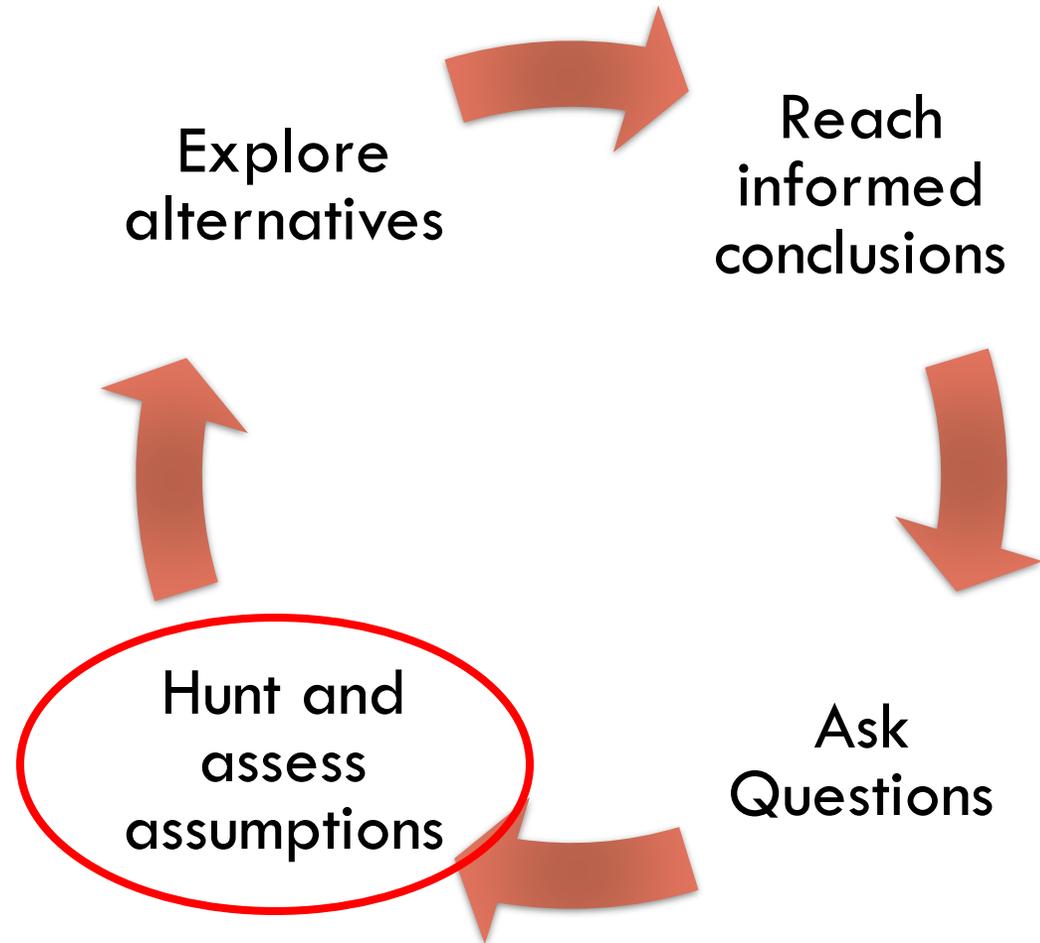
Tuesday nights drama demolished all preconceived notions about American politics – and dashed Hillary Clinton’s hopes of the highest office forever.

When the moment came, and Donald Trump presented himself as the next US president, he did it in classic style: he didn’t appear presidential.



- How unexpected was the win? Were there differences between the predictions of the media and the populace?
- Why “swept”?
- Why “unreal”?
- Why “surreal”? What makes Trump such an unlikely candidate?
- Who are the journalists and what are their political leanings? Are they merely onlookers or is there a hidden agenda?
- What political standpoint is taken by The Guardian?

CRITICAL THINKING CYCLE



HOW DONALD TRUMP SWEEPED TO AN UNREAL, SURREAL PRESIDENTIAL ELECTION WIN

ED PILKINGTON & ADAM GABBATT, THE

GUARDIAN

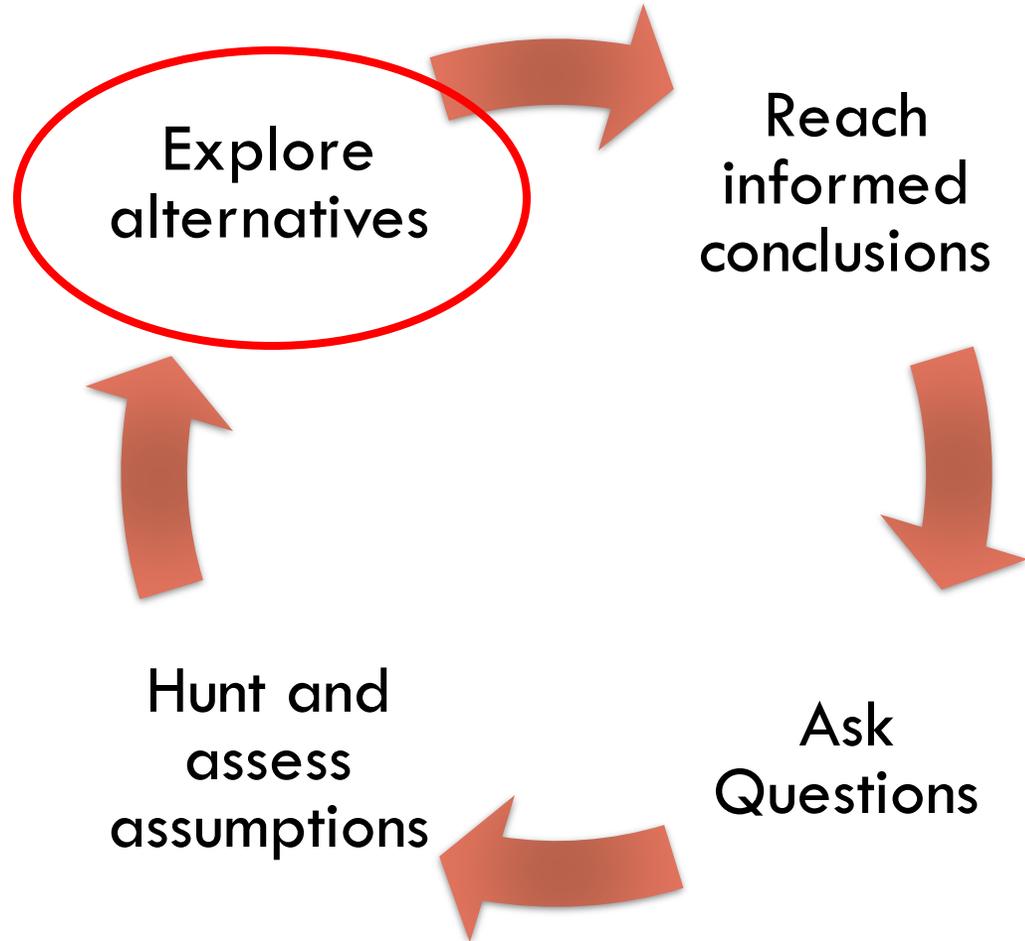
Tuesday nights drama demolished all preconceived notions about American politics – and dashed Hillary Clinton’s hopes of the highest office forever.

When the moment came, and Donald Trump presented himself as the next US president, he did it in classic style: he didn’t appear presidential.

- Donald Trump won by a significant majority (implicit).
- Donald Trump’s election win was surprising (explicit).
- Donald Trump’s election win was surreal (implicit).



CRITICAL THINKING CYCLE



HOW DONALD TRUMP SWEEPED TO AN UNREAL, SURREAL PRESIDENTIAL ELECTION WIN

ED PILKINGTON & ADAM GABBATT, THE

GUARDIAN

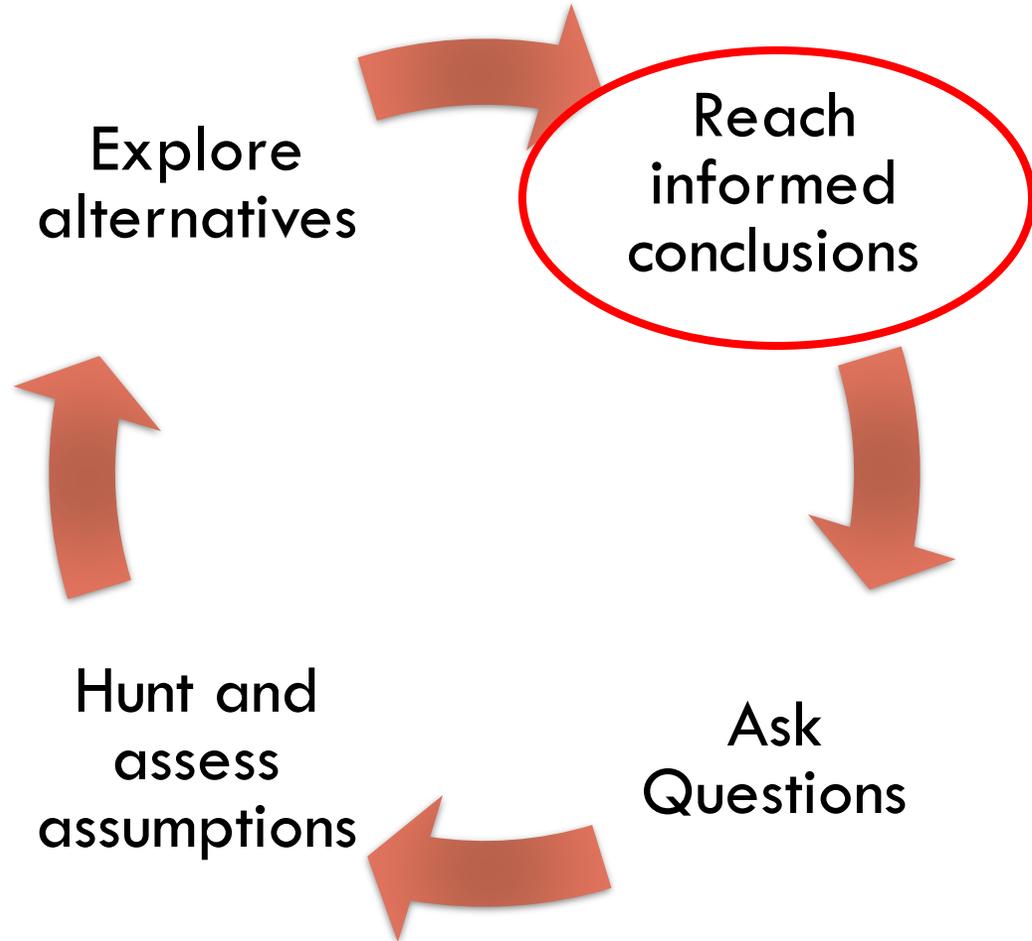
Tuesday nights drama demolished all preconceived notions about American politics – and dashed Hillary Clinton’s hopes of the highest office forever.

When the moment came, and Donald Trump presented himself as the next US president, he did it in classic style: he didn’t appear presidential.

- Donald Trump’s win was much more likely than the liberal media are willing to admit.
- Donald Trump’s win is a predictable reflection of the dissatisfaction of working class America.



CRITICAL THINKING CYCLE



ANALYSING WRITTEN SOURCES

What is the article about?

Who has written the article? Are they an expert in their field? Do they work for a reputable institution or organisation?

How up to date is the information?

Where was it published and by

whom?

Who is the article aimed at?

How can you tell?

What is the main conclusion?

Is the evidence based on fact or

opinion?

To what extent is the author

objective and impartial?



SPINNING THE WEB

Find a website and answer the following questions:

1. Is there an identifiable author?
2. Is the author an expert?
3. What does the domain name tell you about the organisation?
4. Are there any links to more information about the author?
5. What do other people say about the author or organisation?
6. Has the work been edited?
7. Is the information objective and impartial?
8. Does the page have a date and when it was last updated?



THE CRAAP METHOD

- Use the CRAAP method to analyse sources



How **CURRENT** is the information?
When was it written?



How is the information **RELEVANT** to your essay?



Does the item have **ACADEMIC AUTHORITY**?
Who produced the information?

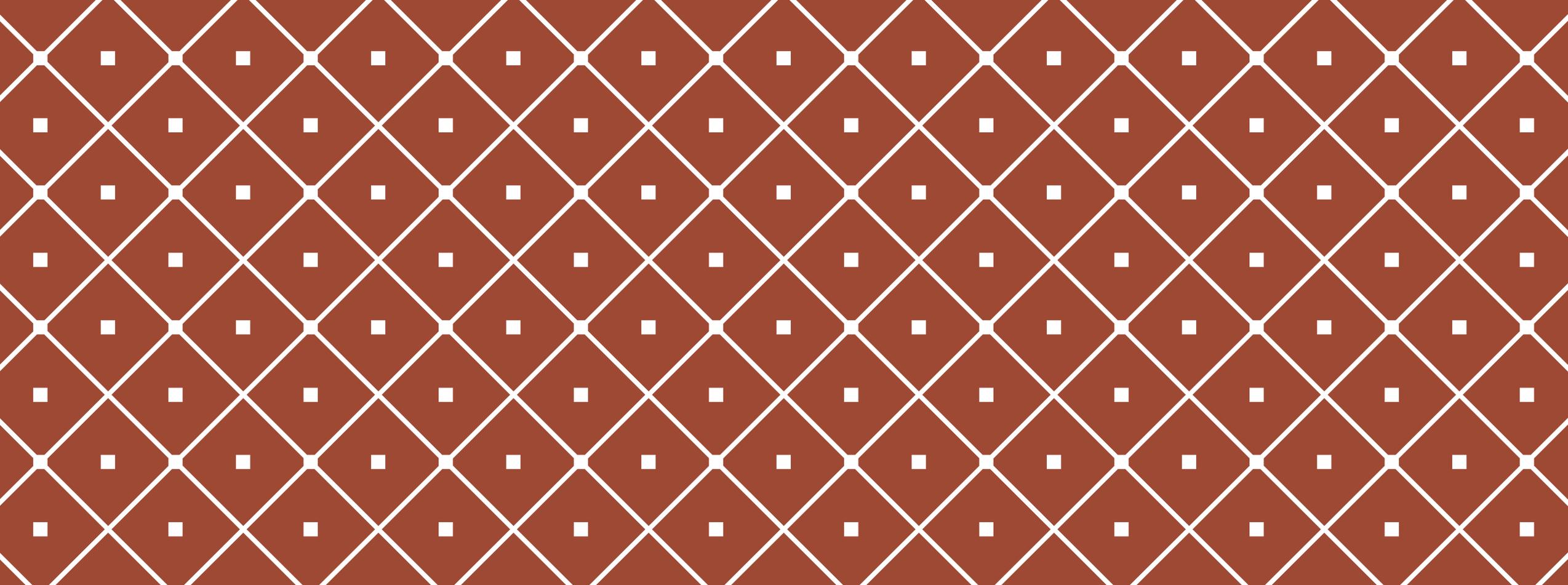


How **ACCURATE** is the information?
Can you verify it from another source?



What is its **PURPOSE**? What perspective does it give?
Is it biased?

Source Questions to ask	News article: The Guardian, 23 March, 2017				
How Current is the information? <i>When was it written?</i>					
How is the information Relevant to your essay?					
Does the item have academic Authority? <i>Who produced the information?</i>					
How Accurate is the information? <i>Can you verify it from another source?</i>					
What is its Purpose? What perspective does it give? <i>Is the source biased?</i>					



ACADEMIC WRITING



WHAT SPRINGS TO MIND WHEN YOU THINK OF 'ACADEMIC WRITING'?





WHAT ARE THE DIFFERENCES BETWEEN THESE TWO PIECES OF ACADEMIC WRITING?

Consider:

- Language
- Style
- Punctuation

Which is better?



Judith Butler – ‘Further Reflections on the Conversations of our Time’

The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of Althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibilities of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power.

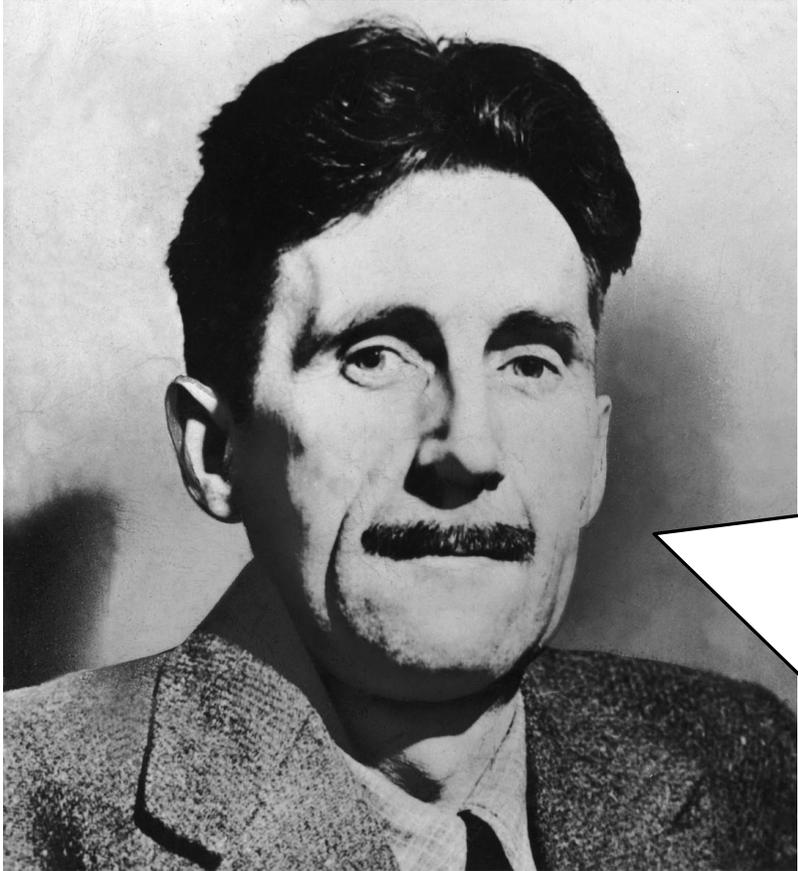
Dolly Jorgensen – ‘Running Amuck? Urban Swine Management in Late Medieval England’

IN 1354 THE TOWN COUNCIL OF Norwich took up the issue of a major urban hazard—swine roaming the streets. This was a critical problem. Swine were running loose, damaging property, killing children, and rooting up bodies from the cemetery. Something clearly had to be done. So the town leadership decided that all pigs had to be kept in sties both day and night.

WHAT ARE THE FEATURES OF GOOD ACADEMIC WRITING?

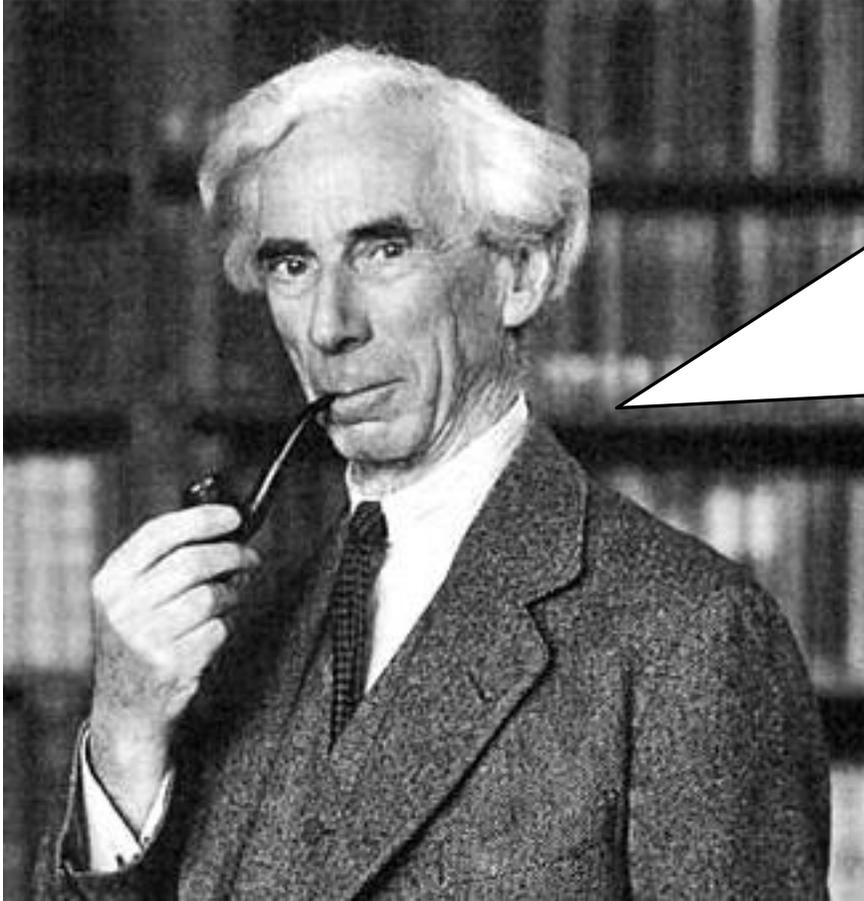


George Orwell – *Politics and the English Language*



- i. Never use a metaphor, simile, or other figure of speech which you are used to **seeing in print**.
- ii. Never use a long word where a **short one** will do.
- iii. If it is possible to **cut a word out**, always cut it out.
- iv. Never use the passive where you can use the **active**.
- v. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an **everyday English equivalent**.
- vi. Break any of these rules sooner than say anything **outright barbarous**.

Bertrand Russell – *How I write*



This suggests a word of advice to such of my hearers as may happen to be professors. I am allowed to use **plain English** because everybody knows that I could use mathematical logic if I chose... I suggest to young professors that their first work should be written in a jargon only to be understood by the erudite few. With that behind them, they can ever after say what they have to say in **a language "understanded of the people"**. In these days, when our very lives are at the mercy of the professors, I cannot but think that they would deserve our gratitude if they adopted my advice.

SIMPLICITY IS KEY!

 **nina daoud**
@shebatherapy

Replying to @shebatherapy.
I  and  about the ex
pursuing  in the  #
#education #immigrants

11:46 AM - Oct 20, 2014

  2  3

 **Francisco Lobos**
@flobosg

   capture     and transfer  

 **Tiffany Montgomery**
@tmontgomeryrn

I   about sexual  disparities among vulnerable . I
aim to prevent      & unintentional   . I
#emojiresearch

6:05 PM - Oct 20, 2014

USEFUL PHRASES

Being critical

Being cautious

Classifying and listing

Comparing and contrasting

Defining terms

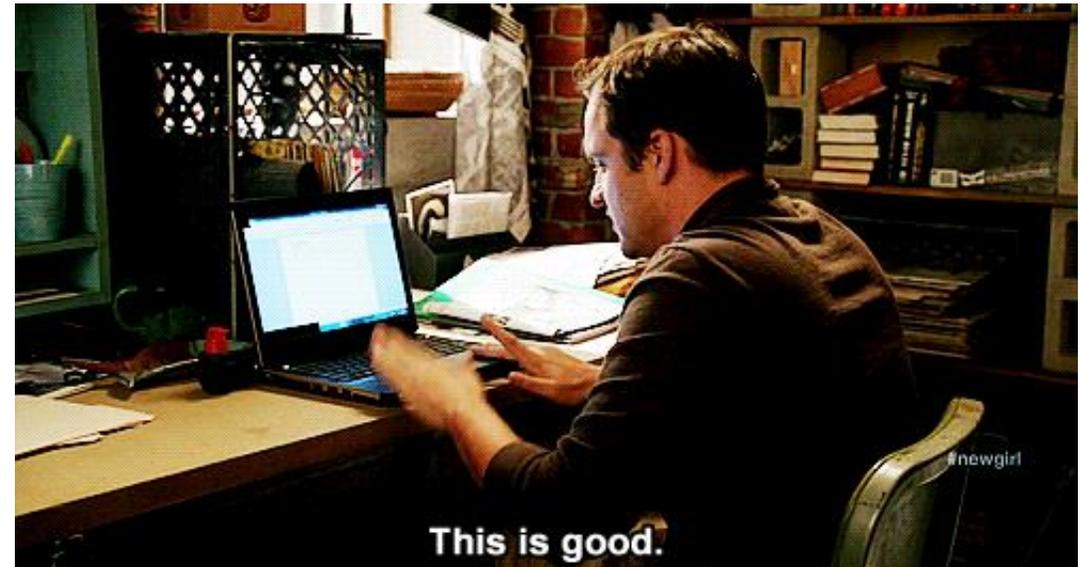
Describing statistics or quantities

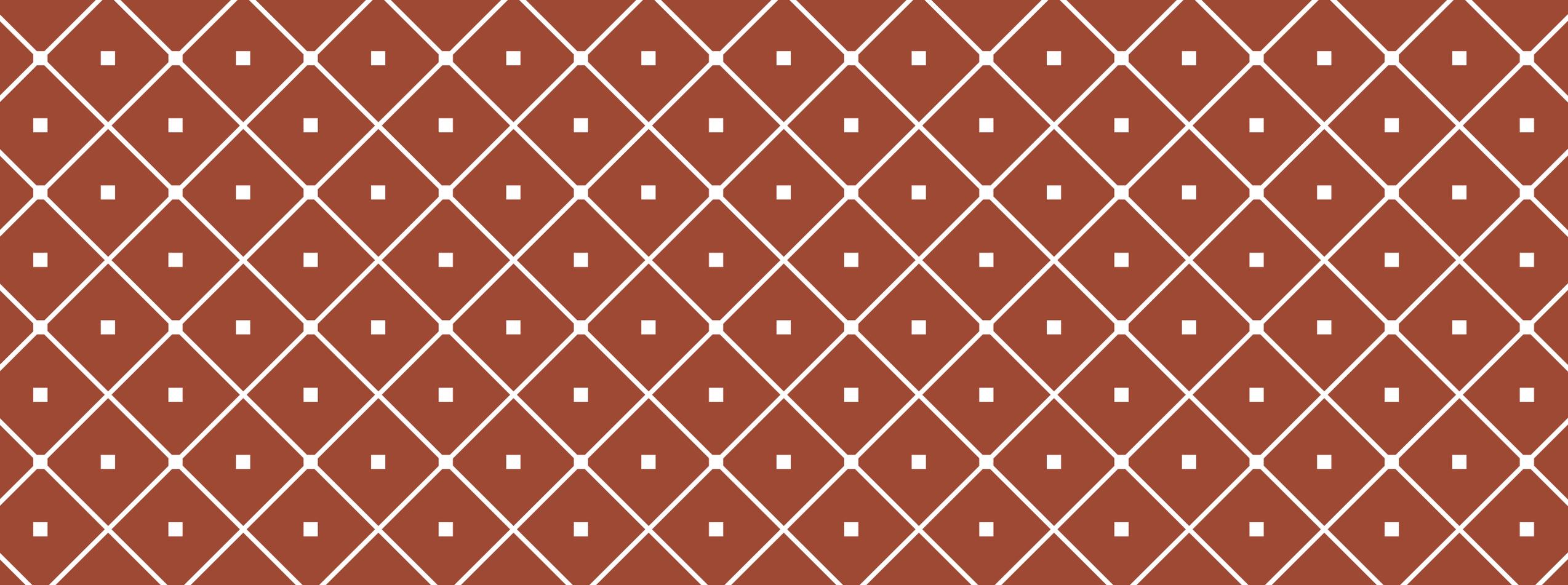
Explaining causality

Giving examples

Signposting your writing

Writing about the past





CONSTRUCTING AN ARGUMENT



ARGUMENT ELEMENTS

1. Reasoning
A claim that does not form part of an argument. It may be fact, but could be opinion, belief or speculation. It does not have evidence or reasoning to support it
2. Reason (premise)
The process of developing an argument with reasons that lead to a logical conclusion
3. Evidence
A conclusion within a more complex argument
4. Conclusion (proposition)
A more complex argument has a chain of arguments with reasons and intermediate conclusions, which link together.
5. Main conclusion
An assertion or claim which counters the main conclusion of the argument. It is often used to dismiss an opposing viewpoint.
6. Intermediate conclusion
Reasons and a conclusion which counters the main conclusion of the argument. If it is well developed it may provide balance to the overall argument
7. Assertion
Information that has some basis in fact. It is used to support the reasoning
8. Counter assertion
A claim within an argument that is supported by reasons and evidence. It is the main point the author is making
9. Counter argument
A claim that aims to persuade you to support the conclusion of an argument

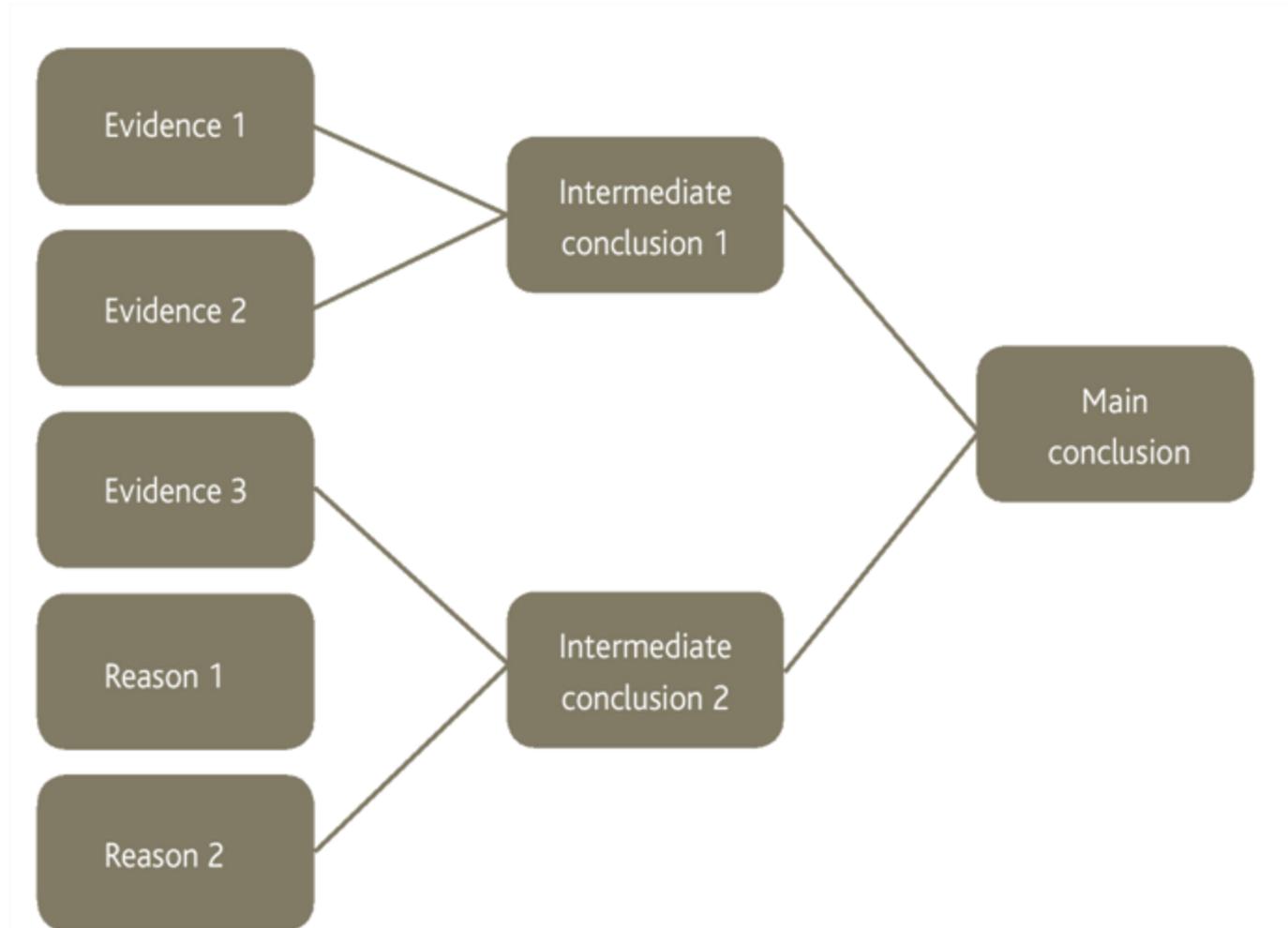
ARGUMENT ELEMENTS - ANSWERS

1. Reasoning
2. Reason (premise)
3. Evidence
4. Conclusion (proposition)
 5. Main conclusion
 6. Intermediate conclusion
 7. Assertion
 8. Counter assertion
 9. Counter argument
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7. A claim that does not form part of an argument. It may be fact, but could be opinion, belief or speculation. It does not have evidence or reasoning to support it
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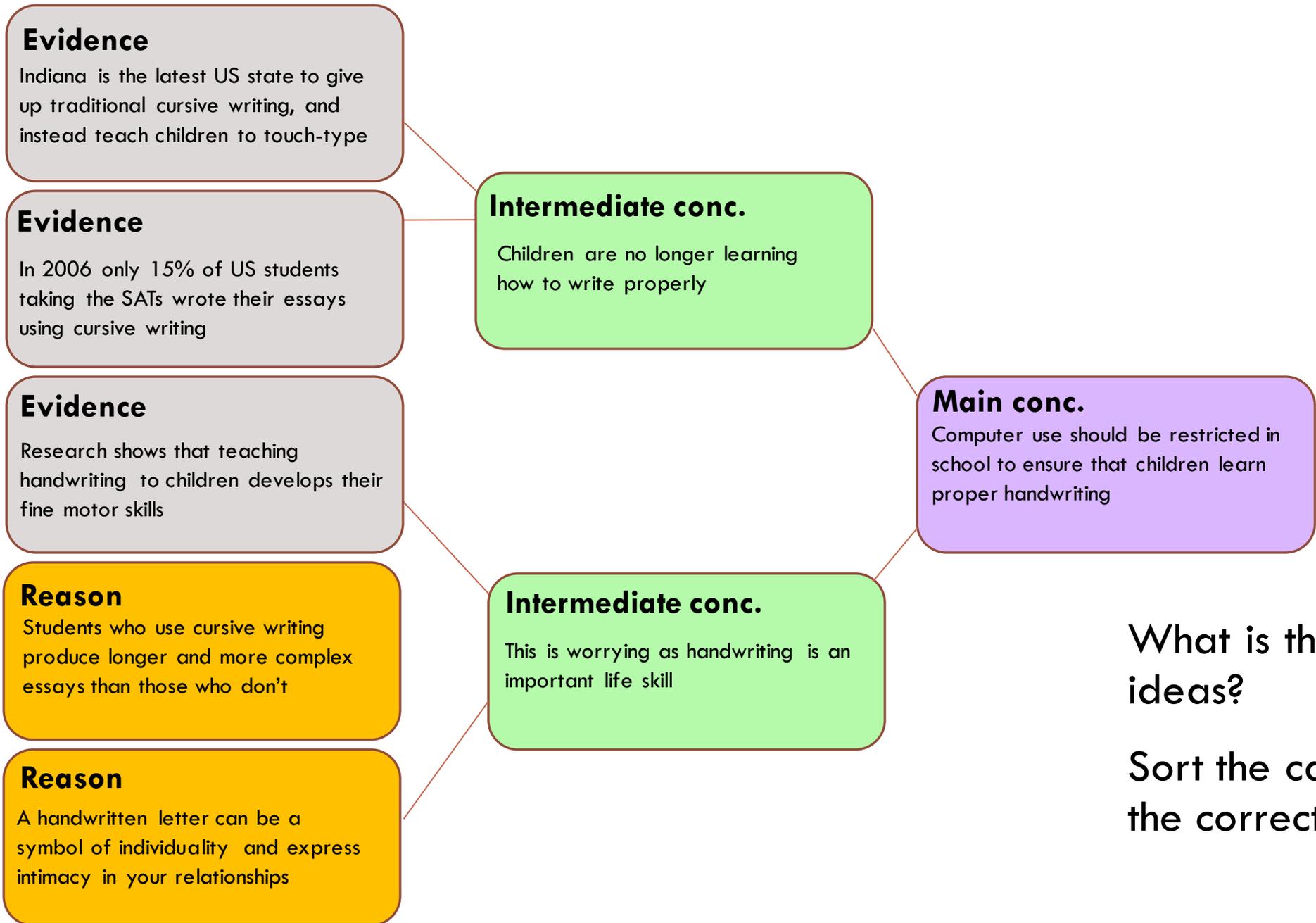
ARGUMENT MAP

This flowchart shows the structure of an argument, leading from its premises on the left (reasons and evidence) through intermediate conclusions to the main conclusion on the right

Argument maps can be used to help you understand the structure of an argument



ARGUMENT MAP



What is the flow of ideas?

Sort the cards into the correct order

LOGICAL REASONING

◦ Deduction

- Reasoning from the general to the particular, or drawn from what is already known. It is true because all other possibilities have been excluded.
- *All bachelors are men. James is a bachelor. Therefore James is a man.*

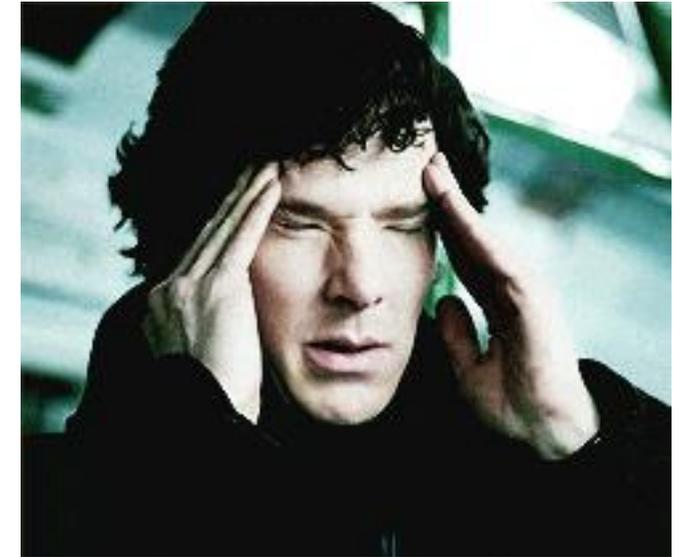
◦ Induction

Reasoning from the particular to the general, or drawing the most probably general conclusion from the facts in view.

I have seen plenty of swans. They are all white. Therefore all swans are white.

◦ Valid Conclusion

- A logical link between the premises and the conclusion
- Deductive reasoning gives proof of a conclusion, but can't tell us anything new
- Induction helps to make predictions about future possibilities



INDUCTION AND DEDUCTION

Go through the examples on the next slide

Work out if the example shows induction or deduction



INDUCTION AND DEDUCTION

1. Alfie is a terrier, therefore Alfie is a dog	
2. AS-level grades are usually a good indication of how well a student will do in A-levels and degree-level studies	
3. All cats have fleas, so Felix the cat has fleas	
4. More than 24 million viewers in the UK watched the royal wedding on the BBC and ITV, according to the Broadcaster's Audience Research Board	
5. I sleep for 8 hours every night. I never take naps. So I spend a third of my year asleep.	Deduction
6. This mystery substance is not a plant or an animal. It is some kind of mineral	Deduction (if applied to the
7. The murder could only have been committed by one of the 3 people in the house. Colonel Mustard and Reverend Green both have alibis, so it must have been Professor Plum!	Induction
8. It will rain when we are on holiday, because it always does	Induction