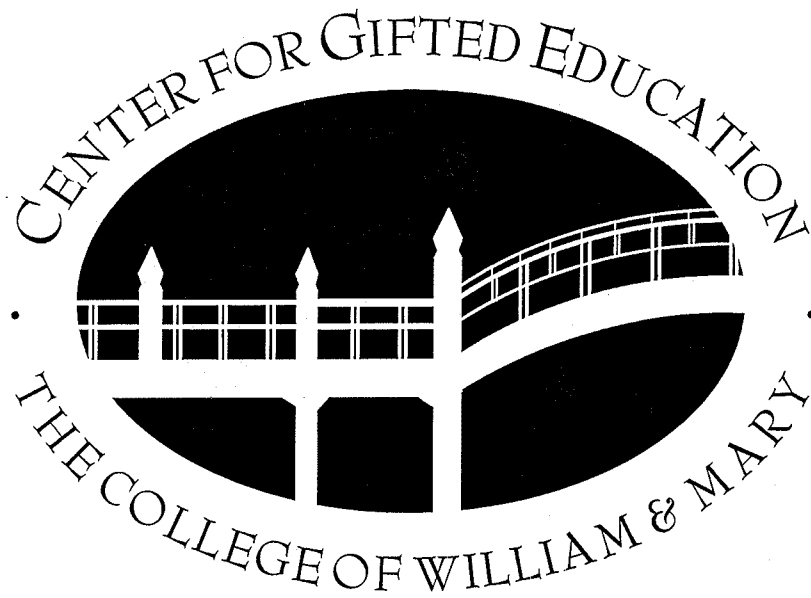


Advanced Reasoning Training



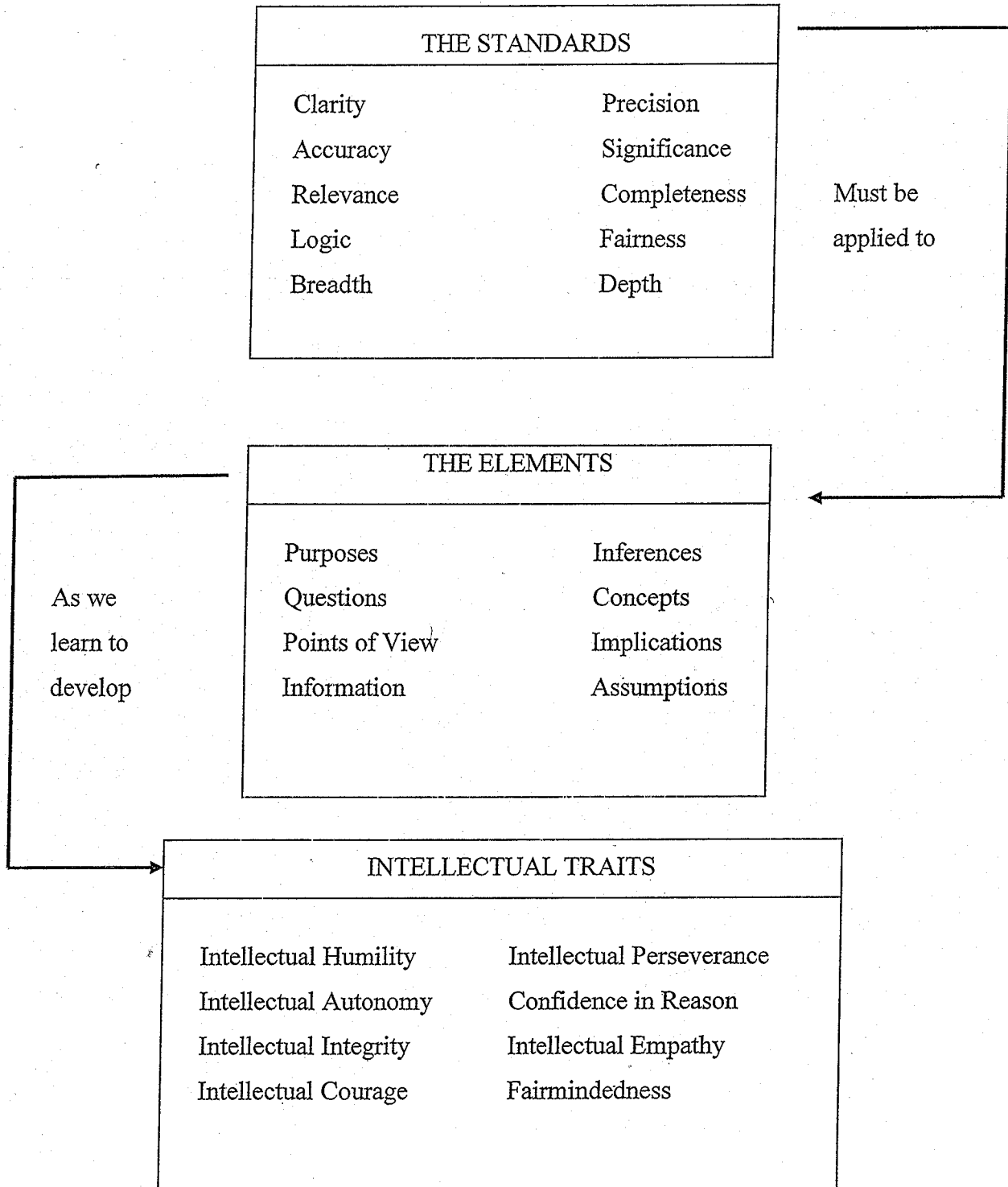
SCCGE
Charleston, SC
November 29, 2006

Dr. Elissa Brown

Mandy L. Fordham

Critical Thinking Model

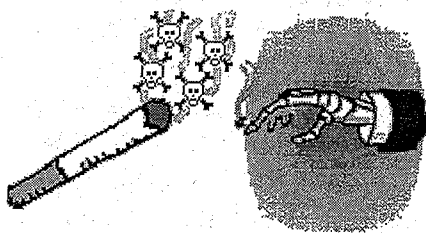
Critical thinkers routinely apply the intellectual standards to the elements of reasoning in order to develop intellectual traits.



Adapted from Richard Paul. www.criticalthinking.org/resources Used by permission



Cigarette Ads - A Promise Broken



By Ellen Kuwana
Neuroscience for Kids Staff Writer
September 26, 2001

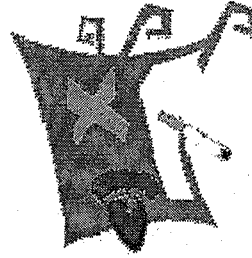
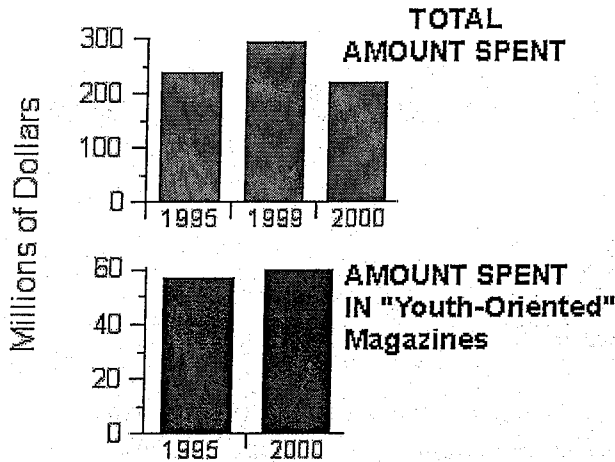
In 1994, a mysterious box arrived at the office of Professor Stanton Glantz, a cardiologist and anti-smoking advocate at the University of California, San Francisco. The return address simply read, "Mr. Butts," perhaps a reference to the Doonesbury cartoon character. The box contained 4,000 secret internal papers from Brown & Williamson, the third largest US tobacco company.

These documents outlined more than 30 years of research, finally proving beyond any doubt that the tobacco industry knew that tobacco--or more specifically, nicotine, the active ingredient in tobacco--was addictive. This contradicted years of testimony by tobacco company executives, who had claimed that cigarettes were not addictive and that there was no proof that they were bad for your health. Thus, these "tobacco papers" proved that tobacco companies had lied to the public. The tobacco companies knew that cigarettes were addictive, and that they caused disease and death.

The highest-ranking executive to testify and tell the truth was Jeffrey Wigand, whose story was told in the 1999 movie, *The Insider*. Faced with the public and courts knowing the truth, major cigarette manufacturers in the US signed the Master Settlement Agreement (MSA) in November 1998. The MSA established specific guidelines for tobacco companies. For example, tobacco companies agreed to stop targeting teenagers in advertisements. One of the terms of the lawsuit was a ban on cigarette advertisements in magazines popular with teens. This ban took effect in 2000.

A study published in the *New England Journal of Medicine* (August 16, 2001) concludes that cigarette makers have not reduced their spending on ads that reach middle- and high-school students. "Our findings suggest that the tobacco settlement was a total failure in terms of protecting kids from cigarette advertising," commented Dr. Michael Siegel, a public health specialist at Boston University and the study's co-author.

Money Spent by Tobacco Companies for Advertising



Dr. Siegel and his coworkers looked at 38 magazines to track pre- and post-settlement ads for 15 cigarette brands. Although in general, tobacco

companies were spending less on magazine ads (see top bar graph at right), the researchers were shocked to find that "youth-oriented" magazines, those having at least 2 million readers, ages 12-17, received more advertising money from cigarette makers since the MSA instead of a decrease or a stop altogether. (See bottom bar graph at right.)

The "youth-oriented" magazines are reaching their targets: the researchers estimate that 8 out of 10 youths viewed cigarette ads in magazines about 17 times last year. What they can not estimate, however, is what effect this has on teens and the decisions they make about smoking.

Cigarette makers deny that they target youths. Tobacco giant R.J. Reynolds, for example, does not buy ad space in magazines where youths make up 25% or more of the readership. The major cigarette maker Philip Morris USA removed about 50 ads from various publications after the national tobacco settlement. Obviously, though, not all cigarette makers are following the settlement's guidelines.

There is some good news: according to a government study released July 2001, smoking rates have declined for eighth through twelfth graders. For example, in 1997, 25% twelfth graders smoked; in 2000, that number decreased to 21%. The study attributes the decline in youth smoking to increased efforts by the states to educate youth about the risks of smoking. The money for these anti-smoking programs comes from the Master Settlement Agreement. Another factor that may have contributed to the decline in youth smoking is the increased price of cigarettes.

See for yourself if cigarette ads are in magazines such as *Rolling Stone*, *Elle*, and *Peuple*. What is the ad trying to make you feel: relaxed, rich, glamorous, desirable? Does smoking really make you more glamorous and more rich?

In Canada, cigarette manufacturers are required to use 50% of the outside packaging to warn consumers about the effects of smoking. We're not talking bland warnings in text--no, we're talking graphic photographs. So, on a cigarette box in Canada, you might see a

photo of diseased lungs, a cancerous mouth or a brain cut in half showing damage from a stroke. In the US, warnings on cigarette packs first appeared in 1965, but each warning is only a small box of text. Perhaps we should take a tip from our Northern neighbor and show the "real" side of smoking right on the cigarette pack. We can only hope, for now, that teens are smart enough to see through the "smokescreen" of cigarette makers and decide for themselves that smoking is not cool.

MSA FAST FACTS:

- In the Master Settlement Agreement, cigarette manufacturers agreed to pay \$206 billion over 25 years to 46 states to cover tobacco-related health-care costs.
- The MSA also calls for every state to fund smoking-prevention measures, create a nationwide campaign for public education, and to place limits on tobacco advertising

TOBACCO FAST FACTS

- Cigarette brands favored by youth are more likely than adult-favored brands to be advertised in magazines with high youth readerships (Nicotine & Tobacco Research, 1999).
- In 1997, the five largest tobacco companies earned an estimated \$480 million in profit from cigarettes smoked by people under the age of 18 (DiFranza JR, State and Federal Revenues From Tobacco Consumed by Minors, Am J Public Health. 1999;89:1106-1108).
- Each day, approximately 3,000 children start smoking. (reference: Healthscout)
- 400,000 people die each year from smoking-related illnesses. (reference: Healthscout)
- China is the largest producer of cigarettes in the world. In China, two-thirds of men smoke (reference: British Medical Journal, August 16, 2001). 30% of the world's cigarettes are consumed in China.

Critical Thinking

Work together and use the Critical Thinking Checklist to determine which of the Standards are present in the article "Cigarette Ads-A Promise Broken."

Standard	Definition	Evidence from article
Clarity	Can the reader clearly understand what the author is saying?	
Accuracy	Are the author's statements true? Can the facts be checked?	
Precision	Is the author detailed, precise, and specific?	
Relevance	Does the author connect his arguments to the issue?	
Depth	Does the author deal with the issue's significant factors?	
Breadth	Is there another way to look at the issue? Does the author include more than one perspective on the issue?	
Logic	Does the author's argument make sense?	
Fairness	Did the author treat all perspectives fairly?	

Clarity

Could you elaborate further?
Could you give me an example?
Could you illustrate what you mean?

Accuracy

How could we check on that?
How could we find out if that is true?
How could we verify or test that?

Precision

Could you be more specific?
Could you give me more details?
Could you be more exact?

Relevance

How does that relate to the problem?
How does that bear on the question?
How does that help us with the issue?

Depth

What factors make this a difficult problem?
What are some of the complexities of this question?
What are some of the difficulties we need to deal with?

Breadth

Do we need to look at this from another perspective?
Do we need to consider another point of view?
Do we need to look at this in other ways?

Logic

Does all this make sense together?
Does your first paragraph fit in with your last?
Does what you say follow from the evidence?

Significance

Is this the most important problem to consider?
Is this the central idea to focus on?
Which of these facts are most important?

Fairness

Do I have any vested interest in this issue?
Am I sympathetically representing the
view points of others?

Response Rubric

Depth and Breadth	Accuracy and Clarity	Relevance to Question	Logic	Fairness	Self-Knowledge and Significance
<p>Response is thorough, elegant, and inventive, which is fully supported, verified, and justified. Response has depth and breadth—it goes beyond the information given.</p> <p>Response contains an aptly and revealing account, makes subtle connections, but is well supported by argument and evident.</p>	<p>Response is accurate, powerful, and illuminating. Response includes a clear history/context with a variety of perspectives or interpretations.</p> <p>A nuanced interpretation and analysis of meaningful ideas are present. Provides a history/context that contains subtle differences, levels, and diverse interpretations.</p>	<p>Response proves the ability to use knowledge and skill and adjust understandings well in novel, diverse, and difficult contexts.</p> <p>Response is complete in using knowledge and skills and adapting understandings in a variety of appropriate and demanding contexts.</p>	<p>A penetrating and novel viewpoint is present. Response effectively encompasses other perspectives, takes a long and critical view of the issues involved.</p> <p>Response has a revealing and critical view and makes own view more plausible by considering other perspectives.</p>	<p>Response proves the ability to feel what others see and feel. Response is unusually open to and willing to seek out the odd, alien, or different.</p> <p>Response proves the ability to see or feel what others experience, and if open to the unfamiliar or different.</p>	<p>Response proves the ability to recognize prejudices and projections. Response has integrity—willing to act upon one's understandings.</p> <p>Response is aware of one's ignorance and that of others, aware of one's prejudices, and knows the strengths and limits of one's understanding.</p>
<p>Response reflects some in depth and personalized ideas. Ideas are supported by insufficient and inadequate evident is present.</p>	<p>Response has a helpful interpretation or analysis of ideas. Provides a clear response that has a useful history/context and sees different levels of interpretation.</p>	<p>Response shows the ability to perform well with knowledge and skill in a few key contexts, has a limited repertoire, flexibility, or adaptability to diverse contexts.</p>	<p>Response has a reasonable, critical, and comprehensive look at all points of view in the context of one's own. Response makes it clear that there is plausibility to other point of views.</p>	<p>Response knows and feels that others see and feel differently. Response is somewhat able to empathize with others and has difficulty making sense of different views.</p>	<p>Response is generally aware of what is and is not understood and is aware of how prejudice and projection can occur without awareness, which shapes one's views.</p>
<p>Response is an incomplete account but has insightful ideas. Response extends and deepens some of what was learned, but limited support/data and sweeping generalizations are present.</p> <p>Response has a superficial account that is more descriptive than analytical or creative. Response gives sketchy ideas and random generalizations.</p>	<p>Response has a plausible interpretation or analysis with the importance, meaning, or significance. Response makes sense of the question and provides a history or context.</p> <p>Response is simplistic or superficial. A mechanical translation is present with little or no interpretation. Response includes a restatement of what was taught or read.</p>	<p>Response has a limited repertoire or knowledge. Response contains a limited use of personal judgment and responsiveness to specifics.</p> <p>Response is highly scripted and contains implementation of mechanical skills, procedures, and approaches.</p>	<p>Response proves knowledge of different points of view and is somewhat able to place own view in perspective but is weak in considering the value of each perspective.</p> <p>Response is unaware of different points of view, prone to overlook or ignore other perspectives, and has difficulty imagining other situations.</p>	<p>Response has some capacity and self-discipline to "walk in another's shoes," but is still primarily limited to one's own reactions and attitudes.</p> <p>Response has little or no empathy beyond intellectual awareness of others, sees things through own ideas and feelings, and ignores different viewpoints.</p>	<p>Response is generally unaware of one's specific ignorance and other prejudices and understandings.</p> <p>Response is completely unaware of the bounds of the one's understanding and of the role of protection and prejudice in opinions and attempts to understand.</p>

Reasoning Web
based on Paul, 1992

