

1. Record Nr.	UNINA9910555142103321
Titolo	Bad arguments : 100 of the most important fallacies in Western philosophy // edited by Robert Arp, Steven Barbone, and Michael Bruce
Pubbl/distr/stampa	Hoboken, NJ : , : Wiley Blackwell, , 2019
ISBN	1-119-16580-6 1-119-16579-2 1-119-16581-4
Descrizione fisica	1 online resource (452 pages)
Disciplina	165
Soggetti	Fallacies (Logic) Philosophy Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	; Part I. t Formal fallacies. t Propositional logic. t Affirming a disjunct / r Jason Iuliano ; t Affirming the consequent / r Brett Gaul ; t Denying the antecedent / r Brett Gaul -- t Categorical logic. t Exclusive premises / Charlene Elsby ; t Four terms / r Charlene Elsby ; t Illicit major and minor terms / r Charlene Elsby ; t Undistributed middle / r Charlene Elsby -- g Part II. t Informal fallacies. t Fallacies of relevance. t Ad hominem: bias / r George Wrisley ; t Ad hominem: circumstantial / r George Wrisley ; t Ad hominem: direct / r George Wrisley ; t Ad hominem: tu quoque / r George Wrisley ; t Adverse consequences / r David Vander Laan ; t Appeal to emotion: force or fear / r George Wrisley ; t Appeal to emotion: pity / r George Wrisley ; t Appeal to ignorance / r Benjamin W. McCraw ; t Appeal to the people / r Benjamin W. McCraw ; t Appeal to personal incredulity / r Tuomas W. Manninen ; t Appeal to ridicule / r Gregory L. Bock ; t Appeal to tradition / r Nicolas Michaud ; t Argument from fallacy / r Christian Cotton ; t Availability error / r David Kyle Johnson ; t Base rate / r Tuomas W. Manninen ; t Burden of proof / r Andrew Russo ; t Countless counterfeits / r David Kyle Johnson ; t Diminished responsibility / r Tuomas W. Manninen ; t Essentializing / r Jack

Bowen ; |t Galileo gambit / |r David Kyle Johnson ; |t Gambler's fallacy / |r Grant Sterling ; |t Genetic fallacy / |r Frank Scalabrino ; |t Historian's fallacy / |r Heather Rivera ; |t Homunculus / |r Kimberly Baltzer-Jaray ; |t Inappropriate appeal to authority / |r Nicolas Michaud ; |t Irrelevant conclusion / |r Steven Barbone ; |t Kettle logic / |r Andy Wible ; |t Line drawing / |r Alexander E. Hooke ; |t Mistaking the relevance of proximate causation / |r David Kyle Johnson ; |t Moving the goalposts / |r Tuomas W. Manninen ; |t Mystery, therefore magic / |r David Kyle Johnson ; |t Naturalistic fallacy / |r Benjamin W. McCraw ; |t Poisoning the well / |r Roberto Ruiz ; |t Proving too much / |r Kimberly Baltzer-Jaray ; |t Psychologist's fallacy / |r Frank Scalabrino ; |t Red herring / |r Heather Rivera ; |t Reductio ad Hitlerum / |r Frank Scalabrino ; |t Argument by repetition / |r Leigh Kolb ; |t Special pleading / |r Dan Yim ; |t Straw man / |r Scott Aikin and John Casey ; |t Sunk cost / |r Robert Arp ; |t Two wrongs make a right / |r David LaRocca ; |t Weak analogy / |r Bertha Alvarez Manninen -- |t Fallacies of ambiguity. |t Accent / |r Roberto Ruiz ; |t Amphiboly / |r Roberto Ruiz ; |t Composition / |r Jason Waller ; |t Confusing an explanation for an excuse / |r Kimberly Baltzer-Jaray ; |t Definist fallacy / |r Christian Cotton ; |t Division / |r Jason Waller ; |t Equivocation / |r Bertha Alvarez Manninen ; |t Etymological fallacy / |r Leigh Kolb ; |t Euphemism / |r Kimberly Baltzer-Jaray ; |t Hedging / |r Christian Cotton ; |t If by whiskey / |r Christian Cotton ; |t Inflation of conflict / |r Andy Wible ; |t Legalistic mistake / |r Marco Antonio Azevedo ; |t Oversimplification / |r Dan Burkett ; |t Proof by verbosity / |r Phil Smolenski ; |t Sorites fallacy / |r Jack Bowen -- |t Fallacies of Presumption. |t Accident / |r Steven Barbone ; |t All or nothing / |r David Kyle Johnson ; |t Anthropomorphic bias / |r David Kyle Johnson ; |t Begging the question / |r Heather Rivera ; |t Chronological snobbery / |r A.G. Holdier ; |t Complex question / |r A.G. Holdier ; |t Confirmation bias / |r David Kyle Johnson ; |t Conjunction / |r Jason Iuliano ; |t Constructive nature of perception / |r David Kyle Johnson ; |t Converse accident / |r Steven Barbone ; |t Existential fallacy / |r Frank Scalabrino ; |t False cause: cum hoc ergo propter hoc / |r Bertha Alvarez Manninen ; |t False cause: ignoring common cause / |r Bertha Alvarez Manninen ; |t False cause: post hoc ergo propter hoc / |r Bertha Alvarez Manninen ; |t False dilemma / |r Jennifer Culver ; |t Free speech / |r Scott Aikin and John Casey ; |t Guilt by association / |r Leigh Kolb ; |t Hasty generalization / |r Michael J. Muniz ; |t Intentional fallacy / |r Nicolas Michaud ; |t Is/ought fallacy / |r Mark T. Nelson ; |t Masked man / |r Charles Taliaferro ; |t Middle ground / |r Grant Sterling ; |t Mind projection / |r Charles Taliaferro ; |t Moralistic fallacy / |r Galen Foresman ; |t No true Scotsman / |r Tuomas W. Manninen ; |t Reification / |r Robert Sinclair ; |t Representative heuristic / |r David Kyle Johnson ; |t Slippery slope / |r Michael J. Muniz ; |t Stolen concept / |r Rory E. Kraft, Jr. ; |t Subjective validation / |r David Kyle Johnson ; |t Subjective fallacy / |r Frank Scalabrino ; |t Suppressed evidence / |r David Kyle Johnson ; |t Unfalsifiability / |r Jack Bowen ; |t Unwarranted assumption / |r Kimberly Baltzer-Jaray.

Sommario/riassunto

"Ever decide to avoid a restaurant because of one bad meal? Choose a product because a celebrity endorsed it? Or ignore what a politician says because she's not a member of your party? For as long as people have been discussing, conversing, persuading, advocating, proselytizing, pontificating, or otherwise stating their case, arguments have been vulnerable to false assumptions and faulty reasoning. Drawing upon a long history of logical falsehoods and philosophical flubs, [this book] demonstrates how misguided arguments come to be, what we can do to detect them in the rhetoric of others, and how to

avoid using them ourselves"--Back cover.

2. Record Nr.	UNINA9910798463503321
Autore	Rimanoczy Isabel <1956-, >
Titolo	Stop teaching : principles and practices for responsible management education / / Isabel Rimanoczy
Pubbl/distr/stampa	New York, New York (222 East 46th Street, New York, NY 10017) : , : Business Expert Press, , 2016
ISBN	1-63157-380-2
Edizione	[First edition.]
Descrizione fisica	1 online resource (xxix, 151 pages)
Collana	Principles for responsible management education collection, , 2331-0022
Disciplina	658.407124
Soggetti	Management - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (pages 133-148) and index.
Nota di contenuto	Part 1. Why do we need a change? -- 1. Pedagogy frozen in time -- 2. What business schools can learn from business -- 3. From teaching to facilitating learning -- Part 2. What is action reflection learning? -- 4. The Scandinavian rebels' initiative -- 5. The 10 ARL principles -- 6. Principle 1: relevance -- 7. Principle 2: tacit knowledge -- 8. Principle 3: reflection -- 9. Principle 4: self-awareness -- 10. Principle 5: social learning -- 11. Principle 6: paradigm shift -- 12. Principle 7: systems thinking -- 13. Principle 8: integration -- 14. Principle 9: repetition and reinforcement -- 15. Principle 10: learning facilitator -- Part 3. So what is the impact? -- 16. Different roles for a teacher -- 17. The flipped classroom and what it takes -- 18. Evaluating results -- 19. Going back to the purpose -- 20. Developing change accelerators -- 21. Closing remarks -- Appendix -- Notes -- References -- Index.
Sommario/riassunto	What do we need to change in order to develop a new generation of business leaders who connect profits with purpose, who see in social entrepreneurship and innovation the key opportunity for addressing our planetary challenges? The answer lays in the contents we select to teach, in the values we invite to explore and develop, and in the

methods we use. In the era of 24/7 global access to information from our mobile gadgets, many institutions of higher education are still sitting students in rows or amphitheaters, measuring success via tests and evaluations, with instructors lecturing what students should learn. And instructors feel the challenge of competing with sleepy audiences that divide their attention between their cell phones and the speaker. Stop teaching, the author says, inviting instructors in management schools and higher education to adopt some proven learning principles that can reengage students, unleash their potentials, and foster them to shape the world they want to live in. And have fun doing it. Through adult learning research, guides, activities, and stories from pioneering learning facilitators in education and corporate training, Rimanoczy brings a long-needed revamp to educational institutions that want to be part of responsible management education.
