



# PHL 137

## Critical Thinking

MQC1 Evening 2014

*Philosophy*

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#### **Disclaimer**

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## General Information

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Unit Convenor

Melanie Rosen

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit aims to teach the fundamentals of critical thinking and reasoning. Students learn how to construct, analyse and critically evaluate arguments; how to detect common fallacies in reasoning; and how to think logically and creatively. We teach these skills by developing practical techniques for the evaluation of reasoning, and applying them to arguments from business, law, science, politics, philosophy and the media. Critical thinking skills are invaluable across all disciplines, and will benefit students in academic contexts and in life beyond university.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.

To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.

To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.

To develop critical analysis skills.

To develop problem-solving skills.

To develop creative-thinking skills.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Participation 1</a>	10%	Ongoing
<a href="#">Online quiz 1</a>	10%	Open 07/04, 9am to 13/04, 9pm
<a href="#">Mid semester assignment</a>	20%	Wed, 23 April
<a href="#">Participation 2</a>	5%	Sunday, 4 May
<a href="#">Online quiz 2</a>	10%	Open 5-11 May
<a href="#">Participation 3</a>	5%	Wednesday, 14th May
<a href="#">Online quiz 3</a>	10%	Open 2-8 June
<a href="#">Final assignment</a>	30%	Monday, 16 June

### Participation 1

Due: **Ongoing**

Weighting: **10%**

Attend and participate in lectures and tutorials. Your mark will be based on both attendance and engagement in your weekly tutorials.

Minimum attendance required for lectures and tutorials is 80%.

On successful completion you will be able to:

- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other

disciplines.

- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## Online quiz 1

Due: **Open 07/04, 9am to 13/04, 9pm**

Weighting: **10%**

The first quiz is a 30 minute multiple-choice quiz which you will take through the unit website. It will test your understanding of important concepts introduced in weeks 1 to 3, and provides early feedback on your progress. Open in week 4. Once you begin, you have 30 minutes to finish.

On successful completion you will be able to:

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.

## Mid semester assignment

Due: **Wed, 23 April**

Weighting: **20%**

A mid term assessment that requires you to construct a visual argument on a set topic with a short reflection. This paper will be peer reviewed. Due week 6, the Wednesday before class.

On successful completion you will be able to:

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.

- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## Participation 2

Due: **Sunday, 4 May**

Weighting: **5%**

After you submit your mid semester assignment, you will be assigned some simple, guided, peer review marking of your fellow students visual arguments. Due at the end of week 7

On successful completion you will be able to:

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## Online quiz 2

Due: **Open 5-11 May**

Weighting: **10%**

The second quiz is a 30 minute multiple-choice quiz which you will take through the unit website. It will test your understanding of important concepts introduced in weeks 5, 6, and 7. Open week 8.

On successful completion you will be able to:

- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.

## Participation 3

Due: **Wednesday, 14th May**

Weighting: **5%**

You will take a Harvard Implicit Association test which you will comment on and update on ilearn (Wednesday before class) to discuss in the week 9 tutorial.

On successful completion you will be able to:

- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## Online quiz 3

Due: **Open 2-8 June**

Weighting: **10%**

The third quiz is a 30 minute multiple-choice quiz which you will take through the unit website. It will test your understanding of important concepts introduced in weeks 8 to 11. Open week 12

On successful completion you will be able to:

- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.

## Final assignment

Due: **Monday, 16 June**

Weighting: **30%**

The written assignment requires you evaluate a piece of written text, using all the skills you have been developing in the unit. It will require the standardisation of an argument and 1200-1500 words of evaluation. The assignment, along with an information resource file, will be made

available through the unit website in week 10.

On successful completion you will be able to:

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## **Delivery and Resources**

### **Classes**

3 hours face-to-face teaching per week consisting of; 1 x 2 hour lecture and 1 x 1 hour tutorial

The first week starts in week 2 instead of week 1. A makeup class will be organised to suit the most people in the first lecture. This will be held sometime in week 3.

The timetable for classes can be found on the MQC Student Portal at: <http://student.mqc.edu.au/>

Attendance is a requirement, and you will be graded on participation.

### **Required and Recommended Texts and/or Materials**

The Course Notes available through the PHL 137 ilearn site constitute a text for the course. No other text is required. If you simply must have a copy of a book for support, ask your tutor for advice.

### **Technology Used and Required**

This course has many resources including notes, practice quizzes, your tests, submission boxes, recordings of lectures for download, all available and accessed at:

<http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

## Learning and Teaching Activities

Tutorials are based around practising the skills learned in class. We work through activities and have class discussions and group work. Feel free to ask questions in tutorials or the lectures.

## Unit Schedule

Week	Topic
<b>Beginning:</b>	
<b>Week 1</b> Mon 17 March	Introduction - What is critical thinking and why do we need it?; What are arguments?
<b>Week 2</b> Mon 24 March	Standardisation and Reconstruction of Arguments
<b>Week 3</b> Mon 31 March	Counterarguments, necessary and sufficient conditions
<b>Week 4</b> Mon 7 April	Valid and invalid arguments, soundness
<b>Week 5</b> Mon 14 April	Inductive/Deductive arguments
<b>Week 6</b> Mon 21 April	Generalisations: inductive and statistical



<b>Week 7</b> Mon 28 April	Inference to the best explanation and casual arguments
<b>Week 8</b> Mon 5 May	Analogical arguments
<b>Week 9</b> Mon 12 May	Clarifying arguments: Language and bias
<b>Week 10</b> Mon 19 May	Broad standardisation
<b>Week 11</b> Mon 26 May	Fallacious arguments: assumptions, clarity vacuity and relevance
<b>Week 12</b> Mon 2 June	Evaluating long arguments
<b>Week 13</b> Mon 9 June	Using these skills to construct your own arguments

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F – Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

<http://www.mq.edu.au/policy/docs/grading/policy.html>

For further information, please refer to the following link:

<http://universitycouncil.mq.edu.au/legislation.html>

## Grade Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

<http://www.city.mq.edu.au/reviews-appeals.html>

## Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: [http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

The University defines serious and unavoidable disruption to studies as resulting from an event or set of circumstances that:

- could not have reasonably been anticipated, avoided or guarded against by the student; **and**
- was beyond the student's control; **and**
- caused substantial disruption to the student's capacity for effective study and/or the completion of required work; **and**
- substantially interfered with the otherwise satisfactory fulfilment of unit or course requirements; **and**
- was of at least three (3) consecutive days duration within a study period and/or prevented completion of the final examination.

A Special Consideration application is deemed to be valid if all the following criteria have been satisfied:

- The Special Consideration application is completed by the student and submitted online through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within five (5) working days after the due date of the associated assessment task / final examination.
- The application contains supporting evidence to demonstrate the severity of the circumstance(s) and that substantial disruption has been caused to the student's capacity for effective study. (The University will not follow up on outstanding evidence, nor contact any person or body on behalf of the student. The application will be considered as submitted.)
- The original supporting documentation has been sighted by MQC reception staff within five (5) working days after the due date of the associated assessment task.
- Where the particular circumstances are medical in nature, a *Professional Authority Form* including the health professional's Medicare Provider Number is included. (If a *Professional Authority Form* cannot be obtained, an original medical certificate indicating the severity (serious / not serious) and impact of the circumstances must be included with the application.)
- Where the particular circumstances are non-medical in nature, appropriate supporting evidence indicating the severity (serious / not serious) and impact of the circumstances is included with the application.

The student was performing satisfactorily in the unit up to the date of the unavoidable disruption. (If a student's work in the unit was previously unsatisfactory, subsequent unavoidable disruption will not overcome the fact that the earlier work was unsatisfactory).

### Unacceptable grounds for Special Consideration

The University has determined that some circumstances are not acceptable grounds for claiming Special Consideration. These grounds include, but are not limited, to:

- routine demands of employment
- routine family problems such as tension with or between parents, spouses, and other people closely involved with the student
- difficulties adjusting to university life, to the self-discipline needed to study effectively, and the demands of academic work
- stress or anxiety associated with examinations, required assignments or any aspect of academic work
- routine need for financial support
- routine demands of sport, clubs and social or extra-curricular activities.

### Acute Problems

The University defines acute problems as those involving fewer than three (3) consecutive days within a study period. In these cases, students should not apply for special consideration via [ask.mq.edu.au](http://ask.mq.edu.au), but contact their Unit Convenor within 5 working days of the assessment due date so that a local solution may be discussed, except where the disruption affects completion of a final examination. (If a final examination is affected, the student should submit a special consideration application via [ask.mq.edu.au](http://ask.mq.edu.au).)

**Prior Conditions** Conditions existing prior to commencing a unit of study are not grounds for Special Consideration, except in the event of unavoidable deterioration of the condition. The student is responsible for managing their workload in light of any known or anticipated problems. Students with a pre-existing disability/ chronic health condition may contact the [Disability Service](#) for information on available support.

In submitting a request for Special Consideration, the student is acknowledging that they may be required to undertake additional work and agreeing to hold themselves available so that they can complete any extra work as required. The time and date, deadline or format of any required extra assessable work as a result of an application for Special Consideration is not negotiable.

### Attendance at Macquarie City Campus

All Students are required to attend at least 80% of the scheduled course contact hours each Session. Additionally Macquarie City Campus monitors the course progress of international

students to ensure that the student complies with the conditions of their visa relating to attendance.

This minimum level of attendance includes all lectures and tutorials. Tutorial attendance will be recorded weekly. If any scheduled class falls on a public holiday this will be rescheduled as advised by your Lecturer. Attendance at any mid-Session or in-class test is compulsory unless otherwise stated.

Unavoidable non-attendance due to illness or circumstances beyond your control must be supported by appropriate documentation to be considered for a supplementary test. Other non-attendance will obtain zero for the test. You should refer to the section below on Special Consideration for more details about this.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

### Student Support at Macquarie City Campus

Students who require assistance are encouraged to contact the Student Services Manager at Macquarie City Campus. Please see reception to book an appointment.

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://students.mq.edu.au/support/>

At any time students (or groups of students) can book our Student Advising rooms on Level 6 by emailing [info@city.mq.edu.au](mailto:info@city.mq.edu.au) with a day and time and nominated contact person. There are additional student study spaces available on Level 1.

Macquarie University Campus Wellbeing also has a presence on the City Campus each week. If you would like to make an appointment, please email [info@city.mq.edu.au](mailto:info@city.mq.edu.au) or visit their website at:

<http://www.campuslife.mq.edu.au/campuswellbeing>

StudyWISE provides:

- Online learning resources and academic skills workshops [http://www.mq.edu.au/learning\\_skills](http://www.mq.edu.au/learning_skills)
- Personal assistance with your learning & study related questions

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## IT Help at Macquarie City Campus

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/> or call 02 9850-4357.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

Students are expected to act responsibly when utilising Macquarie City Campus IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted.
- Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

If you would like to borrow headphones for use in the Macquarie City Campus computer labs (210, 307, 311, 608) at any point, please ask at Level 2 Reception. You will be required to provide your MQC Student ID card. This will be held as a deposit while using the equipment.

For assistance in the computer labs, please see a Lab Demonstrator (usually they can be found in Lab 311, otherwise ask at Level 2 Reception).

## **Graduate Capabilities**

### **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### **Learning outcomes**

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

#### **Assessment tasks**

- Online quiz 1
- Mid semester assignment
- Participation 2
- Online quiz 2
- Participation 3
- Online quiz 3

- Final assignment

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop problem-solving skills.
- To develop creative-thinking skills.

### Assessment tasks

- Participation 1
- Online quiz 1
- Mid semester assignment
- Participation 2
- Online quiz 2
- Participation 3
- Online quiz 3
- Final assignment

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.



This graduate capability is supported by:

## Learning outcomes

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.

## Assessment tasks

- Online quiz 1
- Participation 2
- Online quiz 2
- Final assignment

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## Assessment tasks

- Online quiz 1
- Mid semester assignment
- Participation 2
- Online quiz 2
- Online quiz 3
- Final assignment

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## Assessment tasks

- Online quiz 1
- Mid semester assignment
- Participation 2
- Online quiz 2
- Online quiz 3
- Final assignment

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

### Assessment tasks

- Online quiz 1
- Mid semester assignment
- Participation 2
- Online quiz 2
- Final assignment

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each.
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other

disciplines.

- To develop critical analysis skills.
- To develop creative-thinking skills.

## Assessment tasks

- Online quiz 1
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- Online quiz 3
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## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## Assessment tasks

- Online quiz 1
- Participation 2
- Online quiz 2
- Participation 3
- Final assignment

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and

country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form.
- To develop critical analysis skills.
- To develop problem-solving skills.
- To develop creative-thinking skills.

## **Assessment tasks**

- Online quiz 1
- Participation 2
- Online quiz 2
- Participation 3
- Final assignment