



# PHL 137

## Critical Thinking

S1 Day 2015

*Dept of Philosophy*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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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="#"><u>On Line Quiz 1</u></a>	10%	From 16/03/15 to 20/03/15
<a href="#"><u>On Line Quiz 2</u></a>	10%	From 27/04/15 to 01/05/15
<a href="#"><u>On Line Quiz 3</u></a>	10%	From 02/06/14 - 06/06/14
<a href="#"><u>Mid Session Assessment</u></a>	25%	03/04/2015
<a href="#"><u>Participation 1</u></a>	5%	17/04/15
<a href="#"><u>Participation 2</u></a>	5%	29/05/15

Name	Weighting	Due
<u>Final Assessment</u>	35%	12/05/2015

## On Line Quiz 1

Due: **From 16/03/15 to 20/03/15**

Weighting: **10%**

Available from 9am on Monday 16/03/15, for one teaching week. It will close at 9pm on Friday 20/03/15.

The first quiz is a 30 minute multiple-choice quiz which you will take through the unit website. You can make one attempt only. It is a timed quiz which cannot be paused once you start.

It will test your understanding of important concepts introduced in Topics 1 to 3. It will provide you with early feedback on your progress.

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.

## On Line Quiz 2

Due: **From 27/04/15 to 01/05/15**

Weighting: **10%**

Available 9am on Monday 27/04/15 - I will leave this quiz open for one teaching week. It will close at 9pm on Friday 01/05/15.

The second quiz is a 30 minute multiple-choice quiz which you will take through the unit website. You can make one attempt only. It is a timed quiz which cannot be paused once you start.

It will test your understanding of important concepts introduced in Topics 4, 5, 6, and 7.

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.

## On Line Quiz 3

Due: **From 02/06/14 - 06/06/14**

Weighting: **10%**

Available 9am on Monday 25/05/15 - I shall leave the quiz open for one teaching week to 9pm on Friday 29/05/15.

The third quiz is a 30 minute multiple-choice quiz which you will take through the unit website. You can make one attempt only. It is a timed quiz which cannot be paused once you start.

It will test your understanding of important concepts introduced in Topics 8, 9, 10 and 11.

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.

## Mid Session Assessment

Due: **03/04/2015**

Weighting: **25%**

A mid session assessment that requires you to construct an argument of your own on a set topic. You must use what you have learned in the course to build a robust argument and provide a 500-750 word reflection/explanation of your argument. This paper will be peer reviewed and marked by tutors.

Topics/Questions will be released no later than Monday 9th March - you must submit, online, through the iLearn site, by Friday 3rd April.

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 1

Due: **17/04/15**

Weighting: **5%**

You will be required to assess by your peers - and your mark will make a contribution to the Mid-Session Assessment. You will be given a thorough marking system/rubric.

You will be awarded marks out of 5 based on how well your marks align with those of a convenor/tutor and other peer marks.

If you do not complete this assessment, your marks for the corresponding assessment (worth 25%) \*may\* be withheld. You will be given two weeks over the mid-semester break to complete this task and must have finalised your peer marking by 17th April.

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.

## Participation 2

Due: **29/05/15**

Weighting: **5%**

You will take a Harvard Implicit Association test. This is a simple online assessment of our implicit views. You will then answer some short questions reflecting on the findings of your test.

The test will be made available on April 3rd. You must submit by the end of teaching week 12 - 29/05/15

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.

## Final Assessment

Due: **12/05/2015**

Weighting: **35%**

The written assignment requires you use the skills you have acquired throughout the course to write a report analysing an argument and providing guidance and material for a counter-response.

The full assignment, a scenario, and an information resource file, will be made available through the unit website no later than 20/03/15 and must be submitted no later than Friday 12th June.

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

### Lectures and Tutorials

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Attendance isn't compulsory, but people do often benefit.

### Unit Webpages and E-Resources

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.

### Course Texts

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.

### Changes Since Last Offering

Content and assessment has been altered and updated.

## Unit Schedule

Topic 1 WC 23/02	Introduction - What is critical thinking and why do we need it?; What are arguments?
Topic 2 WC 02/03	Standardisation and Reconstruction of Arguments



<b>Topic 3</b> <b>WC 09/03</b>	Deductive Arguments
<b>Topic 4</b> <b>WC 16/03</b>	Inductive Arguments
<b>Topic 5</b> <b>WC 23/03</b>	Critical Thinking and The Human Mind
<b>Topic 6</b> <b>WC 30/03</b>	"Automatic" Thinking and Critical Reasoning
<b>Topic 7</b> <b>WC 20/04</b>	"Social" Thinking and Critical Reasoning
<b>Topic 8</b> <b>WC 27/04</b>	The Power of Language and Image I
<b>Topic 9</b> <b>WC 04/05</b>	The Power of Language and Image II
<b>Topic 10</b> <b>WC 11/05</b>	Fallacies and Pseudo-Reasoning
<b>Topic 11</b> <b>WC 18/05</b>	Fallacies and Pseudo Reasoning
<b>Topic 12</b> <b>WC 25/05</b>	Putting it all together

## 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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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)

## 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.

## Graduate Capabilities

### 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 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

- On Line Quiz 2
- On Line Quiz 3
- Mid Session Assessment
- Participation 1
- Final Assessment

### 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.
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## **Assessment tasks**

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## **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

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- Final Assessment

## 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

- On Line Quiz 1

- On Line Quiz 3
- Participation 1
- Final Assessment

## 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

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- On Line Quiz 3
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- Participation 1
- Final Assessment

## 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.
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## Assessment tasks

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- Participation 1
- Participation 2
- Final Assessment

## 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

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- Final Assessment

## 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 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

- On Line Quiz 2
- On Line Quiz 3
- Participation 1
- Participation 2
- Final Assessment

## 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 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

- On Line Quiz 2
- On Line Quiz 3
- Participation 1
- Participation 2
- Final Assessment

## Changes since First Published

Date	Description
01/03/2015	Updated contact details for tutors. Corrected error on Online Quiz three due date.