PHIX137

Critical Thinking

SP2 OUA 2016

Dept of Philosophy

Contents

General Information

Unit convenor and teaching staff
Convenor
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By arrangement

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Prerequisites

Corequisites

Co-badged status

Unit description
This unit aims to teach the fundamentals of critical thinking and reasoning. Students will 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 you in academic contexts and in life beyond university. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-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.

General Assessment Information

The reflection and final assessment are to be submitted through Turnitin, and will be marked and returned via Grademark. For information about these tools, see:

http://www.mq.edu.au/iLearn/student_info/assignments.htm

For information about extension, lateness penalties and special consideration, see the "Policies and Procedures" section below.

Assessment Tasks

Name	Weighting	Due
On Line Quiz 1	10%	5pm Sunday, Week 4
Mid Session Assessment	25%	5pm Sunday, Week 6
On Line Quiz 2	10%	5pm Sunday Week 9
On Line Quiz 3	10%	5pm Sunday Week 12
Participation	15%	Weeks1-11 (IAT due Wk8)
Final Assessment	30%	5pm Sunday, Week 13

On Line Quiz 1

Due: **5pm Sunday, Week 4**
Weighting: **10%**

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. It is available from 9am Monday to 5pm Sunday in week 4.

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.

Mid Session Assessment

Due: **5pm Sunday, Week 6**
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.

Resources for this task are available in "Essential Course Items" at the bottom of the main PHIX137 page in iLearn.

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: **5pm Sunday Week 9**
Weighting: **10%**

The second quiz is a 30 minute multiple choice quiz run through the unit website. It tests your understanding of important concepts introduced in weeks 4 to 7. It is available from 9am Monday

to 5pm Sunday in week 9.

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: **5pm Sunday Week 12**
Weighting: **10%**

The third quiz is a 30 minute multiple choice quiz run through the unit website. It tests your understanding of important concepts introduced in weeks 8 to 11. It is available from 9am Monday to 5pm Sunday in 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.
- To develop creative-thinking skills.

Participation

Due: **Weeks1-11 (IAT due Wk8)**
Weighting: **15%**

The website for this unit contains a lot of resources designed to help you get the most out of the course material. The skills you will be developing in this unit require practice, so the exercises and quizzes are an important component on your work in this unit. To get the most out of the unit, you are expected to engage with these resources on a regular basis.

The marks for the participation component of your assessment in this unit will be made up of two components:

1**0%** will be based on your engagement in the Critical Thinking Reading Game. Each week, you'll play the game by writing and answering multiple choice questions. More information about the Game is available in iLearn, with links from each week's content.

The Game will run from week 1 to week 11.

5% will be awarded for your completion of and reflection on a Harvard Implicit Association test (You'll learn more about these in Week 5). You will need to complete a simple online test designed to measure implicit biases and then answer some short questions reflecting on the findings of your test. These are to be submitted through an Assignment tool in iLearn by 5pm on Sunday of Week 8. If you make a serious attempt at this task and submit it on time, you will be awarded the 5 marks available for this part of the assessment.

Discussion forum participation, while encouraged, is not assessed in this unit.

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: **5pm Sunday, Week 13**
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 a broad standardisation and 1200-1500 words of evaluation. Resources are available online.

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

PHIX137 is delivered through the unit *iLearn* site, which contains a wide range of resources including course notes, a quiz game, exercises with solutions, online discussion facilities and so on. You are expected to keep up with the unit material on a weekly basis, making use of the facilities available, and are strongly encouraged to seek help from your tutor if you are having any problems.

All students are encouraged to make use of the discussion facilities within the iLearn site to discuss course material. The discussion forum will be monitored by your tutor, who will try to answer questions as needed, but we encourage you all to help each other out on the board as well.

You are expected to complete all assessment tasks, as detailed above.

Unit Schedule

Week 1	Introduction - What is critical thinking and why do we need it?; What are arguments?
Week 2	Standardisation and Reconstruction of Arguments
Week 3	Deductive Arguments
Week 4	Inductive Arguments
Week 5	Critical Thinking and The Human Mind

Week 6	"Automatic" Thinking and Critical Reasoning
Week 7	"Social" Thinking and Critical Reasoning
Week 8	The Power of Language and Image I
Week 9	The Power of Language and Image II
Week 10	Fallacies and Pseudo-Reasoning
Week 11	Fallacies and Pseudo Reasoning
Week 12	Putting it all together

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit Ask MQ and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to the census date (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the

census date - you might be able to apply for Special Circumstances. If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can apply online.

If you're studying a degree using HECS-HELP, you'll need to apply directly to Macquarie University.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy 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/

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.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- Mid Session Assessment
- On Line Quiz 2
- On Line Quiz 3
- 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.
- To develop problem-solving skills.
- To develop creative-thinking skills.

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

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

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

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

- 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.
- To develop creative-thinking skills.

Assessment tasks

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

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