

<b>Course Unit Outline</b>	
<b>Unit Code</b>	W7207
<b>Unit Name</b>	Logic and Critical Thinking
<b>Unit Weighting</b>	9cps
<b>Type of Unit</b>	Foundational
<b>Prerequisites, corequisites or exclusions</b>	None
<b>Academic Staff</b>	Dr Matthew Del Nevo. BA (AppSocSci) (Lanchester 1980), BD Hons (Sydney 1991), GradDipRE (ACU 2001), PhD (Sydney 1996)
<b>Curriculum Objectives</b>	This course unit provides structured, practical instruction in the nature of and skills of critical thinking.
<b>Learning Outcomes</b>	At the end of this unit students will be able to: <ul style="list-style-type: none"> <li>a) demonstrate an understanding of the nature of critical thinking, memory, and the relationship between thought and knowledge</li> <li>b) draw deductively valid conclusions, and critically analyse arguments</li> <li>c) show enhanced skills in decision making, problem solving and mind-mapping</li> <li>d) be able to reflect on critical thinking, and apply skills to research, essay writing etc</li> <li>e) apply critical thinking to theological and faith considerations</li> </ul>
<b>Threshold concept to be acquired in this unit</b>	Logic is constitutive to theological study
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Thinking: an introduction</li> <li>2. The relationship between thought and knowledge</li> <li>3. Reasoning; drawing deductively valid conclusions</li> <li>4. Argument mapping</li> <li>5. Analysing arguments</li> <li>6. Critical vocabulary</li> <li>7. Thinking as hypothesis testing</li> <li>8. Decision making</li> <li>9. Development of problem-solving skills</li> <li>10. Creative thinking</li> </ol>
<b>Learning Activities</b>	Reading, thinking, logical exercises (e.g. Socratic dialogues (oral, performative); Community of Inquiry (oral, performative); written logical problem-solving)
<b>Required Specialist Facilities or Equipment</b>	n/a
<b>Assessment Profile</b>	Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, <u>assessment of student achievement with respect to the Unit Outcomes will be based on:</u> <ol style="list-style-type: none"> <li>1. Weekly Logic Tests. Outcomes b and c.</li> <li>2. Weekly Practice performances. Outcomes a, c, and d.</li> <li>3. Final Examination. Outcomes a and e.</li> </ol>
<b>Representative References</b>	

1. Baggini, Julian and Peter S. Fosl, *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*, Oxford: Blackwell, 2003.
2. Bennet, Deborah, *Logic Made Easy*, London: Penguin, 2004.
3. Bowell, Tracey and Kemp, Gary, *Critical Thinking: A Concise Guide*, London: Routledge, 2002.
4. Fisher, Alec, *The Logic of Real Arguments*, Cambridge: Cambridge University, 2004.
5. Halpern, Diane F. *Thinking Critically about Critical Thinking*, Mahwah, New Jersey: Lawrence Erlbaum Associates, 1996.
6. Halpern, Diane F. *Thought and Knowledge: An Introduction to Critical Thinking*, Mahwah, New Jersey: Lawrence Erlbaum Associates, 1996<sup>3</sup>.
7. LeBlanc, Jill, *Thinking Clearly: A Guide to Critical Reasoning*, New York and London: W. W. Norton and Co., 1998.
8. McKim, R. H. *Thinking Visually: A Strategy Manual for Problem Solving*, Belmont: Wadsworth, 1980.
9. Nisbett, R. (ed.) *Rules for Reasoning*, Hillsdale: Lawrence Erlbaum Associates, 1993.
10. Rudinow, Joel and Vincent Barry, *Invitation to Critical Thinking*, London: Thomson Wadsworth, 2008.
11. Tindale, Christopher, *Fallacies and Argument Appraisal*, Cambridge: Cambridge University, 2007.
12. Walton, D. *Fundamentals of Critical Argumentation*, Cambridge: Cambridge University Press, 2006.
13. Walton, D. *The Place of Emotion in Argument*, Pennsylvania State University, 1996.