

<b>Module code</b>	FND301	<b>Level</b>	3
<b>Module title</b>	Critical Thinking	<b>Credit value</b>	10
<b>Common/Core/ Elective</b>	Common	<b>ECTS Credits</b>	5
<b>Courses on which the module is taught</b>	All	<b>Notional learning hours</b>	100
		<b>Teaching Period</b>	Autumn/ Spring

## 1. Module description

In a world of conflicting ideas, this module is designed to improve your critical thinking and reflecting skills. You will be given tools to help you evaluate information, investigate what is true, differentiate between opinion and fact, strong arguments from weak. Understanding how we know what we know is one of the most fundamental aspects of university education, a foundation in decision-making and reasoning that will help you academically and in your future career

## 2. Learning outcomes

*Upon successful completion of this module, you will be able to:*

### **Decision-making (MLO4)**

Explain different arguments, including your own, to help decide what to believe or do

### **Interdisciplinary Perspectives (MLO9)**

Describe how arguments are constructed in a variety of contexts and disciplines

### **Human and Environmental Impact (MLO10)**

Demonstrate how groups and individuals use arguments to influence others and the world around them

## 3. Learning and teaching methods

Through articles, videos, and debates from a variety of contexts, you will learn to evaluate the reasons you are given for believing things. You will encounter key critical thinking concepts, which enhance your understanding of how arguments are constructed, and will learn to identify flawed reasoning and hidden premises.

Learning will be through seminars and workshops, and you will analyse arguments for strength and weakness with both tutors and peers in the initial part of the course.

Towards the end of the course, you will be encouraged to apply your logical and critical thinking skills to arguments in a more spontaneous, unseen way, leading up to the individually assessed oral examination.

<b>Learning hours</b>	
<b>Directed learning</b>	<b>36 hours</b>
Workshops/classes	36
<b>Guided/Self-guided learning</b>	<b>64 hours</b>
<b>Total</b>	100

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be

required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

#### 4. Assessment, formative feedback, and relative weightings

##### Assessment 1: Oral examination

**Word count or equivalent: 15 minutes**

**Weight (%): 100**

You will receive a novel context for debate in the form of video or written text, with a brief time to analyse and assess the key arguments presented. You will then have a short oral examination with a tutor to share your analysis and own position in relation to the arguments.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Assessment tasks	MLO4	MLO9	MLO10
Oral examination	x	x	x

#### 5. Indicative resources

BOWELL, T. and KEMP, G. (2015) Critical thinking: a concise guide. Routledge. Available at: <https://discovery.ebsco.com/linkprocessor/plink?id=882d6394-be28-37cb-a3c5-3e7822c50c24> (Accessed: 25 August 2022).

CHATFIELD, T. (2018) Critical thinking: your guide to effective argument, successful analysis and independent study. Sage. Available at: <https://discovery.ebsco.com/linkprocessor/plink?id=99cd3922-e169-3651-8cec-5d108787d95e> (Accessed: 25 August 2022).

COTTRELL, S. (2017) Critical thinking skills: effective analysis, argument and reflection. Palgrave. Available at: <https://discovery.ebsco.com/linkprocessor/plink?id=73bb1dbf-2b63-3c86-b4e0-84fc8d6202b6> (Accessed: 25 August 2022).

COTTINGHAM, J. (2008) Western philosophy: an anthology (2008). Blackwell. Available at: <https://discovery.ebsco.com/linkprocessor/plink?id=67a05601-5365-36c8-ac64-0fc21d72277c> (Accessed: 31 August 2022).