(1) Critical Thinking- BCRT1013

<table>
<tr><td>1.</td><td colspan="5">Name of Course</td><td colspan="2">Critical Thinking</td></tr>
<tr><td>2.</td><td colspan="5">Course Code</td><td colspan="2">BCRT1013</td></tr>
<tr><td>3.</td><td colspan="5">Name(s) of academic staff</td><td colspan="2"></td></tr>
<tr><td>4.</td><td colspan="5">Rationale for the inclusion of the course/module in the programme</td><td colspan="2">Critical thinking gives due consideration to the evidence, the context of judgment, the relevant criteria for making the judgment well, the applicable methods or techniques for forming the judgment, and the applicable theoretical constructs for understanding the problem and the question at hand. Critical thinking employs not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance and fairness.</td></tr>
<tr><td>5.</td><td colspan="5">Semester and Year offered</td><td colspan="2">1/2</td></tr>
<tr><td rowspan="3">6.</td><td>Total Student Learning Time (SLT)</td><td colspan="4">Face to Face</td><td colspan="2">Total Guided and Independent Learning</td></tr>
<tr><td rowspan="2">L = Lecture
T = Tutorial
P = Practical
O= Others</td><td>L</td><td>T</td><td>P</td><td>O</td><td rowspan="2">Guided = 42
Independent = 84
Total = 126</td></tr>
<tr><td>28</td><td>14</td><td></td><td></td></tr>
<tr><td>7.</td><td colspan="5">Credit Value</td><td colspan="2">3</td></tr>
<tr><td>8.</td><td colspan="5">Prerequisite (if any)</td><td colspan="2">Nil</td></tr>
<tr><td>9.</td><td colspan="7">Objectives:
• To develop students' understanding of critical and creative thinking processes and its importance to management.</td></tr>
<tr><td>10.</td><td colspan="7">Learning outcomes:
At the end of this subject, students should be able to:
• Understand the historical origin of critical thinking
• Understand the difference between inductive and deductive reasoning.
• Understand valid and invalid arguments</td></tr>
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11.	Transferable Skills: The key to seeing the significance in academics is in understanding the significance of critical thinking in learning. Critical thinking develops both willing and able to evaluate one's thinking. The dispositional dimension of critical thinking is characterological. Its focus in developing the habitual intention to be truth-seeking, open-minded, systematic, analytical, inquisitive, confident in reasoning, and prudent in making judgments which is important for students at university level to make rational decisions both during their learning period and in their future careers
12.	Teaching-learning and assessment strategy A variety of teaching and learning strategies are used throughout the course, including: • Lecture sessions • Tutorial sessions • Case Studies • Student-Lecturer discussion • Collaborative and co-operative learning • Workshops and Training Seminars • Independent study Assessment strategies include the following: • Ongoing quizzes • Midterm tests • Performance Assessment (Participation, project, Assigned exercises) • Case Presentations
13.	Synopsis: Successful organizations recognize that critical thinking and creative solutions to problems significantly enhance business potential. Today's decision makers must use a variety of thinking styles, methodologies, and creative processes. In this course, students develop skills as a critical thinker and problem solver. Students learn to leverage their personal thinking preferences using tools and techniques based on interactive discussions and also the aid of technology
14.	Mode of Delivery: Face to Face • Lecture sessions • Tutorial sessions

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15. Assessment Methods and Types:
The assessment for this course will be based on the following:

Coursework	**50%**
Quizzes	10%
Assignments	10%
Project	10%
Mid-Semester Exam	20%
Final Examination	**50%.**
Total	**100%**

16. Mapping of the course/module to the Programme Aims
The individual course is mapped to the programme aims using a scale of **one** to **five** where (one being the least relevant/related and five being the most relevant/ related).

A1	A2	A3	A4	A5	A6
4	4	4	4	5	4

17. Mapping of the course/module to the Programme Learning Outcomes
The learning outcomes of this course are mapped to the eight MQF domains using a scale of **one** to **five** where (one being the least relevant/related and five being the most relevant/ related).

LO1	LO 2	LO3	LO4	LO5	LO 6	LO7	LO8	LO9	LO10	LO11	LO12
2	2	2	3	5	2	5	5	2	5	2	2

18. Content outline of the course/module and the SLT per topic

WEEK	Details	SLT			
		L	T	Indep.	Total
WEEK 1	**Introduction to Thinking** • Inter-disciplinary approaches to the study of thought and the process of thinking • Sub-branches of philosophy. Types of knowledge. Sensing, perceiving, and "knowing". Listening and hearing.	2	1	6	9
WEEK 2	**Logic and Reasoning** • Formal and informal logic. The development of 'critical thinking' as a discipline.	2	1	6	9

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	WEEK 3, 4, 5	**Logic and the Process of Persuasion** • What is the study of argumentation? The structure of an argument. • Approach to the analysis and formulation of persuasive arguments: reconstruction; assessment; evaluation. Validity, plausibility, and soundness in argumentation. • Criteria for identifying a "strong" argument. Strategies for building "good" arguments: stating assumptions; reference to authority; anecdotes; definitions; evidence • Writing arguments to persuade others effectively.	6	3	18	27
	WEEK 6, 7	**Fallacy Identification** • The concept of "fallacy". • Recognising, confronting, and repairing deceptive forms of argument. • Structural fallacies. • Ambiguity and vagueness. • Survey of the major classes of material fallacies: *ad hominem* fallacies; *ad populum* fallacies; *petitio principii* fallacies and fallacies of generalisation.	4	2	12	18
	WEEK 8	**Metacognition: Thinking about Thinking** • Levels and types of thinking • Bloom's taxonomy. Paradox. Lateral thinking • Inductive and deductive reasoning. • Practice in telling the difference between fact and opinion. • Thinking about emotions	2	1	6	9

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	WEEK 9, 10	**Forms of Applied Thinking:Problem-Solving** • Taxonomy and classification of human problems • Problem space theory • Defining the problem • Problem analysis • Logical approaches to assessing causality and effect • Strategies for generating problem solutions: fractionation; simplification. • Group approaches to problem-solving • Brainstorming • Practice with the solution of real-life problems in academic and management settings	4	2	12	18
	WEEK 11	**Forms of Applied Thinking:Decision Making** • Making sound decisions • Algorithms and heuristics • Weighted-factors approaches to decision-making • Implementing and evaluating decisions • Decision-making practice	2	1	6	9
	WEEK 12, 13	**Forms of Applied Thinking: Generalisation and Hypothesis Testing** • The structure of a generalisation • Variables; samples; populations • Reasoning by analogy • Metaphor and simile. • The human process of discovery • Research typologies; the structure of research; hypothetical thinking • Dichotomous and continuous variables in reasoning. • Mental biases and their effect on reasoning and inference. • Logic puzzles and structured practice in hypothesis testing.	4	2	12	18

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	WEEK 14	**Forms of Applied Thinking: Creativity** • Definition of creative thinking. • Characteristics of creative thinkers. • Mind-mapping. Writing techniques for building creativity mental excursions. • Risk-taking and creativity. • Stages of the insight process. • Creativity in management.	2	1	6	9
		Total	28	14	84	126
19.	**Main references supporting the course**: Brooke Noel Moore, Richard Parker. (2008). *Critical Thinking.* McGrawHill, (9th Edition).					
	Additional references supporting the course: 1. Browne, M.N. and Keeley, S. (Latest Edition). *Asking the Right Questions: A Guide to Critical Thinking.* Upper Saddle River NJ: Prentice Hall. 2. Trudy Govier. (2010). *A Practical Study of Argument*. Cengage Learning, (7th Edition). 3. Missimer. (2006). Good Arguments: An Introduction to Critical Thinking. Pearson, (4th Edition) 4. Epstein, Richard L. Belmont CA: Wadsworth. (2006) *Critical Thinking*. Thomson Learning					
20.	**Other additional information** All related subject materials will be available to the students during the period of the course					