



# Course Outline (Higher Education)

|                         |                            |
|-------------------------|----------------------------|
| <b>School:</b>          | Federation Business School |
| <b>Course Title:</b>    | CRITICAL THINKING          |
| <b>Course ID:</b>       | BUMGT3709                  |
| <b>Credit Points:</b>   | 15.00                      |
| <b>Prerequisite(s):</b> | Nil                        |
| <b>Co-requisite(s):</b> | Nil                        |
| <b>Exclusion(s):</b>    | Nil                        |
| <b>ASCED:</b>           | 080399                     |

## Description of the Course:

Increasingly, business professionals are becoming aware of the importance of critical thinking skills in enabling them to navigate a rapidly changing world. The ability to make well informed decisions, problem solve, work collaboratively and to communicate effectively are key skills for successful business management. This course combines theory and practice in developing these key skills and aims to introduce students to critical thinking by providing opportunities for students to understand the processes of thinking, judging, valuing, analysing and arguing.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

| Level of course in Program | AQF Level of Program |   |   |   |   |    |
|----------------------------|----------------------|---|---|---|---|----|
|                            | 5                    | 6 | 7 | 8 | 9 | 10 |
| Introductory               |                      |   |   |   |   |    |
| Intermediate               |                      |   |   |   |   |    |
| Advanced                   |                      |   | ✓ |   |   |    |

**Learning Outcomes:****Knowledge:**

- K1.** Understand different concepts and perspectives that are central to critical thinking
- K2.** Identify biased consideration of evidence, generalisation, simplification, stereotyping and fallacies
- K3.** Understanding of and respect for ethical practice
- K4.** Explain the unique relationship between logic/critical thinking and various other disciplines and articulate the importance of thinking critically.

**Skills:**

- S1.** Demonstrate a solid foundation of inquiry skills for life-long learning
- S2.** Recognize deductive arguments and their parts and evaluate them for omissions, validity and soundness.
- S3.** Apply critical thinking skills to examine arguments in debates and texts
- S4.** Present logical arguments through critical examination of own thoughts

**Application of knowledge and skills:**

- A1.** Undertake independent research and engage in self-reflection and creative problem-solving
- A2.** Apply quantitative reasoning / problem solving skills
- A3.** Work collaboratively in group contexts and collaborate with people from diverse backgrounds
- A4.** Construct written work which is logically and professionally presented
- A5.** Communicate ideas in a succinct and clear manner

**Course Content:**

Topics may include:

- Critical thinking overview
- Thinking as inquiry
- Reflective thinking
- Problem solving
- Obstacles to critical thinking
- Critical Thinking and logical reasoning
- Argumentation
- Assumptions and cultural differences
- Applications of critical thinking and analysis
- Making ethical decisions
- Problem solving
- Collaborative inquiry
- Communicating effectively

**Values:**

- V1.** Appreciate how to conduct themselves in a business environment in an ethical and socially responsible manner
- V2.** Appreciate the need for critical thinking skills to solve complex issues in the workplace and community
- V3.** Appreciate the role that leaders have in creating an environment where critical thinking is valued

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

| Graduate attribute and descriptor |  | Development and acquisition of GAs in the course |                       |
|-----------------------------------|--|--|-----------------------|
|                                   |  | Learning Outcomes (KSA)                          | Assessment task (AT#) |
| GA 1 Thinkers                     | Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.  | K1,K4,S1,S2,S3,S4,A1,A2,                         | AT1,AT2,AT3           |
| GA 2 Innovators                   | Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.   | K1,K2,S1,A2,                                     | AT1,AT4               |
| GA 3 Citizens                     | Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.                                       | K3,S1,S3,A1,A3,A4,                               | AT2,AT4               |
| GA 4 Communicators                | Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand. | K4,S3,S4,A5                                      | AT1,AT2,AT3,AT4       |
| GA 5 Leaders                      | Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.   | K1,K4,S3,A2,A3,A5                                | AT2,AT4               |

### Learning Task and Assessment:

| Learning Outcomes Assessed          | Learning Tasks   | Assessment Type          | Weighting |
|-------------------------------------|--|--------------------------|-----------|
| K1,K2,K3,K4,S1,S2,S3,A1,A2,A3,A4,A5 | Portfolio of activities  | Folio                    | 20-30%    |
| K1,K2,K3,K4,S2,S3,S4,A2,A5          | Contribution to online discussions and forums via a series of mini tasks | Written and or oral task | 10-20%    |
| K1,K2,K3,K4,S1,S2,S3,S4,A2,A4,A5    | Reflective Journal   | multi-modal task         | 20-30%    |
| K1,K2,K3,K4,S1,S2,S3,S4,A1,A2,A3,A4 | Independent research task  | Written and or oral task | 20-30%    |

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)