Tutorial Letter 101/3/2018

Critical Reasoning

Semesters 1 and 2

Department of Philosophy, Practical and Systematic Theology

Discipline of Philosophy

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1 INTRODUCTION

Dear Student

Welcome to the Discipline of Philosophy (Department of Philosophy, Practical & Systematic Theology) and to the module PLS2601: Critical Reasoning. We trust that you will enjoy your studies and find this module both intellectually stimulating and challenging.

The tutorial matter for this module includes the following:

- Tutorial letters 101 and 301 — (READ 101 AND 301 FIRST)
- Only Study Guide for PLS2601 (Critical Reasoning)
- A DVD (a copy should be sent to you by Despatch – please note, however, that the contents of the DVD are also available online (on the module’s myUnisa site under ‘Additional Resources’))
- Prescribed book, which you have to buy from Unisa Press, or buy at one of Unisa’s official booksellers. Please see the order form at the back of this tutorial letter if you choose to order from Unisa Press. Please note that this may result in delays, as the Press utilises SAPO to send the book to your closest Post Office

Apart from Tutorial Letters 101 and 301, you will also receive other tutorial letters during the semester. These tutorial letters will not necessarily be available at the time of registration, but will be despatched to you as soon as they are available or needed (for instance, for feedback on assignments).

If you have access to the internet, you can view the study guides and tutorial letters for the modules for which you are registered on the university’s online campus, myUnisa, at http://my.unisa.ac.za.

This tutorial letter (Tutorial Letter 101) sets out your programme for semester 1 and 2, 2018. It is a valuable document that provides important information on the assignments, due dates for assignments, the examination, etc. You should read through this tutorial letter before doing anything else.
PLEASE NOTE: The module *Critical Reasoning* is semesterised. If you are registered for Semester 1 you will write the final examination for this module in May/June. If you are registered for Semester 2, you will write the final examination in October/November. Once you have passed the examination you have completed the module and you have earned your credits for the module.

Proper planning is essential for successful study. The syllabus is divided into a number of topics, each with a central theme. *Work out a study programme which suits your particular circumstances.* Remember to organise your study programme in such a way that you have enough time to prepare for the examination. Work through all the prescribed material and complete the activities, self-tests and assignments to ensure that you cover the syllabus.

Best wishes for your studies.

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose of the module

The module *Critical Reasoning* will be useful to you, the learner, in a wide range of fields where basic critical reasoning skills are required, for example, psychology, education, social work, communication science, public administration, English studies, managerial professions, and Health Sciences Education.

Learners credited with the module *Critical Reasoning* are orientated towards independent thinking through active participation in the development of their competence in critical reasoning skills. They are sensitive to fallacies in reasoning and adopt a critical attitude towards stereotypes and biases. They demonstrate the basic competence to analyse and evaluate different kinds of arguments, and to construct their own arguments by applying their experience and competencies acquired through their studies in critical reasoning.
2.2 Outcomes of the module

A range of tasks in study guides, tutorial letters, assignments and examinations will show that you, the learner, have achieved the following outcomes:

**Outcome 1:** Learners actively participate in the opportunities set out in the study material to explore what critical reasoning is and what it means to critically reflect on one’s own thinking.

**Outcome 2:** Recognise and understand various reasoning fallacies as obstacles to clear thinking.

**Outcome 3:** Demonstrate the competence to identify arguments and to analyse different kinds of arguments.

**Outcome 4:** Apply knowledge and skills in evaluating different types of arguments.

**Outcome 5:** Apply knowledge and skills in constructing own arguments.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Contact details of lecturers

Your lecturer(s) responsible for this module are:

**Ms Yolandi Coetser**  
*Module Leader*  
e-mail: coetsym@unisa.ac.za  
Telephone: +27 12 429 6596  
or Discipline secretary +27 12 429 6888

**Ms Motlatsi Khosi**  
*Lecturer*  
e-mail: khosim@unisa.ac.za  
Telephone: +27 12 429 2665  
or Discipline secretary +27 12 429 6888
PLEASE NOTE:

All queries that are of an **administrative nature** must be directed to the relevant administrative departments at Unisa. Please consult the brochure *my Studies @ Unisa* for contact details.

All queries that are of an **academic nature, i.e. about the content of the module**, should be directed to us (the Discipline of Philosophy). Please have your study material with you when you contact us.

3.2 **Contact details of the Discipline of Philosophy:**

The contact number for the Discipline of Philosophy is: +27 12 429 6888 and e-mail address: sekhunp@unisa.ac.za.

3.3 **Contact details of the University:**

Contact addresses of the various administrative departments are included in the brochure *my Studies @ Unisa*, which you received with your study package.

Always use your student number when you contact the university.

4 **MODULE-RELATED RESOURCES**

4.1 **Prescribed book**

Your prescribed book for this module is:


**PLEASE NOTE:** Order your prescribed book immediately! Your study guide and the prescribed book are integrated and you should work from both texts. Therefore, you will need the prescribed book (the 2010 revised edition) to cover the syllabus. Please note, there is no second edition of the book. You must obtain the 2010 revised edition.
PLEASE NOTE: The old 2005 version of *Critical reasoning and the art of argumentation*, published by Unisa Press, is outdated and no longer applicable. **You must therefore obtain the revised 2010 edition in order to cope with the work and to prepare for the examination.**

PLEASE NOTE: You must **order the prescribed book directly from Unisa Press** by completing the **order form** at the back of this tutorial letter and fax it to 012 429-3449. Alternatively, please buy it from one of the official booksellers.


**PLEASE NOTE:**

Please correct the following typing error in your prescribed book, *Critical Reasoning and the Art of Argumentation* by M.E.S. van den Berg (2010 revised edition):

On p. 31, the discussion of the valid *modus tollens* argument and the fallacious *denial of the antecedent*, should read as follows:

<table>
<thead>
<tr>
<th>Valid</th>
<th>Invalid (fallacious):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modus tollens</strong></td>
<td></td>
</tr>
<tr>
<td>Denying the consequent</td>
<td>Denying the antecedent</td>
</tr>
<tr>
<td>1. If $P$ then $Q$</td>
<td>1. If $P$, then $Q$</td>
</tr>
<tr>
<td>2. $\neg Q$</td>
<td>2. $\neg P$</td>
</tr>
<tr>
<td></td>
<td>$\therefore \neg Q \neg P$</td>
</tr>
</tbody>
</table>

**4.2 Recommended books**

There are no recommended books for this module.
4.3 **Electronic reserves (e-Reserves)**

There are no e-reserves for this module.

4.4 **Library services and resources information**

For brief information, go to [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies)

For detailed information, go to the Unisa website at [http://www.unisa.ac.za/](http://www.unisa.ac.za/) and click on Library.

For research support and services of personal librarians, go to [http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102](http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102).

The Library has compiled numerous library guides:

- finding recommended reading in the print collection and e-reserves – [http://libguides.unisa.ac.za/request/undergrad](http://libguides.unisa.ac.za/request/undergrad)
- requesting material – [http://libguides.unisa.ac.za/request/request](http://libguides.unisa.ac.za/request/request)
- postgraduate information services – [http://libguides.unisa.ac.za/request/postgrad](http://libguides.unisa.ac.za/request/postgrad)
- finding, obtaining and using library resources and tools to assist in doing research – [http://libguides.unisa.ac.za/Research_Skills](http://libguides.unisa.ac.za/Research_Skills)
- how to contact the library/finding us on social media/frequently asked questions – [http://libguides.unisa.ac.za/ask](http://libguides.unisa.ac.za/ask)

5 **STUDENT SUPPORT SERVICES FOR THE MODULE**

For information on the various student support systems and services available at Unisa (e.g. student counselling, language support), please consult the brochure *my Studies @ Unisa*, which you received with your study material.

5.1 **myUnisa**

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the university. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.
To go to the myUnisa website, start at the main Unisa website, [http://www.unisa.ac.za](http://www.unisa.ac.za), and then click on the “Login to myUnisa” link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in [http://my.unisa.ac.za](http://my.unisa.ac.za). Please consult the brochure *my Studies @ Unisa*, which you received with your study material, for more information on myUnisa.

For library service request procedures, please consult the *my Studies @ Unisa* brochure.

### 5.2 Information on tutorial offerings at Unisa

Please be informed that, with effect from 2013, Unisa offers online tutorials (e-tutoring) to students registered for modules at NQF level 5, 6 and 7, this means qualifying first year, second year and third year modules. Please log on to myUnisa to find out if any of the modules that you have registered for falls in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive a sms informing you about your group, the name of your e-tutor and instructions on how to log onto myUnisa in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified E-Tutors who are appointed by Unisa and are offered free of charge. All you need to be able to participate in e-tutoring is a computer with internet connection. If you live close to a Unisa regional Centre or a Telecentre contracted with Unisa, please feel free to visit any of these to access the internet. E-tutoring takes place on myUnisa where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. For your to get the most out of online tutoring, you need to participate in the online discussions that the e-tutor will be facilitating.

There are modules which students have been found to repeatedly fail, these modules are allocated face-to-face tutors and tutorials for these modules take place at the Unisa regional centres. These tutorials are also offered free of charge, however, it is important for you to register at your nearest Unisa Regional Centre to secure attendance of these classes.
6 MODULE-SPECIFIC STUDY PLAN

It is important to work out a study plan that suits your particular circumstances. Remember to organise your study plan in such a way that you have enough time to prepare for the examination.

In order to adopt a sensible and realistic study plan, we provide you with an explicit indication of the notional study hours you need to spend on each topic of the study material. The notional study hours attached to this module is 120. Please keep in mind that notional study hours refer to the actual time you actively spend on the study material.

You need to spend at least 1.5 hours per day to cover all the prescribed material in this module. This gives you 1.5 hours X 80 hours = 120 notional hours.

We suggest the following study plan, which is based on a minimum of 1.5 study hours per day. You can of course work out your own study plan that suits your particular circumstances, bearing in mind the minimum required 1.5 study hours per day.

Consult my Studies @ Unisa for general time management and planning skills.

SEMESTER 1: January – May/June 2018:

TOPIC 1: INTRODUCTION TO CRITICAL REASONING

On Topic 1, you need to spend 10 notional hours.

6th January – 14th January 2018:

Work through Chapter 1: “What is critical reasoning?” in your prescribed book and Topic 1: “Introduction to critical reasoning” in your study guide. Then do the activities.

TOPIC 2: OBSTACLES TO CLEAR THINKING

On Topic 2, you need to spend 20 notional hours.

15th January – 29th January 2018:
Study Chapter 2: “Obstacles to clear thinking: Preconceived ideas and fallacies” of your prescribed book and Topic 2: “Obstacles to clear thinking” of your study guide. Do all the activities in the study guide and the prescribed book as well as the self-assessment activities.

**TOPIC 3: IDENTIFYING AND ANALYSING ARGUMENTS**

On Topic 3, you need to spend 25 notional hours.

**30th January – 28th February 2018:**

Work through Chapter 3: “Working with arguments” in your prescribed book. Now work through Chapter 4: “How to analyse arguments” in your prescribed book and Topic 3: “Identifying and analysing arguments” in your study guide. Make sure that you cover all the study material relevant to Topic 3. Do all the activities. Now complete **Compulsory Assignment 01** and send it in for marking. You will receive a follow-up tutorial letter with answers to the assignment questions.

**TOPIC 4: EVALUATING ARGUMENTS**

On Topic 4, you need to spend 25 notional hours.

**29th February – 3rd of April 2018:**


Now work through Chapter 7: “Applying your knowledge and skills to the evaluation of arguments” in your prescribed book and section 4.2 of Topic 4 in your study guide. Cover all the study material and do the activities, including the self-assessment activities. Now complete **Assignment 02** and send it in for marking. You will receive a follow-up tutorial letter with answers to the assignment questions.

**TOPIC 5: THE USE OF ARGUMENTS IN DIFFERENT KINDS OF WRITING**

On Topic 5, you need to spend 20 notional hours.

**5th of April – 21st April 2018:**
Work through Chapter 8: “Constructing arguments and writing argumentative essays” of your prescribed book and Topic 5: “The use of arguments in different kinds of writing” of your study guide. Cover all the study material and do the activities.

EXAMINATION PREPARATION:
You need to spend 20 notional hours for examination preparation.
22\textsuperscript{nd} April – 19\textsuperscript{th} May 2018:

Revise all the prescribed study material relevant to the module. Make sure that you have covered all the study material. Reread the tutorial letter on the examination format, which you received during the course of the semester. Note that the whole examination paper for PLS2601: Critical Reasoning is a MULTIPLE-CHOICE QUESTION paper.

PLEASE NOTE: We will NOT supply any answers to previous multiple-choice examination question papers. The reason for this is that it flies in the face of the spirit of critical reasoning. We do not support rote learning. Rather we encourage critical and independent thinking. Thus, please do NOT phone or email the department or your lecturers with requests for answers to previous examination papers, not even to ask for answers to 5 or 10 or 15 or 20 questions. No answers will be given to any previous multiple-choice examination questions.

PLEASE NOTE: All examination papers in the Discipline of Philosophy will be set in English only. This means that the examination paper for the module PLS2601 (Critical Reasoning) will be set in English only.

SEMESTER 2: June – October/November 2018:

TOPIC 1: INTRODUCTION TO CRITICAL REASONING
On Topic 1, you need to spend 10 notional hours.
6\textsuperscript{th} June – 13\textsuperscript{th} June 2018:
Work through Chapter 1: “What is critical reasoning?” in your prescribed book and Topic 1: “Introduction to critical reasoning” in your study guide. Then do the activities.

**TOPIC 2: OBSTACLES TO CLEAR THINKING**

On Topic 2, you need to spend 20 notional hours.

16th June – 8th July 2018:

Study Chapter 2: “Obstacles to clear thinking: Preconceived ideas and fallacies” of your prescribed book and Topic 2: “Obstacles to clear thinking” of your study guide. Do all the activities in the study guide and the prescribed book as well as the self-assessment activities.

**TOPIC 3: IDENTIFYING AND ANALYSING ARGUMENTS**

On Topic 3, you need to spend 25 notional hours.

9th July – 15th August 2018:

Work through Chapter 3: “Working with arguments” in your prescribed book. Now work through Chapter 4: “How to analyse arguments” in your prescribed book and Topic 3: “Identifying and analysing arguments” in your study guide. Make sure that you cover all the study material relevant to Topic 3. Do all the activities. Now complete **Compulsory Assignment 01** and send it in for marking. You will receive a follow-up tutorial letter with answers to the assignment questions.

**TOPIC 4: EVALUATING ARGUMENTS**

On Topic 4, you need to spend 25 notional hours.

18th August – 16th September 2018:

Now work through Chapter 7: “Applying your knowledge and skills to the evaluation of arguments” in your prescribed book and section 4.2 of Topic 4 in your study guide. Cover all the study material and do the activities, including the self-assessment activities. Now complete Assignment 02 and send it in for marking. You will receive a follow-up tutorial letter with answers to the assignment questions.

TOPIC 5: THE USE OF ARGUMENTS IN DIFFERENT KINDS OF WRITING
On Topic 5, you need to spend 20 notional hours.

17th September – 9th October 2018:

Work through Chapter 8: “Constructing arguments and writing argumentative essays” of your prescribed book and Topic 5: “The use of arguments in different kinds of writing” of your study guide. Cover all the study material and do the activities.

EXAMINATION PREPARATION:
You need to spend 20 notional hours for examination preparation.

10th October – 15th November 2018:

Revise all the prescribed study material relevant to the module. Make sure that you have covered all the study material. Reread the tutorial letter on the examination format, which you received during the course of the semester. Note that the whole examination paper for PLS2601: Critical Reasoning is a MULTIPLE-CHOICE QUESTION paper.

PLEASE NOTE: We will NOT supply any answers to previous multiple-choice examination question papers. The reason for this is that it flies in the face of the spirit of critical reasoning. We do not support rote learning. Rather we encourage critical and independent thinking. Thus, please do NOT phone or email the department or your lecturers with requests for answers to previous examination papers, not even to ask for answers to 5 or 10 or 15 or 20 questions. No answers will be given to any previous multiple-choice examination questions.
PLEASE NOTE: All examination papers in the Discipline of Philosophy will be set in English only. This means that the examination paper for the module PLS2601 (Critical Reasoning) will be set in English only.

7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment plan

Assignments are seen as part of the learning experience for this module. As you do the assignments, study the reading texts, consult other resources, discuss the work with fellow students or do research, you are actively engaged in learning.

Please note that you gain admission to the examination by submitting your first compulsory assignment by the due date stipulated above.

Both assignments (Assignment 01 and 02) in this module are multiple-choice questions.

Assignments are computer-marked and no late assignments will be considered.

Feedback on assignments for this module will be sent to you in the form of follow-up tutorial letters.

PLEASE NOTE: Please do not contact the Discipline of Philosophy about your assignment results. We are an academic department and we do not deal with the administration of assignments. Queries related to submission of assignments (online or posted) and assignment results should be addressed to Unisa’s Assignment Division. For information on assignments, please refer to the brochure my Studies @ Unisa, which you received with your study material.
Semester mark and examination entry: This module is linked to a semester mark of 30%, which counts towards your final mark. Please note that the submission of the first assignment is compulsory. This means that you must submit this assignment.

The first compulsory assignment carries a weight of 33/100. The second assignment carries a weight of 67/100. The two assignments together add up to a total of 30%. Since the second assignment counts toward your year mark, it is in your own best interest to complete and submit the second assignment. After the marking of the assignments calculation will be made to determine your admission to the examination.

Forty percent (40%) is the minimum required for your admission to the final examination. You must keep in mind that admission to the examination is no longer automatic.

The percentage you obtain from the minimum forty percent upwards shall be credited to your final examination. The examination itself shall comprise of seventy percent (70%). You must obtain fifty percent (50%) in order to pass the examination. To pass with a distinction a candidate must achieve at least 75%.

PLEASE NOTE: Please do NOT phone or email your lecturers to enquire about calculations of your final mark. Here is a formula you can apply to determine your final mark (year mark + exam mark = finale mark):

\[
\begin{align*}
30/100 \times \text{year mark} &= \\
70/100 \times \text{examination mark} &= \\
\text{Total: Add year mark result and examination mark result for your final mark.}
\end{align*}
\]

For example: Let us say that you obtained a year mark of 55% and your examination mark is 68%. To calculate your final mark, apply the following formula:

\[
\begin{align*}
20/100 \times 55 &= 16.50 \text{ [year mark]} \\
70/100 \times 68 &= 47.60 \text{ [exam mark]} \\
\text{Total: Your final mark is thus 64.10%}
\end{align*}
\]
Please do not contact the department about your examination results. They will be officially released by the university.

8.2 General assignment numbers

All assignments are numbered consecutively per module, starting from 01. Only Arabic numerals are used, for example, Assignment 01, 02, 03 and so on.

8.2.1 Unique assignment numbers

All assignments have their own unique assignment number. Please clearly indicate the unique assignment number on your mark-reading sheets.

Here are the unique assignment numbers for Assignment 01 and Assignment 02 for Semester 1 and Semester 2:

**Semester 1:**
For Compulsory Assignment 01, the unique assignment number is: **696240**
For Assignment 02, the unique assignment number is: **698599**

**Semester 2:**
For Compulsory Assignment 01, the unique assignment number is: **715871**
For Assignment 02, the unique assignment number is: **876148**

8.2.2 Due dates for assignments

Here are the due dates for Assignment 01 and Assignment 02 for Semester 1 and Semester 2:

**Semester 1:**
Due date for Compulsory Assignment 01: 6 April 2018.
Due date for Assignment 02: 26 April 2018.

**Semester 2:**
Due date for Compulsory Assignment 01: 10 August 2018.
Due date for Assignment 02: 7 September 2018.
8.3 Submission of assignments

You may submit your assignments completed on mark-reading sheets either by post or Mobile MCQ submission or electronically via myUnisa.

Assignments may not be submitted by fax or email.

For detailed information on assignments, please refer to the brochure my Studies @ Unisa, which you received with your study package.

To submit an assignment via myUnisa:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on “Assignments” in the menu on the left-hand side of the screen.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

PLEASE NOTE: Please do not contact the Discipline of Philosophy with queries about failure of online submission of assignments. As an academic department we cannot solve this issue. Please contact Unisa’s Assignment Division with queries about online submission of assignments.

8.4 Assignments for Semester 1

8.4.1 Assignment 01: Unique number: 696240; Due date: 06 April 2018

Instructions:

- This compulsory assignment consists of fifteen (15) multiple-choice questions.
- You can complete this first assignment using only the Study guide. This is so that those students who are struggling to obtain the textbook will not be negatively affected.
Answer all questions. For each question you must identify the one correct answer and record your choice in soft pencil on the mark reading sheet and submit it for marking either by post or electronically via myUnisa.

1 Why is critical thinking the opposite of dogma?

1 Dogma allows one to engage with the world in an ethical and politically conscious manner, whereas critical reasoning does not.

2 Critical reasoning allows one to engage with the world in such a way as to ensure that one can easily accept ideas, whereas dogma does not.

3 Critical reasoning enables one to conceptualise, question, and evaluate ideas, whereas dogma does not.

4 Dogma allows one to critically engage with the world whereas critical reasoning does not.

2 Which of the following sentences best summarises critical thinking?

1 Critical thinking is about embracing information without the intervention of active thought or criticism.

2 Critical thinking is the ability to participate in a debate and ensure that fallacies are always believed.

3 Critical thinking is the ability to engage in independent thought and reflect on one’s own biases.

4 Critical thinking necessitates an acceptance of all given information in order to ease our daily life.
3 Which of the following terms is not a critical reasoning competency?

1 Thinking for yourself
2 Informed reasoning
3 Critical self-reflection
4 Accepting positions

4 Which of the following best illustrates that a preconceived idea can be a barrier to critical thinking?

1 Assuming that people with tattoos make bad employees.
2 Assuming that people who wear suits and carry briefcases may be businesspeople.
3 Assuming that the person standing behind the counter works at the shop.
4 Assuming that people who arrive at the sports club with sneakers and active wear may engage in physical activity.

5 Which term is not an example of an obstacle to clear reasoning in critical thought?

1 Labelling
2 Stereotypes
3 Social conditioning
4 Inductive thinking
In many cases, labelling helps one focus on a particular feature of a person or group of people. However, in other cases, labelling can be an obstacle to clear thinking. Which of these provide an example of a label that is *not* an obstacle to clear thinking?

1. Looking around for someone with a white coat and a stethoscope when someone collapses in a shopping centre.
2. Assuming that someone with the title ‘Doctor’ will always be male.
3. Thinking that someone with different religious beliefs than yourself is a morally bad person.
4. Assuming that a ‘married couple’ necessarily consist of one man and one woman.

Which of the following is an example of a stereotype?

1. Owls are a bad omen.
2. During World War II, Jewish people were viewed as greedy and stingy by the Nazi regime.
3. Infants have not achieved fluency in their speech.
4. A Rabbi usually knows a great deal about the Torah.

Fill in the missing words/phrases:

A ____________ is an obstacle to clear thinking. It employs ____________ ____________ to persuade one to accept a claim. However, the reasons given are either ____________ or ____________.

1. fallacy, good argumentation, convincing, unconvincing.
2. fallacy, deceptive argumentation, convincing, good.
3. fallacy, deceptive argumentation, irrelevant, unconvincing.
4. fallacy, deceptive argumentation, irrelevant, inappropriate.
For questions 9–15 identify the type of fallacy being used in the statements to follow:

9  ‘We really ought not to criticise the president. If people criticise the president, then people will start questioning every authority figure. When that happens, the country will become ungovernable, and will descend into a state of anarchy. No, we should just accept whatever the president does.’

   1  Begging the question
   2  Straw man argument
   3  Slippery slope argument
   4  Equivocation

10  ‘I do not agree with the whole idea behind critical reasoning. Critical reasoning teaches you how to argue. How is that a good thing? There is enough fighting in this world!’

   1  Begging the question
   2  Straw man argument
   3  Slippery slope argument
   4  Equivocation

11  A young university student attended a lecture in political philosophy that explained the importance of justice. Her partner had just cheated on her the day before, so after the lecture she found his car in the parking lot, and kicked it so hard that it left a big dent. She felt good for exacting justice!

   1  Begging the question
   2  Equivocation
   3  Slippery slope argument
   4  Confirming the consequent
‘I don’t understand why it is such a big issue if I drink a shot of vodka every couple of hours at work to keep going. Many people drink coffee or smoke during the day to stay awake, and no one thinks they have a problem.’

1 Faulty analogy
2 Equivocation
3 Slippery slope argument
4 Begging the question

‘You really should not listen to Dr. Khumalo when she tells you to watch your weight. I heard that she doesn’t like dogs. Any person who doesn’t like dogs is weird!’

1 Faulty analogy
2 Equivocation
3 Ad hominem argument
4 False dilemma

‘Women are bad at mathematics. My sister failed her Grade 7 maths exam terribly, and my aunt could barely count past 10.’

1 Faulty analogy
2 Hasty generalisation
3 Ad hominem argument
4 False dilemma
‘I see you now have a boyfriend. When did you decide to stop being a lonely failure?’

1 Complex question
2 Hasty generalisation
3 *Ad hominem* argument
4 False dilemma

8.4.2 Assignment 02: Unique number: 698599; Due date: 26 April 2018

Instructions:

- This compulsory assignment consists of twenty (20) multiple-choice questions.

Answer all questions. For each question you must identify the one correct answer and record your choice in soft pencil on the mark reading sheet and submit it for marking either by post or electronically via myUnisa.

1 What is an argument in the context of critical reasoning?

1 It is a quarrel or verbal fight between two interlocutors, where one speaker is shouting.
2 It is [a] premise[s] and conclusion[s] that aim to convince another of a certain point of view.
3 It is what follows if the antecedent condition is assumed true.
4 It is when a speaker appeals to force to convince another of her point of view.
2 Of what is the following sentence an example?

*Isis targeted civilians celebrating Ramadan in Baghdad with two car bombs on the 30th of May 2017.*

1 Statement
2 Premise
3 Conclusion
4 Argument

Answer questions 3, 4, and 5 based on the following paragraph.

*One can try to justify terrorism in the following way. Even though victims may be non-combatants or common citizens, they are not innocent of the wrongs the terrorists are fighting against. In addition, one can say that even though victims are innocent, the consequences of terror acts may justify their means. Terrorism can thus be justified. (Primoratz, 2015)*

3 Of what is the preceding paragraph an example?

1 Statement
2 Premise
3 Conclusion
4 Argument
4 Which of the following statements best reflects the preceding paragraph?

1 It is someone’s mistaken opinion about terrorism.
2 It is a fallacious argument.
3 It is a deductive, empirical argument.
4 It is an inductive, value argument.

5 What is the conclusion of the above paragraph?

1 It does not have a conclusion, since it is not an argument.
2 It has an implicit conclusion.
3 ‘One can try to justify terrorism in the following way.’
4 ‘Terrorism can be justified.’

Answer questions 6, 7, and 8 based on the following argument.

[One way of holding the executive accountable is through a secret ballot] - a. [With a secret ballot, the fear of persecution is eliminated] - b, and [people will be able to vote according to their conscience] - c. (Adapted from Munusamy, 2017).

6 What is the conclusion of the argument?

1 One way of holding the executive accountable is through a secret ballot
2 With an open vote, people may vote against their conscience, due to party loyalty
3 With a secret ballot, the fear of persecution is eliminated
4 People will be able to vote according to their conscience
Which of the following statements best reflects the preceding argument?

1. It is a chain argument.
2. It is a simple argument.
3. It is a chain, deductive, empirical argument.
4. It is a simple, inductive, value argument.

What structure best represents this argument?

1. Simple argument
   - Main conclusion: (c)
   - Premises for main conclusion: (b), (a)
2. Simple argument
   - Main conclusion: There is an implicit conclusion
   - Premises for main conclusion: (a), (b), (c)
3. Simple argument
   - Main conclusion: (a)
   - Premises for main conclusion: (b), (c)
4. Simple argument
   - Main conclusion: (b)
   - Premises for main conclusion: (a), (c)

What is the missing premise in the following argument?

*Thabo can't go see the movie* Transformers. *He has not turned sixteen yet.*
1 Sixteen year old boys do not like movies.

2 The movie *Transformers* has an age restriction of sixteen.

3 The movie *Transformers* contains a lot of violence.

4 The movie *Transformers* is made for a teenage audience.

10 Fill in the missing word/phrase:

A __________________ is also called 'definition by example'.

1 denotative definition

2 logical definition

3 stipulative definition

4 persuasive definition

11 What kind of definition is the following sentence an example of?

Radical economic transformation [means] changing the composition of output that the economy is producing and ownership and control patterns – who owns the entities that are making most of the production in the economy, and who manages, who makes decisions about investment patterns, employment patterns, pay in the labour market.

(Christopher Malikane, Wits University associate professor of economics)

1 denotative definition

2 logical definition

3 stipulative definition

4 persuasive definition
12  *If women have a right to their bodies, then abortion should be legal.*

*Women have a right to their bodies.*

*Therefore, abortion should be legal.*

What type of argument is the above?

1  Empirical, inductive argument

2  Value, deductive argument

3  Value, inductive argument

4  Empirical deductive argument

Read the following argument and answer questions 13 to 14 that follow.

*Even though there are strong emotional reactions against the cloning of human beings, there are nevertheless reasons to pursue this. It is more important to treat a child well after it is born, than to fret about how it was ‘conceived’. Furthermore, the cloning of human being is not substantially different from the birth of identical twins. Cloning can also be used to remedy infertility and genetic diseases. (Palmer, 2011)*

13  What type of argument is the above?

1  Empirical, inductive argument

2  Value, deductive argument

3  Value, inductive argument

4  Empirical deductive argument
14 What is the main conclusion of the above argument?

1 There are good reasons to pursue the cloning of human beings.
2 It is important to treat cloned children as well as other children.
3 A cloned person is not different from an identical twin.
4 Cloning treats infertility and genetic diseases.

Read the following argument and answer questions 15 to 17 that follow.

Large-scale land acquisitions can result in local people losing access to the resources on which they depend for their food security and livelihoods. Local residents may be directly dispossessed of the land they live on, often their long-standing heritage. More indirect impacts may also be of major significance, though these are often more difficult to measure. They include loss of seasonal resource access for non-resident groups such as transhumant pastoralists, or shifts of power from women to men as land gains in commercial value. (Cotula, Vermeulen, Leonard, Keely, 2009: 15)

15 What type of argument is the above?

1 Empirical, inductive argument
2 Value, deductive argument
3 Value, inductive argument
4 Empirical deductive argument
What is the conclusion of the above argument?

1. They include loss of seasonal resource access for non-resident groups such as transhumant pastoralists, or shifts of power from women to men as land gains in commercial value.

2. More indirect impacts may also be of major significance, though these are often more difficult to measure.

3. Local residents may be directly dispossessed of the land they live on, often their long-standing heritage.

4. Large-scale land acquisitions can result in local people losing access to the resources on which they depend for their food security and livelihoods.

What kind of argument is employed below?

*If one sees a watch lying in the street, one would not assume that it came to be all by itself. Rather, one would pick it up, examine it, and establish that it is a very intricate artefact. One could safely conclude that there was a watchmaker who made this watch. The universe resembles a watch. Just like the watch is an intricate artefact, and therefore has a maker, so too the universe is an intricate phenomenon. Therefore, one can conclude that the universe is a product of intelligent design.* [Adapted from William Paley (1867)]

1. Statistical extrapolation

2. Argument from analogy

3. Cause and effect reasoning

4. Empirical, deductive argument
Identify the fallacies in the following arguments in questions 18 to 20.

18 Of course smoking causes cancer! Don’t you know that cigarettes are carcinogenic?

1 Petitio principii
2 Appeal to force
3 Ad hominem argument
4 False dilemma

19 Person A: ‘I am an atheist.’
Person B: ‘So, you just think the universe created itself out of nothing, and that life is meaningless and futile?’

1 Faulty analogy
2 Hasty generalisation
3 Ad hominem argument
4 Straw man fallacy

20 Person A: ‘I support a person’s right to decide when to die. Euthanasia should thus be legal.’
Person B: ‘How can you think that it is morally acceptable for doctors to go around killing people? Doctors are supposed to save lives, not end them!’

1 Complex question
2 Straw man fallacy
3 Ad hominem argument
4 False dilemma
8.5 Assignments for Semester 2

8.5.1. Assignment 01: Unique number: 715871; Due date: 10 August 2018

Instructions:

- This compulsory assignment consists of fifteen (15) multiple-choice questions.
- You can complete this first assignment using only the Study guide. This is so that those students who are struggling to obtain the textbook will not be negatively affected.

Answer all questions. For each question you must identify the one correct answer and record your choice in soft pencil on the mark reading sheet and submit it for marking either by post or electronically via myUnisa.

1. Which of the following is not an aspect of critical thinking?
   1. Accepting information without active thought.
   2. Skilfully conceptualising and analysing ideas.
   3. Questioning the ideas and beliefs of others.

2. An important aspect of critical thinking is the ability to think for oneself. What does this mean?
   1. It means that you always prioritise yourself above everyone else.
   2. It means that you should think independently and with modesty.
   3. It means that you should always accept information uncritically.
   4. It means that once you hold a position, you must never change it.
3 Which of the following is *not* part of thinking in an informed way?

1. Learning as much as you can about a topic through research.
2. Reading a variety of sources that have different viewpoints.
3. Asking pertinent questions about a topic from trusted sources.
4. Avoiding introspection at all costs to be sure of yourself.

4 Fill in the missing word(s)/phrase(s).

__________ are generalisations that people make about the ____________ of all members of a group, based on an image (often wrong) about what people in that group are like.

1. Stereotypes; differences
2. Stereotypes; characteristics
3. Assumptions; differences
4. Fallacies; differences

5 Fill in the missing word(s)/phrase(s).

A ____________ is a __________________________ that tries to persuade us to accept the claim that is being advanced, but the reasons in support of the claim are ____________.

1. Fallacy; good argument; obvious
2. Label; deceptive argument; inappropriate
3. Fallacy; deceptive argument; inappropriate
4. Stereotype; convincing argument; inappropriate
Which of the following is not a version of the *ad hominem* fallacy?

1. A personal attack on a person’s character.
2. An attack on the circumstances of the person advancing the claim.
3. Taking offense when someone challenges your claim.
4. An attack on a person’s interests.

For questions 7–10 identify the type of fallacy being used in the statements to follow:

7. “It is really ridiculous that the South African Police Service insists on gun-owners applying for gun licences. Next thing you know, we will be living in a nanny state where every little action will be governed by the police.”

1. Begging the question
2. Straw man argument
3. Slippery slope argument
4. Equivocation

8. “It is really ridiculous that the South African Police Service insists on gun-owners applying for gun licences. The police just wants to control every little thing citizens do.”

1. Begging the question
2. Straw man argument
3. Slippery slope argument
4. Equivocation
‘If the EFF wants more seats in parliament, they should just go to the furniture store and buy some chairs to take to parliament. That way, they can have as many seats as they want.’

1. Begging the question
2. Equivocation
3. Slippery slope argument
4. Faulty analogy

‘The university is just like a business – it needs to be profitable to be successful.’

1. Faulty analogy
2. Equivocation
3. Slippery slope argument
4. Begging the question

Match the fallacy in Column A with the description in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Ad hominem</em> argument</td>
<td>a. Two or more questions are disguised as one question</td>
</tr>
<tr>
<td>2. False dilemma</td>
<td>b. Attacking the character of the person who is making a claim</td>
</tr>
<tr>
<td>3. Hasty generalisation</td>
<td>c. Presenting an ‘either-or’ choice, when there are more alternatives</td>
</tr>
<tr>
<td>4. Complex question</td>
<td>d. Making a claim on the basis of insufficient evidence</td>
</tr>
</tbody>
</table>
12 Which fallacy occur when an authority or famous person is quoted in order to get to the conclusion the speaker wants?

1 Faulty analogy
2 Hasty generalisation
3 *Ad hominem* argument
4 False appeal to authority

13 A fallacy is committed below. Which one?

'It is impossible to be both a socialist and an ANC-supporter – one has to choose. This is because the party is against socialism.'

1 Complex question
2 Hasty generalisation
3 *Ad hominem* argument
4 False dilemma
14 A fallacy that leads one from initially and seemingly true first premises to exaggerated consequences in the conclusion is called:

1 Complex question
2 Hasty generalisation
3 *Ad hominem* argument
4 None of the above

15. A fallacy is committed below. Which one?

‘Sibusiso said that the food in this restaurant is exceptionally well done. I don’t see how that can be, as this steak I ordered is very rare.’

1 Equivocation
2 Hasty generalisation
3 *Ad hominem* argument
4 False dilemma

8.5.2. Assignment 02: Unique number: 876148; Due date: 7 September 2018

Instructions:

- This compulsory assignment consists of twenty (20) multiple-choice questions.

Answer all questions. For each question you must identify the one correct answer and record your choice in soft pencil on the mark reading sheet and submit it for marking either by post or electronically via myUnisa.
1 Which option below best completes the following statement:

An argument in the context of critical reasoning is….

1 … a quarrel or verbal fight between two interlocutors, where one speaker is shouting.
2 … [a] premise[s] and conclusion[s] that aim to convince another of a certain point of view.
3 … what follows if the antecedent condition is assumed true.
4 … when a speaker appeals to force to convince another of her point of view.

2 Which of the options below is not able to complete the following statement?

Philosophical reasoning is characterised by…

1 … a critical attitude to the ideas and beliefs of other people.
2 … a highly critical attitude to one’s own ideas and beliefs.
3 … a closed minded scepticism of ideas contrary to one’s own.
4 … an open minded approach to the ideas and beliefs of others.

Answer questions 3, 4, and 5 based on the following paragraph.

[The death penalty should thus be abolished] – a. [T]he death penalty inherently violates the constitutional ban against cruel and unusual punishment] – b. Furthermore, [the state should not give itself the right to kill human beings] – c. [Capital punishment is an intolerable denial of civil liberties] – d and [is inconsistent with the fundamental values of our democratic system] – e. [The death penalty is uncivilized in theory and unfair and inequitable in practice] – f. (Adapted from https://www.aclu.org/other/case-against-death-penalty).
3 What is the conclusion of the above paragraph?

1 ‘The death penalty should thus be abolished’.

2 ‘[T]he state should not give itself the right to kill human beings’.

3 ‘The death penalty is uncivilized in theory and unfair and inequitable in practice’.

4 ‘Capital punishment is an intolerable denial of civil liberties’.

4 Which of the following statements best reflects the preceding paragraph?

1 It is someone’s mistaken opinion about the death penalty.

2 It is a fallacious argument.

3 It is a deductive, empirical argument.

4 It is an inductive, value argument.

5 What structure best represents this argument?

1 Chain argument

Main conclusion  (a)

Premises for main conclusion  (b), (c), (f)

Sub-conclusion  (f)

Premise for sub-conclusion  (d), (e)

2 Chain argument

Main conclusion  (f)

Premises for main conclusion  (d), (e)

Sub-conclusion  (a)

Premise for sub-conclusion  (b), (c)
Answer questions 6, 7, and 8 based on the following argument.

[With the threat of death, would-be murderers will be deterred from committing these murders] – a. [Capital punishment is a just punishment for those found guilty of murder] – b. [Furthermore, the death penalty saves lives by taking murderers off the streets] – c. [Even when murderers are incarcerated, they often end up committing murders in the jails where they are held] – d. [The death penalty should therefore be reinstated in South Africa] – e. (Adapted from http://www.prodeathpenalty.com/ornellaspaper.htm).

6 What is the conclusion of the argument?

1 With the threat of death, would-be murderers will be deterred from committing these murders.

2 Capital punishment is a just punishment for those found guilty of murder.

3 The death penalty should therefore be reinstated in South Africa.

4 Furthermore, the death penalty saves lives by taking murderers off the streets.

7 Which of the following statements best reflects the preceding argument?

1 It is a fallacious, deductive argument.

2 It is a fallacious, empirical argument.

3 It is a chain, deductive, empirical argument.

4 It is a simple, inductive, value argument.
8 What structure best represents this argument?

1 Chain argument

Main conclusion (a)
Premises for main conclusion (b), (c)
Sub-conclusion (d)
Premise for main conclusion (e)

2 Chain argument

Main conclusion (d)
Premises for main conclusion (b), (c)
Sub-conclusion (a)
Premise for main conclusion (e)

3 Simple argument

Main conclusion (a)
Premises for main conclusion (b), (c), (d), (e)

4 Simple argument

Main conclusion (e)
Premises for main conclusion (a), (b), (c), (d)

9 What is the missing premise in the following argument?

*Saturn’s largest moon, Titan, is a very special natural satellite. Some scientists think that it may be capable of supporting life.*
1 Special natural satellites are those capable of supporting life.
2 Large moons are natural satellites.
3 Scientists like to research large moons.
4 The planet Saturn has many moons.

10 Which of the following can not be considered a type of writing from the perspective of critical reasoning?

1 Denotative writing
2 Argumentative writing
3 Descriptive writing
4 Narrative writing

11 What kind of definition suggests that a particular term should be used in a particular way?

1 Denotative definition
2 Logical definition
3 Stipulative definition
4 Persuasive definition

12 If both parents have parental rights, then fathers should be able to stop their partners from having an abortion.
Both parents have parental rights.
Therefore, a father should be able to stop his partner from having an abortion.

What type of argument is the above?
Read the following argument and answer questions 13 to 14 that follow.

Without exception, consenting adults ought to engage in whatever romantic relationships they choose. Polyamory takes place in many cultures all over the world. In addition, a legal marriage protects the material, economic and emotional security of all parties. It thus follows that polyamorous marriages should be legally recognised. (Adapted from Deboer, 2015).

13 What type of argument is the above?

1 Empirical, inductive argument
2 Empirical, deductive argument
3 Value, inductive argument
4 Value, deductive argument

14 What is the conclusion of the above argument?

1 Without exception, consenting adults ought to engage in whatever romantic relationships they choose.
2 In addition, a legal marriage protects the material, economic and emotional security of all parties.
3 It thus follows that polyamorous marriages should be legally recognised.
4 Polyamory takes place in many cultures all over the world.
Read the following argument and answer questions 15 to 17 that follow.

[People should not be allowed to kill themselves] – a. [When one kills oneself, one does wrenching damage to the community] – b. [Suicide could lead to other people also harming themselves] – c. [If a parent commits suicide, his or her children are between two and four times as likely to do so (usually after ten or twenty years of misery)] – d. (Hecht 2013 in De Brito 2014)

15 What type of argument is the above?

1 Empirical, inductive argument
2 Value, deductive argument
3 Value, inductive argument
4 Empirical deductive argument

16 What is the main conclusion of the above argument?

1 a
2 b
3 c
4 d

17 What structure best represents this argument?

1 Chain argument
   Main conclusion (c)
   Premises for main conclusion (b)
   Sub-conclusion (d)
   Premise for sub-conclusion (a)
2 Chain argument

Main conclusion (a)

Premises for main conclusion (b), (c)

Sub-conclusion (c)

Premise for sub-conclusion (d)

3 Simple argument

Main conclusion (a)

Premises for main conclusion (b), (c), (d)

4 Simple argument

Main conclusion (d)

Premises for main conclusion (a), (b), (c)

18 What kind of argument is employed below?

A recent survey found that almost two-thirds of the 3471 eligible voters surveyed wanted Jacob Zuma to quit. Thus, we can predict that the ANC will lose significant power if Jacob Zuma does not step down.

1 Statistical extrapolation

2 Argument from analogy

3 Cause and effect reasoning

4 Empirical, deductive argument
Identify the fallacies in questions 19 and 20.

1  *If Nkosazana Dlamini-Zuma is the president of the ANC, then the country will be in economic turmoil.*
   *The country is already in economic turmoil.*
   *Thus, it Dlamini-Zuma is already president.*

1  *Petitio principii*

2  Appeal to force

3  *Ad hominem argument*

4  Confirming the antecedent

20  *Bananas are part of a healthy diet. Any healthy eating plan always includes bananas.*

1  *Petitio principii*

2  Hasty generalisation

3  *Ad hominem argument*

4  Straw man fallacy

9  **SELF-ASSESSMENT ACTIVITIES FOR SEMESTER 1 AND SEMESTER 2**

Below we provide you with some self-assessment activities. These self-assessment activities provide you with the opportunity to test your knowledge and to apply your skills in critical reasoning. Take the self-assessment activities seriously and complete them without the help of your study material. You could also take the initiative and compare your answers to the self-assessment activities with your fellow students in *Critical reasoning* by posting your answers on the Discussion Forum on *myUnisa* and invite feedback from them.
NOTE: Please do not submit the self-assessment activities. You will receive feedback on these activities in a separate follow-up tutorial letter.

SELF-ASSESSMENT 1

Identify and name the error in reasoning in the following passages:

(a) I notice that you surf the Internet a lot lately. Do you enjoy all the pornography there?
(b) Of course all employers are exploiters and profit seekers. It is pathetic to see Mr Davidson, the owner of a multibillion rand company, addressing the workers on lack of commitment and low productivity, while it is clear that he is looking out for his own interests and his own pocket.
(c) My colleague got food poisoning from the cafeteria downstairs. I am never going to eat there again!
(d) Gambling should be legalised because it is something we cannot avoid. It is an integral part of human experience. People gamble every time they get in their cars or decide to get married.
(e) Professor Smith’s argument on affirmative action is exactly what one can expect from a racist like him.
(f) Given the benefits of a supply of electricity enjoyed by thousands of people, the risk of nuclear accidents at power stations is acceptable. There can be no doubt about this because Prof. Jones, the famous nuclear physicist, says so.
(g) If Bongani were rich, he would own a car. So if Bongani owns a car, he must be rich.
(h) We desperately need a nationalized health care program in South Africa. There are, of course, those who oppose it, but they apparently think that the rich will take care of the needs of the poor. But listen, this has not been the case in the past and will not be in the future.
(i) Dr Khumalo, remember that you are only a junior person in this company and you will do as you are told!
(j) Don’t believe all those doomsday pronouncements about cigarettes causing lung cancer. They are mostly made by ex-smokers who want to justify all the suffering they went through when they quit.
(k) Either you support our communist ideals, or you are a capitalist.
(l) If Susan cares about her father, then Susan is a good person. Since Susan is a good person, it follows that Susan cares about her father.
(m) The only proof that something is desirable is that people desire it. All people desire pleasure. Hence, it is clear that pleasure is desirable and thus good.
SELF-ASSESSMENT 2

1. Answer the following questions by drawing on your knowledge and experience gained from the study material:

(a) How would you define the concept “argument” in Critical reasoning? Write down your own definition of “argument” in your journal.
(b) How would you define the concept “premise” in Critical reasoning? Write down your own definition of “premise” in your journal.
(c) How would you define the concept “conclusion” in Critical reasoning? Write down your own definition of “conclusion” in your journal.

2. Analyse the following arguments, by applying the strategies of argument analysis explained in your prescribed material:

For example:

An aggressive war is the great crime against everything good in the world. A defensive war, which must necessarily turn aggressive at the earliest moment, is the necessary great counter-crime. But never think that war, no matter how necessary, nor how justified, is not a crime. Ask the infantry and ask the dead. (Hemingway)

Note that this passage needs rewriting to show the argument structure.

[An aggressive war is the great crime against everything good in the world]¹. [A defensive war turns aggressive at the earliest moment]². Therefore [every war, no matter how necessary or justified, is a crime]³.

Conclusion — 3
Premises — 1, 2

(a) Ecology teaches us that human life is crucially intertwined with the ecosystem as a whole, yet ecologists frequently emphasise how little we actually know about the complicated multileveled interaction of life forms. If we destroy one part of the ecosystem, we may unwittingly trigger a chain of events that ultimately culminates in substantial detriment to human well-being. Hence, a serious regard for human welfare seems to necessitate our making every effort to preserve our natural environment.
(b) The crime rate has increased since capital punishment was abolished and the prisons are overcrowded. Seeing that, firstly, judges need the full range of possible punishments, secondly, that, obviously, the dead can’t apply for parole, thirdly, that retribution heals society’s wounds, and fourthly, as we all know, death is the ultimate deterrent, it follows that the crime rate will decrease only if capital punishment is reintroduced.

(c) Strong trade unions benefit the South African economy. Firstly, they ensure that workers are not exploited. Secondly, their activities result in a fairer distribution of wealth in our society. Thirdly, they give a voice to people who are often marginalized in South African politics and, finally, they promote the ideals of democratic participation.

(d) If the media give publicity to certain types of crime, it may encourage criminals to carry out ‘copy cat’ offences. If, however, they were forbidden to divulge details of crimes, this would amount to censorship. The freedom of speech of the media is too important to sacrifice. So, the media should be free to report crime even if this means some crimes are committed which would not otherwise be committed.

SELF-ASSESSMENT 3

Evaluate the following argument by applying the steps in argument evaluation, which are explained in your prescribed material:

Most parents want their children to have successful careers. Since education is essential to success, it is the duty of parents to give children the best possible education. Because it is also in the country’s economic interest to have a highly educated population, the Government should help parents to provide for their children’s education. Therefore all parents should receive financial help towards the cost of their children’s education, so the low paid should receive tax credits and those who are better off should receive tax relief.

10 EXAMINATION

An examination will be scheduled for this module. For Semester 1, the examination takes place during May/June. For Semester 2, the examination takes place during October/November. You will receive a formal notification of the examination date and venue from Unisa. Clashes of exam dates and queries about the examination date and venue must be taken up with the Registrar (Academic).
Please note that you gain admission to the examination by submitting your first compulsory assignment by the due date stipulated above.

The examination format: The whole examination paper for the module PLS2601: Critical Reasoning (Semester 1 as well as Semester 2) is a MULTIPLE-CHOICE-QUESTION paper. There will be no essay type questions.

Note, however, that we can test your knowledge and skills in all aspects of critical reasoning with a multiple-choice examination paper.

PLEASE NOTE: Exam papers of previous years are available on myUnisa under ‘official study material’. Please do not phone or e-mail the Discipline of Philosophy to ask for answers to previous exam question papers. We will NOT supply any answers to previous multiple-choice examination papers. The reason for this is that it flies in the face of the spirit of critical reasoning. We do not support rote learning. Rather we encourage critical and independent thinking. Thus, please do NOT phone or email the department or your lecturers with requests for answers to previous examination papers, not even to ask for answers to 5 or 10 or 15 or 20 questions. No answers will be given to any previous multiple-choice examination questions.

11 FREQUENTLY ASKED QUESTIONS

Please do not phone or e-mail the Discipline of Philosophy about the following:

- Administrative queries, such as registration, cancellation of modules, module fees, study material not received, failure to submit assignments online, assignments received, assignment marks, etc. These queries must be addressed to the relevant administration departments at Unisa. Please consult the brochure my Studies @ Unisa for contact details.
- To ask where your assignment is. Our department does not deal with the administration of assignments.
- To inquire about examination dates. You will receive a notification from Unisa Administration to inform you about examination dates and venues.
- To inquire about the format of the examination paper. We will send you a tutorial letter on the examination and format of the exam paper in the course of the semester.
- To ask for old examination papers. We do not keep copies of previous examination papers in our department. Previous exam papers are available on the myUnisa platform under ‘official study material’.
- To ask for answers to previous examination question papers. We will NOT supply any answers to previous multiple-choice examination question papers. The reason for this is that it flies in the face of the spirit of critical reasoning. We do not support rote learning. Rather we encourage critical and independent thinking. Thus, please do NOT phone or email the department or your lecturers with requests for answers to previous examination papers, not even to ask for answers to 5 or 10 or 15 or 20 questions. No answers will be given to any previous multiple-choice examination questions.

**PLEASE NOTE:** To request for the marking of your answers to previous examination papers. We will not mark any of your answers to previous examination papers. The reason for this is: marking your answers to previous examination papers amounts to giving you the answers to previous examination questions. In the spirit of critical reasoning and social justice, supplying you with the answers to previous exam questions would be unethical and unfair to fellow students. Please do not request answers to previous exam questions.

**Please do phone or e-mail the Discipline of Philosophy about the following:**

- Any academic query relating to the content of the module.
- Any query relating to the clarification of concepts discussed and explained in the critical reasoning module.

Please see the brochure *my Studies @ Unisa*, which contains an A-Z guide of the most relevant study and administrative information.
12 CONCLUSION

In this module, we invite you to explore the path of critical self-reflection and self-discovery. If you actively participate in your learning experience, we, as your guides and mentors, are positive that you will acquire the competence and experience to reflect on your own thinking, to develop a critical attitude towards all kind of stereotypes, biases and fallacies in reasoning, and to analyse and evaluate different kinds of arguments. We wish to thank you for the very positive way in which you have studied the contents of this tutorial letter.

Best wishes for your studies.
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