

**MODULE SPECIFICATION**

<b>Part 1: Information</b>			
Module Title	Critical Thinking (Sociology and Criminology)		
Module Code	UZSYEF-15-1	Level	1
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Sociology & Criminology
Department	Health & Social Sciences		
Contributes towards	BA (Hons) Sociology, BA (Hons) Sociology (with Foundation Year) BSc (Hons) Sociology with Psychology, BSc (Hons) Sociology with Psychology (with Foundation Year) BA (Hons) Criminology BA (Hons) Criminology (with Foundation Year) BA (Hons) Criminology and Sociology, BA (Hons) Criminology and Sociology (with Foundation Year) BSc (Hons) Criminology with Psychology BSc (Hons) Criminology with Psychology (with Foundation Year)		
Module type:	Project		
Pre-requisites			
Excluded Combinations			
Co- requisites			
Module Entry requirements			

<b>Part 2: Description</b>
<p>Students will have the opportunity to engage with critical thinking at a number of levels (see below) – each of which might receive different emphasis from different disciplines. For example, they may have the opportunity to learn about:</p> <ol style="list-style-type: none"> <li>1. Key skills – necessary both for academic and broader achievement. The capacity for ethical reflection; conceptual analysis; logical argument; using and exposing abuse of statistics; critique; normative reasoning; self-reflection etc.</li> <li>2. Critical engagement with the world outside academia as a source of information and as a realm of problematic issues to be engaged with.</li> <li>3. Becoming aware of the potential role of academia and knowledge creation in creating and perpetuating irrationality and injustice and of the role of academia as an agent of positive change through reflection on its relations to wider institutions and social and natural systems.</li> </ol>

These areas of critical thinking will arise in the context of exploring substantive topics that may include:

1. A history of critical thinking
2. Analysing the concept of 'critical'
3. What counts as thinking?
4. Knowledge and power
5. Inequalities and crime
6. Ethical reflection
7. Discourse and deconstruction
8. Logical, and fallacious arguments
9. Critical and normative reasoning
10. Stereotypes, persuaders, ideology and oppression
11. Taking part in social change
12. Academia as critical space

For one-third of the total contact time, students will engage with a menu of inter/multi-disciplinary learning opportunities. Inter and multi-disciplinary events will make a range of traditions in critical thinking available for students to engage with.

### Part 3: Assessment

The assessment is in the form of a portfolio.

Students must provide evidence of knowledge and capacity to apply critical thinking skills appropriate to their own discipline.

They must also provide evidence that their thinking has developed in relation to a specified topic, or some aspect of their own beliefs or assumptions – as a consequence of the application of critical thinking.

Such evidence may be made up of a range and number of components. This might include conventional essay writing – and/or online activities such as blogging for example.

The portfolio provides flexibility and scope for such a range of evidence of learning.

Identify final timetabled piece of assessment (component and element)	<b>A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	

#### First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Portfolio	100%


Component B Description of each element	Element weighting (as % of component)
n/a	

#### Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Portfolio	100%

Component B Description of each element	Element weighting (as % of component)
n/a	

### Part 4: Teaching and Learning Methods

Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• an understanding of key aspects of their discipline, including acquisition of coherent and detailed knowledge as it relates to critical thinking (Component A)</li> <li>• an ability to deploy accurately established techniques of critical analysis, argument, and enquiry (Component A)</li> <li>• an appreciation of the uncertainty, ambiguity and limits of knowledge (Component A)</li> <li>• an ability to deploy critical thinking to reflect on and assess aspects of their own beliefs and assumptions (Component A)</li> <li>• an ability to communicate using structured and coherent arguments (Component A)</li> </ul>																				
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<p style="text-align: center;"><b><u>Key Information Set - Module data</u></b></p> <p><i>Number of credits for this module</i> <span style="float: right; border: 1px solid black; padding: 2px;">15</span></p> <table border="1" data-bbox="518 929 1289 1124"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="628 1473 1323 1706"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading List	<p>Reading list link: <a href="https://uwe.rl.talis.com/lists/F8C5B70E-ED68-ACBE-63D7-94EC8930768E.html">https://uwe.rl.talis.com/lists/F8C5B70E-ED68-ACBE-63D7-94EC8930768E.html</a></p> <p>Indicative texts:</p> <p>Bowell, T. and Kemp, G. (2010) <i>Critical Thinking: a Concise Guide</i>. London: Routledge.</p> <p>Cottrell, S. (2005) <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i>. Basingstoke: Palgrave Macmillan.</p>																				

Goleman, D. (2006) *Social Intelligence: the new science of human relationships*. New York: Bantam Books

McMillan, K. and J. Weyers (2013) *How to Improve your Critical Thinking & Reflective Skills*. Prentice Hall.

Reason P and H Bradbury (2000) *The Handbook of Action Research*. London: Sage,

Smith, P. (2003) *An Introduction to Formal Logic*. Cambridge: Cambridge University Press.

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First CAP Approval Date	17/1/2018			
Revision CAP Approval Date		Version	1	<a href="#">RIA 12464</a>