

# PHI1CRT CRITICAL THINKING

## *Tutorial Guide*

Please prepare for each week's the tutorial **in advance** (i.e., before you attend the tutorial).

### **Tutorial 1**

- Give your contact details (email address, telephone number) to the tutor.
- *Solutions to Quiz 1.*
- *Discussion Question 1* (given at the end of Lecture 1).

### **Tutorial 2**

- *Solutions to Quiz 2.*
- *Discussion Question 2* (given at the end of Lecture 2).

### **Tutorial 3**

- Tutor introduces Debate Motion B, and students form small groups to discuss the motion (4 per group).
- Tutor introduces Debate Motion C, and students form different small groups to discuss the motion.
- Students sign up for their debate teams (6 teams in total: 2 teams for each of the 3 motions).

### **Tutorial 4**

- *Solutions to Quiz 4.*
- Students form eight small groups to discuss *Questions 4, 6, 8, 16, Exercise A, Chapter 3, Elements of Reasoning.*
- Tutor selects groups to explain their answers to the rest of the class.

### **Tutorial 5**

- *Solutions to Quiz 5.*
- Students form eight small groups to discuss *Exercise A, Chapter 4, Elements of Reasoning.*
- Tutor selects groups to explain their answers to the rest of the class.

### **Tutorial 6**

- *Solutions to Quiz 6.*
- Students form eight small groups to discuss questions selected by tutor from *Exercise B, C, D, E, Chapter 4, Elements of Reasoning.*
- Tutor selects groups to explain their answers to the rest of the class.

### **Tutorial 7**

**Debate motion A:** "Australia has no more right to condemn Japanese whaling than Japan has to condemn the slaughter of kangaroos in Australia."

- Before the debate, students vote for or against the motion (according to their own stand on the matter).

- During the debate, students participate in the Question and Reply session.
- After the debate, students vote again (but this time, according to whether the debaters have persuaded them to change their views on the matter).

### **Tutorial 8**

- *Solutions to Quiz 7*
- *Solutions to Quiz 8.*
- Students form eight small groups to discuss questions selected by tutor from *Exercise F, G, H, Chapter 4, Elements of Reasoning.*
- Tutor selects groups to explain their answers to the rest of the class.

### **Tutorial 9**

**Debate motion B:** “The commonwealth government should offer financial compensation to members of the Stolen Generations.”

- Before the debate, students vote for or against the motion (according to their own stand on the matter).
- During the debate, students participate in the Question and Reply session.
- After the debate, students vote again (but this time, according to whether the debaters have persuaded them to change their views on the matter).

### **Tutorial 10**

- *Solutions to Quiz 9.*
- *Solutions to Quiz 10.*

### **Tutorial 11**

**Debate motion C:** “In a multi-cultural society like Australia, there should be direct legal restrictions on religious satire.”

- Before the debate, students vote for or against the motion (according to their own stand on the matter).
- During the debate, students participate in the Question and Reply session.
- After the debate, students vote again (but this time, according to whether the debaters have persuaded them to change their views on the matter).

### **Tutorial 12**

- *Solutions to Quiz 11.*
- *Solutions to Quiz 12.*
- Students form eight small groups to discuss questions selected by tutor from *Exercise B, Chapter 5, Elements of Reasoning.*
- Tutor selects groups to explain their answers to the rest of the class.

### **Tutorial 13**

- Students form small groups to discuss questions selected by tutor from the *Sample Exam Paper.*
- Tutor selects groups to explain their answers to the rest of the class.