



PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY
DEPARTMENT OF COMMUNICATION & DEVELOPMENT STUDIES

CD213: CRITICAL THINKING & ANALYSIS

SEMESTER 1 EXAMINATION

DATE: THURSDAY, 2nd JUNE 2022 **TIME:** 8:20AM – 11:20AM **VENUE:** CDS Rooms 203, 205 & 207

MARKS: 100

WEIGHTING: 50%

EXAMINER: MR. WINUAN

INSTRUCTIONS

1. Write your Student ID No., Name, Subject Code (CD 213), Course of Study (Communication for Development) & Year of Study (BACD 2) on **this front cover page** of the examination paper.
2. You have 10 minutes reading time and 3 **Hours** to do the **EXAM**.
3. There are 6 **PARTS**, each with a number of **QUESTIONS** in this exam. You are required to answer **ALL** questions. Write your answers on **this same** question paper.
4. **NO ELECTRONIC DEVICES, MOBILE PHONES and BAGS** are allowed in the room. **ONLY** your stationery (i.e. ruler, biros) is allowed. Place your ID card next to you to be checked by the Exam Invigilator.
5. **RULE** a line through any mistakes; correction fluid is not allowed. No additional papers will be provided; you are to use the blank side of the exam sheets for rough work.
6. Check that you have **pages numbered 1 to 14 on your Exam Paper**. The exam contents are as follows:

PART	QUESTION NO.	PAGE NO.	MARKS
PART A: Multiple-Choice Questions	1-30	2 - 9	30
PART B: True and False Questions	1-10	9	10
PART C: Matching Definitions	1-20	10	20
PART D: Recognizing Barriers to Critical Thinking	1-6	11	6
PART E: Cloze Reading & Filling-in Terms	1-15	12 - 13	15
PART F: Short-Answer Questions	1-6	13-14	19
			TOTAL = 100

PART A: MULTIPLE-CHOICE QUESTIONS (30 marks)

Instruction: For each multiple choice question, place a circle around the letter that represents the correct answer.

SEGMENT I: Validity of Arguments – Determine the Validity of each argument by placing a circle around the correct alternative from the two given.

1. If I plant a tree, then I will get dirt under my nails. I didn't get dirt under my nails. Therefore, I didn't plant a tree.

(A) Valid

(B) In-valid

2. If I don't change my oil regularly, my engine will die. My engine died. Thus, I didn't change my oil regularly.

(A) Valid

(B) In-valid

3. All frogs are amphibians. All frogs have gills. Therefore, all amphibians have gills.

(A) Valid

(B) In-valid

4. You will meet a tall, handsome stranger or you will stay home and pick fleas off of your cat. You didn't meet a tall, handsome stranger. Therefore, you stayed home and picked fleas off of your cat.

(A) Valid

(B) In-valid

5. If I don't tie my shoes, then I trip. I didn't tie my shoes. Hence, I tripped.

(A) Valid

(B) In-valid

6. All racers live dangerously. Gome is a racer. Therefore, Gome lives dangerously.

(A) Valid

(B) In-valid

7. If you aren't polite, you won't be treated with respect. You aren't treated with respect. Therefore, you aren't polite.
(A) Valid
(B) In-valid
8. If you are kind to a puppy, then he will be your friend. You weren't kind to that puppy. Hence, he isn't your friend.
(A) Valid
(B) In-valid
9. If you drink *Bue Juice*, then you won't fall off of your chair. You fell off your chair. Therefore, you didn't drink *Bue Juice*.
(A) Valid
(B) In-valid
10. I wash the dishes or I don't eat. I eat. Thus, I wash the dishes.
(A) Valid
(B) In-valid

SEGMENT II: Using Inference – Infer an implied or hidden message in each of the following questions by placing a circle around the correct alternative.

11. Peter almost wished that he hadn't listened to the radio. He went to the cupboard and grabbed his umbrella. He would feel silly carrying it to the bus stop on such a sunny morning. **Which probably happened?**
(A) Peter realized that he had an unnatural fear of falling radio parts.
(B) Peter had promised himself to do something silly that morning.
(C) Peter had heard a weather forecast that predicted rain.
(D) Peter had planned to trade his umbrella for a bus ride.

12. "Larry, as your boss, I must say, it's been very interesting working with you." Miss. Torres said. "However, it seems that our company's needs and your performance style are not well matched. Therefore, it makes me very sad to have to ask you to resign your position effective today." **What was Miss. Torres telling Larry?**
- (A) She would feel really bad if he decided to quit.
(B) He was being fired.
 (C) He was getting a raise in pay.
 (D) She really enjoyed having him in the office.
13. No, Honey, I don't want you to spend a lot of money on my birthday present. Just having you for a husband is the only gift I need. In fact, I'll just drive my old rusty bucket of bolts down to the mall and buy myself a little present. And if the poor old car doesn't break down, I'll be back soon. **What is the message, here?**
- (A) I don't want a gift.
(B) Buy me a new car.
 (C) The mall is fun.
 (D) I'll carry a bucket for you.

SEGMENT III: Making Judgments – Read the short passage below, and circle the alternative that contains the best answer to each of the given respective questions.

Save the Wilbur

Mayor Nichols has talked about tearing down the Wilbur Hotel to make room for a parking garage. This is a terrible idea! The Wilbur is an important part of our town's history. We should preserve it instead of tearing it down.

Today the Wilbur is empty and hoarded up, but it was once the loveliest building on the Main Street. The hotel had comfortable rooms and a terrific restaurant. Famous people, including two presidential candidates, stayed there. Our town was proud of the Wilbur.

Is the Wilbur doomed for sure? Not if concerned citizens can find a way to restore and open it. If you think the Wilbur should be saved, make sure Mayor Nichols hears from you!

14. Which action by the Mayor would please the author most?
- (A) Building a new hotel beside the new parking garage.
 (B) Inviting famous people to visit the town.
 (C) Tearing down the Wilbur to build a service station.
(D) Finding a different location for the parking garage.

15. Which idea from the passage is a fact?
- (A) Tearing down the Wilbur Hotel is a terrible idea.
 - (B) The Wilbur Hotel should be preserved.
 - (C) The Wilbur Hotel is empty and hoarded up.**
 - (D) The Wilbur Hotel was once the loveliest building in town.
16. The author mentions that two presidential candidates stayed at the Wilbur as evidence to support the idea that:
- (A) Citizens should vote.
 - (B) The Wilbur was a fine Hotel.**
 - (C) The town is famous.
 - (D) The Wilbur had lots of rooms.
17. Look at the underlined part of the sentence. Choose the answer that shows the correct capitalization and punctuation of the underlined part.
- The Wilbur Hotel was owned by Mr and mrs Bernard.
- (A) Mr and Mrs Bernard.
 - (B) Mr. and mrs, Bernard.
 - (C) Mr. and Mrs. Bernard.**
 - (D) Correct as it is.

SEGMENT IV: Taking and Defending a Stance on an Issue with Logic, Reasoning, and Common Sense – Below is a list of scenarios for you to consider. They are based primarily on ethics and morality to encourage you to take a stand on your viewpoint. You are to circle the most logical and common sense alternative from the ones given.

18. Richard finds an expensive looking ring in the school hallway one day. It has no name on it, and it's not near anyone's locker. **Should he:**
- (A) Give it to lost and found.**
 - (B) Ask if it belongs to anyone there.
 - (C) Keep it and not say anything.

19. Judy's friend is stressed about an upcoming test. Judy already took the test and got 100% so she knows all the answers already. **Should she:**
- (A) Just give the answers to her friend.
 - (B) Use her knowledge to coach her friend.**
 - (C) Not get involved at all.
20. Nick overhears two students bragging about having posted some inappropriate images of a female student online for a joke. **Should he:**
- (A) Mind his own business.
 - (B) Report the incident to the school principal.**
 - (C) Confront the boys and defend the student.
21. You witness a bank robbery, and follow the perpetrator down an alleyway. He stops at an orphanage and gives them all the money. **Would you:**
- (A) Report the man to police since he committed a crime.**
 - (B) Leave him alone because you saw him do a good deed.
 - (C) Ask him to give you some of that money.
22. A friend tells you that he/she has been receiving anonymous bullying messages online. You suspect that certain people are guilty. **Would you:**
- (A) Tell your friend just to ignore them.
 - (B) Encourage them to report the abuse.**
 - (C) Risk confronting the ones you suspect.
23. Coach Nelson has caught two of his star basketball players vandalizing school property. The rule is that they must be suspended. If that happens their team loses the upcoming semi-finals. If the coach keeps quiet, they'll surely win, but he could lose his job. **Should the coach:**
- (A) Suspend the two players and obey the rules.**
 - (B) Pretend he never saw them.
 - (C) Confront them and leave it at that.

SEGMENT V: Arguing with Logic & Syllogism – In question, some statements are given, followed by two conclusions I and II. You have to consider the statements to be true, even if they seem to be at variance from commonly known facts. You have to decide which of the given conclusions, if any, follow from the given statements. Indicate your answer by placing a circle around the correct one.

24. **Statements:** No apple is a plum.

All plums are oranges.
All oranges are mangoes.

Conclusions: I. All plums are mangoes.
II. At least some mangoes are oranges.

A. Neither I nor II follows B. Only I follows C. Either I or II follows
D. Both I and II follow E. Only II follows.

25. **Statements:** All animals are mammals.

No mammal is reptile.
All reptiles are amphibians.

Conclusions: I. All animals are amphibians.
II. Some amphibians are mammals

A. Neither I nor II follows B. Only I follows C. Either I or II follows
D. Both I and II follow E. Only II follows.

26. **Statements:** Some buses are cars.

No car is ship.
All ships are bikes.

Conclusions: I. Some buses are not bikes.
II. No bike is ship.

A. Neither I nor II follows B. Only I follows C. Either I or II follows
D. Both I and II follow E. Only II follows

27. **Statements:** No crow is a bird.

Some parrots are crows.
No bird is a sparrow.

Conclusions: I. No crow is a sparrow.
II. Some parrots are not birds.

A. If only conclusion I follows
C. If either conclusion I or II follows
E. If both conclusion I and II follow.

B. If only conclusion II follows
D. If neither conclusion I nor II follows

28. **Statements:** All letters are envelopes.

No envelope is post office.
Some post offices are postmen.

Conclusions: I. Some postmen are letters.
II. No postman is letter.

A. If only conclusion I follows
C. If either conclusion I or II follows
E. If both conclusion I and II follow.

B. If only conclusion II follows
D. If neither conclusion I nor II follows

29. **Statements:** No animal is a rat.

Some cows are animals.
All bears are rats.

Conclusions: I. Some animals are cows.
II. No bear is an animal.

A. If only conclusion I follows
C. If either conclusion I or II follows
E. If both conclusion I and II follow.

B. If only conclusion II follows
D. If neither conclusion I nor II follows

30. **Statements:** A few mechanics are not plumbers.

All plumbers are qualified.
No qualified is skilled.

Conclusions: I. No skilled is a plumber.
II. No mechanic is skilled.
III. Some plumbers are not mechanics.

A. Only C1 follows
D. All follow

B. Either C1 or C2 follows
E. None of these.

C. Only C2 and C3 follow

PART B: TRUE AND FALSE QUESTIONS (10 MARKS)

Instruction: Write **True** if the statement is True and **False**, if it is False.

1. One of 11 guidelines to persuasive thinking in expressing your view is to begin from a position you have in common with your listeners/readers **TRUE**.
2. Critical Thinking skills can only be taught; they cannot be acquired in any other way **FALSE**.
3. Judgments are conclusions arrived at non spontaneously and unconsciously **FALSE**.
4. There are foolish as well as wise judgements, superficial as well as penetrating ones **TRUE**.
5. Evaluating evidence consists of asking and answering appropriate questions **TRUE**.
6. Evaluating your Sources' Arguments in making critical judgments is not necessary **FALSE**.
7. The process of *conducting an inquiry* enables us to get beyond our first impressions, feelings, preconceived notions, and personal preferences **TRUE**.
8. Critical Thinkers consider that care in selecting issues for analysis is not an important part of the thinking process **TRUE**.
9. The fewer matters that are competing for your attention, the less the danger of becoming distracted or confused **TRUE**.
10. The keener our observation is, the less likely we will commit stereotyping, oversimplification, and making unwarranted assumptions **TRUE**.

PART C: MATCHING DEFINITIONS (20 marks)

Instruction: Match the following terms to their correct descriptions by writing or placing in the **description number** beside its related term that it defines.

Your ANSWER	Definition	Description	
5	Ethics	1	Availability of facts or information indicating whether a belief or proposition is true or valid.
7	Enquiry	2	Lack of favouritism toward one side or another: freedom from being bias.
16	Scepticism	3	Something that is known and in accordance with fact or reality.
11	Creative Thinking	4	The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.
18	Observation	5	A philosophy concerned with what is morally good and bad and morally right and wrong.
17	Bias	6	A careful thought about something; going through something clearly and thoughtfully.
13	Stoicism	7	An act of asking for information to investigate a matter of personal or public interest.
1	Evidence	8	The action of influencing or controlling someone or something to your advantage, often without anyone knowing it.
15	Metacognition	9	Creating an argument through logical steps.
3	Truth	10	A strong feeling deriving from one's circumstances, mood, or relationships with others.
2	Objectivity	11	The capacity to generate many different kinds of ideas, manipulate ideas in unusual ways and make unconventional connections.
9	Reasoning	12	Products or services like films, and television programmes that are produced or provided on a larger scale for <i>large</i> audiences.
6	Reflection	13	The endurance of pain or hardship without the display of feelings and without complaint.
20	Skill	14	A conclusion that is formed on the basis of known facts or evidence.
19	Implication	15	Awareness and understanding of one's own thought processes [of the mind].
4	Influence	16	A questioning attitude or doubt as to the truth of something.
8	Manipulation	17	Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.
12	Mass Culture	18	The action or process of closely watching, seeing or monitoring something or someone.
10	Emotion	19	A conclusion that can be drawn from something although it is not explicitly stated.
14	Inference	20	A learned ability to do something well.

PART D: RECOGNIZING SPECIFIC BARRIERS & CHALLENGES TO CRITICAL THINKING (6 marks)

Instruction: Complete the table by identifying & writing down the correct Term/Expression denoting the barrier/challenge to each corresponding definition/feature.

Barriers & Challenges to Critical Thinking	Definition/Features of the Barrier
1. Drone Mentality	This means you don't pay attention to what is going on around you and can prevent or cause a loss of critical thinking skills.
2. Social Conditioning	Unwanted assumptions and stereotyping. It blinds us from the realization that we are even making assumptions and stereotyping in the first place. Aim for fairness, clarity, accuracy and objectivity in our thinking patterns.
3. Egocentric Thinking	Thinking in a natural tendency to view everything in relation to oneself. This type of thinking leads to the inability to sympathize with others or analyse and evaluate various perspectives.
4. Biased Experiences	This can prohibit critical thinking because they prevent the thinker from being fair, inquisitive and open-minded. This kind of thinking can also prevent an individual from using experience, reasoning and common sense to make informed decisions.
5. Arrogance and Intolerance	True critical thinkers should find the best solution to a problem with a close-minded mindset. They should be open, humble and receptive to other people's opinions. They should not react thoughtlessly and recklessly to situations. What they should do, however, is to assess and take responsibility for their choices while accepting the rewards or consequences that follow those choices.
6. Groupthink	Where independent thought and action should be encouraged and practised. Breaking the cycle requires individuals to stand apart from the group and question opinions, thoughts, and popular ideas.

PART E: CLOZE-READING & FILL-IN QUESTIONS (15 marks – 1 mark each)

Instruction: Read the passage below carefully and complete the given blanks by filling in the most suitable term from among the ones in the box.

TERMS TO CHOOSE FROM

Observations, good, judgment, skills, listeners, inform, biases, ability, interpretation, arguments, experiences, leaders, decisions, analytic, opinions.

The Elements of Good Judgment**Summary**

Judgment—the ability to combine personal qualities with relevant knowledge and experience to form opinions and make decisions—is “the core of exemplary leadership,” according to Noel Tichy and Warren Bennis (the authors of *Judgment: How Winning Leaders Make Great Calls*). It is what enables a sound choice in the absence of clear-cut, relevant data or an obvious path. Likierman believes that a more precise understanding of what exactly gives someone good judgment may make it possible for people to learn and improve on it. He approached CEOs at a range of companies, from some of the world’s largest right down to start-ups, along with leaders in the professions: senior partners at law and accountancy firms, generals, doctors, scientists, priests, and diplomats. He asked them to share their observations of their own and other people’s exercise of judgment so that he could identify the skills and behaviors that collectively create the conditions for fresh insights and enable decision makers to discern patterns that others miss. As a result, he has identified six key elements that collectively constitute good judgment: learning, trust, experience, detachment, options, and delivery. He describes these elements and offers suggestions for improvement in each one.

A decision must be made. The facts have been assembled, and the arguments for and against the options spelled out, but no clear evidence supports any particular one. Now people around the table turn to the CEO. What they’re looking for is good judgment—an interpretation of the evidence that points to the right choice.

Judgment—the ability to combine personal qualities with relevant knowledge and experience to form opinions and make decisions—is “the core of exemplary leadership” according to Noel Tichy and Warren Bennis (the authors of *Judgment: How Winning Leaders Make Great Calls*). It is what enables a sound choice in the absence of clear-cut, relevant data or an obvious path. To some degree we are all capable of forming views and interpreting evidence. What we need, of course, is good judgment.

A lot of ink has been spilled in the effort to understand what good judgment consists of. Some experts define it as an acquired instinct or “gut feeling” that somehow combines deep experience with analytic skills at an unconscious level to produce an insight or recognize a pattern that others overlook. At a high level this definition makes intuitive sense;

but it is hard to move from understanding what judgment is to knowing how to acquire or even to recognize it.

In an effort to meet that challenge, I've talked to CEOs in a range of companies, from some of the world's largest right down to start-ups. I've approached leaders in the professions as well: senior partners at law and accountancy firms, generals, doctors, scientists, priests, and diplomats. I asked them to share their observations of their own and other people's exercise of judgment so that I could identify the **skills** and behaviors that collectively create the conditions for fresh insights and enable decision makers to discern patterns that others miss. I have also looked at the relevant literatures, including leadership and psychology.

I've found that **leaders** with good judgment tend to be good **listeners** and readers—able to hear what other people actually mean, and thus able to see patterns that others do not. They have a breadth of **experiences** and relationships that enable them to recognize parallels or analogies that others miss—and if they don't know something, they'll know someone who does and lean on that person's judgment. They can recognize their own emotions and **biases** and take them out of the equation. They're adept at expanding the array of choices under consideration. Finally, they remain grounded in the real world: In making a choice they also consider its implementation.

Practices that leaders can adopt, skills they can cultivate, and relationships they can build will **inform** the judgments they make. In this article I'll walk through the six basic components of good judgment—I call them *learning, trust, experience, detachment, options, and delivery*—and offer suggestions for how to improve them.

PART F: SHORT-ANSWER QUESTIONS (19 marks)

Instruction: Supply short and clear written answers to the following questions.

1. Define what *persuasion* is (2 marks) ***Persuasion* is convincing others to change their point of view, agree to a commitment, purchase a product or service, or take a course of action.**

2. One of the things you do when you hand down judgments effectively is *to strive for a balanced view*. Explain what this means (3 marks)

To achieve a balanced view of the issues you address, you must be willing to look for the neglected side of the issue, and when there is good reason to do so, to challenge the prevailing view.

3. The Greek philosopher Socrates said: "Know thyself," which later formed the basis of Western Philosophy, when it comes to critical thinking. Carefully explain how this advice aids in the CT process (5 marks) **"Ninety percent of the world's woe comes from people not knowing themselves, their abilities, their frailties, and even their real virtues. Most of us go almost all the way through life as complete strangers to ourselves"** (Sidney, Haris, n.d.).

4. Explain what the term *egocentric* means, as it relates to CT (3 marks) **Thinking only of oneself, without regard for the feelings or desires of others; self-centred.**

5. Define/explain what an *argument* is, as it is used in CT (3 marks) **The act or process of arguing, reasoning, or discussing; argumentation; a coherent series of reasons, statements, or facts intended to support or establish a point of view a defense attorney's closing argument.**

6. Fill in the **key missing words** in this statement: Critical thinkers must develop the habit of checking the **credibility** and **authenticity** of the evidence before forming an **opinion** (3 marks).

END OF EXAM.