

UGED 1810A Critical Thinking 批判思考
Course Outline

Course overview

The course aims to provide basic training in critical reasoning. It acquaints students with the methodology that serves as the foundation of independent thinking. Students will be encouraged to reflect on the use of language and its bearing on clear thinking. They will also learn how to extract, construct, and evaluate arguments; how to identify common fallacies, and how to think critically about the issues they come across in real life and in their studies. The course will be conducted in Cantonese.

本科旨在向學生提供批判思考的基本訓練，讓獨立思考建築在方法學之上。同學將會學習如何辨識常見的謬誤和反思語言對思維的影響，如何抽取、建立和評價論證，讓他們能對生活裏的問題和學習中所遇到的理論論證作批判思考。教學語言為廣東話。

Learning outcomes

1. Demonstrate critical skills and critical disposition.
2. Describe the essential elements of good reasoning and argumentation.
3. Identify, classify, and assess arguments in various contexts.
4. Identify and analyze fallacies.
5. Reflect on the use of language and its bearing on clear thinking.
6. Apply the principles of critical thinking to develop a systematic approach to problem solving and decision-making.

Topics

1. Thought, pictorial presentation and language
2. Language, inference and argumentation
3. Propositions and truth values
4. Premises and conclusions
5. Identifying arguments
6. Validity and Soundness
7. Evaluating deductive arguments
8. Evaluating inductive arguments
9. Linguistic analysis
10. Informal fallacies
11. The analysis of definition

Learning activities and workload

In-class:

1. Lecture: 2 hours each week.

Out-of-class:

1. Reading: 3–4 hours each week on the assigned materials indicated in the table of course schedule below.

Assessment scheme

<i>Task nature</i>	<i>Weight</i>
Two exams: mid-term and final	Each exam is worth 45%
Class participation	10%

Remarks:

Class participation

- Grading is based on attendance and participation in class discussion.

Recommended learning resources

《邏輯導論》(香港: 香港公開大學出版社, 2000)

Copi, Irving M. & Cohen, Carl, *Introduction to Logic*, 11th edition, Upper Saddle River, N.J.: Prentice Hall, 2002.

李天命《語理分析的思考方法》(香港: 青年書屋, 1981)

Salmon Wesley C., *Logic*, 3rd edition, Englewood Cliffs, N.J.: Prentice-Hall, 1984. 何秀煌譯(台北: 三民書局, 1967)

Browne, M. Neil & Stuart M. Keeley, *Asking the Right Questions: A Guide to Critical Thinking*, 7th edition, Upper Saddle River, N.J.: Pearson/Prentice Hall, 2004.

Copi, Irving M., *Symbolic Logic*, New York: Macmillan, 1979.

Fisher, Alec, *Critical Thinking: An Introduction*, Cambridge: Cambridge University Press, 2001.

Giere, Ronald, *Understanding Scientific Reasoning*, Fort Worth: Holt, 1984.

Hempel, Carl Gustav, *Philosophy of Natural Science*, Englewood Cliffs, N.J.: Prentice Hall, 1966.

Hospers, John, *An Introduction to Philosophical Analysis*, London: Routledge, 1997.

More B.N. & Parker R., *Critical Thinking*, 8th edition, McGraw Hill, 2007.

Feedback for evaluation

As with all courses in Philosophy Department, students evaluate the course through a survey and written comments at the end of the term as well as via regular feedback between teacher and students.

Course schedule

Week	Topic	Major readings:
1-2	Thought, pictorial presentation and language	Notes: Ch.1, <i>Copi</i> : Ch.1-2,
3	Language, inference and argumentation	Notes: Ch.1, <i>Copi</i> : Ch.1-2,
4	Propositions and truth values	Notes: Ch.2,
5	Premises and conclusions	Major reading: textbook pp. 113–164
6	Identifying arguments	Notes: Ch.2, 《邏輯導論》 88-111
7	Validity and Soundness	Notes: Ch.3,
8	Evaluating deductive and inductive arguments	Notes: Ch.3
9-10	Linguistic analysis	李天命 37-68, 73-121
11-12	Informal fallacies	Notes:Ch 4, <i>Copi</i> , Ch. 3, 《邏輯導論》 1-23
13	The analysis of definition	Notes: Ch.5, <i>Copi</i> , Ch. 4, 《邏輯導論》 24-46

Contact details

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Details of course website

We use CUForum for this course. Lecture notes and information on tutorial assignments and examinations will be posted on the website.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.