

**UGED1810A Critical Thinking 批判思考
Course Outline**

Course overview

The course aims to provide a basic training in critical reasoning as a methodological foundation of independent thinking. Students will learn how to extract, construct, and evaluate arguments; how to identify common fallacies and to reflect on the use of language to influence thought; and how to think critically about issues in both real life situation and theoretical arguments which they commonly encounter in the course of their studies.

Learning outcomes

1. Acquire analytic skills and a critical disposition.
2. Grasp the basic concepts in epistemology.
3. Demonstrate familiarity with major proof-theoretic methods in propositional logic.
4. Translate arguments in ordinary language into symbolic argument forms.
5. Recognize common valid argument forms.
6. Identify, classify, and assess arguments in various contexts.
7. Identify and analyze informal fallacies.

Topics (*subject to adjustment*)

1. Thinking Critically: It Matters
2. Basic Concepts
3. Informal Fallacies
4. Logico-linguistic Analysis
5. Categorical Syllogisms
6. Propositional Logic: Natural Deduction
7. Assessing Truth of Premises (Epistemology)

Learning activities and workload

In-class:

1. Lecture: 2 hours each week.

Out-of-class:

1. Reading: 3–4 hours each week on lecture material.
2. Homework: 2 hours each week.
Weeks 1–3: textbook Ex1.3–Ex1.4 (Basic Concepts);
Weeks 4–5: textbook Ex3.2–Ex3.4 (Informal Fallacies);
Week 6: textbook Ex4.1–Ex4.7 (Categorical Propositions);
Weeks 7–9: textbook Ex5.2, Ex5.4–Ex5.5 (Categorical Syllogisms);
Weeks 10–12: textbook Ex7.1–Ex7.4 (Propositional Logic: Natural Deduction);

Assessment scheme

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Two exams: mid-term and final	Each exam is worth 40%	80%
Class participation	Class discussion	10%
Two assignments	Each assignment is worth 5%	10%

Remarks:

- Class participation
 - Grading is based on participation in discussion.
- Students must submit a hard copy of the completed assignments before *23 April*.

Recommended learning resources

- Patrick Hurley, *A Concise Introduction to Logic*, 11th ed., Wadsworth, 2012. (**Textbook**)
- 李天命, 《語理分析的思考方法》, 青年書屋, 1999。
- Tracy Bowell and Gary Kemp, *Critical Thinking: A concise guide*, 2nd ed., Routledge, 2005.
- Brooke Noel Moore and Richard Parker, *Critical Thinking*, 10th ed., McGraw Hill, 2012.
- Tracy Bowell and Gary Kemp, *Critical Thinking: a Concise Guide*, Routledge, 2010.
- Irving Copi and Carl Cohen, *Introduction to Logic*, 11th ed., Prentice Hall, 1998.
- Merrie Bergmann and James Moore, *The Logic Book*, 4th ed., McGraw-Hill, 1998.
- Alec Fisher, *The Logic of Real Arguments*, Cambridge University Press, 1988.
- Douglas N. Walton, *The New Dialectic: Conversational Contexts of Argument*, University of Toronto Press, 1988.
- Douglas N. Walton, *Informal Logic*, Cambridge University Press, 1989.
- Trudy Govier, *A Practical Study of Argument*, 5th ed., Wadsworth Thomson Learning, 2001.
- Wayne Grennan, *Informal Logic: Issues and Techniques*, McGill-Queen's University Press, 1997.
- Richard Jeffrey, *Formal Logic*, 2nd ed., McGraw-Hill, 1989.
- Wesley Salmon, *Logic*, Prentice Hall, 1963.
- Peter Strawson, *Introduction to Logical Theory*, Methuen, 1952.
- 林正弘, 《邏輯》, 三民書局, 1994。

Feedback for evaluation

- Students are strongly encouraged to provide feedback on the course via email or meetings with lecturer.
- 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. This information is highly valued and is used to revise teaching methods, tasks, and content.

Course schedule (subject to adjustment)

<i>Week</i>	<i>Topic</i>	<i>Requirements</i>
1	Thinking Critically: It Matters	Major reading: textbook pp. 1–25
2–3	Basic Concepts	Major reading: textbook pp. 33–63
4–5	Informal Fallacies	Major reading: textbook pp. 119–184

6	Logico-linguistics Analysis	Major reading: 《語理分析的思考方法》 pp. 37–72
7–9	Categorical Syllogisms	Major reading: textbook pp. 197–277
10–12	Propositional Logic: Natural Deduction	Major reading: textbook pp. 380–419
13	Assessing Truth of Premises (Epistemology)	Major reading: <i>Critical Thinking: A concise guide</i> pp. 261–286

Contact details

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Details of course website

We use Blackboard Learn 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.