

UGED1810C Critical Thinking 批判思考
Course Outline

Course overview

This course is designed to develop the student's ability to analyze and critically evaluate arguments from a logical point of view. It will provide students with a basic understanding of such concepts as reasons, implication, validity, and fallacies. Students will learn the logical principles of deductive and inductive inferences and the techniques of applying them for determining the validity of arguments. Elements of good reasoning from an informal perspective will also be covered.

Learning outcomes

1. Acquire analytic skills and a critical disposition.
2. Grasp the central concepts in classical logic.
3. Demonstrate familiarity with major proof-theoretic methods in propositional and predicate 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

1. Linguistic-conceptual analysis
2. Basic Linguistic and Logical Concepts
3. Categorical Syllogism
4. Propositional Logic: Semantic Methods
5. Inductive Reasoning
6. Scientific Methods
7. Fallacies
8. Cognitive Bias

Course schedule

Week	Date	Topic	Reading
1	Sep 11	Introduction	Lau (2011): Chapter 1, pp.1-8
2	Sep 18	Linguistic-conceptual Analysis	貝剛毅 (2014): 第一篇, pp.1-38

			李天命 (2009): pp.101-117 李天命 (2006): pp.99-135 李天命 (1993): 第 II 篇 , pp.37-72
3	Sep 25	Language & Use of Language	Copi (2014): Chapter 3 §1-3, pp.68-83
4	Oct 2	Basic Logical Concepts	Copi (2014): Chapter 1, pp.1-33
5	Oct 9	Categorical Syllogism	Copi (2014): Chapter 6, pp.211-254
6	Oct 16	Propositional Logic	Copi (2014): Chapter 8, pp.305-363 Hausman (2010): Chapter 2-3, pp.17-85
7	Oct 23	Mid-term Exam	
8	Oct 30	Propositional Logic	Copi (2014): Chapter 8, pp.305-363 Hausman (2010): Chapter 2-3, pp.17-85
9	Nov 6	Inductive Reasoning	貝剛毅 (2014): 第四篇 , pp.113-164
10	Nov 13	Scientific Methods	Lau (2011): Chapter 13-14, pp.113-132 Schick (2005): Chapter 7, pp.175-231
11	Nov 20	Fallacies	貝剛毅 (2014): 第五篇 , pp.167-225
12	Nov 27	Fallacies	李天命 (2009): pp.118-133 Moore (2012): Chapter 6-7, pp.184-252 Douglas (2008).
13	Dec 4	Cognitive Bias	Kahneman (2011): Part 2, pp.109-195 魯爾夫杜伯里 (2012).

Recommended learning resources

1.	Copi, Irving & Cohen, Carl & McMahon, Kenneth (2014). <i>Introduction to Logic</i> (14th ed.). Pearson.
2.	Lau, Joe Y. F. (2011). <i>An Introduction to Critical Thinking and Creativity: Think More, Think Better</i> . Wiley.
3.	Hausman, Alan & Kahane, Howard & Tidman, Paul (2010). <i>Logic and Philosophy</i> (11th ed.). Wadsworth.
4.	Moore, Brooke & Parker, Richard (2012). <i>Critical Thinking</i> (10th ed.). McGraw-Hill.
5.	Schick, Theodore & Vaughn, Lewis (2005). <i>How to Think about Weird Things</i> (4th ed.). McGraw-Hill.
6.	Kahneman, Daniel (2011). <i>Thinking Fast and Slow</i> . Pearson.
7.	Douglas, Walton (2008). <i>Informal Logic</i> (2nd ed.). Cambridge University Press.

8. 貝剛毅，2014，思方導航（第四版），匯智出版
9. 李天命，2009，哲道行者（最終定本），明報出版社
10. 李天命，2006，李天命的思考藝術（終定本），明報出版社
11. 李天命，1993，語理分析的思考方法，鵝湖月刊雜誌社
12. 魯爾夫杜伯里，2012，思考的藝術（王榮輝譯），商周出版

Learning activities and workload

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| 1. Lecture: 2 hours each week |
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Assessment scheme

Task Nature	Description	Weight
Class Participation	Class discussion	10%
Mid-term Exam	In class exam	30%
Written Assignment	An individual assignment on a specific topic of this course (TBC)	20%
Final Exam	Centralized exam	40%

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.
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Feedback for evaluation

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| <ol style="list-style-type: none"> 1. Students are strongly encouraged to provide feedback on the course via email or meetings with lecturer. 2. 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. |
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Contact details

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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.