

The Chinese University of Hong Kong
UGED1810 Critical Thinking 批判思考
2016/17 summer semester
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 and its bearing on clear thinking; and to think critically about issues in both real life situation and theoretical arguments which they encounter in the course of their studies.

Learning outcomes:

1. Acquire analytic skills and a critical disposition.
3. Translate arguments in ordinary language into symbolic argument forms.
4. Recognize common valid argument forms.
5. Identify, classify, and assess arguments in various contexts.
6. Understand Scientific and Moral Reasoning
7. Identify and analyze informal fallacies.
8. Identify and analyze cognitive bias.

Topic:

1. Cognitive Bias
2. Linguistic-Conceptual Analysis
3. Basic Concepts of Logic
4. Deductive Reasoning I: Hypothetical Syllogisms
5. Deductive Reasoning II: Categorical Syllogisms
6. Inductive and Scientific Reasoning
7. Moral Reasoning
8. Informal Fallacies

Assessment:

Task nature	Description	Weight
Class participation	Class discussion	10%
Mid-term quiz	In class quiz	25%
Final exam	In class exam	50%
Written assignment	Group assignment on Informal Fallacies and Moral Reasoning	15%

Learning activities and workload:

- 1. Lecture:** 2 hours, twice per week.
- 2. Reading and Exercise:** 2-4 hours per week.

Details of course website:

We use Blackboard Learn for this course. Lecture notes and information on assignments will be posted on the website.

Course schedule:

Week	Date	Topic	Reading
1	May 18	Introduction : The thinking model	<i>An Introduction to Critical Thinking and Creativity</i> , Ch.1.
1	May 19	Cognitive Bias	<i>Thinking, Fast and Slow</i> , Part 2.
2	May 25	Linguistic-Conceptual Analysis	《思方導航》，第一篇
2	May 26	Basic Concepts of Logic	<i>A Concise Introduction to Logic</i> , Ch. 1
3	Jun 1	Hypothetical Syllogisms	<i>A Concise Introduction to Logic</i> , Ch.6; <i>A rule book for arguments</i> , Ch.6
3	Jun 2	Categorical Syllogisms	<i>A Concise Introduction to Logic</i> , Ch.4-5
4	Jun 8	Categorical Syllogisms	<i>A Concise Introduction to Logic</i> , Ch.4-5
4	Jun 9	<u>Mid-term quiz</u>	
5	Jun 15	Inductive and Scientific Reasoning	<i>A Concise Introduction to Logic</i> , Ch.1&10; <i>How to Think About Weird Things</i> , Ch. 6
5	Jun 16	Inductive and Scientific Reasoning	<i>A Concise Introduction to Logic</i> , Ch.1&10; <i>How to Think About Weird Things</i> , Ch. 6
6	Jun 22	Moral Reasoning	<i>An Introduction to Critical Thinking and Creativity</i> , Ch.18
6	Jun 23	Informal Fallacies	《思方導航》，第五篇
7	Jun 29	Informal Fallacies	《思方導航》，第五篇
7	Jun 30	<u>Final exam</u>	

Recommended learning resources: (# main reference)**Critical Thinking in general :**

Joe Y. F. Lau, *An Introduction to Critical Thinking and Creativity : Think More, Think Better*, Wiley publication, 2011.#

Brooke Noel Moore and Richard Parker, *Critical Thinking*, 10th ed., McGraw Hill, 2012

Theodore Schick and Lewis Vaughn, *How to Think About Weird Things: Critical Thinking for a New Age*, 6th ed., McGraw-Hill, 2010.

Jordan Ellenberg, *How Not to Be Wrong: The Power of Mathematical Thinking*, Penguin Books, 2015.

Linguistic-Conceptual Analysis:

貝剛毅,《思方導航》，匯智出版有限公司, 2011.#

李天命,《語理分析的思考方法》，青年書屋，1999

李天命,《李天命的思考藝術》(終定本),明報出版社，1998

Formal Logic:

Patrick Hurley, *A Concise Introduction to Logic*, 12th ed., Cengage Learning, 2015.#

Anthony Weston, *A Rulebook for Arguments*, 4th ed., Hackett Publishing Company, 2009.

Irving Copi, Carl Cohen and Kenneth McMahon, *Introduction to Logic*, 14th ed., Pearson

Education Limited, 2014.

Merrie Bergmann and James Moore, *The Logic Book*, 4th ed., McGraw-Hill, 1998.

林正弘,《邏輯》,三民書局,1994。

Informal Logic:

Douglas Walton, *Informal Logic 2nd edition*, Cambridge University Press, 2008#

Alec Fisher, *The Logic of Real Arguments*, Cambridge University Press, 1988.

Trudy Govier, *A Practical Study of Argument*, 5th ed., Wadsworth Thomson Learning, 2001.

貝剛毅,《思方導航》,匯智出版有限公司,2011.#

李天命,《哲道行者》,明報出版社,2005

Moral Reasoning:

James Rachels, *The elements of moral philosophy 6th edition*, Boston: McGraw Hill.2010.#

L. P. Pojman, *Ethics: Discovering right and wrong*. Belmont, CA: Wadsworth/Thomson Learning. 2006.

“Moral Reasoning”, entries on Stanford Encyclopedia of Philosophy:

<http://plato.stanford.edu/entries/reasoning-moral/>

Cognitive Bias:

Daniel Kahneman, *Thinking, Fast and Slow*, Penguin Books, 2012, #

David Hand, *The Improbability Principle*, Bantam Press, 2014

魯爾夫.杜伯里著,王榮輝譯,《思考的藝術》,商周出版,2012

魯爾夫.杜伯里著,王榮輝譯,《行為的藝術》,商周出版,2012

Feedback for evaluation:

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.

Contact :

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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.