

The Chinese University of Hong Kong
Department of Philosophy

UGED1111 Logic 邏輯
Preliminary 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

- ✧ Acquire analytic skills and a critical disposition.
- ✧ Grasp the central concepts in classical logic.
- ✧ Demonstrate familiarity with major proof-theoretic methods in propositional logic.
- ✧ Translate arguments in ordinary language into symbolic argument forms.
- ✧ Identify, classify, and assess arguments in various contexts.
- ✧ Identify and analyze informal fallacies.

Topics (*subject to adjustment*)

1. Introduction
2. Basic Concepts
3. Deductive Reasoning
4. Propositional Logic
5. Natural Deduction in Propositional Logic
6. Inductive Reasoning
7. Informal Fallacies

Learning activities and workload

- ✧ Lecture: 2 hours for each lecture
- ✧ Reading for each topic
- ✧ Online exercises: about 30 minutes for each exercise

Assessment scheme

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Class participation	In-class discussion	10%
Mid-term Exam	In-class exam	40%
Final Exam	Exam	50%

Recommended learning resources

1. Hurley, P. (2015). *A Concise Introduction to Logic* (12th ed.). Australia ; Stamford, Ct.: Cengage Learning. (*Textbook*)
2. Copi, Irving & Cohen, Carl & McMahon, Kenneth (2014). *Introduction to Logic* (14th ed., International Edition). Upper Saddle River, NJ: Pearson Education.
3. Moore, B., & Parker, R. (2012). *Critical thinking* (10th ed.). New York: McGraw-Hill.
4. Lau, Joe Y. F. (2011). *An Introduction to Critical Thinking and Creativity: Think More, Think Better*. Hoboken, N.J: Wiley
5. 貝剛毅，2014，《思方導航（第四版）》，匯智出版。

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 (*Tentative*)

<i>Date</i>	<i>Topic</i>	<i>Required readings</i>
3 Sep	Introduction	---
10 Sep	Basic Concepts	<i>Textbook</i> , pp. 1–25
17 Sep	Deductive Reasoning	<i>Textbook</i> , pp. 33–64 (Sections on Deductive Arguments)
24 Sep	Propositional Logic (I)	<i>Textbook</i> , pp.316–365
8 Oct	Propositional Logic (II)	
15 Oct	Natural Deduction in Propositional Logic (I)	<i>Textbook</i> , pp. 388–406
22 Oct	<i>Mid-term Exam</i>	
29 Oct	Natural Deduction in Propositional Logic (II)	<i>Textbook</i> , pp. 411–447
5 Nov	Inductive Reasoning	<i>Textbook</i> , pp. 33–64 (Sections on Inductive Arguments)
12 Nov	Informal Fallacies (I)	<i>Textbook</i> , pp. 122–138
19 Nov	Informal Fallacies (II)	<i>Textbook</i> , pp. 143–154
26 Nov	Informal Fallacies (III)	<i>Textbook</i> , pp. 160–174

Contact details

<i>Lecturer</i>	
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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.