

Chinese University of Hong Kong
Department of Philosophy

UGED1111G Logic 邏輯
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

After completing this course, students should be able to:

1. Grasp Central Concept in classical logic
2. Identify and Evaluate arguments
3. Analyze and identify informal fallacies in an argument
4. Translate arguments in ordinary language into symbolic argument forms.
5. Determine the validity of an argument by using truth table
6. Demonstrate familiarity with major proof-theoretic methods in propositional and predicate logic.

Topics

1. Introduction
2. Basic Concepts
3. Categorical Syllogisms
4. Symbolic Language and Truth Table
5. Natural Deduction in Propositional Logic
6. Inductive Argument
7. Informal Fallacies

Learning activities and workload

In-class: 2 hours for each lecture ☐

Out of class: Revision: lecture material (2 hours)

Suggested Readings (2 hours)

Assessment Scheme

Task nature	Description	Weight
Mid-term Exam	In-class Exam	40%
Final Exam	Exam	40%
Class participation	In-class and online Discussion	10%
Assignment	Each Assignment worth 5 %	10%

Recommended learning resources

1. Patrick Hurley, A Concise Introduction to Logic, 11th ed., Wadsworth, 2012. (Textbook)
2. Irving Copi and Carl Cohen, Introduction to Logic, 11th ed., Prentice Hall, 1998.
3. Merrie Bergmann and James Moore, The Logic Book, 4th ed., McGraw-Hill, 1998.
4. Lau, Joe Y. F. (2011). An Introduction to Critical Thinking and Creativity: Think More, Think Better. Hoboken, N.J: Wiley
5. Trudy Govier, A Practical Study of Argument, 5th ed., Wadsworth Thomson Learning, 2001.
6. Wayne Grennan, Informal Logic: Issues and Techniques, McGill-Queen's University Press, 1997.
7. 林正弘，《邏輯》，三民書局，1994。
8. 李天命，《李天命的思考藝術》，明報出版社有限公司，1999。
9. 貝剛毅，2014，《思方導航（第四版）》，匯智出版。

Details of Course Website

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

Course Schedule

Week	Topic	Required Reading
Week 1	1. Introduction	Major reading: textbook pp. 1–25
Week 2-3	2. Basic Concepts	Major reading: textbook pp. 33–63
Week 4-6	3. Categorical Syllogisms	Major reading: textbook pp. 200–282
Week 7	4. Symbolic Language and Truth Table	Major reading: textbook pp. 310–357
Week 8-10	5. Natural Deduction in Propositional Logic	Major reading: textbook pp. 388–429
week 11	7. Inductive Argument	Major reading: textbook pp. 593-630
week 12-13	8. Informal Fallacies	Major reading: textbook pp.119–184

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 are 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.

Feedback for evaluation

- a. Course and teaching evaluation survey will be conducted in the second last week of the course. Students are reminded of their responsibility and right to give feedback to facilitate enhancement of the course.
- b. Students are welcome to give feedbacks to the course teacher at any time in person or through emails.