

The Chinese University of Hong Kong
2023/24 2nd semester
UGED1810 Critical Thinking 批判思考
Course Outline

Instructor: Dr. Kwok Pak Nin, Samson
Time: Tuesday 10:30-12:15
Venue: LSK LT2

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, Cognitive Bias and to reflect on the use of language and its bearing on clear thinking; 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.
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.

Assessment:

Task nature	Description	Weight
Class participation	Class discussion	5%
Mid-term quiz	In class quiz	30%
Final exam	Centralized exam	50%
Take home assignment	Group assignment on Informal Fallacies and Moral Reasoning	15%

Learning activities and workload:

- 1. Lecture:** 2 hours per week.
- 2. Reading and Exercise:** 2 to 3 hours per week.

Grade Descriptors:

http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade_descriptors.pdf

Details of course website:

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

Topics & schedule:

Week	Date	Topic	Reading
1	Jan 9	Introduction: The thinking model	<i>An Introduction to Critical Thinking and Creativity</i> , Ch.1
2	Jan 16	Cognitive Bias	<i>Thinking, Fast and Slow</i> , Part 2.
3	Jan 23	Linguistic-Conceptual Analysis	《思方導航》, 第一篇 <i>Informal Logic</i> , Ch.1&9
4	Jan 30	Basic Concepts of Logic	<i>A Concise Introduction to Logic</i> , Ch. 1
5	Feb 6	Basic Concepts of Logic	<i>A Concise Introduction to Logic</i> , Ch. 1
6	Feb 13	<u>Lunar New Year Holiday</u>	
7	Feb 20	Symbolic Language and Truth Table	<i>A Concise Introduction to Logic</i> , Ch.6
8	Feb 27	Conditional Reasoning	<i>A Concise Introduction to Logic</i> , Ch.6-7; <i>A rule book for arguments</i> , Ch.6
9	Mar 5	<u>Reading Week</u>	
10	Mar 12	<u>Mid-term quiz</u>	
11	Mar 19	Inductive Reasoning	<i>A Concise Introduction to Logic</i> , Ch.1& 9
12	Mar 26	Scientific Reasoning	<i>A Concise Introduction to Logic</i> , Ch.10; <i>How to Think About Weird Things</i> , Ch.6
13	Apr 2	Moral Reasoning	<i>An Introduction to Critical Thinking and Creativity</i> , Ch.18
14	Apr 9	Informal Fallacies	《思方導航》, 第五篇
15	Apr 16	Informal Fallacies	《思方導航》, 第五篇

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*, 7th ed., McGraw-Hill, 2014.

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》(第四版), 匯智出版有限公司, 2014.#

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》(最終定本), 明報出版社, 2009

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*, 7th ed., Belmont, CA: Cengage Learning, 2010.
Trudy Govier, *Problems in Argument Analysis and Evaluation*, Foris Publications, 1987.
貝剛毅,《思方導航》(第四版), 匯智出版有限公司, 2014.#

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.

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

Contact:

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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.

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.