香港中文大學哲學系

UGED1111F　邏輯

Fri 9:30-11:15　　YIA405

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簡介：

本課程講述邏輯的基本概念和原理通則，作為思考訓練的核心環節。

課程目標：

- 給學生提供現代邏輯的系統知識
- 訓練學生抽象思考的能力

課程大綱：

導論部：思考方法學

一．邏輯在思考方法學中的位置

二．語理分析與謬誤剖析

三．演繹邏輯與（廣義）歸納邏輯————數學方法與科學方法

本論部：邏輯技巧

一．邏輯連詞

二．對確性與重言式

三．真值表法

四．其他判定方法

五．演繹系統

六．邏輯量詞

七．對確量式

八．量化邏輯與樸素集論

九．符號邏輯攝傳統邏輯

十．應用邏輯

課程安排（暫定）：

課次	講題
1	導論部・一
2	導論部・二
3	導論部・三
4	本論部・一
5	本論部・二
6	本論部・三
7	本論部・四
8	本論部・五
9	
10	
11	本論部・六、七
12	本論部・八、九
13	本論部・十

參考書目：

1. A.M. Arthurs. *Probability Theory*
2. M. Black: *The Labyrinth of Language*
3. J. A. Green: *Sets and Groups*
4. G. Leech: *Semantics*
5. D. Mitchell: *An Introduction to Logic*
6. S. Morgenbesser (ed.) *Philosophy of Science Today*
7. J. L. Pollock: *An Introduction to Symbolic Logic*
8. W. Salmon: *Logic*
9. P. F. Strawson: *Introduction to Logical Theory*
10. A. Tarski: *An Introduction to Logic and to the Methodology of Deductive Sciences*
11. 李天命：《語理分析的思考方法》
12. 戎子由、梁沛霖合編：《李天命的思考藝術》

評分：

項目	比重
課堂參與	10%
中期測驗	40%
期末考試	50%

Grade Descriptors:

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

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 (attachment 1) 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.

AI Tool Usage Approach:

Approach 2 – Use only with prior permission

Students are allowed to use AI tools in some scenarios or some learning activities and/or assessments but not in others. Teachers should clearly inform students which AI tools students are allowed to use, and when and how they can and cannot use these tools. For instance, use of an AI tool for checking grammar may not be allowed in a course with a learning outcome related to students' writing skills. Teachers should also make clear the rationale for allowing these tools in some situations but not allowing them in others, and how these tools ought to be cited or otherwise acknowledged. Such information should be spelt out clearly in the course outline or learning activity/assessment guide. It is also important to help students understand the appropriate uses of these tools and the limits of such usage.

Feedback for Evaluation:

a. The course and teaching evaluation survey will be conducted within the last two teaching weeks 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 feedback to the course teacher at any time in person or through emails.