

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: General Education
Programme QF Level	: 5
Course Title	: Truth and Falsity: Critical Thinking
Course Code	: GEF1012
Department	: International Education and Lifelong Learning (IELL)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI/CMI
Course Level	: 1

Part II

The University's 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:

- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Synopsis

This course introduces ways of critical thinking in differentiating between truth and falsity in the logical sense. Logico-linguistic analysis, identification and evaluation of arguments, logic and fallacies will be extensively and critically examined with the use of everyday examples and lively manners, including arguments made between friends, family members, teachers, policy makers, criticism and discussions of mass and social media, and debates made by different social parties.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO₁ Comprehend the theories of critical thinking

CILO₂ Grasp the scope and limits of critical thinking

CILO₃ Grapple with the ideas of truth and falsity in the logical sense

CILO₄ Understand the relationship between meaningfulness and validity

CILO₅ Apply rules of critical thinking to daily life

3. Content, CILOs and Teaching & Learning Activities

Teaching Content	CILOs	Teaching & Learning Activities
a. Definitions, scope and limits of critical thinking: its applicability to differentiating between logical truth and falsity, and its difference to creative thinking	CILO ₁ , CILO ₂	Lecture, class Discussion & Media Analyses
b. Meaning of language, its truth and falsity in the logical sense: language traps, definitions of logical truth and falsity will be introduced;	CILO ₃ , CILO ₄	Lecture, class Discussion & Class Exercises
c. Identification of arguments: types and structures, including deductive and inductive arguments, definitions of statements, premises, conclusions and their relationships	CILO ₂ , CILO ₃ , CILO ₄	Lecture, class Discussion & Class Exercises
d. Evaluation of arguments: criteria and methods of judging logical truth and falsity, including ideas of validity and soundness, and rules like truth table method and Venn diagram.	CILO ₃ , CILO ₄ , CILO ₅	Lecture, class discussion & Presentation
e. Sentential and predicate logic: ideas like formal language, syntactic rules, singular terms, quantifiers and their respective rules of verification will be introduced;	CILO ₃ , CILO ₄ , CILO ₅	Lecture, class discussion & Presentation
f. Fallacies: the main mistakes of reasoning, namely, inconsistency, irrelevance, insufficiency, inappropriateness, will be examined	CILO ₃ , CILO ₄ , CILO ₅	Lecture, class discussion & Presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. A quiz that covers contents as stated above	30%	CILO _{1, 2, 3, 4}
b. A presentation based on a written report (2000 words) applying the theories discussed in class for analyzing a newspaper or periodical article	50%	CILO _{1, 2, 3, 4, 5}
c. Class performance and discussion on peers' presentations	20%	CILO _{1, 2,3,4, 5}

5. Required Text(s)

Nil

6. Recommended Readings

1. Anthony Weston. (2008). *A Rulebook for Arguments* (4th ed.). Hackett Publishing .
2. Browne, M. Neil & Keeley, Stuart M. (2007). *Asking the Right Questions: A Guide to Critical Thinking* (8th ed.). Upper Saddle River, N.J.: Prentice Hall.
3. Irving, M. Copi & Cohen, Carl. (2005). *Introduction to Logic* (12th ed.). Upper Saddle River, N.J.: Pearson/Prentice Hall.
4. LeBlance, Jill. (1998). *Thinking Clearly: A Guide To Critical Thinking*. New York: W. W. Norton & Company, Inc.. [劉福增譯 (2001):《實用邏輯》，台北，心理出版社。]
5. Moore, Brook Noel & Parker, Richard. (2007). *Critical Thinking* (8th ed.). New York: McGraw Hill.
6. Salmon, Merrilee H. (2007). *Introduction to Logic and Critical Thinking* (5th ed.). Belmont, California: Thomson Wadsworth.
7. Salmon, Wesley C. (1984). *Logic*. Englewood Cliffs, N.J.: Prentice-Hall. [何秀煌譯 (1993)《邏輯》，台北市：三民書局。]
8. 何秀煌 (1974)《思想方法導論》，台北：三民。
9. 李天命 (1999)《語理分析的思考方法》，香港：青文書屋。
10. 柯比 (2000)《邏輯導論》，香港：香港公開大學出版社。
11. 陳波 (2002)《邏輯學是什麼》，台北：五南圖書出版公司。
12. 陳波 (2004)《邏輯學》，台北：五南圖書出版公司。
13. 方子華等 (2005)《批判思考》，Singapore: McGraw-Hill Education (Asia)。
14. 貝剛毅 (2011)《思方導航》，香港：匯智出版。
15. 魯爾夫. 杜伯里(2011)《思考的藝術：52個非受迫性思考錯誤》，台灣：商周出版。

7. Related Web Resources

Nil

8. Related Journals

Nil

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others