

UOW COLLEGE HONG KONG / COMMUNITY COLLEGE OF CITY UNIVERSITY
COURSE INFORMATION RECORD
(Associate Degrees, Higher Diplomas and Diploma)

This form is for the completion by the Course Examiner. The information provided on this form is the official record of course. It will be used for the College's database, various College publications (including websites) and documentation for students and others as required. Please refer to the *Explanatory Notes* attached to this form on the various items of information required.

Offered by	Faculty of Social Sciences
With effect from <i>(semester and academic year)</i>	Semester B, 2020/2021

Part I Course Overview

Course Title:	Critical Thinking
Course Title <i>(in Chinese if applicable):</i>	
Course Code:	CGE14411
Course Duration:	1 semester
Credit Units:	3
Level:	A1
QF Credit Units:	14
QF Level:	4
GE Domain: <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and humanities <input type="checkbox"/> Science and technology <input type="checkbox"/> Society and organisations
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course code and title)</i>	Nil
Precursors: <i>(Course code and title)</i>	Nil
Equivalent courses: <i>(Course code and title)</i>	DSS10601 Critical Thinking and Problem Solving CGE14401 Critical Thinking
Exclusive courses: <i>(Course code and title)</i>	DSS10601 Critical Thinking and Problem Solving
Programmes/cohorts of students not allowed to enrol in this course (if any):	Nil

Part II Course Details

1. Course Aims

The aim of this course is to equip students with the basic skills of exercising critical thought to develop and support their views and evaluate arguments in academic debate and practical affairs of everyday life.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Explain the key attitudes and skills in critical thinking;	25%
2.	Apply critical thinking skills to examine arguments in debates and texts;	25%
3.	Present logical arguments through critical examination of own thoughts; and	25%
4.	Identify fallacious reasoning in everyday life and correct the fallacies identified;	25%
	If weighting is assigned to CILOs, they should add up to	100%

3. Alignment of the CILOs with the Programme Intended Learning Outcomes

<i>Only for Generic Courses and General Education Courses</i>	CILOs (Please ✓ if the CILO(s) is/are aligned with the PILOs)				
	1	2	3	4	
Intended learning Outcomes of General Education					
I-V Required (All outcomes below must be aligned with at least one CILO)					
I. Demonstrate a solid foundation of inquiry skills for life-long learning	✓	✓	✓	✓	
II. Apply critical and creative thinking skills	✓	✓	✓	✓	
III. Communicate coherently in written and spoken language			✓		
IV. Apply quantitative reasoning / problem solving skills	✓				
V. Demonstrate capacity for ethical reasoning and responsible actions				✓	
VI – VIII Optional (At least one outcome below must be aligned with at least one CILO)					
VI. Recognize the important characteristics of diverse peoples and cultures					
VII. Examine the major regional and global issues and relate them to the socio-political, cultural, economic and technological factors.		✓			

VIII. Appreciate the impact of scientific and technological development on society and individual.					
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4. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				
		1	2	3	4	
a. Lecture	Lectures focus on the introduction and explanation of central ideas and concepts in critical thinking and problem solving. Teacher will use examples to illustrate the significance and relevance of critical thinking techniques to our real life. Multimedia resources (e.g. video clips) will be used in an attempt to enhance students' interests in the course materials.	✓	✓	✓	✓	
b. Debate and participation	Students are encouraged to discuss concepts and theories covered in the lectures; enhance their communication skills by encouraging students to discuss, debate, and deliberate with fellow students; test their abilities to form well-reasoned and evidence-based arguments in defending their standpoints.		✓	✓		
c. Problem-solving Exercises	Students are given problem sets and learn to apply concepts and ideas covered in lectures, to strengthen their skills to identify logical fallacies and cognitive biases in arguments, and cultivate their abilities to employ techniques of critical thinking to solve logical errors.		✓		✓	
d. Individual Essay Writing	Students learn to construct well-reasoned and evidence-based arguments to support their positions; learn to address challenges in a fair manner; learn to conduct independent research, and communicate their findings in an academically effective manner.		✓	✓		
e. Readings	Students cultivate a habit of reading by consulting 1 to 2 academic journal or book chapter per week	✓	✓	✓	✓	

5. Teaching Schedule:

Lecture (hr/week):	3	Tutorial (hr/week):		Other (please specify) (hr/week):	
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6. Assessment Tasks/Activities (ATs)

(ATs are designed to allow students to demonstrate how well they have achieved the CILOs.)

AT	Brief Description	CILO No.	
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		1	2	3	4		Weighting (%)
a. Two in-class exercises (individually assessed)	Students are required to apply the learned knowledge to analyze selected essays/issues.	✓	✓		✓		40%
b. One take-home assignments (individually assessed)	Students are expected to apply relevant concepts and skills to examine issues pertinent to everyday life and public debates.	✓	✓	✓	✓		20%
c. Examination [#]	An examination consisting of multiple-choice questions and short answer questions to assess students' learning achievement in the course Duration: 2 hours	✓	✓	✓	✓		40%
The weightings must add up to							100%

[#] Delete if there is no examination for this course

7. Assessment Schedule (on the basis of Assessment Tasks/ Activities identified above)

Examination (%): 40	Duration (Hrs): 2	Coursework (%): 60
Grading Mode: Standard or Pass/Fail* (delete as appropriate)		

Part III Learning Contents and Readings

1. Syllabus and Alignment with Course Intended Learning Outcomes

Major themes	Related issues and topics	CILOs				
		1	2	3	4	
a. Introduction	Critical thinking skills; critical thinking attitudes	✓				
b. Meaning analysis	Ambiguity: lexical, referential, syntactic and equivocation; vagueness; incomplete meaning; colored expressions		✓	✓		
c. Logical analysis	Logic; necessary and sufficient conditions; value and descriptive assumptions; causation statement and argument	✓	✓			
d. Argument analysis	Argument mapping; deduction and induction; valid and sound arguments; identifying value conflicts and assumptions; evidence evaluation; deceptive statistics; rival causes; omitted information; moral dilemmas; moral absolutism, contextualism and relativism	✓	✓	✓		
e. Fallacies	Formal and informal fallacies; contradiction; self-refuting claims; circular and question-begging arguments; false dilemma; loaded				✓	

	questions; personal attack (ad hominem arguments); appeal to irrelevant authority; appeal to popularity; appeal to emotion; red herring; straw person; slippery slope; causal fallacy; causal fallacy; hasty generalization; fallacy of composition; fallacy of division					
f. Cognitive biases	Anchoring; availability bias; confirmation bias; contrast effect; framing; fundamental attribution error; gamblers' fallacy; hindsight bias; hot-hand fallacy; self-serving bias; outcome bias; survivorship bias; sunk cost fallacy; swimmer's body illusion				✓	

2. Reading List

Compulsory Readings:

Dobelli, R. (2013). *The art of thinking clearly*. London, U.K.: Sceptre.

Kahneman, D. (2011). *Thinking fast and slow*. New York: Farrar, Straus and Giroux.

Lau, J. (2011). *An Introduction to critical thinking and creativity: Think more, think better*. Hoboken, NJ: Wiley.

Weston, A. (2009). *A rulebook for arguments* (4th ed.). Indianapolis, IN: Hackett Pub.

Additional Readings:

Browne, M. N., & Keeley, S. M. (2018). *Asking the right questions: A Guide to critical thinking* (12th ed.). Upper Saddle River, NJ: Pearson.

Copi, I. & Cohen, C., & McMahn, K. (2011). *Introduction to logic* (14th ed.). India: Pearson.

Finn, P. (2015). *Critical condition: Replacing critical thinking with creativity*. Canada: Wilfrid Laurier University Press.

Hurley, P. (2015). *A concise introduction to logic* (12th ed.). Stamford, CT: Cengage Learning.

Moore, B. & Parker, R. (2012). *Critical thinking* (10th ed.). New York, NY: McGraw-Hill.

Rosling, H., Rönnlund, A. R., & Rosling, O. (2018). *Factfulness: Ten reasons we're wrong about the world and why things are better than you think*. New York, NY: Flatiron Books.

Schick, T., & Vaughn, L. (2013). *How to think about weird things* (7th ed.). New York, NY: McGraw-Hill.

Vaugh, L. (2015). *The Power of critical thinking: effective reasoning about ordinary and extraordinary claims* (5th ed.). New York, NY: Oxford University Press.

Online Resources:

The University of Hong Kong. Critical Thinking Web. <http://philosophy.hku.hk/think/>

Khan Academy: Wireless philosophy: critical thinking. <https://www.khanacademy.org/partner-content/wi-phi/wiphi-critical-thinking>

Part IV

1. Course Examiner:

Name: Mr. Benny H.K. Chao

Date: 20 October 2020

2. Associate Dean of Faculty

Name: Dr. Jack Yue

Date: 22 October 2020

3. Reviewer (if applicable):

Name: _____

Position/Affiliation: _____

Date: _____