

Subject Description Form

Subject Code	AMA105
Subject Title	Logic: Qualitative and Quantitative
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	<p>This subject aims to develop students' ability in logical and analytical thinking through the qualitative and quantitative aspects of logic.</p> <p>The first part will emphasize qualitative logic and will be taught by the General Education Centre. The objective of this part is to relate formal logic to arguments expressed in natural language, with special emphasis on how to evaluate arguments critically with the help of logic.</p> <p>The second part will emphasize quantitative logic. Some topics from discrete mathematics will be presented as illustrations of the general theory. This part will be taught by the Department of Applied Mathematics.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate basic logical reasoning 2. translate arguments in natural language to the language of formal logic and then evaluate whether the arguments are valid or not with the help of logical analysis 3. apply logical reasoning in both everyday and academic situations 4. recognize and refute common logical fallacies 5. appreciate the axiomatic approach in mathematics 6. analyze and appreciate why proofs of mathematical statements work 7. apply logical reasoning in problem solving
Subject Synopsis/ Indicative Syllabus	<p><i>Qualitative Logic:</i> Introduction: What is Logic? Logic Puzzles. Some Basic Concepts and Logical Relations. Propositional Logic. Syllogistic Logic. Inductive Reasoning. Some Common Informal Fallacies.</p> <p><i>Quantitative Logic:</i> Sets and propositions; Permutations and combinations; Relations and Functions; Graphs and Trees; Natural Numbers.</p>
Teaching/Learning Methodology	<p><i>Qualitative Logic:</i> Introduction to the key concepts and basic principles of formal logic will be done primarily through lectures. Emphasis will be put on practical applications of these concepts and principles in everyday life, drawing updated examples from newspapers, magazines and everyday discourses and arguments, sometimes with video clips taken from television.</p>

	<p>Small group tutorials will be devoted to discussion of exercises and/or case studies relevant to the key concepts and basic principles introduced in the lectures. Finally, self-study will be encouraged through extra exercises which are computer-based and accessible to students.</p> <p>Assessment will be in the form of both in-class mid-term tests as well as exercises or group projects associated with tutorials.</p> <p>All exercises and case-studies are designed to help students achieve at least one of the intended learning outcomes; whereas the tests and the examination are designed to assess whether students have achieved all the learning outcomes as a whole.</p> <p><i>Quantitative Logic:</i></p> <p>A two hour mass lecture will be conducted each week to initiate students into the ideas, concepts and techniques of the topics in the syllabus, which is then reinforced by a one hour tutorial designed to consolidate and develop students' knowledge through discussion and practical problem solving.</p>																																																																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="432 813 1453 1189"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td>a. Continuous Assessment</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>b. Examination</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>Continuous Assessment comprises of exercises/case studies, in-class/on-line quizzes and tests. A 2-hour examination is held at the end of the semester.</p> <p>Questions in the exercises, tests and examination are set to test students' ability with regard to any one of the intended learning outcomes.</p> <p>To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and the Examination components.</p>									Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							1	2	3	4	5	6	7	a. Continuous Assessment	40%	✓	✓	✓	✓	✓	✓	✓	✓	b. Examination	60%	✓	✓	✓	✓	✓	✓	✓	✓	Total	100 %																									
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																																						
		1	2	3	4	5	6	7																																																																
a. Continuous Assessment	40%	✓	✓	✓	✓	✓	✓	✓	✓																																																															
b. Examination	60%	✓	✓	✓	✓	✓	✓	✓	✓																																																															
Total	100 %																																																																							
<p>Student Study Effort Required</p>	<table border="1" data-bbox="424 1496 1477 1962"> <tr> <td colspan="2">Class contact:</td> <td colspan="7"></td> </tr> <tr> <td>▪ Lecture</td> <td></td> <td colspan="7">28 Hrs.</td> </tr> <tr> <td>▪ Tutorial</td> <td></td> <td colspan="7">14 Hrs.</td> </tr> <tr> <td colspan="2">Other student study effort:</td> <td colspan="7"></td> </tr> <tr> <td>▪ Quiz, mid-term test and Examination</td> <td></td> <td colspan="7">8 Hrs.</td> </tr> <tr> <td>▪ Self-study</td> <td></td> <td colspan="7">90 Hrs.</td> </tr> <tr> <td colspan="2">Total student study effort</td> <td colspan="7">140 Hrs.</td> </tr> </table>									Class contact:									▪ Lecture		28 Hrs.							▪ Tutorial		14 Hrs.							Other student study effort:									▪ Quiz, mid-term test and Examination		8 Hrs.							▪ Self-study		90 Hrs.							Total student study effort		140 Hrs.						
Class contact:																																																																								
▪ Lecture		28 Hrs.																																																																						
▪ Tutorial		14 Hrs.																																																																						
Other student study effort:																																																																								
▪ Quiz, mid-term test and Examination		8 Hrs.																																																																						
▪ Self-study		90 Hrs.																																																																						
Total student study effort		140 Hrs.																																																																						

**Reading List and
References**

Textbook:

Qualitative Logic:

Yu, K.P. Logic: The First Art McGraw-Hill, Singapore
2006.

Quantitative Logic:

Leung, K.T. & Elementary set theory. Hong Kong University
Chen, D. L.C. Press, 1981. 49

References:

Gensler, H. Introduction to Logic Routledge, New York
2002

Fisher, A. Critical Thinking OUP, Cambridge
2001

Copi, I.M. & Cohen, Introduction to Logic Macmillan, New York
C. 11th edition 2002

Johnson, D.L. Elements of Logic via Numbers Springer
and Sets, Corr. 2001
2nd printing edition

Hurley, P.J. A Concise Introduction to Logic Wadsworth Publishing
7th edition Co Belmont
1999

Guttenplan, S. The Languages of Logic: Basil Blackwell, An
introduction to formal logic Oxford
2nd edition 1997

Salmon, W.C. Logic Prentice-Hall, Englewood
3rd edition Cliffs
1984

Hodges, W. Logic Harmondsworth
2nd edition 2006

Liu, C.L. Elements of Discrete McGraw Hill
Mathematics 1985
2nd edition

Cupillari, A. The nuts and bolts of proofs Academic Press
2nd edition 2001

Herstein, I. N. Topics in Algebra Xerox Corp.
2nd edition 1975

Hrbacek, K. & Jech, Introduction to set theory Marcel Dekker Inc.
T. 2nd revised and expanded edition 1984