

Subject Description Form

Subject Code	APSS347														
Subject Title	The Art of Reasoning														
Credit Value	3														
Level	3														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar	30%	--	2. Seminar Report	--	10%	3. Quiz	60%	--
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Objectives	The subject aims to provide students with an understanding of the structure of arguments and reasoning. The subject will also help students develop logical skills in rationally constructing, analyzing, justifying and criticizing arguments.														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. understand the basic structure of arguments and reasoning; b. improve their logical competence in constructing, evaluating, and criticizing arguments; c. apply the reasoning skills to analyze everyday issues with particular emphasis on human services. 														
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> a. The nature of arguments and reasoning b. The relevance of arguments and reasoning 2. The Structure of Argument <ol style="list-style-type: none"> a. Premise and conclusion b. Evidence and logical relationship c. Soundness, truth and validity 														

	<ol style="list-style-type: none"> 3. Meaning and Clarity <ol style="list-style-type: none"> a. Atomistic meaning and contextual meaning b. Paraphrasing and interpretation c. Accuracy and ambiguity 4. Informal Fallacies <ol style="list-style-type: none"> a. The nature of fallacies b. Fallacies of relevance c. Fallacies of presumption, ambiguity and grammatical analogy d. Fallacies in ordinary language 5. Scientific Method <ol style="list-style-type: none"> a. The problem of induction b. Scientific explanation and truth c. Perception and theory d. The context of discovery and the context of justification 6. Human Service and Reasoning <ol style="list-style-type: none"> a. Theory, assumption, and human services b. Rationality, values, principles, and social policy 																																														
Teaching/Learning Methodology	<p>The approach will be comprised of lectures and seminars. In the seminars, small groups of 3 to 5 students are to be assigned to undertake selected topics and present their work to the seminar class. Students are also encouraged to participate actively in tutorials/seminars.</p>																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="427 1151 1455 1599"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Seminar</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Seminar Report</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Quiz</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>The subject is intended to provide students with an understanding of the structure of arguments and reasoning; it also helps students develop logical skills in rationally constructing, analyzing, justifying, and criticizing arguments. So seminar discussion among students on the one hand, and seminar report on the other, could facilitate better learning outcomes. Quiz is for assessing student's ability to understand the basic structure of arguments and reasoning, their logical competence in constructing, evaluating, and criticizing arguments, and their ability in applying the reasoning skills to analyze everyday issues.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Seminar	30%	✓	✓	✓				2. Seminar Report	10%	✓	✓	✓				3. Quiz	60%	✓	✓	✓				Total	100%						
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Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Seminar Report	10 Hrs.
	▪ Seminar Project	10 Hrs.
	▪ Quiz Preparation	10 Hrs.
	▪ Self-studies	43 Hrs.
Total student study effort	112 Hrs.	
Medium of Instruction	Chinese	
Medium of Assessment	BA students will be assessed in English. HD students will be allowed a choice of Chinese but encouraged to use English for assessment.	
Reading List and References	<p><u>Essential:</u></p> <p>Copi, I. M., & Cohen, C. (2010). <i>Introduction to logic</i> (14th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Missimer, C. A. (2005). <i>Good arguments: An introduction to critical thinking</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall.</p> <p><u>Supplementary</u></p> <p>Brown, H. (1993). <i>Perception, theory and commitment</i>. Chicago: University of Chicago Press.</p> <p>Fogelin, R. J. (2005). <i>Understanding arguments: An introduction to informal logic</i> (7th ed.). Belmont, CA: Thomson Wadsworth.</p> <p>Hook, S. (1980). <i>Philosophy and public policy</i>. Carbondale, IL: Southern Illinois University Press</p> <p>Hospers, J. (1997). <i>An introduction to philosophical analysis</i> (4th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Mayfield, M. (2007). <i>Thinking for yourself: Developing critical thinking skills through reading and writing</i> (7th ed.). California: Wadsworth Publishing Company.</p> <p>Reamer, F. G. (1993). <i>The philosophical foundations of social work</i>. New York: Columbia University Press.</p> <p>Ruggiero, V. R. (2009). <i>The art of thinking: A guide to critical and creative thought</i> (9th ed.). New York: Longman.</p>	