

Subject Description Form

| Subject Code | APSS2200 | | | | | | | | | | | | | | |
|--|--|------------------|--|----------------------------|-----------------------|------------------|------------|-----|-----|-------------------|----|-----|---------|-----|----|
| Subject Title | The Art of Reasoning | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 2 | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>2. Seminar Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all the components if he/she is to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Seminar | 30% | 10% | 2. Seminar Report | -- | 20% | 3. Quiz | 40% | -- |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Seminar | 30% | 10% | | | | | | | | | | | | | |
| 2. Seminar Report | -- | 20% | | | | | | | | | | | | | |
| 3. Quiz | 40% | -- | | | | | | | | | | | | | |
| 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, Social Policy 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="469 1077 1485 1518"> <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>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Seminar Report</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Quiz</td> <td>40%</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>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The subject is intended to provide students with an understanding of the structure of arguments and reasoning; it also helps students to 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 | 40% | ✓ | ✓ | ✓ | | | | 2. Seminar Report | 20% | ✓ | ✓ | | | | | 3. Quiz | 40% | ✓ | ✓ | ✓ | | | | Total | 100% | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Seminar | 40% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Seminar Report | 20% | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Quiz | 40% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Student Study Effort Expected | Class contact: | |
| | ▪ Lectures | 27 Hrs. |
| | ▪ Seminars | 12 Hrs. |
| | Other student study effort: | |
| | ▪ Seminar Report | 10 Hrs. |
| | ▪ Seminar Project | 16 Hrs. |
| | ▪ Quiz Preparation | 13 Hrs. |
| | ▪ Self-studies | 39 Hrs. |
| | Total student study effort | 117 Hrs. |
| Reading List and References | <p><u>Reference</u></p> <p>Trudy Govier. (2014). <i>A Practical Study of Argument</i> (7th edition). Cengage Learning.</p> <p>Harry Gensler. (2017). <i>Introduction to Logic</i>, (3rd ed.). Routledge.</p> <p>Copi, I. M., Cohen, C., & Rodych, V. (2019). <i>Introduction to logic</i> (Fifteenth edition.). Routledge, Taylor & Francis Group.</p> <p>Cohen, A. (2018). <i>Philosophy and public policy</i>. London: Rowman & Littlefield International.</p> <p>Hospers, J. (1997). <i>An introduction to philosophical analysis</i> (4th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Mayfield, M. (2014). <i>Thinking for yourself: Developing critical thinking skills through reading and writing</i> (9th 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. (2015). <i>The art of thinking: A guide to critical and creative thought</i> (11th ed.). New York: Longman.</p> <p>方子華、陳浩文、盧傑雄等：(2005)《批判思考》。Singapore: McGraw Hill.</p> | |