1. **Title of the module**

PHIL3100 (PL310) – Introduction to Philosophy: Logic and Reasoning

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory for BA Philosophy (Single and Joint Honours)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate an understanding of five basic logical connectives (their truth tables, their relation to their English counterparts), and an understanding of the concepts of validity, soundness and consistency;

8.2 Demonstrate the ability to construct a truth-table and to determine the validity of simple arguments by the truth-table method, and to construct simple logical proofs for the same end;

8.3 Demonstrate mastery of the terminology of ‘necessary and sufficient conditions’, ‘contradiction’, and ‘tautology’, and the ability to translate sentences from English into formal language and vice versa;

8.4 Demonstrate the ability to recognise informal fallacies;

8.5 Demonstrate the ability to apply all of the skills they have acquired to analyse longer arguments.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Construct, analyse, criticise and assess logical arguments;

9.2 Demonstrate their ability to work autonomously and to take responsibility for their learning.

1. **A synopsis of the curriculum**

Since Plato’s *Dialogues*, it has been part of philosophical enquiry to consider philosophical questions using logic and common sense alone. This module aims to train students to continue in that tradition. In the first part students will be introduced to basic themes in introductory formal logic and critical thinking. In the second part students will be presented with a problem each week in the form of a short argument, question, or philosophical puzzle and will be asked to think about it without consulting the literature. The problem, and students’ responses to it, will then form the basis of a structured discussion. By the end of the module, students (a) will have acquired a basic logical vocabulary and techniques for the evaluation of arguments; (b) will have practised applying these techniques to short passages of philosophical argument; and (c) will have acquired the ability to look at new claims or problems and to apply their newly acquired argumentative and critical skills in order to generate philosophical discussions of them.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Copi, I., Cohen, C., and McMahon, K., 2014. *Introduction to Logic*. 14th edition. Harlow: Pearson Education Limited.

Fisher, A., 2004. *The Logic of Real Arguments*. 2nd ed. Cambridge: Cambridge University Press.

Baggini, J. and Fosl, P., 2003. *The Philosopher’s Toolkit: A Compendium of Philosophical Concepts and Methods*.Oxford: Blackwell.

Hodges, W., 2001. *Logic*. 2nd ed. London: Penguin.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Examination (3 hours) – 100%
  1. Reassessment methods
* Reassessment Instrument: 100% Examination

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Logic has played a pivotal role in philosophy from the time of the Greeks onwards. Major advances in logic have been taken up by philosophers who have transformed their field. This, in particular, was carried out around the turn of the nineteenth century by Gottlob Frege, Bertrand Russell and Ludwig Wittgenstein, which drew on work in Germany, Britain, Italy and the USA. Logic is today an international language, used in the analysis of arguments. Students will be introduced to this legacy.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |