1. **Title of the module**

FOUN0012 (LZ012) Philosophy for University Study

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

Centre for English and World Languages

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

Level 3

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

30 credits (15 ECTS)

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

Autumn, Spring & Summer

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

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits),

**JYA English Plus Programme Students:**

There are no co-requisite modules for JYA English Plus students

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

International Foundation Programme and JYA English Plus

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Understand philosophical concepts commensurate with level 3 study
   2. Demonstrate critical and analytical skills through detailed exploration of philosophical theories.
   3. Demonstrate an ability to formulate own ideas based on a grounding in some of the key philosophical ideas that have shaped modern thought.
   4. Demonstrate academic and study skills, specific to the discipline of philosophy, such as dealing with and applying abstract concepts, commensurate with level 3 study:
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Select relevant information from a corpus of reading or lecture material, and incorporate it into own arguments in written and spoken form, using an appropriate referencing convention.
   2. Critically evaluate academic source materials.
   3. Employ critical awareness and critical-thinking skills and be able to apply these to all areas of study
   4. Show they understand the conventions of academic discourse.
   5. Understand the concept of the international classroom and learning environment in a UK higher-education context.
   6. Comply with methods of assessment, deadlines, homework, seminars and tutorials, manage time and learning effectively.
   7. Use services such as Templeman Library and the Computing Service and manage their learning independently.
3. **A synopsis of the curriculum**

The module will be divided into two halves; the first half will look at debates within epistemology, philosophy of religion and the philosophy of mind. The purpose of these is twofold; first to expand students’ theoretical knowledge across a broad range, and secondly to encourage them to discuss complex ideas in a structured and critical way. The second half will build upon the skills developed in the first half by exploring more contentious issues in moral and political philosophy.

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

* Blackburn, S. (2001) *Think*. Oxford: Oxford University Press.
* Blackburn, S. (2003) *Being Good*. (Rev. Ed) Oxford: Oxford University Press.
* Bowie, G.L., Michaels, M.W. and Solomon, R.C. (1992) *Twenty Questions: An Introduction to Philosophy*. Forth Worth: Harcourt Brace.
* Hospers, J. (1997) *An Introduction to Philosophical Analysis*. London, Routledge.
* Jones, G, Hayward, A. & Cardinal, D. (2008) *AQA. An Introduction to Philosophy for A level*. London: Hodder Education.
* Jones, G. and Hayward, J. (2015) *AQA A2 Philosophy*. London: Hodder Education.
* Mill, J.S. (1984) *Utilitarianism, On Liberty and Consideration on Representative Government*. Acton, H.B. (ed.), London, Everyman.
* Wolff, J. (1996) *An Introduction to Political Philosophy*. Oxford: OUP.

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *96* |
| Private study hours: | *204* |
| Total Study hours: | *300* |

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

Assignment 1 (1000 words) (15%)

In Course Test 1 (45 minutes) (15%)

Assignment 2 (1500 words) (25%)

Seminar participation (5%)

Examination, (2 hours) (40%)

JYA English Plus alternative assessment in lieu of exam:

Written Assignment (1,500 words)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** |  |  |  |  |  | **x** | **x** |  |  |
| Seminars | **x** | **x** | **X** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Workshops | **x** | **x** | **X** | **x** |  |  | **x** | **x** | **x** | **x** |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Written Assignment | **x** | **x** |  |  | **x** | **x** | **x** | **x** |  | **x** |  |
| Written Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| In-course Test | **x** | **x** |  |  |  |  | **x** | **x** | **x** | **x** |  |
| Seminar mark based on preparation and performance |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Final Examination  or  JYA written assignment | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Centre 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**

On the IFP, the teaching of philosophy involves promoting a certain 'liberal' conception of human reason/rationality as a human universal. Students are encouraged to think through the arguments for themselves rather than to accept any traditional or authoritative view. Students from different cultures are urged to bring their cultural experiences, assumptions, systems of belief to the debate so that they may learn from each other's cultural thinking processes and realise how these can impact on intercultural understanding and acceptance.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/07/17 | Major | September 2017 | 8, 13 | No |

Revised FSO Jan 2018