1. **Title of the module**

PHIL5790/PHIL6050 (PL579/PL605) – Logic

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 5 (PL605); Level 6 (PL579)

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 or Spring

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

None

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

Optional for BA Philosophy (Single and Joint Honours)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

8.1 Demonstrate an understanding of validity and some of the major approaches to testing validity;

8.2 Through their study of these theories, engage critically with, and enhance their understanding of, some of the issues in this area concerning logic;

8.3 Approach formalisms with more confidence;

8.4 Apply formal methods in order to critically evaluate arguments;

8.5 Apply formal methods in order to clarify problematic concepts in epistemology, e.g., deductive consequence and rational degree of belief.

**On successfully completing the module Level 6 students will be able to:**

8.6 Demonstrate an understanding of validity and some of the major approaches to testing validity;

8.7 Approach more complex formalisms with more confidence;

8.8 Through their study of these theories, engage critically with, and enhance their understanding of, some of the issues in this area concerning logic;

8.9 Apply more complex formal methods, e.g., inductive and modal logics, in order to distinguish correct from incorrect reasoning;

8.10 Apply more complex formal methods in order to clarify problematic concepts in philosophy more generally, e.g., knowledge, and necessary truth.

1. **The intended generic learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

9.1 Engage in argument, both oral and written;

9.2 Demonstrate their skills in critical analysis and argument through their reading, writing and discussion with others in seminars;

9.3 Show an ability to work alone and to take responsibility for their own learning;

9.4 Demonstrate their ability to clarify complex ideas and arguments, both orally and in writing.

**On successfully completing the module Level 6 students will be able to:**

9.5 Engage in argument, both oral and written;

9.6 Demonstrate their skills in critical analysis and argument through their reading, writing and discussion with others in seminars;

9.7 Show an ability to work alone and to take responsibility for their own learning;

9.8 Demonstrate their ability to clarify complex ideas and arguments, both orally and in writing;

1. **A synopsis of the curriculum**

Logic is the study of the methods and principles used to distinguish correct reasoning from incorrect reasoning and, as such, it is a crucial component of any philosophy course. Moreover, logic has applications other than the testing of arguments for cogency: it is also a widely used and useful tool for clarifying the problematic concepts that have traditionally troubled philosophers, e.g., deductive consequence, rational degree of belief, knowledge, necessary truth, identity, etc. Indeed, much contemporary philosophy cannot be understood without a working knowledge of logic. Given this, logic is an important subject for philosophy students to master.

The module will primarily cover propositional and predicate logic. Regarding propositional and predicate logic, the focus will be on methods for testing the validity of an argument. These methods will allow students to distinguish correct from incorrect reasoning. The module will also cover inductive and modal logics. Regarding inductive and modal logics, the focus will be on clarifying epistemological concepts through the use of these logics.

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

Copi, I. Cohen, C. and McMahon, K. (2004). *Introduction to Logic*, London: Routledge.

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

Girle, R. (2010) *Modal Logics and Philosophy*, Brixham: Acumen, 2nd Ed.

Haack, S. (2010) *Philosophy of Logics*, Cambridge: Cambridge University Press.

Hodges, W. (2001). *Logic*, London: Penguin Books Ltd, 2nd Ed.

Howson, C. (1997). *Logic with Trees: An Introduction to Symbolic Logic*, Oxon: Routledge

Williamson, J. (2017) *Lectures on Inductive Logic*, Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

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

* Presentation (15 minutes) – 20%
* Online Test 1 (45 minutes) – 20%
* Online Test 2 (45 minutes) – 20%
* In-Course Test 1 (45 minutes) – 20%
* In-Course Test 2 (45 minutes) – 20%
  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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.6* | *8.2 / 8.7* | *8.3 / 8.8* | *8.4 / 8.9* | *8.5 / 8.10* | *9.1 / 9.5* | *9.2 / 9.6* | *9.3 / 9.7* | *9.4 / 9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Online Test 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Online Test 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| In-Course Test 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| In-Course Test 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** |  | **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 is the study of the universal principles of correct reasoning. As a result, internationalisation is actively incorporated and intended in this module. In particular, the understanding of validity intended has international applicability, and the formal methods developed in studying logic are also applied internationally. With regard to the subject content, the material within the syllabus has been developed by world-leading logicians including Aristotle, Gottlob Frege (Germany) and Ludwig Wittgenstein (Austria). The syllabus also includes a discussion of the development of logic as a result of the input of philosophers and mathematicians from a diverse range of nations: The syllogisms of the Ancient Greeks; The advances of the European medieval logicians; The combined efforts of German and British mathematicians in the development of modern logic; The development of modal logic by the modern American logicians.

**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) |
| 01/12/17 | Major | September 2018 | 11-14 | No |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |