1. **Title of the module**

PHIL5760/PHIL6020 (PL576/PL602) – Philosophy of Language

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 (PHIL6020) and Level 6 (PHIL5760)

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); BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘wild’ module

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

8.1 Demonstrate critical understanding of philosophical issues around meaning, referring, communicating, pragmatics, metaphor;

8.2 Engage critically with central issues in philosophy of language through their study of the relevant arguments;

8.3 Demonstrate the ability to engage in a close critical reading of some of major philosophical texts in the field.

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

8.4 Demonstrate systematic understanding of both key and wider concepts relating to philosophical issues around meaning, referring, communicating, pragmatics, metaphor;

8.5 Engage critically with, and defend a position with respect to some of the central issues in philosophy of language, through their study of the relevant arguments;

8.6 Demonstrate the ability to accurately deploy established techniques of analysis and enquiry when reading of some of major philosophical texts in the field, and to refer to major philosophical texts to support their own position.

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

9.1 Demonstrate confidence and accuracy when engaging in argument;

9.2 Demonstrate their skills in critical analysis and argument through their engagement with relevant texts, through their reading, writing and discussion;

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

9.4 Demonstrate their ability to clarify complex ideas and arguments.

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

9.8 Engage in argument and use such arguments to support a coherent position;

9.6 Demonstrate their skills in critical analysis, argument, and supporting a particular position through their engagement with major texts, through reading, writing and discussion;

9.7 Work well alone and to take responsibility for their own learning, making use of scholarly reviews and primary sources;

9.8 Demonstrate their ability to clarify complex ideas and arguments, and to develop their own ideas and arguments.

1. **A synopsis of the curriculum**

Groups of marks or bursts of sound are just physical entities but, when produced by a writer or a speaker, they are used to point beyond themselves. This is the property of *aboutness* or *intentionality*. Other physical entities generally do not have this property. When you hear a sentence, you hear a burst of sound, but typically you also understand a meaning conveyed by the speaker. What is the meaning of a word – some weird entity that floats alongside the word, a set of rules associating the word with objects, an intention in the mind of the speaker….? What is the difference between what your words *imply* and what you *convey* in saying them? How are words used non-literally, how do hearers catch on to the meaning of a newly minted metaphor? How can we mean and convey so much when uttering a concise sentence? When someone says something offensive, is it part of its meaning that it is offensive, or just how it is used? In this module we shall try to find some answers to the questions listed above.

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

Grice, H.P. (1989) *Studies in the Ways of Words*, London: Harvard University Press.

Kripke, S. (1981) *Naming and Necessity*, Oxford: Blackwell.

Martinich, A.P. and Sosa, D. (eds.) (2013) *The Philosophy of Language* (Sixth edition), Oxford; Oxford University Press.

Morris, M. (2007) *An Introduction to Philosophy of Language*, Cambridge: Cambridge University Press.

Russell, G. and Graff Fara, D. (eds.) (2015) *The Routledge Companion to Philosophy of Language*, London: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (3,000 words) – 50%
* Portfolio (1,500 words) – 40%
* Seminar Participation – 10%

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 / 8.4 | 8.2 / 8.5 | 8.3 / 8.6 | 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** |  |
| Lecture | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Portfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation | **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**

Throughout the module we will cover students’ comprehension of a wide range of topics of international relevance. By completing the various assessments students will learn to navigate an increasingly interconnected world.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 19/01/18 | Major | September 2018 | 7-13 | No |
| 10/12/19 | Major | September 2020 | 9, 12, 14 | No |