1. KentVision Code and title of the module

PHIL5780 Philosophy of Mind and Action (level 6)

PHIL6040 Philosophy of Mind and Action (level 5)

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities (Philosophy)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Levels 5 and 6

## The number of credits and the ECTS value which the module represents

30 credits

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional for BA Philosophy (Single and Honours) Also available as a ‘Wild’ module

## The intended subject specific learning outcomes.On successfully completing the module level 5 students will be able to:

8.1 Outline and show understanding through clear expression of selected authors and topics in contemporary philosophy of mind, language or action (content);

8.2 Demonstrate the foundations of skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in the philosophy of mind, language, or action (research/content);

8.3 Outline and show understanding through clear expression of the arguments for and against (including counter replies, etc.), and the relationships between the topics covered in the class;

8.4 Engage with original philosophical texts;
8.5 Engage in philosophical argumentation.

On successfully completing the module, level 6 students will be able to:

8.6 Show systematic critical understanding of selected authors and topics in contemporary philosophy of mind, language, or action (content);

8.7 Demonstrate developed skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in the philosophy of mind, language, or action (research/content);

8.8 Show systematic understanding of the arguments for and against (including counter replies, etc.), and the relationships between the topics covered in the class. These topics are likely to change from one year to the next, but have in the past included Thinking, Category Mistakes, The Intellectualist Legend, Knowing How vs Knowing That, Intention, Practical Knowledge, Agency, Understanding, Sensations, and Seeing-As;

8.9 Engage critically and analytically with original philosophical texts;

8.10 Engage critically and analytically in philosophical argumentation.

## The intended generic learning outcomes.On successfully completing the module level 5 students will be able to:

9.1 Outline and analyse arguments;

9.2 Read texts in a disciplined manner;

9.3 Communicate complex ideas in a variety of formats;

9.4 Form own ideas and engage in constructive discussion;

9.5 Work independently and develop the foundations of student-based learning through individual study and research;

9.6 Use the University library and other information resources

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

9.7 Reconstruct and critically analyse arguments;

9.8 Read texts in a disciplined and creative manner;

9.9 Communicate clearly and cogently complex ideas in a variety of formats;

9.10 Form own original ideas and engage in constructive and academically rigorous discussion;

9.11 Work independently and reflectively and develop student-based learning through individual study and research;

9.12 Use systematically the University library and other information resources.

## A synopsis of the curriculum

The aim of this course is to engage in the study of specific topics in the philosophy of mind, language, or action and to engage with the criticism of contemporary approaches as it is found in the works of Wittgenstein, Ryle, Anscombe, and/or Austin.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

## Assessment methods

* 1. Main assessment methods

Level 5 students

Seminar Performance – 10%

Group Presentation (25 minutes) – 10%

Written Assignment (1,000 words) – 30%

Essay (2000 words) – 50%

Level 6 students

Seminar Performance – 10%

Group Presentation (25 minutes) – 10%

Written Assignment (1,000 words) – 30%

Essay (2,500 words) – 50%

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1/8.6 | 8.2/8.7 | 8.3/8.8 | 8.4/8.9 | 8.5/8.10 | 9.1/9.8 | 9.2/9.9 | 9.3/9.10 | 9.4/9.11 | 9.5/9.12 | 9.6/9.13 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  | **x** |  | **x** |  |  | **x** |  |  | **x** |  |
| Lecture | **x** | **x** | **x** |  |  | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** |  | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1/8.6 | 8.2/8.7 | 8.3/8.8 | 8.4/8.9 | 8.5/8.10 | 9.1/9.7 | 9.29.8 | 9.3/9.9 | 9.4.9.10 | 9.5/9.11 | 9.6/9.12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Seminar Performance | **x** |  |  | **x** | **x** | **x** |  | **x** | **x** |  |  |
| Group Presentation | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  |
| Written Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

In many respects, Philosophy of Mind and Action is a globally-focussed inquiry promoting the understanding of international values. With regard to the intended learning outcomes, the target learning outcomes within this module are applicable worldwide. With regard to subject content, the material within the syllabus has been developed for use within an international educational setting for students who will apply the theories of Philosophy of Mind and Action in a wide range of international contexts. The reading list also has references to international research. Our support for students is also internationally attuned, given our international student body and our student mentoring system. The assessment methods, in particular Group Presentation and Seminar Performance, offer opportunities for working within a diverse team and develop greater cultural awareness.

**DIVISIONAL USE ONLY**

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

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 01/02/16 | Major | January 2017 | 12 | No |
| 19/12/2022 | Minor | 2023/24 | 7-8,13-14 | No |

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| Revised FSO Jan 2018 |