1. **Title of the module**

FOUN0032 (LZ032) Introduction to Philosophy for University (JYA)

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**

15 credits (7.5 ECTS)

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

Autumn

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

None

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

JYA English Plus

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. understand some basic philosophical questions.
   2. apply given methods and approaches to various philosophical topics within the western tradition focussing on epistemology, philosophy of religion and philosophy of mind.
   3. demonstrate an awareness of a series of philosophical issues and engage critically with them.
   4. apply philosophical understanding in order to develop critical reasoning skills.
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 an argument in written form.
   2. develop own arguments and integrate these appropriately with source material in written form.
   3. develop skills in critical reflection and analytical discussion of source material that will be useful to all areas of study.
   4. increase fluency, confidence and appropriateness in English language skills, with a particular emphasis on English for academic purposes.
   5. demonstrate an ability to undertake independent learning by taking initiative, being organised and meeting deadlines.
3. **A synopsis of the curriculum**

This module will examine debates within epistemology, philosophy of religion and the philosophy of mind in order firstly to expand students’ theoretical knowledge across a broad range, and secondly to encourage the discussion of complex ideas in a structured and critical way.

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, J. & Cardinal, D. (2008) *AQA. An Introduction to Philosophy for AS level*. London: Hodder Education.

Jones, G. and Hayward, J. (2015) *AQA A2 Philosophy*. London: 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: | *44* |
| Private study hours: | *106* |
| Total Study hours: | *150* |

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

In Course Test 1 (45 minutes) (20%)

In Course Test 2 (45 minutes) (20%)

Written Assignment (1800 words) (60%)

* 1. 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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  |
| Seminars | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Workshops | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Private Study | **x** | **x** |  | **x** | **x** | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Written assignment | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| In-course tests | **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) |
| 08/09/17 | Minor | September 2017 | 1, 12-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018