

# Philosophy: Questions and Theories HZT4U1 (2023/2024)

---

Grade 12, University Preparation: Credit Value 1.0

Geography and Social Sciences Department • Malvern C.I. • Toronto District School Board

Course Instructor: Catherine Hunnisett

Email: [Catherine.Hunnisett@tdsb.on.ca](mailto:Catherine.Hunnisett@tdsb.on.ca)

Assistant Curriculum Leader: Catherine Hunnisett

Revised: June 2018

## Course Content

---

**Description** This course enables student to acquire an understanding of the nature of philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social science, social and political philosophy, aesthetics).\* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

Ministry of Education. (2013). The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities, pg. 300. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

---

**Prerequisite** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

---

- Resource Materials**
- Individual subject binder, loose leaf paper and writing utensils
  - *We will be using readings from a wide range of sources*
  - Bright Space is the online platform for this course
- 

**Major Units** Unit 1: Philosophical Foundations and Reasoning/Logic

Unit 2 Metaphysics (Research and Inquiry and Philosophical Foundations)

Unit 3: Epistemology (Research and Inquiry and Philosophical Foundations)

Unit 4: Ethics (Research and Inquiry and Philosophical Foundations)

Unit 5: Aesthetics (Research and Inquiry and Philosophical Foundations)

Unit 6: Social and Political Philosophy (Research and Inquiry and Philosophical Foundations)

---

---

**Overall Goals / Expectations****Research and Inquiry Skills**

Throughout this course, students will:

- explore topics related to philosophy, and formulate questions to guide their research;
- create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;
- assess, record, analyse, and synthesize information gathered through research and inquiry
- communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry and communication skills
- demonstrate an understanding of the main areas of philosophy, periods of philosophical development, and the differences between philosophy and other areas of inquiry;
- demonstrate an understanding of philosophical reasoning and critical thinking skills, including skills required to identify and avoid common fallacies of reasoning, and demonstrate the ability to apply these skills in various contexts
- demonstrate an understanding of the main questions in metaphysics, and of the positions of major philosophers and schools of philosophy with response to some of these questions;
- demonstrate an understanding of the main questions in ethics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- demonstrate an understanding of the main questions of epistemology, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- demonstrate an understanding of the main questions in aesthetics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions.

---

**Assessment, Evaluation and Reporting**

---

- Strategies**
- Students will be evaluated on content and skills throughout the year
  - Assessment and evaluation methods will vary with each unit, but over the course of the year may include:
    - quizzes and tests, written responses and analyses, individual and group projects, seminar presentations, individual and group presentations and individual research and writing assignments
  - Students will be given notice of timelines, due dates, criteria and expectations for assignments, and marking schemes.

---

**Achievement Category Weightings**

Knowledge / Understanding	Thinking	Communication	Application
25%	25%	25%	25%

---

**Term Grades throughout the Year**

- The grade for each reporting period is based on evaluations that have been conducted to that point in the course, and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The student's grades will most likely change when their entire year's work is evaluated at the end of the course.

---

**Course Work 70%**

- 70% of the final grade will be based on evaluations undertaken throughout the course. Consideration will be given to the most recent evaluations.
  - Missed or incomplete assignments will have an impact on the final grade when a significant number of curriculum expectations have not been evaluated.
-

---

**Course-Culminating  
Activities**  
30%

- 30% of the final grade will be based on evaluations administered towards the end of the course. Final summative evaluations will be marked weighted as follows:
  - 15 % Culminating Activity (research-based)
  - 15 % Final Exam
- All students must take part in the culminating activities.

---

**Learning Skills**

- Students will also be assessed for development in a variety of learning skills:
  - Responsibility
  - Organization
  - Independent Work
  - Collaboration
  - Initiative
  - Self-Regulation
- Learning skills play a critical role in the achievement of curriculum expectations and student success.

- 
- Students are expected to be academically honest by submitting their **own original work**. The marks they receive are intended to reflect their own academic achievement.
  - Academic Integrity: See School Evaluation Policy
  - Attendance is crucial for satisfactory achievement. **Regular attendance and active participation are expected.** Students cannot replace the in-class experience by simply getting notes or handouts or following on Bright Space. All assignments have an impact on students' growth and final achievement in each unit as well as the final evaluations; therefore, students are expected to submit work in each unit in order to meet course expectations. Students are expected to manage their time and workload, and to respect the time constraints imposed. End of reporting period "catch-up" submissions are discouraged, and may not be possible.
-

---

**Rules for Tests, Quizzes, and Assignments**

- Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and should understand that there will be consequences for not completing assignments or for submitting them late.
- All assignments are expected to be handed in on their assigned due dates. In some cases, an ultimate due date will be assigned. **Extenuating circumstances should be discussed with the teacher in advance of due dates.** Extensions may be negotiated in certain unforeseeable situations. Work may not be accepted after the ultimate due date, at the discretion of the teacher, particularly where the overall expectation can be met elsewhere in the course. End of reporting period “catch-up” assignments are often not possible.
- Should serious illness or extenuating circumstances (*i.e.*: beyond your control) occur on the day of an evaluation, it is the responsibility of the student to inform the teacher as soon as possible.

**Missed Quiz/Test Policy:**

- **Foreseeable absences:** It is the student’s responsibility to inform their teacher in advance for any foreseeable absences (ex. specialist appointment, field trip, extracurricular activity, etc.). It is the student’s responsibility to make alternate arrangements with their teacher *prior* to missing the quiz/test. Failure to do this may result in a mark of zero.
- **Unforeseeable absences:** If a student is absent for a quiz/test, the student should return to school with either a medical note (ex. for illness) or a dated and signed note from a parent/guardian with an explanation (ex. for a family emergency)
- A student will only be allowed to write a test/quiz if it has not yet been marked and returned to other students. The student should approach the teacher upon their return to school and before the next class to discuss a make-up test/quiz, which may occur upon the student’s return to class, depending on the circumstances.

**Late Assignments:**

- The teacher will assign due dates for assignments, classwork, and presentations. Students are expected to submit their work on or before the assigned due date.
- If the student is absent from class due to a foreseeable reason, it is the responsibility of the student to deliver the assignment *prior* to the due date/time or make an arrangement with the teacher to submit it on the due date/time.
- If the student cannot complete the assignment on time due to an unforeseeable reason, the student should follow the same rules outlined for a missed quiz/test.
- If the assignment is late, the teacher at their discretion may choose to deduct a small percentage from the mark for every day that the work is late. Once the assignment has been marked and returned to the class, outstanding assignments may no longer be accepted and can result in a mark of zero.

---

**Rules for Tests, Quizzes, and Assignments (continued)**

- **Note:** The policies applicable to missed tests and late assignments are in line with the guidelines as outlined in the Ministry of Education Policy document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (page 43).
- **The teacher will use their professional judgment to determine what other strategies, as outlined in *Growing Success*, may be used to help prevent and/or address late and missed assignments.**

---

**Plagiarism**

Where plagiarism has been suspected, the student will be expected to conference with the teacher, a phone call to parents made and a meeting set up. If it is detected that a student plagiarized a paper by including information in an assignment without proper referencing a mark of zero will be given. For additional information on plagiarism, please consult your student agenda.

---

**Communication**

---

**Consultation**

Students, parents and guardians are asked to contact the course instructor using the information below.

**Office Location:** Canadian and World Studies (3<sup>rd</sup> floor, Room 302A)

**Phone:** 416-393-1480 ext. 20075

**Email:** [Catherine.Hunnisett@tdsb.on.ca](mailto:Catherine.Hunnisett@tdsb.on.ca)

---

**Help**

Extra help is available by contacting the course instructor directly.

---

