

## ***RICHVIEW COLLEGIATE INSTITUTE***

<b>PROGRAM AREA: Social Sciences and Humanities</b>	<b>COURSE NAME:</b> Philosophy: Questions and Theories
<b>COURSE CODE: HZT4U</b>	<b>GRADE/LEVEL: 12</b>
<b>PREREQUISITE:</b> Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.	<b>CREDIT VALUE: 1.0</b>
<b>TEXTBOOKS(S)/RESOURCES:</b> While students will not be given individual copies of the textbook, they will be using readings taken from Louis Pojman's work, <b><u>Philosophy - the Quest for Truth 5<sup>th</sup> &amp; 8<sup>th</sup> Edition.</u></b> <b>Cost of Textbook/equipment replacement:</b> <u>\$84.21</u> <i>(if lost or damaged)</i> <b>Additional Course Costs:</b> <u>N/A</u>	
<b>TEACHER: Ms. McDonagh-Vella</b> <b>Ms. Stuart</b>	<b>CONTACT:</b> <b>416 394 7980 ext. 20075</b>

### **COURSE DESCRIPTION:**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at three, or more, of the following branches: metaphysics, ethics, epistemology, philosophy of 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 (MofE 2013).

### **CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS:**

#### **Research and Inquiry**

*Throughout this course, students will:*

- Exploring: explore topics related to philosophy, and formulate questions to guide their research;
- Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;
- Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
- Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

#### **Philosophical Foundations**

*Throughout this course, students will:*

- The Nature of Philosophy:  
demonstrate an understanding of the main areas of philosophy, periods of philosophical development, and the differences between philosophy and other areas of inquiry;
- Philosophical Reasoning:  
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.

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## **Metaphysics**

*By the end of this course, students will:*

- demonstrate an understanding of the main questions in metaphysics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
- demonstrate an understanding of metaphysical theories, and evaluate responses to some of the main questions in metaphysics by major philosophers and schools of philosophy;
- demonstrate an understanding of connections between metaphysics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- use philosophical reasoning skills to develop, communicate, and defend their own responses to metaphysical questions.
- evaluate the strengths and weaknesses of responses to some of the main questions of metaphysics defended by some major philosophers and schools of philosophy, and defend their own responses; demonstrate the relevance of metaphysical questions and theories to everyday life; illustrate how metaphysical theories are presupposed in other subjects.

## **Epistemology**

*By the end of this course, students will:*

- demonstrate an understanding of the main questions in epistemology, and of the positions of major philosophers and schools of philosophy with respect to some of these questions; evaluate the strengths and weaknesses of responses to some of the main questions of epistemology defended by some major philosophers and schools of philosophy, and defend their own responses;
- demonstrate an understanding of epistemological theories, and evaluate responses to some of the main questions in epistemology by major philosophers and schools of philosophy;
- demonstrate an understanding of connections between epistemology and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- use philosophical reasoning skills to develop, communicate, and defend their own responses to epistemological questions.

## **Ethics**

*By the end of this course, students will:*

- 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 theories in ethics, and evaluate responses to some of the main questions in ethics by major philosophers and schools of philosophy;
- demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- use philosophical reasoning skills to develop, communicate, and defend their own responses to philosophical questions in ethics.

## **Aesthetics**

*By the end of this course, students will:*

- 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;
- demonstrate an understanding of theories in aesthetics, and evaluate responses to some of the main questions in aesthetics by major philosophers and schools of philosophy;
- demonstrate an understanding of connections between aesthetics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
- use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in aesthetics.

## OUTLINE OF COURSE CONTENT FOR 2014/15:

Activities that are intended to address the expectations related to **Philosophical Foundations, and Research and Inquiry Skills** have been incorporated into the following units of study;

1. Course Introduction
2. Metaphysics
3. Epistemology
4. Ethics, and likely
5. Aesthetics

### Assessment and Evaluation

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card.

A final mark will be calculated using the following categories or strands.

**Formative Evaluation:** *(70% of the final mark will be based on evaluations conducted throughout the course). All four achievement categories/strands do not need to be evaluated in each evaluation task.*

Communication 25 (%)	Knowledge/Understanding 25 (%)	Thinking and Inquiry 25 (%)	Application/Making Connections 25 (%)
<i>Ongoing Assignments</i>	<i>Ongoing Assignments</i>	<i>Ongoing Assignments</i>	<i>Ongoing Assignments</i>
<i>Essays</i>	<i>Essays</i>	<i>Essays</i>	<i>Essays</i>
<i>Tests</i>	<i>Tests</i>	<i>Tests</i>	<i>Tests</i>
<i>Presentations</i>	<i>Presentations</i>	<i>Presentations</i>	<i>Presentations</i>
<i>Seminars</i>	<i>Seminars</i>	<i>Seminars</i>	<i>Seminars</i>
<i>Debates</i>	<i>Debates</i>	<i>Debates</i>	<i>Debates</i>

**Summative Evaluation:** *(30% of the final mark will be based on a final evaluation in the form of culminating activities).*

**Components of Summative Evaluation:** 1. Presentation / Seminar Facilitation and Essay –  
Related to an Issue of Contemporary Ethical Concern 30 (%)

**\*\* A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

**Learning Skills:** *The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).*

**Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.**