




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Theories of Knowledge				
Module Code	UZRSTB-15-1	Level	1	Version	1.1
Owning Faculty	HAS	Field	Philosophy		
Contributes towards	BA (Hons.) Philosophy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2014		Valid to	September 2014	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Evidence a firm grasp of the basics of epistemology, in particular rationalism (Descartes) and empiricism (Hume) • Demonstrate an understanding of the fundamental problems in the theory of knowledge, relating to the origins of knowledge, its limits, and its possible degrees of certainty. • Demonstrate an acquaintance with the history of philosophy, particularly in the modern period. • Communicate appropriately using verbal and written skills in the presentation and analysis of arguments, • Apply philosophical reasoning to problems encountered in a variety of texts and contexts, <p>(All learning outcomes are assessed by way of all components of assessment.)</p>
Syllabus Outline	<p>This module provides an introduction to epistemology, as the study of the possibility and character of knowledge. In general it will focus on the opposition between empiricism and rationalism, as demonstrated in the works of David Hume and René</p>

	<p>Descartes, in particular .</p> <p>During the module, students will develop the analytic, logical and argumentative skills necessary to pursue more advanced work at the second and third level of philosophical studies.</p>										
Contact Hours	<p>Students are typically expected to have 3 hours of contact time per week over a 24-week period of study. Contact will take the form of weekly lectures, seminars, online conferences (for instance) and PAL sessions.</p> <p>Staff will also be available for additional one-to-one contact with students as required, as well as offering regular contact via Blackboard and email.</p>										
Teaching and Learning Methods	<p>Teaching will follow a lecture/seminar format, with lectures outlining the core problems, and seminars providing an environment for students to broaden their grasp of these problems through interrogation, analysis and presentations. To facilitate a student-led approach to the seminars, and to develop core analytic and argumentative skills, student presentations will play a major role in how the seminars are run. Since philosophical problems cannot be restricted to academic materials, students will be encouraged by example to locate such problems in a wider variety of texts and contexts than the primary readings.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Technology Enhanced Learning (TEL): The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, is regularly used to support students' learning, carry out teaching and learning activities, as well as to store and disseminate learning materials. By means of these systems, students will be able to engage with the material, other students and members of staff, while also making use of the options they provide (blogs, journals, audio, video, discussion boards, wikis, and so on). In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to facilitate remote contact and thus increase flexibility, particularly for students who live far from campus. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (http://ro.uwe.ac.uk/) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and the assessment of a portfolio of work.</p>										
Key Information Sets Information	<table border="1" data-bbox="427 1675 1200 1872"> <thead> <tr> <th data-bbox="427 1675 564 1832">Hours to be allocated</th> <th data-bbox="564 1675 724 1832">Scheduled learning and teaching study hours</th> <th data-bbox="724 1675 884 1832">Independent study hours</th> <th data-bbox="884 1675 1059 1832">Placement study hours</th> <th data-bbox="1059 1675 1200 1832">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 1832 564 1872">150</td> <td data-bbox="564 1832 724 1872">36</td> <td data-bbox="724 1832 884 1872">114</td> <td data-bbox="884 1832 1059 1872">0</td> <td data-bbox="1059 1832 1200 1872">150</td> </tr> </tbody> </table> <p data-bbox="1251 1832 1283 1872"></p> <p data-bbox="427 2024 1436 2051">The table below indicates as a percentage the total assessment of the module which</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
150	36	114	0	150							

	<p>constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p style="padding-left: 40px;">Total assessment of the module:</p> <table style="margin-left: 100px; border-collapse: collapse;"> <tr> <td style="padding-right: 20px;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center; padding: 2px 10px;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center; padding: 2px 10px;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center; padding: 2px 10px;">0%</td> </tr> <tr> <td></td> <td style="text-align: center; padding-top: 5px;">100%</td> </tr> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
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Coursework assessment percentage	50%								
Practical exam assessment percentage	0%								
	100%								
<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.</p> <p>The Module handbook (available to students in electronic copy, available through Blackboard) provides references for all essential readings. Further readings are also made available where possible as electronic resources through Blackboard, or as print resources in the library, and details are provided in the module handbook.</p>								
<p>Indicative Reading List</p>	<p>Nagel, T. (2001), <i>What does It all Mean?</i> Oxford: Oxford UP. Plato, <i>The Republic</i> (any edition). Descartes, René, <i>Meditations</i> (any edition). Hofstadter, Douglas (1981), <i>The Mind's I</i>, London: Penguin. Dancy, J. (1985), <i>Contemporary Epistemology</i>. Oxford: Blackwell.</p>								

Part 3: Assessment

Assessment Strategy

Philosophy as a discipline places an emphasis on the skills of analysis and argument, focussing on the written text. The written text therefore figures prominently in the assessment strategy. The discipline also places importance on the skills of confidence and capacity to work with complex reasoning and ideas under a degree of pressure. This is reflected in the use of written examinations.

Identify final assessment component and element	A Exam B Essay	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1.Exam (1 hour)	100	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. Essay (2000 words)	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1..Exam (1 hour)	100	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1.Essay (2000 words)	100	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		