THAMES VALLEY DISTRICT SCHOOL BOARD

LONDON CENTRAL SS

COURSE OVERVIEW 2019-20

Course Name:	**Philosophy: Questions and Theories**	**Course Code:**	**HZT 4U**
Course Type:	**Grade 12 University Preparation**	**Credit Value:**	**1.0**
Teacher(s):	**Harris**		

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

http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies1112curr.pdf

∗ The course will consist of two mandatory strands – A: Research and Inquiry Skills, and B: Philosophical Foundations – and at least three strands covering specialized branches of philosophy, to be selected from strands C through H in the manner specified below. The knowledge and skills reflected in the mandatory strands are to be developed and applied in the context of the specialized branch strands. As shown in the accompanying figure, the course will cover:

- **at least two of strands C–E (Core Topics) – Metaphysics, Ethics, Epistemology; and**
- **at least one of strands F–H (Supplementary Topics) – Philosophy of Science, Social and Political Philosophy, Aesthetics**

Teachers choose the strands that will be included in the course on the basis of their own strengths and the interests of their students.

Course Expectations:

A1. Exploring: explore topics related to philosophy, and formulate questions to guide their research;
A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;
A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
A4. 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.
B1. 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;
B2. 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.

C1. Understanding Metaphysics: 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;
C2. Exploring Metaphysics: demonstrate an understanding of metaphysical theories, and evaluate responses to some of the main questions in metaphysics by major philosophers and schools of philosophy;
C3. Making Connections to Metaphysics: demonstrate an understanding of connections between metaphysics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
C4. Philosophical Reasoning in Metaphysics: use philosophical reasoning skills to develop, communicate, and defend their own responses to metaphysical questions.
D1. Understanding Ethics: 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;
D2. Exploring Ethics: 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;
D3. Making Connections to Ethics: demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
D4. Philosophical Reasoning in Ethics: use philosophical reasoning skills to develop, communicate, and defend their own responses to philosophical questions in ethics.
E1. Understanding Epistemology: 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;
E2. Exploring Epistemology: demonstrate an understanding of epistemological theories, and evaluate responses to some of the main questions in epistemology by major philosophers and schools of philosophy;
E3. Making Connections to Epistemology: demonstrate an understanding of connections between epistemology and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
E4. Philosophical Reasoning in Epistemology: use philosophical reasoning skills to develop, communicate, and defend their own responses to epistemological questions.
F1. Understanding the Philosophy of Science: demonstrate an understanding of the main questions in the philosophy of science, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
F2. Exploring the Philosophy of Science: demonstrate an understanding of theories in the philosophy of science, and evaluate responses to some of the main questions in the philosophy of science by major philosophers and schools of philosophy;
F3. Making Connections to the Philosophy of Science: demonstrate an understanding of connections between the philosophy of science and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
F4. Philosophical Reasoning in the Philosophy of Science: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in the philosophy of science.
G1. Understanding Social and Political Philosophy: demonstrate an understanding of the main questions in social and political philosophy, and of the positions of major philosophers and schools of philosophy with respect to some of these questions;
G2. Exploring Social and Political Philosophy: demonstrate an understanding of theories in social and political philosophy, and evaluate responses to some of the main questions in social and political philosophy by major philosophers and schools of philosophy;
G3. Making Connections to Social and Political Philosophy: demonstrate an understanding of connections between social and political philosophy and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
G4. Philosophical Reasoning in Social and Political Philosophy: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in social and political philosophy.
H1. Understanding Aesthetics: 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;
H2. Exploring Aesthetics: 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;
H3. Making Connections to Aesthetics: demonstrate an understanding of connections between aesthetics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life;
H4. Philosophical Reasoning in Aesthetics: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in aesthetics.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
Introductory Unit - Research and Inquiry Skills	Philosophy Cafe;
Logic and the Philosophy of Science Metaphysics	In-Class Critical Essay;
Epistemology Ethics	Original Socratic Drama;
Social and Political Philosophy Aesthetics Independent Research	Position Paper and Public Debate; Book Report and Presentation.
Course Culminating Activity/Independent Study	Journal
Final Exam	June

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	25	Term Evaluation	70
Thinking/Inquiry	25	Final Evaluation	
Communication	25	• Culm	10
Application	25	• Exam	20

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- **Responsibility**
- **Organization**
- **Independent Work**
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: ***TVDSB Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.**
Student Planner and School Web site