



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B: Department / **PHILOSOPHY & HUMANITIES** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) **C,**
 Revised:
 Date of Previous Revision: **MAY 2002**
 Date of Current Revision: **APRIL 2004**

C: PHIL 1103 D: KNOWLEDGE, REASON & EXPERIENCE E: 3

Subject & Course No.	Descriptive Title	Semester Credits
F: PHIL 1103	Calendar Description: What if anything do we really know? How do we know it? When do we really have knowledge as opposed to mere belief or opinion? This course will consider these questions in the context of traditional philosophical problems about the nature and possibility of personal, religious, metaphysical, scientific, and logical knowledge. Ideas of philosophers such as Plato, Descartes, Hume, Russell, Wittgen	3

M: Course Objectives / Learning Outcomes

At the conclusion of the course th

<p>O: Methods of Instruction</p> <p>The course will employ a variety of instructional methods to accomplish its objectives, including some of the following:</p> <p>Lecture and discussion, approximately two hours of each per week - perhaps also including some smaller group work.</p>						
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Texts will be updated periodically. Typical examples are:</p> <p><u>SAMPLE TEXTS (similar texts and/or more than one text may be used with permission of the Department):</u></p> <p>Pojman, L.J. <u>Philosophy: Quest for Truth</u>. Oxford: Oxford University Press, 1999. Solomon, R. <u>Introducing Philosophy</u>. NY: Harcourt, 2001. Govier, T. <u>Socrates Children</u>. Peterborough: Broadview, 1997. Russell, B. <u>Problems of Philosophy</u>. Oxford: Oxford University Press, 1974. Williams, C.F. <u>Free Will and Determinism: A Dialogue</u>. Indianapolis: Hackett, 1980. Rouse, W.H.D. (Ed.). <u>Great Dialogues of Plato</u>. NY: New American Library, 1956.</p>						
<p>Q: Means of Assessment</p> <p>Evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific criteria during the first week of classes.</p> <p>An example of a possible evaluation scheme would be:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-bottom: 5px;">Tests, Quizzes, and Short Assignments</td> <td style="text-align: right; padding-bottom: 5px;">20 - 50%</td> </tr> <tr> <td style="padding-bottom: 5px;">Written Class Presentations, Essays, Essay Exams</td> <td style="text-align: right; padding-bottom: 5px;">20 - 60%</td> </tr> <tr> <td style="padding-bottom: 5px;">Instructor’s General Evaluation (e.g., participation, attendance, homework, improvement, extra-credit, group work)</td> <td style="text-align: right; padding-bottom: 5px;">0 - 20%</td> </tr> </table>	Tests, Quizzes, and Short Assignments	20 - 50%	Written Class Presentations, Essays, Essay Exams	20 - 60%	Instructor’s General Evaluation (e.g., participation, attendance, homework, improvement, extra-credit, group work)	0 - 20%
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Instructor’s General Evaluation (e.g., participation, attendance, homework, improvement, extra-credit, group work)	0 - 20%					
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>						

Course Designer(s): Robert Nicholls

Education Council / Curriculum Committee Representative

Dean / Director

Registrar