UNIVERSITY OF WARWICK

Proposal Form for New or Revised Modules (MA1- version 5)

Approval information	
Approval Type	☒ New module ☐ Revised module ☐ Discontinue module
Date of Introduction/Change	01/10/2013
If new, does this module replace another? If so, enter module code and title:	This module does not replace an existing module.
If revised/discontinued, please outline the rationale for the changes:	N/A.
Confirmation that affected departments have been consulted:	N/A (This module is not core on any degree course, including joint degree courses, although it is available as an option for students from other departments.)

Module Summary	
1. Module Code (if known)	
2. Module Title	Origins of Mind: Philosophical Issues in Cognitive Development
3. Lead department:	Philosophy
4. Name of module leader	Stephen Butterfill
5. Level	UG: ☐ Level 4 (Certificate) ☐ Level 5 (Intermediate) ☐ Level 6 (Honours) PG: ☒ Level 7 (Masters) ☐ Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	20
7. Principal Module Aims	To introduce students to philosophical issues arising from findings about the emergence of minds in development.
8. Contact Hours (summary)	2 hours of lectures per week for 9 weeks of term plus four hour-long tutorials
9. Assessment methods (summary)	1x5000 word essay

Module Context

10. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.

Philosophy

11. Availability of module

Degree Code	Title	Study Year	C/OC/ A/B/C	Credits
	MA in Philosophy **MA in Continental Philosophy** **MA in Philosophy and Literature**	**1**	**Option**	**20**

12. Minimum number of registered students required for module to run

8

13. Pre- and Post-Requisite Modules

none

Module Content and Teaching

14. Teaching and Learning Activities

Lectures	**2 hours per week**
Seminars	
Tutorials	**4 over the course of the module**
Laboratory sessions	
Total contact hours	**22 hours over the course of the module**
Module duration (weeks)	**9**
Other activity *(please describe): e.g. distance-learning, intensive weekend teaching etc.*	

15. Assessment Method (Standard)

Type of assessment	Length	% weighting
Examinations		
Assessed essays/coursework	5000 Words	**100**
Other formal assessment		
15a. Final chronological assessment *(please see*	**The essay will be final**	

Module Content and Teaching	
guidance)	

16. Methods for providing feedback on assessment.

Feedback on essays will be provided on the coversheet for the essay, addressing standard areas of evaluation and individual content.

17. Outline Syllabus

How do humans come to know about objects, causes, words, numbers, colours, actions and minds? Philosophers have been pursuing this question since Plato or before. More recently it has become the focus of a branch of psychology, developmental psychology. For each of some subset (which may change each time the module rules) of the domains mentioned above---objects, causes and the rest---students will learn about contemporary developmental findings, explore new philosophical issues raised by these findings and investigate their relevance to longstanding philosophical questions about the mind. In doing this students will also acquire familiarity with broad issues concerning development, including those associated with nativism, modularity and pre-linguistic cognition.

18. Illustrative Bibliography

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Carruthers, P., Laurence, S., & Stich, S. (2005). The Innate Mind: Structure and Contents. Oxford: Oxford University Press.

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Fodor, J. (1981). The present status of the innateness controversy. In Repre-sentations. Brighton: Harvester.
Fodor, J. (1983). The Modularity of Mind: an Essay on Faculty Psychology. Bradford book. Cambridge, Mass ; London: MIT Press.
Franklin, A., Catherwood, D., Alvarez, J., & Axelsson, E. (2010). Hemispheric asymmetries in categorical perception of orientation in infants and adults. Neuropsychologia, 48(9), 2648–2657.
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Goldin-Meadow, S. (2003). The resilience of language : what gesture creation in deaf children can tell us about how all children learn language. Essays in developmental psychology. New York, N.Y.: Psychology Press.
Hirschfeld, L. A. & Gelman, S. A. (1994). Mapping the Mind: Domain specificity in cognition and culture. Cambridge: Cambridge University Press.
Hoerl, C., McCormack, T., & Beck, S. R. (Eds.). (2011). Understanding Counterfactuals, Understanding Causation: Issues in philosophy and psychology. Oxford University Press.
Johnson, M. H. (2005). Developmental Cognitive Neuroscience, 2nd Edition. Oxford: Blackwell.
Jusczyk, P. (1997). The Discovery of Spoken Language. Cambridge, Mass.: MIT.
Whiten, A. (Ed.), Natural Theories of the Mind: evolution, development and simulation of everyday mindreading. Oxford: Blackwell.

19. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format ∀By the end of the module students should be able to…∀ using the table at the end of the module approval form:

Resources

20. List any additional requirements and indicate the outcome of any discussions about these.

There are no additional requirements.

Approval

21. Module leader's signature	
22. Date of approval	
23. Name of Approving Committee (include minute reference if applicable)	
24. Chair of Committee's	

Approval	
signature	
25. Head of Department(s) Signature	

Examination Information		
A1. Name of examiner (if different from module leader)		
A2. Indicate all available methods of assessment in the table below		
% Examined	**% Assessed by other methods**	**Length of examination paper**
	100	**N/A**
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
No		
A4. How many papers will the module be examined by?	☐ 1 paper	☐ 2 papers
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?	**N/A**	
A6. Is reading time required?	☐ Yes	☒ No
A7. Please specify any special exam timetable arrangements.		
A8. Stationery requirements		
No. of Answer books?		
Graph paper?		
Calculator?		
Any other special stationery requirements (e.g. Data books, tables etc)?		
A9. Type of examination paper		
Seen?	☐ Yes	☒ No
Open Book?	☐ Yes	☒ No
Restricted?	☐ Yes	☒ No
If restricted, please provide a list of permitted texts:		

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	**Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)**	**Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)**
Subject knowledge and understanding: students should be able to understand and accurately report relevant findings from developmental psychology. They should be able to distinguish conflicting hypotheses and critically consider evidence for and against. Students should be able to identify philosophical questions arising from such findings, and to relate them to longstanding issues in philosophy.	Lectures and seminars; independent study and research; non-assessed written work.	Essay or exam
Key skills: students should be able to communicate clearly and substantively in speech and in writing on the questions addressed in the module.	Lectures; participation in seminars, individually and working in groups; independent study and research; non-assessed and assessed written work and feedback	Essay or exam
Cognitive skills: students should be able to isolate the important claims within readings, both philosophical and developmental. They should be able to understand a range of experimental methods interpret data presented in tables and charts. They should be able to understand the structure of arguments, test views for strengths and weaknesses, make pertinent use of examples, and compare the substance of views consistently.	Lectures and seminars; independent study and research; non-assessed and assessed written work and feedback	Essay or exam
Subject-specific skills: students should be able to pursue and organize philosophical and psychological research using a range of sources (print and electronic media), to critically	Lectures and seminars; independent study and research; non-assessed and assessed written work and feedback	Essay or exam

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	**Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)**	**Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)**
evaluate reports of experiments and to engage independently in philosophical debate.		