

UNIVERSITY OF WARWICK

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

Approval information	
Approval Type	<div> <input type="checkbox"/> New module <input checked="" type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module </div>
Date of Introduction/Change	01/09/2016
If new, does this module replace another? If so, enter module code and title:	
If revised/discontinued, please outline the rationale for the changes:	This is a minor revision to update part of the assessment methods.
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	<div> UG: <input type="checkbox"/> Level 4 (Certificate) <input checked="" type="checkbox"/> Level 5 (Intermediate) <input checked="" type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) </div> <p>See Guidance Notes for relationship to years of study</p>
6. Credit value(s) (CATS)	15
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 + 1 hour of seminar per week, for 9 weeks of term
9. Assessment methods (summary)	One 2500 word essay (85%) and one portfolio comprising mini-essays and peer reviews (15%).

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
V500 VQ72 V7ML GV17 GV19 VL78 V7Q8	Philosophy Philosophy & Literature PPE Mathematics and Philosophy Mathematics and Philosophy with Specialism in Logic and Foundations Philosophy with Psychology Philosophy with Classical Civilisation Others	2/3/4	Option	15
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	1 hour per week	
Tutorials		
Laboratory sessions		
Total contact hours	3 hours per week/ 27 hours over course of term	
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		85%

Module Content and Teaching		
essays/coursework	2500 Words	
Other formal assessment		
15a. Final chronological assessment (<i>please see guidance</i>)		

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. Written feedback on mini-essays and peer reviews which fail will be given online and may form part of a student's final portfolio (if the student chooses to submit these essays).

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 runs) 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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Fodor, J. (1981). The present status of the innateness controversy. In Representations. Brighton: Harvester.

Fodor, J. (1983). The Modularity of Mind: an Essay on Faculty Psychology. Bradford book. Cambridge, Mass ; London: MIT Press.

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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)

Approval	
24. Chair of Committee's 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
0	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?	0	
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?	n/a	
A6. Is reading time required?	n/a	
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?	n/a	
Open Book?	n/a	
Restricted?	n/a	
If restricted, please provide a list of permitted texts:		