Instructor: Reid Buchanan  
Office: SS 1220  
Phone: 220-3168  
Email: buchanar@ucalgary.ca  
Office Hours: MW 2:00 – 2:50

COURSE DESCRIPTION
Perhaps the most crucial concern of traditional epistemology is whether the justification of (or the evidence for) our beliefs and claims to knowledge is sufficient. As a way to focus traditional and contemporary developments and debates concerning, e.g., the nature and conditions of sufficient justification/evidence (such as the “Internalist/Externalist” debate) or the structure of justification/evidence (such as the “Foundationalist/Coherentist” debate) it is instructive to explore such issues in terms of the extent to which they are motivated by, and the extent to which they avoid, the threat of philosophical scepticism – the view that the evidential bases for knowledge are insufficient.

PREREQUISITES
Two previous courses in Philosophy, at least one of which must be at the 300 level, or higher, and one of which must be Philosophy 201 or 395.

COURSE LEARNING OUTCOMES
The general aims of the course are to have students acquire the ability to distinguish and appreciate core issues associated with epistemology, the ability to identify philosophical reasoning, particularly to recognize, extract, and evaluate arguments, and finally, the ability to research and write philosophical exams and essays that have plausible theses and reasonable supporting arguments.


COURSE ASSESSMENT
The course work will consist of two in-class exams, a quiz, and a term paper (4-6 pages). Thus, writing and the grading thereof is the major factor in the evaluation of your work for this course.

UCalgary Academic Calendar: https://www.ucalgary.ca/pubs/calendar/current/e-2.html
There will be no Registrar-scheduled final exam.

A passing grade on any particular component of the course is not essential to pass the course as a whole.

The weight for each requirement is as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Course Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>30</td>
<td>October 15</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30</td>
<td>November 19</td>
</tr>
<tr>
<td>Quiz</td>
<td>10</td>
<td>December 3</td>
</tr>
<tr>
<td>Paper</td>
<td>30</td>
<td>December 3</td>
</tr>
</tbody>
</table>

Letter grades will be assigned in accordance with the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-45</td>
<td>F</td>
<td>71-75 B-</td>
</tr>
<tr>
<td>46-50</td>
<td>D</td>
<td>76-80 B</td>
</tr>
<tr>
<td>51-55</td>
<td>D+</td>
<td>81-85 B+</td>
</tr>
<tr>
<td>56-60</td>
<td>C-</td>
<td>86-90 A-</td>
</tr>
<tr>
<td>61-65</td>
<td>C</td>
<td>91-95 A</td>
</tr>
<tr>
<td>66-70</td>
<td>C+</td>
<td>96-100 A+</td>
</tr>
</tbody>
</table>

Medical or other formal documentation will be required for a missed exam. Without suitable documentation, you will not be permitted to re-schedule the exam, and you will receive a grade of zero. Late take-home finals will lose 25% of their value each day (or portion of the day) that they are late unless accompanied by medical or other documentation. After four days, late take-homes without documentation will not be accepted and you will receive a score of zero.

**COURSE POLICIES**

I expect that the course will proceed in accordance with the course schedule. However, unforeseen contingencies, e.g., particular difficulty or ease with a section of the course, may necessitate changes in the content covered on the dates listed on the schedule.

**Attendance**

Attendance is not mandatory, but I do expect you to make every effort to be present at each session. Excepting extraordinary circumstances, I expect advance notice that you will be unable to attend class for an exam or to submit an assignment by the due date.

**How to Contact Me**

You can see me during my office hours or make an appointment to see me at some other time. If you wish to make an appointment, please contact me directly by telephone or E-mail. Perhaps the best way to reach me is through E-mail, which I typically check a number of times each day. I should also mention that I encourage you to offer me feedback about any aspect of the course — it is important for me to know how you think things are going, and to be flexible enough to adjust to your needs.
IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Honesty
Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offense, the penalty for which will be an F on the assignment or an F in the course, and possibly a disciplinary sanction such as probation, suspension, or expulsion. See the relevant section K.5 on ‘Academic Misconduct’ in the current University Calendar http://www.ucalgary.ca/pubs/calendar/current/k-5.html.

Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about correct referencing, consult your instructor.

Academic Accommodation
The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor.

D2L Help
Desire2Learn is UCalgary’s online learning management system. Important information and communications about this course may be posted on D2L. Go to https://ucalgary.service-now.com/it for help.

General Academic Concerns and Program Planning
Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email ascarts@ucalgary.ca. Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at https://arts.ucalgary.ca/advising for detailed information on common academic concerns.

Advice on Philosophy Courses
You may find answers to your more specific questions about a philosophy degree on the Department of Philosophy’s website http://phil.ucalgary.ca, or contact one of Philosophy’s Undergraduate Advisors. David Dick (dgdick@ucalgary.ca), Jack MacIntosh (macintosh@ucalgary.ca), Megan Delehanty (mdelehan@ucalgary.ca).

Registration Overload/Prerequisite Waivers
If you are seeking to register in a Philosophy course that is full or to get permission to waive the prerequisites for a course, email the Department Manager, Tram Nguyen (tram.nguyen1@ucalgary.ca).
**Writing**
This course will include written assignments. All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15- minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

**Protection of Privacy**
The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student’s right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

**Internet and Electronic Communication Devices**
The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary’s Non-Academic Misconduct policy.

**Emergency Evacuation:**
In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at http://www.ucalgary.ca/emergencyplan/assemblypoints. Please check this website and note the nearest assembly point for this course.

**Other Helpful Contacts**
- Faculty of Arts Student Representatives: 403-220-6552, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Union: https://www.su.ucalgary.ca/; 403-220-6551.
- Student Ombudsman: http://www.ucalgary.ca/provost/students/ombuds
- Campus Mental Health Strategy: https://www.ucalgary.ca/mentalhealth/
Course Learning Outcomes are specific and measurable statements that define the knowledge, skills, and attitudes learners will demonstrate by the completion of a course. Learning Outcomes are written with a verb phrase and declare a demonstrable action within a given time frame, such as by the end of the course. Ideally, they should be observable, measurable, and achievable within a specified time period. For some, this definition describes what they have already understood to be Learning Objectives. Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation. Good learning outcomes emphasize the application and integration of knowledge. Course learning outcomes identify the minimum level that students must achieve to be successful in a course. In particular, they frame what will be learned and assessed and the nature of learning activity experienced within the course. Expand.

Features of course learning outcomes. Constructive alignment (CA) (Biggs & Tang, 2007) is a design for teaching what it is intended students should learn, and how they should express their learning, and is clearly stated before teaching takes place. Learning outcomes are descriptions of the specific knowledge, skills, or expertise that the learner will get from a learning activity, such as a training session, seminar, course, or program. Learning outcomes are measurable achievements that the learner will be able to understand after the learning is complete, which helps learners understand the importance of the information and what they will gain from their engagement with the learning activity. Course Goal / Learning Outcome. describes broad aspects of behavior which incorporate a wide range of knowledge and skill. Upon completion of this course the student will have reliably demonstrated the ability to use the conventions of grammar when creating paragraphs. Learning Objectives. tend to describe specific, discrete units of knowledge and skill can be accomplished within a short timeframe. Given a paragraph of ten sentences, the student