



# PHIL\*4820 Philosophy Research Presentation

Fall 2020

Section(s): 01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - September 08, 2020

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## 1 Course Details

### 1.1 Calendar Description

The focus of this course is mastering the oral presentation of a philosophical argument, and engaging in respectful, intellectually honest discussion with one's audience. Students will develop and present a philosophical claim which they will explain and defend during a question period after the presentation. Students are expected to have topic for their presentation at the beginning of the course.

**Pre-Requisites:** 14.00 credits including 1.00 credits in Philosophy at the 3000-level

**Restrictions:** Restricted to students in Philosophy major.

### 1.2 Course Description

The focus of this course is on mastering the oral presentation of a philosophical argument, as well as engaging in respectful, intellectually honest discussion with one's audience. Over the course of the semester students will develop and present a philosophical argument, working independently, together as a group, and one-on-one with the instructor. We will work on research skills (e.g. finding high-quality philosophical articles relevant to your topic), writing skills (e.g. developing a convincing philosophical argument), and presenting skills (e.g. effective oral communication). By the end of the semester students will be ready to present their work at an end-of-semester (virtual) conference. Students are expected to have a topic for their presentation at the beginning of the course.

### 1.3 Timetable

Unless otherwise noted, we will meet virtually, via Teams, in our Tuesday 2:30-5:20 timeslot; you will receive an email from me, prior to our first class, inviting you to join our PHIL 4280 Team.

## 1.4 Final Exam

There is no final exam for this class, but at the end of the semester we will host a (virtual) conference, at which time each student will give their 15-minute presentation and will handle questions from the audience.

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## 2 Instructional Support

### 2.1 Instructional Support Team

<b>Instructor:</b>	Karyn Freedman
<b>Email:</b>	karynf@uoguelph.ca
<b>Telephone:</b>	+1-519-824-4120 x53232
<b>Office:</b>	MCKN 354
<b>Office Hours:</b>	By appointment only

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## 3 Learning Resources

There is no textbook for this course.

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## 4 Learning Outcomes

**Course Objectives:** The main objective of this course is to develop the philosophical skills that are required to present and defend orally a philosophical claim.

### 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. **Deliver** an oral presentation on a philosophical topic that is clear, accurate and well-reasoned.
  2. **Write** clearly and cogently on complex problems in philosophy.
  3. **Organize and present** a philosophical theory and engage with others in the development of a defense and critique of the theory.
  4. **Argue** successfully for one's own view and be able to identify and critically evaluate patterns of argumentative reasoning in the work of others.
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## 5 Teaching and Learning Activities

### Method of Presentation

Unless otherwise noted, we will meet virtually, via Teams, in our Tuesday 2:30-5:20 timeslot;

you will receive an email from me inviting you to join our PHIL 4280 Team.

**NOTE: Week 5 is the holiday break; there is no class that Tuesday. We make up for it by having 2 classes in Week 12.**

## 5.1 Lecture

### Week 1

**Topics:                                      September 15: Introductory Class**

During this first class we will discuss the main goal of this course, which is to help you develop a 15-minute presentation which is accessible to non-specialists and has a clearly established philosophical interest. Students will come to the first class with their presentation topics, which we'll discuss briefly. We will also discuss the mechanics of the course and schedule the following:

- Initial one-on-one meeting with me (to be scheduled for week 2);
- Pitches, each with two respondents;
- First runs, each with two respondents;
- Second runs.

### Week 2

**Topics:                                      September 22: One-on-one meetings; group discussion**

I will meet with you all one-on-one this week, prior to our Thursday class, for a scheduled 15-minute discussion about your presentation topic (if you need longer, we'll schedule a second meeting).

We will also meet, as a group, for the first hour (or so) of our regularly scheduled class, to share ideas about developing Pitches.

In preparation for today's discussion, have a look at these websites, which offer advice on how to give a good philosophy talk (we'll talk about these tips today):

<http://www.koksvik.net/talk.php>

<http://users.ox.ac.uk/~mert2255/teaching/advice/tips-for-presentations.pdf>

### Week 3

**Topics:** **September 29: The Pitch**

Students will present a short (5-10-minute) pitch of their idea for their research presentation, which will involve:

- A description of the topic
- An explanation of the debate to which it contributes
- A preliminary statement of the thesis

Each pitch will receive a brief oral reply by two designated students, followed by written commentary (see Pitch/Presentation Reply Guidelines on Courselink), which will be posted online.

### Week 4

**Topics:** **October 6: Library Visit, Dave Hudson**

Today we'll spend the first hour of class with Dave Hudson, who is the librarian responsible for supporting library and research education in the College of Arts, including Philosophy. He will be providing an overview to relevant resources in the library, and this will help you develop the research skills necessary for identifying high-quality philosophical articles in peer-reviewed journals. After his visit, we will discuss what is required of your outline/annotated bibliography assignment.

### Week 6

**Topics:** **October 20: Preparation for First Run**

*No class meeting this week.* Instead, students will work on their own time on their topics, preparing for a first run of their presentation. I will be available for one-on-one meetings for those students who want or require extra help.

### Week 7

**Topics:** **October 27: Outlines & Bibliographies**

Students will turn in an outline of their presentation, which maps out the structure of the presentation (thesis statement, structure of argument, etc.) and an annotated bibliography, which offers a brief (one or two line) description of the content of the reference as well as how it relates to the overall argument of the presentation.

We will share these with each other, as a learning tool, and discuss them together.

### **Week 8**

**Topics: November 3: First Run, part 1**

This is what we've been working towards! Students will deliver (via Teams, either Stream or live, through our meeting group) a first run of their 15-minute presentation. Each presentation will receive a brief oral reply by two designated students, followed later by written commentary (see Pitch/Presentation Reply Guidelines on CourseLink), which will be posted online.

### **Week 9**

**Topics: November 10: First Run, part 2**

(same as above)

### **Week 10**

**Topics: November 17: Video review**

We will watch a couple of online talks by professional philosophers, in advance of class, and then discuss these together. You will have to turn in a 1-2-page critical response (like a pitch/presentation response, but not point form) of one of the videos.

### **Week 11**

**Topics: November 24: Preparation for Second Run**

*No class meeting this week.* Instead, students will work on their own time on their topics, preparing for a first run of their presentation. I will be available for one-on-one meetings for those students who want or require some extra help.

### **Week 12**

**Topics: December 1: Second Run, part 1**

Students will give a second run of their 15-minute-long presentation. For the second run we will not have designated respondents, but instead, students will practice asking questions of their peers. We will discuss different kinds of questions that one finds in philosophy: clarifying, developing; and responding.

We may decide to do these presentations via Stream (instead of live).

**Week 12**

**Topics: December 3: Second Run, part 2**

(same as above)

## 6 Assessments

### 6.1 Assessment Details

method of evaluation (100%)

<u>Assignment</u>	<u>Due Date</u>	<u>% of Grade</u>
<b>Pitch</b>	<b>September 29</b>	<b>10%</b>
<b>Pitch Responses</b>	<b>September 29</b>	<b>2 x 5% = 10% (pass/fail)</b>
<b>Outline/Bibliography</b>	<b>October 27</b>	<b>10%</b>
<b>First Run</b>	<b>November 3 &amp; 10</b>	<b>10%</b>

<b>First Run Responses</b>	<b>November 3 &amp; 10</b>	<b>2 x 5% = 10% (pass/fail)</b>
<b>Video Response</b>	<b>November 24</b>	<b>5%</b>
<b>Second Run</b>	<b>December 1 &amp; 3</b>	<b>10%</b>
<b>Conference Presentation</b>	<b>Second week in December</b>	<b>30%</b>
<b>Q &amp; A at Conference</b>	<b>(ditto)</b>	<b>5% (pass/fail)</b>
		<b>Total: 100%</b>

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## 7 Course Statements

### 7.1 Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar](#)

### 7.2 Recording Lectures

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other "live" course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session

4. use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

## 7.3 Netiquette

### Online Behaviour

**Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:**

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student



- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password

## 8 University Statements

### 8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### 8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

## 8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## 8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as

possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## 8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

## 8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## 8.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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