

## Scienze dell'Educazione e della Formazione

General information	
Academic subject	Theoretical Philosophy
Degree course	Bachelor
Academic Year	2021-2022
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar	Start: 2021, October 11 <sup>th</sup> End: 2022, January 31 <sup>st</sup>
Attendance	Optional

Professor/ Lecturer	
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Tutoring (time and day)	By agreement (via email), in person or via Skype or Microsoft TEAMS (TEAMS code: 9kxsubr)

Syllabus	
<b>Learning Objectives</b>	The course aims to provide students with familiarity with conceptual analysis and the construction/interpretation of topics; to this end the course will provide students with familiarity with some basic notions in the field of logic and argumentation theory.
<b>Course prerequisites</b>	None
<b>Contents</b>	The course consists of two main parts. The first part will present fundamental notions in the field of logic and argumentation theory such as (a) the difference between argumentative, explicative, and descriptive uses of language; (b) the structure of an argument; (c) deductive and inductive inferences, (d) validity of an argument; (e) fallacies. The second part will provide participants the opportunity of deepening some philosophical texts from an argumentative, logical, and theoretical point of view.
<b>Books and bibliography</b>	<p>A. F. Paoli, Crespellani Porcella, G. Sergioli, <i>Ragionare nel quotidiano</i>, Mimesis, Milano 2012; A. Iacona, <i>L'argomentazione</i>, Einaudi, Torino 2010</p> <p>B. Platone, <i>Eutifrone</i> (qualsiasi edizione); Platone, <i>Fedone</i> (qualsiasi edizione); Platone, <i>Gorgia</i> (qualsiasi edizione)</p>
<b>Additional materials</b>	<p>Foreign students can prepare the final exam on the following texts:</p> <p>A. Varzi, J. Nolt, D. Rohatyn, <i>Logic</i>, McGraw-Hill, New York 1998 (text selection to agree);</p> <p>B. Plato, <i>Euthyphro</i>; Plato, <i>Phaedo</i>; Plato, <i>Gorgias</i></p>

Work schedule	
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Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
225	60		165
<b>ECTS</b>			
9			
<b>Teaching strategy</b>			
		Frontal lecture and exercises. In both the first and the second part of the course some classes will be devoted to the assessment of the capacities and contents acquired during the course. In the second part of the course, these exercises will consist in analyzing the philosophical texts included in the program. The aim will be to identify and to evaluate the arguments proposed by the authors. These exercises will be done by students individually and in group and they will be then discussed with the teacher in class. These activities will not be considered as part of the final evaluation.	
<b>Expected learning outcomes</b>			
<b>Knowledge and understanding on:</b>		Students will acquire basic notions in the field of logic and argumentation theory. Students will become acquainted with fundamental concepts in logic and argumentation theory such as inference, induction, deduction, validity, and argumentative fallacy. Furthermore, students will learn to distinguish argumentative, explicative, and descriptive patterns in discourse analysis.	
<b>Applying knowledge and understanding on:</b>		Students will develop the ability to critically analyze the logical structure of different types of text, coming from the philosophical and non-philosophical tradition. They will also develop the ability to recognize different arguments and to properly evaluate their consistency and/or force as well as their formal and semantic limitations.	
<b>Soft skills</b>		<p><i>Knowledge and understanding:</i> Students will acquire basic notions in the field of logic and argumentation theory. Students will become acquainted with fundamental concepts in logic and argumentation theory such as inference, induction, deduction, validity, and argumentative fallacy. Furthermore, students will learn to distinguish argumentative, explicative, and descriptive patterns in discourse analysis.</p> <p><i>Applying knowledge and understanding:</i> Students will develop the ability to critically analyze the logical structure of different types of text, coming from the philosophical and non-philosophical tradition. They will also develop the ability to recognize different arguments and to properly evaluate their consistency and/or force as well as their formal and semantic limitations.</p> <p><i>Making informed judgements and choices:</i> By developing the capacity to analyze argument structures, students will acquire the means to critically assess alternative positions, research designs and intervention projects. Moreover, they will improve their capacity to understand different cultural and social contexts.</p> <p><i>Communicating knowledge and understanding:</i> Students will learn to optimize their ability to present their research results or their intervention proposals both in written and oral form.</p> <p><i>Capacities to continue learning:</i> Students will be able to carry out logical and conceptual analyses of any kind of argument. This will allow them to optimize their learning skills also at a later stage of their education.</p>	
<b>Assessment and feedback</b>			
<b>Methods of assessment</b>		Written exam (open questions and solution of exercises)	
<b>Evaluation criteria</b>		Students will be asked to perform exercises in the field of logic and argumentation theory. As for these exercises, the assessment will take into account whether the solutions are technically sound and accurate. Moreover, the exam will also include open questions concerning the conceptual issues discussed during the course. As for them, the accuracy of conceptual understanding, the soundness of technical language, the clarity of writing, the completeness of the answers will be considered for the final scoring.	

Criteria for assessment and attribution of the final mark	Considering the above mentioned criteria, a final score in 30-points will be given.
<b>Additional information</b>	