

Periodic Evaluation Report for FIL2403 (Autumn 2017):

This semester the course focused on the theory of reference and meaning. The main texts for the course were Frege's *On Sense and Reference*, Kripke's *Naming and Necessity*, and Cappelen and Dever's introductory textbook *Puzzles About Reference*, with suggested original secondary readings. The students especially benefitted engagement with Frege and Kripke. The Cappelen and Dever manuscript provided needed repetition of the difficult Frege/Kripke material and at the same time introduced the students to a number of contemporary post Frege-Kripke debates in Philosophy of Language. I think, and some students agreed, that the course could cover less contemporary topics and go more in depth with them. Many students wanted more lecture and seminar hours in order to fully understand and engage the material. A few students indicated that they were also interested some topics that were not covered extensively in the course: pragmatics, theories of truth and logic. The students were generally very satisfied with the quality of the teaching and how it covered the course content, but again indicated that they would like more seminar hours.

The teaching room was GM209 and the projector in the room was used for audiovisual. The room and audiovisual material worked well. The course attendance was normal with about half of the students attending lecture regularly.

The examination consisted of two short essays and one long essay submitted throughout the semester. Students generally agreed that essays were a good form of assessment, but some thought a home exam would also be a good form of assessment. Given that students wanted more seminar hours, seminar style presentations may be a nice addition to the course assessment. The long essay I think is crucial to keep.

The learning outcomes were a good description of what students were able to do after completion.

In total 37 students signed up for the course, of which 30 completed the course. Of the 30 students, 11 received As, 14 received Bs, 3 received Cs, 1 received a D and 1 received an E. Overall, the quality of the submitted essay portfolios was high.

The prerequisites, level and semester of the course were appropriate.