

PHI 2010

Syllabus Template

Your course instructor will provide you with an extended version of this course syllabus.

Course Information

Course Title: Introduction to Philosophy
Course ID: PHI 2010
CRN:
Course Description: (The course description can be found below)
Term and Year:
Course Modality: Online

Instructor Information

Name:
Department: Humanities
Campus:
Office Hours: (Office hours are posted by all faculty)
Phone Number:
Email:
Communication Policy: (All communication is through established protocols)

Required Textbook, Supplemental Materials, and Technology

Joel Feinberg and Russ Shafer-Landau, [Reason and Responsibility](#) (Cengage Learning, 16 edition.) (ISBN-13: 978-1305502444)

Course Description:

When you think hard about yourself, your values, your knowledge and belief systems, your life, and your place in the world, you are practicing philosophy. The course surveys the history of philosophy and introduces you to important contemporary issues and positions. You will become able to ground your personal philosophies in traditions of philosophical reasoning. Prerequisite: ENC 1101 with a grade of C or higher. (CORE) (G.E.) (TR) (DV)

College-Wide Student Learning Outcomes

This course supports the following College-wide Student Learning Outcomes (SLO-CoWs):

1. Students will demonstrate the ability to communicate (read, write, speak, and listen) effectively.
2. Students will demonstrate the ability to reflect, analyze, synthesize and apply knowledge.
3. Students will demonstrate the ability to find, evaluate, organize, and use information.
4. Prepare students to participate actively as informed and responsible citizens in social, cultural, global and environmental matters

Course Outcomes

As a result of the course, a student will be able to:

- Demonstrate an understanding of the six main branches of philosophy.
- Demonstrate awareness of what well known philosophers have said about philosophical questions.

- Develop a written well-considered, personal philosophical position on questions upon review of selected readings within the philosophical literature. (General Learning Outcome: Communications).
- Demonstrate the ability to evaluate the quality of philosophical positions of various philosophical issues. (General Learning Outcome: Critical Thinking.)
- State a philosophical problem, analyze the arguments pro & con and state a conclusion based upon the premise or premises deemed to be the strongest. (General Learning Outcome: Critical Thinking.)

Technology, Technological Skill Requirements, and Acceptable File Formats

Technology Requirements:

Students will need access to a computer with high-speed Internet, audio and video capability. Use of Microsoft Office Suite 2007 or newer is required. Students who use a Mac do so at their own discretion, and all students must purchase the appropriate software to be compatible with PCs and the Brightspace course management system. Students should also have a USB key/flash drive for storage of all submitted work. All students need knowledge of file management, e-mail, attachments, word processing, and Internet search processes. Each student is required to be self-motivated and be current on reading assignments and course activities to maximize the overall learning experience as well as function in the online environments. The Brightspace course management system represents the primary source of interactions with the instructor and fellow classmates. Therefore, students are required to complete assignments in a timely and consistent manner in this online environment. Assignment due dates and times are firm and are not subject to negotiation. Students must use the Brightspace e-mail system to communicate with the SFSC community. All of this is available on the SFSC campus by accessing the computer labs in the Library.

In addition, any problems that students may have with their own computer systems are not the responsibility of SFSC or the instructor. This class is a Brightspace course; this means that all assignments are Brightspace/Internet based and require regular interface with these environments. It is the student's responsibility to be prepared and capable of functioning in these technological environments. As such, claims that assignments could not be completed on time because of computer problems, Internet access issues, etc. will not be relevant.

The only instances that assignment deadlines may be extended is if there are Brightspace system-wide problems, weather issues, or other systemic problems. Alerts of this nature will be sent to students via Blackboard Connect. Nevertheless, students are responsible for the working function of their own computers, printers, and internet services and for getting their assignments completed and submitted ON TIME and in the appropriate format.

Grading Policy and Late Work:

All evaluated written assignments for this class will be kept by the student. Students should keep their original copies of written work that they submit for grading. Work will not be accepted for grade credit after the last day of regular classes for the semester. Students who do not obtain at least a grade of "C" will receive no college credit for this course. Student grades will be recorded on Brightspace; as such, it is students' responsibility to keep track of their grades.

All work submitted for evaluation must be a finished product. In other words, it must be free of errors, including spelling, structural, and grammatical. Because writing is a recursive process--one which includes much revision--the student should expect to write several drafts of each paper before it is ready for final evaluation. All written work must be submitted in a timely manner. Because this is a

writing-intensive course, your instructor will need much time to grade written work. However, your instructor will have your written work graded and returned to you within two weeks.

Late work, including late submission, resubmissions, or corrected files, is not accepted. Exclusions to this policy include students who have registered a documented illness, injury, or personal hardship with the Dean of Student Services, who will contact the instructor.

Student Assessment

Assignments	Percentage
Discussion Posts	15%
Quizzes	10%
Essay I	20%
Essay 2	20%
Essay 3	20%
Final Exam	15%

(Grading policies may vary according to the instructor)

Assignment Descriptions

Reading Assignments

There will be reading assignments for nearly every class. The number of pages assigned in this class is not large. For most classes, students will be expected to read less than 20 pages. But do not be misled into thinking that the reading load is light. You will not understand these articles well enough if you read them quickly or only one time.

Here is how you should approach the reading in this class:

1. Plan on spending about 2 hours per 10 pages.
2. Read everything at least twice.
3. Look for the following points:
 - a. What is the main conclusion the author reaches? This is not always obvious. Some state their conclusions and others do not.
 - b. What is the argument for that conclusion? This usually involves a complex chain of reasoning. You need to pay close attention to the details of that reasoning.
 - c. What sort of objections does the author consider to his or her own argument? How does he or she respond to those objections?
4. Take careful and detailed notes. It is easy to lose track of the argument along the way. Note any points that seem wrong to you or that you do not understand. You may want to ask about them.
5. One of the main difficulties that students have comprehending philosophical texts is that they overlook the way in which a given author uses a particular term. For example, Descartes' use of the term "idea" is significantly different from Locke's. Much confusion can be avoided by understanding how a given author uses a particular term.

6. Another related difficulty that students encounter is that they overlook important distinctions. For example, it is impossible to understand Anselm's Ontological Argument for the existence of God without a clear grasp on the distinction he draws between what it is for something to exist "in the understanding" and what it is for something to exist "in reality."

What is the difference between the weekly discussion posts and the essays?

The weekly discussion posts provide you with the opportunity to present your position on the topic of the week and the opportunity to interact with other students. To receive full credit on your discussion posts you need to reply to at least two other students. Please read "How to Write a Substantive Reply." Replies must be substantive. The essays present an opportunity to showcase your understanding of the assigned reading material and to defend your position on the chosen topic. The goal of the essay is to advance principled reasons for thinking one side is right and the other side is wrong.

Discussion Posts/Replies

I strongly suggest you compose your discussion posts in Word. That way, if there is a glitch you don't lose your entire discussion post. Composing in Word will also allow you to run spell check and grammar check. This is a college-level course. I expect college-level writing. Note that you are not texting your friends; you are doing academic work.

I drop your lowest discussion post grade. If you miss a discussion post, this will be your drop. I do not accept late discussion posts unless you have a legitimate, documented excuse such as a doctor's note. I suggest that you plan on turning in discussions early; that way, if something comes up, you still have time to post your work. Please note that replies are worth 20 points each. If you forget to do the replies, the highest grade you can earn is 60 percent (D-). Replies must be substantive. Please see "How to Write a Substantive Reply" under the "Modules" tab.

Discussions are due at 8 p.m. and replies are due by 11:59 p.m. Please be mindful that many students have to be up as early as 6 a.m. These students cannot say up all night waiting for classmates to post their discussions so they can do their replies. If you post your discussion even one minute late, I will drop your grade by 10 points. (I drop an additional 10 points for each hour you are late. After 11:59 the discussion forum closes. If you are having trouble posting in Canvas and the deadline is approaching, email me your discussion post and/or replies before the deadline. Work received after the deadline will not be accepted.

Essays

I will accept late essays only with a legitimate, documented excuse.

Examples of legitimate excuses:

1. I was admitted to the emergency room yesterday; please find attached my doctor's note.
2. I am deployed in Afghanistan and my infant son, whom I have never met, was involved in a car accident and is in critical condition; the American Red Cross is flying me home today. The contact information for my education officer is _____.

3. My grandmother died Sunday. Attached is a letter from the funeral home (on letterhead) documenting the situation.

Examples of illegitimate excuses:

1. I was unable to submit my essay because I was on a cruise to Cozumel.
2. I was unable to submit my essay because I had to attend DUI class.
3. My computer crashed and I was unable to submit my essay.

Again, I suggest that you plan on turning in your work early; that way, if something comes up, you have time to formulate a backup plan. Poor planning on your part does not create an obligation on my part to accept late work. This is a college-level course and I expect you to conduct yourself like a responsible adult.

Gordon Rule

This course is a Gordon Rule course. In accordance with the State of Florida's Rule 6A-10.030, popularly known as the "Gordon Rule," all courses designated as Gordon Rule ("GR") in the college catalog will include the requirement that students demonstrate the ability to produce college-level, discipline-based writings. Such courses include, but are not limited to, those in the Communications, Humanities, and Social Sciences categories. This requirement will be met in each class through the student's successful completion of multiple and substantive college-level writing assignments as designed and assessed by the instructor in such a way as to measure both course-specific learning and development of writing skills over the progress of a given term. In addition to demonstrating a satisfactory understanding of the written English language, all such writing assignments submitted by a student should exhibit critical thinking skills and be directly related to the discipline's specific General Learning Outcome(s).

(Course assignments may vary by instructor).