

BARTON COMMUNITY COLLEGE
COURSE SYLLABUS
SPRING 2018 SESSION 2
January 15-May 13, 2018

I. GENERAL COURSE INFORMATION

<u>Course Number:</u>	PHIL 1602
<u>Course Title:</u>	Introduction to Philosophy
<u>Credit Hours:</u>	3
<u>Prerequisites:</u>	None
<u>Division/Discipline:</u>	Liberal Arts and Sciences/Humanities/Philosophy
<u>Course Description:</u>	

A course designed to introduce the student to various intellectual problems and questions that have confronted mankind since his beginning. Philosophical problems as well as methods of solving these problems will be discussed. This course is designed to help the student understand the integral place philosophy has in institutions of higher learning.

II. INSTRUCTOR INFORMATION

Course Professor: Dr. John Mack
Email: bccmack@yahoo.com
Cell/office phone: 620-778-2054

How to Contact Me:

- For general questions, you may use the Virtual Office found in the Orientation Module. *NOTE: I usually only check the course once or twice a day, so it may be some time before I answer your question.*
- Email me using the email feature in the Course Shell or using your own email server. *A note about emails: if you do not receive an answer from me within 24 hours, that means I did not receive the email. Please resend. It is suggested that you email me directly from your email account rather than using the E-College email system.*
- Text me at 620-778-2054. *Make sure you sign your text with your name and course number so I can answer your questions.*
- For “virtual conferencing,” I have both a SKYPE and ZOOM account that you can use. Please contact me to arrange for a virtual “face-to-face” meeting. My account is prjmack1@yahoo.com

Above all, NEVER feel bad about contacting me – that is why I am here: to help you succeed!!

III. CLASSROOM POLICY

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College’s educational endeavors as outlined in the College Catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

Introduction to Philosophy is a humanities general education course. If you earn a grade of C or better, Introduction to Philosophy transfers to area colleges and universities as an equivalent course.

General education requirements and the transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification.

Students are responsible to obtain relevant information from intended transfer institutions to ensure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

V. ASSESSMENT OF STUDENT LEARNING/COURSE OUTCOMES

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

The primary objective of this class is simply for you to engage in philosophy. We will discuss issues that are often never questioned, but lie in a bed of assumptions we make every day. We will entertain questions such as, "What is truth?", "How does one acquire knowledge?", "What are the foundations of ethics?", "If God exists, why is there evil in the world?", etc. Not only will you be introduced to what some of the major figures in the history of Western Philosophy have to say about such questions, but you will also address them yourselves.

I like to think of this class as an open forum for the exchange of ideas. Feel free to contribute anything on your mind to class at any time. All ideas are to be taken seriously in this class, and a respect for diversity of opinions is expected. The study of philosophy epitomizes the cliché, "the more you learn the less you know." This semester we will engage in an exercise in humility, as we question the assumptions of our belief systems.

COURSE COMPETENCIES

- A. Recognize the development of Philosophy in the context of history and culture.
 1. Understand the origins of Western Philosophy.
- B. Demonstrate understanding of theories, terminology, and division of Philosophy.
 1. Distinguish between the three basic divisions of philosophy; epistemology, axiology, and metaphysics.
 2. Demonstrate an ability to think critically about ethical theories.
 3. Understand some of the central issues in philosophy.
 4. Demonstrate an ability to recognize strengths and weaknesses in each of these various arguments.
- C. Identify and develop Philosophical reasoning, and analysis.
 1. Understand the role logic plays in philosophy and the difference between truth and logic
 2. Distinguish valid and sound arguments.
 3. Distinguish necessary and sufficient conditions.
 4. Articulate the chief tenants of Utilitarianism.
 5. Articulate the chief tenants of Kant's Ethical theory.
 6. Appreciate the philosophical issues underlying an issue of applied ethics.

- D. Interpret and analyze classic philosophical arguments.
 1. Distinguish some of the main approaches to Epistemology, including Plato's Theory of the Forms, Descartes' Method, Hume's Skepticism, and Kant's Transcendental Idealism.
 2. List and explain the traditional approaches to the mind/body problem.
 3. Understand some of the central issues of the free will versus determinism debate.
 4. Write a philosophy paper. (at least 3 full pages)
 5. Develop the ability to effectively interpret and analyze essays in philosophy.

These skills will sharpen your analytical abilities as well as open your eyes to an indispensable force of Western Civilization. Additional competencies may be developed depending on our pace.

VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

Students are expected to complete **all** required reading, finish all Reading Quizzes, and participate in required threaded discussions on a bi-weekly basis. No opportunity will be given for late work and it is not possible to work ahead in this course!

Remember: Attacks or criticism of individuals will not be tolerated.

VII. TEXTBOOK AND OTHER REQUIRED MATERIALS

Here is the booklist, available at our bookseller at www.bartonlinebookstore.com

Solomon and Kathleen Higgins. *A Short History of Philosophy*. New York: Oxford University Press, 1996. ISBN: 978-0195101966

Jostein Gaarder. *Sophie's World*. New York: Farrar, Straus and Giroux (March 20, 2007). ISBN 978-0374530716

**Note: it does not matter what edition you buy of Sophie's World. You can find it very cheaply as a download, as an audio book (through audible.com), or used through an online bookstore.*

VIII. REFERENCES

IX. METHODS INSTRUCTION AND EVALUATION

Assessment Overview:

Introductory Discussion	3
Orientation Module Discussion	12
1 Universal Colleges Policies Quiz	10
1 Universal Orientation Quiz	5
7 Module Discussions @ 30 points each	210
8 Module Reading Quizzes @ 25 points each	200
1 Philosophy Personal Philosophy Paper	50

1 Final (Module 8) Discussion	10
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Your Final Grade will be determined by **the number of points** that you earn.

- If you earn 450 or more points, you will receive an A.
- If you earn between 400 and 449 points, you will receive a B.
- If you earn between 350 and 399 points, you will receive a C.
- If you earn between 300 and 349 points, you will receive a D.
- If you earn less than 300 points, you will fail the course.

The student's grade will be based on the following items for each Module:

- . 1 Threaded Discussion
- . 1 Module Reading Quiz

In addition, there is a Personal Philosophy Paper that will be part of the Final Grade for this class.

Each Module's assignments should be completed during the time period of the Module. Please note however that there are due dates contained within the Module's assignments that must be adhered to in order to receive full credit.

Discussions and Module Reading Quizzes MUST be completed by the end of each Module. No opportunity to make up discussions or quizzes will be offered.

- PLEASE notify the teacher by e-mail, text, or phone of any personal or professional crisis. It is especially important that soldiers who know they will have field exercises contact the Professor **BEFORE** the scheduled dates.
- Normally, grades will be posted within 3 days following the end of the Module: click on the relevant grade in the Grade book for details and for information about why you received the grade. Please notify your Professor if the grade and grade details do not seem to make sense, or if the grade has not appeared in a reasonable time. Access dates may vary.
- It is important that you look at the posted Grading Rubric in the Grade book after grades have been posted. (If you do not know how to access the Comments section in the Grade book, please contact the Bartonline help desk.)

Each course item described in detail:

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Introductory Discussion	3
Orientation Discussion	12
1 Universal Colleges Policies Quiz	10
1 Universal Orientation Quiz	5

7 Module Discussions @ 30 points each	210
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1 Personal (Reflection) Philosophy Paper	50
1 Final (Module 8) Discussion	10

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- 1 Threaded Discussion
- 1 Module Reading Quiz

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Each course item described in detail:

“Quote of the Week” Threaded Discussion - Each student is expected to contribute to the Threaded Discussion after reading the material in the Module.

Your first essay submission must be at least 300 words. I would note that the quote itself DOES not count towards the 300-word minimum. Your first essay post must have **two** distinct paragraphs (described below). Your first paragraph must be at least 100 words. Your second paragraph must be at least 200 words.

The first lines of your essay post **must** be the typed out quote you have chosen followed by the book name and page number on which the quote is found.

Begin your essay by typing out the entire quote from the assigned pages in the texts or from the recommended additional internet reading for the Module. Make sure you put the name of the book and the page number in parentheses after the quote. (If you are using the internet readings, please give the name of the reading.) The quote may be either a direct quote of a philosopher OR an explanation offered by the authors (of either text).

The quote must come from the assigned pages (from either text) for the Module or the recommended internet readings for the Module. Do not use quotes from outside internet sources (such as quote.com) as these sites often take quotes out of context and are not reliable for an academic course. Be careful also NOT to use quotes from readings assigned for other Modules.

NOTE: if you are using an explanation by the author(s), make sure you explain which philosopher the author(s) are discussing.

SECOND NOTE: if it is not clear what philosopher the authors are talking about, then choose another quote that will allow you to answer the questions you must answer to fulfill the requirements for paragraph 1 of the essay post.

THIRD NOTE: do not discuss the authors of the textbooks or their qualifications in paragraph 1. Also, do not discuss the fictional part of the philosophical novel, Sophie's World.

In your **first** paragraph, discuss the philosopher behind the quote you chose. Answer these questions:

- Who is the author of the quote (or who is the quote about)?
- When did that person live?
- What is the historical context in which the philosopher lived and how did that context impact the philosopher and/or his philosophy?
- What is the overall philosophical perspective and emphases of the philosopher?

In your **second** paragraph, discuss the meaning of the quote you chose, its relationship to the larger philosophical issues discussed in paragraph 1, and your own reaction to the quote. This is a reflective paragraph – think about and respond to these questions:

- What is the basic meaning of the quote?
- How does the quote you chose illustrate and/or help to explain the larger perspective and emphases of the philosopher?
- Do you agree with the meaning of the quote? Do you disagree? Why?
- Do you see contemporary significance or relevance to this quote? How so? Etc.

****Remember, the goal of the second paragraph is to talk about the quote and then your own engagement with the philosophy being expressed in the quote. The personal pronoun "I" should feature prominently in this paragraph!**

You must also post one response to a fellow student and one textbook/thought post in response to a question raised by the Professor in addition to your essay post **each Module**. The response posts are due on or before Sunday.

*One response must be to a fellow student in which you explore the ideas they raised, comment on their response, and/or compare your quote to the one they chose. You must greet the student by name and respond to specific points made in the student's essay post.

*Your second response must to a post by the Professor in which you answer the questions he raises or comment on one of his points. Please note that your textbook/thought post in response to a question raised by the Professor **MUST** include a quote from the assigned Module readings (either text) that relates to the question he has asked or point he has raised.

The goal of your textbook/thought post in response to a question raised by the Professor is two-fold:

- To discuss what the philosopher(s) we are studying in the Module would say in response to the ideas raised and/or questions asked
- To further discuss your own thoughts on the ideas and/or questions.

Grading Rubric for Quote of the Week (per Module):

Essay Post:	
<i>The quote must come from the assigned Unit readings</i>	<i>No credit will be given for quotes which do not come from the assigned readings!</i>
The essay is at least 300 words (with the first paragraph being at least 100 words and the second paragraph being at least 200 words). The beginning words of the quote with citation information is found in the subject line of the post.	3 points
In the first paragraph of the essay post, the student presents the basic biographical information about the philosopher and explains who he is, where/when he lived, and the historical context in which the philosopher lived and how that context influenced the philosopher's perspective and philosophy.	3 points
In the first paragraph of the essay, the student explains what his main philosophy (emphases, main points, etc.) was. The first paragraph effectively summarizes the major philosophical emphases of the philosopher and his major contribution(s) to the history of intellectual thought.	3 points
In the second paragraph of the essay, the student explains specifically how the quote illustrates and/or	3 points

explains the main perspective and emphases of the philosophy being discussed. The meaning of the quote is explained, and the student explains how that meaning expresses and/or explains larger philosophical themes of the philosopher being discussed.	
In the second paragraph of the essay post, the student discusses her or his own response to the quote, indicating where s/he agrees and/or disagrees. The paragraph is reflective and personal to the student.	3 points
IMPORTANT REMINDER: any website or book that is used to write your post must be cited at the end of the post. This includes the Module readings as well as additional resources. Utilize both <u>in-text</u> (see https://owl.english.purdue.edu/owl/resource/747/02/) and works-cited (see https://owl.english.purdue.edu/owl/resource/747/05/) MLA formatting guidelines. Failure to cite all sources will result in a 30% deduction in points (first offense) and then a 0 (second+ offense) for the discussion grade!	
1 Response Post to a fellow student:	
Refers to the student by name and is at least 150 words in length (the greeting and any sentence that simply states agreement, etc., does not count towards the total number of sentences)	2 points
Content of the Response specifically discusses point(s) made by the student in the 2 nd paragraph of the essay and indicates your reflection on both the philosophy of the quote and the student's response	3 points
1 Textbook/thought post in response to a question raised by the Professor	
At least 150 words in length	2 points
Includes a full quote (typed out sentence) from one of the assigned readings for the Module with author last name/page number in (parentheses) after the quote. Utilize MLA <u>in-text</u> citations please.	4 points
Content of the Response clearly answers the professor's questions by both referring to a philosopher (or philosophical school) mentioned in the readings and by discussing your own response/reflection on the question	4 points

NOTE: missing the first posted deadline for the essay will result in a 3-point deduction. No opportunity will be given to make any posts after the second posted Module deadline.

Module Reading Quizzes- Each Module Reading Quiz is an opportunity for students to make sure that they understand the required material thoroughly. The Module Reading Quiz consists of T/F, M/C, and Matching questions.

Personal (Reflection) Philosophy Paper: One of the objectives of this course is to you to develop your own philosophical perspective in reaction to the multiple philosophies that we have been studying. Your Philosophy Reflection Paper (due at the end of the semester) is a time for you to put into words your own reaction to and/or reflection on the material presented during the course of the semester and its significance for your own personal life.

Reflection is a cognitive process that promotes self-awareness and encourages self-assessment. The cognitive process of reflecting on one's authentic knowledge, practice, and beliefs/attitudes is important to developing professionalism. Reflection allows one to think critically about one's ability to effectively join content knowledge with practice to reach diverse populations of learners.

PLEASE note that this is **NOT** a research paper and does not require additional research. It is a personal reflection paper and should be written in the first person. It should be intensely personal and discuss your own experience in the course. Research papers turned in will receive a 0. This is a reflection paper.

By asking the following questions prior to writing your Reflection paper, you will be able to integrate the inclusion of textual material into your essay more effectively:

- How have the assigned readings this semester either supported or challenged your knowledge, attitudes, and/or beliefs? Reference specific passage(s) in the assigned readings.
- What new knowledge or new understanding of previous knowledge have you acquired this semester from the assigned readings? Reference specific passage(s) in the assigned readings.
- With which philosophers do you find yourself most in agreement? With which philosophers do you find yourself most in disagreement? Why? Reference specific passage(s) in the assigned readings.

Make sure you address the major issues raised in the discussions throughout the semester. Since philosophy seeks to find answers to most of the important questions every human being must face, your reflection paper should demonstrate your own approach to important philosophical questions.

Notes about the Personal Philosophy Paper:

The paper must include at least one quote from the assigned readings in either *A Short History* or *Sophie's World*. You can quote either text. That is completely up to you. Please make sure you clearly indicate the book and page number for the quote you use. End of paper citations are also required.

The paper must specifically quote at least two (2) posts made by fellow students and/or the professor in the Module discussions. Each post must be quoted and the author of the post must be identified clearly. You should indicate why these posts were important and/or how they challenged you to think more carefully.

NOTE: DO NOT type out the quote from the textbook used by the student. DO type out a sentence from the student's (or professor's) commentary on the quote. You will be quoting the words of the student (or professor) not of the textbook or philosopher. Thus, the author of each quote will be a student or the professor -- and not a philosopher from history.

The paper must be a minimum of 1000 words.

The paper must be double-spaced, Times-Roman font 12 point with a Title page that includes the name of the student who is writing the paper. Please make sure that Works Cited page is included for all sources (including textbooks) used to write your paper.

The paper is due at the end of the 8th Module.

The paper must include both MLA in-text and works cited citations.

The paper must be submitted as an attachment using the digital dropbox in one of the following accepted formats: pdf, doc, docx, or rtf

Grading Rubric for Personal (Reflection) Philosophy Paper:

	Points Possible
Does the paper meet the 1000-word minimum?	5
Does the paper integrate textual reading material into the essay? Does the student respond to specific ideas suggested by philosophers we have studied? Does the paper include at least one direct quote from the assigned reading material in the course textbooks with appropriate in-text citation information?	10
Does the paper indicate how the student has been challenged by the semester's material? Does the paper indicate how the student has grown intellectually over the course of the semester by engaging new ideas and concepts?	5
Does the paper deal with at least two of the major questions asked by philosophers throughout the centuries and indicate how the student thinks about the issues considered by these philosophers?	10
Does the paper reference at least two discussions (from Units 1-7) that the student found most interesting and/or helpful? Does the student explain how these discussions influenced her/him and/or challenged her/him? Is a specific comment or post from either a fellow student or professor quoted from each discussion? Is the author of each post identified? <i>NOTE: DO NOT type out the quote from the textbook used by the student. DO type out a sentence from the student's (or professor's) commentary on the quote. You will be quoting the words of the student (or professor) not of the textbook or</i>	12

<i>philosopher. Thus, the author of each quote will be a student or the professor -- and not a philosopher from history.</i>	
Did the paper use proper grammar – have minimal spelling mistakes, etc.? Does the paper follow MLA formatting correctly? Is the paper constructed according to academic standards (with a title page or academic heading, etc.)?	5

X. ATTENDANCE REQUIREMENTS

Class attendance in BCCC distance learning classes is measured primarily by student participation in Threaded Discussions, Response Papers, Module Reading Quizzes and other postings concerning the material. Post entries often and early. In the event of technical problems or natural disaster contact the Professor by email to bccmack@yahoo.com.

Please note that although distance learning (online) courses are more convenient for the student, they are not "easier" and will require self-discipline on the part of the student. You should plan to sign on to the class website several times a week. As a general rule, you should plan on spending 3-6 hours per work on this class PLUS the 3 hours that you would spend in class in a traditional, Face2face (f2f) class. This means that you should plan on spending at least 6-9 hours per week in completing the assignments for this course.