This course syllabus is intended as a set of guidelines for (Course). Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor: Douglas Howie  
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Phone: 972.273.3118  
Office: A271  
Office Hours: MW 11:00-12:30, 3:30-4:30, TR 9:00-11:00, 2:00-3:00, F 9:00-2:00, and by appointment.

Course description: An introduction to the ideas about such things as the good life, reality, God, the acquisition and characteristics of knowledge, and the nature of humans. Students will evaluate both ancient and modern theories about these issues in terms of their logic, historical significance, and meaning in everyday life, as they practice the methods for doing philosophy. Coordinating Board Academic Approval Number 3801015135

Course prerequisites: none.
Required or Recommended Textbooks and Materials


Course-Level Student Learning Outcomes (See Addenda, also)

1. All students at the course level will analyze a philosophical argument from a course assignment at an 80% level of efficiency as measured by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,3,4,5
   CCIC’s 1,4,5

2. All students at the course level will evaluate a philosophical argument from a course assignment at a 75% level of efficiency as measured by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 1,4,5

3. All students at the course level will critique, with counter examples, a philosophical argument from a course assignment at a 70% level of efficiency as measured by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 2,4,5

Course Objectives

1. Students will be introduced to the wide range of philosophical questions and topics.
2. They will develop the ability to evaluate and criticise previous philosophical arguments and enter into the ongoing discussion of the most basic questions of life.
3. The students should come to understand how philosophical ideas affect and inform almost every aspect of our lives.

   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 3.1, 4.2, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 2,4,5

Specific Course Student Learning Outcomes

All students will participate in the following activities to assure that the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives are met. Professors may include additional activities to enhance the educational experience.

1. **Group discussion and analysis of assigned readings.** Students will discuss and evaluate the philosophical ideas presented in the reading.
2. Writing the four papers.
3. Paper review and discussion. Students will examine and discuss anonymous examples; some effective and some ineffective

**Course Outline**

The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Required Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Paper 1</td>
<td>Analysis and evaluation of Socrates argument in the Crito.</td>
<td>“Crito”, Plato</td>
<td>Week 5</td>
</tr>
<tr>
<td>2. Paper 2</td>
<td>Analysis and evaluation of Anselm and Aquinas arguments for the existence of God</td>
<td>Anselm and Aquinas</td>
<td>Week 8</td>
</tr>
<tr>
<td>4. Paper 4</td>
<td>Analysis and critique of Utilitarianism</td>
<td>“Utilitarianism”, Mill</td>
<td>Week 15</td>
</tr>
</tbody>
</table>

**Evaluation Procedures for Grades/Grading Scale**

Grading: Your graded work will consist of four short papers (1 1/2 to 2 1/2 pages), which all count equally. They will be assigned at the end of each class week.

*You must turn in all assigned work, and attend class, to be eligible to pass the class.*

**Grading Scale**

Four (4) papers-----------------------------25% each

Total--------------------------------------100%

A= 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F=59 and below
Departmental Policies for Student Success

Late work will not be accepted after the assignment has been handed back.

Institutional Policies for Student Success

**Academic Dishonesty**

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion."

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Addendum ___ for your professor’s policy re: academic dishonesty.

**Notification of Absence because of Religious Holy Days**

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

**Requirements of the Americans with Disabilities Act**

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.  
http://www.northlakecollege.edu/resources/disability.html

**Stop before You Drop**

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.
Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at [https://www1.dcccd.edu/6drop](https://www1.dcccd.edu/6drop).

**Drop Policy**

If you are unable to complete this course, you must officially withdraw by Thursday, **November 15, 2012**. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

**Financial Aid Statement**

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. **If you fail to attend or participate after the drop date, you are also subject to this policy.**

**Counseling Services**

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

**The Academic Skills Center (ASC)**

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.

- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" papers, tutors focus on helping students develop and improve their writing skills.

- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows **next to “NLC-OWL2,”** and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.
Exemplary Educational Objectives

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.

2. To understand those works as expressions of individual and human values within an historical and social context.

3. To respond critically to works in the arts and humanities.

4. To articulate an informed personal reaction to works in the arts and humanities.

5. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts or intercultural experiences.

Core Curriculum Intellectual Competencies

This course reinforces 5 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by Introduction to Philosophy 1301 are as follows:

1. READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.

2. WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.

3. SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.

4. LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

5. CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

Addendum A: Learning Activities, Outcomes, and Assessments for argumentative philosophical papers

1. Learning Activity: Group discussion and analysis of assigned readings. Students will discuss and evaluate the philosophical ideas presented in the reading.

a. Learning Outcomes: Students will evaluate the theories presented by applying the authors ideas to personal and everyday life situations.
b. **Assessment:** Students will demonstrate proficiency by devising their own examples or referring to specific experiences to explain and/or criticise the ideas being considered.

c. **EEO’s and CCIC’s:** Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2  
   EEO’s 1,2,3,4,5  
   CCIC’s 1,3,4,5

2. **Learning Activity:** Writing the four papers

   a. **Learning Outcomes:** Students will formulate their own analysis of a specific assigned argument. This will involve explaining the major points made and how they logically connect to produce the conclusion. They will then offer criticism of that argument, and cite or create relevant counter-examples.

   b. **Assessment:** Students should demonstrate that they can isolate the relevant points that form a logically coherent argument. They should be able to formulate criticisms which effectively undermine, through the use of appropriate counter-examples, some premise of that argument.

   c. **EEO’s and CCIC’s:** Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2  
      EEO’s 1,3,4,5  
      CCIC’s 1,2,4,5

3. **Learning Activity:** Paper review and discussion. Students will examine and discuss anonymous examples; some effective and some ineffective

   a. **Learning Outcomes:** Students should discover which types and styles of arguments are successful and which are not, and why. They should be able to recognise logical and rhetorical problems and be able to formulate more effective arguments.

   b. **Assessment:** As the papers become more difficult and involved the students should be able to give more focused analyses of the arguments and offer more well-supported criticisms.

   c. **EEO’s and CCIC’s:** Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2  
      EEO’s 1,3,4,5  
      CCIC’s 1,3,4,5