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: Ashley Hardcastle Witt  
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Phone: 972.273.3118  

Course Information  
Course title: Introduction to Philosophy  
Course number: 1301  
Section numbers: 7056, 7057  
Credit hours: 3  
Class meeting time: 7056- MW 9:30 - 10:50  
7057- MW 12:30 - 1:50

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 Readings  
Students are responsible for printing and bringing to class assigned reading assignments and handouts. All materials may be found on E-Campus (Blackboard).
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, 4.1, 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, 4.1, 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, 4.1, 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 criticize 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, 4.1, 5.2
   EEO’s 1,2,3,4,5
   CCIC’s 2,4,5

Specific Course Student Learning Outcomes

In this course we will investigate many issues and topics that have been examined throughout the history of thought. By looking at various philosophers and their philosophical positions, we will discuss what it means to philosophize. Philosophy literally means the love of wisdom. It is by searching for and investigating reality, truth, god, beauty, and the good life, that philosophy becomes a way of life rather than a set doctrine of belief.

Throughout this course we will refer back to Plato’s Republic, as it is one of the first philosophical works that has founded and provoked much of western thought. Although we will mainly survey aspects of western philosophy, we will also include studies of various eastern philosophical perspectives. In this course you will have the opportunity to think philosophically and critically about the most intricate topics that have been reoccurring interests throughout the history of thought.

The focus of this course is to get your mind racing with philosophical thoughts and questions, and to primarily gain an understanding of various philosophers as they understand
themselves. Your thoughts and ideas are always welcome and encouraged as long as they are appropriate and respectful, yet, in order to show your understanding of the course you will be primarily responsible for your ability to communicate your critical thinking skills through written work.

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. Quizzes, group discussion, and analysis of assigned readings. Students will discuss and evaluate the philosophical ideas presented in the reading and from class lecture and discussion.
2. Topic paper. You must use at least
3. Exams covering required readings and in class lecture and discussion.

**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. Quizzes</td>
<td>Handouts/Readings assigned for that particular day</td>
<td>Randomly given during class</td>
<td></td>
</tr>
<tr>
<td>2. Exam</td>
<td>Handouts/Readings from Aug. 27th-Sept. 24th</td>
<td>*Tentatively schedule for: Sept. 26th</td>
<td></td>
</tr>
<tr>
<td>2. Exam 2</td>
<td>Handout/Readings from Sept. 26th- Oct. 31st</td>
<td>*Tentatively scheduled for: Nov. 5th</td>
<td></td>
</tr>
<tr>
<td>3. Term Paper</td>
<td>You may use any course readings to illustrate, argue and defend your term paper thesis</td>
<td>Approved by: Oct. 24 Due: Nov. 21st</td>
<td></td>
</tr>
<tr>
<td>4. Final Exam (Exam 3)</td>
<td>Handouts/Readings from Aug. 27th – Dec. 5th. The majority of Exam will cover handouts/readings from Nov. 7th-Dec. 5th</td>
<td>MW 9:30 (1301.7056) TBA MW 12:30 (1301.7057)</td>
<td></td>
</tr>
</tbody>
</table>

*The detailed class schedule and updated information will be posted on E-campus (Blackboard) and announced during class.

*Due to the nature of this course, the class schedule is subject to change upon the discretion of the Instructor.

COURSE REQUIREMENTS & GRADING
* Quizzes (10) - 20%
* Exam 1 - 20%
* Exam 2 - 20%
* Term Paper - 20%
* Final (Exam 3) - 20%

A 100-90%, B 89-80%, C 79-70%, D 69-60%, F 59% & below

*Attendance: Class discussion is indispensable, hence, attendance is REQUIRED. While attendance is not graded as such, attendance is crucial to an understanding of the course material. Also, repeated absences will result in you missing quizzes, which will naturally result in a low overall quiz grade. Poor attendance will result in a lower grade.

* Quizzes: 11 reading quizzes will randomly be given throughout the course. You may drop your lowest quiz grade. If you miss a quiz you may write a one page summary covering the reading assignment. The summary MUST be turned in the next class period for it to be accepted. – Please see Written Work Specifications below.

* Term Paper: Possible topics will be discussed in class; however, I suggest choosing a topic according to your interest. Papers should between 3-4 pages only. This means that the focus of your paper should be very specific. You must support your thesis with logical arguments. You must use at least 2 scholarly sources– Please see Written Work Specifications below and Term Paper Guidelines handout.

* Exams: Each Exam will possibly include definitions, fill-in the blank, multiple-choice, matching, and short answers.
*NOTE: Possible topics for short answer questions will be announced prior to the exams and will need to be thoroughly thought-out and prepared prior to the exam. This portion of the exam allows you to demonstrate your in-depth understanding of the most crucial aspects of the course as discussed in class. Everything counts!

* Extra credit: A possibly of 2pts (max) can be added to your final grade for completing extra credit opportunities that will be announced during class.

WRITTEN WORK SPECIFICATIONS
1. All written work, summaries, etc., must be submitted in hardcopy in standard 12-point font, with a single title-page clearly listing the following information only: course-number and course-title, instructor, date, name of assignment, and student’s name.
2. Use one surface of a page only and leave one-inch margins on all sides of each page for comments.
3. Double-space everything, including title-page.
4. Footnote citations, etc., are needed where you are relying directly on another’s published work. You are expected to be familiar with North Lake College’s policies concerning
5. When you are citing works that have standard reference formats, you must use those formats exclusively.
6. Spelling counts. So does grammar. Carelessness or sloppiness counts against you. The burden is first and foremost on you as the writer to make things reasonably clear to your reader. If your writing skills do not yet meet the minimum requirements for college-level work, you may contact North Lake’s Academic Skills Center (ASC) for help.

OTHER CLASS POLICIES
*No laptops or other electronic devices are allowed during class including cell phones.
* No sleeping or talking/whispering to others during class.
*Please do not come to class late or leave early.
* For unexpected class cancellations assignments/exams etc., will be due/held the next class meeting.

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.

Drop Policy

If you are unable to complete this course, you must officially withdraw by Thursday, November 17 2011. 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: Quizzes, group discussion, and analysis of assigned readings. Students will discuss and evaluate the philosophical ideas presented in the reading and from class lecture and discussion.
   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, 4.1, 5.2
      EEO’s 1,2,3,4,5
      CCIC’s 1,3,4,5

2. Learning Activity: Writing the Term Paper
   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, 4.1, 5.2
      EEO’s 1,3,4,5
      CCIC’s 1,2,4,5

3. Learning Activity: Taking the 3 Exams
   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 be capable of choosing the best option among the 5 choices available to them on the objective format test questions.
   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, 4.1, 5.2
      EEO’s 1,3,4,5
      CCIC’s 1,3,4,5