This course syllabus is intended as a set of guidelines for Philosophy 1301. 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: Geoffrey Manzi  
E-mail: gmanzi@dcccd.edu  
Office Hours: By Appointment

Course Information

Course title: Introduction to Philosophy  
Course number: 1301  
Section number: 7502  
Credit hours: 3  
Location: Building A, Room 243.  
Class meeting time: 7502-R 7:15-10:05pm

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 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

Students should be able to critically analyze an argument, pull out the basic premises and demonstrate the logical connections between them. They should also be able to apply general philosophical principles to specific situations and determine if they are plausible and effective.

**Course Outline**

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<th>Week 1</th>
<th>Introduction, Homer (ch.1)</th>
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<td>Plato (ch.4,5,6)</td>
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<td>Epicureanism, Stoicism, and Skepticism (ch.8) (Essay 1 due)</td>
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<td>A Life in Quest of Narrative (Handout) (Essay 4 due)</td>
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**Means of Assessment of Course Learning Outcomes**

We will write four short papers during the course of the semester. Each will address a specific argument from the philosophers we are reading in class. You will be asked to analyze the argument and make explicit the salient points and how they are supposed to be connected to lead to the author’s conclusion. You should be able to explicate the more complex claims with illustrative examples. Then you will offer
criticism of their position by arguing against one or more of their premises and providing counter-examples to demonstrate the plausibility of your critique.

Evaluation Procedures

Your final grade will be determined by averaging the grades from the four papers, and then a factoring in of one’s attendance and class participation (including homework) grades. Papers are evaluated on their clarity of presentation and thoughtfulness. Someone who is not in the class should be able to understand both the argument you are addressing and your criticism of it. The examples and criticisms you offer should be fully thought out and explained in sufficient detail to make clear how it attempts to refute the argument.

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

Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Discipline/ Course/ Department/Policies

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

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](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 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:** 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 criticize 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 recognize 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

The professor reserves the right to alter this syllabus in order to serve the goals of the course.

**Term:** Fall 2011  
**Course Title:** Introduction to Philosophy  
**Course Number:** PHIL.1301  
**Location:** Building A, Room 243  
**Section Days and Time:**  
**Instructor:** Geoffrey C. Manzi  
**Office Hours:** 7502-R 7:15-10:05pm
Contact: via email- geoffrey.manzi@gmail.com

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.

Course Objectives:

Students will be introduced to the wide range of philosophical questions and topics. 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. The students should come to understand how philosophical ideas affect and inform almost every aspect of our lives.

Student Learning Outcomes:

Upon completion of this course students should be able to critically analyze an argument, pull out the basic premises and demonstrate the logical connections between them. They should also be able to apply general philosophical principles to specific situations and determine if they are plausible and effective.

Prerequisites/Recommended Background:

None.

Course of study Outline/Calendar

Course Outline

Week 1          Introduction, Homer (ch.1)
Week 2          Plato (ch.4,5,6)
Week 3          Aristotle (ch.7)
Week 4          Epicureanism, Stoicism, and Skepticism (ch.8) (Essay 1)
Week 5          Saint Augustine (ch.10)
Week 6          Saint Thomas Aquinas (ch.11, 12)
Week 7          Rene Descartes (ch.12, 13)
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Week 11         Utilitarianism (ch.19)
Week 12         Pragmatism (ch.21) (Essay 3)
Week 13         Existentialism (ch. 20, 24, 25)
Week 14                                  Phenomenology (Handouts)
Week 15                                  Hermeneutics (Handouts)
Week 16                                  A Life in Quest of Narrative  (Handout) (Essay 4)

Required Texts:

ISBN0-19-530682-1

Various handouts (to be distributed in class throughout the semester)

Course Work:

Weekly homework assignments to be collected and graded at random; consistent
attendance to class meetings; active participation throughout class discussions; four short
essays.

Grading Rubric:

Four Essays: 80% (1 essay= 20% of your final grade)
Homework/Class Participation: 10%
Attendance: 10% (You may accumulate up to 3 unexcused
absences before they begin to affect your final grade.
For example, a 4th unexcused absence drops the
attendance grade from a 100 to a 90, a 5th drops it
from a 90 to an 80, etc.).

As you can see, your graded work will consist primarily of four short papers (2 to 4
pages), which all count equally. They will be assigned about every three weeks.

You must turn in all assigned work, and attend class, to be eligible to pass the class.
Excessively late work will not be accepted without a very good reason.

Important Dates:

November 17th  Last day to Withdraw
November 22nd  Thanksgiving Holiday
December 15th  Final Class

Expectations:

Students are expected to have read before class, have any written homework completed,
and arrive in a timely fashion. Once class has begun, students are expected to be fully
engaged in either the discussion or the lecture—this means posing thoughtful questions,
elucidating class lessons with creative examples, and otherwise participating accordingly.
All cellular phones, pagers, beepers, and whatnot are to be turned off once the class is
underway. Also, if any student is caught “cruising the internet” during class time, then
said student will be excused from the remainder of class and suffer an unexcused
absence. Finally, this syllabus and schedule are subject to change in the event of
extenuating circumstances. If you were absent from class, it is your responsibility to check on announcements made while you were absent.

Withdrawal: If you are unable to complete this course, you must withdraw from it before 4:00 P.M. Thursday, April 14, 2011. Withdrawing from a course is a formal procedure that you must initiate. I cannot do it for you. You may do this in Admissions or Counseling. If you stop attending, and do not withdraw, you will receive a performance grade, usually an ‘F’.

Academic Dishonesty/Plagiarism

You all know what plagiarism is. But, so that you can’t say you weren’t warned, here is what we mean.

If you present another person’s words and/or ideas as your own, that constitutes academic dishonesty. If you are quoting someone you need to put their words in quotation marks and indicate what work it is from. If you are summing up another’s ideas, or using their examples you need to attribute it to them and say where it is from. In general if you didn’t say it or think of it you need to credit the person who did. Since I am asking you for original thoughts and examples they need to be original. Taking someone else’s example and changing a few of the words does not suffice.

If a topic question asks you to summarize/explain a philosopher’s position you don’t need to give citations unless you are using a source outside of the textbook and class discussion. These sources are taken for granted in the topic question. If you are directly quoting, simply give a page number, e.g. “pg. 29”.

Copying and pasting another person’s work off the internet, from a book or magazine, or directly from another student is unacceptable and is dealt with harshly. You will receive a failing grade for the course regardless of your other grades. If this occurs after the drop date there is nothing that can be done.

It is usually very easy to detect plagiarized work in philosophy. More than most other disciplines, philosophers, when writing professionally, do not speak in a natural way. If you copy someone else’s work it will be apparent. I reserve the right to enforce the ‘five word rule’: If five or more words in a row match an outside source that is sufficient proof of plagiarism.

We have access to Turnitin.com, an internet plagiarism site. Should it become necessary I will require that all papers be submitted and checked by them.

That said, if I happen to catch any student cheating beyond a reasonable doubt on any assignment, then that particular student will not only fail the assignment but also fail the course as a whole, as well as be reported to the Dean immediately for further disciplinary action.

I look forward to getting to know you throughout the course of the semester.