Philosophy  PHIL-1301  Sections 2403 & 9008:  Introduction to Philosophy, Fall 2012
Course runs: 9/12/12—11/19/12 (please note that this is shorter than the usual fall semester)
BHC & DCCCD Telecollege
Dallas County Community College District, Social Sciences
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Course Description: PHIL1301: Introduction to Philosophy. Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading. 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. (3 Lec.) Coordinating Board Academic Approval Number 3801015112

Required Materials:

Course Objectives & Goals: This is an introduction to philosophy course. We will examine several traditional philosophical problems. Among the questions we will investigate are: Is there a God? If there is a God, why is there evil? What is the “mind”? Can computers think? What makes something the ethical thing to do? Do humans have free will? PHIL 1301 is included in the DCCCD Core Curriculum. This course provides students with the opportunity to develop the Core Curriculum Intellectual Competencies of reading, writing, speaking, listening, and critical thinking fundamental to all DCCCD Core Curriculum courses. It also provides students with the opportunity to achieve the Texas Higher Education Coordinating Board’s Exemplary Objectives in the humanities and visual and performing arts.

Core Curriculum Intellectual Competencies (CCIC)
PHIL 1301 satisfies the following Core Curriculum Competencies defined by the Texas Higher Education Coordinating Board:
1. Reading: the ability to analyze and interpret a variety of printed materials – books, documents, and articles – above the 12th grade level.
2. Writing: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience – above the 12th grade level.
3. Speaking: the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience – above 12th grade level.
4. Listening: analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading – above 12th grade level.
5. Critical Thinking: think and analyze at a critical level.

Exemplary Educational Objectives (EEO)
PHIL 1301, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in the humanities and visual and performing arts set forth by the Texas Higher Education Coordinating Board:
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 on intercultural experiences.

PHIL 1301 Learning Outcomes
These outcomes address the Core Curriculum Intellectual Competencies (CCIC) and the Exemplary Educational Objectives (EEO) in the humanities and visual and performing arts. Upon completion of PHIL 1301, students should be able to demonstrate competence in philosophy by:

I. Demonstrating awareness of the scope and variety of works in philosophy. (This outcome satisfies CCIC 1-5 and EEO 1, 2, 3, and 5) The student will be able to:
   a. Define key philosophical concepts
   b. Define a variety of philosophical problems, and potential solutions.
   c. Provide historical and/or social context to a variety of philosophical positions.
   d. Explain differing cultural perspectives on several philosophical positions.
II. Articulating an informed personal reaction to works in philosophy. (This outcome satisfies CCIC 1-5 and EEO 1, 2, 3, and 4) The student will be able to:
   a. Articulate a person reaction to several philosophical issues.
   b. Explain the strengths and weaknesses of several philosophical theories.
III. Applying critical thinking skills to complex problems. (This outcome satisfies CCIC 1-5 and EEO 3, 4, and 5) The student will be able to:
   a. Use logical analysis to critique philosophical issues (using basic concepts such as: “valid” or “invalid”; “sound” or “unsound”, etc.).
   b. Analyze problems from multiple points of view.
   c. Provide opposing views to several philosophical positions.

Course Requirements: Your active participation will only help your level of comprehension. Thus, it is to your advantage to read each assignment carefully and participate in discussions as much as possible. Your grade will be a factor of 4 elements: quizzes, two exams, two essays and 12 discussions.

1. Quizzes: After reading each chapter you will need to take a 10 question quiz. You can take the quiz twice (questions will not be the same), the higher of the two grades will be the official grade for the quiz. There is a deadline for each quiz, so you must stay up to date with the material. You will not be able to wait and take the quizzes at the end of the semester.
2. Exams: You will have two “Module” exams. The course is divided into two “modules.” The first module is chapters 1, 2, and 3 and the second module is chapters 4, 5, and 6. After finishing chapter 3, you will be taking the first module exam over all three chapters in the module. Then, after completion of chapter 6, you will be taking the second module exam. Each module exam will have 45 multiple choice and true/false questions and you will have one hour to complete the exam.
3. Papers: 2 times in the semester I will give you a topic on which you must write a brief essay (800-1000 words, about three pages typed and double spaced). The point of these papers will be to focus on one particular argument or theory. The goal is not to do research (looking up stuff in the library) but to focus your thoughts on one argument or one position and dig deep. Your grade on these papers will be primarily based on the clarity of your writing, the command of the material and the “depth” of your explanations. (Which side of the issue you are on is completely irrelevant). In fact, I will
give you the grading rubric I will use to assess your essays. You should use this rubric as a guide to develop your outline. The dates I will assign these papers are marked in the schedule below. The topics for the first paper will come from the section in Module 1 labeled “possible essay topics.” The topics for the second paper will come from the section in Module 2 labeled “possible essay topics.” I will choose the topics that you will write on, but you should study these possible topics throughout the module so you will be prepared to write your essay when the assignment is given.

4. Discussion Posts: You will have 12 discussion topics throughout the semester. You must write a 300 word post in reply to the topic, and a 100 word reply to one other student’s posting for each topic. So, 12 times in the semester you need to have 400 word’s worth of philosophical discussion. As you will see below, this is the major part of your grade, so be involved in the discussions! Note: there is a time limit on these discussion posts, so you cannot wait and do all your posts at the end of the semester. You must stay on top of things and post your comments as the semester goes along (see schedule below).

Grading: The quizzes will count for 20% of your final grade, each module exam will count for 15% of your final grade, the discussion postings will (collectively) count for 40% of your final grade and each essay will count for 10%. To make this easy to calculate (for me and you), each quiz is worth 10 points, each exam is worth 45 points, each essay is worth 10 points and each discussion (with reply) is worth 10 points. There is also an introduction quiz covering the syllabus introduction material, worth 10 points. Added all together, there are 310 points you could receive. The final grade will be based on this scale:

- 270-310 = A
- 240-269 = B
- 210-239 = C
- 180-209 = D
- 179 and below = F

ADA Statement: If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office.

Withdrawal Policy: If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the withdraw date. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

Financial Aid Recipients: Students who are receiving any form of financial aid should check with the financial aid office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position or repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Third Attempt: Effective for the Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third of subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester.
Academic Dishonesty: Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog. https://www1.dcccd.edu/cat0506/ss/code.cfm
Commission of any of the following acts shall constitute academic dishonesty:
1. Copying the work of another student during an examination.
2. Copying from the textbook during an examination.
3. Informing a person of the contents of an examination prior to the time the examination is given.
4. Failing to credit sources used in a work or product in an attempt to pass off the work as one’s own.
5. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources, including the internet.
6. Attempting to receive credit in one or more classes for the same paper or project without written approval of instructors involved.
7. Agreeing with one or more persons to commit an act of scholastic dishonesty.
8. Taking an examination for another person or allowing someone to take an examination for you.
9. Signing an attendance sheet for another student or committing similar acts of impersonation.
Cheating of any kind will result in a grade of “F” for the semester and a report sent, by the instructor, to the proper college officials.

Make-Up Quizzes & Exams: If you know you will miss a deadline, contact me immediately. Generally, I do not allow make-up exams, nor do I allow late work to be turned in. However, if you notify me of your situation, I may allow an exception for you.

The instructor has the right to add, delete, or revise segments of this course or syllabus.

Students will be able to retrieve their grades on-line through the Internet on DCCC D eConnect web-site at http://econnect.dcccd.edu. Students must select the Student Menu, click on My Personal Info. And scroll down to My Grades. Students may request official academic transcripts free of charge at the Admissions Office. Student advising reports (an unofficial document, which includes a history of their DCCC coursework, grades, GPA, and academic standing) are also available from both the Academic Advising Office and the Admissions Office.

Schedule of Assignments:
• Orientation Quiz (after reading the Syllabus)

MODULE 1

What is Philosophy?
Chapter 1 “The Philosophical Enterprise”
• Discussion #1
• Chapter 1 Quiz (after reading the chapter)

Metaphysics
Chapter 2 “The Mind-Body Problem”
• Discussion #2
• Discussion #3
• Chapter 2 Quiz (after reading the chapter)
Chapter 3 “Free Will and Determinism”
• Discussion #4
• Discussion #5
• Chapter 3 Quiz (after reading the chapter)
• ESSAY #1; topic selected by instructor
• Module #1 Exam

**MODULE 2**

Chapter 4 “The Problem of Personal Identity”
• Discussion #6
• Discussion #7
• Chapter 4 Quiz (after reading the chapter)

**Ethics**

Chapter 5 “The Problem of Relativism and Morality”
• Discussion #8
• Discussion #9
• Discussion #10
• Chapter 5 Quiz (after reading the chapter)

Philosophy of Religion

Chapter 6 “The Problem of Evil and the Existence of God”
• Discussion #11
• Discussion #12
• Chapter 6 Quiz (after reading the chapter)
• ESSAY #2; topic selected by instructor
• Module #2 Exam

***Please see the Schedule listed in eCampus for due dates***