Philosophy 1301, Introduction to Philosophy  
Section 83450  

Richland College  
12800 Abrams Rd, Dallas, TX 75243, 972.238.6100  
Division of Humanities, Fine & Performing Arts  
3 Credit Hours  
SPRING, 2017  
Online class meets 3/20/2017—5/11/2017  

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ACCESS Office: (leave message only) 972-238-6140  

Course Description, Focus, and Assumptions  

PHIL 1301 (3 Credit Hours) Introduction to Philosophy  
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.  
Prerequisite Required: College level ready in Reading.  
Course Description: A study of the major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics may include theories of reality, theories of knowledge, theories of value and their practical application. (3 Lec.)  
Coordinating Board Academic Approval Number 3801015112

This course will be conducted primarily as a reading and online discussion class; therefore, your active participation is required for successful completion of the course. We will consider a wide range of issues in philosophy. In addition to our own responses to these critical issues, we will consider the ideas of philosophers, and others who have given their attention to the important problems and issues in philosophy.

Core Objectives:  
This course satisfies the following Core Curriculum Competencies defined by the Texas Higher Education Coordinating Board.  

1. Critical Thinking Skills--to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.  
2. Communication Skills--to include effective written, oral and visual communication.  
3. Social Responsibility— to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.  
4. Personal Responsibility--to include the ability to connect choices, actions, and consequences to ethical decision-making.  

Learning Outcomes  
Upon successful completion of this course, students will:  
• Read, analyze, and critique philosophical texts.  
• Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.  
• Present logically persuasive arguments both orally and in writing.  
• Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.  
• Evaluate the personal and social responsibilities of living in a diverse world.  

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Learning Objectives for the Course

In courses in the humanities, such as philosophy, some of the most important learning objectives cannot be easily measured or are impossible to measure. For example, some of the learning objectives in Introduction to Philosophy that are difficult or impossible to measure are as follows:

• developing intellectual humility
• developing intellectual courage
• developing intellectual empathy
• developing personal and intellectual integrity
• developing intellectual perseverance
• developing confidence in reason
• developing self-knowledge
• developing a sense of wonder

The fundamental course objective that can be measured is that students are introduced to philosophy. Philosophy students will develop their capacities in three specific and interrelated areas:

1) as active participants in doing philosophy;
2) as critical thinkers; and,
3) as students with mastery of particular content.

1. As active participants in doing philosophy students will:
• improve ability to use reason
• recognize the importance of impartiality and fair-mindedness
• develop further appreciation for facts and evidence
• develop skills in listening to reason
• appreciate the importance of revising positions when appropriate
• appreciate questions with no conclusive answers
• appreciate a sense of wonder

2. As critical thinkers in philosophy students will understand that critical thinking:
• has a purpose, objective, or function
• is an attempt to figure out something, settle a question, or solve a problem
• is based on information, evidence, experience, or research
• involves inferences from which we draw conclusions
• recognizes that conclusions are only as sound as the assumptions on which they are based
• is expressed through and shaped by concepts and ideas
• has implications and, when acted upon, has consequences
• occurs within some frame of reference or point of view
• strives to be fair-minded
• strives to distinguish between what one knows and does not know
• is willing to challenge popular beliefs
• requires that one demands the same standards from oneself as one expects others to meet
• requires working through complexities and frustrations without giving up
• recognizes that good reasoning is the key to living a rational life, and to creating a more fair and just world
• involves taking responsibility for one's thinking, beliefs, morals, and values
• involves working to overcome native egocentric, ethnocentric, and culture-centric tendencies
• involves self-directed, self-monitored learning
• involves placing questions at the heart of one's learning
• involves reading carefully, reflecting, and understanding the most important ideas in texts

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• involves identifying central issues and reasoning well through those issues
• involves developing skills in recognizing bias

3. As students with mastery of particular content one must understand:
• the value of doing philosophy
• ideas regarding the nature of philosophy
• the legacy of Socrates
• a number of the ideas of numerous philosophers (e.g. Socrates, Russell, Hume, Descartes, Locke, etc.)
• some of the classical problems in philosophy (e.g. the existence of God, the problem of evil, life after death, personal identity, mind-body problem, the problem of free will and the case against free will, problems of knowledge, views of the meaning of life, etc.

Learning Activities
Too often, we limit the way we think about learning. Learning is something we all love to do and have loved to do since we were babies. Learning is exciting and fun and that's part of the reason we love it. We are fortunate to be able to use technology to assist us in our learning together. As for the structured learning experiences that will lead to an evaluation of your work for this course, there are four main learning activities:

a) Six Response/Study papers (each approximately 750 words in length) in response to assigned readings in the course. The response paper assignment can be viewed in "Unit Assignments" -- Unit One. You will also find a sample response paper to give you an idea of what is expected on these papers, which are designed primarily as a way for you to study and learn the material.

b) Four examinations over material covered. The course is made up of 8 separate Units. Each examination covers two course units;

c) Final paper (approximately 5 pages in length);

d) Reading chapters, articles, essays, and course "lectures" on questions and problems in philosophy; and

e) Using the Discussion Board to interact with your professor and other students about ideas that emerge from the above activities.

Evaluation
Your final course grade will be determined on the following basis: You will earn numerical grades for your performance in each of the above learning activities. The maximum number of points that one could make is 1000.

900+ = A
800- 899 = B
700 - 799 = C
600 - 699 = D
Below 600 = F

a) Response Papers - (6 separate grades) There will be six response papers assigned and each will be worth a total of 50 points. (Maximum of 300 points)
b) Examination - (4 separate grades) you will be given four examinations (Exam 4 = final examination) during the course. Each examination will be worth a total of 100 points. Examinations are timed. If the time limit is exceeded the grade may be adjusted accordingly. (Maximum of 400 points)
c) Final Paper - (1 grade) you will be assigned to write a final paper (approximately 5 pages in length). (Maximum 100 points)
d) Class Participation - (4 separate grades) Class "discussions" are an essential aspect of success in this course. You will receive a class participation grade that is based upon your contributions to the discussions on the Discussion Board. There will be 4 in-depth discussions during the course, so your participation in each discussion will be worth a maximum

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of 50 points. (Maximum of 200 points)

MLA Format
Use MLA format for written assignments and provide a MLA works cited page (even though the only work you cite is the textbook for the course).

Texts
Problems from Philosophy, Third Edition - James and Stuart Rachels (ISBN# 007353589-0)

You will be also assigned a variety of readings with various online links to assist you in finding the readings.

Attendance Policy:
In order to be successful, students must attend and participate in enrolled courses. You will be expected to complete some activity nearly everyday.

Academic Progress:
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check http://richlandcollege.edu/admissions and http://richlandcollege.edu/advising for more details.

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.

Penalties for plagiarism or other academic dishonesty:
1st instance - Fail the assignment
2nd instance over the course of your academic career -- Fail the course
3rd instance over the course of your academic career-- Possible academic probation/ suspension/expulsion

You will be required to submit a signed contract stating that you understand the expectations for the course and the penalties for academic dishonesty.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. https://www1.dcccd.edu/cat0506/ss/code.cfm

Assignment Calendar

Important Semester Dates:
For the Certification Date (you must participate in class by submitting the letter to the professor and posting on the discussion board by this date) and the DROP DATE (you must drop by this date or receive a performance grade), please see the ACADEMIC CALENDAR on the Richland College website.

Please Note that the Due Dates are the LAST day for accomplishing the assignment. All work is due no later than 11:59 p.m. on the day designated; however, work should be done throughout the period leading to the due date.*

[Important: A student must initiate a withdrawal from a course by the course drop date. Instructors cannot drop students. After this date, students will receive a performance grade.]

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<table>
<thead>
<tr>
<th>WEEK</th>
<th>DUE DATES**</th>
<th>UNIT</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>MON, MAR 20</td>
<td>1</td>
<td>Read Orientation, Syllabus, Letter to Professor, buy Text</td>
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<td>1</td>
<td>TUES, MAR 21</td>
<td>1</td>
<td>Watch videos about plagiarism/MLA format. Ongoing activity - Board*</td>
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<td>1</td>
<td>THURS, MAR 23</td>
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<td>Required Readings Unit One – letter to the professor due. Must discussion board. Student contract due.</td>
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<td>FRI, MAR 24</td>
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<td>Read Lecture Material Unit Two</td>
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<td>FRI, MAR 24</td>
<td>1</td>
<td>Review Response paper Assignment</td>
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<td>SAT, MAR 25</td>
<td>1</td>
<td>Review Sample Response paper</td>
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<td>2</td>
<td>SUN, MAR 26</td>
<td>2</td>
<td>UNIT ONE DISCUSSION THREADS CLOSE. Begin Unit Two</td>
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<td>MON, MAR 27</td>
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<td>Required Readings Unit Two</td>
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<td>2</td>
<td>TUES, MAR 28</td>
<td>2</td>
<td>Read Lecture Material Unit Two</td>
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<td>THURS, MAR 30</td>
<td>2</td>
<td>Submit Response Paper #1</td>
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<td>2</td>
<td>FRI, MAR 31</td>
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<td>Review Study Guide Units One and Two</td>
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<td>FRI, MAR 31</td>
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<td>Conclusion of Discussion #1</td>
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<td>SAT, APR 1</td>
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<td>Examinaion I</td>
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<td>3</td>
<td>SUN, APR 2</td>
<td>3</td>
<td>Begin work on Unit Three</td>
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<td>MON, APR 3</td>
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<td>Required Readings Unit Three</td>
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<td>TUES, APR 4</td>
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<td>Read Lecture Material Unit Three</td>
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<td>THURS, APR 6</td>
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<td>Submit Response Paper #2</td>
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<td>FRI, APR 7</td>
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<td>Ongoing activity - Discussion Board #2</td>
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<td>UNIT THREE DISCUSSION THREADS CLOSE. Begin Unit Four</td>
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<td>MON, APR 10</td>
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<td>Required Readings Unit Four</td>
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<td>Read Lecture Material Unit Four</td>
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<td>Submit Response Paper #3</td>
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<td>Review Study Guide Units Three and Four</td>
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<td>SUN, APR 16</td>
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<td>Begin work on Unit Five</td>
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<td>MON, APR 17</td>
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<td>Read Lecture Material Unit Five</td>
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<td>THURS, APR 20</td>
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<td>Submit Response Paper #4</td>
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<td>FRI, APR 21</td>
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<td>Ongoing activity - Discussion Board #3</td>
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<td>SUN, APR 22</td>
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<td>UNIT FIVE DISCUSSION THREADS CLOSE. Begin work on Unit Six</td>
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<td>Required Readings Unit Six</td>
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<td>TUES, APR 24</td>
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<td>Read Lecture Material Unit Six</td>
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<td>THURS, APR 27</td>
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<td>Submit Response Paper #5</td>
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<td>FRI, APR 28</td>
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<td>Review Study Guide Units Five and Six</td>
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<td>FRI, APR 28</td>
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<td>Conclusion of Discussion #3</td>
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<td>SAT, APR 29</td>
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<td>Examination III</td>
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<td>SUN, APR 30</td>
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<td>Begin work on Unit Seven</td>
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<td>MON, MAY 1</td>
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<td>TUES, MAY 2</td>
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<td>Read Lecture Material Unit Seven</td>
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<td>THURS, MAY 4</td>
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<td>Submit Response Paper #6</td>
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Each of the 4 Discussion Boards are worth 50 points.

Each Response Paper is worth 50 points.

Each Examination is worth 100 points.

Final Paper is worth 100 points.

For Richland College Institutional Policies, please see the following:

https://richlandcollege.edu/employees/syllabus-institutional-policy-statements/

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