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 Information:

Professor: Marcos Arandia, Ph.D.
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Office Location: A-364
Office Hours: By appt.
Course is conducted 100% online (eCampus)


By Marcos Arandia

The textbook website contains: chapter quizzes, power point slides, test review videos, and an electronic copy of the book.

There are NO other required course materials.

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.
<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Provide a brief description of the learning activity.</td>
<td>Briefly list the specific learning outcomes/ objectives for the activity.</td>
<td>How will the activity be assessed?</td>
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<tr>
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<td>Students will evaluate the theories presented by applying the authors’ ideas to personal and everyday</td>
<td>Students will demonstrate proficiency by devising their own examples or referring to specific experiences to explain and/or criticize the ideas being considered.</td>
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<td>evaluate the philosophical ideas presented in the reading.</td>
<td>life situations.</td>
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<td>2. Writing the Reflection Paper</td>
<td>Students will formulate their own analysis of a specific assigned argument. This will involve explaining</td>
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<td>criticism of that argument, and cite or create relevant counter-examples.</td>
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<td>3. Taking the 3 unit exams.</td>
<td>Students will provide analysis of specific assigned arguments. This will involve explaining the major</td>
<td>Students will answer multiple-choice and short essay questions over particular concepts and ideas expressed by different philosophers in the tradition.</td>
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**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, 4.2, 5.2**

**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 via Discussion Board.** Students will discuss and evaluate the philosophical ideas presented in the reading.
2. **Taking the 3 exams.**
3. **Writing the Reflection Paper on a particular philosophical problem.**

**Course of study outline:**

**Unit 1:**

Chapter 1: Plato’s *Allegory of the Cave*  
Chapter 2: Plato’s *Euthyphro*  
Chapter 3: Plato’s *Apology of Socrates*  
*TEST 1*

**Unit 2:**

Chapter 4: Epicurus  
Chapter 5: St. Thomas Aquinas: Selections from the “Treatise on Law”  
Chapter 6: Thomas Hobbes: Selections from *Leviathan*  
*TEST 2*

**Unit 3:**

Chapter 7: Friedrich Nietzsche:  
“Madman and the Death of God”  
“What is Noble?”  
“Master and Slave Morality”  
Chapter 8: Jose Ortega y Gasset (“The Crowd Phenomenon”)  
Chapter 9: Jean-Paul Sartre (“Existentialism is a Humanism”)  
Chapter 10: Theodore Dalrymple  
*TEST 3*

**Grading:** Your grade in this class will be determined as follows:

- **Chapter Quizzes** (Unlimited Attempts, taken on the Textbook Website: new access code required) = 150 points
- **Three Tests** (1 per Unit) = 400 points (Unit 1: 130 pts, Unit 2: 130 pts, Unit 3: 140 pts.)  
A Total of 16 Discussion Board postings—One Student Introduction post PLUS 5 posts for each unit = 150 points (Unit 1 = 50 pts./ Unit 2 = 50 pts./ Unit 3 = 50 pts.)
- **Reflection Paper** = 300 points

**Total Possible Points = 1000 points**

**There is no extra credit offered in this class.**
Grading Scale:

A  900-1000
B  800-899
C  700-799
D  600-699
F  Below 600

As a Test Review, I will give you my pool of questions from which I will randomly choose the 25-35 questions that will appear on the Tests. That way, you will know exactly what to prepare for the Tests. Also, feel free to use your notes during the tests. Many of the test questions are NOT easy, so you will need to read the textbook chapters very carefully.

Discussion Board Participation:

Your activity on the discussion boards is what determines your participation AND your writing grade. There will be on-going discussion associated with every subject area. The minimum expectations for the DB posts are: answer any THREE questions from the list posted for each Unit, then post TWO responses to other students’ posts. Each post must be between 75—100 words. (You may of course go longer if you wish, but you must maintain a minimum of 75 words.) The total number of posts for each unit is 5. That brings the total number of posts for the course, including the student introduction post, to 16.

I do not accept late discussion posts.

The discussion boards are a tool for enhancing the knowledge of all by inviting every student to share their insights. All postings should be respectful in tone and rational in content. I realize that some people are intimidated in class and are hesitant to speak up. But please do your best to overcome this. For my part, I will try to provide a comfortable atmosphere where everyone should feel free to contribute. Your discussion contributions will count for 15% of your final grade. The first week of class, you will be asked to introduce yourself briefly to the rest of the class on the Discussion Board.

EMAIL: I check my e-mail daily, and will respond within 48 hours.

Late work policy:

All tests and assignments must be submitted by the deadline as stated in the Course Outline. Failure to submit your work on time will result in a 20% late penalty for Units 1 and 2, and an automatic grade of zero (0) for Unit 3.
I do not accept late discussion board posts.

The ONLY way for you to receive an extension is to send me a signed note from a medical doctor, or work supervisor, on official letterhead no later than 24 hours after the due date, certifying your inability to submit your test/assignment on time because of a medical or work-related emergency. Send this information to me in a pdf file in an e-mail to marandia@dcccd.edu. Students must have a passing grade at the time of the extension request. Please DO NOT send me requests for extensions if you do not have the
aforementioned written documentation or meet the stated requirements; they will not be heeded.

**How to Succeed in an Online Class:**
Many of you have never taken an online course before, and may be confused as to what to do in order to do well. My suggestion is that you set aside a time at least 3 to 4 days a week where you can log in to the Blackboard site to check for announcements and to follow the discussion board. (If you are taking this course during a Wintermester or Maymester, then you need to log in to Blackboard **daily**.) The more regular you make this, the better connected you will feel and the more you will get out of the course.

If you have any questions, please contact me at marandia@dcccd.edu. I will check my email regularly throughout the semester, but please allow a 24 hour turn around time for my response (except on weekends and holidays). Finally, make use of your peers! I encourage you to get to know one another, chat with one another even apart from the discussion boards. Philosophy is a dialogue—and dialogues are usually more successful when they involve other people!

**How to Succeed in a Philosophy Class:**
Have you thought about what it would mean to do well in this class? What do you hope to get out of a philosophy class? What must you contribute to the learning experience? You will only get out of this class what you put into it, so the following list is to help you know what sorts of things you’ll need to do in order to make this a truly fun and enlightening experience.

1. **Print out this syllabus and have it in the front of your notebook for easy access.** Take a look at it throughout the semester to refresh your memory on requirements, grade percentages, office hour times/location, etc. (I spent a lot of time working on it, so I’d love you to actually read it!)
2. **Become familiar with the course outline so you know what we’re doing, when we’re doing it, and where to find it.**
3. **Some readings (if not all) will require that you read them several times before they make sense.** This is normal in philosophy—it is also the only way to really understand and begin to formulate questions and arguments pertaining to them. Don’t expect to read quickly through these readings and have anything to say about them—that’s just not the way it works. It will get easier—but it will always take time to make your way through some of these texts. Don’t cheat yourself out of this kind of learning—it is truly rewarding!!!
4. **After doing the readings, try to think of a question you have about it.** It may be a “What the heck did that mean?” kind of question, and that’s fine. But try to find a way to articulate your confusion—what exactly are you confused about? This is not easy to do, but with practice it will get easier, and it will make you a sharper, more critical thinker in everything you do.
5. **We live in the internet age—so make use of this valuable research tool.** Often you can find information that will help you understand the class material, whether it’s the background to a specific author or time, a posted lecture, a radio broadcast, interview, etc.
6. Keep in touch! Check the course website regularly to see if I’ve made any important announcements or added any material for you to look at. Checking in often will also help you feel connected to the class, and this kind of connection will keep you on task. When you feel like you are a crucial part of something, you are more likely to stay involved!

Classroom Etiquette:

In order to make the most of this class, a certain learning environment must be maintained. Especially with respect to the discussions, students must be respectful of others’ opinions and views. Discussions should be a place where everyone feels comfortable and free to express herself/himself in an appropriate way, without the worry that s/he will be unfairly criticized or ostracized. Therefore, be mindful of your comments, and make sure that your criticisms are expressed in a courteous and fair manner.

Furthermore, only appropriate language will be allowed, i.e. no foul language or hate-speech. The instructor reserves the right to remove students from class if their behavior becomes disruptive. This may result in an “F” for that portion (20%) of the final grade. If such behavior extends to other segments of the class, the instructor reserves the right to take further action, including dropping the student from the class. To sum it up: Be respectful!!

INSTITUTIONAL POLICIES

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 on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Institutional Policies relating to this course can be accessed from the following link:

www.northlakecollege.edu/syllabipolicies

The Academic Skills Center (ASC)

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

An ESOL lab with computer access.

• Free tutoring for students enrolled in foreign language courses.

• The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
• The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, 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.

• The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.

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

4. **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 on the Discussion Board. 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. Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2

2. Learning Activity: Writing the Reflection 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. Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2

3. Learning Activity: Taking the 3 exams and practice quizzes

   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 in turn be capable of choosing the best option among the five 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, as well as isolate the defective points in a logically weak argument.

   c. Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2