Syllabus: Philosophy 1301 with Dr. Susan Carrillo
Cedar Valley Community College

INSTRUCTOR INFORMATION
Name: Dr. Susan Carrillo
DCCCD Email: scarrillo@dcccd.edu
Office Phone: 972-860-8059
Office Location: Building C, Room 218
Office Hours: Mondays and Wednesdays, 7:15AM to 7:45AM
Division Office and Phone: Building C, Room 224 (C224)

COURSE INFORMATION
Course Title: Introduction to Philosophy
Course Number: Phil 1301
Section Number: 31001
Semester/Year: Fall 2019
Credit Hours: 3
Class Meeting Time/Location: C221, Mondays and Wednesdays, 8:00AM to 9:20AM
Certification Date: 09/09/2019
Last Day to Withdraw: 11/14/2019

COURSE PREREQUISITES
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.
CVC STUDENT LEARNING OUTCOMES

- Read, analyze, and critique philosophical texts.
- Demonstrate knowledge of the 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.

TEXAS CORE OBJECTIVES

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

5. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making

6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
REQUIRED COURSE MATERIALS

MANDATORY PURCHASE OF ACCESS CODE for SMARTBOOK: THERE ARE NO ALTERNATIVES.

- **Item to purchase:** *Philosophical Journey (Connect Access)*
  - Edition: 7th
  - ISBN: 9781260132496 (nothing with any other ISBN can be used)
  - Author: Lawhead

- **Purchasing location:** Cedar Valley College Bookstore
  - On-campus: Building L (see cashier or sales associate in store)
  - Online: [https://www.bkstr.com/cedarvalleystore/home](https://www.bkstr.com/cedarvalleystore/home)

*Note:* You can purchase an access code directly from the publisher. You will get more details about purchasing from the publisher the first day of class.
GRADED WORK LEARNING and ASSIGNMENTS

Description of the items in table below on Pages 7 and 8.

<table>
<thead>
<tr>
<th>Assignments (aka: &quot;Tasks&quot;)</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory Course Operations Quiz/Review (1)</td>
<td>2%</td>
</tr>
</tbody>
</table>
| Before-Class Learning-Assignments  
  number varies by semester | 25% |
| In-class Learning AND Assignments  
  number varies by semester | 30% |
| Maintenance and Unit Quizzes (8) | 20% |
| Special writing tasks focus on YOUR experiences and opinions:  
  - Comparing one of your opinions with a peer's  
    (1 submission, approx. two paragraphs) | 20%  
  - Contextualizing and formulating questions for a peer  
    (1 submission, two paragraphs) | 5%  
  - Answering peer questions (1 submission, one paragraph) | 2.5%  
  - Analyzing one of your opinions in light of a philosopher/theory  
    (1 submission, approx. three paragraphs) | 2.5% |
| Video-presentation (1) | 3% |

ALL of these writing assignments are done DURING class with help from the professor.

FINAL GRADE

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>
In too many classes you get basics during class that you are expected to competently apply on your own outside of class. In a flipped class, you get the basics BEFORE class so that you can build on and apply stuff DURING class. Be excited: you are in a flipped learning class!

### STAGE 1: BEFORE CLASS
- done on YOUR OWN
- the “easier stuff”
- lower levels of cognition
  - remembering
  - understanding
- includes definitions, examples, methods, theory basics, context

### STAGE 2: DURING CLASS
- most often done in groups
- the “harder stuff”
- higher levels of cognition
  - analyzing
  - applying
  - some evaluation and creation
- collaborative learning designed to build on what you learned before class
- collaborative assignments focused on analyzing text or videos to apply what has been learned
- some individual skill-building as guided by the professor
- some individual writing tasks with help from professor as needed

The easier Stage 1 stuff establishes a MUST-HAVE FOUNDATION for doing the harder Stage 2 stuff.

Stage 2 is an ACTIVE PHASE where NON-LECTURE methods expand your knowledge and skills.
DID THE STUDENT DO THE STAGE 1 LEARNING FOR THIS CLASS SESSION?

YES

Does the student Stage 1 submission for today meet minimum expectations? (Did the student score at least a 70? Did the student do ALL/most of the task?)

NO

YES

Student starts Stage 2 (in-class) learning and assignments.

NO

Student uses class time to improve Stage 1 learning outcome, making at least a 70, and/or complete all aspects of said task.

Student uses class time to start and complete the respective Stage 1 learning, making at least a 70 on said task.

Student more likely to earn all Stage 2 points as he/she works collaboratively and/or alone on in-class learning and assignments.

Student less likely to earn all Stage 2 points as he/she works alone to improve OR start missed Stage 1 stuff.

Student better equipped to tackle upcoming quizzes and writing assignments done ALONE during class for a grade.

Student less equipped to tackle upcoming quizzes and writing assignments done ALONE during class for a grade.
DESCRIPTION OF GRADED LEARNING AND ASSIGNMENTS

Miscellaneous

**Mandatory Course Operations Quiz//Review:** You respond to various quiz-type items that cover the syllabus.

**Video Presentation:** You create a video showing that you understand how one of the intellectual virtues you will have learned about (earlier in the semester) connects to your own experience in the context of completing a special writing task (that you do toward the end of the semester).

**Stage 1: Before class learning-assignments** (lower cognition: remembering/understanding)

- **LearnSmart Tasks (“Ls”)**: Interactive online, adaptive reading and reviews; this is what I am talking about on Page 3 when going over the required course materials:
  - Most readings are ten to fifteen pages long. While doing the online reading, you respond to ideas and facts presented in the reading to check for basic knowledge acquisition. This is your primary source for learning about philosophical thinkers, ideas, theories, etc.

- **SoftChalk Modules (“Sc”)**:
  - Sc modules are used to present interactive lessons that equip you with basic knowledge of concepts, principles, and examples you apply throughout the ENTIRE semester, some serve as reviews to maintain knowledge acquired in a previous Stage 1 or Stage 2 task.

- **Blackboard-created (“Bb”) reviews**: Bb-created reviews may include items to cover new and/or previous Stage 1 (or even Stage 2) lessons.

- **Video-based (“Vbl”) lectures**: VB lectures may be used to introduce some basics. You complete structured outlines or Bb-created reviews to demonstrate you have learned what is taught in a given video.
Stage 2: In-class learning and assignments (mostly higher cognition: analyzing and applying with some evaluation and creation).

- **Group-based quizzes** to recall basics learned before class
- **Collaborative learning** to build on what you learn before class
- **Collaborative assignments** where you analyze text or videos to apply what have learn before or during class
- **Individual and group-based skill-building** whence the professor demonstrates how to apply what you learn with chances to try what is demonstrated
- **Individual opinion-writing** about real-life topics or events
- **Opinion sharing** via structured interview-intake forms as well as class discussion

### Special Writing Tasks
All done DURING class with help from the professor as needed.

- **Comparing one of your opinions with a peer’s:** you create a cogent, compelling discussion that demonstrates your ability to compare and/or contrast an original opinion with a peer’s original opinion.

- **Contextualizing and formulating meaningful questions:** you analyze a peer’s opinion/argument to contextualize and generate two questions.

- **Responding to peer questions:** you answer peer-generated questions about one of your opinions/arguments.

- **Analyzing and evaluating one of your opinions in light of a philosopher/theory:** you write a one-page essay connecting a philosophical theory/position to one of your opinions.
CVC Faculty and Staff expect STUDENTS
- to take responsibility for their own learning
- to commit to achieving high academic performance

Students can expect CVC FACULTY and STAFF
- to provide students a clear pathway of instruction
- to establish clear learning outcomes

Attendance/Participation
While completing Stage 2 learning and assignments is a form of participation, there is no special participation grade for this class. THAT SAID, your daily Stage 2 grade can be negatively impacted by a failure to focus, a failure to treat peers with respect, and/or a failure to properly engage in a given task.

DISRUPTIONS AND YOUR STAGE 2 GRADES

Start and end time for each class session: Class begins and ends at the same times for EVERYONE: this is regardless of where your previous/next class is, regardless of who your previous/next professor is, regardless of any work hours (to name a few reasons students arrive late or leave early). You lose between 25% and 100% of your Stage 2 points for arriving late or leaving early.

Electronic devices: Any unauthorized use of electronic devices during class is considered a disruption of student learning (a disruption of YOUR learning, your peers’ learning, and the professor’s coaching/teaching). Consequently, all electronic devices, including phones, laptops, tablets, etc, should be silenced and out of site unless otherwise permitted by the instructor for Stage 2 tasks. You lose between 25% and 100% of your participation points should I get distracted by your electronic device.
Late Work

Stage 1 Learning-Assignments

If you fail to complete a Stage 1 learning-assignment by the respective deadline AND you come to the respective class session, you will have to complete it during class. You will get the full score you earn (with no deductions) for the respective Stage 1 learning-assignment.

If you fail to complete a Stage 1 learning-assignment by the respective deadline AND you come to the respective class session, AND YOU STILL fail to complete it during class, you will get a permanent zero for the respective Stage 1 learning-assignment.

If you fail to complete a Stage 1 learning-assignment by the respective deadline AND you don’t come to the respective class session, you will get a permanent zero for the respective Stage 1 learning-assignment.

Stage 2 Learning and Assignments

If you miss all or any Stage 2 learning and assignments because you had to do Stage 1 stuff during class, you will get credit only for Stage 2 stuff you had time to get to, if any. Otherwise, you get a permanent zero for any missed Stage 2 stuff.

If you miss all or any Stage 2 learning and assignments because you did not come to class, you will get a permanent zero for the respective Stage 2 learning and assignments.

SOME EXCEPTIONS for MISSED IN-CLASS LEARNING and ASSIGNMENTS

If you can attend the same class session offered on different time and/or day, it is possible to get full credit for missed in-class learning and assignments. You can do this only once during the semester.

If you can meet with my intern during her work hours, it is possible to get full credit for missed in-class learning and assignments. You can do this only once during the semester.
Communication Expectations

- I initiate emails only through the course eCampus/Bb, which uses the last email address embedded in eCampus.
- If you are responding directly to a topic I bring up in an email to you, just reply to that email.
- If you wish to email me about something not covered in an email I have already sent, do so through the course Blackboard's email link: this helps me to be more organized and efficient.
- Please check your email and the announcements at least twice a week, making sure to reply within a few days when I explicitly request a response.
- Please read through all grade book comments and rubrics, making sure to reply to any grade book comments when I explicitly request a response.

Disputing Grades and/or Submissions

Valid Reasons for Disputing a Grade
- I have calculated your score incorrectly.
- I incorrectly perceive your work as late.
- I incorrectly perceive that you did not submit work.
- There is an error or glitch with the SoftChalk, Blackboard, or CVC/eCampus server that keeps you from accessing course content or submitting it.

Valid Reasons to Request an Extension: I will extend a deadline when I make a mistake of some kind or when there is/was an issue with accessing Internet-based materials/assignments beyond your control, e.g., the CVC/eCampus server is down. (I didn’t say there was an error or glitch with YOUR computer, YOUR Internet provider, YOUR software).

Documenting valid reasons: I am VERY PICKY about the kind of evidence I will take in reviewing an appeal to have a grade changed or a deadline extended. Get details at top of the landing page you get to after clicking on “Stage 1 Learning-Assignments” via the course menu.
Cheating, Plagiarism, and Collusion

Scholastic dishonesty is a violation of the Code of Student Conduct and Hazing. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion.

- **Cheating** includes copying from another student’s test or homework paper; using materials not authorized; collaborating with or seeking aid from another student during a test; knowingly using, buying, selling, stealing or soliciting (asking for) the contents of an un-administered test; and substituting for another person to take a test.

- **Plagiarism** is the appropriating (taking in a way that is illegal or unfair), buying, receiving as a gift or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

- **Collusion** is the unauthorized collaboration with another person [in completing work for the class, both inside and outside thereof and therein].

Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class or you can even be suspended from college. Your enrollment indicates acceptance of the [DCCCD Code of Student Conduct and Hazing](http://www.cedarvalleycollege.edu/syllabipolicies).

SAFE-ASSIGN: “SafeAssign (software) is effective as both a deterrent and an educational tool…. SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. SafeAssignments are compared against several different databases, including: Internet – comprehensive index of documents available for public access on the Internet ProQuest ABI/Inform database – more than 1,100 publication titles and about 2.6 million articles from 1990s to present time, updated weekly (exclusive access) SafeAssign can be used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase.”

Institutional Policies

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

[ Cedar Valley Institutional Policies](http://www.cedarvalleycollege.edu/syllabipolicies)

Course Schedule: Please see separate document.