



WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

INTRODUCTION TO PHILOSOPHY

PHIL - 1301- O080

DR. AMY ANTONINKA

NOTE: This is a 16-week course.

NOTE: This is an Online course.

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Course Description:

A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.

Prerequisites and/or Corequisites:

None

Course Notes and Instructor Recommendations:

Philosophy is about the big questions in life. Asking those questions will help you develop and understand yourself, your world, your commitments, your values, and how they fit together and potentially lead to living an examined life.

This course will explore two main questions: Who am I? and How should I live? These are the foundational questions of philosophy and address a myriad of human concerns. The first question addresses ontology, the study of what it means to be and what it means to be human, as such. The second question is about ethics, the study of morality, right and wrong, good and bad, virtue and vice. In an effort to understand these two questions, interrogate them, and start to provide our own answers to them, we will read great philosophers, writers, social scientists, scientists, poets, artists and others. The readings lead us to think about things in new ways and ask new questions.

Our questioning will engage our thinking, in all of its various forms. Starting with wonder, we can move to deliberating, reflecting, discussing, clarifying, analyzing, writing, and applying. The assignments in the class build on the questioning you do. They are intended to move toward an understanding of yourself, our values, the final essay, and the question you deal with in it. If you keep up with the work you will have a body of research, compiled by and for yourself, upon which to build your essays. This journey of self-examination begins with your attention. I look forward to accompanying you along it.

Instructor Information:

Instructor Name: Dr. Amy Antoninka
MCC E-mail: aantoninka@mclennan.edu
Office Phone Number: (254) 299-8939
Office Location: MAC 333
Office/Teacher Conference Hours:

- MW 8:30-9:30 and
- TR 11-12:30 ONLINE

Other Instruction Information:

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- Please do take advantage of office hours.
- My preferred contact method is email.
 - Please use your MCC email when you correspond. This will ensure that your email will not get sent to "Junk Mail."
 - Please put the course name and section number in the subject line of any email you send.
 - Please don't forget the third "n" in Antoninka (it's a long name and easily misspelled).
 - I will do my best to respond to emails in a timely fashion. I anticipate that that means that I will respond within 24 hours of your initial email, Monday through Friday. Please anticipate a potentially longer waiting time for a response over the weekends or holidays.
- For office hours on Tuesday and Thursday, by Zoom, Please email me for the link and indicate the time you would like to meet.

Supplemental Instructor: Vincent Crowson

MCC E-mail: vc0498484@students.mclennan.edu

Required Text & Materials:

The books and reading for this class are available on Brightspace. They are primary sources. I also have included information on hard copies of the books below. Together they cost much, much less than the average philosophy textbook. Additionally, they will allow you to become better readers and philosophers. Some of the versions on Brightspace are older translations in the public domain and may not be in contemporary English.

Title: *A Plato Reader: Eight Essential Dialogues*

Author: Plato

Edited by C. D. C. Reeve

Publisher: Hackett

ISBN: 978-1-60384-811-4

Title: *Tao Te Ching*

Author: Lao Tzu

Translator: Stephen Mitchell

Publisher: Harper Perennial

ISBN: 9780061142666

Title: *The Soul of Rumi: A New Collection of Ecstatic Poems*

Author: Jelaluddin Rumi

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Trans: Coleman Barks
Publisher: Harper One
ISBN: 9780060604523

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Methods of Teaching and Learning:

Video Lecture, discussion, projects, student performances/presentations, written reports/papers/worksheets, quizzes, free writing, essays.

Course Objectives and/or Competencies:

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

- **Critical Thinking (CT)** -- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communications Skill (COM)** -- to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Social Responsibility (SR)** -- to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)** -- to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes

Upon successful completion of this course, students will:

1. Read, analyze, and critique philosophical texts.
2. Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.
3. Present logically persuasive arguments both orally and in writing.
4. Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.
5. Evaluate the personal and social responsibilities of living in a diverse world.

Course Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be

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re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Before the 60% point of the semester, a student who is absent for 25% or more of a face-to-face or blended course or who miss 25% or more of assigned work for an online course will be withdrawn from the course with a grade of W. A student may also request to be withdrawn with a grade of W before the 60% point of the semester. After the 60% point of the semester, the student may request to be withdrawn if the student is passing, or be assigned the final grade earned at the end of the semester after grades have been updated to reflect missing work.

Class attendance, for this course, means completion of work.

- Prior to the census date, completion of all of the assigned readings and videos will count as attendance.
- You are required to complete at least 75% of the work in order not to be withdrawn from the course.

Course Outline or Schedule:

The schedule is subject to change at the discretion of the instructor. If there is a schedule change, an announcement will be posted to Brightspace. You are encouraged to set your notifications on Brightspace so that you receive email alerts.

Readings are to be completed BEFORE you watch the required video lectures. I have a firm belief that everyone is a philosopher and that the unique perspective they have matters. I want you to form your own impression of the readings before someone interprets" it for you.

The videos contain free writes and "quizzes." You will complete your free writing in the video and respond to questions. The quizzes are designed to help you understand and process the readings and to help you gather ideas for the discussions and essays. You must complete the required reading, free-write, and videos in order to complete the discussion. Most work for the week is to be completed by 11:59 PM Sunday of that we unless otherwise specified. I encourage you to work a little each day.

This schedule will also appear on Brightspace under Content, with the relevant materials (documents, videos, links to assignments, discussions, instructions, etc.) hyperlinked and provided in the modules underneath the description. This course is set up in weeks. Complete the work in the order presented. (In general, this means, read, free-write, watch the videos, then

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complete the discussion. For weeks when you are working on an essay this will change.) I encourage you to navigate Brightspace via the Table of Contents, it will help you complete the work in the correct order.

WEEK 1: August 21-27 *Introductions and Ontology and Ethics*

- TOPIC: Who are we? What is philosophy? Introduction to the course, to one another, and to the discipline of philosophy.
- READINGS: Syllabus; *Republic* 485a-486b (in *A Plato Reader*, required book. The numbers and letters refer to the Stephanus numbers, which are in the left- and right-hand margins of the book and Br); Hannah Arendt, "Thinking and Moral Considerations" (on BR)
- VIDEOS:
 - "Plato and Purrtonia welcome you to Phi!";
 - Why Study Philosophy? (contains free write and "quiz")
 - Arendt, Thinking and Moral Considerations. (contains free write and "quiz")
- DISCUSSION 1: What is philosophy? How can I think about ontology and ethics?

WEEK 2: August 28-September 3, *Unit 1 The "Allegory of the Cave"*

- TOPIC: Am I in a Cave? How might I escape?
- READING: Plato, *Republic*, "Allegory of the Cave," in *A Plato Reader, Republic*, 514a-518d, also on Br.
- VIDEOS:
 - Allegory of the Cave part 1 (contains free write and "quiz")
 - Allegory of the Cave part 2 (contains "quiz")
- DISCUSSION 2: What does my cave look like?
- BEGINNING A TEMPLATE OF INQUIRY: In-class work on Wednesday, Worksheet Part I, due Sunday by 11:59 PM

SEPTEMBER 4 LABOR DAY HOLIDAY

WEEK 3: September 5-10, *Unit 1 The "Allegory of the Cave"*

- TOPIC: How are laziness and fear caves?
- READING: Friedrich Nietzsche, *Schopenhauer as Educator* (on Br) and re-read "Allegory of the Cave"
- VIDEO: Nietzsche: Schopenhauer as Educator (contains free write and "quiz")
- CONTINUING THE TEMPLATE OF INQUIRY: Part II due Sunday by 11:59 PM.

WEEK 4: September 11-17, *Unit 1 The "Allegory of the Cave"*

- TOPIC: How can one attempt to get out of the cave?

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- READINGS: Each of the readings relates to the “Allegory of the Cave” (and Nietzsche). Be looking for connections as you read them.
 - The Soul of Rumi, “More Range” p. 24, “Looking into the Creek” p. 37, “A Trace” pp. 39-40, “The Indian Tree” pp. 47-8 (also in “Rumi on Overcoming Ignorance”)
 - Rebecca Solnit, “Woolf’s Darkness”
 - Stanley Milgram, “The Perils of Obedience”
- VIDEO: Introduction to Rumi, Solnit, and Milgram (contains free write and “quiz”)
- DISCUSSION 3: What connections to the cave are in the readings?
- CONTINUING THE TEMPLATE OF INQUIRY: Part III due Sunday by 11:59 PM.

WEEK 5: September 18-24, *WORK WEEK*

- TOPIC: TEMPLATE OF INQUIRY Part IV
- DUE: Sunday 11:59 PM.

WEEK 6: September 25-October 1, *Unit 2 Plato's Apology/Socrates' Defense of Philosophy*

- TOPIC: How Can One Defend Philosophy?
- READING: Plato, *Apology*, in *A Plato Reader*, and on Br
- VIDEOS:
 - Apology 1.1 (contains free write and “quiz”) and
 - Apology 1.2 (contains “quiz”)
 - Apology 2.0 (contains “quiz”)
- DISCUSSION 4: What makes Socrates good?

WEEK 7: October 2-8, *Unit 2 Plato's Apology/Socrates' Defense of Philosophy*

- TOPIC: How does philosophy question society?
- READING:
 - Dr. Martin Luther King Jr., “Letter from a Birmingham Jail” (on Br)
 - Gloria Anzaldúa, “How to Tame a Wild Tongue” 75-86 (on Br);
 - Plato, Crito 43a-49e (in *A Plato Reader*, you may also read the public domain translation on Br.)
- VIDEO: Introductions to King, Anzaldúa, and Crito (contains free write and “quiz”)
- PRE-WRITING APPLYING THE TEMPLATE OF INQUIRY DUE Sunday by 11:59 PM

WEEK 8: October 9-15, *Unit 2 Plato's Apology/Socrates' Defense of Philosophy*

- TOPIC: How can practicing philosophy make one free?
- READING:
 - bell hooks, “Love as the Practice of Freedom” (on Br);
 - Frederick Douglass, Narrative of the Life of an American Slave, Chs. VI-VII (on Br);

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- The Soul of Rumi “Like Light over This Plain” p. 191, “A Necessary Autumn” p. 21, “When school and mosque” “While you are still yourself” p. 93, “I saw grief drinking” p. 179, “Mounted Man” p. 157, “Rush Naked” p. 167, “One Swaying Being” p. 173, “The Threat of Death” p. 176-7, “Float, Trust, Enjoy” p. 208 (required book, you may read the Rumi selections in Rumi on Death and Life.)
- VIDEO: Introductions to hooks and Douglass (contains free write and “quiz”)
- DISCUSSION 5: What connections to the *Apology* are in the readings?
- WORKSHEET: Applying the Template of Inquiry due Sunday by 11:59 PM (work on this before Sunday so you can complete your draft on time)
- DRAFT APPLYING THE TEMPLATE OF INQUIRY: Submit your draft to SmarThinking no later than Friday so that you can complete peer review in a timely manner.

WEEK 9: October 16-22,, *ESSAY WORK WEEK*

- APPLYING THE TEMPLATE OF INQUIRY (see description below and full description on Br.)
- PEER REVIEW: Exchange SmarThinking feedback with your group so that everyone has a reviewer and completes a review. Use the peer review sheet provided to make additional suggestions for your partner to improve her or his essay. Return your suggestions no later than Wednesday.
- REVISE ESSAY: Based on the feedback you receive from SmarThinking and peer review, make corrections to your essay and work on clarity, precision, and conciseness.
- Final draft of APPLYING THE TEMPLATE OF INQUIRY: Due Sunday by 11:59PM. Submit the SmarThinking response you received, and the peer review your partner completed for your essay all to same place on Br.

WEEK 10: October 23-29, *Unit 3 Tao Te Ching*

- TOPIC: What is the Tao?
- READING: *Tao Te Ching* verses 1-40
- VIDEOS:
 - Eastern and Western Philosophy,
 - *Tao Te Ching* Verse 1 parts 1&2 (part 1 contains free write and “quiz”, (part 2 contains “quiz”)
 - Wu-Wei Parts 1&2 (contains “quiz”)
- DISCUSSION 6: What is Tao like?

WEEK 11: October 30- November 5, *Unit 3 Tao Te Ching*

- TOPIC: How does the Tao help one find balance and lead?
- READING: *Tao Te Ching* verses 41-81

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- VIDEOS:
 - Yin and Yang parts 1&2 (part 1 contains free write and “quiz”, (part 2 contains “quiz”)
 - Lead Like a Taoist parts 1&2 (part 2 contains “quiz”)
- PRE-WRITING FINAL ESSAY DUE

WEEK 12: November 6-12, *Unit 3 Tao Te Ching*

- TOPIC: How does nature teach the Tao?
- READING:
 - Selected Writings on Taoist Themes: Sun Bu’er, the Buddha, Chief Seattle, Chuang-Tzu, Dostoevsky, Le Guin, Neruda, Rumi, Soldier)
- VIDEO: Selected Writings on Taoist Themes (contains free write and “quiz”)
- DISCUSSION 7: What connections to the *Apology* are in the readings?
- FINAL ESSAY WORK: Work on organizing your ideas and previous work into the final essay.

WEEK 13: November 13-19, *FINAL ESSAY WORK WEEK*

- FINAL ESSAY WORK: Work on developing your thesis and arguments.
- Worksheet 1 and 2 due Sunday by 11:59 PM (complete these early so that you can use them to assist you with your draft)
- DRAFT OF FINAL ESSAY due Submit draft to SmartThinking

WEEK 14: November 20-21, *FINAL ESSAY WORK WEEK*

- PEER REVIEW: Exchange SmartThinking feedback with your group so that everyone has a reviewer and completes a review. Use the peer review sheet provided to make additional suggestions for your partner to improve her or his essay. Return your suggestions no later than Wednesday.
- *REVISING AND EDITING*: Continue implementing feedback from SmartThinking, check for grammar and mechanics, and for clarity, precision, and conciseness. Make corrections as needed.
- WORK ON PRESENTATIONS
-

NOVEMBER 22-26 THANKSGIVING HOLIDAY

WEEK 15: November 27-December 3, *FINAL ESSAY and PRESENTATIONS*

- *REVISING AND EDITING*: Continue implementing feedback from SmartThinking, check for grammar and mechanics and for clarity, precision, and conciseness. Make corrections as needed.
- WORK ON PRESENTATIONS
- *FINAL ESSAY DUE BY 11:59 PM SUNDAY*

WEEK FINALS: December 4-7, *PRESENTATIONS*

- PRESENTATIONS: Post your video presentation to Br. by 11:59 PM Monday night.

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- Watch your fellow philosophers' videos.
- Respond to three other philosophers' videos with thoughtfulness and two questions about their ideas.

Course Grading Information:

Below you will find descriptions of the assessment tools I will use to assign you a final grade in the course. The assignments are designed to engage you in many levels of thinking and reasoning. Analysis, application, synthesis, and evaluation presuppose basic knowledge and comprehension of the material. The assessments in this course will focus mostly on analysis, application, synthesis, and evaluation. With this in mind, we will not have any “objective” assessments. Instead, we will use creative and interesting assignments that provide a means of exploring, developing, applying, and presenting what we know, understand, and come to understand more deeply. Descriptions of the assignments are below. You will find further descriptions, examples, and rubrics on Brightspace.

Philosophy is about thinking about thinking. One important way to organize your thoughts and think more clearly happens through writing. We will do a significant amount of writing over the course of the semester. When submitting your writing be sure that you have proofread well. Spelling and grammar count on everything you turn in for the class. Only the free writings may be submitted as pictures. All other assignments need to be typed.

VIDEOS QUIZZES

The videos are required, and they contain a free write and a “quiz” to keep you accountable for watching them. The videos provide context and background information about the readings and discuss important philosophical themes in the readings. Reading philosophy can be challenging. These videos will help you understand the material in more philosophical ways and help lead you to think more about the themes in them.

FREE WRITINGS: Most weeks, free writings will be due. Free writing is a way for you to think through and reflect on what you have read and what it leads you to. After you have completed the reading for the week, go to the video that accompanies it. Start the video, and when prompted, set a timer for 5 minutes. During those 5 minutes, write without stopping in the dialog box the video provides. Write whatever comes to your mind about the required reading material without editing, revising, or critiquing. If you get stuck, write new questions that arise from the topics of the reading.

This is a completion assignment. You will receive full credit for posting your free-write so long as it gives evidence that you read the material assigned. Completing this

assignment will help you make sense of the videos, provide a body of research for your essays, and an opportunity to document your thinking about the readings.

THE SHORT ANSWER QUESTIONS are an opportunity to clarify for yourself your philosophical commitments. They are not intended to tell you what to think about the readings. Instead, they are intended to help you process the philosophical ideas in the readings and start formulating your own ideas.

You are required to answer the questions. Engagement with the videos will help you complete your work, participate meaningfully in discussions, and expand your thinking.

You will receive a grade based on the number of videos you watch, the number of free writings and questions you respond to meaningfully.

DISCUSSION BOARDS

Purpose: This assignment is about reading actively, asking good questions, generating philosophical dialogue, and thinking about the relation of the assigned text(s) to our two big questions: Who am I? and How should I live? It is also about using inquiry to delve deeper into your values, beliefs, and assumptions. The questions you compile for these assignments will be a helpful tool in developing your ideas and avenues of exploration for the other course assignments.

Procedure: To prepare for the discussion, read the assigned material, complete the free-write(s), then watch the video(s) and jot down notes during the reflective pauses. The questions in the reflective pauses will be the starting point for your initial post to the discussion.

For each post do the following:

- Meaningful response to prompt
 - Responds to all parts,
 - Shows thoughtfulness.
- Meaningful engagement with assigned reading(s)
 - Directly references readings,
 - Gives context Explains the meaning of the reference(s).
- Use of critical thinking:
 - Provides a clear account of the reasoning used to formulate opinions, interpretations, inferences, etc.
 - Provides logical and sufficient support for opinions.
- Asks new open-ended questions:
 - Questions are in proper form,
 - Questions encourage further discussion.

- Mechanics
 - Follows conventions of grammar, spelling, and style for formal college writing.

For each response do the following:

- Responds to at least three different questions written by three different people
- Follows direction and responds to the prompt and author meaningfully,
 - N.B. Mere agreement or affirmation do not constitute a meaningful response. Avoid fluff.
- Adds to the conversation by developing new but related ideas and uses good reasoning that offers support for what is said,
- Engages the assigned readings meaningfully and in detail,
 - Provide specific textual references to the assigned readings for the week providing context, interpretation and rationale.
- Spelling and Grammar.

ESSAYS AND ESSAY PROGRESS WORK

Because this course is about your own philosophical journey and exploration, the assessments of your progress will be measured using essays. The ultimate goal is for you to have an account of your own beliefs about “Who am I?” or “How should I live?” by the end of the semester that is well-developed and well-reasoned. We will work on the essays in stages since editing is an integral part of writing.

The Template of Inquiry

Philosophy encourages a way of thinking that can assist you in the pursuit of truth. Becoming a better philosopher means becoming a better thinker. One way to become a better thinker is to use questions. As we all know, humans often get trapped in their own “bubbles.” Humans have habits of thinking that are formed early in life that seem true but aren’t. Thinking and questioning our own lives in a philosophical manner can correct these errors. The first step to thinking philosophically is to ask good questions.

Good questions are about something important. They help us to see and understand what we care about, what we find significant, interesting, or important. They help us investigate, clarify, analyze, develop, and interpret these concerns. For the first essay, you will formulate your most fundamental human concern in the form of an ethical or ontological question. You will then develop question asking strategies that will help you understand the parameters of your questions and explain how those questions can help you respond to it philosophically. Thus, you will use questions to other questions and to understand how those other questions help you explore your human concerns philosophically.

You will turn three Worksheets that help you create a Template of Inquiry. The fourth worksheet will help you finalize your Template of Inquiry.

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N.B., I have allotted time for you to move from a nascent idea to The Template of Inquiry. Thinking and writing are deliberative processes that need time, good editing, and revision. You cannot receive higher than a C on The Template of Inquiry if you have not completed all of the worksheets that lead to it. You will submit all your work to Turnitin to detect plagiarism and the use of AI.

You will find an example of this essay, formatting guidelines for the essay, a fuller description of the assignment and a rubric for grading the essay on Brightspace.

Applying the Template of Inquiry to the Apology

The essay is intended to give you the opportunity to apply your skills of inquiry to a text, to evaluate the text and to compare your view with it. You will start with your Template of Inquiry and start posing the questions you have there to Socrates. You will look at **EITHER** the ontological ideas in the *Apology* **OR** the ethical ideas in the *Apology*, analyze and evaluate them, state your own views, and compare and contrast your views with the views Socrates expresses (through the writing of Plato).

Using Socrates and the dialogue as an interlocutor, you will be able to test out your own model of inquiry, compare your ways of exploring philosophy with his, and further develop your views on one of our two big questions: “Who am I?” or “How Should I Live.”

Your application will take the form of a 3–4-page essay (1000-1200 words). In your essay, you will put your Template of Inquiry to work as you examine **EITHER** the ontological **OR** ethical claims made by Socrates in Plato’s *Apology*, explore where your questions lead you to agree or disagree with Socrates, and where you are finding that your own ontological or ethical commitments lie.

You will turn in a pre-writing assignment, a worksheet, and a rough draft of your essay. You’ll need to submit your revised draft to SmarThinking. The SmarThinking response will be part of a guided peer review. For the peer Review, you’ll be placed in groups of 3-4 people. Each person will be responsible for providing feedback on one other essay, and each person will receive feedback from at least one other person. (It happens now and again that someone is unable to peer review, the extra members of the groups should assure that everyone receives feedback.) You will need to turn in the Smarthinking printout, the peer review sheet you received from your partner and the final draft of your essay to Br.

N.B., I have allotted time for you to move from a nascent idea to a draft to a final essay. Thinking and writing are deliberative processes that need time, good editing, and revision. If

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you have not completed the pre-writing and worksheet, and do not make significant improvements to your final essay over the draft, you cannot receive higher than a C on the final essay. This essay and you work toward it will be submitted to Turnitin, plagiarism and AI detection software.

You will find an example of this essay, formatting guidelines for the essay, a fuller description of the assignment and a rubric for grading the essay on Brightspace.

Essay 3: Final Essay

The Final Essay and Presentation provide opportunities for you to express your ethical or ontological beliefs, values, and commitments and to defend them. The assignments to this point have prepared you to write this essay. In it, you state and defend your fundamental values and concerns philosophically as you answer one of our two big questions: Who am I? or How should I live?

For the Final Essay, you will write a 6-page essay (2000-2200 words), not including the works cited. The papers should discuss **EITHER** your response to “Who am I?” **OR** “How should I Live?”

You can find the rubric for the essay and a fuller description of it on Brightspace.

You are welcome and encouraged to use parts of your earlier essays and other course work in the final essay. You will turn in a pre-writing assignment, two worksheets, and a rough draft of your essay, as well as the final draft. You’ll need to submit your draft to SmarThinking. You will need to turn in the Smarthinking feedback with the final draft of your essay to Br.

N.B., I have allotted time for you to develop your final essay. Thinking and writing are deliberative processes that need time, good editing, and revision. If you do not make significant improvements to your final essay over the draft or if you have not completed the work leading up to the essay, you cannot receive higher than a C on the final essay. This essay will be submitted to Turnitin, plagiarism detection software.

Presentation

Everyone will present the main findings of their essays in the form of a video that will be posted to the Discussion board. The individual presentations should last between 3 and 4 minutes. In your presentation,

- You need to communicate the most salient points of your essay in a clear and easy-to-digest manner.

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- Share your question and why it is important,
 - Explain the ontological or ethical implications of your topic,
 - Explain your reasoning about the topic and how you came to it.
 - Discuss some of the readings that helped you think philosophically about your topic.
 - Leave the audience with something to think about.
 - Do not read your slides. They are not a script, but a list of important ideas.
 - Use visual aids such as PowerPoint, Prezi, or other material.
 - You should have at least eight "slides."
 - Your video must play continuously (that is, no one should need to click on anything in your video), and
 - You need to appear in it (You can do this easily with Zoom or with YuJa).

A rubric for the presentation and examples of presentations from other classes can be found on Brightspace.

The presentations offer an opportunity for you to hear what your fellow philosophers have been developing and thinking about, and to share your own ideas. It also gives you an opportunity to communicate your ideas in a fresh way. You are required to respond to at least three presentations in a meaningful and thoughtful way.

N.B., I have allotted time for you to move from a nascent idea to a draft to a final essay. Thinking and writing are deliberative processes that need time, good editing, and revision. If you do not make significant improvements to your final essay over the draft, you cannot receive higher than a C on the final essay. This essay will be submitted to Turnitin, plagiarism detection software.

SUPPLEMENTAL INSTRUCTOR:

We will have a Supplemental Instructor for this course. Our SI will offer weekly sessions to help you with the material for the course. You are required to attend 5 sessions over the course of the semester. You are encouraged to attend each week. You will receive a bonus for each session over 5 that you attend.

The SI will post announcements about session times on Brightspace.

Points Distribution

ASSESSMENT TOOL	ITEMIZED POINT VALUES	WEIGHT
Free Writes and Videos	<ul style="list-style-type: none">● Free writes 50%● Short answer questions 50%	20%

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Discussions	Based on the average of your discussion scores.	15%
Template of Inquiry	<ul style="list-style-type: none"> • Part I: 15% • Part II: 15% • Part III: 20% • Part IV: 50% 	15%
Applying the Template of Inquiry	<ul style="list-style-type: none"> • Pre-writing: 15% • Worksheet: 10% • Rough Draft: 15% • SmarThinking: 5% • Peer-review: 5% • Final Draft: 50% 	15%
Final Essay: Your philosophical account of: Who am I? <u>OR</u> How Should I live?	<ul style="list-style-type: none"> • Pre-writing: 5% • Final Essay Worksheet I: 2.5% • Final Essay Worksheet II: 2.5% • Draft: 10% • SmarThinking: 5% • Peer Review: 5% • Final Draft: 50 % • Final Presentation 20 % 	25%
Attendance	Based on number of absences, and the number of time you arrive late or leave early.	5%
Supplemental Instruction	Based on the number of sessions attended	5%
		100%

Grading Scale: *NB* your final grade is based on the number of points you accumulate over the course of the semester. I reserve the right to alter your grade if significant improvement is shown over the course of the semester.

1000-899.5 A
 899.4-799.5 B
 799.4-699.5 C
 699.4-599.5 D
 599.4-0 F

Late Work, Attendance, and Make Up Work Policies:

Late Work and Make Up Work

Please keep me informed of excused absences. You will be able to make up the work you missed in such a case without penalty. You will need to complete your missing work within one week of your absence. If you miss for another reason, you may turn in work late for partial credit. You will receive a minimum of 11% fewer points on the make-up work. If your work is later than 2 weeks, you will receive a minimum of 21% fewer points, and 31% fewer if three weeks late. I will not consider work later than that until the end of the semester. If, at the end of the semester, you are close to moving up a grade (approximately 2.5 percentage points or fewer from moving to the next higher letter grade) I will consider your make-up work as evidence that you deserve the higher grade.

Student Behavioral Expectations or Conduct Policy:

Please, show respect for the fellow humans in your class, for their opinions and comments. In philosophy, this means that you should demonstrate the virtue of intellectual charity. Intellectual Charity is a method by which one seeks to gain understanding of another point of view by setting aside one's own preconceptions to better understand the other's position in the strongest and best light. Only when you have understood another's point of view and acknowledged their rational basis may one critique the other's position.

You need not agree with your fellow philosophers (it would be quite boring if we all did), but you should show intellectual charity, and be courteous, logical, polite, and decorous in your expressions of these.

We will be discussing many controversial topics. What you have to say is important to our exploration of the subject, just as what others have to say is. Philosophy is best done in conversation where we respectfully acknowledge that. Though others may differ from us in opinion and belief, they have reasons for holding the positions they hold. Listening charitably to others is as important to your philosophical development as constructing and evaluating your own ideas.

Academic Integrity

The International Center for Academic Integrity defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility; from these values flow principles of behavior that enable academic communities to translate ideas into action.” I anticipate that these are values you honor and will uphold in class discussions, your work for the course, and all other aspects of the course.

<https://academicintegrity.org/>

INTRODUCTION TO PHILOSOPHY

PHIL 1301 O080

This class is designed to get you to do original work that explores your own views, beliefs, ideas, and thoughts. I have every confidence in you to do that. You will be voiding your own learning experience by shortcutting the process. If you are caught plagiarizing, you will receive a zero on the assignment. If you are caught a second time you will receive an “F” in the course. I am also required by college policy to report you.

I will use Oxford University's definition of Plagiarism:

Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the use of material generated wholly or in part through use of artificial intelligence (save when use of AI for assessment has received prior authorisation e.g. as a reasonable adjustment for a student's disability). Plagiarism can also include re-using your own work without citation. [I]ntentional or reckless plagiarism is a disciplinary offence.

The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data, or other resources downloaded from websites.

Please note that artificial intelligence (AI) can only be used within assessments where specific prior authorisation has been given, or when technology that uses AI has been agreed as reasonable adjustment for a student's disability (such as voice recognition software for transcriptions, or spelling and grammar checkers).

The best way of avoiding plagiarism is to learn and employ the principles of good academic practice from the beginning of your [college] career. Avoiding plagiarism is not simply a matter of making sure your references are all correct, or changing enough words so the examiner will not notice your paraphrase; it is about deploying your academic skills to make your work as good as it can be.

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

I will use Turnitin to check for plagiarism, including AI generated content.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

INTRODUCTION TO PHILOSOPHY

PHIL 1301 O080

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

Updated 07/18/2023



ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu 2542998122 Room
319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a

confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>. Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>).

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's Pantry are located on the second floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to

<https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html>

to find out more about the emergency grant. The application can be found at

https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teachingandlearning/FacultyandStaffCommons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are

expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/studentemail.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.