

**McLennan**  
C O M M U N I T Y  
**COLLEGE**  
WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN  
INTRODUCTION TO PHILOSOPHY  
PHIL – 1301 - 87  
DR. AMY ANTONINKA  
NOTE: This is a 16-week course.  
NOTE: This is an Online course.**

**COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

.AN EQUAL OPPORTUNITY INSTITUTION

SPRING 2023

# INTRODUCTION TO PHILOSOPHY

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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:**

The content of this course is designed for you to 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, frankly, they are the two foundational questions for humans. 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. We will read great philosophers, writers, social scientists, scientists, poets, artists and others in an effort to understand these two questions, interrogate them, and start to provide our own answers to them.

Our class involves thinking, in all of its various forms including: deliberating, writing, discussing, reflecting, clarifying, analyzing, applying and inquiring. The assignments in the class build on the thinking you do. They are intended to move toward the final essay. 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](mailto:aantoninka@mclennan.edu)

Office Phone Number: (254) 299-8939

Office Location: MAC 333

Office/Teacher Conference Hours: MW 10-12:30, T 11-12, and by appointment

Other Instruction Information: Please do take advantage of office hours. If you would like to discuss anything with me and can't make office hours, please suggest a time that you are available to meet. 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. 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.

**Required Text & Materials:**

*These books are the primary texts we will use in the class. Together they cost much, much less than the average philosophy textbook. Additionally, they will allow you to become better readers and philosophers. I have provided online versions of most of these texts on Brightspace. Some of the versions are older translations in the public domain and may not be in contemporary English. Additionally, I've posted the other readings and links class on Brightspace (hereafter Br).*

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

Trans: Coleman Barks

Publisher: Harper One

ISBN: 9780060604523

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

**Methods of Teaching and Learning:**

*Video Lecture, discussion boards, projects, written reports/papers, inquiry, reflection, thoughtful engagement, and video “quizzes.”*

**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 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 and sent as an email to your student email address.***

*Readings are to be completed before you watch the video lectures (Note that the videos contain "quizzes." You will complete your free writing in the video and respond to short answer questions that give you time to reflect. The reflective pauses are to help you 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. All work for the week is to be completed by 11:59 PM Sunday of that week 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, start the video, free-write, answer questions in the videos, then 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: January 9-15 *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?

JANUARY 16, DR. MARTIN LUTHER KING JR. HOLIDAY

WEEK 2: January 17-22, *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?

WEEK 3: January 23-29, *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”)
- PRE-WRITING TEMPLATE OF INQUIRY

WEEK 4: January 30-February 5, *Unit 1 The “Allegory of the Cave”*

- TOPIC: How can one attempt to get out of the cave?
- 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?
- DRAFT OF TEMPLATE OF INQUIRY DUE; Submit your draft to SmarThinking no later than Friday so that you can complete peer review in a timely manner.

WEEK 5: February 6-12, *ESSAY WORK WEEK*

- TOPIC: 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 TEMPLATE OF INQUIRY DUE: Submit the SmarThinking response you received, and the peer review your partner completed for your essay all to same place on Br.

WEEK 6: February 13-19, *Unit 2 Plato's Apology/Socrates' Defense of Philosophy*

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- 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: February 20-26, *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

WEEK 8: February 27- March 5, *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);
  - 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?
- 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.

MARCH 6-12 SPRING BREAK

WEEK 9: March 13-19, *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.

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- 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: March 20-26, *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: March 27-April 2, *Unit 3 Tao Te Ching*

- TOPIC: How does the Tao help one find balance and lead?
- READING: *Tao Te Ching* verses 41-81
- 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: April 3-9, *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: April 10-16, *FINAL ESSAY WORK WEEK*

- FINAL ESSAY WORK: Work on developing your thesis and arguments.
- DRAFT OF FINAL ESSAY due Submit draft to SmartThinking

## WEEK 14: April 17-23, *FINAL ESSAY WORK WEEK*

- 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.

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- *REVISING AND EDITING*: Continue implementing feedback from SmarThinking, check for grammar and mechanics, and for clarity, precision, and conciseness. Make corrections as needed.
- *WORK ON PRESENTATIONS*

### WEEK 15: April 24-30 *FINAL ESSAY and PRESENTATIONS*

- *REVISING AND EDITING*: Continue implementing feedback from SmarThinking, 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: May 1-4 *PRESENTATIONS*

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

### *FREE WRITINGS VIDEOS AND ATTENDANCE:*

#### *Free Writing*

The purpose of this practice is:

1. To get you in the practice of writing,
2. To help you recall and reinforce the main ideas in the reading,
3. To allow you to develop your own ideas about the reading,
4. To keep you accountable for reading the assigned material.

Each week 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 box in the video. 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 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, prepare for discussion, and an opportunity to document your thinking about the readings.

### *Videos and Attendance*

The videos are required. The videos contain a “quiz.” 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. The questions in the videos correspond with the discussion prompts. Completing the videos conscientiously will help you with the discussions.

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. The short answer questions are an opportunity to clarify for yourself your philosophical commitments. 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 free writes you completed in the videos, and the number of questions you responded to in a meaningful way.

### *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.

### *Essay 1: 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, your essay

will discuss why the question you have leads to other questions and how those other questions help you explore the first philosophically.

You will turn in a pre-writing assignment, 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 the pre-writing to 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.*

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 2: 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 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, 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 the pre-writing to 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.*

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 provides an opportunity 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, and a rough draft of your essay. 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, you cannot receive higher than a C on the final essay. This essay will be submitted to Turnitin, plagiarism detection software.*

### *Final 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 3:30 and 4:30 minutes. In your presentation, you should communicate the most salient points of your essay in a clear and easy to digest manner. You need to use visual aids such as a video, power point, prezi, or other material. You should have at least eight "slides." 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

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communicate your ideas in a fresh way. You are required to respond to at least three presentations in a meaningful and thoughtful way.

## *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.

## *Points Distribution*

ASSESSMENT TOOL	ITEMIZED POINT VALUES	WEIGHT
<b>Free Writes, Videos, and Attendance</b>	<ul style="list-style-type: none"> <li>Free writes 50%</li> <li>Short answer questions 50%</li> </ul>	<b>35%</b>
<b>Discussions</b>	Based on the average of your discussion scores.	<b>15%</b>
<b>Essay 1</b>	<ul style="list-style-type: none"> <li>Pre-writing: 10%</li> <li>Rough Draft: 15%</li> <li>SmarThinking and Peer-review: 25%</li> <li>Final Daft: 50%</li> </ul>	<b>10%</b>
<b>Essay 2</b>	<ul style="list-style-type: none"> <li>Pre-writing: 10%</li> <li>Rough Draft: 15%</li> <li>SmarThinking and Peer-review: 25%</li> <li>Final Daft: 50%</li> </ul>	<b>12%</b>
<b>Final Essay: Your philosophical account of: Who am I? <u>OR</u> How Should I live?</b>	<ul style="list-style-type: none"> <li>Pre-writing: 10%</li> <li>Draft: 10%</li> <li>SmarThinking and Peer Review: 10%</li> <li>Final Draft: 50 %</li> <li>Final Presentation 20%</li> </ul>	<b>25%</b>
<b>Supplemental Instruction</b>	Based on completing the required number of sessions	<b>3%</b>
		<b>100%</b>

*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.

**Attendance**

Your attendance grade will be based on the number of videos you complete. In the event of an emergency, please contact me so we can arrange for you to make up your work.

**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. Being charitable to others is as important to your philosophical development as constructing and evaluating your own ideas.

**Academic Integrity**

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 Turnitin to check for plagiarism on your essays.

## INTRODUCTION TO PHILOSOPHY

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

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

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

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Updated 11/04/2022

**McLennan**  
C O M M U N I T Y  
**COLLEGE**

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## **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](http://www.mclennan.edu/disability).

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

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu) 254-299-  
8122  
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](mailto:titleix@mclennan.edu) or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/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/](http://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 from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email ([ast@mclennan.edu](mailto:ast@mclennan.edu)) during the above mentioned times.

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](mailto:crew@mclennan.edu) or a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto: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](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](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

**MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity) for information about academic integrity, dishonesty, and cheating.

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

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-andStaffCommons/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](http://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](mailto: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](mailto: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.