



WACO, TEXAS

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**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.**

# 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:**

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 written work and essay. 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@mcclennan.edu](mailto:aantoninka@mcclennan.edu)  
Office Phone Number: (254) 299-8939  
Office Location: MAC 333  
Office/Teacher Conference Hours:

- MW 10-11:30 online,
- TR 12-1 MAC 333, and
- other meeting may be available upon request

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## Other Instruction Information:

- 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 easily misspelled).
  - Put the course name or number and section (e.g., PHIL 1301 020) in the subject line of any email you send (if you email from Brightspace, this is automatically added to the subject line please add other information about what you'd like to discuss in the subject line).
  - 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 online office hours 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](mailto:vc0498484@students.mclennan.edu)

See Brightspace for information.

## **Required Text & Materials:**

*All the required readings and course materials are available on Brightspace. The material is available in each week's module. Please navigate Brightspace through the weekly modules and complete the activities in order.*

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

## **Methods of Teaching and Learning:**

*Video Lecture, discussion and discussion boards, projects, essay, inquiry, reflection, thoughtful engagement, presentation, 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.

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- **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 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 are required unless indicated. They 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 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, free-write, watch 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. Do **not** rely on the Calendar or arrows to navigate the course.

**WEEK 1: January 8-14 *Introductions and Philosophy, 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,
  - Hannah Arendt, "Thinking and Moral Considerations"
- VIDEOS:
  - Plato and Purrtunia welcome you to Phi!;

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- Why Study Philosophy?
- Arendt, Thinking and Moral Considerations.
- Tips for Reading Philosophy (highly encouraged);
- Freewriting (highly encouraged)
- DISCUSSION 1: What is philosophy? How can I think about ontology and ethics?

## JANUARY 15, DR. MARTIN LUTHER KING JR. HOLIDAY

### WEEK 2: January 16-21, Unit 1 The “Allegory of the Cave”

- TOPIC: Am I in a Cave? How might I escape?
- READING:
  - Plato, *Republic*, “Allegory of the Cave,” 514a-518d
- VIDEOS:
  - Allegory of the Cave part 1
  - Allegory of the Cave part 2
- DISCUSSION 2: What does my cave look like?
- BEGINNING A TEMPLATE OF INQUIRY: Part I, due next Sunday by 11:59 PM

### WEEK 3: January 22-28 Unit 1 The “Allegory of the Cave”

- TOPIC: How are laziness and fear caves?
- READING:
  - Friedrich Nietzsche, *Schopenhauer as Educator* and
  - re-read “Allegory of the Cave”
- VIDEO: Nietzsche: Schopenhauer as Educator
- CONTINUING THE TEMPLATE OF INQUIRY: Part I due Sunday by 11:59 PM.

### WEEK 4: January 29-February 4 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.
  - Rumi on Overcoming Ignorance
  - Rebecca Solnit, “Woolf’s Darkness”
  - Stanley Milgram, “The Perils of Obedience”
- VIDEO: Introduction to Rumi, Solnit, and Milgram
- DISCUSSION 3: What connections to the cave are in the readings?
- CONTINUING THE TEMPLATE OF INQUIRY: Part II due Sunday by 11:59 PM.

### WEEK 5: February 5-11 WORK WEEK

- TOPIC: TEMPLATE OF INQUIRY Part III

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- DUE: Sunday 11:59 PM.

## **WEEK 6: February 12-18 Unit 2 Plato's *Apology*/Socrates' Defense of Philosophy**

- TOPIC: How Can One Defend Philosophy?
- READING: Plato, *Apology*
- VIDEOS:
  - Apology 1.1
  - Apology 1.2
  - Apology 2.0
- DISCUSSION 4: What do you make of Socrates?

## **WEEK 7: February 19-25 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"
  - Gloria Anzaldúa, "How to Tame a Wild Tongue" 75-86
  - Plato, Crito 43a-49e
- VIDEO: Introductions to King, Anzaldúa, and Crito
- PART IV THE TEMPLATE OF INQUIRY and OUTLINE due next Sunday

## **WEEK 8: February 26-March 3 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"
  - Frederick Douglass, Narrative of the Life of an American Slave, Chs. VI-VII
  - Rumi on Death and Life
- VIDEO: Introductions to hooks and Douglass
- DISCUSSION 5: What connections to the *Apology* are in the readings?
- PART IV THE TEMPLATE OF INQUIRY and OUTLINE due Sunday by 11:59 PM

## **MARCH 4-10 SPRING BREAK Campus Closed**

## **WEEK 9: March 11-17 WORK WEEK**

- PART V THE TEMPLATE OF INQUIRY and Updated OUTLINE due Sunday by 11:59PM.

## **WEEK 10: March 18-24 Unit 3 Tao Te Ching**

- TOPIC: What is the Tao?

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- READING: *Tao Te Ching* verses 1-40
- VIDEOS:
  - Eastern and Western Philosophy,
  - *Tao Te Ching* Verse 1 parts 1 & 2
  - Wu-Wei Parts 1 & 2
- DISCUSSION 6: What is Tao like?

## **WEEK 11: March 25-31 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
  - Lead Like a Taoist parts 1 & 2
- PRE-WRITING FINAL ESSAY due Sunday by 11:59 PM

## **WEEK 12: April 1-7 Unit 3 *Tao Te Ching***

- TOPIC: How does nature teach the Tao?
- READING:
  - Selected Writings on Taoist Themes
- VIDEO: Selected Writings on Taoist Themes
- DISCUSSION 7: What connections to the *Tao Te Ching* are in the readings?
- FINAL ESSAY WORK: Worksheet 1 due Sunday by 11:59 PM.

## **WEEK 13: April 8-14 WORK WEEK**

- FINAL ESSAY WORK: Work on developing your thesis and arguments.
- Worksheet 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 Sunday by 11:59 PM. Submit draft to UpSwing by this time as well.

## **WEEK 14: April 15-21 WORK WEEK**

- PEER REVIEW:
  - Exchange UpSwing 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.
  - Find a partner by Tuesday. Contact me if you have difficulty finding a partner.
  - Return your suggestions no later than Sunday.



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

## **WEEK 15: April 22-28 *FINAL ESSAY and PRESENTATIONS***

- *REVISING AND EDITING*: Continue implementing feedback from UpSwing and your peer review, 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*

## **FINALS WEEK: April 29-May 2 *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.

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. All assignments need to be typed and submitted as Word Docs or PDFs (except video responses).

### ***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.

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**Purpose:** The video quizzes and free writes are intended to keep you accountable for reading. 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 you to think more about the themes in them. I encourage you to save your free-writes and responses to the questions in the videos on a separate word document that you can reference easily. You will want to access them as you work on the discussions and the various writing assignments.

**Goals:** The goals for the assignment are:

1. To provide you with an opportunity to reflect and think about the readings.
2. To get you thinking and writing about philosophical themes in the readings.
3. To encourage you to construct well-reasoned opinions about the readings and their themes.
4. To get you started thinking about what you would like to discuss about the readings in the discussion or in your writing assignments.

**Procedure:**

**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. It can help ease your fears about writing, compile resources for yourself about the thoughts you had about the reading, silence your inner critic for a few minutes, let you write in a state of flow, and be creative.

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. Just keep writing until the timer goes off.

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. I encourage you to copy your free writings onto a separate document so that you have easy access to them.

**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.

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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. I encourage you to copy your responses to the questions onto a separate document so that you have easy access to them.

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.

**Goals:** The goals for the assignment are for you to demonstrate:

1. knowledge and comprehension of what you've read
2. that you have reflected on the reading and considered the way the readings relate ethics and ontology
3. skill at analyzing texts, and asking good questions about them,
4. your ability to ask meaningful and engaging questions, and generate dialogue with your fellow philosophers,
5. Your ability to share your well-reasoned opinions about the readings and their implications for ethics and ontology.

**Procedure:** To prepare for the discussion, read the assigned material, complete the video(s) and the free writes and short answer questions in them. The questions 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.

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- 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.

Most weeks (except the first) you will be assigned posting or responding responsibilities. Check Brightspace for the group you are in. If you are assigned to respond on a week in which no one has posted by Friday, you may opt to post instead.

## *TEMPLATE OF INQUIRY AND FINAL ESSAY*

These two sets of assignments work together. Because this course is about your own philosophical journey and exploration, writing is essential to the process. 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 and since philosophical reflection takes time and careful deliberation.

### *The Template of Inquiry*

#### **Goals:**

1. To see the value and power of questions.
2. To ask good philosophical questions.
3. To use questions to help refine and ask new questions.
4. To use questions to interrogate values, concerns, assumptions, and beliefs.

#### **Process:**

5. Use questions to understand philosophy.

6. Use questions to understand ethics.
7. Use questions to understand ontology.
8. Use questions to interrogate one's own values, concerns, assumptions, and beliefs.
9. Create a model for questioning.

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 or they may need further refining to become true. Thinking and questioning our own lives in a philosophical manner can correct this. 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. You will work systematically on formulating your most fundamental human concern as a question and move to questioning its ethical or ontological implications. You will use question asking strategies that will help you understand the parameters of your questions and explain how those questions can help you respond philosophically. Thus, you will use questions to ask other questions and to understand how those other questions help you explore your human concerns philosophically.

You will turn in Worksheets that help you create a Template of Inquiry. The worksheets will help you finalize your Template of Inquiry which will be an outline of the questions you need to ask to understand and explore your human concern.

*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.*

### *Final Essay*

**Purpose:** The Final Essay and Presentation 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 will 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?

**Goals:** The goals for the assignment are to demonstrate:

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1. that you have developed your own ontological **OR** ethical view
2. that you clearly state your foremost philosophical concern
3. that you can defend your view with good reasoning, argumentation and critical thinking
4. that you understand the implications to your own life
5. knowledge and comprehension of what you've read and how the readings apply to your concern
6. that you can see potential counterarguments to your position and respond to them.
7. demonstrate your ability to communicate clearly

**Procedure:** For the Final Essay, you will write one 6-8 page paper (2100-2800 words), not including the works cited. The papers should discuss **EITHER** your response to “Who am I?” **OR** “How should I Live?” Include the following in your essay:

- a clear description of your ontological or ethical standards,
- what the sources of those standards are,
- your well-developed reasoning about why they are correct,
- how they serve you,
- how they help you live philosophically
- clear and accurate comparisons of your views to the relevant readings
- and potential counterarguments to your view with responses to them

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 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 UpSwing and complete the peer review process. You will need to turn in the UpSwing feedback with the final draft of your essay to Br.

**N.B.,** you must submit your written work to Brightspace as a Word Document or a PDF. You can get Microsoft Office 365 for free: <http://mclennan.edu/tech-support/services.html>  
If you submit work in a different format you potentially will receive a zero for the assignment.

**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*

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**Purpose:** 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. Communication through the written words differs from communication

**Goals:** To demonstrate that

- You can communicate your most important human concern using philosophical thinking,
- You have asked good and relevant philosophical questions,
- You have related your concern to our two big questions and the readings relevant to them,
- You can construct good philosophical arguments and counterarguments,
- And that you can communicate these clearly.

**Procedure:** 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.
  - 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, Canva, 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

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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 4 sessions over the course of the semester. You are encouraged to attend each week. You will receive a bonus for each session over 4 that you attend.

The SI will post announcements about session times on Brightspace.

## *Points Distribution*

ASSESSMENT TOOL	ITEMIZED POINT VALUES	WEIGHT
<b>Attendance</b>	Based on number of absences, and the number of time you arrive late or leave early.	<b>5%</b>
<b>Supplemental Instruction</b>	Based on the percentage of sessions attended	<b>5%</b>
<b>Free Writes and Videos</b>	<ul style="list-style-type: none"><li>• Free writes 50%</li><li>• Short answer questions 50%</li></ul>	<b>20%</b>
<b>Discussions</b>	Based on the average of your discussion scores.	<b>20%</b>
<b>Template of Inquiry (ToI)</b>	<ul style="list-style-type: none"><li>• ToI Part I: 15%</li><li>• ToI Part II: 15%</li><li>• ToI Part III: 20%</li><li>• ToI Part IV (½ for worksheet and ½ for outline): 25%</li><li>• ToI Part V (½ for worksheet and ½ for outline): 25%</li></ul>	<b>20%</b>
<b>Final Essay and Final Essay Work</b>	<ul style="list-style-type: none"><li>• Pre-writing: 10%</li><li>• Final Essay Worksheet I: 10%</li><li>• Final Essay Worksheet II: 10%</li><li>• Draft: 10%</li><li>• UpSwing: 5%</li><li>• Peer Review: 5%</li><li>• Final Draft: 30 %</li><li>• Final Presentation 20 %</li></ul>	<b>30%</b>
		<b>100%</b>



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**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. All make-up work must be submitted to Brightspace by the last regularly scheduled class meeting before finals.

### **Attendance**

See statement above for the school attendance policy. You will also receive a grade for attendance. If you miss 10% of the required work for the class you will lose 11%, if you miss 20% you will lose, 21%, 30% you will lose 31%, etc.

## **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/>

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.

## INTRODUCTION TO PHILOSOPHY

PHIL 1301 O080

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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>)**

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

10/09/2023



## **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](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 Title IX Coordinator at [titleix@mclennan.edu](mailto: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 may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>

Additionally, Title IX provides rights and protections for pregnant and newly parenting students. 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. You can contact the Academic Support and Tutoring team via Zoom or email ([ast@mclennan.edu](mailto: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](mailto:crew@mclennan.edu) or a Success Coach by calling (254) 299-8226 or emailing [success@mclennan.edu](mailto:success@mclennan.edu).

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to <https://calendly.com/paulannespantry-mcc/15min>.

The CREW, Success Coaches, and Paulanne's Pantry are all located on the second floor of the Student Services building in Success Coaching Services.

**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:**

Please view our [Academic integrity statement](#) for more 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-teaching-and-learning/Faculty-and-Staff-Commons/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](#) 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.