

COURSE SYLLABUS

PHILOSOPHY 001 INTRODUCTION TO PHILOSOPHY SPRING 2018

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

Students, please send an email response to indicate that you have read and understood the requirements outlined in this syllabus. This assignment should be submitted before the second class meeting.

SECTION 1 - OVERVIEW

YOUR INSTRUCTOR FOR THIS COURSE: Mr. Peterson

E-mail: intro@logicstudent.com

Office Hours: Monday and Wednesday, 11:20 a.m. – 11:50 a.m.

Office Location: D215

Course Website: <http://www.logicstudent.com/intro>

PERSONAL NOTE FROM MR. PETERSON

This course is meant to help students learn that everyone is a philosopher. It is introductory in nature, and so the experience should be as enjoyable as possible. We will learn primarily through our discussions combined with reading Dr. Adler's book and his videos. However, the Introduction to Philosophy course begins intentionally, and develops with intention. Our meetings build as a combination of thought out purposeful objectives. The entire course is a progressive integration of learning on purpose, and is not a series of individual accomplishments, so each assessment merits progressive integration.

I anticipate that students will integrate all their reflective learning in the course into their participation. No assessment stands in isolation. Just as a child learns progressively to approach, dialogue, reason, and engage learning interactively, so this course facilitates progressive and integrative learning.

POLICY ON CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES

All electronic devices must be shut off and put away during class. Violation of this policy will result in a zero for the day's participation, or possible dismissal from the class.

COURSE DESCRIPTION (from the *Catalog*)

PHI 001 INTRODUCTION TO PHILOSOPHY

3 units, 3 hours lecture (GR) Acceptable for credit: CSU, UC Study of selected classic examples of original works of philosophers: Literature of the discipline and analytical methods, aims, goals, and types of problems peculiar to philosophers and philosophical inquiry; metaphysics, epistemology, valuing and axiology, aesthetics, and religion. 1509.00 AA/AS area 3; CSU area C2; IGETC area 3

PROGRAM GOALS

This course contributes to the fulfillment of the following program goals:

1. To develop one's ability to reason philosophically.
2. To understand some important classical philosophical problems.
3. To increase students' ability to develop and respond to philosophical arguments.
4. To become familiar with some of history's greatest philosophers and their positions.
5. To grow in the understanding that philosophy is "everybody's business."
6. In order to accomplish these goals, text-based, lecture-based, and group discussion will be used.

MAJOR CONCEPTS

This course will cover the following major course concepts

1. The theories of being and becoming (Ontology)
2. The nature of truth, knowledge, opinions, beliefs, faith (Epistemology)
3. Goodness
4. Beauty
5. Liberty
6. Equality
7. Justice
8. God

SECTION 2 – COURSE REQUIREMENTS

REQUIRED COURSE MATERIALS

Adler, Mortimer. *Six Great Ideas*. New York: Macmillan, 1981. (Email Mr. Peterson for a free downloadable copy of the book.)

Additional materials (e.g., PowerPoint files, articles, quizzes, media, and the like) may be distributed in class, posted on the website, or emailed to students throughout the course.

GENERAL COURSE REQUIREMENTS

In order to succeed in this course, you will need to fully understand the following:

1. **Attendance and Participation:** Students are expected to attend each class, be on time, and participate. For more details, see the Attendance and Participation section in Assignment Details.
2. **Assignments:** Pay close and timely attention to reading assignments and other assigned work posted in the syllabus. **A newly designed element of this semester's course will involve assignments given in class. They are not pre-posted in the syllabus.** You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by the date listed or assigned. This includes assignments given in class. The late policy is listed below.
3. **Policies and Procedures:** Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below. Since following directions is a crucial skill for college students—and since the smooth operation of our course depends on all of us meeting each other's expectations—adherence to policies can positively or adversely affect a student's grade.

SECTION 3 – POLICIES AND PROCEDURES

COURSE PROCEDURES

Submission of Assignments

Certain **assignments** (as instructed) for this course should be submitted via email. Papers should be in MS Word format (.doc or .docx). When saving your document, the file name should include your name and assignment, in that order. For example, "John_Smith_Chapter 3.doc". When sending your document, give your name and assignment. This makes it easy for your instructor to track your work. This is worth five points per assignment.

Every assignment must have your name on it, and, if it is more than one page, each page must be numbered. To do that, you will need to know how to use the Header and Footer option under the "View" button in Microsoft Word.

Assignments that are to be emailed will be accepted until 11:59 p.m. on the due date. After that the assignment will be considered late. Assignments that are due in class must be submitted at the **beginning** of class.

Emailing Your Instructor

The subject line of all **e-mail messages** related to this course should include the course, student's name, and purpose. (For example, **PHIL 001, Tom Johnson, Syllabus Submission**). Following these directions enables the professor to identify quickly the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages. This is worth five points per assignment. (Note that if you fail to do this on your syllabus submission assignment, you will lose 99 points. This is because it proves the entire syllabus was not read.) Each email without the proper format will retroactively reduce the syllabus assignment score by 50 points.

Because instructors often need to reach students, all students are required to keep their e-mail address up to date with the professor.

WITHDRAWAL

Students are responsible for dropping their own classes. Check the school academic calendar for withdrawal deadlines and signature requirements. Students that fail to withdraw from the course may risk receiving an "F" as their final grade. See the college catalog for more information. Students who do not attend class by Census Day may be dropped unless they contact the instructor with a satisfactory explanation as to why he/she has not attended. All drops must be recorded on the Census Rosters and Instructor's Class Records. College of Alameda is required to maintain accurate attendance records by the U.S. Department of Education.

MAKE-UPS

Only students with verifiable *excused* absences and documentation can make up exams for full credit. The following 5 categories represent the only acceptable "excused" absences: 1) illness, 2) religious holiday (no documentation needed, just let me know at least two weeks in advance), 3) extreme emergencies, 4) school sponsored functions, 5) jury duty/government obligations. Work is not considered an excused absence. You are fully responsible for keeping track of course due dates. If you miss an exam and have an excused absence, it is *your* responsibility to contact the instructor and make arrangements. Please complete your work ahead of time if you know you will be out of town or have other circumstances.

PROGRESS REPORT POLICY

Notify the professor at least 48 hours before bringing any progress report to sign. No progress report will be signed without previous notification.

ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the college's policy on academic integrity found in both the *Student Handbook* and School of Undergraduate Studies *Catalog* and to follow it. As an academic community, College of Alameda takes seriously the call for integrity and penalizes breaches of academic integrity.

Students should be aware that submitted papers may be checked using software for plagiarism detection. This feature will determine the percentage of the submitted paper that matches other sources and will generate a report. Scores below 15% include quotes and few common phrases or blocks of text that match other documents, these papers indicate no evidence of the possibility of plagiarism. Scores between 15% and 40% include extensive quoted or paraphrased material or may include plagiarism and will require further review. Scores over 40% indicate a high probability the text in the paper was copied from other sources and should be reviewed for plagiarism. The professor or instructor will contact the student if plagiarism is a concern.

LATE POLICY

In Class Assignments and Exams may not be turned in or taken late unless *prior* arrangements are made. Also, nothing may be turned in after the scheduled Final Exam.

All others: One minute up to 7 days late, - 10%, 14 days, -50%, 21 days, -75%, 28 days, -100%.

SECTION 4 – SCHEDULE AND EVALUATION

COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments are subject to a grade reduction.

Reading assignments for each week should be completed by Monday before class, unless otherwise noted. Additional readings may be assigned as needed. Occasionally small changes will be announced in class. Read the sections of the course website that correspond to the current in class lecture.

Week One: January 22, 24

- Read the syllabus and submit the corresponding assignment (1/24).
- *Six Great Ideas*: Chapter 1 (1/24)

Week Two: January 29, 31

- *Six Great Ideas*: Chapter 2

Week Three: February 5, 7

- *Six Great Ideas*: Chapters 3 & 4

Week Four: February 12, 14

- *Six Great Ideas*: Chapters 5 & 6

Week Five: February 21

- **NO CLASS on Monday, February 19. Presidents' Day**

- *Six Great Ideas*: Chapters 7 & 8

Week Six: February 26, 28

- **EXAM ONE February 28** (tentative)
- *Six Great Ideas*: Chapters 9 & 10

Week Seven: March 5, 7

- *Six Great Ideas*: Chapters 11 & 12

Week Eight: March 12, 14

- *Six Great Ideas*: Chapters 13, 14, & 15

Week Nine: March 19, 21

- *Six Great Ideas*: Chapters 16 & 17

Week Ten: March 26, 28

- *Six Great Ideas*: Chapters 27 & 28

SPRING BREAK April 2, 4 NO CLASS

Week Eleven: April 9, 11

- **EXAM TWO April 11** (tentative)
- *Six Great Ideas*: Chapters 19 & 20

Week Twelve: April 16, 18

- *Six Great Ideas*: Chapters 21 & 23

Week Thirteen: April 23, 25

- *Six Great Ideas*: Chapters 24, 25, & 26

Week Fourteen: April 30, May 2

- *Six Great Ideas*: Chapter 28

Week Fifteen: May 7, 9

Week Sixteen: May 14, 16

EXAM THREE:

Wednesday, May 23 from 8:00 a.m. to 10:00 a.m. (*The test ends when the last student who comes on time finishes.*)

ASSIGNMENT DETAILS

Syllabus Submission: (5% of total grade) Due January 24, 2017

Follow the instructions at the top of [this](#) document.

Attendance and Participation (Class Discussion) (10% of total grade)

Those engaged in proper participation will be engaged in agreeing or disagreeing, arguing when they disagree, and giving reasons for disagreements. They will be making and defending generalizations, or challenging generalizations made by others. They will be judging by weighing evidence pro and con, or by

examining the validity of reasons for making one claim or another concerning what is true or false, more or less probable. They will be asking and answering questions about the consistency or inconsistency of things asserted or denied, about their presuppositions and their implications, and about the inferences involved therein. (Dr. Mortimer Adler)

Attendance, including tardiness and leaving early affect the participation score.

Common courtesy is expected. Students are expected to arrive five minutes early. They should stay seated during the entire lecture period. They should not engage in distracting activities. Failure to comply will result in score reductions up to 100% for the day. Students who leave the room will receive a 0/100 for the day's participation. Those who have a chronic problem staying seated for the entire class session may submit a letter of explanation from a qualified professional, such as a doctor.

Homework (10% each)

Short assignments or quizzes designed to facilitate discussion and understanding of lecture material will be given. These will be announced as they come up through the semester.

Exams (25% each)

Exams will cover the material from all sources (lectures, textbook, and supplemental). They are not cumulative, meaning that they cover material leading up to that exam, but not prior to the previous exam(s). They will be true/false, multiple choice, short answer, and short essay. Practice exams and quizzes are available on the course website. They are specifically designed to help you prepare for the actual exams. Students must take the final exam in order to pass the course (school policy).

CATEGORIES AND WEIGHTINGS

Syllabus Response = 5%

Participation = 10%

Homework = 10%

Exam 1 = 25%

Exam 2 = 25%

Exam 3 = 25%

Total = 100%

GRADING

<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>	<i>Meaning of Grade</i>
A	93–100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Satisfactory
C-	70-72	1.67	
D+	67-69	1.33	

D	63-66	1.00	Poor
D-	60-62	0.67	
F	0-59	0.00	Failing

Letter grades indicate the following:

A A-

Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A to A- according to the quality and quantity of the work.

B+ B B-

Strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-

Satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from C+ to C- according to the quality and quantity of the work.

D+ D D-

Marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student's work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate.

F

Unacceptable performance. The student's work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

DISABILITY STATEMENT

If you have a disability which may require classroom or test accommodations, please contact Programs and Services for Students with Disabilities (DSPS) in Room D117 or call DSPS at 510-748-2328. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. If you already have an accommodation notification from DSPS, please submit it to the instructor privately. All information will be kept confidential.

STUDENT LEARNING OUTCOMES

Students who complete the course successfully will be able to:

- Reason philosophically, using logic, appropriate vocabulary, organization, and fairness
- Exhibit an understanding of some classical philosophical problems, such as epistemology, ontology, ethics, and logic
- Demonstrate the ability to develop and respond to philosophical arguments
- Exhibit understanding of some essential philosophical positions taken by a few of history's most prominent philosophers, as well as the evolution of thinking through the history of philosophy.

This syllabus is subject to change without notice.

Last updated: January 22, 2017