Moberly Area Community College
Common Syllabus

PHI150H Introduction to Philosophy (Honors)

Current Term

Instructor:
Office number(s):
Office hours:
Contact information:
Classroom information:
Class days and time:

Catalog description: PHI 150H Introduction to Philosophy (Honors) (3-0-3)
This course will familiarize the student with the major categories of classic, Western philosophical tradition, ranging from antiquity to the modern era. Students will explore the positions of major philosophical thinkers as they comment on the categories under discussion. Interpretation and communication of the philosophical works of each writer are analyzed.
Honors sections of Introduction to Philosophy stress critical thinking and requires completion of an additional significant project beyond non-honors sections of the course. (FA, SP)

Prerequisite: Student must meet the criteria for admission into the Honors Program.

Text(s): For all in-seat/virtual sections: The following text is an Open Educational Resource. Print copies are optional and available in the MACC bookstore.
Title: Philosophy - Sapientia v2 (Custom)

The following text is required for all in-seat/virtual sections:
Title: Philosophical Dilemmas
Author: Washburn

Other Required Materials: Material to complete required assignments.

Purpose of course: This course will familiarize the student with the major questions of Western philosophical tradition, ranging from antiquity to the modern era. The positions of twenty-seven major philosophical thinkers will be examined. The student will be asked to develop and analyze their own answers to the major philosophical questions of knowledge and value.

Course objectives: Upon successful completion of this course students will be able to: demonstrate basic knowledge of the major issues and answers of Philosophy; demonstrate basic college-level skills in critical thinking and critical reading; demonstrate basic college-level skills in written and oral communication; identify and communicate their personal answers concerning the great questions of philosophy.
Course Content:
1. Overview of Philosophy and its disciplines.
2. Epistemology: How can I know what is real and true?
3. Metaphysics: What is ultimately real?
4. Ethics: What is the right way of life?
5. Philosophy of Science: How does science affect world views?
6. Personal Questions of Life, Death, Meaning & Purpose.
7. The ideas of twenty-seven major thinkers.
8. A Philosophy of Love

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>40%</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>12%</td>
<td>60</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Who I Am Project</td>
<td>6%</td>
<td>30</td>
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<tr>
<td>A Philosophy of Love</td>
<td>12%</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
<td><strong>points</strong></td>
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A=450-500  B=400-449  C=350-399  D=300-349  F=Below 300

Exams will consist of objective and essay questions. The Final will be cumulative, closed-book & no aids. Participation will be based on quantity and quality of in-class participation. Attendance and instances of incisive questioning (IQ), demonstration of critical thinking (CT), supportive participation in Socratic dialogue (SD), sharing of personal views and life-stories (S) and class-preparedness (CP) will be noted as Excellent (E), Very Good (G), or Poor (P) in the Instructor’s grade sheets.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments: Research Paper: Students will produce a paper which expresses their philosophy of life concerning five major philosophical questions: Where did I come from? Who am I? What is ultimately real and true and how do I know it? Do I have a purpose or meaning in life? Where am I going? The paper will include research on a major philosopher=s responses to the five major questions. The paper will be at least ten pages and in MLA
Who I Am Project: Student will present the following in the semester:
Collage B On poster board students will visually answer the question, A Who Am I?@ using pictures, drawings, mementos, cut-outs from magazines or other items. Tombstone with Epitaph B On the back of the poster board students will draw their tombstone, urn or other A resting place@ and put their name and epitaph thereon.
Song B The student will select and present a one-minute rendition of a song which best represents their A philosophy of life.
A Philosophy of Love Project. The student will create an Artifact B research paper, video, poem, musical composition, etc.-which answers the following questions: what is Love?; what is the metaphysics of Love?; how do I know Love is true?; what is the moral theory of Love; who is the wisest Lover? what is the future of Love?

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Valuing**: Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

College / Instructor Policies:

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.
Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
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<tr>
<td></td>
<td>• Submission of assignments</td>
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<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.