Moberly Area Community College
Common Syllabus

PHI150 Introduction to Philosophy

Current Term

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

Catalog Description: *PHI150 Introduction to Philosophy (3-0-3)
This course will familiarize students with the major categories of the philosophical tradition, which may include classic philosophical questions from the Western, Eastern, African, and Islamic traditions. (FA, SP, SU)

Prerequisite/Corequisite: None

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

For Sections B1, B2 only:
Title: Philosophical Dilemmas
Author: Washburn
Publisher: Oxford

For Online Sections:
Title: Philosophy Here & Now
Author: Vaughn
Publisher: Oxford

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 worldviews?
6. Personal Questions of Life, Death, Meaning & Purpose.
7. The ideas of twenty-seven major thinkers.

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Assessment</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>20%</td>
<td>100</td>
</tr>
<tr>
<td>Wisdom Project</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Who I Am Project</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</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 Assignment(s)/Project(s): Wisdom Project: Students will produce an artifact 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 artifact will be in a form chosen by the student and approved by the instructor. The artifact could be in the form of a research paper, a weekly journal, a video production, a musical composition, a work of poetry, a composition of art or some other creative mode through which the student can develop, state, and share their personal answers to the specific questions. Students will share their artifacts with the class; the artifact will be graded for its creativity, its thoroughness in answering the specific questions and its degree of excellence in communicating the student’s personal philosophy of life. Who I Am Project: Student will present the following in the first quarter of the semester: Collage – On poster board students will visually answer the question, “Who Am I?” using pictures, drawings, mementos, cut-outs from magazines or other items. Tombstone with Epitaph – On the back of the poster board students will draw their tombstone, urn or other “resting place” and put their name and epitaph thereon. Song – The student will select and present a one-minute rendition of a song which best represents their “philosophy of life.”

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, G.020*). 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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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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Hybrid Course | 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:

- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

Online Course | Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

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, G.040)

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.