

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	Introduction to Philosophy
<b>Course Prefix, Num. and Title</b>	PHIL 1301
<b>Division</b>	Communications and Fine Arts
<b>Department</b>	English
<b>Course Type</b>	Academic WCJC Core Course
<b>Course Catalog Description</b>	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.
<b>Pre-Requisites</b>	Concurrent enrollment or completion of ENGL 1301
<b>Co-Requisites</b>	Enter Co-Requisites Here.

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	Enter Lab Hours Here.
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	Enter Clinical Hours Here.
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	Enter Practicum Hours Here.
<b>Other Hours Breakdown</b>	List Total Lab/Other Hours Here.

### Approval Signatures

Title	Signature	Date
<b>Prepared by:</b>		
<b>Department Head:</b>		
<b>Division Chair:</b>		
<b>Dean/VPI:</b>		
<b>Approved by CIR:</b>		



**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Identify the major fields of philosophy: i.e. metaphysics, epistemology, and ethics.

- Explicate the purpose of philosophy, with reference to the major fields of Philosophy.
- Illustrate the thoughts of major philosophers with original applications/examples.
- Compare and contrast the central ideas of major philosophers: e.g. Socrates, Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Bentham, Mill, Kant, James.
- Analyze the viewpoints of the major philosophers.
- Critique the arguments of major philosophers.

### **Course Learning Outcomes:**

**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.

**Methods of Assessment:**

1. Research paper and unit tests/final exam.
2. Unit tests/final exam and quizzes.
3. Research paper, class participation for face-to-face classes, and online discussions for online classes.
4. Unit tests/final exam and essays.
5. Unit tests/final exam, essays, class participation for face-to-face classes, and online discussions for online classes.

### **Required text(s), optional text(s) and/or materials to be supplied by the student:**

Norman Melchert, *Philosophical Conversations: A Concise Historical Introduction*, Oxford UP, current edition.

### **Suggested Course Maximum:**

30

### **List any specific or physical requirements beyond a typical classroom required to teach the course.**

Classroom with computer and projector.

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Unit tests: 25-50%

Research paper: 25-40%

Final exam: 25-40%

Class participation/online discussions: 15-30%

90-100—A;

80-89—B;

70-79—C,  
0-69—D,  
59 and below F

### **Curriculum Checklist:**

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
  - Critical Thinking
  - Communication
  - Empirical & Quantitative Skills
  - Teamwork
  - Social Responsibility
  - Personal Responsibility
- WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

### Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** PHIL 1301

**Core Objective:**

**Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Read, analyze, and critique philosophical texts.	Class discussions (online & f-2-f), homework, class work, essays, exams, research paper- focal points for assignments include major philosophers, such as Aristotle, Plato, Hume, Bentham, etc.	Class discussions, homework, rubric-scored essays, rubric-scored exams, rubric-scored research paper.
State Mandated	Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.	Class discussions (online & f-2-f), homework, class work, essays, exams, research paper- focal points for assignments include the major fields of philosophy; i.e. metaphysics, epistemology, ethics	Class discussions, homework, rubric-scored essays, rubric-scored exams, rubric-scored research paper.
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.

### Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** PHIL 1301

**Core Objective:**

**Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Present logically persuasive arguments both orally and in writing.	Class discussions (online & f-2-f), homework, class work, essays, exams, research paper- focal points for assignments include major philosophers (Spinoza, Leibniz, Locke, for example) and major fields (epistemology, logic, aesthetics, etc)	Class discussions, homework, rubric-scored essays, rubric-scored exams, rubric-scored research paper.
State Mandated	Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.	Class discussions (online & f-2-f), homework, class work, essays, exams, research paper- focal points for assignments include major philosophers (Mill, Kant, James for example) and major fields (logic, metaphysics, ethics, etc)	Class discussions, homework, rubric-scored essays, rubric-scored exams, rubric-scored research paper.
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.

### Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** PHIL 1301

**Core Objective:**

**Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making

**Student Learning Outcome Supporting Core Objective:**

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Evaluate the personal and social responsibilities of living in a diverse world.	Class discussions (online & f-2-f), homework, class work, essays, exams, research paper- focal points for assignments include major philosophers (Spinoza, Leibniz, Locke, for example) and major fields (epistemology, logic, metaphysics, etc)	Class discussions, homework, rubric-scored essays, rubric-scored exams, rubric-scored research paper.
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## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** PHIL 1301

### Core Objective:

**Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Evaluate the personal and social responsibilities of living in a diverse world.	Class discussions (online & f-2-f), homework, class work, essays, exams, research paper- focal points for assignments include major philosophers (Plato, Aristotle, Descartes for example) and major fields (metaphysics, ethics, aesthetics, etc)	Class discussions, homework, rubric-scored essays, rubric-scored exams, rubric-scored research paper.
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.
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