



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – INTRODUCTION TO PHILOSOPHY

Course Prefix and Number – PHIL 1301

Department – ENGLISH & HUMANITIES

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
 Academic WCJC Core Course
 WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description – Introduction to the study of ideas and their logical structure, including arguments and investigations about abstract and real phenomena. Includes introduction to the history, theories, and methods of reasoning.

Prerequisites/Co requisites – Concurrent enrollment in or completion of ENGL 1301.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours
Practicum Hours
Other (list)

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Sharon Prince	Signature <i>Sharon Prince</i>	Date 9/16/10
Department Head Sharon Prince	Signature <i>Sharon Prince</i>	Date 9/16/10
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Vice President of Instruction or Dean of Vocational Instruction Ty Pate	Signature <i>Ty Pate</i>	Date 9-24-10



I. Topical Outline –

- A. Introduction to study of ideas
 - Logic
 - Argument
 - Investigative processes and learning systems
- B. Methodology of Reasoning
 - Theories of Reasoning
 - Differentiation of abstract and real phenomena
- C. Early History and Development of Philosophical Principles and Reasoning
 - Ancient Greeks - Before Socrates; Sophism and the Socratic Method; Plato and School of Thought; Aristotle and School of Thought
 - Hellenistic and Medieval Philosophy - Augustine and the Christian Perspective; The Early Middle Ages; Thomas Aquinas and the Late Medieval Period of Thought

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. Students will demonstrate an understanding of basic patterns of ideas and logic, and be able to process and investigate philosophical principles	1. Graded in class discussions and group presentations; class discussion; exams
2. Students will be able to demonstrate an understanding of reasoning theories, differentiate between abstract and real thinking, and work with different methodologies	2. Graded in class presentations; oral or written projects
3. Students will be able to identify major tenets of Western Philosophy and the significant periods of thought from Greek to late medieval eras.	3. Examinations; possible research paper or project

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Stump, Samurel E. PHILOSOPHY: HISTORY AND PROBLEMS. Current edition
Supplemental materials may be recommended by instructors

IV. Suggested Course Maximum - 35

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

None

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

- 1. Research Paper or Project (25%)
- 2. Class Participation and/or group presentation (25%)
- 3. 1-4 examinations including a final exam (50%)

Standard Grading system

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

Course Prefix & Number: PHIL 1301	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Class discussion of textbook assignments; research paper
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Research Paper; Essay examinations
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	(Optional) Group Presentation in class
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Research paper or Project; Essays on Final Exam
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



Page 2: Perspectives

Course Prefix & Number: PHIL 1301	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Class Discussion; Research Paper or Group Presentation
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Class Discussion
3. Recognize the importance of maintaining health and wellness;	
4. Develop a capacity to use knowledge of how technology and science affect lives;	
5. Develop personal values for ethical behavior;	Class discussion and participation in group work
6. Develop the ability to make aesthetic judgments;	
7. Use logical reasoning in problem solving;	Class Discussion; examinations
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Research paper; Final Exam



Page 3: Exemplary Educational Objectives

Course Prefix & Number: PHIL 1301	
Component Area: Humanities and Performing/Visual Arts	
Exemplary Educational Objective	Method of Assessment
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	Research paper; final exam; class participation
2. Understand those works as expressions of individual and human values within a historical and social context.	Research paper; final exam; class participation
3. Respond critically to works in the arts and humanities.	Class discussion
4. Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	Group presentation
5. Articulate an informed personal reaction to works in the arts and humanities.	Research Project
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	Class participation
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	Research paper; final exam; class participation