

Course Syllabus

Philosophy 101: Introduction to Philosophy

[Course Information](#) | [Instructor Information](#) | [Course Description](#) | [This Syllabus](#) | [Prerequisites](#)
[Learning Outcomes](#) | [Course Competencies](#) | [Required Textbook](#) | [Optional Textbook](#)
[Technology Requirements](#) | [Course Content](#) | [Coursework Requirements](#)
[ePortfolio](#) | [Grading](#) | [College Policies](#)

Course Information [\(back to top\)](#)

Course ID:	PHIL 101
Section:	0xxx
Credits:	3
Term:	Fall/Spring/Summer 20xxxx
Term Dates:	xxx/xxx - xxx/xxx (Final Exam is due on xxx/xxx)

Instructor Information [\(back to top\)](#)

Name:	xxx x xxxx
Email:	xxx@xxx.xxx.edu
Phone:	xxx-xxx-xxx (leave a message -- email is always faster)
Virtual Office Hours:	Mon 3-4 on AOL IM (username xxx)
Response Policy:	24 hours when the College is in session

Course Description [\(back to top\)](#)

This course is a study of the basic issues and traditions in philosophy. Thinkers include Socrates, Plato, Descartes, Kant, and Rawls. Issues include the soul, truth, god, reality, knowledge, ethics, mind, freedom, religion, and social and political thought. Developing skills of critical analysis and dialectical thinking, students will be able to identify traditional and current issues in philosophy.

You will learn the basics - vocabulary, concepts, and the theories associated with western philosophy and you will have the opportunity to discuss many topics with other students and with me. Finally, you will be encouraged to learn a bit about how to *do* Philosophy.

This Syllabus [\(back to top\)](#)

The syllabus is a document that outlines the rights, duties and responsibilities of both the student and the instructor. It's a sort of a contract between you, me, and the university. You should read it carefully, as you will be held responsible for knowing and abiding by everything it says. This is a

long document. On your first reading, you should expect to spend more than 20 minutes reading. Then, you should subsequently return to it from time to time in order to re-orient yourself with course policies.

Prerequisites ([back to top](#))

There are no formal prerequisites for this course

Learning Outcomes ([back to top](#))

Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning. This course introduces, and or emphasizes 4 of the 10 learning outcomes: 1,3,7 & 8. Other outcomes may be touched upon as well.

This course addresses the following learning outcomes:

Learning Outcome #1:	Identify some of the basic content in the field of philosophy: vocabulary, concepts, theories.
Learning Outcome #2:	Identify traditional and current issues in philosophy.
Learning Outcome #3:	Communicate your awareness of, and understanding of, philosophical issues.
Learning Outcome #4:	Demonstrate familiarity with the main areas of philosophic discourse and be able to state what major schools of thought there are that have contributed to the ongoing discussion of these issues
Learning Outcome #5:	Develop skills of critical analysis and dialectical thinking
Learning Outcome #6:	Analyze and respond to the comments of other students regarding philosophical issues

Course Competencies ([back to top](#))

Upon completion of this course, the student will be able to:

Competency 1:	The student will demonstrate knowledge of philosophy by: <ol style="list-style-type: none"> 1. Employing effective use of philosophical vocabulary in college level writing. 2. Applying college level writing in the analysis of philosophical problems and issues 3. Demonstrating the ability to articulate an coherent philosophical position in college level writing assignments.
Competency 2:	The student will demonstrate an understanding of the principles of critical thinking by: <ol style="list-style-type: none"> 1. Defining key vocabulary terms relating to critical thinking.

	<ol style="list-style-type: none"> 2. Distinguishing between deductive and inductive reasoning. 3. Applying various logical techniques to evaluate deductive and inductive arguments for traditional philosophical theories.
Competency 3:	<p>The student will demonstrate an understanding of ethics by:</p> <ol style="list-style-type: none"> 1. Defining key vocabulary terms relating to ethics. 2. Identifying and explaining issues in normative ethics such as Kantianism, utilitarianism, or hedonism. 3. Describing personal values and ethical standards regarding personal, civic and social responsibility. 4. Describing different theoretical frameworks for resolving ethical dilemmas.
Competency 4:	<p>The student will demonstrate an understanding of epistemology and metaphysics by:</p> <ol style="list-style-type: none"> 1. Defining key vocabulary terms relating to epistemology and metaphysics. 2. Articulating various historical theories of epistemology and metaphysics. 3. Analyzing and evaluating various epistemological and metaphysical ideas.
Competency 5:	<p>The student will demonstrate knowledge of the various branches of philosophy such as Aesthetics, Political or Social Philosophy, Philosophy of Religion, or Logic by:</p> <ol style="list-style-type: none"> 1. Defining key vocabulary terms within these topics. 2. Articulating various theories within these topics. 3. Analyzing and evaluating ideas within these topics.

Required Textbook and Materials ([back to top](#))

Title of Book and Edition: *An Introduction to Philosophy*

Author(s): Dr. Philip A. Pecorino

Available at: http://www.qcc.cuny.edu/socialsciences/ppecorino/intro_text/CONTENTS.htm

Copyright: 2010

Please refer to the [Textbook Information](#) page at the SPS website for specific information on the College bookstores and procedures for ordering textbooks online.

Optional Textbook and Materials ([back to top](#))

Title of Book and Edition: *Archetypes of Wisdom*, by Douglas Soccio (any recent edition)

Title of Book and Edition: *Great Dialogues of Plato*, H.D Rouse, Signet, 1999

Title of Book and Edition: *A Rulebook for Arguments*, Anthony Weston, Hackett Pub 2000.

You may find inexpensive copies of these optional texts at your favorite online retailer.

Technology Requirements -- Hardware/Software ([back to top](#))

Although Internet Explorer is the standard browser on many computers, Firefox is the recommended browser for use in Blackboard. Speakers/headsets and a microphone may be needed for participation in web-conferencing activities; webcam is optional. In addition, Microsoft Office applications such as Word, Excel and PowerPoint are standard for Virtual College courses. Alternatively, there are a host of free software options which students may download and use in CUNY Online courses, such as [OpenOffice](#), a free office suite similar to MS Office.

I will hold virtual office hours through AOL Instant Messenger. You may download and register for this service [here](#).

Due to the necessity of technology in Online College Courses, you must have a backup plan for using an alternative computer with internet access in case of problems with your personal computer. If you live in the New York City area, you may use the computer labs located on any CUNY campus. If you have a technology problem that affects your ability to access your online course, please notify your instructor immediately. If you can access other internet sites but cannot access your online course, you need to contact the Help Desk. The School of Professional Studies [Help Desk](#) can assist you with a variety of technical issues, including any questions you may have regarding your student email account, Blackboard or the CUNY Portal.

The SPS Help Desk can be reached at helpdesk@sps.cuny.edu or 212.652.2888. When you email or call the SPS Help Desk, please be sure to provide your full name and a number where you can be reached.

If you have no internet access at all, it is not a course issue. Please be aware that the SPS Help Desk does not cover problems that you may be experiencing with your computer hardware, installation of software, internet connection, or other technical problems that may require a technician or intervention from your Internet Service Provider. A note about technology: don't trust it!. Have a backup plan in place in case you experience trouble with your hardware, software, or internet connection. A technology issue will not be sufficient grounds for submission of any late work in this course.

Course Content ([back to top](#))

The course is organized as follows:

Module 1:	<p>(20% of final Grade)</p> <ul style="list-style-type: none"> • Lesson 1: Introduction • Lesson 2: The Greeks: The Origins of Philosophy in the West • Lesson 3: Philosophy of Religion and the Problem of God • (One Hour Timed Essay Examination)
Module 2:	<p>(20% of Final Grade)</p> <ul style="list-style-type: none"> • Lesson 4: Metaphysics • Lesson 5: Epistemology • Lesson 6: The Mind-Body Problem • (One Hour Timed Essay Examination)
Module 3:	<p>(20% of Final Grade)</p> <ul style="list-style-type: none"> • Lesson 7: Freedom and Determinism • Lesson 8: Ethics • Lesson 9: Social Philosophy • (One Hour Timed Essay Examination)
Module 4:	<p>(20% of Final Grade)</p> <ul style="list-style-type: none"> • Lesson 10: Political Philosophy • Lesson 11: Philosophy of Art • Lesson 12: Conclusion • (One Hour Timed Essay Examination)
Final Project	<p>(10% of Final Grade)</p> <ul style="list-style-type: none"> • Final ePortfolio Project
Timed Essay Exams	<p>(10% of Final Grade)</p> <ul style="list-style-type: none"> • An One Hour Timed Essay Examination is scheduled at the end of every module

Course Work Requirements ([back to top](#))

To successfully complete this course, you need to spend at least an average of 8-10 hours per week on the course, which includes readings, postings, quizzes, exams, etc. Set up a weekly time schedule that allows you sufficient time to complete the

assigned course work by the required due dates. Plan to check-in and complete assignments at **least three times a week**. Do not procrastinate! Turn your work in early or by the due date.

Modules:	Each module is weighted equally. The modules make up 80% of the final grade.
Lesson Quizzes:	10% of Lesson Grade
Lesson Discussion Board Post:	30% of Lesson Grade
Lesson Short Essay:	60% of Lesson Grade
One Hour Timed Essay Examination:	10% of Course Grade
ePortfolio Project:	10% of <i>Course</i> Grade
Writing Requirement:	<p>This is a writing intensive course. You should expect to spend several hours each week making outlines, proofreading, revising, drafting, etc. This, of course, is in addition to the time required to read and review the text, participate in the discussion, etc.</p> <p>Each lesson is associated with a short essay. Each module contains a timed essay examination. If you are a weak writer, or are unfamiliar with the argumentative essay, you should purchase and read the optional Weston text, listed above.</p>
Quizzes:	Each lesson is associated with a lesson quiz. Lesson quizzes consist of 5 questions designed to test the extent to which students have internalized the material from the lesson. Quizzes are timed, and limited to 15 minutes.
Discussion Boards:	Each lesson is associated with a discussion board. Discussion boards ask you to think critically about topics from the lesson, as well as criticize, comment, and expand upon the posts of other students. Initial posts should be a paragraph or two, and should be approx 200 words. Replies may be limited to a few sentences to a paragraph, and should be approx 100 words. A discussion board grading rubric is provided on Blackboard. The discussion board is also the place where you should feel free to ask and answer questions about the lesson's material. There is no maximum amount of participation in the discussion board.

ePortfolio Project:	The final course project will involve the use of ePortfolio. Some students will already have an ePortfolio, and some will be creating one fresh this term. Ours will track the development of your thinking as you work through one of the philosophical problems that we'll cover in the course. It will allow you to evaluate, and demonstrate, your progress from what I call "pre-philosophical reflection" early on, through more sophisticated conceptual analysis during the course of our lesson modules. Specific details are available beginning in Module 2. After that, we'll take small steps every module or so toward the final project. With any luck, by the time it comes due, you'll just find that you've already automatically completed it.
Exams:	There are no proctored exams within this course. However, each Module is associated with a one hour timed essay examination.
Late and Make-up Policy:	NO LATE WORK WILL BE ACCEPTED- REGARDLESS OF THE CIRCUMSTANCES. You have ample time to complete assignments on time! WORK MAY BE SUBMITTED EARLY, BUT NOT LATE. To avoid problems with your schedule, or emergency situations, plan to submit all of your assignments early.

ePortfolios ([back to top](#))

An ePortfolio helps you to collect, select, and reflect on your academic work. ePortfolios contain files, images, and multimedia that document your academic progress, enriching your learning, sharpening your technological skills, and preparing you for a post-graduate career.

ePortfolio does not replace Blackboard; rather it enhances Blackboard by providing a personal web space for reflection, expression, and file sharing in an academic setting. Also, unlike Blackboard, ePortfolio gives you access to your files after the semester has ended.

You can share your ePortfolio with family, friends, peers and potential employers. ePortfolio's professional look and feel make it a great tool to use when searching for internships, jobs, and graduate schools.

To log on to your ePortfolio, go to <https://cunyonline.digication.com>

Please refer to the [ePortfolio Resource Website](#) for guidance as you create and develop your ePortfolio for this class.

Grading ([back to top](#))

Grading Criteria	
Course Requirements	Percentage
Module 1	20%
Module 2	20%
Module 3	20%
Module 4	20%
Timed Essay Exams	10%
ePortfolio Project	10%
Total Points Possible	100%

Letter Grades	
Range	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
59 and below	F

College Policies ([back to top](#))

- **CUNY SPS Student Handbook**

This handbook provides you with the basic information you need to know as a student at CUNY SPS. Please review the [Student Handbook](#) to learn about policies addressing code of conduct, grade appeals, religious observations, services for students with special needs, and many other areas. Due to the nature of the online environment, the information below supplements the Handbook for Online students.

- **Academic Dishonesty**

Please carefully review the Academic Dishonesty policies in the [Academic Policies Handbook](#).

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational

mission of the City University of New York and the students' personal and intellectual growth. SPS students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned. Sanctions may include failing grades, suspension and expulsion.

Engaging in acts of academic dishonesty can end a student's school career, have an impact on the person's professional life and jeopardize future career goals. The CUNY School of Professional Studies is committed to maintaining an atmosphere of academic integrity. All alleged cases of academic dishonesty will be reported to School and University Administration, and are subject to due process.

- **Course Withdrawal**

After registering, students may change their schedules during the drop / add period. The dates for this period are listed on the [Academic Calendar](#) that may be found as a link on the CUNY SPS homepage.

Withdrawal dates, along with associated refund policies, can be found on the Academic Calendar.

All of your login and course activity are recorded by the Blackboard system. The instructor notifies absent / inactive students of his / her intent to withdraw them via e-mail and / or phone; if the student does not respond in the amount of time allotted, the instructor may withdraw the student. Once a student is withdrawn, course access will be denied.

- **Incomplete Grades**

An Incomplete is given only where extenuating circumstances exist, such as documented medical problems or a death in the family, and is issued solely at the discretion of the instructor. If the instructor agrees to grant an Incomplete, a written agreement must be completed between the instructor and the student, specifying the coursework to be completed, in what manner, and by when. Failure to fulfill the terms of the contract by the end of the next major term will result in an "F" for the course. A student may not remove an Incomplete by registering in a subsequent term to re-take the course.

For more information on Incomplete grades, please refer to the [Student Grading Policy](#).

- **Snow and other Weather Events**

In the case of CUNY or SPS closing, due dates for assignments will be adjusted. However, if the facilities exist, course resources will remain online.

Assignments and due dates will be adjusted based upon the impact of the weather on our community. However, if the College re-opens and you are still without power or internet access, it is up to you to have a backup plan (CUNY computer labs and libraries; NY public libraries; or similar facilities). Please keep in touch with your instructor if at all possible.

[City University of New York](#) - [School for Professional Studies](#) - All Rights Reserved