HCC | HOUSTON COMMUNITY COLLEGE

Division of Philosophy, Humanities and Library Sciences
Philosophy Department
https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/philosophy/

Phil 1301: Introduction to Philosophy | Lecture | #15862
Spring 2020 | 8 Weeks 1/25/2020 – 3/15/2020
Online | 3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor: Parish Conkling   Office Phone: 713-718-5162
Office: Suite 200 RM 900N   Office Hours: By Appointment
HCC Email:parish.conkling@hccs.edu   Office Location: Spring Branch Campus Suite 200

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics. Please note: The best way to contact me it through my HCCS email. Messages sent directly through canvas often do not reach me promptly.

Instructor's Preferred Method of Contact
parish.conkling@hccs.edu
I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

About This Course

This course is an introduction to a fundamental aspect of human existence—the search for meaning and wisdom in our individual and social realities. Philosophy is the oldest and most varied of any academic discipline, and the practice of philosophy demands exercise and development of the highest critical faculties. Thus we shall treat philosophy for both its historical and practical aspects, and will focus specifically upon a number of perennial philosophic questions that philosophers have raised for 2500 years, such as how do I know what is true?; what do "good" and "evil" mean?; what does it mean to say something is beautiful?; what is the good life?; what is the best form of governance for a society?

My Personal Welcome

Greetings! My name is Parish Conkling and I will be your instructor for Introduction to Philosophy. I am delighted that you have chosen this course! I believe the study of philosophy is one of the most worthwhile endeavors one can embark upon and I am looking

forward to getting to know all of you in the upcoming semester. It is my goal that you all end this course with a dedication to clear, critical thinking and the courage to face and evaluate some of life's biggest questions. Please contact me with any questions or concerns you have as we progress through the semester. I am dedicated to your success and will do all I can to try to help you.

Prerequisites and/or Co-Requisites

ENGL 1301

Canvas Learning Management System

This section of PHIL 1301 will use Canvas (https://eagleonline.hccs.edu) for all class assignments, exams, and activities. Please be sure you are able to access canvas and are familiar with it before the beginning of class. Please do not email for make-up due to vacations, home connectivity issues, home computer issues and so on. If you are having trouble with your computer, there are computers available at any public library and HCC campus. Please be sure you are familiar with and comfortable with Canvas prior to the start of this course.

HCCS Open Lab locations may be used to access the Internet and Canvas. **USE FIREFOX OR CHROME AS THE INTERNET BROWSER**.

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: http://www.hccs.edu/online/

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. https://eagleonline.hccs.edu/login/ldap

Instructional Materials

Textbook Information
This course will consist entirely of readings which I will provide on your course site.

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction
Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview

This course is a study of the 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 (Texas ACGM). It provides a theoretically diverse introduction to the study of ideas, including arguments and investigations about abstract and real phenomena, particularly in the areas of knowledge, ethics, and religion (HCC Course Catalogue). This course stresses the HCC Core Objectives of Critical Thinking, Communication Skills, Personal Responsibility, and Social Responsibility

Core Curriculum Objectives (CCOs)

This course satisfies the Philosophy, Language, and Culture component area or the Component Area Option in the HCC Core Curriculum. If you are not sure that you need this course to graduate, please consult with your advisor.

Program Student Learning Outcomes (PSLOs)

1. Demonstrate an understanding of arguments, problems, and terminology in philosophy.
2. Analyze and critique philosophical texts in ways that demonstrate an awareness of argument structure and the evaluation of philosophical claims.
3. Present logically persuasive arguments orally and in writing that are relevant to philosophical issues covered in course material.
4. Evaluate personal and social responsibilities of living in a diverse world in terms of the philosophical issues raised in course material.

Course Student Learning Outcomes (CSLOs)

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.

Learning Objectives

1.1 Read canonical texts in the philosophical tradition.

1.2 Analyze,discuss, and **critique** philosophical texts in class, including through student presentations.

1.3 Analyze and **critique** philosophical texts in written work, including papers and tests.

2.1 Learn basic philosophical vocabulary, major arguments, and positions in central areas of philosophy.

2.2 Define key concepts in your own words and provide definitions in regular quizzes.

2.3 Demonstrate understanding of key arguments and claims made by philosophers studied in the course through short answer questions and papers.

3 Present logically persuasive arguments in presentations, papers, and tests.

4.1 Engage in critical thinking through classroom discussion and presentations.

4.2 Demonstrate critical thinking skills in written work.

5.1 Consider the impacts of philosophical ideas on personal and social responsibility.

5.2 Apply philosophical concepts discussed in the course to personal and

contemporary issues, demonstrating a concern for social and personal responsibility.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:
- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**
- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**
- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Written Assignment

You will have one written assignment for this class. This will be in the form of a "Good Life Investigation" Instructions can be found on the canvas site for this course.

Exams

You will have three exams. These will cover course material from the class and will be multiple choice, true/false and/or short essay. You will be given a study sheet prior to the exams.

Reading Assessments

Each week you will complete a reading assessment on ONE of the readings assigned for the week. You may choose which reading you would like to use for the assessment. PLEASE NOTE: THE ASSESSMENT TEMPLATE MUST BE DOWNLOADED, FILLED OUT IN ITS ENTIRETY AND UPLOADED USING TURNITIN. Assignments not following this procedure will receive a zero. NO EXCEPTIONS. All sections of the assessment must be filled out for full points.

Grading Formula

Grading Components and Weights

Exam 1 – 15%

Exam 2 – 15%

Exam 3 – 15%

Reading Assessments – 25%

Good Life Investigation

Participation (this is measured by at least one online "presence" a week) – 5%

A = 90% to 100%

B = 80% to 89.9%

C = 70% to 79.9%

D = 60% to 69.9%

F = 0% to 59.9%

FX (Failure due to non-attendance)

IP (In Progress)

W (Withdrawn)

I (Incomplete)

AUD (Audit)

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

FINAL GRADE OF FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Course Calendar
Complete readings, assignments and dates can be found on the course Canvas site

Module 1 - Logic

Module 2 – Metaethics

Module 3 – Utilitarianism – Exam 1

Module 4 - Kant

Module 5 – Descartes

Module 6 – Hume – Exam 2

Module 7 – Epistemology

Module 8 – Personal Identity

Final Exam (Exam 3)

Syllabus Modifications
The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

If there is a legitimate reason for missing class work or exams (death in family, serious illness, hospitalization, deployment) please let me know. You will be allowed to make up the work once documentation is provided.

Often things come up that are beyond our control. If you wait until the last minute to complete your work, there is a greater chance that work, family, computer issues, etc., will create a problem that causes you to miss the assignments. I cannot stress this enough, you will NOT be given an extension for these issues. You must schedule your time appropriately. If you are having computer issues, computers may be used at the HCC campus as well as the public library.

Again, missed assignments due to issues with technology will NOT be given an extension.

Academic Integrity
PLAGIARISM – (Reference Student Code of Conduct) "Plagiarism" means the appropriation of another's work and the unacknowledged incorporation of that work in one's own work offered for credit. I take this very seriously. The first time you turn in work that is guilty of plagiarism

your assignment will be given the score of zero and you will not be allowed to re-accomplish the assignment. The second time you turn in work that is guilty of plagiarism you will be given a zero for the course. If you receive a zero for the course due to plagiarism, you will be reported to the Dean.
 If you are unclear what constitutes as plagiarism, please visit our library website at the following address:
http://library.hccs.edu/research_writing/plagiarism

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):
http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Procedures

As this is an online class, your attendance will be evaluated based on your sign in information. You are required to log in to this class AT LEAST once a week. You may track your participation grade (in place of attendance) in your Canvas gradebook.

Student Conduct

My experience with philosophy suggests that it is a far more enjoyable undertaking when students have read and re-read the material and are otherwise prepared with questions and ideas, but, just as importantly, are willing to be open to the ideas presented in the reading material, in lecture, and from one another; that is, students should engage the material both sympathetically and critically. I encourage you to seek me out with difficulties and puzzlements, to talk to each other and to friends, and to engage the ideas in their complexity. This is a class where your objections and ideas are welcome.

An important aspect of philosophic practice is the practice of dialogue, that is, the exchange of ideas between persons for the purpose of pursuing a common understanding.

We will likely discuss many controversial or sensitive subjects. I ask that all students treat one another, and myself, with respect, even and especially during disagreement. This respect also includes being mindful of online communication. Please observe common rules of online etiquette.

Quick List of Standard "Netiquette" Guidelines:

- **Remember the human, be friendly** - Before writing a post or response, ask yourself, "Would I say this to a person face to face?" If the answer is no, do not post or send it. There is a human being on the other side of the computer screen.
- **Avoid using all caps** - (IT'S LIKE SHOUTING!) You should only capitalize individual words in a sentence to highlight or emphasize a point, not an entire sentence or paragraph.
- **Avoid responding when emotions are high** - If you are angry or have a strong opinion about something someone has written/posted, wait to reply until after you have calmed down. Writing to express a strong opinion is "flaming" and can lead to "flaming wars". No one wins those wars. Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.

- **Respect the privacy of others** - Do not forward emails without permission or copy discussions or chat dialog and post publicly. Before you send an email, make sure you have correctly addressed it to the intended recipient. Good rule of thumb is if you forward someone else's email, include the person who wrote the original email in cc of the forward.
- **Respect intellectual property of others** - Be ethical, academically honest, and follow copyright laws. Cite ideas and quotes that you have used from other people.
- **Make yourself look good** - Post intelligent messages despite the informality of the conversation. Avoid posting messages with grammatical, spelling, and typographical errors.
- **Be forgiving of other people's mistakes** - Remember everyone at one time was new to online. Be gentle with those that might make mistakes. Blasting out all the errors in grammar, spelling, or sentence structure is often troubling for someone who does not take criticism well. Private corrections are the responsibility of the instructor.
- **Texting & Abbreviations** - Texting has a place, and it is not in an online course. It is probably safe to use emoticons and abbreviations in chatting but not messages or emails. Suggestion - follow the instructor's lead. Does the instructor use emoticons? Does the instructor use common abbreviations and acronyms such as FYI, BTW, IMO, LOL? Not sure? Ask the instructor.
- **Know where you are in cyberspace** - Netiquette varies from domain to domain. For example, an online course may have a gaming environment or a virtual world simulation. What may be appropriate in one place, may not be appropriate in another. Get a sense of how other people act, then go ahead and participate.

Adapted from [The Core Rules of Netiquette (Links to an external site.)](#), an excerpt from the book *Netiquette* by Virginia Shea.

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HOW TO EMAIL YOUR PROFESSOR

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Please be aware that communicating with your professor is not the same as communication with a friend. Follow these tips to be sure of communicating properly and respectfully:

Emailing a professor should be straightforward. You send emails all the time! But emailing a professor is different from email a friend or family member. Professional email etiquette is not something that is often taught which makes sending that first email all the more stressful. These tips will help you write an email that is appropriate and gets an answer.

The Salutation

Start your email to your professor with a "Dear" or "Hello". This is email etiquette 101 and must be followed in professional emails. "Hey" is too casual for this situation and some professors also think "Hi" is too informal.

The Title and Name

The salutation must be followed by the professor's title and name. This might seem overly formal to you, but it is an important way to show respect for your professor and their position and training. Omitting the title or using the wrong one could inadvertently offend your

instructor. Most instructors should be addressed as "Professor" or "Doctor" followed by their last name. Make sure to double check the spelling of their name before you hit send.

Provide Context

Some professors have hundreds of students and may need some context to be able to place you and answer your question. This is especially true if you're emailing them for the first time. The easiest way to help them figure out who you are is by telling them which of their classes you're in and which day your class meets (if it has multiple sections.) You can leave this part out if you are absolutely sure that your professor knows you by name.

Keep it Short

Professors get a lot of emails so make sure your request is simple and to the point. State your question clearly so your professor doesn't have to read the email multiple times to figure out what you want. You can also cut down on the number of emails required to answer your question by briefly listing the steps you have already taken to try and answer your question. These include things like checking the syllabus (a must before sending any professor an email), asking a classmate, and talking to the TA.

Sign Off

End the email with a sign off followed by your name. A simple "Best," "Cheers," or "Thanks" will do followed by your name. If your university email address does not contain your full name you might want to include your first and last name in your sign off. This will make it easier for the professor to find you in their system.

Use a Clear Subject Line

Your email needs to have a subject line. Not only does a subject line help the professor, but it also keeps your email out of the spam folder. The subject line should be simple and reflect the content of your email. Something like"Question about [Class Name] paper" or "Meeting request" is appropriate.

Be Professional

You and your professor have a professional relationship which should be reflected in your email to them. This means that you must spell out words fully and use proper grammar (including capitalization and punctuation) when writing your message. Do not use any emojis. They have become a de rigueur form of communication, but they do not belong in a professional email. Read over the email to check for typos before you send it.

You should also steer clear from including any unnecessary personal information in your email. If you missed a class, you don't need to go into details about why. Your personal life is not relevant to the professional relationship you have with your professor.

Send It from Your University Email Address

Using your university email address makes your email look more professional and guarantees the email will make it through the university's spam filter. Your university email address also

signals to the professor that you're one of their students so they will take your message more seriously.

PHILOSOPHY Program Information

Please refer to our Philosophy program page for information on student groups and organizations.
https://learning.hccs.edu/programs/philosophy
You can also follow our philosophy club Facebook site:
https://www.facebook.com/HCC-Philosophy-Club-88672027009/

HCC Policies

Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/   In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS[3]

The EGLS[3] (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS[3] surveys are only available for

the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/

Department Chair Contact Information

Helen Graham, Ed.D.
713-718-7258
Codwell Hall room, 125
555 Community College Dr.
Houston, TX 77013

http://learning.hccs.edu/faculty/helen.graham