Course description
An introduction to philosophy through the examination of prominent philosophical problems, topics and theorists. We will focus on Plato’s philosophy for a good part of the course, but we will study other philosophers as well.

Program Learning Outcomes:
- This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:
- Students will acquire factual knowledge concerning metaphysics, epistemology, and philosophy of the person.
- Students will gain familiarity with certain fundamental philosophical questions and historically prominent conceptual systems, as well as an understanding of the progression of ideas within philosophical disciplines.
- Students will come to recognize the importance of basic philosophical issues and distinctions in their own lives, and to analyze and evaluate the choices they make in regard to these issues.

Core Curriculum Objectives
PHI 153 is part of the university's Core Curriculum. As such, the work assigned in this course recognizes the general goals of the core and the specific objectives attached to those classes designated for inclusion in the Language, Philosophy, and Culture Foundational Component Area as defined by the Texas Higher Education Coordinating Board. More detailed information concerning the core outcomes to be assessed in this class can be found following the Course Policies section of the syllabus.

Course Materials
All necessary texts will be provided online through the D2L website for the course.

Grading Criteria
- Attendance and participation 20%
- 2 Short Papers (10% each) 20%
- Midterm 30%
- Final 30%
**Attendance and participation:**
*Attendance* will be taken every day by roll. It is your responsibility to make sure that your name is recorded when you are present.

*Participation* refers to your active engagement in class activities, including but not limited to willingness to answer questions posed by the instructor or by your classmates, as well as to ask questions of your own. Sleeping in class, using your cell phone in class, doing homework for other classes, or being disengaged from the class in any other way will lower this portion of your grade.

**Short Papers**
You will receive a document detailing the topics and requirements at least three weeks before each paper is due.

The first short paper will be due **October 23**. The topic will be a comparison and contrast of philosophical positions that we studied in the first part of the semester (metaphysics and epistemology).

The second short paper will be due **December 11**. The topic will be to write an analysis of a passage from Plato that we did not address in class. Several different passages will be available on D2L and you may choose the passage that you prefer.

**Midterm**
The midterm exam will be held on Thursday, October 12. It is not likely to be rescheduled. The exam will cover the definition of philosophy, critical thinking, and epistemology. Material from group presentations on epistemology is eligible for inclusion in the exam. The exam format will be a mix of multiple-choice questions, brief definitions, short-answer essays, and mid-length essays.

**Final**
The final will be a take-home exam. It will be assigned on the last day of class and you will have until Wednesday of exam week to turn it in. There will be a dropbox open in D2L for you to submit the final exam, which must be in one of the following formats: .txt, .rtf, .doc, or .docx. D2L cannot read documents saved as .pages! The final exam format will consist of long-answer questions designed so that you can demonstrate how well you understand the material; you may use your class notes and the readings on D2L. Remember the rules for plagiarism!

**Tentative Schedule**

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<tr>
<th>Week(s)</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>August 28-September 1</td>
<td>Syllabus; definition of philosophy</td>
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<td>2-3</td>
<td>September 4-15</td>
<td>What is Real?</td>
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<td>4-6</td>
<td>September 18-October 6</td>
<td>What Can We Know?</td>
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<td>7</td>
<td>October 9-13</td>
<td>Review &amp; Midterm examination</td>
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<tr>
<td>8-11</td>
<td>October 16-November 10</td>
<td>What Does It Mean To Be Human? Pt. 1</td>
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<td>12-14</td>
<td>November 13-December 8</td>
<td>What Does It Mean To Be Human? Pt. 2</td>
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<tr>
<td>15</td>
<td>December 11-15</td>
<td>Final examination</td>
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Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. According to the SFA policy located at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf, academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please note that quoting or closely paraphrasing any resource without citation is plagiarism and will be penalized. The minimum penalty for plagiarism is a score of zero (0) on the plagiarized assignment. Anyone who commits an act of cheating or plagiarism may receive a grade of F for the course, in which case the student is required to meet with the instructor to discuss the incident, and a formal Report of Academic Dishonesty will be submitted to the student's permanent file. If you feel that the instructor's determination of academic dishonesty is in error, there is an appeals process described in full at http://www.sfasu.edu/policies/academic-appeals-by-students-6.3.pdf.

Disability accommodations: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Withheld Grades [Semester Grades Policy (A-54)]
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University's core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

The chart below indicates the core objectives addressed by this course.

<table>
<thead>
<tr>
<th>Core objective</th>
<th>Definition</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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