I. COURSE DESCRIPTION:

In addition to a concern with the goals, nature, and methods of philosophy, Introduction to Philosophy (PHI 153) course focuses on issues concerning philosophical theories of knowledge and reality, drawing on ideas from a variety of disciplines. Possible topics: the nature of philosophy, the problem of skepticism and knowledge, mind and personal identity, and the nature and existence of God. Emphasis is on the nature of philosophy and its relation to education, logic, and critical thinking.

PHI 153: Introduction to Philosophy (3 credits) will meet once a week (Tuesday) for 75 minutes for 15 weeks (Tuesdays), online requirements (Thursdays), and a 2-hour final examination. Students have significant weekly reading assignments, 10 discussion posts and replies, two papers with one being used for core assessment, mid-term, and final exam. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

II. COGNITIVE AND AFFECTIVE OBJECTIVES:

A. Problem Learning Outcomes:

- This is a general education core curriculum course with specific core objectives. This course has been selected “personal responsibility” as a core objective for assessment.

- Personal responsibility is a problem learning outcome whereby objective is to develop the ability to connect choices, actions and consequences to ethical decision-making.
B. **Exemplary Educational Objectives:**

- Awareness of the scope and variety of texts dealing with various philosophical issues.
- Understanding of the historical and social contexts of philosophical movements.
- Ability to respond critically to works in philosophy.
- Ability to formulate, express, and support opinions on the philosophical issues covered in this course.
- Knowledge of cross-cultural influence of philosophy.

III. **GRADE POLICIES, COURSE REQUIREMENTS, & TESTING INFORMATION:**

A. **Course Policies and Requirements:**

- 20% Mid-Term Exam (Exam 1): 11 March (Online by 11:59 PM)
- 20% D2L Discussion Board: 10 Posts with 3 replies to other entries
- 20% Epistemology Paper (5-7 page paper): 12 April (Friday by 11:59 PM)
- 20% Video Debate Analysis (5-7 page paper): 3 May (Friday by 11:59 PM)
- 20% Final Exam (non-cumulative) (Exam 2): 15 May by 11:59 PM

B. **Attendance is expected.** A complete attendance report may be filed with the student’s dean and the registrar with the final course grade. *In fact, you can only miss one class. More than one missed class, whether excused or unexcused, means you will receive a final grade of “F” for this course.*

**Please do not miss class in view of academic excellence! Too much is at stake!**

C. All students are required to be present for announced exams. Any missed exam without a *cogent documented* excuse will be counted numerically as a zero (00). This is considerably lower than an average F.

D. Because of the nature of these exams over assigned readings and lecture material, it is in your *best* interest to attend class and proactively engage material, especially since each exam counts 20% towards your final grade.
E. Required Books:


1. This book will stimulate our thoughts regarding ultimate questions like:
   a. Where did we come from? (*origin*)
   b. What are we? Who are we? (*identity*)
   c. Why are we here? (*meaning*)
   d. How should we then live? (*morality*)
   e. What’s gone wrong with the world? (*evil*)
   f. What can be done to fix the problems of the world? (*hope*)


a. You will be tested on major themes of this book on final exam.


a. This book will likely be made available for purchase from Amazon in February 2019.

F. Exam Information:

- Each exam may involve multiple choice, matching, and true/false questions. Each exam will be time-tested. More than likely, each exam will involve 50 questions. Both exams will be online.

- Each exam will cover lecture material and assigned readings as dictated on course schedule or as directed by professor.

- The final exam will not be cumulative; it will be an online exam on d2L; At least 50 questions mostly multiple choice; matching; true-false.

- There could also be additional required readings as deemed appropriate on D2L discussion assignment. Therefore, do not wait till last moment to read and complete discussion assignments.

- Take good notes. Recordings of any sort are NOT allowed for class lectures (except for ADA compliance).

- Any student who has to miss the mid-semester or final exam must personally contact me with a cogent documented excuse to re-take the exam **within** two class days. Otherwise, you will receive no credit.
(00). If you miss the final exam, contact me to take the exam immediately; otherwise, you receive no credit for the exam (00).

G. Paper:

- During the unit on Epistemology, students will construct a written assignment that will dovetail with the specific epistemological theories covered in that section of the course. The assignment will be a single essay that is step driven and may be described to the students in the manner seen below. While the sample directions below break the assignment into steps, this is a single essay and will be uploaded for each objective.

- Student Directions:

Following the unit on Epistemology, each student will complete and turn in a written assignment. The stylistic requirements for the assignment will be the completion of a **five-seven page essay** (excluding cover sheet and works cited page) that is stylistically clean and displays academic citation of all source material. The work will be typed and will include a works cited page. While the content requirements have been broken down into a series of steps that build upon one another and thus highlight our learning process (see below), this is to be written as a single, cohesive essay. The content steps are:

As you have been introduced to a number of epistemological theories during the last several weeks, you are to choose **TWO of those theories and provide a critical evaluation of each theory**. Upon identifying and explaining each theory, you will then critically evaluate each theory.

Next, you will transition from a direct analysis of an epistemological theory to an indirect analysis of a third theory. In this case, you are to either design your own cartoon or find a cartoon online that you believe comments on a third epistemological. After providing the cartoon, you will write an analysis of this image in which you identify and explain how the cartoon, in terms of its context and assumptions, comments on this third epistemological theory.

Finally, you will conclude your paper with a personal discussion in which you identify the epistemological theory that you find most convincing and then critically explore how your choosing that theory will impact your own ethical self-awareness in different contexts and your cultural self-awareness as it is tied to such issues as civic responsibility or understanding your role in a regional, national, or global community.
Here you will need to demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

This work is to be done in your words. All sources must be properly cited. Plagiarism, which is your responsibility to know what it is and how to avoid it, is totally unacceptable. Strict plagiarism policy is upheld. No “cut-in-paste” from internet. This paper is due 12 APRIL by 11:59pm and is to be uploaded to D2L.

By enrolling in Introduction to Philosophy you are also enrolling in a Core Curriculum Course that fulfills the Personal Responsibility requirement. You will see this course on your D2L list. This paper will fulfill both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations.

When you complete the assignment mentioned above, you will upload the assignment to both the Introduction to Philosophy dropbox and the Personal Responsibility dropbox on D2L.

Please note that this only applies to the specific assignment. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor, or contact the Office of Student Learning and Institutional Assessment at (936) 468-1130.

H. Video Debate:

- You will watch ONE of the following five video debates and offer a 5-7 page critical review. Cover sheet is required. 12 size font. Romans/New Times. Proper grammar, citations, and punctuation
are expected. If any other sources are consulted, bibliography is required.

- Summarize each major argument from both sides and offer a thoughtful response/critique using the philosophical tools you have gained in this class. Look for logical fallacies as studied in chapter 1 and consider the seven-fold criteria for evaluation:

  Logical Coherence
  Empirical Adequacy
  Existential Relevance
  Viability
  Workability
  Explanatory Power
  Ethical and Aesthetic Values

You will also find resources from *Thinking with Excellence* to aid you in doing the analysis.

- This paper is to be in your own words; plagiarism is not acceptable whatsoever.

- All five debates are offered on youtube.com. Choose only one! You can use the details below to find the youtube debates. This paper is due on Friday night by **11:59pm on 3 May** on D2L. No late papers will be accepted. If you have trouble accessing video on links provided, search youtube using title names, and minutes for the following presentations. All are readily available:

  - The first debate is John Lennox vs. Richard Dawkins Debate: *Has Science Buried God?* Oxford Museum of Natural History hosts this debate. John Lennox of Oxford explains how science points to an intelligent creator and Richard Dawkins of Oxford offers a counterargument. This paper is due **3 May** by 11:59pm and is to be uploaded to D2L. This debate is 1.21 hours long. [https://www.youtube.com/watch?v=OVEuQg_Mglw](https://www.youtube.com/watch?v=OVEuQg_Mglw).

  - The second debate is theist William Lane Craig vs. atheist Paul Kurtz: *Is Goodness Without God Good Enough?* This debate took place at Franklin & Marshall College. This debate is 1:39 long. This paper is to be uploaded to D2L by **3 May** by 11:59pm. [https://www.youtube.com/watch?v=sr_RzS-579o&t=5s](https://www.youtube.com/watch?v=sr_RzS-579o&t=5s).

  - Third debate is Does God Exist between William Lane Craig vs. late antitheist Christopher Hitchens. This 4 April 2009 debate took place at Biola University in California. This debate is 2.12 hours long. This paper is to be uploaded to D2L by **3 May** by 11:59pm. [https://www.youtube.com/watch?v=0tYm41hb48o&t=69s](https://www.youtube.com/watch?v=0tYm41hb48o&t=69s).
Fourth debate is “Is There a God?” between famed bioethics philosopher Peter Singer vs. Oxford scholar John Lennox which took place in 2017 at the Town Hall at Melbourne, Australia with Fixed Point Foundation. [https://youtu.be/HoT1Ln5d3q8](https://youtu.be/HoT1Ln5d3q8). The debate is 1:46 hours long. This paper is to be uploaded to D2L by 3 May by 11:59pm.

Fifth debate, “Is there Meaning in Evil and Suffering?” at Faith and Science Lecture Forum that took place in Atlanta, Georgia. After Dr. Ravi Zacharias, a theist, offers a presentation affirming meaning, God, and evil, it follows with a panel response by a Hindu philosopher, an atheist physicist, and a theist. [https://youtu.be/O0_phFDpps8](https://youtu.be/O0_phFDpps8). This debate is 2.44 hours long and is to be uploaded to D2L by 3 May by 11:59pm.

Plagiarism is not acceptable whatsoever. Your review and critique is to be in your own words.

Anticipate computer problems. Don’t wait till last minute to upload your paper.

Save your papers repeatedly. Upload working copies to your electronic email account in case something terrible happens to your computer.

Watch presentation early, write summary notes, and reflect upon contrasting views presented.

I. Discussion Board Responses:

I will upload lecture material and pertinent questions each and every Monday on D2L. As a result, you will offer a minimal of 500 word response to 10 of the entries I upload with three thoughtful replies (no minimum word count for replies).

Each entry with three thoughtful replies to other posts will graded with a potential possibility of earning 10 points. Thus, 10 points per entry could earn total of 100 points (A+).

To be sure, this does not mean that each entry guarantees 10 points. Each entry must be excellent to earn 10 points.

I will grade discussion questions and replies once they are completed to make one final grade.

Proper grammar, citation, and punctuation.

No plagiarism whatsoever.

No extensive quotes.
Use skills of analysis and thoughtful reflection.

Any qualitative feedback you offer to the other entries (above three required) within the week they are posted, might qualitatively contribute to your overall grade for this assignment.

You have one week to offer a thoughtful, philosophical response from the day it is posted for each entry. No exceptions. No exemptions.

You are not to be impolite or hostile to me or fellow students in any of your responses or replies. If you are, you will receive 0 for the entire discussion board.

Regarding replies: You will receive no credit if you only offer replies but do not give your own post. While there is no minimum requirement for replies, only those that are qualitatively thoughtful and beneficial, advancing the post philosophically, clarifying the post philosophically, or giving a critique to the post will be counted. I encourage you to use Thinking with Excellence as a resource to aid you in your critiques.

IV. GENERAL RULES:

No use of cell-phones, text-messaging, games, I-Pods (or equivalent), social utilities, or internet in class. No use of any technological device (unless ADA) that may be a distraction to the learning process. Laptops used exclusively for class-notes are acceptable. Please silence cell-phones before class. If you use the computer for other purposes than taking notes, then you will be asked to leave class.

No smoking or use of tobacco will be permitted in the classroom.

All university rules governing academic dishonesty will apply.

Lectures may not be taped, recorded, or video transcribed.

No reading of newspapers, magazine, kindle books, and other materials for other classes.

Respect your classmates and professor.

Do not bring visitors to class without express permission. We are limited in our seats.

If you have to step out to the restroom be sure to do so quietly.

Do not bring attention to yourself.
No use of profanity.

Respect and tolerance for all views shared among us all. Let's learn from each other.

Attendance is expected. Given nature of class, you can only miss one class, whether excused or unexcused. Otherwise, you will receive an F as final grade if you miss more than one class. For any excused absence, documentation will be required.

I will be taking attendance at beginning of class. It is imperative that you be present and on-time.

If you are late to class you must inform me at end of class or you will be counted as absent.

If you are more than fifteen minutes late to my class, then you will be counted as absent.

If you are gone more than 15 minutes from class, then you will be counted as absent.

For every three times you are tardy to class (under 15 minutes), your excessive tardiness will be counted as one absence.

V. HOW TO DO WELL IN THIS COURSE:

Carefully read assigned work. Proactively bombard your assigned readings with the following questions: why, where, what, when, who, and so what?

Consider making an outline of the major units of thought in your readings. As you formulate your outline from the reading, ask yourself the following question: "What do I see?" The more observations you make, the better your interpretation of the author's position or claim may be. Afterwards ask, "What does it mean?"

After you outline the author's position/claim go back and see what arguments are being provided to support that position or claim. Keep asking yourself, "What is the issue?" Then consider what objections can be raised against that issue, position, or claim. Lastly, what replies can be given to defend the position or claim?

You should consult with me as often as possible to make sure you are understanding the material. Do not wait until the day before a test to begin studying. This is not the kind of course for which you can cram and expect to do well. Take advantage of the office hours.

Consider forming study groups to prepare for exams.
Those who sit front and central statistically do better on their exams.

Try to read when you are at your best (e.g., if you are a “morning person”, then make a way to study philosophy in the morning and not late at night).

Make sure you are able to contact another student for lecture material in case you happen to miss a class (es).

Eight Strategies for First-Rate Studying:

- Read Thoughtfully
- Read Repeatedly
- Read Patiently
- Read Selectively
- Read Imaginatively
- Read Purposefully
- Read Acquisitively
- Read Telescopically

If you want to improve your reading comprehension skills I would encourage you to purchase Mortimer J. Adler’s informative work, *How to Read a Book*.

10 maxims I encourage you to inculcate into your life in order to achieve academic success:

1. Be focused! Your energy, time, and discipline need to be bent on becoming the very best. Focus on what really counts. Do not allow yourself to become diverted by the trivial and unimportant.

2. Be holistic! Pro-actively make decisions and pursue interests in your daily life that will assist you in obtaining success. Your resources must always be redirected to your goal.

3. Be undivided! Do not separate one area of your life from another. Pursuing opposing interests may marginalize your success because it divides up your energy, time, resources, and attention.

4. Be determined! Academic progress is rough, ever so time-consuming, and ever so demanding. Meet every demand with a determination for excellence. Learn from your mistakes. Pick yourself up when you fail and press on!

5. Be resilient! Do not give up. You will perhaps fail some time or another during your program. You may even become depressed from the critical feedback you receive from your professors and peers. When those times come, and they do for most if not all, you must pick yourself up again-for accomplishing the goal is worth facing seemingly insurmountable obstacles.
6. Be sacrificial! Purposefully let go of those things that will hinder your success. Willfully discard every hindrance and degenerative influence that will keep you from achieving your goal with a passion for excellence. Routinely examine your life and see what is encouraging or discouraging you from reaching excellence.

7. Be healthy! Realize, as Aristotle states, that one area of your life impacts all other areas, whether intellectual, physical, or moral. Take very tender care of your mind, soul, and body. You need to strive to be holistically healthy—for if you are not mentally, physically, and spiritually healthy, then you may easily become fatigued, develop inner angst, regret, disappointment, and waiver in the completion of your goals. Remember, a good night sleep is one of the best things you can do for yourself.

8. Be supported! Cultivate a network of people who will exhort you to succeed! Develop relationships with peers who are also bent on achieving success.

9. Be excellent! Successful students realize the importance of cultivating a disposition, i.e., an inner character, which desires intellectual and moral excellence. Seek to desire excellence. Aristotle encourages us to do deeds of excellence until excellence becomes habitual in our personhood.

10. Be balanced! Learn how to balance “having fun” with “hard work.” Don’t ignore those opportunities to relax or play hard. In fact, pursue them! But do not allow those opportunities to displace your study opportunities. Remember, learning is pleasurable!

One of the dangers for those who do achieve success is the problem of malnourishment. Successful people may reach their long-term goals, but so many of them starve themselves in the process. Do not so focus on your goals that you miss out on dynamic opportunities that can nourish your person, inform your circumstance, grow your character, and enlarge your world. In other words, do not so focus on the future that you neglect the blessings that are right in front of you.

VI. CLASS SCHEDULE, TOPICS, & ASSIGNED READING:

Depending upon class context, I may alter our readings and topics. Notwithstanding, follow this outline unless otherwise directed by professor. Sometimes I may ask you to re-read certain chapters or portions from required readings or articles.

“When you look into an abyss, the abyss also looks into you.”
~Friedrich Nietzsche
<table>
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<tr>
<th>Class meeting</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>22 January</td>
<td>Introduction to Class: What is Philosophy? What is a worldview? 7 fold criteria for analysis</td>
<td>Each reading is due by beginning of class time.</td>
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| 29 January    | Presocratic Philosophy | *Power of Ideas*:
<p>|               | Plato’s Republic Presocratic Philosophy | Chapters 3-4 |
| 5 February    | Metaphysics &amp; Epistemology: Ancient (Plato; Aristotle), Medieval (Plotinus; St. Augustine; St. Aquinas) | <em>Power of Ideas</em>, Chapters 5-6 |
| 12 February   | Metaphysics &amp; Epistemology continued: Stoicism, Epicureanism, Skepticism, &amp; Neo-Platonism Berkeley; Leibniz; Spinoza; Locke; Hume; Kant; Reid | <em>Power of Ideas</em>, Chapters 7-9. Review chapters 1-9 for mid-term exam |
| 19 February   | Introduction to Continental Philosophy | Review chapters 1-9 for mid-term exam. Begin thinking about your epistemology paper. |
| 26 February   | Continue in Continental Philosophy | Review chapters 1-9 again Begin reading Thinking with Excellence: Chapters 1-12 |
| 12 March      | Introduction to Ethics: | Power of Ideas, chapter 10. |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| 26 March   | Consequential Ethics; Utilitarianism; Egoism; Relativism; Ethics Care vs. Justice (Carol Gilligan)  | Power of Ideas, chapter 10  
Selection 10:6: Utilitarianism (beginning on pg. 299)  
Selection 10.7 Friedrich Nietzsche: Beyond Good and Evil (beginning on pg. 301). |
<p>|            | <strong>Spring break from 16 March to 24 March</strong>                           | Be working on your epistemology paper! Continue reading Thinking with excellence |
|            | <strong>Nicomachean Ethics</strong>                                               |                                                                             |
| 26 March   | Last day to drop is 27 March                                          |                                                                             |
| April 2    | Ethics Continued                                                      | Re-read Power of Ideas, Chapter 10                                          |
| April 9    | Continuation of Ethics Existentialism/ Nihilism                       | Power of Ideas, chapter 11                                                  |
|            | <strong>Epistemology Paper is due on 12 April by 11:59pm on D2L.</strong>          | Epistemology Paper is due on 12 April                                        |
|            | <strong>Augustine Pascal Camus Sartre Jaspers Heidegger Nietzsche</strong>         | Video analysis paper is due on 3 May                                         |
| 16 April   | <strong>Introduction to Philosophy of Religion:</strong>                           |                                                                             |
|            | Existence of God: Arguments; Evidences; Existential; Religious Experience | Chapter 13 of Power of Ideas                                                |
|            | <strong>Thomas Aquinas' Five Ways; St. Augustine Anselm Descartes Leibniz Pascal C.S. Lewis William Lane Craig Alvin Plantinga</strong> | Read selection 13.2 Summa Theologica by St. Thomas Aquinas                   |
|            | <strong>Finish reading Thinking with Excellence</strong>                           | Start reading Amusing Ourselves to Death by Neil Postman                     |
| 22 April   | <strong>Problem of Evil:</strong> Morality Evil: Natural Evil:                      | Re-read Power of Ideas, chapter 13                                            |
|            | <strong>Online Class for 23 April See D2L</strong>                                 | Continue reading Amusing Ourselves to Death by Neil Postman                   |</p>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading/Lecture</th>
<th>Due Date/Time</th>
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<tbody>
<tr>
<td>30 APRIL</td>
<td>Class resumes Video Analysis paper due by 3 May (Friday) at 11:59pm on D2L</td>
<td>Problem of Miracles: Introduction to Aesthetics</td>
<td>Video Analysis paper due by 3 May at 11:59pm on D2L Do not plagiarize! Review Thinking with Excellence</td>
</tr>
<tr>
<td>15 MAY</td>
<td>Non-Cumulative FINAL EXAM Amusing Ourselves to Death and “Aesthetic Universals” by Denis Dutton, Neil Postman’s Amusing Ourselves to the Death, and Shockley &amp; Prezas’ Thinking with Excellence.</td>
<td>Final Exam on D2L Due by 11:59pm on Wednesday night</td>
<td>Congratulations!</td>
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VII. STUDENT ETHICS AND OTHER POLICY INFORMATION

A. Topics, Assignments, Tests, Reading Materials, and Office Hours are subject to change per professor’s discretion.
B. Student Ethics and Other Policy Information can be found at http://www.sfasu.edu/policies/

C. Class Attendance and Excused Absence: Policy 6.7:

1. Given nature of class, only one absence is allowed, whether excused or unexcused. Official documentation will be required for excused absence.

2. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered.

3. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades.

4. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

5. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

D. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6:

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, 936-468-3004 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/

E. Student Academic Dishonesty: Policy 4.1:

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are
required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

F. Definition of Academic Dishonesty:

1. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; helping or attempting to help another in an act of cheating or plagiarism.

2. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
   a. submitting an assignment as one’s own work when it is at least partly the work of another person;
   b. submitting a work that has been purchased or otherwise obtained from the Internet or another source;
   c. incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

G. Penalties for Academic Dishonesty:

1. Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

H. Student Appeals:

1. A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

I. Withheld Grades: Policy 5.5:

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

J. Student Code of Conduct: Policy 10.4:
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

“Sometimes the questions are complicated and the answers are simple.”

~ Dr. Seuss