

Course: INTRODUCTION TO PHILOSOPHY**Department:** English

Course Description: An introductory examination of the problems and scope of philosophical inquiry, this course introduces the student to major issues in philosophy, including theories of being, theories of knowledge, and theories of value, with attention to the historical development of philosophical thought. Prerequisites: English Composition I (ENGL101) and Preparing for College Reading (ENGL092) or waiver by placement testing results, or Permission of Instructor. 3 credits

Course Outcomes	Learning Activities	Assessment Tools
Upon successful completion of this course students should:	To achieve these outcomes students may engage in the following activities:	Student learning may be assessed by:
1. Read a significant sampling of the writings that constitute the canon of Western Philosophy.	<ul style="list-style-type: none"> • Read assigned selections thoughtfully, both primary sources and editorial introductions and discussions. (R¹, CT) • In-class question and answer sessions. (OC, QS, CT) 	<ul style="list-style-type: none"> • Quizzes and questions on reading assignment (CT, W) • Student-composed questions and vocabulary lists (CT, QS, W) • Mid Term and Final Exams on readings (CT, QS, W) • Short papers that offer a close textual analysis of certain reading assignments (W, R, CT)
2. Become familiar with, or at a minimum be able to identify, the major philosophers and philosophical concepts generally accepted as central to Western Philosophy.	<ul style="list-style-type: none"> • Attend class lectures regularly, taking notes particularly on information not found in texts (QS, CT) • Participate in class (or online) discussions about the concepts involved (QS, CT, TS) 	<ul style="list-style-type: none"> • Teacher assessment of performance including preparation, attentiveness, and appropriateness of questions and comments of the student (CT) • Quizzes, exams and papers on philosophers and philosophical concepts (QS, CT, W) • Internet research (TS) • Create questions that attempt to connect reading assignments and lecture notes (CT, R, W)

¹ Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); Technology Skills (TS); Oral Communications (OC); Quantitative Skills (QS); Reading (R); Writing (W).

<p>3. Write analytical essays that examine the arguments for and against a given position, or philosophical concept discussed in class.</p>	<ul style="list-style-type: none"> • Use writing skills from English Composition I to prepare papers which demonstrate an interaction with one or more of the assigned readings (W, R, CT) 	<ul style="list-style-type: none"> • Graded essays (CT, W) • Peer review (CT, QS, W) • Writing workshops (CT, QS)
<p>4. Become familiar with the basic elements of logical argument.</p>	<ul style="list-style-type: none"> • Explain the differences among factual statements, opinions, and arguments. (QS, OC, CT) • Differentiate between truth and validity (QS, CT) • Identify examples of valid and invalid reasoning (QS, CT) • Define and identify some common informal fallacies (QS, CT) 	<ul style="list-style-type: none"> • Quizzes, tests, and homework exercises (CT, QS, W, R) • Short essays (W) • Class discussion (CT, OC) • Group assignments (CT, OC)
<p>5. Understand the relationship between historic and philosophical eras.</p>	<ul style="list-style-type: none"> • Compare historical information from other classes, both social history and factual data, to understand philosophers of the period (CT) • Introduce timelines that highlight various philosophers and schools of thought (CT, QS) • Show videos that illustrate and visual historic eras (OC, CT) 	<ul style="list-style-type: none"> • Essays questions that ask students to compare or contrast historical eras in philosophy (CT, R) • Class Discussion (CT, OC) • Internet research (TS, W) • Quizzes and tests (CT, QS, W) • Short, class presentations (OC)
<p>6. Identify and differentiate the major branches of philosophy: Metaphysics, Epistemology, Ethic, Aesthetics and Logic.</p>	<ul style="list-style-type: none"> • Create definitions for each branch (OC, CT) • Discuss the end results of each branch (OC, CT) • Discuss a given philosopher's contribution to one of the branches of philosophy (CT) 	<ul style="list-style-type: none"> • Quizzes, tests and homework exercises (CT, QS, W) • Short Essays (W) • Class Discussion (CT, OC) • In-class and/or internet message board debates (OC, TS,CT)
<p>7. Strengthen Core Competencies in order to increase success in this and other courses and in the workplace.</p>	<p>Referenced Above</p>	<p>Referenced Above</p>