

GENERAL SYLLABUS GUIDELINES FOR BCC COURSES

To be used as a guide for the construction of departmental syllabi and for individual course syllabi
(see attached samples)

Bergen Community College
Division of _____
Department of _____

Course Designation, Number, and Title

Date of Most Recent Syllabus Revision: _____
Course Typically Offered: Fall ___ Spring ___ Summer ___ Every Semester ___ Other _____
Syllabus last reviewed by: BCC General Education Committee _____ Date: _____
(Most courses need review Ad Hoc Committee on Learning Assessment _____ Date: _____
by only one of the following) Curriculum Committee: _____ Date: _____

A syllabus for this course must include as much of the following information as is applicable. It is understood that syllabi will vary considerably from department to department, program to program, and discipline to discipline, contingent upon departmental, program, and discipline policies and practices. In adopting these guidelines, there is no intention to impose a "one size fits all" syllabus or course outline format on departments, programs, or disciplines.

Basic Information About Course and Instructor

Semester and Year: Course and Section Number: [e.g., ANT-101-001] Meeting Times and Locations: Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:
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Course Description

Official Catalog Course Description List lecture hours, laboratory hours, and credits as applicable, e.g., ___ lectures, ___ labs, ___ credits List prerequisites and co-requisites, if any. Include the following where and as relevant: <ul style="list-style-type: none">• General Education Course – Humanities/Mathematics/Natural Science/Social Science/Wellness and Exercise Science Elective• Diversity Course
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Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to

<p>List student learning goals and/or objectives and/or expected outcomes.</p> <p>Use objective/behavioral language. (Avoid non-behavioral verbs such as "appreciate," "understand," "learn," and "know;" use behavioral verbs such as "write," "define," "describe," "explain," "solve," "demonstrate," "construct," "analyze," "compare," "contrast," "design," "invent," "develop," "recommend," "justify," etc.)</p> <p>Incorporate Bloom's Taxonomy. (knowledge, comprehension, application, analysis, synthesis, evaluation)</p> <p>Add comment(s) in support of goals/objectives/outcomes statement [optional].</p>
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Means of Assessment

<p>List means of assessment of student learning in pursuit of goals/objectives/outcomes (e.g., graded class discussions, objective tests and examinations, essay tests and examinations, student presentations in class (individual or group), writing assignments [papers, short essays, book reports, etc.]</p>

Course Content

<p>Describe/comment on the nature, purpose, and content of the course, including required coverage and optional coverage.</p> <p>If relevant, include departmental policy statements about or guidelines for the way(s) in which the course should be presented/delivered.</p>
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Special Features of the Course (if any)

<p>E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.</p>
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Course Texts and/or Other Study Materials

<p>List/describe/comment on reading and study materials.</p> <p>List required and/or recommended course texts, books, etc. Include information as to cost(s) of books and materials.</p> <p>Use standard bibliographical formats (author/s, title, publication information, ISBN).</p>
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Research, Writing, and/or Examination Requirement(s)

List/describe/comment on course research/writing/presentation/examination requirements.

State departmental policies on research, writing, presentation, and/or examination assignments [optional].

Include policy statements on student group work (if relevant).

Grading Policy

Describe/comment on the grading policy for the course (assessment criteria/standards of evaluation; methods of evaluation/assessment; weights given to various requirements such as examinations, quizzes, projects, papers, oral presentations, class participation; faculty feedback to students on written work; etc.).

Final examination policy or guidelines (if any).

Include a statement on the role and weight of class participation in the course grading policy.

Include a policy statement on late work, make-up examinations, etc.

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Append a statement on the departmental/discipline attendance policy (if any).

Append a statement on the attendance policy for the course.

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

Examples:

Code of Student Conduct.

Statement on plagiarism and/or academic dishonesty.

ADA statement.

Sexual Harassment statement.

Statement on acceptable use of BCC technology.

Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.

Include a statement on the BCC Library.

Include a Course Outline and Calendar

Week	Date(s)	Topic/Activity	Assignments/Events
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Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Sample Course Outline and Calendar
[see following pages]

Sample Course Outline and Calendar
[For PHR-103 Basic Logic]

Part I. Logic — The Process of Correct Reasoning

Date	Topic/Activity/Assignments
Sep 5	Introduction to the Course
Sep 12	The Process of Argument Analysis and Evaluation Course Text, 1-11; Exercises 1.1-1.7
Sep 19	Deductive and Nondeductive Logic Course Text, 11-19; Exercise 1.8 First Paper Assigned (due 10/10)
Sep 26	Necessary and Contingent Statements Course Text, 20-25; Exercise 1.9 Review of the Process of Argument Analysis and Evaluation Course Text, 25-29; Exercise 1.10
Oct 3	<u>Exam 1</u> (Chapter 1) Notebook Check

Part II. Introduction to Propositional Logic

Date	Topic/Activity/Assignments
Oct 10	Statements and Statement Forms Course Text, 31-39; Exercises 2.1-2.5 <u>First Paper Due</u> Return and Review of Exam 1
Oct 17	The Logical Operators and Basic Rules of Propositional Logic Course Text, 39-45; Exercise 2.6 Return and Review of First Paper Second Paper Assigned (due 11/14)
Oct 24	Argument Forms and Truth Tables Course Text, 45-55; Exercises 2.7-2.10
Oct 31	Truth Trees Course Text, 55-61; Exercises 2.11-2.14
Nov 7	<u>Exam 2</u> (Chapter 2) Notebook Check

Part III. More Advanced Features of Propositional Logic

Date	Topic/Activity/Assignments
Nov 14	Truth functions Course Text, 63 Tautologies, Contradictions, and Contingent Statements Course Text, 63-67; Exercises 3.1-3.2 Logical and Material Conditionals and Biconditionals Course Text, 67-69; Exercise 3.3 <u>Second Paper Due</u> Return and Review of Exam 2
Nov 21	Arguments as Conditional Statements Course Text, 70-72; Exercise 3.4 Necessary and Sufficient Conditions Course Text, 72-73 Eccentrically Valid Arguments Course Text, 74-75 Return and Review of Second Paper
Dec 5	Consistency and Validity Course Text, 75-81; Exercises 3.5-3.8 <u>Final Deadline for Late Papers and Extra Credit Work</u>
Dec 12	Further Uses of Truth Trees Course Text, 82-85; Exercises 3.9-3.12
Dec 19	<u>Exam 3</u> (Ch. 3) Notebook Check

Bergen Community College
Division of Arts & Humanities
Department of Philosophy & Religion

SAMPLE ONLY

Departmental Policy Syllabus

PHR-101 Introduction to Philosophy

Date of Most Recent Syllabus Revision: January 24, 2008
Course Typically Offered: Fall ___ Spring ___ Summer ___ Every Semester X Other _____
Syllabus last reviewed by: BCC General Education Committee X Date: XX/XX/XX
(Most courses need review Ad Hoc Committee on Learning Assessment ___ Date: _____
by only one of the following) Curriculum Committee: ___ Date: _____

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information about Course and Instructor

Semester and year: Course and Section Number: [e.g., PHR-101-001] Meeting Times and Locations: Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:
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Course Description

PHR-101 Introduction to Philosophy is a study of the basic problems and methods of philosophical inquiry, concentrating on the work of such major thinkers as Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, and Sartre. Topics of discussion include the nature of philosophy; the nature and limits of human knowledge; the nature and existence of God; the scope and limits of human freedom; the differences between right and wrong conduct; the nature of the good life; and the meaning and value of human existence.

3 lectures, 3 credits

Prerequisites: None

Co-requisites: None

General Education Course – Humanities Elective

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to

1. identify the major periods and the major figures in the history of philosophy;
2. identify and analyze the basic problems of philosophy in the fields of metaphysics, axiology, and epistemology;

3. interpret, summarize, and paraphrase, both orally and in writing, the views of philosophers as expressed in philosophical texts;
4. use the logical and critical thinking methods of philosophy to analyze and evaluate the ways in which philosophers attempt to solve the problems of philosophy; and
5. state and support their own views on philosophical issues logically, coherently, concisely, and clearly, both orally and in writing.

In pursuit of the foregoing goals, the course is based on the reading and discussion of philosophical writings (i.e., primary sources, not text books) in the fields of metaphysics, axiology, and epistemology; the basic principles and methods of logical reasoning are introduced; the techniques of philosophical research and writing are reviewed; students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

Means of Assessment

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's Core Competencies and General Education Goals as possible. They are also correlated with the overall Learning Goals of the Philosophy Program. In addition, student progress in reaching the course's SLOs is assessed through a variety of assessment types (tools) and on the basis of a variety of assessment criteria. These alignments and correlations are depicted in a separate 11-page document, "Alignment of Core Competencies, General Education Goals, Philosophy Program Goals, Student Learning Objectives, Assessment Types, and Assessment Criteria," which is available from the Department of Philosophy and Religion and which is also online at www.bergen.edu/phr/PHR101measurements.pdf.

The major assessment types (means of assessment) utilized in this course are graded class discussions, objective tests and examinations, essay tests and examinations, student presentations in class (individual or group), and writing assignments (papers, short essays, book reports, etc.) requiring students to utilize current (technological and traditional) techniques of philosophical research and writing

Course Content

The course is intended to introduce students to the (at least general) history of philosophy, to the basic problems and methods of philosophy, and to the writings and ideas of at least two major pre-19th century philosophers. Therefore, the course includes the following (mandatory) components:

1. A review of the (at least general) history of philosophy.
2. A discussion of the major problems and methods of philosophy.
3. The study of the work of at least one philosopher from each of the following two groups:
 - a. Plato, Aristotle.
 - b. Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant.

Furthermore, not more than one major work in ethics (e.g., the *Nicomachean Ethics*) should be included in PHR-101 Introduction to Philosophy, since the course should not overlap substantially with PHR-110 Introduction to Moral Philosophy and/or PHR-102 Ethics. Issues in general normative ethics and metaethics are considered in depth in PHR-110; and major contemporary controversies in applied ethics are covered in PHR-102. The primary emphasis in PHR-101 should be on issues in metaphysics and epistemology. Inclusion of issues and/or works in aesthetics and social and political philosophy is also permissible, but discussions of moral philosophy should comprise no more than approximately 25% of the course.

In addition to the foregoing mandatory components, the course may include (in the discretion of the instructor) the study of 19th and 20th century philosophers and/or the study of contemporary writings on major philosophical problems.

The course may be presented as an historically-ordered study of the writings of major philosophers, or as a topically-ordered study of the ways in which ancient, modern, and contemporary philosophers have approached the major problems of philosophy.

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

The **required text** for this course is *Readings in Philosophy: Eastern & Western Sources*. Ed. George Cronk, Tobyn De Marco, Peter Dlugos, and Paul Eckstein. Plymouth, MI: Hayden-McNeil Publishing, Inc., 2nd ed., 2004. ISBN 0-7380-0781-1.

Writing and Critical Thinking Requirement(s)

Because PHR-101 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than twenty percent (20%) of the final grade.

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Philosophy and Religion Departmental Attendance Policy:

Students are expected to attend class regularly and punctually. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the

instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide.

Attendance Policy in this Course:

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

<p><u>Examples:</u> Code of Student Conduct. Statement on plagiarism and/or academic dishonesty. ADA statement. Sexual Harassment statement. Statement on acceptable use of BCC technology. Statement on the purpose and value of faculty office hours.</p>

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
Smarthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 www.bergen.edu/oss
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436

Include the following statement on Logos – The BCC Philosophy & Religion Club

Logos – The BCC Philosophy & Religion Club

Logos usually meets on Tuesdays during the Activities Period, 12:30-1:25 PM, in Room L-342. I encourage you to join the club. Since you are interested in the study of philosophy, you should find the meetings and other activities of the Philosophy & Religion club very interesting. For further information, check the Philosophy & Religion bulletin board adjacent to Room L-325A or contact LOGOS Advisor, Dr. Vanda Bozicevic (L-331, 201-493-7528, vbozicevic@bergen.edu). (LOGOS does not hold regular meetings during the summer.)

Include a Course Outline and Calendar [can be combined in a single syllabus section, as below]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when is it due?
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topics/Activities/Assignments
1		
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See the Sample Course Outline and Calendar below.

SAMPLE COURSE OUTLINE AND CALENDAR

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topic/Activity/Assignments
1-2	Sep 6, 8, 13, 15	Introduction: The Nature of Philosophy Read "Notes on the Nature of Philosophy" (handout)
3-4	Sep 20, 22, 27, 29 Sep 20 Sep 29	Philosophy on Trial: The Socrates Case Course Text: Plato, <i>Euthyphro</i> and <i>Apology</i> Socrates Paper assigned (due by 10/10) Deadline for submission of Student Information & Syllabus Comprehension Surveys
5-6	Oct 4, 6, 11, 13 Oct 6 Oct 13	Ethics: Aristotle on How to be Happy Course Text: Aristotle, <i>Nicomachean Ethics</i> Short Essay on Euthyphro/Apology due Socrates Paper Due
7-8	Oct 18, 20, 25, 27 Oct 18 Oct 20	Philosophy and Logic: The Process of Correct Reasoning Read "Philosophy & Logic" article (handout) Argument Analysis Paper assigned (due by 11/17) Short Essay on Aristotle due
9-10	Nov 1, 3, 8, 10	<u>Issues in Metaphysics and Epistemology – I</u> Anselm of Canterbury and Thomas Aquinas on the Nature and Existence of God Course Text: Anselm's <i>Proslogion</i> & Aquinas's <i>Summa Theologica</i> (in that order)
11-12	Nov 15, 17, 22, 24 Nov 15 Nov 22 Nov 25-28	<u>Issues in Metaphysics and Epistemology – II</u> René Descartes on Knowledge and Reality Course Text: Descartes, <i>Meditations</i> Argument Analysis Paper due Short Essay on Anselm/Aquinas due Thanksgiving Weekend
13-14	Nov 29, Dec 1, 6, 8 Nov 29 Dec 8 Dec 13	<u>Issues in Metaphysics and Epistemology – III</u> Jean-Paul Sartre and the Idea of Freedom Course Text: Sartre, "What is Existentialism?" Short Essay on Descartes due Final deadline for late work – no late work accepted after this date Short Essay on Sartre & Freedom due
15	Dec 13, 15	Final Review

Assessment paraphernalia embodied in documents outside of Syllabus (paper assignments, essay assignments, discussion assignments, etc.). Renders Syllabus shorter.



PHR-101 INTRODUCTION TO PHILOSOPHY

SAMPLE ONLY

COURSE SYLLABUS Spring 2008

Section PHR-101-004-WE
Tuesdays & Thursdays, 11:00 AM-12:20 PM, W-316

George Cronk, J.D., Ph.D.

Professor of Philosophy and Religion
Coordinator, Department of Philosophy and Religion
Division of Arts and Humanities

Course Description

PHR-101 Introduction to Philosophy is a study of the basic problems and methods of philosophical inquiry, concentrating on the work of such major thinkers as Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, and Sartre. Topics to be discussed include the nature of philosophy; the nature and limits of human knowledge; the nature and existence of God; the scope and limits of human freedom; the differences between right and wrong conduct; the nature of the good life; and the meaning and value of human existence.

3 lectures, 3 credits

General Education Course – Humanities Elective

PHR-101 emphasizes critical and analytical reading, writing, thinking, and arguing in the field of philosophy. In this section, we will study and use philosophical methods of argumentation and critical thinking, and we will read, analyze, and discuss key selections from the writings of Plato; Aristotle; René Descartes (and, in relation to Descartes, Gilbert Ryle); and John Searle.

Instructor Information

How to Reach Me

- Email me through the course website email system (see information below on the course website). You can also contact me at my personal email address: gcronk@bergen.edu. However, please use my personal address only in emergencies.
- Telephone me at 973-238-1009 (off-campus number) or at 201-447-7167 (BCC Department of Philosophy and Religion). Please feel free to call me at my off-campus number. It is *not* my home number, and you will not be "disturbing" me when you call. By utilizing this phone option, students can, through direct conversation, receive extra help, clarification of assignments, explanation of difficult points or aspects of the subject, etc.
- Snail mail me at the Department of Philosophy and Religion, Bergen Community College, 400 Paramus Road, Paramus, New Jersey 07652. You can also FAX me at BCC at 201-251-9356.
- Meet with me in my BCC office during my office hours. My office is located in Room A-326B (accessed through the departmental secretary's office, A-328A), and my on-campus office hours this semester are as follows: **Tuesdays, 12:30-1:25 AM, and Thursdays, 12:30-1:25 AM**. In addition to my on-campus office

hours, I am available 24/7 via our course website email system, where I maintain an electronic office "hour" throughout the week (which amounts to a lot more than an "hour"). I read and respond to all email very promptly. Also, remember that you can use the telephone option described above.

- You can leave messages for me with the Philosophy and Religion departmental secretary at 201-447-7167. (However, please do this only with very important messages. If you are going to miss class, please do NOT report that to the secretary. Our secretarial staff is very busy.)
- My personal website and the website for the BCC Department of Philosophy & Religion are located at the following internet addresses:
<http://www.bergen.edu/faculty/gcronk> (my BCC site)
<http://www.bergen.edu/phr> (BCC Dept. of Philosophy & Religion)

Student Learning Objectives ("SLOs")

If you do the work required for this course (reading, studying, thinking, writing, participating in class discussions, etc.), you will be able to

1. identify the major periods and the major figures in the history of Western philosophy;
2. identify and analyze the basic problems of philosophy in the fields of metaphysics, axiology, and epistemology [the three main branches of philosophy];
3. interpret, summarize, and paraphrase, both orally and in writing, the views of philosophers as expressed in philosophical writings;
4. use the logical and critical thinking methods of philosophy to analyze and evaluate the ways in which philosophers attempt to solve the problems of philosophy; and
5. state and support your own views on philosophical issues logically, coherently, concisely, and clearly, both orally and in writing.

Additional student learning objectives may be specified in particular units and assignments as we proceed through the course. Your progress toward the SLOs in this course is assessed through writing assignments, tests, and class participation sessions (see the section on "Course Requirements, Learning Assessment, and Grading," below).

Course Website

This section of PHR-101 Introduction to Philosophy is a "web-enhanced" class. The class has its own website, and each member of the class has an account for the website. The BCC online course management system is known as "WebCT." To access your website account (your "My WebCT" page), go to <http://dl.bergen.edu>, and log in with your **User Name** and your **Password**. Your User Name is the same one you use for WebAdvisor; and your Password is up to the first 8 letters of your last name and the last four digits of your social security number (lower case letters; no spaces, hyphens, or apostrophes). Users can also log directly into the course by using the following URL: <http://dl.bergen.edu/webct/logon/518726631011>

The course website contains an online version of our course syllabus, a regularly-updated list of course announcements, PowerPoint presentations on the readings for the course and other supplementary study materials, a course calendar, the paper assignment for the course (which will also be distributed in class), an online testing system containing the tests for this course (which will **not** be available in class), a course email system, an Online Discussion Forum, an online grade book that you can check throughout the semester, and so forth. We will utilize the website during our class sessions, and you will also use it in your out-of-class work. I expect you to utilize the website and its facilities throughout the semester.

To access and utilize the course website you need an up-to-date computer system and an up-to-date browser on your system. The best PC browsers for this course are (1) Microsoft Internet Explorer 6.0 (SP1 and SP2); (2) Netscape 7.2; or (3) AOL 9. For further information on validated and supported browsers (including for MACs), see the **WebCT Browser Zone** at www.webct.com/tuneup.

If necessary, we will also discuss in class how to access and use the course website.

There is a lot of useful information about online and partially online courses on the BCC Center for Instructional Technology (CIT) site – www.bergen.edu/dlearning.

Book Information

Required Text:

Readings in Philosophy: Eastern & Western Sources. Ed. George Cronk, Toby De Marco, Peter Dlugos, and Paul Eckstein. Plymouth, MI: Hayden-McNeil Publishing, Inc., 2d ed., 2004. ISBN 0738007811. (\$57.25) (This anthology contains the primary source readings for the course. These will be the central focus of our studies and discussions this semester.)

Recommended (not required) Texts:

Edwards, Anne Michaels. *Writing to Learn: An Introduction to Writing Philosophical Essays*. Boston: McGraw-Hill, 2000. ISBN 007365504X. (\$15-\$21)

Gardner, Jostein. *Sophie's World: A Novel About the History of Philosophy*. Trans. Paulette Møller. New York: Berkeley, 1996. ISBN 0425152251. (\$9-\$11) (A mystery novel that covers the entire history of Western philosophy. An excellent book. Very highly recommended.)

Lavine, T.Z. *From Socrates to Sartre: The Philosophic Quest*. New York: Bantam, reissue ed., 1985. ISBN 0553251619. (\$6-\$10) (In the past, many students who have succeeded in this course have found this book very helpful. Lavine gives much background and context for the topics we cover. See also the list of [recommended, not required] introductory texts under the "Course Announcements" icon on the course website.)

Soccio, Douglas J. *How to Get the Most Out of Philosophy*. Belmont, CA: Wadsworth/Thomson Learning, 6th ed., 2007. ISBN 0495172235. (\$18-\$27) (This is an excellent book, not only on getting the most out of philosophy, but also on getting the most out of the entire college experience.)

How to Get the Book(s) for the Course: You can get the book(s) at the Bergen Community College Bookstore, either in person or on line. To order on line, go to <http://shop.efollett.com/htmlroot/storehome/bergencommunitycollege155.html>, and then follow the instructions. (You may also be able to order the book(s) on line from www.amazon.com, www.barnesandnoble.com, or www.abe.com.)

Course Outline, Reading Assignments, and Course Calendar

(See also the "Calendar" link in the Course Tools menu on the course home page)

Unit & Discussion Dates	Topics & Assignments
Jan 22, 24, 29, 31	<p>Unit I: Introduction – the Nature of Philosophy</p> <p><u>Required Reading:</u> Cronk, "Notes on the Nature of Philosophy" (1st article under 1.1. under the "Supplementary Study Materials" icon).</p> <p><u>Supplementary & Recommended Readings:</u> See list under 1.1. under the "Supplementary Study Materials" icon.</p> <p>Gardner, <i>Sophie's World</i>, 1-55. Lavine, <i>From Socrates to Sartre</i>, 1-6.</p> <p><u>Syllabus Comprehension Test & Test on the Nature of Philosophy</u> – see the test schedule under the "Assessments" link in the "Course Tools" menu on the course website.</p>
Feb 5, 7, 12, 14	<p>Unit II: Philosophy on Trial – The Socrates Case</p> <p><u>Required Reading:</u> Plato, <i>Euthyphro</i> and <i>Apology</i>, in <i>Readings in Philosophy</i> ("Readings"), 61-86</p> <p><u>Recommended:</u> Gardner, <i>Sophie's World</i>, 56-71. Lavine, <i>From Socrates to Sartre</i>, 9-19.</p> <p><u>Supplementary Anthology Readings:</u> Plato, <i>Crito</i> and <i>Meno</i>, 86-94, 95-105.</p> <p>Feb 9: Complete Student Information Survey (by 11:55 PM) Feb 10: Essay 1 due</p> <p><u>Test on Plato's <i>Euthyphro</i> and <i>Apology</i></u> – see the test schedule under the "Assessments" link in the "Course Tools" menu.</p>

Unit & Discussion Dates	Topics & Assignments
Feb 19, 21, 26, 28	<p>Unit III: Plato – True Philosophy & Knowledge of True Reality</p> <p><u>Required Reading:</u> Plato, <i>Republic</i>, in <i>Readings in Philosophy ("Readings")</i>, 107-23.</p> <p><u>Recommended:</u> Gaardner, <i>Sophie's World</i>, 72-93. Lavine, <i>From Socrates to Sartre</i>, 9-66.</p> <p><u>Supplementary Anthology Readings (optional):</u> Plato, <i>Euthyphro</i>, <i>Apology</i>, <i>Crito</i>, <i>Meno</i>, 61-105.</p> <p>Feb 24: Essay 2 due</p> <p><u>Test on Plato's <i>Republic</i></u> – see the test schedule under the "Assessments" link in the "Course Tools" menu.</p>
Mar 4, 6, 11, 13	<p>Unit IV: Aristotle – True Happiness</p> <p><u>Required Reading:</u> Aristotle, <i>Nicomachean Ethics</i>, in <i>Readings</i>, 125-38.</p> <p><u>Recommended:</u> Gaardner, <i>Sophie's World</i>, 94-139, 140-187. Lavine, <i>From Socrates to Sartre</i>, 68-76.</p> <p><u>Supplementary Anthology Readings:</u> Epicurus, "Letter to Menoeceus" and "Principal Doctrines," 179-84. Epictetus, <i>The Enchiridion</i>, 201-9. Immanuel Kant, <i>Foundations of the Metaphysics of Morals</i>, 365-84. John Stuart Mill, <i>Utilitarianism</i>, 399-401.</p> <p>Mar 9: Essay 3 due</p> <p><u>Test on Aristotle</u> – see the test schedule under the "Assessments" link in the "Course Tools" menu.</p>
Mar 18, 20, Apr 1, 3 Mar 23-29: Spring Break	<p>Unit V: Philosophy and Logic – the Process of Argument Analysis & Evaluation</p> <p><u>Required Reading:</u> Cronk, "Philosophy and Logic" (1st article under 4.1. under the "Supplementary Study Materials" icon).</p> <p><u>Supplementary Readings on Logic:</u> See 4.1. under the "Supplementary Study Materials" icon).</p> <p><u>Test on Philosophy & Logic</u> – see the test schedule under the "Assessments" link in the "Course Tools" menu.</p> <p>Mar 30: Essay 4 due</p>
Apr 8, 10, 15, 17, 22, 24	<p>Unit VI: René Descartes – Doubt & Certainty; Knowledge & Reality</p> <p><u>Required Reading:</u> Descartes, <i>Meditations on First Philosophy</i>, in <i>Readings</i>, 283-306. Gilbert Ryle, <i>The Concept of Mind</i>, in <i>Readings</i>, 469-80.</p> <p><u>Recommended:</u> Gaardner, <i>Sophie's World</i>, 188-302, 303-446. Lavine, <i>From Socrates to Sartre</i>, 77-81, 81-131.</p> <p><u>Supplementary Anthology Readings:</u> Anselm, <i>Proslogion</i>, in <i>Readings</i>, 263-4. Aquinas, <i>Summa Theologica</i>, in <i>Readings</i>, 265-8. David Hume, <i>An Inquiry Concerning Human Understanding</i>, 327-40. Immanuel Kant, <i>Critique of Pure Reason</i>, 341-63.</p> <p>Apr 23: Essay 5 due</p> <p><u>Test on Descartes</u> – see the test schedule under the "Assessments" link in the "Course Tools" menu.</p> <p>Apr 27: Final deadline for late essays</p>

Unit & Discussion Dates	Topics & Assignments
Apr 29, May 1, 6, 8	<p>Unit VII: John Searle – The Idea of Artificial Intelligence</p> <p><u>Required Reading:</u> Searle, "Can Computers Think?," in <i>Readings</i>, 515-20.</p> <p><u>Recommended:</u> Gaardner, <i>Sophie's World</i>, 447-513. Lavine, <i>From Socrates to Sartre</i>, 397-412.</p> <p><u>Supplementary Anthology Readings:</u> W.V.O. Quine, "Two Dogmas of Empiricism," in <i>Readings</i>, 491-502. Bertrand Russell, <i>The Problems of Philosophy</i>, in <i>Readings</i>, 435-45.</p> <p><u>Test on Searle</u> – see the test schedule under the "Assessments" link in the "Course Tools" menu.</p> <p>Final Review & End of Course</p>

The foregoing Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Course Requirements, Learning Assessment, and Grading

Your **final grade** for this course will be based on the number of "**performance points**" you accumulate this semester. You can earn up to 100 performance points in this course. Letter grade equivalents for performance points earned are as follows:

90 or more performance points = A
85-89 points = B+
80-84 points = B
75-79 points = C+
60-74 points = C
50-59 points = D
0-49 points = F

You will accumulate performance points by meeting the following three (3) course requirements:

1. Five Short Essays (up to 10 points each; total of up to 50 performance points)
2. A Series of Eight Online Unit Tests (test average counts up to 30 performance points)
3. Overall Class Participation (up to 20 performance points)

In addition to these three requirements, you must also do all of the assigned reading on time and be well-prepared for our class discussions.

1. FIVE SHORT ESSAYS (up to 10 performance points each, up to 50 points total): The five short (500-word) essays will ask you to comment reflectively and critically on philosophical ideas and issues that arise as we proceed through the course. **Each assignment contains its own instructions on what you are to do, a listing of the student learning objectives it supports, and the assessment criteria by which your essay is evaluated and graded. These essay assignments will be distributed in class and are also posted on the course website under the "Paper Assignments" icon.**

2. ON-LINE TESTS (up to 30 performance points): There is a series of eight tests on the course site under the "Assessments" link in the "Course Tools" menu. The tests cover the major topics in the course (the Nature of Philosophy, the Socrates Case, Plato, Aristotle, Philosophy & Logic, Descartes, and Searle). There is also a Syllabus Comprehension Test. You are required to take all of these tests. The tests will be available on line on a topic-by-topic basis in accordance with the test schedule under the "Assessments" link in the "Course Tools" menu. Follow the test schedule, and take the tests in a timely manner. When a test's availability period is over, you will no longer have the opportunity to take it. There are no time-extensions and no make-ups. **For each test, (1) do the relevant reading, (2) study the relevant supplementary materials on the topic under the "Supplementary**

Study Materials" icon on the course website, and then, after studying for it, (3) take the test. You may take the tests on an "open book/open notes" basis if you wish. You must take each test **at least once**; you are **allowed** to take each of them **twice**. If you take a test twice, the **higher** of the two test grades will count toward your overall test average. Your overall average on the tests will count as follows: test average of 85-100 = 30 performance points; test average of 70-84 = 24 points; test average of 60-69 = 18 points; test average of 0-59 = 0-15 points.

For further information on this requirement, including the student learning objectives it supports and the specific assessment criteria by which your test performance is evaluated and graded, see the announcement on "Online Tests" under the "Course Announcements" icon on the course website. It is **very important** for you to read carefully this announcement (it is number 2.5) **before** you take any of the tests.

3. OVERALL CLASS PARTICIPATION (up to 20 performance points): Class participation by students (including regular and timely attendance and active engagement in class sessions) is an essential part of this course. I expect you to participate actively and constructively in our class sessions in ways that show respect and courtesy to me and to your classmates. As we proceed through the semester, there will be class discussions on all of the major topics covered in the course. You are required to participate actively in our discussions and other class activities. (You are also free to generate online discussions in the course website Discussions Forum. Such online discussions are not required. They are completely up to you and other members of the class. Online discussion activity will not affect your grades one way or another.)

As part of your overall class participation, please complete (without delay) the Student Information Survey under the "Assessments" link in the "Course Tools" menu on the course website.

"Plus" behaviors: To earn points for class participation, you must (1) attend class regularly and on time and not leave early; (2) be well-prepared for class by doing all assigned reading and other out-of-class assignments ahead of time; (3) participate voluntarily, actively, intelligently, and constructively in class discussions; (4) do all in-class assignments; (5) show a positive and serious attitude toward the course; (6) utilize frequently and actively the materials and facilities on the course website; and (7) take all online tests.

"Minus" behaviors: Behaviors such as the following will result in your losing points for class participation: (1) being absent from or late for class; (2) leaving class early; (3) walking out of and coming back into class; (4) sleeping in class; (5) being inattentive to class lectures and discussions; (6) behaving inappropriately in class (e.g., acting silly; conducting private conversations in the back of the room; utilizing cell phones, headphones, and other distracting devices in class; eating, drinking, or chewing gum in class; defacing classroom furniture; etc.); (7) being impolite, rude, or discourteous to me or to your classmates; (8) not being adequately prepared for class; (9) showing a negative or frivolous attitude toward the course; (10) Not utilizing the materials and facilities on the course website; (11) taking few or no online tests.

Your grades for overall class participation will be based on the frequency and quality of your class activities. **More detailed information on this requirement, including the student learning objectives it supports and the specific assessment criteria by which your class participation is evaluated and graded, is posted on the course website under the "Course Announcements" icon.**

Attendance Policy

Absences, latenesses, and early departures can diminish your overall performance point total. A late arrival or an early departure will count as one-half of an absence. The following combinations of absences, latenesses, and early departures will result in the losses of performance points designated below:

Number of Absences, etc.	Loss of Performance Points
0-3:	-0
4-6:	-4
7-9:	-6
10-12:	-8
13-15:	-10
16-30:	-20

Obviously, you cannot participate in class if you are not there. More generally, failure to attend class is usually reflected in a student's overall course performance. It is my impression, based upon my past experience, that a student who is absent frequently from class is unable to do his or her best in this course and, in fact, may not be able to complete the course with a passing grade. Therefore, I expect you to attend every scheduled class meeting in this course on time and for the full class period. I will take roll each time the class meets. If you miss all or part of a class, it is **YOUR RESPONSIBILITY** to find out from a classmate – **NOT FROM ME** – what you have missed (notes, assignments, announcements, etc.) so that you are prepared for the next class session.

No Extra Credit Work

There are no extra credit opportunities in this course. The way to pass this course is to meet all of the course requirements as detailed above. Do all of the required work (including the assigned readings), earn and accumulate performance points, and then you will pass the course with at least a C, probably with a B or even better. Your final grade will be based solely on the work you have done and on the performance points you have earned and accumulated in meeting the requirements for the course.

What Computer-Internet Skills Do You Need?

We will discuss this in class.

Structure of the WebCT Course Site

We will also discuss this topic in class.

Recommended Practices

To succeed in this course, you should do the following:

- Read and follow the Course Syllabus.
- Follow the online Course Calendar (and also the "Course Outline, Reading Assignments, and Course Calendar" presented above).
- Read the documents under the "How to" icon on the course home page.
- Do all required reading and writing assignments in accordance with the "Course Outline, Reading Assignments, and Course Calendar" presented above. See also the online Course Calendar.
- In addition to the required text readings, study the PowerPoint presentations and other supplementary materials under the "Supplementary Study Materials" icon on a topic-by-topic basis.
- Take the online tests on a topic-by-topic basis after (not before) you complete and review each required reading and the supplementary materials for each topic.
- Participate actively and frequently in all class discussions and other class activities.
- Use the course email system to communicate with one another and with me on a regular basis.
- Submit the required essays on time as email attachments through the course email system.
- Review (everything).
- Keep in touch with me – in class, by phone, by email, and during my office hours. Don't become "invisible" or otherwise fade away.

Logos – The BCC Philosophy & Religion Club

Logos usually meets on Tuesdays during the Activities Period, 12:30-1:25 PM, in Room L-342. I encourage you to join the club. Since you are interested in the study of philosophy, you should find the meetings and other activities of the Philosophy & Religion club very interesting. For further information, check the Philosophy & Religion bulletin board adjacent to Room L-325A or contact LOGOS Advisor, Dr. Vanda Bozicevic (L-331, 201-493-7528, vbozicevic@bergen.edu). (LOGOS does not hold regular meetings during the summer.)

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
Smarthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 www.bergen.edu/oss
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436

Special Note on the Tutoring Center

The Henry and Edith Cerullo Learning Assistance Center encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at www.bergen.edu/pages/2192.asp. Tutoring services are available for this course in the Tutoring Center. I strongly recommend that you make use of those services as we progress through the semester. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908. You can also make appointments for tutoring online through the BCC Virtual Campus, which is located at www.bergen.edu/pages/2864.asp. Click on the link for the "Tutoring Appointment System."

Important College Policies – See the 2007-2008 BCC Catalog

Withdrawal from Classes and Refunds, pp. 33-35.
Grading, pp. 38-40.
Course Grade Appeal Policy, p. 39.
Academic Integrity and Plagiarism, p. 43. **[Read this carefully.]**
Class Attendance Policy, pp. 44-45.
Acceptable Use of Information Technology Resources, pp. 45-48.
Clubs, pp. 49-52.
Code of Student Conduct, pp. 54-55.
Alcohol and Drug Policy, p. 55.
Family Education Rights and Privacy Act of 1974, pp. 57-58.
Sexual Harassment Policy, pp. 59-60.
Campus Assault Victim's Bill of Rights, pp. 60-61.
Smoking Policy, p. 61.
Traffic Regulations, p. 61.
