Hillsborough Community College defines Distance Learning as the implementation of classes in which 80% or more of the instruction occurs while students are not in the presence of an instructor regardless of the delivery method. This will be accomplished through tools such as the college’s learning management system, or other mutually approved platforms. For Hybrid courses, 30-79% of the instruction is not in the presence of an instructor.

Delivery Method: **Online**

Course Prefix: **ENC**  
Course Number: **1101**
Course Name: **English Composition I**  
Instructor Last Name:  
Department: **English - ENC**
Campus: **Brandon**
Plan Origination Date: **F15**  
Anticipated Semester Start Date: **S16**

**Course Information (Check all that apply.)**

This Development is for:
- ☐ An existing HCC course being offered for the first time through distance learning.
- ☐ A new course (recently approved by AAC) being developed for distance learning.
- ☑ An existing distance learning course being redesigned.
- ☑ A Template being developed primarily for use by Adjunct Faculty.

Will development assistance from CITT be required? ☑ Yes ☐ No
Will this course use E-text or publisher website? ☑ Yes ☐ No
Will this course use an E-Pack? ☑ Yes ☐ No
If yes, date of textbook selection process approval: ____________

**Training**

What is the chosen course platform? **Canvas**
The faculty member has demonstrated proficiency and/or has completed training in the chosen platform.
- ☑ Yes ☐ No  
  Date: **Yes**

The faculty member has completed ADA accessibility training?
- ☑ Yes ☐ No  
  Date: **Ed Tech MA**
The faculty member has completed copyright training?
- Yes □ No □ Date Ed Tech MA □

Previous online courses taught by this faculty either at HCC or other institutions.

Course Prefix/Number/Name of course/Institution/Date (e.g. CGS 1000/Intro to Computers and Technology/Hillsborough Community College/FA 2010):

ENC 1101/English Composition I/Hillsborough Community College/Spring 2016 (future courses - Fall 2016)

Support Needs
What other support will be needed from the college?

☑ Additional training through CITT beyond the LMS training.
Specify:

With my background, I am gaining knowledge through the course I take for my masters in educational learning technologies. However, I believe any courses to help online instructors with ADA policies as well how to use all of the tools available, such as TurnItIn and Google Drive, can make a difference to not only the instructors but also the students in their courses. It makes for a more organized and easily accessible course.

☑ Training from other sources (such as publishers, professional organizations, other educational institutions, etc.)
Specify:

Training from publishers is helpful when you using publisher tools within the LMS; however, unless every instructor is using the same tools, this may not be possible through CITT. For example, I contacted my book representative and worked with her to get my e-book into the course to make it more easily accessible to my students.

☐ Other Support:
Specify:

☐ None

Will this course be submitted to Quality Matters for Certification? (If yes, please contact your CITT Instructional Designer for assistance.)

☐ Yes □ No □
Compensation
The faculty member wishes to be compensated under which of the following formats?

- FUSA guidelines (for full-time faculty only. Instructor grants permission for its use by other faculty. Course templates created by full-time faculty with the intention of being given to the college shall be reviewed by administration for approval before compensation is given.)

For Director of Information Technology Use Only

Compensation Amount

Compensation Date

Compensation approved by

- No compensation requested

Course Development Plan

1. Obtain approval from your Academic Dean (and possibly the Program Manager) that a distance learning or hybrid course need exists.

2. File the Application for Distance Learning Course and the Distance Learning/Hybrid course Development Plan with the Director of Instructional Technology.

3. VP of Academic Affairs approves course development compensation, if requested.

4. Research available resources (such as CITT Instructional Designer, HCC instructors, other institutions, publishers, professional conferences) to utilize for course development.

5. When appropriate, adopt E-packs using the same procedures as textbook selection.

6. Consult with CITT LMS Administrator for technology support and compatibility requirements of E-packs, E-texts, and Platforms.

7. Choose platform for course delivery and consult with CITT LMS Administrator regarding system requirements.

8. Receive certification through CITT Instructional Designer or designated Faculty Trainer as having demonstrated proficiency in course delivery platform and course software, if applicable.

9. Develop course syllabus/schedule/assignments which address all course performance objectives and learning outcomes.

10. Contact Academic Dean or Program Manager to conduct a review of the completed course.

11. Academic Dean schedules course.

*Note: Any brand new HCC course must first be approved through the Cluster and Academic Affairs Committee new course proposal process.
I do hereby validate my signature above.

Adjunct faculty course developers are required to have discipline area (or near discipline area) full-time faculty collaboration and distance learning faculty collaboration.

Faculty Member in the Discipline with distance learning experience (If required):       [email]  Date

OR

Faculty Member in the Discipline (If required):

AND

Faculty Member with distance learning experience (If required):

OR

Faculty member in the discipline:

AND

CITT Staff Member with distance learning experience (If required):

Supervising Dean:  S. Behrens

Lead Instructional Designer:  

Director of Instructional Technology:  

V.P. of Academic Affairs approves compensation terms:  

Supervising Dean: I confirm that I have reviewed the course. The course outcomes are appropriate for the course. The course content aligns with the outcomes.

S. Behrens  Date

*This will email all parties involved to request their signatures. Please make sure the form is complete before submitting.
**Course Sharing** *(for courses owned by HCC)*

**For Director of Information Technology or Academic Dean Use Only**
This course has been shared with the following instructors to be used for HCC purposes only.

<table>
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<th>Instructor Name</th>
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**Course Review and Revision**
All hybrid and online courses will be reviewed and revised every five years as needed.

<table>
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<th>Revised by Name</th>
<th>Signature</th>
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<table>
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<tr>
<th>Reviewed by Name</th>
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</table>
Course Number: ENC 1101
Course Title: Composition 1 (3.0 Credits)
Initiator(s) of Course Intended Outcomes: Jenifer Paquette and Phil Chamberlin
Date: 2/2/2015
Signature(s): [Signature]
Cluster: 1, English (Communications) Date of Cluster Approval: 4/10/15
Typed Name and Signature of Cluster Chair: Cheryl Borman
Course Outcomes: (Six to ten specific intended outcomes are requested.)
Students will demonstrate the ability to:

I. Develop a written outline and use basic prewriting strategies.

II. Write essays with adequate introductions, specific thesis statements, relevant and unified body paragraphs, appropriate transitions, effective sentence structure, and satisfying conclusions.

III. Follow standard English conventions of grammar, mechanics, and syntax in writing.

IV. Identify credible sources, research and properly document information, and avoid plagiarism in written communication.

V. Analyze and respond critically in writing to assigned topics.

VI. Discern meaning, understand arguments, and recognize fundamental logical reasoning in assigned readings.
CLASS INFORMATION:
ENC1101
Days & Hours: Online
Section: 79688
Class Rm #: Online

INSTRUCTOR INFORMATION:
Name: [REDACTED]
Contact Email: [REDACTED] However, I prefer emails via Canvas Inbox.
Office Hours: BTEC 202B  Monday 9-10am & 12-3:30pm; Tuesday 7-8am; 12:30-2; Wednesday 8-10am; Friday ONLINE 8:30-9:30
I am more than happy to make appointments with you for hours outside of these hours. Please send me a message in Canvas for any other appointment times.
**My office is inside of a classroom. If you are on campus, you will enter BTEC 202 (if a class is in session, remain quiet and walk along the back of the classroom) and proceed to the back left corner.
Phone: 813-259-7916
I respond most quickly to Canvas Inbox and then email. Since I am typically grading and creating course material, I am available on Canvas a lot more.

COURSE DESCRIPTION:
ENC 1101 focuses on the writing process of various expository methods with consideration of the writer’s purpose, limitations of time, and audience. Students must write unified, coherent essays that include theses and introduction, body, and conclusion paragraphs. Students must demonstrate effective sentence structure and observe conventions of Standard English grammar and usage.

PREREQUISITE:
A satisfactory score on the HCC placement test or ENC 0022C with a minimum grade of “C”.

REQUIRED TEXTBOOKS & OTHER RESOURCE INFORMATION:
While this book is an in print text, you will need to purchase the e-text. You can purchase this in the school bookstore (Brandon). You may be able to purchase it through Canvas when you first open the textbook. It should prompt you to purchase it. THE BOOK IS MANDATORY in this course.


COURSE OBJECTIVES:
1. Develop a written outline and use basic prewriting strategies.
2. Write essays with adequate introductions, specific thesis statements, relevant and unified body paragraphs, appropriate transition, effective sentence structure, and satisfying conclusions.
3. Follow standard English conventions of grammar, mechanics, and syntax in writing.
4. Identify credible sources, research and properly document information, and avoid plagiarism in written communication.
5. Analyze and respond critically in writing to assigned topics.
6. Discern meaning, understand arguments, and recognize fundamental logical reasoning in assigned readings.

ACADEMIC CALENDAR:
https://www.hccfl.edu/media/1243252/ss%20calendar%20spring%202016r92415.pdf

ASSIGNMENTS:
- I do NOT accept late work. This syllabus is very clear and I will provide you with reminders in class and through announcements, so be sure to get your work in on time.

ATTENDANCE/ACTIVE PARTICIPATION:
- In an online course, if you do not participate for two weeks, an instructor will assume you have stopped attending. In my course, if you miss two weeks of class, you will miss a large amount of work and this can heavily impact your final grade. Since you have enrolled in an online course, you must be self-motivated. I will be here to help, but since I do not see you weekly, I cannot do more than send you an email. —With this in mind, please be sure you check your Canvas email and announcements regularly.

GRADING POLICY:
- The college requires a “C” or better to pass the course, and a standard scale will be used to assign letter grades.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 – 100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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GRADING:
- Total course grade points will consist of an aggregate of points from the following areas:

<table>
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<tr>
<th>Assignment Category</th>
<th>Percentage</th>
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<tr>
<td>Grammar &amp; MLA Quizzes</td>
<td>15%</td>
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GORDON RULE:
- Students will complete a number of writing assignments over the course of the semester for a minimum total of 6,000 words (approximately 15-20 pages).

***LATE ESSAYS:
- Late essays will not be accepted. Deadlines for essays are final. We will be working on each essay for several weeks; therefore, I do not accept excuses.
- ***An essay submitted after the deadline will not be accepted; consequently, that student has not adhered to the Gordon Rule and will either withdraw from the course or earn an "F" for the semester. ***
- All essays must be submitted as Google Document. A video will be provided on how to do this, and you will be required to submit a document in proper MLA formatting to make sure you understand how to submit assignments. ---Remember, everything you type or edit in your file I can view the changes and the dates and time that you made those changes. Please be sure to submit all of your work on time.

STUDENT EXPECTATIONS:
- Your participation in this class is critical for the learning process. Here is what I expect from you:
  - You are expected to read the assigned material. Composition is such a vast subject, and you will learn a great deal just by reading.
  - You should come to the online environment ready to engage yourself and others in a meaningful, substantive conversation.
  - You should treat others' opinions with respect and tolerance.
You need to complete all assignments on time and with thoughtfulness. You will NOT be provided with time extensions for late assignments.

You need to practice academic honesty in all your work.

You should contact the instructor promptly if a problem arises that needs my attention.

You must only submit work that is your own. You should expect disciplinary measures if any work that you submit is determined not to be your own work.

Here is what you can expect from me:

I will provide meaningful classroom activities to develop your composition skills.

I will be available to you if you have questions or concerns.

I will respond thoughtfully and critically to your comments, questions, and written assignments.

I will evaluate your coursework in a timely manner and will communicate to you when you should expect your grade on a particular assignment.

I've done my best to outline everything that is expected of you, but I reserve the right to make changes to this syllabus to accommodate unforeseen circumstances (i.e. time or students' needs). It is up to you to stay up to date with changes.

**DESCRIPTIONS OF GRADE LEVELS OF WRITING:**

**A** = An A paper fulfills the assignment completely, clearly, and perceptively. The writer has a clear significant main idea communicated clearly to the reader, and the essay does not ramble. The writer explains this main point thoroughly and supports it with concrete details—examples, illustrations, facts, or statistics. The writer plans the essay so that it progresses by clearly ordered, necessary, evident stages and uses transitions to connect ideas. The writer deals with ideas and abstractions as well as facts and details and uses generalizations to tie details together. The writer composes skillful sentences which flow smoothly; uses fresh, precise, economical words; and consistently has command of punctuation, spelling, and grammar. The essay says something worthwhile, is controlled by a clear sense of purpose and audience, and makes a reader want to read what has been written.

**B** = A B paper also fulfills the assignment completely and clearly, but not as perceptively as an A paper. The writer has a focused main idea made clear to the reader and sticks to the subject. The writer shows sufficient evidence to explain and support the main idea and uses generalizations to show
relationships among details. The writer does not just identify or list but also explains and comments on the topics. The ideas are arranged in an orderly manner, but the structure of the whole essay may not be immediately evident to the reader. The writer may need to add a few transitions. The sentences are clear, but perhaps not all are effective or smooth. His words are exact, but not always fresh or economical. There may be a few minor slips in mechanics.

**C = A C** paper is basically correct but often not very effective or perceptive. The essay is often either predominantly literal or factual with little explanation or comment or primarily general assertions without sufficient evidence to back them up. The writer organizes the ideas but may not make the order of ideas clear to the reader or provide tight unity and coherence. Some sentences may be unclear or repetitious. The writer uses imprecise, inappropriate, or unnecessary words. The writer has control of basic mechanics, such as spelling and punctuation, but not of sophisticated grammatical patterns such as parallelism.

**D = A D** paper is writing which often lacks perception and does not address the assignment completely. The reader has only a vague notion of what the writer wants to say, so the passage is general and not very clear. Although the essay may have overall unity of subject, it has little sense of direction or continuity of thought. The writer records details as they come to mind but does not purposefully select, order, or connect them. There are problems with written language—choppy or confusing sentences, vague or inaccurate words, weak grammar and punctuation.

**F = An F** paper is unsatisfactory; it does not respond to the questions or address the assignment completely. It has no purpose, no sense of audience, no main idea. The passage is not unified, is not logically organized, lacks purposeful specific details and is not coherent. The expression of thought is not clear, the flow of ideas is difficult to follow, and the ideas are often repetitive. The writer lacks control of basic sentence patterns and punctuation, so often the sentences are confusing or fused or incomplete. The spelling, especially of common words, is weak. The grammar and punctuation call attention to themselves, slowing and confusing the reader and interfering with the communication process. Thus, both the rhetorical skills and language skills are unsatisfactory. All of these features of the F paper place an undue burden on the reader.

**PLAGIARISM:** This is the act of taking words or ideas that are not your own and submitting them for a grade. If you submit a paper that contains text or ideas that are not your own I reserve the right to give you an F on the assignment or for the entire class.

All assignments are due by 6:00 am on Friday. Please make sure to complete your assignments early in case you have computer problems.

**Question section available in each week’s module in case you are struggling with assignments. Please ask questions there. If you are not, still view this section in case I answer someone else’s question that may help you.**

**WEEK ONE – INTRODUCTION (January 11-January 15)**

- Introduction to course
- Review the syllabus
- Begin completing some of the first assignments to make sure you understand how to submit discussions and assignments.
DUE: Friday 1/15 (by 6:00 am)
1. Read Purdue Owl site about plagiarism (Google: Purdue Owl, then Search: Plagiarism, read all sections “Overview,” “Is it Plagiarism?” and “Safe Practices.”)
2. Watch video on how to setup your Google Drive files and share them via Canvas
3. Watch video on how to setup your paper in proper MLA
4. Submit: Discussion Post 1: Introduce Yourself
5. Submit: Discussion Post 2: Plagiarism
6. Submit: Assignment 1 as a Google Document - This is to make sure you understand and can properly submit a document. (graded as a discussion): example

WEEK TWO – “Why We Write” (January 16-January 22)
- Going over plagiarism
- Review issues with Google Docs
- Discuss genres in writing

DUE:
Friday 1/22 (by 6:00 am)
1. Read: Book pages 3-4; 9-12; 16-21 (linked on Canvas)
2. Read: “Shitty First Drafts” by Anne Lamott (linked on Canvas)
3. Discussion 3: Book Readings (pp. 3-4; 9-12; 16-21)
4. Discussion 4: “Shitty First Drafts” by Anne Lamott
5. Begin working on Aplia Homework: Avoiding Common Problems in Style, Grammar, and Usage (due 3/11); Aplia Homework: Citing Sources Using MLA Style (due 3/11); Aplia Homework: Using Source Material (due 3/11)

WEEK THREE – “Ten Core Concepts for Effective Writing” (January 23-January 29)
- Go over Anne Lamott’s “Shitty First Drafts”
- Discuss Lamott’s piece as far as analysis is concerned
- Starting to link your readings to course content
- Summaries

DUE:
Friday 1/29 (by 6:00 am)
1. Read: Book pages 29-33; 36-38; 39-43; 43-46; 49-52; 52-57; 57-59 (linked on Canvas)
2. Discussion 5: Book Readings (pp. 29-33; 36-38; 39-43; 43-46; 49-52; 52-57; 57-59) (linked on Canvas)
3. Begin working on Aplia Homework: Avoiding Common Problems in Style, Grammar, and Usage (due 3/11); Aplia Homework: Citing Sources Using MLA Style (due 3/11); Aplia Homework: Using Source Material (due 3/11)

WEEK FOUR – “The Ten Core Concepts in Action” (January 30-February 5)
- Review how the 10 Core Concepts will apply to each of your papers
- Begin considering topics for your own Argumentation Essay (what is not allowed)
- This topic will be the same for your Rhetorical Analysis, your Annotated Bibliography, and your Argumentative Essay.
DUE: Friday 2/5 (by 6:00am)
1. Read: Book pages 62-66; 67-69; 73-75; 76-77; 78-81; 81-83; 83-85; 85 (linked on Canvas)
2. Discussion 6: Book Readings (pp. 62-66; 67-69; 73-75; 76-77; 78-81; 81-83; 83-85; 85)
3. Discussion 7: Beginning Your Research
4. Begin working on Aplia Homework: Avoiding Common Problems in Style, Grammar, and Usage (due 3/11); Aplia Homework: Citing Sources Using MLA Style (due 3/11); Aplia Homework: Using Source Material (due 3/11)

WEEK FIVE – “Understanding Analytical Writing” (February 6-February 12)
- Based on topics you have chosen, begin explaining differences between each of the essays you will need to write.

DUE: Friday 2/12 (by 6:00am)
1. Read: Book pages 209-228 (linked on Canvas)
2. Read: “Let Teen-Agers Try Adulthood” by Leon Botstein
3. Discussion 8: Book Readings (pp. 209-228)
4. Discussion 9: “Let Teen-Agers Try Adulthood” by Leon Botstein
5. Begin working on Aplia Homework: Avoiding Common Problems in Style, Grammar, and Usage (due 3/11); Aplia Homework: Citing Sources Using MLA Style (due 3/11); Aplia Homework: Using Source Material (due 3/11)

WEEK SIX – “Conducting Rhetorical Analysis” (February 13-February 19)
- Videos on Researching
- Begin reviewing Rhetorical Analysis & Rubric

DUE: Friday 2/19 (by 6:00am)
1. Read: Book pages 242-257
2. Discussion 10: Book Readings (pp. 242-257)
3. Discussion 11: mini-Rhetorical Analysis Botstein
4. Begin working on Aplia Homework: Avoiding Common Problems in Style, Grammar, and Usage (due 3/11); Aplia Homework: Citing Sources Using MLA Style (due 3/11); Aplia Homework: Using Source Material (due 3/11)

WEEK SEVEN – “Conducting a Rhetorical Analysis” (February 20-February 26)
- Go over issues with mini-Rhetorical Analysis
- How to apply research to you essays properly (MLA formatting)

DUE: Friday 2/26 (by 6:00am)
1. Discussion 12: Logical Fallacies
2. Discussion 13: Introduction & 1st paragraph
3. Begin working on Aplia Homework: Avoiding Common Problems in Style, Grammar, and Usage (due 3/11); Aplia Homework: Citing Sources Using MLA Style (due 3/11); Aplia Homework: Using Source Material (due 3/11)

**WEEK EIGHT – “Conducting a Rhetorical Analysis” (February 27-March 4)**
- Based on your readings of logical fallacies and your discussion, cover how these will apply to your writing and what will be expected of you for your essays.
- Review what type of issues you may be having with the online grammar assignments (Aplia)
- Now that you have two paragraphs written for your Rhetorical Analysis, do you have questions? Are you on the right track?
- Finding Sources for your Works Cited due next week: Do you have questions/concerns?

DUE:
Friday 3/4 (by 6:00am)
1. Rhetorical Analysis Final Draft
2. Begin working on Aplia Homework: Avoiding Common Problems in Style, Grammar, and Usage (due 3/11); Aplia Homework: Citing Sources Using MLA Style (due 3/11); Aplia Homework: Using Source Material (due 3/11)

**WEEK NINE - “Works Cited” (March 5-March 11)**
- Going over Works Cited
- Going over any grammar issues you may have as we are reaching the final week when Aplia assignments are due.
- How has your research been going?

DUE:
Friday 3/11 (by 6:00am)
1. Aplia Homework: Avoiding Common Problems in Style, Grammar, and Usage
2. Aplia Homework: Citing Sources Using MLA Style
3. Aplia Homework: Using Source Material
4. Discussion 14: Works Cited

**SPRING BREAK – (March 12-March 18)**

**WEEK TEN – “Evaluating Sources & Annotated Bibliography” (March 19-March 25)**
- Annotated Bibliographies
  - Summary
  - Analysis
  - Response
- Please read links provided on Canvas
- Differences between Annotated Bib and Works Cited

DUE:
ENC 1101-79688 (Online)

Friday 3/25 (by 6:00am)
1. Working toward your Annotated Bibliography (due 4/1)

LAST DAY TO WITHDRAW - 3/25

WEEK ELEVEN - “Annotated Bibliography” (March 26-April 1)
• Still working on Annotated Bibliography
• Begin discussing your own argument essay

DUE:
Friday 4/1 (by 6:00am)
1. Read: Book pages 327-349 (linked on Canvas)
2. Annotated Bibliography
3. Discussion 15: Book Readings (pp. 327-349)

WEEK TWELVE - “Understanding Argument” (April 2-April 8)
• Discuss the readings from last week - argument
• Thesis statement for the argument versus the annotated bibliography

DUE:
Friday 4/8 (by 6:00am)
1. Read: Book pages 372-384 (linked on Canvas)
2. Discussion 16: Book Readings (pp. 372-384)
3. Discussion 17: Argument Thesis Statement

WEEK THIRTEEN - “Making Academic Arguments” (April 9-April 15)
• Discuss readings from last week and argument essay
• Begin discussing final exam

DUE:
Friday 4/15 (by 6:00am)
1. Discussion 18: Argument Introduction Paragraph

WEEK FOURTEEN - “Argument” (April 16-April 22)
• Getting ready for final exam (practice)

DUE:
Friday 4/22 (by 6:00am)
1. Final Exam (PRACTICE)

WEEK FIFTEEN - ARGUMENT (April 23-April 29)
• Review practice exam concerns
ENC 1101-79688 (Online)

• Go over argument final draft concerns

DUE:
Friday 4/29 (by 6:00am)
1. Argument Final Draft
Sunday 5/1 (by 6:00am)
1. Course Comments - This is not mandatory nor is it going to be graded.

WEEK SIXTEEN - FINAL EXAM (April 30-May3)
- Preparing for final exam

FINAL EXAM (Wednesday May 4 through Monday May 9)
We will discuss this in more detail as we near the end of the semester. Since it is an online class, we will discuss possible days for the final exam as the semester nears the end.

CHEATING/PLAGIARIZING:
• Plagiarism and cheating will not be tolerated. The course is taught in a manner that promotes independent thinking. **Anyone caught cheating or plagiarizing will earn a zero for the assignment and will earn an "F" for the course.**

SAFETY AND SECURITY:
• Students who notice situations that represent potential or real safety or security problems should notify the local campus Public Safety Office: 253-7911

REQUEST FOR ACCOMMODATIONS:
• Any student whose disability falls within the American Disabilities Act (ADA) and requires accommodations should contact the Office of Services for Students with Disabilities. The Brandon office is located in the Student Service Building Room 109. You may also reach the office by phone at (813) 253-7914. Requests for accommodations should be submitted to the instructor within the first two weeks of the course.

ACADEMIC SUCCESS CENTERS:
They are located throughout the college. **Don’t wait to get academic help.** Your instructors are available during office hours and tutorial centers offering a wide variety of tutorial services are available at each campus. Writing centers are available at the Dale Mabry and Brandon Campuses to assist students with all English and Gordon Rule assignments. However, it should be noted that these resources are not for making up for missed classes.

RECORDING OF CLASS SESSION:
A student shall not, without my express authorization, make or receive any recording, including but not limited to audio and video recordings, of any class, co-curricular meeting, organizational meeting, or meeting with me. Further, it is not permissible to post my class lectures/course materials on the web.

**RELIGIOUS OBSERVANCES:**
HCC will reasonably accommodate the religious observances, practices, and beliefs of students in its admissions, class attendance, and examination policies and work assignments. Students must notify instructors at least one week prior to a religious observance.

**EQUALITY POLICY:**
Hillsborough Community College is an equal access/equal opportunity employer that makes employment and education-related decisions without regard to race, color, gender, religion, national origin, age, disability, sexual orientation, marital status or any other bias that is or may be prohibited by laws. In addition, the college does not discriminate in employment practices or in the admission and treatment of students. HCC is committed to equitable treatment for all students and employees and to a learning and working environment free of discrimination and harassment for current as well as future students and employees. The college provides equal educational opportunities for qualified individuals with disabilities and complies with, as well as, supports the Americans with Disabilities Act. HCC’s Equity Officer ensures compliance with federal and state laws prohibiting discrimination and sexual harassment. Employees and students who believe they have been a victim of discrimination or sexual harassment should contact:

**Dr. Joan B. Holmes: Special Assistant to the President**
for Equity and Special Programs
District Administrative Offices
39 Columbia Drive, Room 718
Tampa, FL33606
Telephone: 813-253-7043
Email: jholmes16@hccfl.edu
Hillsborough Community College defines Distance Learning as the implementation of classes in which 80% or more of the instruction occurs while students are not in the presence of an instructor regardless of the delivery method. This will be accomplished through tools such as the college’s learning management system, or other mutually approved platforms. For Hybrid courses, 30-79% of the instruction is not in the presence of an instructor.

Delivery Method: Online

Course Prefix: PHI
Course Name: Ethics
Instructor Last Name: [Redacted]
Campus: Dale Mabry

Plan Origination Date: 6/21/16
Anticipated Semester Start Date: Fall 2016

Course Information (Check all that apply.)
This Development is for:
☑ An existing HCC course being offered for the first time through distance learning.
☑ A new course (recently approved by AAC) being developed for distance learning.
☑ An existing distance learning course being redesigned.
☑ A Template being developed primarily for use by Adjunct Faculty.

Will development assistance from CITT be required? ☐ Yes ☑ No
Will this course use E-text or publisher website? ☐ Yes ☑ No
Will this course use an E-Pack? ☑ Yes ☐ No
If yes, date of textbook selection process approval: 

Training
What is the chosen course platform?
Canvas
The faculty member has demonstrated proficiency and/or has completed training in the chosen platform.
☑ Yes ☐ No Date: 6/8/16

The faculty member has completed ADA accessibility training?
☑ Yes ☐ No Date: will complete over the summer

The faculty member has completed copyright training?
☑ Yes ☐ No Date:
Previous online courses taught by this faculty either at HCC or other institutions.
Course Prefix/Number/Name of course/Institution/Date (e.g. CGS 1000/Intro to Computers and Technology/Hillsborough Community College/FA 2010):

| PHI 1600/Ethics/HCC/Summer Semester A 2016 |

Support Needs
What other support will be needed from the college?
☐ Additional training through CITT beyond the LMS training.
Specify:

☐ Training from other sources (such as publishers, professional organizations, other educational institutions, etc.)
Specify:

☐ Other Support:
Specify:

☐ None

Will this course be submitted to Quality Matters for Certification? (If yes, please contact your CITT Instructional Designer for assistance.)
☐ Yes ☐ No
Compensation
The faculty member wishes to be compensated under which of the following formats?

- FUSA guidelines (for full-time faculty only. Instructor grants permission for its use by other faculty. Course templates created by full-time faculty with the intention of being given to the college shall be reviewed by administration for approval before compensation is given.)

For Director of Information Technology Use Only

Compensation Amount

Compensation Date

Compensation approved by

No compensation requested

Course Development Plan

1. Obtain approval from your Academic Dean (and possibly the Program Manager) that a distance learning or hybrid course need exists.

2. File the Application for Distance Learning Course and the Distance Learning/Hybrid course Development Plan with the Director of Instructional Technology.

3. VP of Academic Affairs approves course development compensation, if requested.

4. Research available resources (such as CITI Instructional Designer, HCC instructors, other institutions, publishers, professional conferences) to utilize for course development.

5. When appropriate, adopt E-packs using the same procedures as textbook selection.

6. Consult with CITI LMS Administrator for technology support and compatibility requirements of E-packs, E-texts, and Platforms.

7. Choose platform for course delivery and consult with CITI LMS Administrator regarding system requirements.

8. Receive certification through CITI Instructional Designer or designated Faculty Trainer as having demonstrated proficiency in course delivery platform and course software, if applicable.

9. Develop course syllabus/schedule/assignments which address all course performance objectives and learning outcomes.

10. Academic Dean or Program Manager conducts a review of the completed course.

11. Academic Dean schedules course.

*Note: Any brand new HCC course must first be approved through the Cluster and Academic Affairs Committee new course proposal process.
I do hereby validate my signature above.

Adjunct faculty course developers are required to have discipline area (or near discipline area) full-time faculty collaboration and distance learning faculty collaboration.

Faculty Member in the Discipline with distance learning experience (If required):  

OR

Faculty Member in the Discipline (If required):  
AND

Faculty Member with distance learning experience (If required):  

OR

Faculty member in the discipline:  
AND

CITT Staff Member with distance learning experience (If required):  

Supervising Dean:  

Lead Instructional Designer:  

Director of Instructional Technology:  

V.P. of Academic Affairs approves compensation terms:  

Supervising Dean: I confirm that I have reviewed the course. The course outcomes are appropriate for the course. The course content aligns with the outcomes.

This will email all parties involved to request their signatures. Please make sure the form is complete before submitting.
**Course Sharing** *(for courses owned by HCC)*

For Director of Information Technology or Academic Dean Use Only  
This course has been shared with the following instructors to be used for HCC purposes only.

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**Course Review and Revision**

All hybrid and online courses will be reviewed and revised every five years as needed.

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Course Intended Outcomes Form

Course Number: PHI 1600
Course Title: Ethics
Initiator(s) of Course Intended Outcomes: Shawn McKinney and Steve Wall Date: 2/9/2015
Signature(s): 
Cluster Two (2) Date of Cluster Approval: 8/13/15
Typed Name and Signature of Cluster Chair: Travis Meek

Course Outcomes: (Six to ten specific intended outcomes are requested.)
Upon completion of the course the student should be able to:

1. The student will demonstrate familiarity with selected major ethical theories, e.g., hedonism or utilitarianism.
2. The student will recognize competing ethical judgments present within a diverse society.
3. The student will recognize major classical and modern philosophers and appraise their views, e.g., Plato, Aristotle, Kant, Mill.
4. The student will analyze and evaluate ethical judgments different from his or her own.
5. The student will identify and assess contemporary issues in applied ethics, e.g., war, education, government ethics, business ethics, bio-medical ethics, the treatment of animals.
6. The student will describe, differentiate, and judge consequentialist, deontological, and virtue-based ethical theories.
7. The student will criticize, construct, and compare reasonable arguments regarding a contemporary moral issue.
1. Course Description

PHI 1600 covers several major ethical theories in philosophy and their applications, including contemporary issues.

2. Course Outcomes

Upon completion of the course the student should be able to:

1. The student will demonstrate familiarity with selected major ethical theories, e.g., hedonism or utilitarianism.
2. The student will recognize competing ethical judgments present within a diverse society.
3. The student will recognize major classical and modern philosophers and appraise their views, e.g., Plato, Aristotle, Kant, Mill.
4. The student will analyze and evaluate ethical judgments different from his or her own.
5. The student will identify and assess contemporary issues in applied ethics, e.g., war, education, government ethics, business ethics, bio-medical ethics, the treatment of animals.
6. The student will describe, differentiate, and judge consequentialist, deontological, and virtue-based ethical theories.

7. The student will criticize, construct, and compare reasonable arguments regarding a contemporary moral issue.

3. Text Book and Reading Assignments

Text Books


These texts are available for purchase at the HCC bookstore and online.

There will be several supplementary reading assignments posted on Canvas. To access them, you will need to visit the “Files” link located on the Canvas menu.

4. Student Assessment

A. Reading Quizzes

Each scheduled reading assignment will be accompanied by a corresponding reading quiz (posted on Canvas), to be completed by the end of the day for which the reading has been assigned.

For instance, the readings assigned for Monday, May 23rd are *Fundamentals of Ethics* pp. 63-75 and Plato’s “Euthyphro” (posted on Canvas).

*By the end of the day* on Monday, May 23rd, you must log on to Canvas to take the reading quiz for these assignments. If you submit a quiz late, you will lose points.

Each quiz will consist of questions drawn from the relevant reading assignment. The questions will be true/false, multiple choice, and fill-in-the-blank.

The percentage of quiz points you obtain will determine your cumulative quiz grade. Your cumulative quiz grade is worth *thirty percent* of your final grade.

Please Note: Since the course is entirely online, I cannot (absent *very* exceptional circumstances) provide students with opportunities to make-up quizzes that are not completed during the specified time period.
B. Discussion Participation

Students are required to respond to four different discussion board prompts.

Beginning in week two, I will post discussion prompts to the Canvas discussion board each Wednesday. In these posts, I will pose a question about (or present some thoughts on) the readings assigned earlier in the week. You will then produce a response, either to my initial prompt OR to a response posted by another member of the class.

Each discussion prompt will be “open” for one week (until the next one is posted), which gives you a seven day window of opportunity to produce and post your responses.

Each of your four discussion posts will be worth ten points. They will be graded pass/fail. As long as you make a genuine, good faith contribution to the discussion your posts will receive passing grades.

Merely stating that you agree with someone’s point is not a genuine contribution. Explaining why you agree (or disagree) with someone’s point is a genuine contribution.

Discussion posts must follow standard spelling and grammatical conventions. I won’t be deducting points for every little spelling/grammatical error. We all make errors from time to time. Nevertheless, if any of your posts contain more than five spelling/grammatical errors you will receiving a failing grade on it.

Your cumulative discussion grade is worth ten percent of your final grade.

Note: There will be no discussion board prompts posted during week one or week six.

Note: You have the opportunity to earn extra credit by making discussion posts in excess of the four that are required. For each discussion prompt, you have the opportunity to continue the conversation by making follow up posts. You follow up posts can be written in response to any point made in the unfolding discussion. They can be addressed to me or to one of your classmates. All discussion posts beyond the four required posts will be worth one extra credit point. You can earn up to four extra credit points on each of the individual Wednesday discussion threads.

Note: Extra credit points will be added to your stock of discussion post points. If you exceed one hundred percent of the discussion points, these points will roll over to your cumulative course grade.
C. Essays

Students are required to produce three 500-1000 word analytical essays.

The first essay will be due at the end of week two (5/28), the second essay will due at the end of week four (6/11), and the third essay will be due at the end of week six (6/25).

Each essay will be worth twenty-five points and will be graded high pass, pass, or fail.

Those who receive a grade of high pass will receive all 25 points. Those who receive a grade of pass will receive 17 points. Those who fail will receive no points.

Your cumulative essay grade is worth thirty percent of your final grade.

All additional information about the essays can be found on the prompts, which are posted on Canvas in the files section of the course webpage.

D. Final Exam

At the conclusion of the course, students will complete a cumulative final examination.

The exam will consist of approximately 35 multiple choice, true/false, and fill-in-the-blank questions. It will be administered through Canvas.

The final will become available on June 22nd.

A study guide for the exam will at the beginning of week six.

The final exam grade is worth thirty percent of your final grade.

5. Course Policies

A. Grading

The following scale will be used to assign all of the letter grades for the course, including the final grade:

A: 90-100
A-: 85-90
B+: 80-84
It is your responsibility to remain current with respect to your standing in the course. You should check your progress on Canvas regularly. If you have questions or concerns about any of your graded work you should e-mail your instructor.

B. Academic Misconduct

There will be no tolerance for plagiarism or other forms of academic misconduct. If you are found to have plagiarized or cheated on an assignment you will fail the assignment and may fail the course.

Please keep in mind that plagiarism includes both word for word copying of another’s work and the use of original ideas or research without proper attribution. For example, suppose you write a paper on a passage from Plato’s Republic and you put forward an interpretation of that passage first advanced by Professor Susan Jones. If you do not cite Professor Jones, the reader is left to think that you are presenting her interpretation as your own original work. That is unacceptable.

Please note: You will be required to submit your written work to Turn It In, a plagiarism detection program. It is virtually impossible for you to fool this program. For this reason, you have no incentive to plagiarize. You will be discovered and penalized.

C. Late Work

For each day that a writing assignment is overdue, your grade will be reduced by five points. Thus, if you earn a high pass (worth 25 points) but submit your work one day late, you will receive only 20 points.

As a general rule, I do not give extensions. I will only consider giving you an extension if you find yourself in truly exceptional circumstances, e.g., you have lost power as the result of a hurricane, you have been hospitalized as the result of a serious injury, and so forth.

D. Appointments

Although I do not have on-campus office hours over the summer, I will gladly meet with students in person. I am also available to discuss course content via Skype. If you would like to
have a meeting—in person or on Skype—about your progress in the course, please e-mail me to set one up.

F. Accommodations for Students with Disabilities

If, to participate in this course, you require an accommodation due to a physical or learning impairment, you must contact the Office of Services to Students with Disabilities. The office is located in the Student Services Building, Room 102. You may also reach the officer by telephone at (813) 259-6035.

G. Incomplete Work

Students who intend to take a temporary grade of Incomplete must contact me well before the end of the semester. In order to receive an incomplete you must (1) have been making satisfactory progress in the course up to that point at which an incomplete is requested and (2) be unable to complete the remainder of the required coursework for reasons beyond your control. Since this last condition is ambiguous, if you’re thinking of requesting an incomplete it’s important that you contact me promptly so we can discuss your reasons for doing so.

H. Class Decorum

Students do not have permission to post course content on websites unrelated to the administration of the course itself.

Students are required to be respectful of others’ ideas, feelings, and contributions in discussion threads. A single instance of disrespectful conduct in the discussion threads will lead to a loss of participation points and, depending on the severity of the offense, may lead to further penalties. Multiple instances of disrespectful conduct in discussion threads will lead to expulsion from the course.

6. Reading Schedule

All of the readings for the course that are not found in one of the Shafer-Landau texts will be posted on Canvas in PDF form, as indicated on the reading schedule below.

Please note: this reading schedule is tentative. Your instructor reserves the right to make minor changes throughout the course of the semester. Any changes will be announced in class and via Canvas.

Week One (5/16)

M: Introduction to the Course — review syllabus and watch introductory videos
T: Ethics and Philosophical Reasoning — Fundamentals pp. 1-17

Th: Value Theory (Hedonism) — Fundamentals pp. 23-43; Epicurus, “Letter to Menoceus” in Ethical Life

Fri: Value Theory (Desire Satisfaction) — Fundamentals pp. 44-58; Kazez, “Necessities” in Ethical Life

Week Two (5/23)

M: Normative Ethics (Divine Command Theory) — Fundamentals pp. 63-75; Plato, “Euthyphro” (posted on Canvas)

Tu: Normative Ethics (Natural Law Theory) — Fundamentals pp. 76-90; Aquinas “On Natural Law” (posted on Canvas)

Th: Normative Ethics (Psychological Egoism) — Fundamentals pp. 91-105; Plato, “The Ring of Gyges” in Ethical Life

Fri: Normative Ethics (Ethical Egoism) — Fundamentals pp. 106-118

Week Three (5/30)

M: Normative Ethics (Consequentialism) — Fundamentals pp. 119-137; Mill, “Utilitarianism” in Ethical Life

Tu: Normative Ethics (Consequentialism continued) — Fundamentals pp. 138-158

Th: Normative Ethics (Kantian Deontology) — Fundamentals pp. 159-172; Kant, “The Good Will and the Categorical Imperative” in Ethical Life

Fri: Normative Ethics (Kantian Deontology continued) — Fundamentals pp. 173-191

Week Four (6/6)


Tu: Normative Ethics (Pluralism) — Fundamentals pp. 159-172; Ross, “What Makes Acts Right” in Ethical Life

Th: Normative Ethics (Virtue Ethics) — Fundamentals pp. 159-172; Aristotle, “Nicomachean Ethics” in Ethical Life

Fri: Meta-Ethics (Relativism) — Fundamentals pp. 291-307; Gensler, “Cultural Relativism” in Ethical Life
Week Five (6/13)


Th: Applied Ethics (Global Poverty) — Singer, “The Singer Solution to World Poverty” in *Ethical Life*; Narveson, “Feeding the Hungry” in *Ethical Life*

Fri: Applied Ethics (Capital Punishment) — Primoratz, “Justifying Legal Punishment” in *Ethical Life*; Nathanson, “Any Eye for an Eye?” in *Ethical Life*

Week Six (6/20)

M: Applied Ethics (Terrorism and Torture) — Walzer, “Terrorism—A Critique of Excuses” in *Ethical Life*; Dershowitz, “Should the Ticking Time Bomb Terrorist be Tortured?” in *Ethical Life*


Th: Review Study Guide!

Fri: Complete Final Exam

THE FINAL EXAM WILL BE POSTED ON WEDNESDAY, JUNE 22nd. IT MUST BE COMPLETED BY THE END OF THE DAY ON JUNE 24th.
Hillsborough Community College defines Distance Learning as the implementation of classes in which 80% or more of the instruction occurs while students are not in the presence of an instructor regardless of the delivery method. This will be accomplished through tools such as the college's learning management system, or other mutually approved platforms. For Hybrid courses, 30-79% of the instruction is not in the presence of an instructor.

Delivery Method: Online

Course Prefix: PHI  Course Number: 1010

Course Name: Introduction to Philosophy

Instructor Last Name: 

Department: Humanities

Campus: Dale Mabry

Plan Origination Date: 6/21/16  Anticipated Semester Start Date: Spring 2017

Course Information_(Check all that apply.)

This Development is for:

- [x] An existing HCC course being offered for the first time through distance learning.
- [ ] A new course (recently approved by AAC) being developed for distance learning.
- [ ] An existing distance learning course being redesigned.
- [ ] A Template being developed primarily for use by Adjunct Faculty.

Will development assistance from CITT be required? [ ] Yes [x] No

Will this course use E-text or publisher website? [ ] Yes [x] No

Will this course use an E-Pack? [ ] Yes [x] No

If yes, date of textbook selection process approval: 

Training

What is the chosen course platform?

[ ] Canvas

The faculty member has demonstrated proficiency and/or has completed training in the chosen platform.

[ ] Yes [ ] No  Date: 6/8/16

The faculty member has completed ADA accessibility training?

[ ] Yes [ ] No  Date: will complete over the summer

The faculty member has completed copyright training?

[ ] Yes [ ] No  Date:
Previous online courses taught by this faculty either at HCC or other institutions. 
Course Prefix/Number/Name of course/Institution/Date (e.g. CGS 1000/Intro to Computers and Technology/ 
Hillsborough Community College/FA 2010):

| PHI 1600/Ethics/HCC/Summer Semester A 2016 |

Support Needs
What other support will be needed from the college?
☐ Additional training through CITT beyond the LMS training.
Specify:

☐ Training from other sources (such as publishers, professional organizations, other educational institutions, etc.)
Specify:

☐ Other Support:
Specify:

☐ None

Will this course be submitted to Quality Matters for Certification? (If yes, please contact your CITT Instructional Designer for assistance.)
☐ Yes ☐ No
Compensation
The faculty member wishes to be compensated under which of the following formats?

☐ FUSA guidelines (for full-time faculty only. Instructor grants permission for its use by other faculty. Course templates created by full-time faculty with the intention of being given to the college shall be reviewed by administration for approval before compensation is given.)

For Director of Information Technology Use Only

Compensation Amount

Compensation Date

Compensation approved by

☐ No compensation requested

Course Development Plan

1. ☐ Obtain approval from your Academic Dean (and possibly the Program Manager) that a distance learning or hybrid course need exists.

2. ☐ File the Application for Distance Learning Course and the Distance Learning/Hybrid course Development Plan with the Director of Instructional Technology.

3. ☐ VP of Academic Affairs approves course development compensation, if requested.

4. ☐ Research available resources (such as CITT Instructional Designer, HCC instructors, other institutions, publishers, professional conferences) to utilize for course development.

5. ☐ When appropriate, adopt E-packs using the same procedures as textbook selection.

6. ☐ Consult with CITT LMS Administrator for technology support and compatibility requirements of E-packs, E-texts, and Platforms.

7. ☐ Choose platform for course delivery and consult with CITT LMS Administrator regarding system requirements.

8. ☐ Receive certification through CITT Instructional Designer or designated Faculty Trainer as having demonstrated proficiency in course delivery platform and course software, if applicable.

9. ☐ Develop course syllabus/schedule/assignments which address all course performance objectives and learning outcomes.

10. ☐ Academic Dean or Program Manager conducts a review of the completed course.

11. Academic Dean schedules course.

*Note: Any brand new HCC course must first be approved through the Cluster and Academic Affairs Committee new course proposal process.
I do hereby validate my signature above.

OR

Faculty Member in the Discipline (If required):
AND
Faculty Member with distance learning experience (If required):

OR

Faculty member in the discipline:
AND
CITT Staff Member with distance learning experience (If required):

Supervising Dean: Mary Bendickson
Lead Instructional Designer:
Director of Instructional Technology:

V.P. of Academic Affairs approves compensation terms:

Supervising Dean: I confirm that I have reviewed the course. The course outcomes are appropriate for the course. The course content aligns with the outcomes.

This will email all parties involved to request their signatures. Please make sure the form is complete before submitting.
Course Sharing (for courses owned by HCC)

For Director of Information Technology or Academic Dean Use Only
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Course Review and Revision
All hybrid and online courses will be reviewed and revised every five years as needed.

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Course Intended Outcomes Form

Course Number: PHI 1010
Course Title: Introduction to Philosophy
Initiator(s) of Course Intended Outcomes: Shawn McKinney and Steve Wall Date: 2/9/2015
Signature(s): 

Cluster Two (2)
Typed Name and Signature of Cluster Chair: Travis Meek

Date of Cluster Approval: 8/13/15

Course Outcomes: (Six to ten specific intended outcomes are requested.)
Upon completion of the course the student should be able to:

1. The student will identify major areas of philosophical inquiry, e.g., metaphysics, epistemology, logic, aesthetics, political philosophy.
2. The student will identify and explain the relation of philosophy to other disciplines, and their relation to each other, e.g., mathematics, natural sciences, social sciences, humanities.
3. The student will identify and assess selected philosophical problems in metaphysics, e.g., the existence of god, the existence of free will.
4. The student will identify and assess selected philosophical problems in epistemology, e.g., is knowledge possible, empiricism vs. rationalism.
5. The student will recognize and employ selected philosophical concepts in logic, e.g., the nature of contradiction, fallacious reasoning.
6. The student will analyze and evaluate selected philosophical problems in value theory (moral philosophy, aesthetics, social and political philosophy, philosophy of religion, and feminist philosophy).
7. The student will recognize major classical and modern philosophers and appraise their views, e.g., Plato, Kant, Schopenhauer.
8. The student will analyze and evaluate belief systems and attitudes different from her or his own.
9. The student will describe, differentiate, and compare non-western and alternative philosophies.
1. Course Description

PHI 1010 introduces the study of our human capacity to reflect consciously and critically on our experience and our routines. It also introduces several basic concepts in philosophy such as the idea of being, the nature and criteria of knowledge claims, ethical foundations, free will, the existence of God, and methods of philosophical inquiry with selected applications to practice.

2. Course Outcomes

Upon completion of the course:

1. The student will identify major areas of philosophical inquiry, e.g., metaphysics, epistemology, logic, aesthetics, political philosophy.

2. The student will identify and explain the relation of philosophy to other disciplines, and their relation to each other, e.g., mathematics, natural sciences, social sciences, humanities.

3. The student will identify and assess selected philosophical problems in metaphysics, e.g., the existence of god, the existence of free will.

4. The student will identify and assess selected philosophical problems in epistemology, e.g., is knowledge possible, empiricism vs. rationalism.
5. The student will recognize and employ selected philosophical concepts in logic, e.g., the nature of contradiction, fallacious reasoning.

6. The student will analyze and evaluate selected philosophical problems in value theory (moral philosophy, aesthetics, social and political philosophy, and philosophy of religion).

7. The student will recognize major classical and modern philosophers and appraise their views, e.g., Plato, Descartes, Kant.

8. The student will analyze and evaluate belief systems and attitudes different from her or his own.

9. The student will describe, differentiate, and compare non-western and alternative philosophies.

3. Text Book and Reading Assignments


The textbook is available for purchase at the HCC bookstore and via online retailers. You must obtain the textbook to succeed in the course.

There will be several supplementary reading assignments posted on Canvas. To access them, you will need to visit the “Files” link located on the Canvas menu.

4. Student Assessment

A. Reading Quizzes

Each scheduled reading assignment will be accompanied by a corresponding reading quiz (posted on Canvas), to be completed by the end of the day for which the reading has been assigned.

For instance, the readings assigned for Tuesday, January 10th are the course syllabus and Martin Luther King’s “Letter from Birmingham Jail.”

*By the end of the day* on Tuesday, January 10th, you must log on to Canvas to take the reading quiz for these assignments.

If you submit a quiz a day late, you will lose half the points you have earned. If you submit a quiz more than one day late, you will receive a zero,
Each quiz will consist of questions drawn from the relevant reading assignment. The questions will be true/false, multiple choice, and fill-in-the-blank.

The percentage of quiz points you obtain will determine your cumulative quiz grade. Your cumulative quiz grade is worth **thirty percent** of your final grade.

**B. Discussion Participation**

Students are required to respond to **six different** discussion board prompts.

From week two until week thirteen, I will post discussion prompts to the Canvas discussion board every other Wednesday. In these posts, I will pose a question about (or present some thoughts on) some aspect of the readings assigned over the past week. You will then produce a response, either to my initial prompt **OR** to a response posted by another member of the class.

Each discussion prompt will be “open” for one week (until the next one is posted), which gives you a seven day window of opportunity to produce and post your responses.

Each of your six discussion posts will be worth ten points. They will be graded pass/fail. As long as you make a genuine, good faith contribution to the discussion your posts will receive a passing grade.

Merely stating that you agree with someone’s point **is not** a genuine contribution. *Explaining why* you agree (or disagree) with someone’s point **is** a genuine contribution.

Discussion posts must follow standard spelling and grammatical conventions. I won’t be deducting points for minor spelling or grammatical errors. Indeed, we all make such errors on occasion. Nevertheless, if any of your posts contain more than **five** spelling or grammatical errors you will not receive credit for them.

Your cumulative discussion participation grade is worth **ten percent** of your final grade.

**Note:** You have the opportunity to earn extra credit by making discussion posts in excess of the six that are required. For each discussion prompt, you have the opportunity to continue the conversation by making follow up posts. Your follow up posts can be written in response to any point made in the ensuing discussion. They can be addressed to me or to one of your classmates. All discussion posts beyond the four required posts will be worth **one extra credit point**. You can earn up to **four** extra credit points on each individual discussion thread.
Note: Extra credit points will be added to your aggregate stock of discussion post points. If you exceed one hundred percent of the discussion points, these points will roll over to your cumulative course grade.

C. Essays

Students are required to produce three (roughly) 800 word analytical essays.

The first essay will be due at the end of week five (2/10), the second will be due at the end of week nine (3/10), and the third will be due at the end of week fifteen (4/21).

Each essay will be worth twenty-five points and will be graded high pass, pass, or fail.

Those who receive a grade of high pass will receive all 25 points.

Those who receive a grade of pass will receive 17 points.

Those who fail will receive no points.

Your cumulative essay grade is worth thirty percent of your final grade.

All additional information about the essays can be found on the prompt sheet. The prompt sheet has been posted in the files section of the course Canvas page.

Note: The Gordon Rule (Florida State Rule 6A-10.030) requires that degree-seeking students who matriculate at state sponsored postsecondary institutions complete six credit hours of English coursework and six credit hours of additional writing intensive coursework. Philosophy 1010 fulfills a general education requirement (i.e., it counts as “additional writing intensive course work”) and is thus subject to the Gordon Rule. Students who do not complete the assigned essays will not satisfy the Gordon Rule and, as a result, will fail the course.

D. Final Exam

At the conclusion of the course, students will complete a cumulative final examination.

The exam will consist of (approximately) 35 multiple choice, true/false, and fill-in-the-blank questions. It will be administered through Canvas.

The final will become available on Wednesday, May 3rd.
A study guide for the exam will be posted at the beginning of week fourteen.

The final exam grade is worth **thirty percent** of your final grade.

5. Course Policies

A. Grading

The following scale will be used to assign **all** of the letter grades for the course, including the final grade:

- **A**: 90-100
- **A-**: 85-90
- **B+**: 80-84
- **B**: 75-79
- **B-**: 70-74
- **C+**: 65-69
- **C**: 55-64
- **D**: 40-54
- **F**: 0-39

It is your responsibility to remain current with respect to your standing in the course. You should check your progress on Canvas regularly. If you have questions or concerns about any of your graded work you should e-mail your instructor.

B. Academic Misconduct

There will be no tolerance for plagiarism or other forms of academic misconduct. If you are found to have plagiarized or cheated on an assignment **you will fail the assignment and may fail the course**.

Please keep in mind that plagiarism includes **both** word for word copying of another’s work and the use of *original ideas or research* without proper attribution. For example, suppose you write a paper on a passage from Plato’s *Republic* and you put forward an interpretation of that passage first advanced by Professor Susan Jones. If you do not cite Professor Jones, then the reader is left to think that you are presenting her interpretation as your own original work. That is unacceptable.

**Please note:** You will be required to submit your written work to Turn It In, a plagiarism detection program. It is virtually impossible for you to fool this program. For this reason, you have **no incentive** to plagiarize. You will be discovered and penalized.
C. Late Work

For each day that a writing assignment is overdue, your grade will be reduced by five points. Thus, if you earn a high pass (worth 25 points) but submit your work one day late, then you will receive only 20 points.

As a general rule, I do not give extensions. I will only consider giving you an extension if your inability to complete your work on time results from a truly exceptional confluence of circumstances, e.g., you lose power for several days in the aftermath of a hurricane, you are hospitalized due to a serious injury, etc.

D. Appointments

I will gladly meet with students on campus during my posted office hours. I am also available to discuss course content via Skype. If you would like to have a meeting—in person or on Skype—about your progress in the course, please e-mail me to set one up.

F. Accommodations for Students with Disabilities

If, to participate in this course, you require an accommodation due to a physical or learning impairment, you must contact the Office of Services to Students with Disabilities. The office is located in the Student Services Building, Room 102. You may also reach the officer by telephone at (813) 259-6035.

G. Incomplete Work

Students who intend to take a temporary grade of Incomplete must contact me well before the end of the semester. In order to receive an incomplete you must (1) have been making satisfactory progress in the course up to that point at which an incomplete is requested and (2) be unable to complete the remainder of the required coursework for reasons beyond your control. Since this last condition is ambiguous, if you're thinking of requesting an incomplete it's important that you contact me promptly so we can discuss your reasons for doing so.

H. Class Decorum

Students do not have permission to post course content on websites unrelated to the administration of the course itself.

Students are required to be respectful of others’ ideas, feelings, and contributions in discussion threads. A single instance of disrespectful conduct in the discussion threads will lead to a loss of participation points and, depending on the severity of the offense, may lead to further penalties.
Multiple instances of disrespectful conduct in discussion threads will lead to expulsion from the course.

6. Reading Schedule

All of the readings for the course that are not found in one of the Shafer-Landau texts will be posted on Canvas in PDF form, as indicated on the reading schedule below.

Please note: This reading schedule is tentative. Your instructor reserves the right to make minor changes throughout the course of the semester. Any changes will be announced in advance on Canvas.

Week One (1/9)

Introduction to the Course
Tu: Syllabus; King, “Letter from a Birmingham Jail” (posted on Canvas)
Th: Melchert Chapter 1

Week Two (1/16)

Early Greek Philosophy: Mythos to Logos
Tu: Melchert Chapter 2
Th: Aristotle, excerpts from Physics on Zeno’s paradoxes (posted on Canvas)

Week Three (1/23)

Socrates and the Sophists
Tu: Melchert Chapter 3
Th: Plato, Euthyphro (pp. 73-81 in Melchert text)

Week Four (1/30)

Socrates on Trial
Tu: Chapter 4
Th: Melchert, Chapter 5 pp. 81-104 & pp. 115-117

Week Five (2/6)

The Death of Socrates
Tu: Plato, Crito (pp. 105-112 in Melchert text)
Th: Plato, Phaedo (posted on Canvas)

Week Six (2/13)

Plato on Knowledge and the Good
Tu: Melchert, Chapter 6 pp. 118-134 & 141-152
Th: Plato, excerpts from *the Republic* (posted on Canvas)

**Week Seven (2/20)**

**Aristotle on Logic and Nature**
- Tu: Melchert, Chapter 6 pp. 152-154 & Chapter 7 pp. 155-183
- Th: Aristotle, excerpts from *Nicomachean Ethics* (posted on Canvas)

**Week Eight (2/27)**

**Hellenistic Philosophy: Epicurus & the Stoics**
- Tu: Chapter 8 pp. 197-215
- Th: Epicurus, “Letter to Menoeceus” (posted on Canvas)

**Week Nine (3/6)**

**Early Medieval Philosophy: Augustine and Anselm**
- Tu: Melchert, Chapter 9 pp. 217-225 & Chapter 10 pp.226-258
- Th: Anselm, “The Ontological Argument” (posted on Canvas)

**Week Ten (3/13)**

**OFF FOR SPRING BREAK**

**Week Eleven (3/20)**

**Faith & Reason: Aquinas**
- Tu: Melchert, Chapter 11 pp. 259-287
- Th: Aquinas, “The Five Ways” (posted on Canvas)

**Week Twelve (3/27)**

**Renaissance, Reformation, and Revolution**
- Tu: Melchert, Chapter 11 pp. 287-290 & Chapter 12 pp. 292-313
- Th: Hobbes, excerpts from *Leviathan* (posted on Canvas)

**Week Thirteen (4/3)**

**Early Modern Rationalism: Descartes**
- Tu: Melchert Chapter 13 pp. 314-355
- Th: G. E. Moore, “Proof of an External World” (posted on Canvas)

**Week Fourteen (4/10)**

**British Empiricism: Locke and Berkeley**
- Tu: Melchert Chapter 14 pp. 356-392
- Th: Berkeley, excerpts from *Three Dialogues* (posted on Canvas)
Week Fifteen (4/17)

Skepticism: Hume
Tu: Melchert, Chapter 15 pp. 393-421
Th: Hume, "Of Miracles" (posted on Canvas)

Week Sixteen (4/24)

The Synthetic A Priori: Kant
Tu: Melchert, Chapter 16 pp. 422-455
Th: Kant, "The Categorical Imperative" (posted on Canvas)

Week Seventeen (5/1)

Exam Week

THE FINAL EXAM WILL BE POSTED ON WEDNESDAY, May 3rd. IT MUST BE COMPLETED BY THE END OF THE DAY ON MONDAY, May 8th.