

**Course Number:** HUM 2730

**Course Title:** Introduction to Philosophy

**Course Description:**

This course introduces the major philosophic orientations, emphasizing intellectual systems from Classical Greece through the 20th century.

**Prerequisites:** ENG1272.

**Credit hours:** 3

**Learning Outcomes:**

Upon the successful completion of this course, students will be able to:

1. Define the terms and concepts basic to the study of philosophy.
2. Classify and describe the sub-disciplines of philosophy.
3. Recognize deductive and inductive arguments.
4. Examine a philosophical passage or brief text in terms of vocabulary and the argument it gives.
5. Evaluate the Socratic dictum: "The unexamined life is not worth living."
6. Construct a brief philosophical argument.

# Indiana Tech

## College of Professional Studies

### HUM 2730 Introduction to Philosophy

#### Online Syllabus Course Content

##### **Instructor Information**

Please see Professor Profile at the Blackboard instructional site.

##### **Course Schedule**

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

##### **Online Course Policies**

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

##### **Textbook**

Rauhut, N. C., & Bass, R. H. (Eds.). (2010). *Readings on the ultimate questions: An introduction to philosophy* (3<sup>rd</sup> ed.). Boston, MA: Prentice Hall.

##### **Grading Events & Grading Criteria**

**Unless otherwise specified, all assignments must be submitted via Blackboard**

- **Assignments**
  - Course Preparation Quiz: 1 @ 15 pts. = 15 points
  - Question Sets: 5 @ 100 pts. = 500 points
  - Discussion Assignments: 5 @ 20 pts. = 100 points (each discussion is 2 parts, 10 points each for a total of 20 points per discussion assignment)
- **Total Points Possible = 615**

##### **Discussions**

Each Discussion question will be two parts, your initial post and response posts to other students. Please review the course schedule for specific due dates and specific material which should be covered for each discussion assignment.

##### **Discussion questions, part 1**

Please answer the assigned discussion questions. Please answer these questions in a paragraph or two.

**Discussion questions, part 2**

Please respond to two other student’s post. Please ask a critical question, include additional material, or provide a substantive argument in your response. The goal is to advance the discussion.

**Grading Rubric for Discussion Questions**

	18-20	16-17	14-15	13-0
<b>Main Post</b>	The author asks an interesting or challenging question about the material which demonstrates effective reasoned reflection. The question adds a unique and relevant contribution to the discussion.	The author asks an interesting or challenging question about the material which demonstrates above average reasoned reflection. The question adds substance to the discussion.	The author asks a question about the material which demonstrates average reasoned reflection. The question advances the discussion a little bit.	The author asks a question which does not demonstrate average reasoned reflection. The question does not add substance to the discussion.
<b>Response Post</b>	The author asks an insightful critical question, provides a strong a critical analysis or includes external research in a response to another student’s post. The response adds substantially to the quality of the discussion.	The author asks a good and relevant critical question, provides a strong a critical analysis or includes external research in a response to another student’s post. The response adds to the quality of the discussion.	The author asks a fair and relevant critical question, provides a strong a critical analysis or includes external research in a response to another student’s post. The response slightly adds to the quality of the discussion.	The author simply agrees or disagrees with a post. Their response does add to the quality of the discussion.
<b>Writing</b>	The submission is well written and well organized. There are virtually no spelling and grammatical errors.	The submission is fairly well written and well organized. There are a few spelling and grammatical errors.	The submission is well written in parts. There are several spelling and grammatical errors.	The submission is not well written and not well organized. There are several spelling and grammatical errors.

## Grading Rubric for Question Set Essays

Criteria	90-100	80-89	70-79	69-0
<b>Content</b>	The paper demonstrates strong evidence of reasoned reflection. The author demonstrates a strong ability to analyze and evaluate the material. This paper meets the minimum word length requirements.	The paper demonstrates above average evidence of reasoned reflection. The author demonstrates an above average ability to analyze and evaluate the material. This paper is at least 850 words.	The paper demonstrates some evidence of reasoned reflection, though not at all times. Through some of the paper, the author demonstrates the ability to analyze and evaluate the material. This paper is at least 800 words.	The paper is off topic. The paper does not demonstrate serious reasoned reflection.  The author does not demonstrate the ability to analyze and evaluate the material. This paper is well below the minimum word length requirements.
<b>Text</b>	The author demonstrates a strong understanding of the material.	The author demonstrates an above average understanding of the material.	The author demonstrates an understanding of the material.	The author does not always demonstrate an understanding of the material.
<b>Writing</b>	The paper is well written and well organized. There are virtually no spelling and grammatical errors.	The paper is fairly well written and well organized. There are a few spelling and grammatical errors.	The paper is well written in parts. There are several spelling and grammatical errors.	The paper is not well written and not well organized. There are several spelling and grammatical errors.

### Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

## Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

## Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
  - in good academic standing – up to date on all of the course assignments and has at least an overall passing grade,
  - able to complete all of the remaining coursework within a session (5 weeks for an undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
  - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated university authority.

## Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are **REQUIRED** to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor

from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to [OnlineSupport@IndianaTech.edu](mailto:OnlineSupport@IndianaTech.edu) with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.