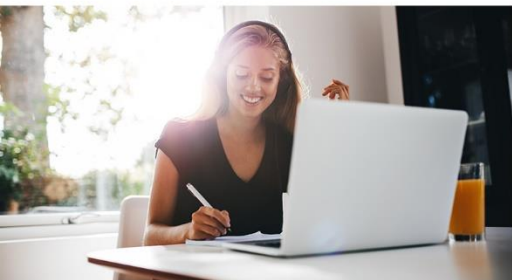
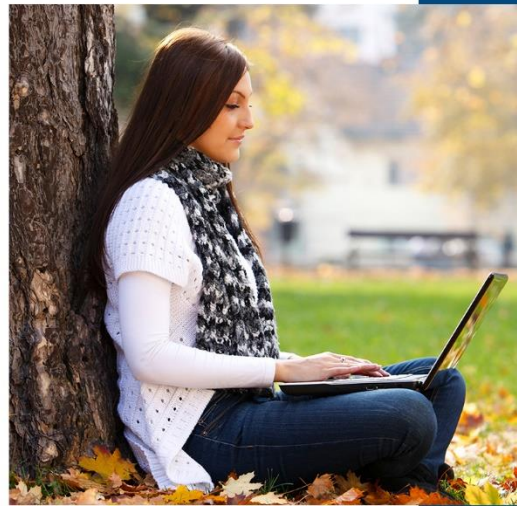
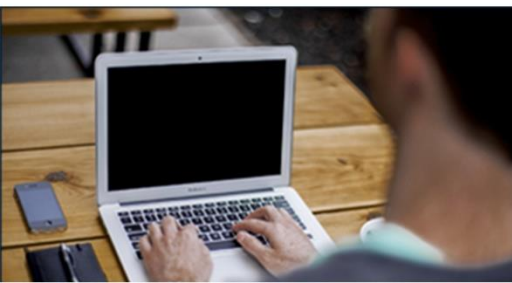




School of
Distance Education
Andrews University

SYLLABUS



PHIL 224 Introduction to Philosophy
Spring 2024

PHIL 224 Introduction to Philosophy

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

An introduction to basic philosophical issues, including the relationship of faith and reason, epistemology, the mind-body problem, determinism and free will, and ethics.

Required Text/Material

Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Smith, Nathan, et al, ed. (2022). *Introduction to Philosophy by OpenStax*, XanEdu Publishing Inc. (2022) ISBN: 9781711470788 (<https://openstax.org/details/books/introduction-philosophy>) available in course space as well.

Smith, Jamie K.A. (2019). *On the road with St. Augustine: A real-world spirituality for restless hearts*. Brazos Press. <https://ebookcentral.proquest.com/lib/andrews-ebooks/detail.action?docID=5916046>

The Bible. Any version. <https://www.biblegateway.com/>

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

- Readings: 3 hours
- Lectures: 1 hour
- Interactive Discussions: 1 hour
- Quizzes: 1 hour
- Weekly work on Final Paper: 1 hour
- Studying for Upcoming Exams: 1 hour

Institutional Outcomes

Andrews University undergraduate students will:

Seek Knowledge

1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
Skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.
2. Pursue enduring questions through study in core fields and explore the connections between those fields.
Core fields for undergraduate programs are the Humanities, the Arts, the Natural Sciences, History, the Social Sciences, and Mathematics.

Affirm Faith

3. Articulate a biblical worldview to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
4. Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.

Change the World

5. Apply concepts, knowledge, and skills of core fields and their chosen program to solve meaningful problems.
6. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Student Learning Outcomes

By completing this course, students will be able to:

1. Understand and appreciate philosophical reflection.
2. Identify major areas of philosophical inquiry and classical philosophical questions.
3. Identify influential philosophers and their ideas.
4. Engage philosophical ideas using reasoning.
5. Articulate and defend their own views on select philosophical issues/questions.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, discussion boards, reflections on the reading, short open book quizzes on the readings and lectures, interactions with the instructor, two exams, and a final paper. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection

- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on

Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Since we do not meet face-to-face as a class, it is important to maximize our on-line interactions. Aside from the basic rules of Netiquette, here are some basic guidelines for the discussion boards.

1. Please post early (before the due date) to allow classmates enough time to view what you've shared and provide feedback. Late posts limit your peer's ability to respond to you and end up holding up the entire class.
2. Make sure you provide constructive feedback to at least TWO classmates on each discussion board. (Usually there is one discussion board per module.) You can *share* your own experience, *ask* a question, respectfully *challenge or disagree* with what has been claimed, or *suggest* a thoughtful solution.
3. Empty responses like "Great" and "I agree" are NOT acceptable responses because they do not really contribute to a dialogue and peer learning.
4. It is highly encouraged to reply to peers' questions/comments to keep the conversation flowing.

Quizzes

Weekly quizzes will cover material from the textbook readings and lectures.

Reading Reflection

Each week, students will submit a concise reflection and response (~250 words) to the assigned reading from *On the Road with St. Augustine*. This is can be used to develop the final reading reflection paper. Prompts will be provided to help guide your reflection.

Reading Reflection Final Paper

The final paper focus on a major philosophical area—ethics, epistemology, and metaphysics—explaining Augustine's views. Students will draw what they have learned from the textbook reading and lectures to concisely explain a given area/issue in philosophy, as well as at least one other philosopher (the other option is to summarize a range of views, as they locate and explain Augustine's views. Students will offer reflections on Augustine's claims and will articulate their personal view on the matter and the rationale for this view. Papers will be 750-1000 words. (This is not a research paper, so does not require additional reading beyond what has been already assigned in class. Students are welcome to use additional sources and should cite those sources properly, if consulted.)

Rubrics**Weekly discussion board (4 level scale)**

<i>Quality</i> Thoughtful comment that makes reference to what was read/viewed, reflecting critically on given issue	2 pts.
<i>Peer interaction</i> Provides thoughtful response to at least two peers	2 pts.
<i>Timeliness</i> posts at least 2 days before the due date	1 pt.
Total:	5 pts.

Weekly reading reflection

<i>Quality</i> Evidences reading of chapter and personal, thoughtful reflection on material.	2 pts.
Total:	2 pts.

Final paper

<i>Frame</i> The paper begins with a clear introduction, including a clear thesis and overview of paper. It ends with a thoughtful conclusion, which summarizes what has been said and its significance.	2 pts.
<i>Philosophical issue</i> Demonstrates understanding of a philosophical area, clearly explaining issue and its significance.	2 pts.
<i>Philosophical views</i> Summarizes the views of at least one other philosopher/philosophical group on topic (other than Augustine) or a range of views on the topic.	5 pts.
<i>Augustine's views</i> Clearly explains view(s) on selected issue and the reasons for this, demonstrating a clear grasp of relevant Scriptural, philosophical, and theological concepts and ideas	2 pts.
<i>Critical thinking</i> Effectively critically engages relevant ideas by analysis, comparison/contrast, agreement/disagreement, and/or raising further questions for exploration and thought, and clearly presents the author's own perspective on the given issue.	2 pts.
<i>Mechanics</i> The paper is the appropriate length, correctly formatted, has been carefully proofread, and is free of grammatical and typographical errors.	2 pts.
Total:	15 pts.

Exams

There are 2 exams in this course. The midterm or first exam covers material from Lessons 1-7, is made up of T/F and multiple-choice and is worth 50 points. You will be allowed 90 minutes to take this exam. This exam is worth 20% of your grade. The final or second exam covers material from Lessons 9-15, is made up of T/F and multiple-choice questions and is worth 50 points. You will be allowed 90 minutes to take this exam. This exam is worth 20% of your grade. Both exams must be taken under the supervision of a proctor. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. Follow instructions that apply to your situation in the [exam request form](#) to set up a proctoring appointment before the exam due date. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Jan 8 – 11	The Art and Threat of Asking Questions	Introduction to Philosophy, Chapter 1 (1.1, 1.3, 1.4) The Apology (excerpt) On the Road, “Heart on the Run”	Reading Reflection 1 Discussion 1 Quiz 1 Due Thurs, Jan 18, 11:59 pm	ILO 1 & 4 SLO 1-5
2 Jan 12 – 18	Thinking Clearly and Critically	<i>Introduction to Philosophy</i> , Chapter 2 (2.2, 2.3, 2.4, 2.5) <i>Crito</i> (excerpt) <i>On the Road</i> , “Augustine Our Contemporary”	Reading Reflection 2 Discussion 2 Quiz 2	ILO 1 & 4 SLO 1-5
3 Jan 19 – 25	Logic and Reasoning	<i>Introduction to Philosophy</i> , Chapter 5 (5.1, 5.3, 5.4, 5.5) <i>On Sophistical Refutations</i> (excerpt) <i>On the Road</i> , “A Refugee Spirituality”	Reading Reflection 3 Discussion 3 Quiz 3	ILO 1 & 4 SLO 1-5
4 Jan 26 – Feb 1	Classical Philosophy (Ancient)	<i>Introduction to Philosophy</i> , Chapter 4.1, 4.2 “The Republic” 6.1 (excerpt) (<i>On the Road</i> , “Freedom”)	Reading Reflection 4 Discussion 4 Quiz 4	ILO 1 & 4 SLO 1-5
5 Feb 2 – 8	Medieval Philosophy	<i>Introduction to Philosophy</i> , Chapter 4.3 <i>The Decisive Treatise</i> (excerpt) <i>On the Road</i> , “Ambition”	Reading Reflection 5 Discussion 5 Quiz 5	ILO 1 & 4 SLO 1-5
6 Feb 9 – 15	Metaphysics I (Cosmology and God)	<i>Introduction to Philosophy</i> , Chapter 6.3 <i>Summa Theologiae</i> (excerpt) <i>Introduction to Philosophy, On the Road</i> , “Sex”	Reading Reflection 6 Discussion 6 Quiz 6	ILO 1 & 4 SLO 1-5
7 Feb 16 – 22	Metaphysics II (Self and Identity)	<i>Introduction to Philosophy</i> , Chapter 6.2, 6.4 <i>On the Free Choice of the Will</i> (excerpt) <i>On the Road</i> , “Mothers”	Reading Reflection 7 Discussion 7 Quiz 7	ILO 1 & 4 SLO 1-5
8 Feb 23 – 29	PROCTORED MIDTERM EXAM			
9 Mar 1 – 7	Epistemology I (Knowledge)	<i>Introduction to Philosophy</i> , Introduction to chapter, 7.1, 7.4 <i>Mediations</i> (excerpt) <i>On the Road</i> , “Friendship”	Reading Reflection 8 Discussion 8 Quiz 8	ILO 1 & 4 SLO 1-5

Week	Lessons	Readings	Assignments	Outcomes Met
10 Mar 8 – 14	Epistemology II (Justification)	<i>Introduction to Philosophy</i> (7.2, 7.3) <i>An Essay Concerning Human Understanding</i> (excerpt) <i>On the Road</i> , “Enlightenment”	Reading Reflection 9 Discussion 9 Quiz 9	ILO 1 & 4 SLO 1-5
Spring Break: Mar 15 – 21				
11 Mar 22 – 28	Ethics I (Consequentialism and Deontology)	<i>Introduction to Philosophy</i> (9.1, 9.2, 9.3) <i>Utilitarianism</i> (excerpt) <i>On the Road</i> , “Story”	Reading Reflection 10 Discussion 10 Quiz 10	ILO 1 & 4 SLO 1-5
12 Mar 29 – April 4	Ethics II (Virtue)	<i>Introduction to Philosophy</i> (9.4) <i>Nicomachean Ethics</i> (excerpt) <i>On the Road</i> , “Justice”	Reading Reflection 11 Discussion 11 Quiz 11	ILO 1 & 4 SLO 1-5
13 Apr 5 – 11	Ethics III (Ethics of Care)	<i>Introduction to Philosophy</i> (9.6, 10.2) <i>In a Different Voice</i> (excerpt) <i>On the Road</i> , “Fathers”	Reading Reflection 12 Discussion 12 Quiz 12	ILO 1 & 4 SLO 1-5
14 Apr 12 – 18	Contemporary Philosophy I (Phenomenology)	<i>Introduction to Philosophy</i> (12.3) <i>Being and Time</i> (excerpt) <i>On the Road</i> , “Death”	Reading Reflection 13 Discussion 13 Quiz 13	ILO 1 & 4 SLO 1-5
15 Apr 19 – 25	Contemporary Philosophy II (Post-modernism)	<i>Introduction to Philosophy</i> (12.5) <i>On the Road</i> , “Homecoming”	Final Reading Reflection Paper Discussion 14 Quiz 14	ILO 1 & 4 SLO 1-5
16 Apr 26 – May 2	PROCTORED FINAL EXAM (Final Exam needs to be completed by Wednesday, May 1, 11:59 p.m.)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
20%	Discussion forums
20%	Quizzes
10%	Reading Reflections
10%	Final Reading Reflection Paper
40%	Exams
100	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.

2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at andrews.edu/services/sscenter/about/accessibility-accommodations.html
2. Download the form at andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.