



MOTT COMMUNITY COLLEGE

PHIL 101- Introduction to Philosophy Syllabus

Course Information	3
Required Materials	3
Course Description	3
Course Issues	3
Student Learning Objectives	3
Workload	4
Class Conduct	4
Academic Integrity	4
Netiquette	5
Blackboard	5
Grading	6
Grading in this course follows official MCC policy:	6
Grade Components	6
Quizzes= 17.5%	7
Discussion Board Posts= 15%	7
Discussion Board Rubric	7
Essays= 22.5% x 3	7
PHIL Essay Rubric	8
PHIL Essay Comments Grading Key	13
Attendance and Participation	15
Other Grading Policies	15
College Policies	15
Additional College Resources	16
PHIL 101 Schedule	18

Week 1 (September 8-14)	18
Week 2 (September 15-21)	18
Week 3 (September 22-28)	18
Week 4 (September 29- October 5)	18
Week 5 (October 6-12)	18
Week 6 (October 13-19)	18
Week 7 (October 20-26)	18
Week 8 (October 27- November 2)	19
Week 9 (November 3-9)	19
Week 10 (November 10-16)	19
Week 11 (November 17-23)	19
Week 12 (November 24-30)	19
Week 13 (December 1-7)	19
Week 14 (December 8-14)	19
Week 15 (December 15-21)	19

Course Information¹

Semester: Fall 2019

Course Name: Introduction to Philosophy

Course #: PHIL 101-

Instructor: Dr. Tyler Klaskow

Email: tyler.klaskow@mcc.edu

Office Hours:

Office Location: CM 1102

Office Phone #: 810.762.0177

Required Materials

- *Philosophical Skepticism* edited by Charles Landesman and Roblin Meeks ISBN: 9780631213543
- Twitter account (to be set up in class)
- .pdf documents available on Blackboard

Course Description

An introduction to some important and influential philosophers and the issues and arguments they discuss. Topics may include theories of knowledge and justified beliefs, the relationship between the mind and the body, free will and determinism, arguments for and against the existence of God and the nature of morality. Works from both historical and contemporary philosophers are discussed.

Course Issues

This course focuses primarily on issues in epistemology and metaphysics. Epistemology is the philosophical study of knowledge. Epistemological questions we will consider include the idea of an examined life and intellectual conscience, the relation of knowledge and belief, certainty, and primarily the intellectual virtue of skepticism. Metaphysics is the philosophical study of the being, existence, and the nature of reality. Metaphysical issues addressed in this course are limited to personal identity and the question of whether existence is a simulation.

Student Learning Objectives

Students who successfully complete the course should be able to:

1. Explain some fundamental concepts in philosophy (esp. metaphysics and theories of knowledge).
2. Classify some fundamental concepts in philosophy (esp metaphysics and theories of knowledge).
3. Analyze some of the major problems of philosophy (metaphysics and theories of knowledge).
4. Evaluate some of the most well-known attempts to solve major problems in philosophy (metaphysics and theories of knowledge).
5. Compare and contrast some of the most well-known attempts to solve major problems in philosophy (metaphysics and theories of knowledge).
6. Reconstruct complex philosophical arguments.
7. Assess philosophical arguments by identifying premises and conclusions.
8. Assess philosophical arguments for validity/soundness or strength/cogency.
9. Devise philosophical arguments in clear writing and speech.

¹ Instructor reserves the right to alter the syllabus.

10. Defend the importance of being clear and precise in your speech and writing; critical and analytical in your thinking; rational in your approach to beliefs; and intellectually conscientious.

Workload

From Mott Community College's website: "Plan two hours of study time for every hour spent in class. There are exceptions, but this is a good general rule. Students making the transition from high school or community college are often unaware of the increased workload expected of them. The benefits of following the rule will be apparent at exam time."

Class Conduct

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. I expect you to

- come to class **prepared** (do all reading and come prepared to discuss it; do all homework)
- offer support and encouragement to your classmates
- treat all class participants (including yourself) with respect
- listen to others carefully before offering your opinion
- talk to me outside of class if anything that happens during class bothers you

In order to maintain a productive work environment, I expect you to refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Use of laptops and cell phones for purposes **other than** note taking and class-relevant activities is not permitted.

Academic Integrity

From Mott Community College's website:

In an academic institution, every member of the community must demonstrate the highest standards of academic honesty; one must produce work that is wholly one's own, whether it is in the form of taking a test, writing an essay or report, conducting an experiment, or completing an assignment.

Taking another's work and presenting it as one's own, falsifying data or other information, helping others to cheat, depriving others of the resources they need to complete their work, or presenting work from a previous course to fulfill the requirements of another course, violate MCC's Academic Honesty Policy.

Individual faculty members may have different guidelines for their course, and it is the student's responsibility to clarify each instructor's expectations for the course. For example, some instructors may allow students to collaborate or to present previously submitted work to fulfill a course requirement. Students must read, understand, and follow the syllabi, test directions, and any other instructor policies pertaining to academic honesty.

Violations of Mott's academic integrity policy include the following:

- a. cheating

- b. fabrication
- c. facilitating academic dishonesty
- d. plagiarism (for more information refer to <https://www.plagiarism.org/>)
- e. denying others access to information or material
- f. unauthorized use of electronic devices
- g. multiple submissions
- h. misrepresentation of academic records.

For more information or if you have any questions please go to this link:

https://www.mcc.edu/policies/student_acad_integrity.shtml

Academic dishonesty will not be tolerated in this course. Students are responsible for knowing what constitutes a violation of academic integrity. Ignorance of the rules will not be accepted as an excuse. If you don't know the rules, please ask the instructor or consult the link above. A violation of academic integrity will result in a penalty proportionate to the seriousness of the offense. This will be determined at the discretion of the instructor. Possible penalties include, but are not limited to, a grade of zero for the assignment, or failing grade for the course. All violations of academic integrity will result in a Report of Academic Dishonesty to the MCC Registrar.

Netiquette

General

The following policy is consistent with Mott Community College's Civility Policy:

When posting and communicating online, consider the conversations as having the same norms of politeness and etiquette as any real-life interactions. This means no **trolling, baiting, or bullying**. In online interactions you are expected to be **prepared**, offer **support** and **encouragement** to your classmates, treat all class participants (including yourself) with **respect**, read and think **carefully** before offering your position, contact me separately if anything bothers you. Within these guidelines, our online interactions should be an enjoyable and productive. For more guidance please refer to Mott's [Civility Policy](#).

Email

Students are responsible for checking their Mott email account at least once a day. The subject line of your emails to me should contain the course and section # (PHIL 295-01). All emails sent should begin by addressing the person to whom it is sent (e.g., "Hi Professor Klaskow"), use complete sentences, employ appropriate grammar and punctuation, and close with your first and last name. Emails are more formal than text messages. If you email me after business hours (M-F 8-5) I may not be able to respond to your email before the next business day. For questions about your grade please check Blackboard before emailing me.

Blackboard

Please familiarize yourself with how to use Blackboard. Blackboard is a resource for completing quizzes, uploading your papers, checking your grade, communicating with other students, locating the syllabus and course schedule, and locating other course materials. If the course schedule changes during the

semester I will notify you (either in class, by email, or both) and the new schedule will be posted on Blackboard. You are responsible for following new versions of the schedule when it is posted.

Grading

Grading in this course follows official MCC policy:

4.0 Superior (90%-100%)	2.0 Average (70%-75%)
3.5 Very good (86%-89%)	1.5 Below Average (66%-69%)
3.0 Good (80%-85%)	1.0 Poor (60%-65%)
2.5 Above Average (76%-79%)	0.0 Failure (less than 60%)

I- Incomplete: Credit and final grade delayed for up to one year.

S- Satisfactory: Credit toward graduation but not GPA.

U- Unsatisfactory: No credit toward graduation or GPA.

W- Withdrawal: No credit. Student must withdraw at Registration Office

N- Audit: No credit.

X- Non-attendance (given at mid semester only)

M- Missed Grade: No credit.

NS- No Show: No credit. Not sufficient instructor contact

Grade Components

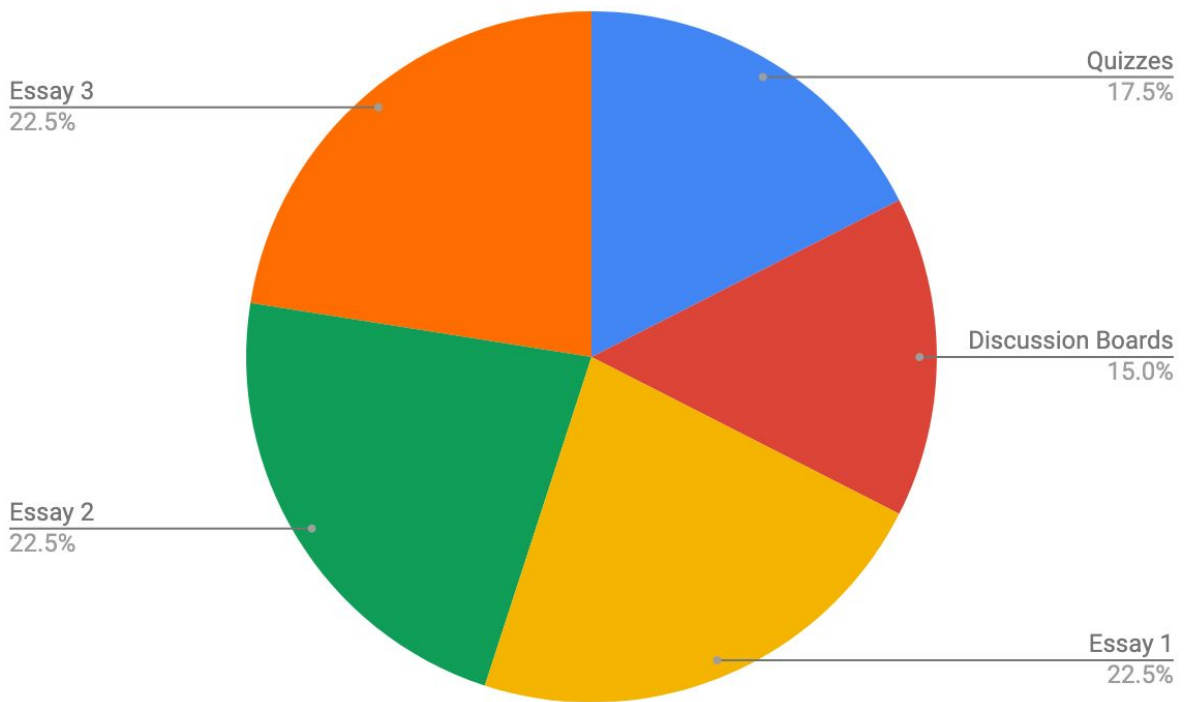
Quizzes= 17.5%

Discussion Board Posts= 15%

Essay 1= 22.5%

Essay 2= 22.5%

Essay 3= 22.5%



Quizzes= 17.5%

Quizzes are to be completed on Blackboard. Students must complete a quiz once they have started. Quiz duration is 60 minutes. After 60 minutes the quiz will automatically submit. Each quiz will be due by 11:59 PM on its respective due date. You will have 3 attempts on each quiz. Blackboard will keep your highest score. Students are required to complete quizzes without help from others, but may use textbooks and notes from class. Your lowest quiz grade will be dropped (will not be used to calculate your average). **No credit will be awarded for quizzes that are completed late.** See course schedule (below) for discussion quiz due dates.

Discussion Board Posts= 15%

For each discussion board post quote-reply to the thread (prompt) posted by the instructor or to a classmate's post. Each post should be 100-250 words (5-10 sentences) long. Posts should be written with proper grammar, spelling, and punctuation. Posts containing excessive errors will be penalized. Posts that the instructor finds to be in violation of civility/netiquette policy will be penalized. **Discussion Board Posts cannot be attempted late or made up. Your lowest Discussion Board Post grade will be dropped** (will not be used to calculate your average). See course schedule (below) for discussion board post due dates.

Discussion Board Rubric²

Points	Achievement	Description
9-10	Provocative	Response goes beyond simply answering the prompt; attempts to stimulate further thought & discussion.
7-8	Substantial	Response provides most of the content required by the prompt, but does not give further analysis of the subject
5-6	Superficial	Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning.
3-4	Incorrect	Response does not accurately address the prompt; rambling and/or without consistency.
1-2	Inadequate	Response displays minimal effort and makes little or no contribution to the discussion.
0	None	No response provided to the prompt within the required timeframe.

Essays= 22.5% x 3

As a way to develop your skills in philosophical writing, this course requires three essays. The first essay will ask you to analyze and evaluate a famous philosophical claim regarding the importance of living an examined life. The second essay is an argumentative essay. You will be required to make an argument regarding the concept of certainty and its role in knowledge. For your third essay you will be asked to make an argument on an issue regarding your choice from a menu of philosophical topics. Essays will be 650-1300 words in length. Prompts and instructions will be posted on Blackboard.

² Adopted from rubric by Dr. Denise Lowe, Instructional Designer at UCF's Center for Distributed Learning.

PHIL Essay Rubric

Essays in this course are evaluated based upon 9 general criteria (Claim, Reasons, Accuracy and Completeness, Synthesis, Analysis, Counterargument, Organization, Style, and Format). The rubric below describes the various levels of achievement in each of these criteria and specifies the points-earned based upon that level of achievement. Use this rubric as a guide in preparing your essays and reflecting upon areas needing improvement.

Claim (0-15 points)

Points	Achievement	Description
15	Superior	Claim is easily discernible, clearly stated, and takes a position on the issue.
13.5	Very Good	Claim fails to do one of three things: be obvious, be clear, or stake out a position on the issue
12	Good	Claim fails to do two of three things: be obvious, be clear, or stake out a position on the issue.
10.5	Competent	Claim is present but is not obvious, is unclear, and does not take a position.
9	Average	Claim must be uncovered and/or reconstructed from the text.
7.5	Below Average	The paper may have a claim, but it is indiscernible.
3	Poor	This paper may have a claim have a claim, but it is indiscernible.
0	Unacceptable	There is no claim. This paper is about nothing.

Reasons (0-15 points)

Points	Achievement	Description
15	Superior	Reasons are easily discernible, clearly stated, support the claim, and the nature of the support is explicit.
13.5	Very Good	Reasons are easily discernible, clearly stated, do not actually support the claim, but the nature of the purported support is explicit.
12	Good	Reasons are easily discernible, clearly stated, do not actually support the claim, and the nature of the purported support is not explicit.
10.5	Competent	Reasons are present but not obvious, and may not support the claim.

9	Average	Reasons are present but not obvious, and do not support the claim. Reasons may be irrelevant, or make logical errors such as circularity or question begging.
7.5	Below Average	Reasons must be uncovered and/or reconstructed from the text. Even with a charitable interpretation, reasons do not support the claim.
3	Poor	Reasons? What reasons? Arguments don't need reasons!
0	Unacceptable	Paper is openly hostile to the possibility of well-reasoned discourse.

Accuracy and Completeness (0-15 points)

Points	Achievement	Description
15	Superior	Paper presents all relevant ideas, concepts, or arguments, with a high degree of accuracy.
13.5	Very Good	Paper presents all relevant ideas, concepts, or arguments, but with a diminished degree of accuracy compared to a superior paper.
12	Good	Paper presents most relevant ideas concepts, or arguments, but with gaps, obvious inaccuracies, or mischaracterizations.
10.5	Competent	Paper presents some relevant ideas concepts, or arguments, but with a diminished degree of accuracy compared to a good paper.
9	Average	Paper neglects major ideas, concepts, and/or arguments. Some general accuracy is apparent.
7.5	Below Average	Paper neglects major ideas, concepts, and/or arguments. Little to no accuracy is apparent.
3	Poor	It is unclear that this paper is ever on topic.
0	Unacceptable	This paper makes no attempt to deal with the relevant ideas, concepts, and arguments.

Synthesis (0-7.5 points)

Points	Achievement	Description
7.5	Superior	Paper successfully integrates all relevant ideas, concepts, or arguments from various sources into a coherent whole. The connections are clear and the paper adds insights not discussed in class.

6.75	Very Good	Paper successfully integrates all relevant ideas, concepts, or arguments from various sources into a coherent whole. The connections are clear but the paper adds no insights to what was discussed in class.
6	Good	Paper integrates most of the relevant ideas, concepts, or arguments from various sources into a coherent whole. The connections are stated but the paper may mischaracterize the nature or strength of the connection.
5.25	Competent	Paper integrates some of the relevant ideas, concepts, or arguments from various sources. Presentation may lack coherence. The connections are stated but the paper may mischaracterize the nature or strength of the connection.
4.5	Average	Paper integrates few of the relevant ideas, concepts, or arguments from various sources. Paper may misidentify which ideas, concepts, or arguments are relevant. The connections are generally unstated or mischaracterized.
3.75	Below Average	Paper misidentifies which ideas, concepts, or arguments are relevant. The connections are generally unstated or mischaracterized.
1.5	Poor	This paper vaguely but unsuccessfully attempts synthesis.
0	Unacceptable	This paper makes no attempt at synthesizing ideas, concepts, or arguments.

Analysis (0-7.5 points)

Points	Achievement	Description
7.5	Superior	Paper fully breaks down and identifies the relevant parts of the issue or problem. Major terms are defined and clearly connected.
6.75	Very Good	Paper breaks down and identifies the relevant parts of the issue or problem. But some parts may be missing or unclear.
6	Good	Paper breaks down and identifies the relevant parts of the issue or problem. But some parts may be missing or unclear. Definitions or connections may be inadequate.
5.25	Competent	Paper breaks down and identifies the relevant parts of the issue or problem. But adds little or nothing to what was discussed in class.
4.5	Average	Analysis is attempted, but underdeveloped.
3.75	Below Average	Analysis is attempted, but underdeveloped and blatantly incorrect or inaccurate.

1.5	Poor	Little analysis is attempted.
0	Unacceptable	Paper contains no analysis.

Counterargument (0-15 points)

Points	Achievement	Description
15	Superior	Paper presents obvious and non-obvious counter-examples and/or counter-arguments, and provides thoughtful responses.
13.5	Very Good	Paper presents obvious and non-obvious counter-examples and/or counter-arguments, and provides the obvious responses.
12	Good	Paper presents obvious counter-examples, and/or counter-arguments, and provides responses.
10.5	Competent	Paper presents some obvious counter-examples, and/or counter-arguments. Responses purport to refute the counter argument, but may fail to do so.
9	Average	Paper presents some obvious counter-examples, and/or counter-arguments, but some obvious ones are missed. Responses purport to refute the counter argument, but may fail to do so.
7.5	Below Average	Paper presents some obvious counter-examples, and/or counter-arguments, but some obvious ones are missed. Responses are non-existent or mere gestures of refutation.
3	Poor	Paper misidentifies obvious counter-examples or counter-arguments and attempted refutations may be inadequate.
0	Unacceptable	No counter-examples, counter-arguments, or opposing positions are considered.

Organization (0-15 points)

Points	Achievement	Description
15	Superior	Paper contains an introduction and conclusion. Each paragraph stays on topic. Author makes smooth transitions between paragraphs. Organization is logical.
13.5	Very Good	Paper contains an introduction and conclusion. Each paragraph stays mostly on topic. Author makes smooth transitions between paragraphs. Organization is logical.

12	Good	Paper contains an introduction and conclusion. Each paragraph stays mostly on topic. Author attempts transitions between paragraphs. Organization may be confusing.
10.5	Competent	Paper contains an introduction and conclusion. Paragraphs frequently get off topic. Author attempts transitions between paragraphs. Organization may be confusing.
9	Average	Paper contains an introduction and conclusion. Paragraphs frequently get off topic. No attempts at transitions between paragraphs. Organization is confusing.
7.5	Below Average	No logic in the organization of the paper.
3	Poor	Paragraphs are undifferentiated.
0	Unacceptable	No attempt at organization.

Style (0-5 points)

Points	Achievement	Description
5	Superior	Paper contains no errors in spelling, grammar, or punctuation.
4.5	Very Good	Paper contains very few errors in spelling, grammar, or punctuation.
4	Good	Paper contains some minor errors in spelling, grammar, or punctuation. This generally indicates failure to proofread.
3.5	Competent	Paper makes frequent mistakes in one area: spelling, grammar, punctuation.
3	Average	Paper makes frequent mistakes in two or more areas: spelling, grammar, punctuation.
2	Below Average	Paper makes systematic mistakes in one area: spelling, grammar, punctuation.
1	Poor	Paper makes systematic mistakes in two areas: spelling, grammar, punctuation.
0	Unacceptable	Paper makes systematic errors in spelling, grammar, and punctuation.

Format (0-5 points)

Points	Achievement	Description
5	Superior	Paper is formatted in MLA style and submitted as a .pdf.
0	Unacceptable	Paper is not formatted in MLA style or is not submitted as a .pdf.

PHIL Essay Comments Grading Key

The following key describes the shorthand notation I use to make comments on your essays. Please refer to this when reading my comments on your essays.

symbol	What it means...
t	Thesis. This seems to be your thesis. This thesis should be the conclusion/claim of your argument. Every part of your paper should be dedicated to: <ol style="list-style-type: none"> 1. Developing and presenting and the premises of this argument. 2. Explaining how your conclusion/claim follows from your premises/reasons. 3. Responding to objections to the premises and/or thesis. Tip: clearly articulate your claim in the introduction & conclusion of your paper.
+	+ = good, +++ = very good, ++++ = excellent
dev	Develop. Ooo! This is interesting. Say more, provide more detail, offer more support, consider objections, etc.
up	Upshot. You've started making a point, but you haven't finished. What's the upshot? Signpost the upshot, i.e., "This means that..."
sup	Support. This claim is not well-supported. Try showing: <ol style="list-style-type: none"> 1. How your claim is supported by your evidence. 2. How the opposite of your claim is impossible or implausible 3. How the claim follows from intuitively plausible (i.e., uncontroversial) principle(s). 4. I'm How your claim jibes with the accepted meaning of the relevant concept(s)
#	Make the connection to your claim more explicit . Why/how does what you say here support your claim. It is ok to be obvious.
~~	Not quite, but sort of. Either you're misunderstanding this or you understand it, but you're not writing clearly enough. Tip: test out your understanding of the material in class or office hours. E.g., "Does so-and-so's argument for _____ rely on the claim that _____?"
??	Confusing or awkward . I've read this multiple times to figure out what you mean and I still don't know. Proofreading tip: would e.g., your grandmother understand what you're saying? If not, look for ways to be more clear.
df	Definition. Given the nature of this assignment, you should define this term. Don't refer to the dictionary. Define it based upon how it was used in class or the readings.
wc	Word Choice. This probably isn't the best word or phrase for this.

dis	Disconnect. It seems like you think these things are related in a way that they are not. If I am wrong, then this means that you need to make your point more clearly (see also "?").
rel	It's not clear how these thoughts are related , so this hard to follow. Explain the connection between each point you make.
ww	This part is well-written . It was a delight to read. Thanks!
rq	Rhetorical Question. Assert instead of ask.
ex	Give and example to illustrate your point.
!	This claim (or its implication) is too strong . Strong claims do not always make for strong arguments. The stronger the claim (or its implication), the harder it is to defend. Don't make a claim that you cannot defend.
arg	Problem with your characterization of the argument . This error was discussed in the reading or in class
pc	Partially correct. Missing key parts
x	This is incorrect .
cf	see _____ or confer with _____
ddt	Don't do this. Common mistakes: <ol style="list-style-type: none"> 1. "The dictionary defines X as..." 2. Science proves/disproves ..., " 3. Since the beginning of ..., " 4. [So-and-so] was born in such and such ..." etc.
--	Subtract. Try being more concise. This should be said with fewer words. Shorter sentences are usually preferable in PHIL papers.
trans.	Transition. Guide your reader through your thought process by explicitly transitioning between your points. e.g. "X relates to Y because of Z" or "I think X because Y" or "After considering X we have to consider Y because Z."
cite	This needs to be cited . Use in-text parenthetical citations. If necessary accompany with a works cited list.
err	Writing error. Common errors that should not occur in your papers: <ol style="list-style-type: none"> 1. Spelling 2. Grammar (subject-verb agreement, possessives/apostrophes, subjunctive). 3. Syntax (run on sentence, incomplete sentence, comma splice). 4. Informal style (e.g. lol, imho, wtf, expletive). 5. Missing/repeated word.
fluff	Fluff. Every sentence in your essay should be doing work for your claim/thesis. If you're not (1) describing a premise/conclusion, (2) explaining how premises lead to a conclusion, (3) supporting a premise, (4) objecting to a premise/conclusion, (5) explaining the upshot of something, or (6) or responding to an objection, then you're adding fluff.
¶	New paragraph here. Including multiple (slightly related) points in a paragraph makes for

difficult reading. Paragraph breaks help your reader transition between each part of your thought process.
--

Attendance and Participation

Philosophy is done in conversation. In order to fully engage in a philosophy course such as ours, you must participate in the conversation. A necessary, though not sufficient, condition of this is attending class. Students who are disruptive to class by, e.g., arriving late, leaving early, not being prepared to answer questions when called upon, not attentively listening to lecture or discussion, being disrespectful to other students, being off task during group activities or class discussion, not bringing materials to class, etc. harm others' learning opportunities. Excessive disruptions to class may constitute a violation of academic integrity. Students who contribute to class discussion by asking or answering questions, attentively listening to lecture and discussion, staying on task during activities, etc. facilitate others' opportunity to learn.

Attendance will be taken at the beginning of each class meeting. If you are late to class it is your responsibility to remind the instructor to mark you as present on the roll at the end of class.

Classroom doors at MCC lock automatically. Students who arrive to class late will be permitted to enter at the instructor's discretion. Please refer to the Title IV Policy below for more information.

Other Grading Policies

Make up policy: The only assignments in this course that can be made up or receive credit after the due date/time are essays. Students may make-up or submit assignments late only if they have a legitimate reason for missing the assignment. The legitimacy of the reason for the student's reason will be determined by the instructor's discretion. Make ups/ late submissions will occur at the instructor's discretion and must be scheduled as soon as possible.

College Policies

Withdrawal Policy

Students who withdraw from college are recommended to see a counselor in the Counseling Center, PCC 2030. Students are still required to complete a [class schedule worksheet PDF document](#) form listing the classes from which they are withdrawing.

Title IV Policy

Students who drop or withdraw from their classes will have their student accounts adjusted according to Mott's [tuition refund policy](#). If a student finds it necessary to drop/withdraw during a semester, they must notify the [Registration Office](#) to complete the necessary drop/withdrawal paperwork. For more information see: [MCC Financial Aid](#)

Emergency College Closing

Website: [Closing Policy](#)

Phone: 810.232.8989

Disability Services

Email: disabilityservices@mcc.edu

Phone: 810-232-9181

Mott Community College is committed to providing equal opportunity for participation in all programs, services, and activities and adheres to Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act, as amended (2008) to provide effective auxiliary aids and services for qualified students with documented disabilities. Requests for accommodations by students with disabilities may be made by contacting Disability Services at 810-232-9181 or on the website at disabilityservices@mcc.edu. Once your eligibility for an accommodation has been determined, you will be issued an Instructor Notification Letter. Please present Instructor Notification Letters to instructors at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

MCC Title IX Policy

Email: titleix@mcc.edu

Phone: 810-762-0024

Consistent with Title IX of the Education Amendments of 1972, Mott Community College will provide appropriate adjustments and/or support to pregnant and parenting students. With medical documentation from a physician, the adjustments and accommodations may include providing a larger classroom desk or a designated lactation room, allowing frequent trips to the restroom, permitting temporary access to elevators, providing opportunities for making up missed work, allowing the student to submit work after a missed deadline due to absences related to pregnancy or childbirth, or providing a leave of absence for a period of time.

For questions about your rights pursuant to Title IX and other non-discrimination related compliance matters, contact the Title IX Coordinator – Chris Engle, Dean of Enrollment, Retention and Registrar/Title IX Coordinator at 810-762-0024 or at titleix@mcc.edu.

Care Team

Website: www.mcc.edu/care

Email: careteam@mcc.edu

Phone: 810.762.0439

If you or someone you know needs support, is distressed, or exhibits concerning behavior, help by making a referral to the Care Team. The Mott Community College Care Team is committed to improving the safety and well-being of the college community through proactive and supportive interventions. As your instructor, I may contact the Care Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. You may contact the Care Team by filling out a referral at www.mcc.edu/care. In case of an emergency, please call 9-1-1.

Additional College Resources

Writing Center

Website: [Writing Center](#)

Phone: 810.762.0229

The Writing Center is sponsored by the [Humanities Division](#) and provides one-on-one assistance to students, faculty and MCC staff with any writing project, from understanding assignments and gathering information, to developing ideas and tightening documents. We believe that writing is a social process, and the Writing Center serves as a place and catalyst to enable that process.

Math Empowerment Center

Website: [Math Empowerment Center](#)

Phone: 810.762.0178

The Math Empowerment Center (MEC) was established to offer free math support to MCC students.

ITS Help Desk

Phone: 810.762.4357

Email: 2help@mcc.edu

Located in CM 1208 for password reset, Blackboard technical assist, and minor computing technical aid

eSupport

Website: [eSupport](#)

Tips and Tricks, Troubleshooting and Tutorials available online for students.

Library

Website: [Library](#)

Computer Labs

Website: [Lab Hours & Info](#)

Tutoring

Website: [Peer Tutoring](#)

Learning Center

Email: learningcenter@mcc.edu

Phone: 810.762.0399

Testing Center

Email: testingcenter@mcc.edu

Phone: 810.762.0406

PHIL 101 Schedule
Fall 2019

Week 1 (September 1-7)

Mon. in class- Course Intro
Wed. read- Inferring & Explaining chs. 1-2 on Bb

Week 2 (September 8-14)

Sun. due- post 1 question about the syllabus on Bb
Mon. read- Inferring & Explaining chs. 3-4 on Bb
Wed. read- The Value of Philosophy on Bb

Week 3 (September 15-21)

Sun. due- Quiz 1 on Bb by 11:59 pm
Sun. due- DB 1 on Bb by 11:59 pm
Mon. read-Gay Science on Bb
Wed. read- Apology pgs. 9-22

Week 4 (September 22-28)

Sun. due- Quiz 2 on Bb by 11:59 pm
Sun. due- DB 2 on Bb by 11:59 pm
Mon. read- Discourse on Thinking on Bb
Wed. read- Virtues of the Mind on Bb

Week 5 (September 29- October 5)

Sun. due- Quiz 3 on Bb by 11:59 pm
Sun. due- DB 3 on Bb by 11:59 pm
Mon. in class- Essay 1 Prep
Wed. in class- Essay 1 Prep

Week 6 (October 6-12)

Sun. due- Essay 1 on Bb by 11:59 pm
Mon. read- Pyrrho pgs. 23-29
Wed. read- Outlines of Pyrrhonism pgs. 34-44

Week 7 (October 13-19)

Sun. due- Quiz & DB 4 on Bb by 11:59 pm
Mon. in class- watch Black Mirror- Playtest
Wed. read- Meditation 1 pgs. 45-51

Week 8 (October 20-26)

Sun. due- Quiz & DB 5 on Bb by 11:59 pm
Mon. read- Enquiry pgs. 51-78
Wed. read- The View from Nowhere pgs. 78-89

Week 9 (October 27- November 2)

Sun. due- Quiz & DB 6 on Bb by 11:59 pm
Mon. read- Defense of Skepticism pgs. 90-110
Wed. read- True Enough on Bb

Week 10 (November 3-9)

Sun. due- Quiz & DB 7 on Bb by 11:59 pm
Mon. in class- Essay 2 Prep
Wed. in class- Essay 2 Prep

Week 11 (November 10-16)

Sun. due- Essay 2 on Bb by 11:59 pm
Mon. read- The Refutation of Realism 114-124
Wed. read- Proof of an External World 125-131

Week 12 (November 17-23)

Mon. read- Other Minds pgs. 170-174
Wed. read- Analogy pgs. 175-179

Week 13 (November 24-30)

Sun. due- Quiz 8 & DB 8 on Bb by 11:59 pm
Mon. read- Knowledge of Other Minds pgs. 180-190
Wed. read- Meditation 2 pgs. 192-200

Week 14 (December 1-7)

Sun. due- Quiz 9 & DB 9 on Bb by 11:59 pm
Mon. read- Enquiry pgs. 201-213
Wed. read- Pensees pgs. 232-241

Week 15 (December 8-14)

Sun. due- Quiz 10 & DB 10 on Bb by 11:59 pm
Mon. read- Of Miracles pgs. 242-255
Wed. read- Concluding Unscientific Postscript pgs. 256-270

Week 16 (December 15-21)

Mon. read- "The Will to Believe" on Bb
Tues. due- Essay 3 on Bb by 11:59 pm
Wed. in class- TBD