

**El Paso Community College  
Syllabus  
Part II  
Official Course Description**

<b>SUBJECT AREA</b>	<u>Philosophy</u>								
<b>COURSE RUBRIC AND NUMBER</b>	<u>PHIL 1301</u>								
<b>COURSE TITLE</b>	<u>Introduction to Philosophy</u>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">:</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	3	3	:	0	Credits	Lec		Lab
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Credits	Lec		Lab						

**I. Catalog Description**

Provides a study of major issues in philosophy and \or the work of major philosophical figures in philosophy. Studies topics in philosophy, may include theories of reality, theories of knowledge, theories of value, and their practical applications. **Prerequisite: READ 0309 or INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

**II. Course Objectives**

The purpose of this class is to introduce students to the major philosophical issues and figures in history and to be able to understand and critically evaluate their most important theories. In learning to recognize issues and to critically evaluate theories, students are encouraged to examine and justify their own beliefs regarding these issues.

By the end of the course, the student will be able to:

- A. Read, understand and critically evaluate selections from several central philosophical treatises.
- B. Develop and express his or her own philosophical ideas.
- C. Read historically significant primary sources.
- D. Recognize, reconstruct and evaluate arguments.
- E. Grasp important content, methodological and historical, of philosophy.
- F. Appreciate the various themes and approaches to philosophy.
- G. Develop critical thinking skills that accompany the careful study of philosophy.
- H. Transfer the ability to think critically regarding philosophical arguments to non-philosophical arguments.
- I. Develop one’s own world view regarding philosophical issues.
- J. Appreciate the parent of all academic disciplines and sciences with the desire to study philosophy further.

Unit Titles

- A. Introductory material: What is Philosophy?
- B. Material may be arranged either topically or chronologically.

### **III. THECB Learning Outcomes (ACGM)**

Upon successful completion of this course, students will:

1. Read, analyze, and critique philosophical texts.
2. Demonstrate knowledge of key concepts, major arguments, problems, and terminology in philosophy.
3. Present logically persuasive arguments both orally and in writing.
4. Demonstrate critical thinking skills in evaluation and application of philosophical concepts to various aspects of life.
5. Evaluate the personal and social responsibilities of living in a diverse world.

### **IV. Evaluation**

- A. Pre-assessment: not applicable
- B. Post-assessment
  1. The instructor will maintain a continuous record of each student's progress. Regular participation will be considered a key component of that progress. A reading exercise will be completed by the student for each reading assignment. Examinations and projects, including debates and student presentations, may also be utilized.
  2. Grading: Grading will be determined by the individual instructor. Percentages can be allocated for examinations, term papers, projects, presentations, debates, and classroom participation, which may include special reports as assigned by the instructor.
- C. Remediation: If a student has difficulty with the reading exercises, the instructor may recommend appropriate remedial measures (e.g., further study, and reading course, a tutor, etc.). The instructor may also allow extra examinations of assignments.
- D. Attendance: Dropping a Student: The instructor may drop a student from the course if the student fails to comply with the stated attendance policy in the course syllabus or is failing the class prior to the last official withdrawal date. An Instructor Initiated Withdrawal Authorization form will be submitted to the Student Services Coordinator upon dropping a student from the roster. Withdrawal procedures will follow EPCC procedures as stated in the College Catalog.
- E. Incomplete: Should a student be unable to complete the course objectives for reasons beyond his her control, the instructor may assign and "I" for the class. A request for Assignment of Incomplete Grade must be submitted to the Student Services Coordinator at the time the final grades are submitted. The student must sign the Incomplete form.

### **V. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.