

LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

SPECIAL NOTE:

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):

Please check with the LCC bookstore <http://www.labette.edu/bookstore> for the required texts for this class.

<u>COURSE NUMBER:</u>	PHIL 101
<u>COURSE TITLE:</u>	PHILOSOPHY I
<u>SEMESTER CREDIT HOURS:</u>	3
<u>DEPARTMENT:</u>	Philosophy
<u>DIVISION:</u>	General Education
<u>PLACEMENT TEST LEVEL:</u>	General Education Course Placement
<u>PREREQUISITE:</u>	None
<u>REVISION DATE:</u>	10/2013

COURSE DESCRIPTION:

Introduces the nature and scope of philosophic thought and terminology, stressing the influence of philosophy on the individual and the world. Many names, topics and writings from various periods are studied with an emphasis on the Greeks and their subsequent influence.

COURSE OUTCOMES AND COMPETENCIES:

**The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.
Kansas Regents Shared Number Course PHL 1010**

Students who successfully complete this course will be able to:

1. Recognize the significance of philosophy in a broader cultural and historical context.

- Students will show familiarity with the development of various philosophical tradition during some of their major periods.
- Students will recognize key characteristics of philosophical inquiry such as its emphasis on careful reasoning and analysis and how it differs from other kinds of inquiry.

2. Demonstrate familiarity with and understanding of basic philosophical theories, terminology and concepts.

- Students will show familiarity with a least one of the major division of Philosophy as determined by the individual instructor. Examples might include Epistemology, Metaphysics and Ethics.
- Students will be able to explain key philosophical terms within historical periods (examples might include the Ancient Greeks, Romans, or Modern Philosophy), schools of thought (examples might include rationalism, empiricism, and existentialism), or problems in philosophy (examples might include the existence of God, the free will/determinism question, etc.).
- Students will demonstrate understanding of major philosophical theories within historical periods, schools of thought, or problems within philosophy as chosen by the instructor.

3. Identify and develop in writing philosophical analyses and arguments based on philosophical reasoning.

- Students will distinguish between valid and fallacious arguments and recognize examples of each.
- Students will provide cogent reasons in support of contentious philosophical claims.

4. Evaluate in writing philosophical analyses, arguments, and texts and appreciate alternative points of view.

- Students will show familiarity with some classic philosophical arguments within historical periods (examples might include Plato and Aristotle on the Theory of Forms), within schools of thought (examples might include Descartes and Hume on innate ideas), or within problems in philosophy (examples might include those for and against the reality of free will, the existence of God, the possibility of certainty, etc.).
- Students will be familiar with a variety of philosophical positions on contentious issues such as the nature of the mind, the sources of knowledge, and the nature of the good.
- Students will be able evaluate competing theories and arguments, providing their own positions supported by valid arguments.