

**ST. PHILIP'S COLLEGE**

**INSTRUCTIONAL UNIT**

**REVIEW**

**2020-2021**

**PHILOSOPHY**

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## **CATEGORY I. MISSION AND GOALS**

### **A. Mission and Planning**

1. The mission of the Philosophy IU at St. Philip's College is to empower our diverse student population through personal and educational growth, career readiness and community leadership through our curricular and co-curricular experiences, including (1) our formal courses, (2) the Philosophy Club, (3) the Ethics Bowl Team, (4) The Quality Enhancement Plan (QEP) Team, (5) the Philosophy Awards program, the (6) Faculty Research Series, the (7) Intercollegiate Civil Disagreement Partnership (ICDP), and (8) our involvement with international education initiatives, including the Alamo Colleges DSO International Faculty Committee; the World Affairs Council; the Fulbright Scholar-in-Residence program; and the Stanford University Education Partnership for Internationalizing Curriculum (EPIC)/Global Educators Network (GEN).
  
2. The Philosophy IU at St. Philip's College is accomplishing this mission, and in turn is supporting the educational goals of the College and the District. The mission of the Alamo Colleges District is the "empowering our diverse communities for success" and the mission of St. Philip's College is the empowering of "our diverse student population through educational achievement and career readiness." The curricular and co-curricular activities of the Philosophy IU directly support the overlapping missions of both the College and the District by intentionally supporting the empowerment of our students.
  
3. The Operational Unit and Assessment Planning (OUAP) document, and the Detailed Assessment Report (DAR) are in Appendix A. The details listed there reflect a small but active Philosophy Instructional Unit, with a clear mission and focused implementation of that mission.

Of special note is the unique contributions of the Philosophy IU to the international education efforts of the College. The unit is an "energy center" for the growing partnership between the Alamo Colleges and the Corrymeela Peace and Reconciliation Centre in Northern Ireland. Previously, the unit's faculty designed and implemented the 2015 Study Abroad Program to Northern Ireland at the Corrymeela Centre. Since that time, the faculty have led the team that wrote two (2) successful Fulbright Scholar-in-Residence proposals to bring internationally recognized scholars from the Corrymeela Centre to teach at St. Philip's College. As noted above, the Philosophy faculty are providing leadership in international education at the College level and for the Greater San Antonio community, as well as regionally, nationally, and internationally.

## CATEGORY II: INSTRUCTION AND CURRICULUM

### A. Instruction

#### 1. Syllabi

- a. All Syllabi are posted online in Concourse. The Department Chairperson, Dr. Michael Grillo, has confirmed this at the beginning of each semester. To that end, Dr. Grillo has provided a letter confirming that all Syllabi are posted in Concourse, and that letter is now posted in Appendix C.
- b. The Philosophy IU does not have any courses that are taught only once per year.
- c. The Philosophy IU reviews and revises the syllabi at the beginning of each semester. Changes are made to note new faculty members, their respective contact information, and unique calendars for each specific class.
- d. A basic informational syllabus for each course in the curriculum is published in the current *SPC CATALOG*. Each course syllabus includes the course number and course title, course description, list of required texts, student learning outcomes, course overview, last revision date, and any other information the IU deems necessary. An example of each has been placed in Appendix D.
- e. An example of one syllabus for each course offered in the current term has been placed in Appendix E. The sample syllabus includes the instructor's name, office number, office hours, office phone; and instructor's requirements for items such as textbooks, supplies and materials, evaluation criteria, standards of student performance, attendance, reading, assignments, field study, etc.

#### 2. QEP (Ethical Decision Making)

- a. A wide variety of data are used to make changes to improve the unit, gathered from the courses taught, the larger Social and Behavioral Sciences Department, the College (especially from SPC Instructional Innovation Center, and from the SPC Department of Planning, Research, and Effectiveness), the District (via Alamo Share), regional support and pedagogical sources (e.g. the Texas Higher Education Coordinating Board, and the Texas Community College Teachers Association), and national sources of best practices (e.g. the American Association of Community Colleges, and the American Council on Education's Center for Internationalization and Global Engagement).

b. The Philosophy IU has met the following responsibilities regarding the QEP:

- i. Identified CT SLO(s) to be addressed in each identified course.
- ii. Aligned curriculum for the CT SLO(s) with the syllabus.
- iii. Aligned curriculum for the CT SLO(s) with instructional activities.
- iv. Aligned curriculum for the CT SLO(s) with in-classroom assessment.

Faculty responsibility relating to QEP	Yes	no
i. Identified QEP SLO(s) to be addressed in each identified course		
ii. Align QEP SLO(s) with the syllabus		
iii. Align QEP SLO(s) with instructional activities		
iv. Align QEP SLO(s) with in-classroom assessment		

c. The Philosophy IU has met the following responsibilities regarding the QEP:

- i. Engaged students in critical thinking activities in their course(s).
- ii. Developed and assigned coursework to fulfill QEP requirements.
- iii. Provided feedback to students regarding their CT skills.
- iv. Documented and shared CT skill development best practices.

Faculty responsibility relating to QEP	yes	no
i. Engaged students in ethical decision-making activities in their course(s).		
ii. Developed and assigned coursework to fulfill QEP requirements		
iii. Provided feedback to students regarding their Ethical Decision Making skills		
iv. Documented and shared Ethical skill development best practices.		

### 3. Resources

In addition to the resources, services and reference sources provided by the College, the Philosophy IU provides what is perhaps the most important resource to our students: the Faculty members themselves, Marie Feldmeier, Andrew Hill, and Charlie Langston. Through direct student contact, both within the classroom and outside of it via the Philosophy Club, the Ethics Bowl Team, the Intercollegiate Civil Disagreement Partnership, and our international education programs, the Philosophy IU empowers our diverse student population, leading to their personal and educational growth, career readiness and community leadership.

Resources	Status
Philosophy Club	Active
Ethics Bowl	Active
Faculty Research Series	Active
International Education Programs	Active
Intercollegiate Civil Disagreement Partnership	Active
The Annual Philosophy Faculty Awards Program	Active

4. Textbooks for each course are chosen by the instructor according to his or her professional judgment, after consultation with the entire Philosophy Faculty, our colleagues on the Philosophy Faculty of the other Alamo Colleges, and with our Department Chair. That judgment is made after weighing several criteria, including the overall quality of the textbook and its cost to students (i.e., value being a function of both quality and expense). Other factors include the balance of primary and secondary sources, the availability of online support services from the publisher, availability, and consensus within the discipline (i.e., has it been adopted by other departments).

### B. General Education Requirements

1. Listed below are the courses from the Philosophy IU that meet the general education course requirements for any associate degree or certificate of completion, and a brief description of the contribution of that course to the overall curriculum.

Courses that meet the general education course requirements:

Course	Contribution	Semester Hours
PHIL 1301 Introduction to Philosophy	A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.	3
PHIL 1304 Introduction to World Religions	A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.	3
PHIL 2303 Introduction to Logic	The purpose of the course is to introduce the student to symbolic logic, including syllogisms, propositional and predicate logic, and logical proofs in a system of rules.	3
PHIL 2306 Introduction to Ethics	The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.	3

### C. Distance Learning

The three full-time, ranked instructors for Philosophy (Marie Feldmeier, Andrew Hill, and Charlie Langston) all hold the Distance Learning Certification from St. Philip's College, and regularly teach courses online. We also have two adjunct instructors that are currently certified to teach courses online and are negotiating with a third candidate to complete the certification process.

1. In the table below are all the Distance Learning courses offered in Philosophy:

## Courses offered by Distance Learning, Spring 2021:

Course	Contribution	Semester Hours
PHIL 1301 Introduction to Philosophy	A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.	3
PHIL 1304 Introduction to World Religions	A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.	3
PHIL 2303 Introduction to Logic	The purpose of the course is to introduce the student to symbolic logic, including syllogisms, propositional and predicate logic, and logical proofs in a system of rules.	3
PHIL 2306 Introduction to Ethics	The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.	3

2. In the table below, there are the course numbers and titles of all Distance Learning courses offered by the Philosophy IU the Fall 2019, Spring 2020, and Summer 2020 semesters. The chart also contains the ratio of #DL to #FtF courses.

During this time, the ratio of Distance Learning to Face-to-Face was 3 to 1 (17 classes taught via Distance Learning to 05 classes taught Face-to-Face). However, it should be noted that given the global COVID-19 pandemic, Face-to-Face classes were converted to Distance Learning course half-way through the Spring 2020 semester. It is also the reason that 100 percent of the Summer 2020 classes were Distance Learning courses. Given this significant shift, we are planning to expand our Distance Learning course offerings in the future, by reviewing how we can offer all of our currently taught courses online, and how we can train additional adjunct instructors in the required Distance Learning certification process.

It is always our goal as a Faculty to have an even balance between Distance Learning and Face-to-Face classes, just as it is our goal to have a balance between 16 week courses and 08 week courses, as well as offering a wide range of Philosophy courses. There is no difference in the PGR and retention rate between students in the Face-to-Face and Distance Learning classes.

Distance Learning courses versus Face-to-Face courses offered by the Philosophy IU:

<b>Fall 2019</b>				
<b>Course Number</b>	<b>Course Title</b>	<b>#DL</b>	<b>#FtF</b>	<b>Ratio</b>
PHIL 1301	Introduction to Philosophy	2	1	2 to 1
PHIL 2306	Introduction to Ethics	5	1	5 to 1
PHIL 2303	Introduction to Logic	0	1	100 percent
<b>Spring 2020</b>				
<b>Course Number</b>	<b>Course Title</b>	<b>#DL</b>	<b>#FtF</b>	<b>Ratio</b>
PHIL 1301	Introduction to Philosophy	4	2	2 to 1
PHIL 2306	Introduction to Ethics	6	2	3 to 1
PHIL 2303	Introduction to Logic	0	1	100 percent
<b>Summer 2020</b>				
<b>Course Number</b>	<b>Course Title</b>	<b>#DL</b>	<b>#FtF</b>	<b>Ratio</b>
PHIL 1301	Introduction to Philosophy	2	0	100 percent
PHIL 2306	Introduction to Ethics	2	3	Two Thirds

3. Below is the list of names of all full-time and adjunct faculty members that are teaching Distance Learning courses. They are all DL certified (all faculty are required to complete Canvas Training for certification provided by the IIC).

All full-time and adjunct faculty members that are teaching Distance Learning courses:			
NAME:	COURSES TAUGHT:	ACADEMIC DEGREES or COURSEWORK:	OTHER QUALIFICATIONS & COMMENTS:
F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate Transferable G = Graduate			
<b>Balog, Michael (P)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)	No degree in Philosophy <b>Coursework:</b> 6 classes for 18 hours.	Distance Learning Certified by SPC
<b>Feldmeier, Marie (F)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)  PHIL 1304 Introduction to World Religions, 3(UT)  PHIL 2303 Introduction to Logic, 3(UT)	<b>Ph.D. Philosophy,</b> University of Notre Dame	Distance Learning Certified by SPC
<b>Hill, Andrew Joseph (F)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)	<b>M.A. Philosophy,</b> University of St. Thomas  Doctor of Jurisprudence, Loyola University of New Orleans	Distance Learning Certified by SPC
<b>Langston, Charlie (F)</b>	SPRING 2021  PHIL 1301 Introduction to Philosophy, 3(UT)	<b>M.A. Philosophy,</b> Texas Tech University  M.S., University of Texas at San Antonio	Distance Learning Certified by SPC

4. The Philosophy IU does not offer any SACS approved degree or certificate programs available entirely through Distance Learning. The Program of Philosophy at St. Philip's College offers a diverse set of courses in philosophy that introduces students to the study of philosophical texts, issues, problems, and ideas. We offer introductory courses in philosophy, ethics, and logic, as well as a specialized course in world religion.

Program Level: Pre-Majors/Transfer

Department: Social and Behavioral Sciences

Institute: Creative & Communication Arts

#### D. Articulation Agreements

1. The courses in the Philosophy IU are transferable as the title course to all Texas institutions. Transfer articulation agreements, also known as Memorandum of Understanding (MOU's), allow students to take their first and second year of coursework, leading to a baccalaureate degree at St. Philip's College, and transfer credits earned to a participating four-year college or university and complete the remaining upper-division coursework required for the Bachelor's Degree.

Course	Transfer Agreement Institution
Introduction to Philosophy PHIL 1301	<a href="#">University of the Incarnate Word</a> <a href="#">Texas Lutheran University</a> <a href="#">The University of Texas at San Antonio</a>
Introduction to World Religions PHIL 1304	<a href="#">University of the Incarnate Word</a> <a href="#">Texas Lutheran University</a>
Introduction to Logic PHIL 2303	<a href="#">University of the Incarnate Word</a> <a href="#">Texas Lutheran University</a> <a href="#">The University of Texas at San Antonio</a>
Introduction to Ethics PHIL 2306	<a href="#">University of the Incarnate Word</a> <a href="#">Texas Lutheran University</a>
History of Classical and Modern Philosophy I, PHIL 2316	<a href="#">The University of Texas at San Antonio</a>

## E. Dual Credit

1. The courses in the Philosophy IU are not offered for dual credit at any of the high schools with which the Alamo Colleges have Dual Credit agreements.

### CATEGORY III: ENROLLMENT PROFILE

1. The Philosophy IU does not have a selection process for student acceptance into the program or course(s). Thus, there are not minimum basic skills required for acceptance into this program or course.

2. [Key Performance Indicators](#) for Majors/Concentrations

- a. Self-declared Majors/Concentrations

Fall 2018	Fall 2019	Fall 2020
4	2	2

- b. Contact Hours

2017-2018	2018-2019	2019-2020
18,288	22,896	25,008

- c. Average Class Size

2017-2018	2018-2019	2019-2020
40	40	40

- d. Course Completion Rate

2017-2018	2018-2019	2019-2020
95.8%	96.7%	98.6%

- e. Productive Grade Rate

2017-2018	2018-2019	2019-2020
87.6%	83.9%	92.5%

- f. Graduation – number of degrees/certificates awarded

2017-2018 (Fall-Spring)	2018-2019 (Fall-Spring)	2019-2020 (Fall-Spring)
0	0	0

3. Technical and/or Work Force Tables [*Not applicable*].

4. Analysis of the Operational Unit and Assessment Planning Report

- a. What did you learn from evaluating your Key Performance Indicators, KPI, and enrollment trends?

The information regarding the Philosophy IU revealed that the Philosophy courses continue to meet their target of increasing course completion and course success rates. In addition, no Philosophy course is on the “high-risk” list.

- b. SWOT Analysis from the Operational Unit and Assessment Planning Report

The Operational Unit and Assessment Planning Report is attached at the end of our IUR in Appendix F. The OUAP contains a SWOT analysis that states that the greatest weakness facing the department is “...the dramatic increase in Dual Credits Students and high schools.” This is of particular concern to the Philosophy IU, which is now beginning to see extremely young, inexperienced students assigned to our classes. We need to address this situation as best we can.

- c. What key interventions or improvements did you make or will you make based on what you learned in the evaluation of the results?

The Philosophy Faculty will find new pedagogic strategies to accommodate extremely young, inexperienced students assigned to our classes.

## CATEGORY IV: FACULTY

### A. Qualifications

- The Faculty Qualifications Roster. Included below are all members of the faculty who taught one or more classes during the current Spring 2021 semester.

NAME:	COURSES TAUGHT:	ACADEMIC DEGREES or COURSEWORK:	OTHER QUALIFICATION S& COMMENTS:
F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate Transferable G = Graduate			
<b>Balog, Michael (P)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)	No degree in Philosophy <b>Coursework:</b> 6 classes for 18 hours.	Distance Learning Certified by SPC
<b>Feldmeier, Marie (F)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)  PHIL 1304 Introduction to World Religions, 3(UT)  PHIL 2303 Introduction to Logic, 3(UT)	<b>Ph.D. Philosophy,</b> University of Notre Dame	Distance Learning Certified by SPC  Master Teacher Certified by SPC
<b>Hill, Andrew Joseph (F)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)	<b>M.A. Philosophy,</b> University of St. Thomas  Doctor of Jurisprudence, Loyola University of New Orleans	Distance Learning Certified by SPC  Master Teacher Certified by SPC
<b>Langston, Charlie (F)</b>	SPRING 2021  PHIL 1301 Introduction to Philosophy, 3(UT)	<b>M.A. Philosophy,</b> Texas Tech University  M.S., University of Texas at San Antonio	Distance Learning Certified by SPC  Master Teacher Certified by SPC

## 2. [Qualifications](#)

According to the Commission on Colleges of the Southern Association of Colleges and Schools, the minimum qualifications to teach Philosophy is a Master of Arts degree in Philosophy or, minimally, a Master of Arts degree in another field, but with 18 graduate hours in Philosophy. Each instructor in the Philosophy IU meets or exceeds the minimum requirements.

3. The table below reflects the ratio of sections taught as full-time faculty loads versus sections taught as overloads.

Semester	Sections (Workload Units) Taught as Full-Time Faculty Loads	Sections (Workload Units) Taught as Overloads	Sections (Workload Units) Taught by Adjunct Faculty	Total Sections (Workload Units) in This Semester
Fall 2019	10	2	0	12
Spring 2020	10	5	0	15
<b>Totals</b>	20	7	0	27
<b>Percent of Total</b>	74 percent	26 percent	0	100 percent

4. The Philosophy IU is not part of the AS& T unit; thus, we did not provide documentation that demonstrates advisory committee members have reviewed faculty qualifications and professional growth. This is Not Applicable because it is not required by our accreditation.

## B. Development

1. The faculty of the Philosophy IU are not mandated by the state, professional organization(s) and/or accrediting organization(s) to maintain continuing education credits and professional licensing.
2. Below are listed the professional development activities and the academic presentations that faculty members in the Philosophy IU have delivered to enhance and improve their teaching abilities and share their expertise with their professional colleagues.

Date	Development Activity	Organization	Location
Summer 2020	New Faculty Orientation	Alamo Colleges District	San Antonio
Fall 2020	Master Teacher Certification	St. Philip's College	San Antonio
Fall 2020	Faculty-Student Mentor Certification	St. Philip's College	San Antonio
Fall 2020	Faculty Research Series: Interviewed Terri Bogges	St. Philip's College	Online
Fall 2020, Ongoing	New Faculty Institute	Alamo Colleges District	San Antonio
Fall 2020, Ongoing	Creating an Equity-Minded Syllabus Training	Alamo Colleges District	San Antonio
Spring 2021	Annual Conference Sessions	Association for Practical and Professional Ethics	Online
Spring 2021	World Religions Presentation <i>"Love in Zen Buddhism"</i>	Compassionate Ocean Zen Center (Minnesota)	Online
2019	Neuro, Cognitive, and Learning Sciences, Part 01	Online Learning Consortium	Online
2019	Neuro, Cognitive, and Learning Sciences, Part 02	Online Learning Consortium	Online
2020	<i>"Global Climate Change Refugees: A New Category?"</i>	Southwest Fulbright Symposium	San Antonio
2020	<i>"Mix and Match: Three Tech Tools to Enhance Zoom, Online, and Face-to-Face Classes"</i>	EduTech Conference 2020 Alamo Colleges District	Online
2020	Inter-institutional Collaboration for Ethics Bowl	Association for Practical and Professional Ethics	Online
Spring 2021	Annual Conference Sessions	Association for Practical and Professional Ethics	Online

25 February 2021	Annual Conference Sessions	Association for Practical and Professional Ethics	San Antonio Online
09 February 2021	<i>“International Peace Initiatives and the Fulbright Scholar-in-Residence”</i>	The Rotary Club of Alamo Ranch	San Antonio Online
15 January 2021	<i>“Civil Disagreement: Hosting Conversations Across Political Differences”</i>	DreamWeek 2021	San Antonio Online
24 June 2020	<i>“Walls &amp; Peace Lines in Post-Conflict Ireland”</i>	Jewish Voice for Peace	San Antonio Online
05 March 2020	<i>“Establishing an Ethics Center on Your Campus”</i> at the Ethics Centers Directors Summit	Association for Practical and Professional Ethics	Atlanta Georgia
15 February 2020	<i>“The Geneva Conventions in 2020: International Humanitarian Law”</i>	Southwest Fulbright Symposium 2020	San Antonio
23 January 2020	<i>“Our Shared Humanity: The Geneva Conventions in 2020”</i> Workshop on International Humanitarian Law	DreamWeek 2020 at the American Red Cross Headquarters	San Antonio
23 November 2019	Faculty Development Seminar International Education with Dr. Derick Wilson	International Education Week at Northwest Vista College	San Antonio
20 November 2019	Faculty Development Seminar International Education with Dr. Derick Wilson	International Education Week at St. Philip’s College	San Antonio
18 May 2019	<i>“Global Humanitarian Values in the Class: Using the Law of War to Teach International Humanitarian Law”</i>	Education Partnership for Internationalizing Curriculum Symposium at Stanford University	San Francisco California
06 April 2019	Faculty Development Workshop on International Humanitarian Law	Southwest Fulbright Symposium 2019	San Antonio
29 March 2019	Faculty Development Workshop on International Humanitarian Law	Northwest Vista College	San Antonio
29 March 2019	Faculty Development Workshop on International Humanitarian Law	Palo Alto College	San Antonio

Marie Feldmeier Charlie Langston Andrew Hill 

Faculty members in the Philosophy Instructional Unit are also current or former members of the following professional associations:

- American Academy of Religion
- American Association of University Professors
- American Philosophical Association
- American Society of International Law
- Association for Practical and Professional Ethics
- Canon Law Society of Great Britain & Ireland
- European Society of International Law
- International Bar Association
- International Law Association - Irish Branch
- Southern Society for Philosophy and Psychology

#### C. Evaluation

1. All faculty evaluated in accordance with [Board policy D.7.1](#) and [Board procedure D.7.1.1](#)?

### **CATEGORY V: FACILITIES, EQUIPMENT, AND SUPPLIES**

- A. Provide, in narrative form, an overall assessment of your program's facilities, equipment, and supplies. This may include classrooms, laboratories, offices, and other space; equipment, consumable lab supplies, hardware and software, maintenance, and tech support, and/or health and safety issues. Describe any notable deficiencies and/or areas that need attention.

The Philosophy faculty utilizes classrooms in the Sutton Learning Center on a regular basis. Because the building was renovated in 2014, the classrooms are modern, comfortable, and supplied with new desks. The classrooms are also completely equipped with LCD projectors, drop-from-the-ceiling screens, and computer systems that provide for presenting directly from the internet, saved PowerPoint presentations, or even DVD movie clips.

The Philosophy faculty also conduct classes at JBSA-Fort Sam Houston, JBSA-Lackland and JBSA-Randolph, and the provided facilities and professional support have generally been quite good.

- B. In summary, are the facilities, equipment, supplies, and services utilized by the program adequate for fulfilling your mission?

Yes, the Philosophy faculty members have telephones, mailboxes and computer workstations in their offices, are provided iPads and laptop computers upon request, and have convenient access to color printers, and a large, staple-capable copier in a shared workroom. The part-time, adjunct instructors have access to workstations in the Adjunct office, and have access to the shared workroom for copying and instructional items.

The Philosophy faculty also have access to a large, modern library, and the professional services of a team of well-trained librarians.

It is also worth noting that in our building the Philosophy faculty also have convenient access to both a well-equipped kitchen and exercise facility.

## CATEGORY VI: SUMMARY OF FINDINGS

1. Using the information gathered in Categories I, II, III, IV, and V, draw conclusions as to how your program is doing. Note any strong points, as well as those areas that need improvement.

The Philosophy IU is now well positioned to make a major contribution to the Social and Behavioral Sciences Department, St. Philip's College, and the city of San Antonio. With three well credentialed and experienced instructors, and with a pool of adjunct instructors who are also certified in Distance Learning, the discipline is poised to expand the scope of offerings online and face-to-face.

The clear strength of the Philosophy IU is the broad-based experience of the full-time faculty members, who represent a range of expertise.

**Marie Feldmeier, Ph.D.** is an Assistant Professor of Philosophy in the Social and Behavioral Sciences Department. She received her Doctor of Philosophy degree from the University of Notre Dame in 2004, and graduated summa cum laude with a Bachelor of Arts degree in Philosophy from the University of Minnesota in 1994. She has over twelve years of full-time teaching experience in higher education, including seven years teaching full-time at a community college. She has taught numerous courses in philosophy and religion, including Introduction to Philosophy, Ethics, Environmental Ethics, Business Ethics, Logic, Advanced Critical Thinking, World Religions, Philosophy of Religion, Philosophy of Death and Dying, and Aesthetics. She has extensive experience creating instructional materials, assessing student learning, and designing courses. In addition to teaching traditional face-to-face courses, Dr. Feldmeier has taught online courses, team-taught courses with colleagues, taught accelerated courses, and supervised independent study projects. She received the Teaching Excellence Award for Philosophy from the Philosophy Faculty of St. Philip's College in 2014.

**Andrew Hill, J.D.** is an Associate Professor of Philosophy in the Social and Behavioral Sciences Department. He received his Doctor of Jurisprudence degree from Loyola University of New Orleans in 1998. He earned a Bachelor of Arts degree in Philosophy and English St. Mary's University, and his Master of Arts degree in Philosophy from the University of St. Thomas in Houston. During the academic year 2018 - 2019, he was a Fellow in the Global Studies Division of Stanford University. He received the NISOD Excellence Award from the College of Education at the University of Texas at Austin for his innovative teaching at St. Philip's College in 2018.

**Charlie Langston, M.A., M.S.** is an Instructor of Philosophy in the Social and Behavioral Sciences Department. He earned a Bachelor of Arts degree in Psychology and Sociology from West Texas A&M University, and a Master of Science degree in Psychology from the University of Texas at San Antonio, as well as his Master of Arts degree in Philosophy from Texas Tech University. He has extensive experience teaching Ethics, has been a Subject Matter Expert for the Ethical Decision-Making initiative of the QEP Team, and has coached the Ethics Bowl Team. He is an active member of the Association for Practical and Professional Ethics, which is the host organization of the Ethics Bowl Tournament. His research interests are interdisciplinary, often exploring the Philosophy of Mind, cognitive neuroscience, or the psychology of ethics. For example, while studying at UTSA, he contributed to a series of social psychology experiments measuring the effects of ostracism on perceptions of moral hypocrisy. In addition to his academic qualifications, he served in the United States Army as a Signals Intelligence Analyst, a position which required him to have Top Secret (TS) and Sensitive Compartmented Information (SCI) clearance to handle sensitive information. He received the Teaching Excellence Award for Philosophy from the Philosophy Faculty of St. Philip's College in 2018.

2. Does your Unit Plan include strategies for capitalizing on strengths and improving in the weakest areas? Please list those strategies here.

#### Goals and Objectives

##### 1. Short-Term Goals (1 – 5 Years)

The first two Philosophy courses, **309 Logic** and **310 Ethics**, were taught at St. Philip's College during the 1973-1974 academic year by Connie Economy, the first instructor of Philosophy and Ethics. As we approach the **50th anniversary** of the teaching of Philosophy at St. Philip's College, we have a lot to be proud of in our past and much to look forward to in our future.

In the immediate future, our short-term goals involve three new initiatives:

- (1) a new **partnership** that is in progress (see Appendix H);
- (2) an incipient **Honors Pilot Program**; and
- (3) the creation of an **Ethics Center** that is in development as we explore fundraising options (see Appendix I).

The three members of the Philosophy Faculty work together on shared projects, such as the Quality Enhancement Plan (QEP) Team, the Philosophy Club, the Philosophy Faculty Awards Program, the Faculty Research Series, and the Ethics Bowl Team.

However, during the AY 2020-2021, Charlie Langston took the lead chair on our efforts for the annual Ethics Bowl, which was significantly impacted by the COVID-19 pandemic. With other projects, Marie Feldmeier has led the efforts, for example with the new Honors Pilot Program and the S.T.R.E.A.M. Speaker Series. In fact, working with San Juan San Miguel, she recently received a Faculty/Staff Innovation Grant that will provide computer tablets to all students who participate in the Honors Pilot Program. With the new Intercollegiate Civil Disagreement Partnership (ICDP), Andrew Hill led the initial formation, but shares the ongoing programmatic responsibilities with Marie Feldmeier. The development of an Ethics Center for the College has been a long-term, shared project which is in the fundraising stage, but promises to be a large, significant voice for ethics on our campus, in the Greater San Antonio community, regionally and nationally.

In each of these cases, the members of the faculty work to balance the workloads, match their strengths to IU needs, and share the responsibilities and rewards of the initiatives.

## 2. Long-Term Goals (5+ Years)

Our long-term goal is simple – the creation of a truly internationalized campus. However, without strategy, there is only drift. Thus, we have been following a long-term plan regarding the international education aspect of educating our students.

It is our hope to build upon not only the foundation of our strong international student body and existing study abroad programs, but also upon the well-established partnership with St. Mary's University and the Corrymeela Ballycastle Peace Centre of Northern Ireland. Having a focus on peace and conflict studies has given us a strong central theme at the core of our internationalization efforts campus wide and having partners with expertise and resources has helped us provide quality education and value for dollars invested. We believe that having two Fulbright Scholars-in-Residence (in 2016 and 2019) deepened and strengthened the institutional relationships between St. Philip's College and the Corrymeela Ballycastle Peace Centre, and in turn, has been a catalyst for the internationalization of our campus.

In the past few years, we received a grant from the United States Institute for Peace to fund a collaboration with St. Mary's University and the Corrymeela Ballycastle Peace Centre: the successful 2013 Peace and Conflict Studies Workshop, featuring speakers from the Corrymeela peace and reconciliation center in Ballycastle, Northern Ireland.

During the summer of 2015, we conducted a successful three-week study abroad trip to the Corrymeela Ballycastle Centre in Northern Ireland. This trip allowed us to work through the three standard "core courses" with the added layer of field experience and the expert advice of Dr. Richard Naylor, and his wife Yvonne Naylor, both of whom are members of the Corrymeela Community and have been professional peace practitioners at the Centre for forty years.

During the spring of 2016, Richard and Yvonne Naylor were Fulbright Scholars-in-Residence on our campus, and they acted as advisors and co-instructors in the same classes that we offered during the 2015 study abroad program in Northern Ireland.

During the summer of 2019, we were joined by Dr. Derick Wilson, and his wife Dorothy Wilson, both of whom are members of the Corrymeela Community and have been professional peace practitioners at the Centre for forty years. This was the second Fulbright Scholar-in-Residence grant that we had received from the U.S. State Department, and they had a tremendous impact on campus throughout the academic year.

Using “Internationalization in Action” (IIA) as a guide, we developed a four-part, long-term strategy to internationalize our campus. IIA is a series by the American Council on Education’s Center for Internationalization and Global Engagement, which presents a sequence of “effective approaches to engaging faculty in the process of internationalization.” It is our hope to comprehensively transform the College by transforming the faculty. In the IIA approach, there are 4 “levels” of the curriculum that require attention in order to create a comprehensively internationalized student learning experience: individual courses, academic program components (majors, minors, and certificates), degree programs, and disciplines as a whole.

By creating a lasting partnership with our sister schools in the Alamo Colleges, our local partner St. Mary’s University, and our international partner in the Corrymeela Ballycastle Centre, we can create an institutional exchange structure that moves individual faculty members through all four stages of the IIA model.

However, for this theoretical model to work, we need to provide powerful international experiences for our students and faculty, and we need to have the benefits of long-term interactions with non-U.S. scholars. The Fulbright Scholar-in-Residence program has brought scholars into our community for sustained engagement with our faculty and students. The scholars have advised our faculty both at the Corrymeela Peace Centre in Northern Ireland, and then with those same classes back on our campus. This has been the catalyst to truly internationalizing those individual courses, and in turn the academic program components. Ideally, even the degree programs and the disciplines as a whole will be ultimately influenced by the knock-on effects of our efforts.

<i>Internationalization in Action</i>	<i>Focus</i>	<i>Released</i>
<i>Internationalizing the Curriculum Part 1</i>	<i>Individual Courses</i>	<i>December 2013</i>
<i>Internationalizing the Curriculum Part 2</i>	<i>Academic Program Components (majors, minors and certificates)</i>	<i>January 2014</i>
<i>Internationalizing the Curriculum Part 3</i>	<i>Degree Programs (including institution-wide student learning outcomes)</i>	<i>March 2014</i>
<i>Internationalizing the Curriculum Part 4</i>	<i>Disciplines</i>	<i>June 2014</i>

3. Should this program continue to exist in its present form? Why or why not? If not, provide suggestions for change.

**Yes**, the program should continue to exist in its present form. Philosophy courses are an integral part of the undergraduate academic experience, and the objectives and proposed student learning outcomes help to foster critical thinking and interpersonal skills. These skills are extraordinarily valuable in the workplace and are essential for continued personal and professional growth and development. In addition, the Philosophy Faculty empower our diverse student population through a wide range of curricular and co-curricular experiences.

# APPENDICES

Appendix A	OUAP and DAR
Appendix B	Advisory Meeting Minutes (not applicable)
Appendix C	Syllabi Posted in Concourse Letter
Appendix D	Department Syllabi
Appendix E	Instructor Syllabi
Appendix F	SWOT Analysis
Appendix G	Faculty Qualifications Table
Appendix H	Intercollegiate Civil Disagreement Partnership
Appendix I	Center for Excellence in Ethics

# St. Philip's College

## Detailed Assessment Report 2018-2019 A&S AC Social and Behavioral Sciences DEPT

A.s.d: S,'05,'201911:25AMCDT

(Includes those Action Plans with Budget Amounts marked One-time, Recurring, No Request)

### Mission / Purpose

Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to "real world" experiences.

### Program Outcomes (non-student learnings, with Any Associations and Related Measures, Targets, Findings, and Action Plans

#### **P 1: Productive Grade Rate (PGR)**

Increase productive grade rate.

#### **Relevant Associations:**

##### **Current Standard Sets Associations**

##### **1 EDUCATIONAL PROGRAM OUTCOMES**

- 2 Productive Grades
- 3 Course Completion

##### **Institutional Priority Associations**

- 1.3 Graduation, Persistence, Productive Grade Rate Improvement
- 2.3 Student Engagement

##### **Strategic Plan Associations**

- 1 - St. Philip's College/President's Office
  - 1.2 Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).

#### **Related Measures**

#### **M 1: Productive Grade Rate (PGR)**

Increase productive grade rate.

Source of Evidence: Existing data

#### **Target:**

Increase productive grade rate by 1% by August 31, 2019.

#### **Finding (2018-2019) -Target: Not Met**

Our Success Rate (Productive Grade Rate) dropped from 84% in Fall 2017 to 82% in Fall 2018.

#### **Related Action Plans (by Established cycle, then alpha):**

On-line self assessment

*Established in Cycle:* 2018-2019

We are currently looking into strengthening mentor/mentee relationships. We are also evaluating our online courses by instructor...

For full information, see the *Details of Action Plans* section of this report.

#### **P 2: Course Completion Rate**

Increase course completion rate.

#### **Relevant Associations:**

##### **Current Standard Sets Associations**

##### **1 EDUCATIONAL PROGRAM OUTCOMES**

- 2 Productive Grades
- 3 Course Completion

##### **Institutional Priority Associations**

- 1.3 Graduation, Persistence, Productive Grade Rate Improvement
- 2.3 Student Engagement

##### **Strategic Plan Associations**

- 1 - St. Philip's College/President's Office
  - 1.2 Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).

#### **Related Measures**

M 2: Course Completion Rate

Increase course completion rate by 1% by August 31, 2019.

**Finding** (2018-2019) -Target: **Not Met**

Our Completion Rate stayed the same from Fall 2017 to Fall 2018 at 94%.

Related Action Plans (by Established cycle, then alpha):

**Academic Program Specialists in Academic Centers and Labs**

*Established in Cycle: 2017-2018*

We propose hiring 24 academic program specialists/tutors to staff MathWorld, the Byrd Sanctuary, and the Rose R. Thomas Writing...

For full information, see the *Details of Action Plans* section of this report.

### **P 3: High Risk Courses**

High risk courses.

#### **Relevant Associations:**

**current standard Sets Associations**

**1 EDUCATIONAL PROGRAM OUTCOMES**

5 High Risk Courses

**Institutional Priority Associations**

1.3 Graduation, Persistence, Productive Grade Rate improvement

2.3 Student Engagement

**Strategic Plan Associations**

**1 - St. Philip's College/President's Office**

1.2 Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).

#### **Related Measures**

### **M 3: High Risk Courses**

Maintain the number of courses defined as high risk at zero.

Source of Evidence: Existing data

#### **Target:**

Maintain high risk courses at zero by August 31, 2019.

**Finding (2018-2019)-Target: Not Reported This Cycle**

As of this date (2/4/2019) data for Fall 2019 is not available.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### **Academic Program Specialists in Academic Centers and labs**

We propose hiring 12 academic program specialists/tutors to staff MathWorld, the Byrd Sanctuary, and the Rose R. Thomas Writing Center and the INRW Lab. We believe these trained tutors will help our Completion Rates and Success Rates. We also believe smaller class sizes to 35 or 32 will help our results.

**Established in Cycle:** 2017-2018

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Educational Program Outcomes):**

**Measure:** Course Completion Rate | **Educational Program Outcomes:** Course Completion Rate

**Budget Amount Requested:** \$350,000.00 (recurring)

On-line self assessment

We are currently looking into strengthening mentor/mentee relationships. We are also evaluating our online courses by instructor using Quality Matters criteria. We expect to offer our students an excellent learning opportunity.

**Established in Cycle:** 2018-2019

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Educational Program Outcomes):**

**Measure:** Productive Grade Rate (PGR) | **Educational Program Outcomes:** Productive Grade Rate (PGR)

**Projected Completion Date:** 12/2019

**Responsible Person/Group:** Social and Behavioral Sciences faculty and staff.

### OUAP Analysis Questions and Analysis Answers

Environmental Scan: What key environmental scan data did you review from the current assessment cycle? (e.g. Action Plans, KPIs, Student Learning Outcomes, etc.)

The key data we looked at were the following reports from IRES: Certified Student Profile-Fall 2018 THECB- Race and Ethnicity of Regularly Enrolled Students- Fall 2018 Summary of Contact Hours - Fall 2018 Degrees and Certificates- Fall 2018 Annual Semester Credit Hours (SCH) Alamo Colleges Factbook 2018 Grade Distribution by Co1,1rse Number - ALL STUDENTS- SPC- Fall 2018 Completion and Success Rates- Fall 2018 Faculty Completion and Success Rates- Fall 2018

SWOT Analysis: What did your environmental scan show regarding strengths, weaknesses, opportunities for improvement, and threats/challenges?

assessment season. Weaknesses - our reliance on so many online courses hurts student development and the growth of an undergraduate culture. The dramatic increase in Dual Credits Students and high schools. Opportunities - our department has to get more involved within our disciplines. We have to present more at conferences and publish papers in refereed journals to give St. Philip's College greater publicity. Threats/challenges - at the end of spring 2019 Yte will be without a full time government instructor and a full time temporary government instructor. We will need to replace these instructors by the fall 2019. The dramatic increase in Dual Credits Students and high schools.

**Achievements:** What key achievements (recognitions, awards, highlights) did your unit obtain during the current assessment cycle?

January 2019: Dr. Gregory Hudspeth is honored for his 40 years of teaching at St. Philip's College. February 2019: Mr. Allen Hamilton is chosen as the recipient of the Mary Jon and J.P. Bryan Leadership in Education Award for outstanding Texas History teacher by the Texas State Historical Association. May 2019: Ms. Irene Young and Andrew Hill Ytere fellows in the Education Partnership for Internationalizing Curriculum at Stanford University. May 2019: Dr. Gregory Hudspeth is chosen as a Piper Professor 2019.

**Results/Outcomes:** What key results did your unit obtain during the current assessment cycle?

Our Completion Rate stayed the same from Fall 2017 to Fall 2018 at 94%. Unfortunately, our Success Rate (Productive Grade Rate) dropped from 84% in Fall 2017 to 82% in Fall 2018. We are currently looking at Success Rates by discipline and individual faculty to help in our analysis.

**Improvements:** What interventions or improvements did you make based on what you learned in the evaluation of the results?

Fall 2019: Yte will be auditing our online courses by instructor to make certain they offer our students an excellent learning opportunity. We believe this will help our online courses and their Success Rate (Productive Grade Rate) for the Fall 2019.

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Appendix B  
(Not Applicable)



ALAMO COLLEGES DISTRICT  
St. Philip's College

3 March 2021

Instructional Review Committee  
St. Philip's College

Dear Committee Members:

This memo is to confirm that I examined Concourse syllabi for the Philosophy Program. All templates are up to date and all syllabi for current courses are available to students to view.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Grillo".

Michael C. Grillo, PhD  
Chair, Department of Social and Behavioral Sciences  
St. Philip's College  
1801 Martin Luther King Drive San Antonio, Texas, 78203  
Direct: (210) 486-2609  
E-mail: mgrillo@alamo.edu

## Appendix D

Courses offered by Philosophy IU, Spring 2021:

Course	Contribution	Semester Hours
PHIL 1301 Introduction to Philosophy	A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.	3
PHIL 1304 Introduction to World Religions	A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.	3
PHIL 2303 Introduction to Logic	The purpose of the course is to introduce the student to symbolic logic, including syllogisms, propositional and predicate logic, and logical proofs in a system of rules.	3
PHIL 2306 Introduction to Ethics	The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.	3



# Introduction to Philosophy

## PHIL-1301

Full Term Spring 2021 Section 068.27376 3-3-0 Credits 01/19/2021 to 05/15/2021 Modified 01/17/2021

### Meeting Times

"Asynchronous," "e-Learning," and "Distance Learning" are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students WILL NOT meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is NOT in real time. The timeframe for an instructor's response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

The term "Synchronous" refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. Instructors **CANNOT deviate from the meeting time published in the class schedule.** Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is "Remote via Zoom (video communication)" at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Online

### Contact Information

#### Instructor: Charlie Langston

Email: [clangston8@alamo.edu](mailto:clangston8@alamo.edu)

Office: SLC 219-X

Phone: 210-486-2797

#### Office Hours

TBD

### Materials

The Philosophical Journey: An Interactive Approach 7th Edition  
by William Lawhead (Author)  
ISBN-13: 978-1259914263

Please contact your instructor for more information about the text.

## Description

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Introduction to the study of ideas and their logical structure, including arguments and investigations about abstract and real phenomena. Includes introduction to the history, theories, and methods of reasoning. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite(s)

INRW 0420

## Objectives

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- 1 Be able to write clear, organized, and well-argued philosophical papers.
- 2 Pass in-course exams and a comprehensive final examination on the content of the course.
- 3 Demonstrate competence in basic logical concepts and critical thinking.
- 4 Understand the core principles of each theory and the key arguments that support them.
- 5 Be able to offer a well-supported analysis of current and contemporary philosophical issues.

THECB Core Curriculum Objectives:

**Critical Thinking Skills** - Critical thinking skills are the focus of a logic class. By carefully examining, analyzing, and evaluating arguments and argument structures students develop skills useful in any form of inquiry. Studying fallacies and methods of testing arguments for validity are also important tools for careful, critical thought.

**Communication Skills** - Analyzing, evaluating, and writing arguments are all good ways to develop communication skills, especially those involving consistency, persuasion, and clarity of reasoning. Studying fallacies provides further opportunity to consider ways in which communication can be misleading.

**Social Responsibility** - Related to the abilities to think well and communicate well are developing a sense of how these thinking and communication skills have an impact on those around us, in shaping political and social debates, and in sharing ideas across cultural differences.

**Personal Responsibility** - Reasoning carefully and communicating clearly are key components of personal responsibility in that students can develop skills of providing good reasons for their beliefs and honestly assessing the strengths and weaknesses of their reasons. This encourages students to take responsibility for their beliefs and for the actions they perform as a result.

## Outcomes

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- 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.

# ✓ Evaluation

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## GRADING STATEMENT

Your grade in this course is determined by your performance on a) discussions/attendance, b) projects, assignments and quizzes, and c) exams.

### A) Discussions (Total: 20% of Grade)

Regular collaboration and participation is important for success. With that in mind, there will be discussions most weeks. Please see each discussion for its requirements and grading rubric.

### B) Projects, Assignments and Quizzes (Total: 60% of Grade)

We will have weekly assignments and/or quizzes. These assignments must be completed on time to receive credit. (See Late Work Make-up Policy).

### c) Exams (Total: 20% of Grade)

The exams will be comprehensive and have, historically, included multiple choice and true/false questions; although I am experimenting with some new exams ideas. The exams may also include short answer and/or essay questions.

Please note: Instructor reserves the right to make changes to the grading scheme during the class. If changes are made, they will be announced to the class. Also, a writing assignment will likely be added. Currently, I am not sure how the writing assignment will fit into the overall grading scheme. Historically, I have included it as part of the grade for one of the exams.

# \* Course Policies

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## Student Responsibilities

The following are student responsibilities for completing coursework.

1. It is your responsibility to ensure that your environment is suitable for completing assignments, exams, etc.
2. It is your responsibility to ensure that your computer is charged (if a laptop) and that you have access to reliable internet access and electricity.
3. It is your responsibility to ensure that your computer or device is functioning properly.
4. For best quality, it is recommended that you do not use a phone or tablet.
5. If you experience technical difficulties related to ACES or Canvas, immediately call the Support Central Hotline at 210-485-0555. You will need to obtain a ticket number from the hotline verifying your technical difficulties. E-mail the ticket number to me as soon as you receive it. I will be able to contact the hotline and verify your technical difficulties. Keep in mind, having a ticket number only provides evidence that you contacted the hotline. The support staff will verify whether or not you actually experienced technical problems through ACES or Canvas.
6. It would be a good idea to take a screenshot of any problems you have with your system to provide as further evidence.
7. Please e-mail me immediately if you experience problems. I must receive your e-mail stating any technical difficulties before the deadline. Keep in mind that e-mailing me ten minutes before the deadline does not indicate that you experienced problems, only that you were likely ill-prepared.
8. I will only excuse or reopen coursework if you have experienced verified technical problems and only if you have contacted me promptly after experiencing the problems

## Webcam

You may be required to use a webcam for certain tasks in this course.

## Late Work and Make-up Policy

**\*Due to the chaotic nature of, well, everything right now, I am suspending my typical Late Work policy. I will accept all late work and make-up work, however, I will reinstate my usual policy should this be abused.\*** (See below for my usual policy).

Any retakes or late work for any assignments, quizzes, and exams will be at the instructor's discretion. Any assignments, quizzes, or exams that are submitted late will incur a 10% penalty per day.

In order for any retakes or exceptions to be considered, you must contact me before the assignment deadline. So, for instance, if an assignment is due Sunday night at 11:59 p.m., and your family member is admitted to the emergency room Sunday at 5:00 p.m., you must contact me before 11:59 to let me know about the situation. (See Extenuating Circumstances below)

## Graded Assignment Practice

All assignments will be graded and returned within two weeks of submission. In practice, though, assignments will likely be returned sooner than two weeks.

## Extenuating Circumstances

If you have any extenuating circumstances, such as a personal or family emergency, please inform me as soon as possible. Be prepared to provide proper documentation as evidence of your extenuating circumstance (e.g., doctor's note). You must contact me in a timely manner in order to receive any flexibility with coursework. I try to be as understanding as I can with students' personal lives and any issues that might arise.

## Communication

For me, communication is one of the most important factors in helping students to succeed. Please, please, please communicate with me if you encounter any issues during the course.

Most of the communication in this course will be through email, Canvas messaging, and Canvas announcements. I try to reply to emails/messages as soon as possible. Please allow up to 48 hours for me to reply.

Additionally, plan to check the course once every 48 hours for messages, announcements, or new material.

## Student Engagement

Please be an engaged student. In online classes, I have learned, it is difficult to know who is actively engaging with the material and who is passively deflecting the subject matter. Please feel free to ask me questions. Ethical progress necessitates dialogue. Your questions force me to think deeper about the material. I am highly motivated by student engagement.

## Additional Readings

It is probable that I will assign auxiliary readings not found in our textbook. These readings will expand on some of the topics found in our text. They will be provided as PDFs on Canvas.

## Syllabus Changes

The instructor reserves the right to make any changes to the syllabus throughout the semester. Any changes will be communicated promptly and will be made to work in the student's favor.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is intended to protect student privacy. If you have questions or concerns about this class, it is better if you contact me directly. This applies directly to dual-credit and early college students. I may not be legally authorized to speak to a guidance counselor on your behalf. I always err on the side of caution.

For more information, please see <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

## E-mail Response Practice

I reply to e-mails and Canvas messages within 48-72 business hours.

## Academic Dishonesty

If a student is academically dishonest on an assignment, to include plagiarism, the student will receive a zero for the assignment (for the first infraction). Upon a second infraction of academic dishonesty, the student will fail the course, and the violation will be reported to the college administration. Per the Student Handbook, the definitions of "academic dishonesty" and "plagiarism" are below. Please review the Student Handbook for any questions.

### ACADEMIC DISHONESTY

Allegations that include, but are not limited to, cheating on a test, plagiarism, and collusion. Punitive actions and sanctions may be imposed

### PLAGIARISM

In college, plagiarism generally means copying and submitting for course credit a sentence, paragraph, or article, without identifying or crediting the source. Plagiarism usually results in a failing grade.

## Schedule

### COURSE SCHEDULE AND READINGS

Modules	Topics and Chapters	Discussions	Assignments	Quizzes	Exams
Orientation	Introduction to Classmates	Ice Breaker			
Module 1	Introduction to Philosophy Chapter 1		Logical Consistency  What is Philosophy?: Practice Video Assignment	Chapter 1	
Module 2	Chapter 2	TBD	Where Does Your Mind Reside?: Video Assignment  Artificial Intelligence & Personhood: Video Assignment  Determinism vs Free Will: Video Assignment  Compatibilism: Video Assignment	Chapter 2	

Module 3	Chapter 3	TBD	TBD	Chapter 3	
Module 4	Chapter 4	TBD	<p>Intelligent Design Assignment</p> <p>Aquinas &amp; the Cosmological Argument: Video Assignment</p> <p>Intelligent Design: Video Assignment</p> <p>Anselm &amp; the Argument for God: Video Assignment</p> <p>The Problem of Evil: Video Assignment</p>	Chapter 4	Mid-term
Module 5	Chapter 5 Short Stories (two provided by instructor)	TBD	<p>Short Story Assignment</p> <p>Utilitarianism: Video Assignment</p> <p>Kant &amp; Categorical Imperatives: Video Assignment</p> <p>Aristotle &amp; Virtue Theory: Video Assignment</p>	Chapter 5	
Module 6	Chapter 6	TBD	Contractarianism: Video Assignment	Chapter 6	
Module 7	Chapter 7	TBD	TBD	Chapter 7	
Final Exam					Final Exam

## STUDENT RESPONSIBILITIES:

"Students must comply with all posted COVID-19 health and safety measures when on campus, as described in the [Alamo Colleges District Procedure C.2.1.9](#). Your college may provide additional guidance."

### A. Attendance:

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or for online classes non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "student course withdrawal" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal" request in ACES.

### B. Early Alert and Intervention

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete course requirements at the Alamo Colleges District.

### 3-Peat Rule

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

### 150 Hour Rule

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

### C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx) (<https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx>)):

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility

to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

### **1. Engagement**

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

### **2. Communication**

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

### **3. Academic Success**

1. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

### **4. Self-Responsibility and Responsibility to Others**

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets,

etc.).

#### D. Textbook Availability

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

#### E. Licensed Concealed Campus Carry

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

#### Disciplinary Sanctions

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise their enforcement discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911
- Do not confront the person or ask if the person has a permit

#### F. Title IX policy

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2 \(https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx\)](https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx).

#### COLLEGE REQUIREMENTS:

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

#### Student Grade Changes and Appeals

You have a maximum of one year from the end of the term in which the final grade was issued to request a review of the grade or petition for a grade change. Judging the quality of academic performance rests with the instructor assigned to the course. If you believe that the grade is incorrect, you should schedule a conference with the instructor or, if the instructor is not

available, the department chair. If you still are not satisfied with the grade, you can file an Academic Grievance within five days of the instructor's decision. See Academic Grievance Procedure in the "District, State and Federal Regulations" section of the e-catalog.

## Religious Holy Days

A "religious holy day" is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students must notify the faculty member in writing within the first twelve days of the semester which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to satisfactorily complete the assignment or examination by the deadline.

## ★ College Priorities

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### How can I create My Mission Statement?

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### Expectations in Remote Learning Courses

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation require reliable internet access and computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## College Policies

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### St. Philip's College Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.

- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.
- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.
- 11) Opportunities for participation in community service and economic development projects.

#### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skill.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

#### **Smoking-Free Environment (Alamo Colleges District [Policy C.2.13](#))**

All of the colleges of the Alamo Colleges District are tobacco free. Smoking is prohibited in all classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in all buildings of the College District, and on all property which is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products and vapor or e-cigarettes.

#### **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

#### **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFEspace Office, Industrial Technology Center (ITSC) A-135

### **Mandatory Student Training for Online Classes:**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course, should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

### **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District [Policy F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their

advisor.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

#### **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

#### **Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).



# Intro to World Religions

## PHIL-1304

Full Term Spring 2021 Section 002.38270 3-3-0 Credits 01/19/2021 to 05/15/2021 Modified 02/10/2021

### Meeting Times

**Zoom Meeting Times: 10:45 a.m. - 12:00 p.m, MW**

Our course is a synchronous course that will be delivered remotely via Zoom. Our Zoom meetings will take place on Mondays and Wednesdays from 10:45 a.m. to 12:00 p.m.

The term **"Synchronous"** refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. **Instructors CANNOT deviate from the meeting time published in the class schedule.** Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is "Remote via Zoom (video communication)" at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

**"Asynchronous," "e-Learning," and "Distance Learning"** are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students **WILL NOT** meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is **NOT** in real time. The timeframe for an instructor's response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Contact Information

**Instructor: Marie Feldmeier**

Email: [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu)

Office phone: 210-486-2280

Office hours\*: 1:00 - 3:00 MW and 10:30 - 12:00 TR

\*During this these time windows, I will be available to meet via Zoom. To make an appointment, please contact me. I am here to support you and respond to any questions or concerns you wish to discuss. If you cannot meet during any of these time windows but would still like to make an appointment, please let me know and we can find a time that is convenient for you.

### Materials

Name	Invitation to World Religions
Author	Brodd, Little, Nystrom, Platzner, Shek, and Stiles
Edition	Feel free to use either the second edition or the third edition.
ISBN-10	Second Edition: 0199378363 Third Edition: 019069081X
ISBN-13	Second Edition: 978-0199378364 Third Edition: 978-0190690816
Description	Featuring a unique, consistent, and modular chapter structure--"Teachings," "Way of Life," and "History"--and numerous pedagogical features, Invitation to World Religions invites students to explore the world's great religions with respect and a sense of wonder. It describes the essential features of each religion and shows how they have responded to basic human needs and to the cultural contexts in which they developed. The authors also encourage students to develop an appreciation of what religious beliefs and practices actually mean to their adherents.

Note: The cost of this textbook is not included in your tuition. You are responsible for purchasing or renting a copy of this text. You may purchase or rent the text from any vendor of your choice (e.g. SPC bookstore, Amazon, etc.) in any format (e.g. e-version, paperback, etc.).

## Description

A comparative study of various world religions. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite(s)

INRW 0420

## Objectives

**Critical Thinking Skills** - This course requires students to objectively consider the major world religions and develop critical thinking skills as they examine the fundamental principles and the framework of each religion. This kind of examination requires students to develop standards of thought in order to engage in an analysis of religion.

**Communication Skills** - This course requires students to be able to learn specific ideas about each religion and then to be able to explain them in a coherent and consistent way both in writing and in class discussions. The ability to explain difficult and sometimes abstract concept is a skill that students will learn in this class.

**Social Responsibility** - Social Responsibility is rooted in the fact that we are members of a society. Our society is a pluralistic society in which different cultures, ethnicities, and religions interact with each other and contribute in such a way that each one of us is enhanced through our interaction with the other. This course, in teaching about the major world religions, gives the student a deeper and more profound understanding of the different religions and the principles that guide them. This understanding enables the

student to be more socially responsible in a pluralistic society.

Personal Responsibility - Personal Responsibility grows when self-awareness is heightened. Self-awareness is heightened when students are able to learn about diverse ways of thinking and believing. Learning about other religions offers students the ability to reflect upon their own ideas and beliefs and subject them to a critical examination. This examination leads to a greater ability to understand both themselves and others, and this understanding can become the foundation upon which they are able to make better choices for themselves.

## Outcomes

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- 1 Read, analyze, and critique religious texts.
- 2 Demonstrate knowledge of beliefs, practices, and values of major world religions.
- 3 Trace the historical developments and cultural expressions of world religions.
- 4 Articulate key conceptual distinctions in world religions.
- 5 Communicate understanding of world religions, orally or in writing.
- 6 Reflect upon ways of living responsibly in a world where people have diverse religious beliefs.

## Evaluation

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### GRADING STATEMENT

Your final grade will depend upon the completion of quizzes, discussion assignments, a term paper, and a final exam. For details concerning when we will complete this coursework, and the point values associated with each assignment, please see our schedule below.

Final grades will be determined via a point system; each completed assignment will earn points. The total number of points available is 300. Final grades will be determined in accord with the following schema:

Earning between 90% and 100% of 300 points results in an A. In order to earn an A, it is necessary to earn at least 270 points.

Earning between 80% and 89.9% of 300 points results in a B. A final grade of B would result from an accumulation of points between 240 and 269.

Earning between 70% and 79.9% of 300 points results in a C. A final grade of C would result from an accumulation of points between 210 and 239.

Earning between 60% and 69.9% of 300 points results in a D. A final grade of D would result from an accumulation of points between 180 and 109.

Notes:

The instructor reserves the right to reduce the number of quizzes and/or discussion assignments if need be. Such a reduction is unlikely, but if it were to occur, course participants would automatically receive the number of points that had been allotted for any cancelled quiz or discussion assignment.

All coursework (quizzes, discussion assignments, the term paper, and the final exam) must be submitted by the associated due dates in order to receive credit, except in cases of excused absences. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by May 13th, 2021.

## Course Policies

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## 1. Communication

If at any point you have any questions or concerns related to the course, please do not hesitate to contact me. I am here to support you. You can reach me by (a) messaging me through Canvas, (b) sending me an email at [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu), or (c) leaving a voicemail message on my office phone (210-486-2280). The fastest way to connect with me is via Canvas messaging or email. If you would like, we can set up a Zoom meeting to discuss your questions or concerns. Alternatively, we can communicate in writing.

## 2. Additional Texts

I will assign additional required texts (for example, articles or videos that are not directly associated with our textbook). If you ever have trouble accessing such a required text, please let me know.

## 3. Circumstances that interfere with your progress in the course

If problems arise that interfere with your progress in the course and/or your ability to complete coursework, please let me know as soon as possible. If you contact me just after the problem has arisen, we can work together to come up with a plan for moving forward. This plan may involve altering some due dates during the semester, if circumstances call for such changes (any such changes would be at my discretion, but within reason, I try to be as understanding and accommodating as possible). Again, should any problems arise, please contact me as soon as you can. I am very approachable and want to see you succeed.

## 4. Late Work

Quizzes and discussion assignments must be submitted by the associated due date in order to receive credit, except in cases of excused absences. Essays may be submitted late, though if an essay were submitted after the due date, then several points would be deducted for every day that passes between the due date and the submission date. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by May 13, 2021.

## 5. Academic Integrity

Needless to say, we must all uphold high standards of academic integrity and avoid violating St. Philip's College's Academic Integrity Policies. In particular, it is very important to avoid (a) academic misconduct, (b) cheating, (c) collusion, and (d) plagiarism. Here are the definitions of these terms, quoted word-for-word from the Student Code of Conduct.

*Academic Misconduct.* "The intentional violation of college policies, such as tampering with grades, misrepresenting one's identify, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument."

*Cheating.* "The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration."

*Collusion.* "Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit."

*Plagiarism.* "The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

The document from which the above definitions are quoted is available at the following web address:

<https://www.alamo.edu/siteassets/district/about-us/leadership/board-of-trustees/policies-pdfs/section-f/f.4.2.2-procedure.pdf>.

If you ever have any questions about whether or not some particular action would count as a violation of SPC's policies regarding academic integrity, please ask me.

An additional note about plagiarism: When summarizing a text authored by someone else or conveying an idea that is present in such a text, it is very important to express ideas *in one's own words*. If we use sentences or even various phrases from a text, we must enclose them in quotation marks and cite the text.

Violations of academic integrity are reported to the College. Typically, a violation of academic integrity within a particular assignment would result in a failing grade for that assignment. More than one such violation could result in failure of the course.

Again, if you ever have any questions concerning academic integrity, please let me know.

## 6. Syllabus Changes

The instructor reserves the right to change the syllabus at any point during the semester. In the case of a significant change, the change would be announced shortly after it was made.

## Schedule

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Calendar	Topics and Readings	Assigned Work and Associated Points*
Weeks 1 and 2	What is Religion? (Chapter 1)	Quiz on Chapter 1 and related material (10 points)
Weeks 3 and 4	Indigenous Religions of North America (Chapter 2)	Quiz on Chapter 2 (10 points) Chapter 2 Discussion Assignment (20 points)
Weeks 5 and 6	Hinduism (Chapter 4)	Quiz on Chapter 4 (10 points) Chapter 4 Discussion Assignment (20 points)
Weeks 7 and 8	Buddhism (Chapter 5)	Quiz on Chapter 5 (10 points) Chapter 5 Discussion Assignment (20 points)
Weeks 9 and 10	Traditional Theism, Judaism (Chapter 11)	Quiz on Chapter 11 (10 points) Chapter 11 Discussion Assignment (20 points)
Weeks 11 and 12	Christianity (Chapter 12)	Quiz on Chapter 12 (10 points) Chapter 12 Discussion Assignment (20 points)
Weeks 13 and 14	Islam (Chapter 13)	Quiz on Chapter 13 (10 points) Chapter 13 Discussion Assignment (20 points)
Week 15	Review, Discussion, and Reflection	Last Quiz (10 points) Final Essay (50 points)
Week 16	Final Exam	Final Exam (50 points)

Notes:

\*The total number of points available is 300.

The instructor reserves the right to change the schedule during the semester if need be. The most updated version of the schedule will always be available in the first module within our Canvas site. If you ever have questions about our schedule, please let me know.

## Institutional Policies

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**STUDENT RESPONSIBILITIES:**

“Students must comply with all posted COVID-19 health and safety measures when on campus, as described in the [Alamo Colleges District Procedure C.2.1.9](#). Your college may provide additional guidance.”

#### **A. Attendance:**

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes “attendance.” Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student’s responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or for online classes non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the “student course withdrawal” link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student’s responsibility to withdraw officially from a class by submitting a “student course withdrawal” request in ACES.

#### **B. Early Alert and Intervention**

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete course requirements at the Alamo Colleges District.

#### **3-Peat Rule**

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

#### **150 Hour Rule**

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

#### **C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](#) (<https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx>)):**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions

necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

### **1. Engagement**

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

### **2. Communication**

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

### **3. Academic Success**

1. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

### **4. Self-Responsibility and Responsibility to Others**

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

#### D. Textbook Availability

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

#### E. Licensed Concealed Campus Carry

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

#### Disciplinary Sanctions

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise their enforcement discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911
- Do not confront the person or ask if the person has a permit

#### F. Title IX policy

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2 \(https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx\)](https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx).

#### COLLEGE REQUIREMENTS:

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

##### **Student Grade Changes and Appeals**

You have a maximum of one year from the end of the term in which the final grade was issued to request a review of the grade or petition for a grade change. Judging the quality of academic performance rests with the instructor assigned to the course. If you believe that the grade is incorrect, you should schedule a conference with the instructor or, if the instructor is not available, the department chair. If you still are not satisfied with the grade, you can file an Academic Grievance within five days of the instructor's decision. See Academic Grievance Procedure in the "District, State and Federal Regulations" section of the e-catalog.

## Religious Holy Days

A “religious holy day” is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students must notify the faculty member in writing within the first twelve days of the semester which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to satisfactorily complete the assignment or examination by the deadline.

## ★ College Priorities

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### How can I create My Mission Statement?

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### Expectations in Remote Learning Courses

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation require reliable internet access and computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## College Policies

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### St. Philip's College Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.

- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.
- 11) Opportunities for participation in community service and economic development projects.

#### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skill.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

#### **Smoking-Free Environment (Alamo Colleges District [Policy C.2.13](#))**

All of the colleges of the Alamo Colleges District are tobacco free. Smoking is prohibited in all classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in all buildings of the College District, and on all property which is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products and vapor or e-cigarettes.

#### **Contact Phone Information**

##### **Alamo Colleges District DPS Emergency Phone Numbers:**

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

#### **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFEspace Office, Industrial Technology Center (ITSC) A-135

### **Mandatory Student Training for Online Classes:**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course, should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

### **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District [Policy F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for

courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

### **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

### **Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).



# Introduction to Logic

## PHIL-2303

Full Term Spring 2021 Section 001.36309 3-3-0 Credits 01/19/2021 to 05/15/2021 Modified 01/30/2021

### Meeting Times

**Zoom Meeting Times: 9:15 a.m. - 10:30 a.m, MW**

Our course is a synchronous course that will be delivered remotely via Zoom. Our Zoom meetings will take place on Mondays and Wednesdays from 9:15 a.m. to 10:30 a.m.

The term **"Synchronous"** refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. **Instructors CANNOT deviate from the meeting time published in the class schedule.** Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is "Remote via Zoom (video communication)" at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

**"Asynchronous," "e-Learning," and "Distance Learning"** are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students **WILL NOT** meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is **NOT** in real time. The timeframe for an instructor's response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Contact Information

**Instructor: Marie Feldmeier**

Email: [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu)

Office phone: 210-486-2280

Office hours\*: 1:00 - 3:00 MW and 10:30 - 12:00 TR

\*During this these time windows, I will be available to meet via Zoom. To make an appointment, please contact me. I am here to support you and respond to any questions or concerns you wish to discuss. If you cannot meet during any of these time windows but would still like to make an appointment, please let me know and we can find a time that is convenient for you.

### Materials

Name	A Concise Introduction to Logic
Author	Hurley and Watson
Edition	The latest version is the "13th Edition" (2017).  However, previous editions may be used in class.
ISBN-13	978-1305958098
Description	"Unsurpassed for its clarity and comprehensiveness, A CONCISE INTRODUCTION TO LOGIC is the #1 introductory logic textbook on the market. In this 13th Edition, Patrick Hurley and new co-author Lori Watson continue to build upon the tradition of a lucid, focused, and accessible presentation of the basic subject matter of both informal and formal logic. How Logical Are You? features connect a section's content to real-life scenarios pertinent to students' lives, using everyday examples to "translate" new notions and terms into concepts to which readers unfamiliar with the subject matter can relate. Living Logic, a new digital activity, allows students to apply the skills they learn to a real-world problem. The text's extensive, carefully sequenced exercises guide students toward greater proficiency with the skills they are learning."

Note: The cost of this textbook is not included in your tuition. You are responsible for purchasing or renting a copy of this text. You may purchase or rent the text from any vendor of your choice (e.g. SPC bookstore, Amazon, etc.) in any format (e.g. e-version, paperback, etc.).

## Description

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Nature and methods of clear and critical thinking and methods of reasoning such as deduction, induction, scientific reasoning, and fallacies. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite(s)

INRW 0420

MATH 0320

## Objectives

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THECB Core Curriculum Objectives:

**Critical Thinking Skills** - Critical thinking skills are the focus of a logic class. By carefully examining, analyzing, and evaluating arguments and argument structures students develop skills useful in any form of inquiry. Studying fallacies and methods of testing arguments for validity are also important tools for careful, critical thought.

**Communication Skills** - Analyzing, evaluating, and writing arguments are all good ways to develop communication skills, especially those involving consistency, persuasion, and clarity of reasoning. Studying fallacies provides further opportunity to consider ways in which communication can be misleading.

**Social Responsibility** - Related to the abilities to think well and communicate well are developing a sense of how these thinking and communication skills have an impact on those around us, in shaping political and social debates, and in sharing ideas across cultural differences.

**Personal Responsibility** - Reasoning carefully and communicating clearly are key components of personal responsibility in that students can develop skills of providing good reasons for their beliefs and honestly assessing the strengths and weaknesses of their reasons. This encourages students to take responsibility for their beliefs and for the actions they perform as a result.

## Outcomes

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1 Determine the logical structure of English arguments by identifying premises and conclusions.

2 Translate English statements into propositional and/or predicate notation.

3 Determine the validity of symbolic propositional or predicate arguments using such methods as direct/indirect truth tables, natural deduction, and/or the finite universe method.

4 Understand basic concepts in logic, such as truth functionality, validity, soundness, counter-examples, tautology, self-contradiction, logical equivalence, logical contradictoriness, and logical consistence.

## Evaluation

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### GRADING STATEMENT

Your final grade will depend upon the completion of quizzes and exams. For details concerning when these quizzes and exams will occur and the point values associated with each one, please see our schedule below. Final grades will be determined via a point system; each completed assignment will earn points. The total number of points available is 300. Final grades will be determined in accord with the following schema:

Earning between 90% and 100% of 300 points results in an A. In order to earn an A, it is necessary to earn at least 270 points.

Earning between 80% and 89.9% of 300 points results in a B. A final grade of B would result from an accumulation of points between 240 and 269.

Earning between 70% and 79.9% of 300 points results in a C. A final grade of C would result from an accumulation of points between 210 and 239.

Earning between 60% and 69.9% of 300 points results in a D. A final grade of D would result from an accumulation of points between 180 and 109.

### Notes:

The instructor reserves the right to reduce the number of quizzes and/or exams if need be. Such a reduction is unlikely, but if it were to occur, course participants would automatically receive the number of points that had been allotted for any cancelled quiz or exam.

Quizzes and exams must be submitted by the associated due date in order to receive credit, except in cases of excused absences. In cases related to excused absences, the possible number of points available for the particular quiz or exam will be determined at the instructor's discretion. All coursework must be submitted by May 13, 2021.

## Course Policies

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## Course Policies

### 1. Communication

If at any point you have any questions or concerns related to the course, please do not hesitate to contact me. I am here to support you. You can reach me by (a) messaging me through Canvas, (b) sending me an email at [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu), or (c) leaving a voicemail message on my office phone (210-486-2280). The fastest way to connect with me is via Canvas messaging or email. If you would like, we can set up a Zoom meeting to discuss your questions or concerns. Alternatively, we can communicate in writing.

### 2. Additional Texts

I will assign additional required texts (for example, handouts or videos that are not directly associated with our textbook). If you ever have trouble accessing such a required text, please let me know.

### 3. Circumstances that interfere with your progress in the course

If problems arise that interfere with your progress in the course and/or your ability to complete coursework, please let me know as soon as possible. If you contact me just after the problem has arisen, we can work together to come up with a plan for moving forward. This plan may involve altering some due dates during the semester, if circumstances call for such changes (any such changes would be at my discretion, but within reason, I try to be as understanding and accommodating as possible). Again, should any problems arise, please contact me as soon as you can. I am very approachable and want to see you succeed.

### 4. Late Work

Quizzes and exams must be submitted by the associated due date in order to receive credit, except in cases of excused absences. In cases related to excused absences, the possible number of points available for the particular quiz or exam will be determined at the instructor's discretion. All coursework must be submitted by May 13, 2021.

### 5. Academic Integrity

Needless to say, we must all uphold high standards of academic integrity and avoid violating St. Philip's College's Academic Integrity Policies. In particular, it is very important to avoid (a) academic misconduct, (b) cheating, (c) collusion, and (d) plagiarism. Here are the definitions of these terms, quoted word-for-word from the Student Code of Conduct.

*Academic Misconduct:* "The intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument."

*Cheating:* "The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration."

*Collusion:* "Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit."

*Plagiarism:* "The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

The document from which the above definitions are quoted is available at the following web address:

<https://www.alamo.edu/siteassets/district/about-us/leadership/board-of-trustees/policies-pdfs/section-f/f.4.2.2-procedure.pdf>.

If you ever have any questions about whether or not some particular action would count as a violation of SPC's policies regarding academic integrity, please ask me.

An additional note about plagiarism: When summarizing a text authored by someone else or conveying an idea that is present in such a text, it is very important to express ideas *in one's own words*. If we use sentences or even various phrases from a text, we must enclose them in quotation marks and cite the text.

Violations of academic integrity are reported to the College. Typically, a violation of academic integrity within a particular assignment would result in a failing grade for that assignment. More than one such violation could result in failure of the course.

Again, if you ever have any questions concerning academic integrity, please let me know.

## 6. Syllabus Changes

The instructor reserves the right to change the syllabus at any point during the semester. In the case of a significant change, the change would be announced shortly after it was made.

## Schedule

Calendar	Topics and Readings*	Assigned Work and Associated Points**
Week 1	Introduction to logic; the nature of arguments (Section 1.1)	
Weeks 2 and 3	Arguments, argument evaluation, and argument reconstruction (Section 1.1)	Quiz 1 (15 points)
Week 4	Deduction and induction; types of inductive arguments (Section 1.3)	Quiz 2 (10 points)
Week 5	Fallacies of relevance (Section 3.2)	Quizzes 3 and 4 (10 points each)
Week 6	Exam I: Review, preparation, and delivery of exam	Exam I (35 points)
Week 7	Fallacies of weak induction (Section 3.3)	Quizzes 5 and 6 (10 points each)
Weeks 8 & 9	Statement types, argument forms, and key logical concepts (such as consistency, inconsistency, contradiction, entailment, and validity) (Section 1.3)	Quizzes 7 - 10 (10 points each)
Weeks 10 & 11	Validity, soundness, and formal fallacies (Section 1.4)	Quizzes 11 - 13 (10 points each) and Quiz 14 (15 points)
Week 12	Exam II: Review, preparation, and delivery of exam	Exam II (35 points)
Weeks 13 - 15	Special topics: (a) strength and cogency (Sections 1.4), (b) varieties of meaning (Section 2.1), (c) definitions and their purposes (Section 2.3), (d) cognitive biases, (e) critical thinking and skillful discussion, and (f) ethical reasoning and decision-making	Quizzes 15 - 17 (10 points each)
Week 16	Final Exam	Final Exam (50 points)

### Notes:

\*I will supply additional required reading throughout the semester. This reading material will be available through Canvas in weekly modules.

\*\*The total number of points available is 300.

The instructor reserves the right to change the schedule during the semester if need be. In the event of a quiz cancellation, everyone would automatically receive all of the points associated with the canceled quiz. (It is unlikely that any quizzes will be cancelled, but the instructor reserves the right to do so.) Any significant changes to the schedule would be announced shortly after they were made.

## Institutional Policies

### STUDENT RESPONSIBILITIES:

"Students must comply with all posted COVID-19 health and safety measures when on campus, as described in the [Alamo Colleges District Procedure C.2.1.9](#). Your college may provide additional guidance."

#### A. Attendance:

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or for online classes non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "student course withdrawal" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal" request in ACES.

## **B. Early Alert and Intervention**

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete course requirements at the Alamo Colleges District.

## **3-Peat Rule**

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

## **150 Hour Rule**

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

## **C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx) (<https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx>)):**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

## **1. Engagement**

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

## **2. Communication**

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

## **3. Academic Success**

1. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

## **4. Self-Responsibility and Responsibility to Others**

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

## **D. Textbook Availability**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

## **E. Licensed Concealed Campus Carry**

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

### Disciplinary Sanctions

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise their enforcement discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911
- Do not confront the person or ask if the person has a permit

### F. Title IX policy

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2 \(https://www.alamo.edu/link/bddb6057f27474b8207b6dbcf9741e3.aspx\)](https://www.alamo.edu/link/bddb6057f27474b8207b6dbcf9741e3.aspx).

### COLLEGE REQUIREMENTS:

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

#### Student Grade Changes and Appeals

You have a maximum of one year from the end of the term in which the final grade was issued to request a review of the grade or petition for a grade change. Judging the quality of academic performance rests with the instructor assigned to the course. If you believe that the grade is incorrect, you should schedule a conference with the instructor or, if the instructor is not available, the department chair. If you still are not satisfied with the grade, you can file an Academic Grievance within five days of the instructor's decision. See Academic Grievance Procedure in the "District, State and Federal Regulations" section of the e-catalog.

## Religious Holy Days

A "religious holy day" is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students must notify the faculty member in writing within the first twelve days of the semester which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be

allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to satisfactorily complete the assignment or examination by the deadline.

## ★ College Priorities

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### How can I create My Mission Statement?

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

### Expectations in Remote Learning Courses

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation require reliable internet access and computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## College Policies

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### St. Philip's College Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.
- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.

11) Opportunities for participation in community service and economic development projects.

#### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skill.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

#### **Smoking-Free Environment (Alamo Colleges District [Policy C.2.13](#))**

All of the colleges of the Alamo Colleges District are tobacco free. Smoking is prohibited in all classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in all buildings of the College District, and on all property which is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products and vapor or e-cigarettes.

#### **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911
- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

#### **Disability Services**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- **MLK Campus** – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- **SWC** –LIFESpace Office, Industrial Technology Center (ITSC) A-135

#### **Mandatory Student Training for Online Classes:**

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001.

The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) or call 210-486-2239 for more information.

### **Prompt Response to Student Communication**

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### **Commitment to Timely Grading**

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### **Religious Holy Days**

Students who will be observing religious holy days during the timeframe for this course, should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### **Academic Calendar and Important Dates**

It is the student's responsibility to make themselves aware of pertinent dates. Please review [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### **Course Withdrawal**

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the [academic calendar](#) are the absolute cut-off timeframes, regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

### **Attendance**

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District [Policy F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including

lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

### **Final Exams**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

### **Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).

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# Introduction to Ethics

## PHIL-2306

Full Term Spring 2021 Section 076.34079 3-3-0 Credits 01/19/2021 to 05/15/2021 Modified 01/14/2021

### Meeting Times

This course is an asynchronous course.

"Asynchronous," "e-Learning," and "Distance Learning" are terms that refer to fully online classes. Asynchronous, e-Learning, and Distance Learning classes require students to be well disciplined. In Asynchronous, e-Learning, and Distance Learning classes, students WILL NOT meet the instructor during a scheduled class time. The communication with the instructor is managed via instructor and student email. Students are responsible for routinely logging into CANVAS to complete assignments by deadlines set by the instructor. Communication between the student and instructor is NOT in real time. The timeframe for an instructor's response will be outlined in the course syllabus. If you need to meet with your instructor, you will have the option to schedule an appointment/conference. Considering our current COVID 19 environment, your instructor may schedule your appointment/conference via an online meeting platform called Zoom (video communication). For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone at (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

The term "Synchronous" refers to a face-to-face class in which you are physically in a room with your instructor and other students during the time published in the class schedule. Instructors CANNOT deviate from the meeting time published in the class schedule. Since the COVID 19 pandemic has impacted the delivery method for teaching and learning, synchronous (face-to-face) classes meet in a Remote Learning environment via a platform called Zoom (video communication). Zoom is the video communication technology that allows you to connect with the instructor and your peers for Remote Learning. In the Remote learning class, you are still considered face-to-face and your attendance is expected. Other examples of synchronous learning via Zoom include participation in breakout rooms, chats, or screen sharing in class with your instructor and other students. The course delivery (lecture, information and materials) is "Remote via Zoom (video communication)" at the time published in the schedule. The instructor will establish classroom management the first day of class and explain the guidelines for technology use such as computer cameras, cellular phones and apps, tablets, and etc. For technology support contact IT at [spc-helpdesk@alamo.edu](mailto:spc-helpdesk@alamo.edu) or via phone (210) 286-2777 and after 5pm contact Support Central at (210) 485-0555.

### Contact Information

Instructor: Marie Feldmeier

Email: [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu)

Office phone: 210-486-2280

Office hours\*: 1:00 - 3:00 MW and 10:30 - 12:00 TR

\*During this these time windows, I will be available to meet via Zoom. To make an appointment, please contact me. I am here to support you and respond to any questions or concerns you wish to discuss. If you cannot meet during any of these time windows but would still like to make an appointment, please let me know and we can find a time that is convenient for you.

### Materials

Name	Doing Ethics: Moral Reasoning and Contemporary Issues
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Author	Lewis Vaughn
Edition	The latest version is the fifth edition. It is also fine to use the fourth edition. Please use either the fourth edition or the fifth edition.
ISBN	Fourth edition: 978-0393265415 Fifth edition: 978-0393667257
Description	<i>Doing Ethics</i> emphasizes that moral decision-making is an active process—something one does. It provides students with the theoretical and logical tools that a morally mature person must bring to that process, and it offers an abundance of readings and case studies for consideration and discussion. Real-world relevance and practical pedagogy have made <i>Doing Ethics</i> a leading book in the field.

Note: The cost of this textbook is not included in your tuition. You are responsible for purchasing or renting a copy of this text. You may purchase or rent the text from any vendor of your choice (e.g. SPC bookstore, Amazon, etc.) in any format (e.g. e-version, paperback, etc.).

## Description

Classical and contemporary theories concerning the good life, human conduct in society, and moral and ethical standards. This course fulfills the Language, Philosophy, and Culture foundational component area and the Component Area Option of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite(s)

INRW 0420

## Objectives

- 1 Be able to write clear, organized, and well-argued philosophical papers.
- 2 Pass three in-course exams and a comprehensive final examination on the content of the course.
- 3 Demonstrate competence in basic logical concepts and critical thinking.
- 4 Understand the core principles of each ethical theory and the key arguments that support them.
- 5 Be able to offer a well-supported analysis of current and contemporary ethical issues.

THECB Core Curriculum Objectives:

**Critical Thinking Skills** - Critical thinking skills are the focus of a logic class. By carefully examining, analyzing, and evaluating arguments and argument structures students develop skills useful in any form of inquiry. Studying fallacies and methods of testing arguments for validity are also important tools for careful, critical thought.

**Communication Skills** - Analyzing, evaluating, and writing arguments are all good ways to develop communication skills, especially those involving consistency, persuasion, and clarity of reasoning. Studying fallacies provides further opportunity to consider ways in which communication can be misleading.

**Social Responsibility** - Related to the abilities to think well and communicate well are developing a sense of how these thinking and communication skills have an impact on those around us, in shaping political and social debates, and in sharing ideas across cultural differences.

**Personal Responsibility** - Reasoning carefully and communicating clearly are key components of personal responsibility in that students can develop skills of providing good reasons for their beliefs and honestly assessing the strengths and weaknesses of their reasons. This encourages students to take responsibility for their beliefs and for the actions they perform as a result.

## Outcomes

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- 1 Read, analyze, and critique philosophical texts.
- 2 Define and appropriately use important terms such as relativism, virtue, duty, rights, utilitarianism, natural law, egoism, altruism, autonomy, and care ethics.
- 3 Demonstrate knowledge of major arguments and problems in ethics.
- 4 Present and discuss well-reasoned ethical positions in writing.
- 5 Apply ethical concepts and principles to address moral concerns.
- 6 Apply course material to various aspects of life.
- 7 Discuss ways of living responsibly in a world where people have diverse ethical beliefs.

## Evaluation

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### GRADING STATEMENT

Your final grade will depend upon the completion of quizzes, discussion assignments, essays, and a final exam.

Final grades will be determined via a point system; each completed assignment will earn points. The total number of points available is 350. Final grades will be determined in accord with the following schema:

Earning between 90% and 100% of 350 points results in an A. In order to earn an A, it is necessary to earn at least 315 points.

Earning between 80% and 89.9% of 350 points results in a B. A final grade of B would result from an accumulation of points between 280 and 314.

Earning between 70% and 79.9% of 350 points results in a C. A final grade of C would result from an accumulation of points between 245 and 279.

Earning between 60% and 69.9% of 350 points results in a D. A final grade of D would result from an accumulation of points between 210 and 244.

Information concerning the exact number of points each assignment is worth is available in the course schedule below.

Notes:

The instructor reserves the right to reduce the number of quizzes and/or discussion assignments if need be. Such a reduction is unlikely, but if it were to occur, course participants would automatically receive the number of points that had been allotted for any cancelled quiz or discussion assignment.

Quizzes and discussion assignments must be submitted by the associated due dates in order to receive credit, except in cases of excused absences. Essays may be submitted late, though if an essay were submitted after the due date, then several points would be deducted for every day that passes between the due date and the submission date. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by May 13th, 2021.

# \* Course Policies

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## Course Policies

### 1. Communication

If at any point you have any questions or concerns related to the course, please do not hesitate to contact me. I am here to support you. You can reach me by (a) messaging me through Canvas, (b) sending me an email at [mfeldmeier@alamo.edu](mailto:mfeldmeier@alamo.edu), or (c) leaving a voicemail message on my office phone (210-486-2280). The fastest way to connect with me is via Canvas messaging or email. If you would like, we can set up a Zoom meeting to discuss your questions or concerns. Alternatively, we can communicate in writing.

### 2. Additional Texts

I will assign additional required texts (for example, articles or videos that are not directly associated with our textbook). If you ever have trouble accessing such a required text, please let me know.

### 3. Circumstances that interfere with your progress in the course

If problems arise that interfere with your progress in the course and/or your ability to complete coursework, please let me know as soon as possible. If you contact me just after the problem has arisen, we can work together to come up with a plan for moving forward. This plan may involve altering some due dates during the semester, if circumstances call for such changes (any such changes would be at my discretion, but within reason, I try to be as understanding and accommodating as possible). Again, should any problems arise, please contact me as soon as you can. I am very approachable and want to see you succeed.

### 4. Late Work

Quizzes and discussion assignments must be submitted by the associated due date in order to receive credit, except in cases of excused absences. Essays may be submitted late, though if an essay were submitted after the due date, then several points would be deducted for every day that passes between the due date and the submission date. In cases related to excused absences, the possible number of points available for the particular assignment will be determined at the instructor's discretion. All coursework must be submitted by May 13, 2021.

### 5. Academic Integrity

Needless to say, we must all uphold high standards of academic integrity and avoid violating St. Philip's College's Academic Integrity Policies. In particular, it is very important to avoid (a) academic misconduct, (b) cheating, (c) collusion, and (d) plagiarism. Here are the definitions of these terms, quoted word-for-word from the Student Code of Conduct.

*Academic Misconduct:* "The intentional violation of college policies, such as tampering with grades, misrepresenting one's identify, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument."

*Cheating:* "The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration."

*Collusion:* "Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit."

*Plagiarism:* "The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

The document from which the above definitions are quoted is available at the following web address:

<https://www.alamo.edu/siteassets/district/about-us/leadership/board-of-trustees/policies-pdfs/section-f/f.4.2.2-procedure.pdf>.

If you ever have any questions about whether or not some particular action would count as a violation of SPC's policies regarding academic integrity, please ask me.

An additional note about plagiarism: When summarizing a text authored by someone else or conveying an idea that is present in such a text, it is very important to express ideas *in one's own words*. If we use sentences or even various phrases from a text, we must

enclose them in quotation marks and cite the text.

Violations of academic integrity are reported to the College. Typically, a violation of academic integrity within a particular assignment would result in a failing grade for that assignment. More than one such violation could result in failure of the course.

Again, if you ever have any questions concerning academic integrity, please let me know.

## 6. Syllabus Changes

The instructor reserves the right to change the syllabus at any point during the semester. In the case of a significant change, the change would be announced shortly after it was made.

## Schedule

Calendar	Topics and Readings	Assigned Work and Associated Points*
Week 1	Course Orientation and Icebreaker Discussion	Read through Start Here Module, Acquire Textbook Icebreaker discussion (10 points)
Week 2	Ethics and the Examined Life (Chapter 1)	Quiz on Chapter 1 (10 points)
Week 3	Subjectivism and Relativism (Chapter 2, pages 20 - 28)	Quiz on Chapter 2 (10 points) Discussion Assignment 2 (20 points)
Week 4	Evaluating Moral Arguments (Chapter 3)	Quiz on Chapter 3 (20 points)
Week 5	Introduction to Moral Theories, Consequentialist Theories (Chapter 5)	Quiz on Chapter 5 (10 points) Discussion Assignment 3 (20 points)
Week 6	Nonconsequentialist Theories (Chapter 6)	Quiz on Chapter 6 (10 points)
Weeks 7 and 8	Virtue Ethics (Chapter 7)	Quiz on Chapter 7 (10 points) Essay I (50 points)
Week 9	Love and Related Virtues (I will supply texts)	Discussion Assignment 4 (20 points)
Weeks 10 and 11	Death with Dignity (Chapter 10)	Quiz on Chapter 10 (10 points) Discussion Assignment 5 (20 points)
Weeks 12 and 13	Drug Use and Personal Liberty (Chapter 17)	Quiz on Chapter 17 (10 points) Discussion Assignment 6 (20 points)
Weeks 14 and 15	Core Ethical Beliefs, Guiding Ethical Principles (I will supply texts)	Work on Final Exam and Final Essay
Week 16	Finals Week	Final Exam (50 points) and Final Essay (50 points) due

Notes:

\*The total number of points available is 350.

The instructor reserves the right to change the schedule during the semester if need be. The most updated version of the schedule will always be available in the first module within our Canvas site. If you ever have questions about our schedule, please let me know.

## Institutional Policies

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### STUDENT RESPONSIBILITIES:

"Students must comply with all posted COVID-19 health and safety measures when on campus, as described in the [Alamo Colleges District Procedure C.2.1.9](#). Your college may provide additional guidance."

#### A. Attendance:

**SmartStart.** Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped. Students should verify the drop is completed.

For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or for online classes non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "student course withdrawal" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal" request in ACES.

#### B. Early Alert and Intervention

Your instructor cares about your success in this course. During the semester, you may receive notice through your ACES email account regarding your progress and ultimate success in this course. Upon receipt of the email, please contact your instructor to discuss specific tasks or actions to improve success in this course. Discussions with your instructors and Certified Advisor allow you to identify and implement actions that will help to successfully complete course requirements at the Alamo Colleges District.

#### 3-Peat Rule

Texas legislation has a financial impact on the students who repeat courses excessively. Texas residents attempting the same course for a third time, from Fall 2002 forward, will be charged an additional \$125 per credit hour for that course. This provision is described in the Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter B, §13.25).

#### 150 Hour Rule

Texas Education Code §54.014 specifies that undergraduate students may be subject to a higher tuition rate for attempting excessive hours at any public institution of higher education while classified as a resident student for tuition purposes.

Students will be charged at the non-resident rate if, prior to the start of the current semester or session, the student has attempted 30 or more hours over the minimum number of semester credit hours required for completion of the degree program (typically 120 hours) in which the student is enrolled.

**C. Student Responsibility for Success (Alamo Colleges District [Policy F.6.2](https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx) (<https://www.alamo.edu/link/845f7dc97d0e4b3c8ed7b453f1f0c729.aspx>)):**

As members of the Alamo Colleges District learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges District provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

### **1. Engagement**

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);
2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

### **2. Communication**

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges District's Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

### **3. Academic Success**

1. Complete courses with passing grades and maintain good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

### **4. Self-Responsibility and Responsibility to Others**

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;

2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;
3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

#### **D. Textbook Availability**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

#### **E. Licensed Concealed Campus Carry**

No open carry of firearms is allowed on all property owned, controlled, or leased by the College District, including vehicles operated by the Alamo Colleges District. Concealed carry of a handgun by persons licensed to carry may not be restricted except in locations signed as prohibited areas.

- Special testing locations requiring a complete surrender of personal effects during testing will be signed as prohibited areas.
- Persons may be required to place their purse, backpack or briefcase away from their person, but within their view during tests at the direction of their instructor or test administrator.
- License holders carrying on campus intending to access prohibited areas must leave their weapons locked in their vehicles. College lockers are not authorized for storage of handguns by license holders.

#### **Disciplinary Sanctions**

Open carry, intentional display, unlicensed carry, and carry in spite of signed prohibition are subject to employee and student discipline, as well as possible prosecution. Unintentional display of a weapon by a license holder must be avoided. Police will exercise their enforcement discretion.

If you see a person openly carrying or deliberately displaying a firearm:

- Call the Alamo Colleges District Police 210-485-0911
- Do not confront the person or ask if the person has a permit

#### **F. Title IX policy**

Information and policy regarding Title IX, Civil Rights Discrimination, Harassment, and Retaliation can be found in [Board Policy H.1.2 \(https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx\)](https://www.alamo.edu/link/bddbd6057f27474b8207b6dbcf9741e3.aspx).

#### **COLLEGE REQUIREMENTS:**

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. See the Final Exam Schedule in the Catalog/Schedule of Classes in the left hand navigation bar.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

**Incomplete Grades.** The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end

of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Contract, clearly defining the work remaining to be finished.

#### **Student Grade Changes and Appeals**

You have a maximum of one year from the end of the term in which the final grade was issued to request a review of the grade or petition for a grade change. Judging the quality of academic performance rests with the instructor assigned to the course. If you believe that the grade is incorrect, you should schedule a conference with the instructor or, if the instructor is not available, the department chair. If you still are not satisfied with the grade, you can file an Academic Grievance within five days of the instructor's decision. See Academic Grievance Procedure in the "District, State and Federal Regulations" section of the e-catalog.

## **Religious Holy Days**

A "religious holy day" is a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students must notify the faculty member in writing within the first twelve days of the semester which day(s) will be observed. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time as established by the faculty member. The faculty member may respond appropriately if the student fails to satisfactorily complete the assignment or examination by the deadline.

## **College Priorities**

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#### **How can I create My Mission Statement?**

A [Personal Mission Statement](#) is critical to your success as a student at St. Philip's College. The development of your mission statement will assist you in identifying your skills, abilities, and interests and how they relate to your values and principles toward the career you wish to pursue.

Once your Mission Statement is completed, access your ACES portal and schedule an appointment with your advisor.

#### **Expectations in Remote Learning Courses**

Remote Courses refer to Face-to-Face courses that are delivered via the internet. A Remote Course requires attendance meetings on the day and time of the scheduled class session. Virtual attendance and participation require reliable internet access and computer equipment. Instructors may require the use of certain programs and equipment for class sessions or testing. Commonly required are microphones and web cams, either built into the computer or added on.

Canvas course assignments and other learning technologies may not be fully functional on smart phones or tablets; therefore, access to a laptop or computer may be required by your instructor. The attendance expectation and requirement for each course are established by the instructor and published in the course syllabus. Students are expected to read, understand, and follow the course syllabus requirements.

## **College Policies**

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#### **St. Philip's College Mission Statement**

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a

Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.
- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.
- 11) Opportunities for participation in community service and economic development projects.

#### **Quality Enhancement Plan: Ethical Decision Making**

St. Philip's College is committed to quality education, as such the focus of the 2016 [Quality Enhancement Plan](#) is ethical decision-making which is the ability to connect values and choices to actions and consequences. *The goal of the QEP is to engage students in specific measurable academic activities to enhance their ethical decision-making skill.*

#### **QEP Student Learning Outcomes:**

- **Values:** Students gain skills to assess their own values.
- **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
- **Perspectives:** Students analyze various ethical perspectives.

#### **Ethical Decision-Making Process**

- Stop and think to determine the facts.
- Identify options.
- Consider consequences for yourself and others.
- Make an ethical choice and take appropriate action.

#### **Smoking-Free Environment (Alamo Colleges District [Policy C.2.13](#))**

All of the colleges of the Alamo Colleges District are tobacco free. Smoking is prohibited in all classrooms, laboratories, offices, conference rooms, hallways, and all other rooms in all buildings of the College District, and on all property which is owned, leased, rented, or otherwise under the control of the College District. Smoke-Free Environment includes the prohibited use of tobacco products and vapor or e-cigarettes.

#### **Contact Phone Information**

Alamo Colleges District DPS Emergency Phone Numbers:

- Emergency Phone (210) 485-0911

- General Phone (210) 485-0099
- Weather Phone (210) 485-0189 (For information on college closures)

### Disability Services

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus [Disability Support Services](#) office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Support Services office.

Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. Faculty can only provide accommodations to students after receiving the letter of accommodation from the SPC Disability Support Services office. Letters of accommodation from other colleges and universities cannot be accepted by SPC faculty.

For further information, please contact the Disability Services office at (210) 486-2199 or SWC (210) 486-7175 or visit the office located:

- MLK Campus – Safe SPaCe, Sutton Learning Center (SLC), Ste. 102
- SWC –LIFESpace Office, Industrial Technology Center (ITSC) A-135

### Mandatory Student Training for Online Classes:

If you are new to online classes, you are REQUIRED to take the St. Philip's College Orientation to Online Learning course, OLRN 0001. The free, self-paced, online course will familiarize you with Canvas and will provide helpful tips on being a successful online learner. Register for the OLRN course the same way as any other course. Reference the [Center for Distance Learning](#) or call 210-486-2239 for more information.

### Prompt Response to Student Communication

Instructors endeavor to respond to student contact promptly. This will usually be within two business days. Extenuating circumstances, such as the instructor falling ill, may delay this ideal response time. Students are advised to provide appropriate subject lines in emails and leave clear voice messages with return number and call-back instructions. A college-assigned student email account is considered the official electronic channel for communication between the District, colleges, and students (Alamo Colleges District [Policy F.7.1](#)).

### Commitment to Timely Grading

Instructors are committed to providing prompt feedback to submitted work. It is expected that instructors will provide this feedback within one week of the student's submission. This timeframe may be delayed where extenuating circumstances prevent an instructor from meeting this commitment, or class submissions or assignment design are such that a delayed response is favorable.

### Religious Holy Days

Students who will be observing religious holy days during the timeframe for this course, should be aware of their rights and obligations. It is the student's responsibility to notify their instructor of their religious holy day commitments, and the instructor's responsibility to provide opportunities for work to be completed. Students need to contact the instructor as soon as possible to make arrangements. Students should consult the [student handbook](#) for specific rights and obligations.

### Academic Calendar and Important Dates

It is the student's responsibility to make themselves aware of pertinent dates. Please review [academic calendar](#). Select the relevant semester timeframe for a list of all pertinent dates. When reviewing the semester's [academic calendar](#), please note the "Census Date" (drop date without academic penalty) and "Last Date to Withdraw" (incurs a "W" on transcript).

### Course Withdrawal

It is the student's responsibility to initiate the drop and to discuss this with their instructor and advisor. The dates provided in the

[academic calendar](#) are the [absolute cut-off timeframes](#), regardless if a student attempts to process a withdrawal outside of the [academic calendar](#) dates. To initiate a course withdrawal, go to the Registration area in ACES and click the [Student Withdrawal Request](#). Discuss the drop with your advisor to ensure its completion.

## Attendance

Student absences will be recorded from the first day the class meets, and students who do not attend the first scheduled class meeting or contact the instructor will be dropped (Alamo Colleges District [Policy F.6.1.1](#)). For fully online courses, an attendance verification activity is assigned and must be completed by the 3rd class day. Students should verify the drop is completed with their advisor.

Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence.

Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors may drop a student for excessive absences or, for online classes, non-participation as defined by assigned work not being turned in during the course of a week. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively.

In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor as soon as possible. To officially withdraw from the class, a withdrawal request must be submitted in ACES via the "[student course withdrawal](#)" link. Contact your instructor, advisor, or the Admissions and Records office if guidance is needed.

Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a "student course withdrawal"

## Final Exams

While other exams are given at the discretion of the instructor, a final assessment is given at the end of each semester for each course. The Final Exam Schedule changes with each term and differs from normal class meeting dates and times. The [Final Exam Schedule](#) can be found in the [college catalog](#). A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

## Incomplete Grades

The conditional grade of "I" may be issued to a student having a passing average (grade of "D" or better) on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I." The student and faculty must fill out an Incomplete Grade form, clearly defining the work remaining to be finished. For more information, please see [Academic Standards](#).

## Appendix F

SWOT .Analysis: What did your environmental scan show regarding strengths, weaknesses, opportunities for improvement, and threats/challenges?

assessment season. Weaknesses - our reliance on so many online courses hurts student development and the growth of an undergraduate culture. The dramatic increase in Dual Credits Students and high schools. Opportunities - our department has to get more involved within our disciplines. We have to present more at conferences and publish papers in refereed journals to give St. Philip's College greater publicity. Threats/challenges - at the end of spring 2019 Yte will be without a full time government instructor and a full time temporary government instructor. We will need to replace these instructors by the fall 2019. The dramatic increase in Dual Credits Students and high schools.

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## Appendix G

1. The Faculty Qualifications Roster. Included below are all members of the faculty who taught one or more classes during the current Spring 2021 semester.

NAME:	COURSES TAUGHT:	ACADEMIC DEGREES or COURSEWORK:	OTHER QUALIFICATIONS & COMMENTS:
F = Full-time    P = Part-time    D = Developmental    UN = Undergraduate Nontransferable UT = Undergraduate Transferable    G = Graduate			
<b>Balog, Michael (P)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)	No degree in Philosophy <b>Coursework:</b> 6 classes for 18 hours.	Distance Learning Certified by SPC
<b>Feldmeier, Marie (F)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)  PHIL 1304 Introduction to World Religions, 3(UT)  PHIL 2303 Introduction to Logic, 3(UT)	<b>Ph.D. Philosophy,</b> University of Notre Dame	Distance Learning Certified by SPC  Master Teacher Certified by SPC
<b>Hill, Andrew Joseph (F)</b>	SPRING 2021  PHIL 2306 Introduction to Ethics, 3(UT)	<b>M.A. Philosophy,</b> University of St. Thomas  Doctor of Jurisprudence, Loyola University of New Orleans	Distance Learning Certified by SPC  Master Teacher Certified by SPC
<b>Langston, Charlie (F)</b>	SPRING 2021  PHIL 1301 Introduction to Philosophy, 3(UT)	<b>M.A. Philosophy,</b> Texas Tech University  M.S., University of Texas at San Antonio	Distance Learning Certified by SPC  Master Teacher Certified by SPC



# ALAMO COLLEGES DISTRICT St. Philip's College

To: Adena Williams Loston, Ph.D., President

Thru: Randall Dawson, M.S., Vice President of Academic Success

Thru: George H. Johnson III, M.S., Dean for Academic Success (CCAST)

From: Marie Feldmeier, Ph.D., Assistant Professor of Philosophy *Marie Feldmeier, Ph.D.*  
Andrew Hill, J.D., Associate Professor of Philosophy *Andrew J. Hill*  
Charlie Langston, M.A., M.S., Instructor of Philosophy *Charlie Langston*

Date: September 18, 2020

Re: Proposal to Participate in the **Intercollegiate Civil Disagreement Partnership**

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We have received a generous invitation to join in a new endeavor, the Intercollegiate Civil Disagreement Partnership. This memo describes the partnership and requests permission to join.

## Background

In February 2020, Andrew Hill and Charlie Langston attended the annual conference of the Association of Practical and Professional Ethics, which was held in Atlanta. Among other participants, we were joined by Dr. Jess Miner from Harvard, and Prof. Ann Thebaut of Santa Fe College, with whom we have a strong working relationship due to the Ethics Bowl tournament (our two colleges have conducted online practice scrimmages before tournaments). Santa Fe College is a public community college based in Gainesville, Florida, and they will host the 2020 Ethics Bowl Two Year College National Championship. During the conference in Atlanta, we discussed a wide range of possibilities to work together to advance the learning of ethics on our respectively campuses.

## The Current Situation: The Intercollegiate Civil Disagreement Partnership

After further follow-up meetings, we were contacted in May 2020 by Dr. Miner, who had banded together with the leaders of three other top universities (see *Addendum Two*, page 7), and then invited St. Philip's College and Santa Fe College in Florida join them in a new partnership. After a few initial conversations via ZOOM, I sent a preliminary message regarding the proposal (see email of 04 June 2020, "Intercollegiate Civil Disagreement Partnership") and stated: "...the proposed partnership looks like a great way to support our students and their student-led programs such as the Ethics Bowl. Our new colleagues have expertise and resources we need, and they value the gifts and perspective we could bring to the table."

The self-description of the ICDP states the intended mission: "Across the country, institutions of higher education seek to enable their students to have conversations across political difference, especially and particularly in the wake of instances of uncivil disagreement and the failure of meaningful, productive exchanges across political ideology. Equally troubling, these flashpoints are often compounded by the development of echo-chambers on campus; students are less and less likely to talk with peers who identify as members of the opposite political party. Institutions of higher education thus face a double bind—cross-ideological contact is limited and when it happens, it is often explosive. Neither is beneficial to the developing civic identities of young adults."

### Goals

The Intercollegiate Civil Disagreement Partnership (ICDP) proposes to bring together five institutions of higher education with emergent or on-going commitments to student led programs that enable discussions across political ideology and difference. We hope to train student leaders, and then have them lead programs on their campuses.

#### **The ICDP has three goals:**

- (1) to strengthen student-led initiatives on individual campuses;
- (2) to build national partnerships that bring together students from different regions and political ideologies in order to further develop their abilities to engage in and lead conversations about difficult, pressing topics across political difference; and
- (3) to identify and measure how efforts to encourage civil discourse affect important civic indicators like efficacy and engagement, as well as corresponding virtues associated with a willingness to engage across difference."

The team is now working to develop a "Call for Applications" as we begin selecting and training the six students for the program.

The conversations have now developed to a stage where I would like to formally ask for St. Philip's College to join the Intercollegiate Civil Disagreement Partnership (ICDP).

### Practical Considerations:

For the last five years, the QEP Team has had three Co-Directors to provide leadership for this important, all-college project.

We recommend following that model and having the three full-time members of the Philosophy Faculty provide leadership for the ICDP (see *Addendum One*, page 5).

Approved: \_\_\_\_\_

Dr. Adena Williams Loston, President

Date

## **Addendum One**

The Philosophy Faculty of St. Philip's College  
Academic Year 2020 - 2021

# The Philosophy Faculty of St. Philip's College

Academic Year 2020 - 2021

**Marie Feldmeier, Ph.D.** is an Assistant Professor of Philosophy in the Social and Behavioral Sciences Department. She received her Doctor of Philosophy degree from the University of Notre Dame in 2004, and graduated *summa cum laude* with a Bachelor of Arts degree in Philosophy from the University of Minnesota in 1994. She has thirteen years of full-time teaching experience in higher education. She has taught numerous courses in philosophy and religion, including Introduction to Philosophy, Ethics, Environmental Ethics, Business Ethics, Logic, Legal Reasoning, World Religions, Philosophy of Religion, Death and the Meaning of Life, and Aesthetics. Her research interests include Virtue Theory, Buddhist Ethics, and Philosophy of Literature. She received the *Teaching Excellence Award for Philosophy* from the Philosophy Faculty of St. Philip's College in 2014.

**Andrew Hill, J.D.** is an Associate Professor of Philosophy in the Social and Behavioral Sciences Department. He received his Doctor of Jurisprudence degree from Loyola University of New Orleans in 1998. He earned a Bachelor of Arts degree in Philosophy and English St. Mary's University, and his Master of Arts degree in Philosophy from the University of St. Thomas in Houston. During the academic year 2018 - 2019, he was a Fellow in the Global Studies Division of Stanford University. He received the *NISOD Excellence Award* from the College of Education at the University of Texas at Austin for his innovative teaching at St. Philip's College in 2018.

**Charlie Langston, M.A., M.S.** is an Instructor of Philosophy in the Social and Behavioral Sciences Department. He earned a Bachelor of Arts degree in Psychology and Sociology from West Texas A&M University, and a Master of Science degree in Psychology from the University of Texas at San Antonio, as well as his Master of Arts degree in Philosophy from Texas Tech University. He has extensive experience teaching Ethics, has been a Subject Matter Expert for the Ethical Decision-Making initiative of the QEP Team, and has coached the Ethics Bowl Team. He is an active member of the Association for Practical and Professional Ethics, which is the host organization of the Ethics Bowl Tournament. His research interests are interdisciplinary, often exploring the Philosophy of Mind, cognitive neuroscience, or the psychology of ethics. For example, while studying at UTSA, he contributed to a series of social psychology experiments measuring the effects of ostracism on perceptions of moral hypocrisy. He received the *Teaching Excellence Award for Philosophy* from the Philosophy Faculty of St. Philip's College in 2018.

## **Addendum Two**

The List of Partners  
for the  
Intercollegiate Civil Disagreement Partnership  
Academic Year 2020 - 2021

## Intercollegiate Civil Disagreement Partnership

Name	Institution	Contact	Notes
<a href="#">Michael Burroughs</a>	<a href="#">Kegley Institute of Ethics</a>  <a href="#">California State University, Bakersfield</a>	ADM East 101 9001 Stockdale Highway Bakersfield, CA 93311  661-654-3578 <a href="mailto:mburroughs1@csub.edu">mburroughs1@csub.edu</a>	Director
<a href="#">Jacob Fay</a>	<a href="#">Edmond J. Safra Center for Ethics</a>  <a href="#">Harvard University</a>	124 Mt. Auburn Street Suite 520N Cambridge, MA 02138  617-495-1336 <a href="mailto:ethics@harvard.edu">ethics@harvard.edu</a>	Postdoctoral Fellow
<a href="#">Jess L. Miner</a>	<a href="#">Edmond J. Safra Center for Ethics</a>  <a href="#">Harvard University</a>	124 Mt. Auburn Street Suite 520N Cambridge, MA 02138  617-496-2492 <a href="mailto:jminer@fas.harvard.edu">jminer@fas.harvard.edu</a>	Executive Director
<a href="#">Andrew Hill</a>	<a href="#">Philosophy</a>  <a href="#">St. Philip's College</a>	Sutton Learning Center 219Z 1801 Martin Luther King Dr San Antonio, TX 78203  210-486-2565 <a href="mailto:ahill76@alamo.edu">ahill76@alamo.edu</a>	Ethics Bowl Coach & Philosophy/Ethics
<a href="#">Ann Thebaut</a>	<a href="#">Humanities and Foreign Languages</a>  <a href="#">Santa Fe College</a>	3000 NW 83rd St Building P, Room 152 Gainesville, FL 32606  352-395-5075 <a href="mailto:ann.thebaut@sfcollege.edu">ann.thebaut@sfcollege.edu</a>	Ethics Bowl Coach & Philosophy/Ethics
<a href="#">Collin Anthony</a>	<a href="#">McCoy Family Center for Ethics</a>  <a href="#">Stanford University</a>	559 Nathan Abbott Way Stanford, CA 94305 Mail code: 3099  650-736-6247 <a href="mailto:canthony@stanford.edu">canthony@stanford.edu</a>	Associate Director for Undergraduate Outreach
<a href="#">Anne Newman</a>	<a href="#">McCoy Family Center for Ethics</a>  <a href="#">Stanford University</a>	559 Nathan Abbott Way Stanford, CA 94305 Mail code: 3099  650-497-4316 <a href="mailto:arnewman@stanford.edu">arnewman@stanford.edu</a>	Research Director Honors Program Advisor

## **Intercollegiate Civil Disagreement Partnership**

### **Partnership Institutions:**

**St. Philip's College, San Antonio, TX**

**Santa Fe College, Gainesville, FL**

**Harvard University, Cambridge, MA**

**California State University at Bakersfield, CA**

**Stanford University, Palo Alto, CA**

Across the country, institutions of higher education seek to enable their students to have conversations across political difference, especially and particularly in the wake of instances of *uncivil* disagreement and the failure of meaningful, productive exchanges across political ideology. Equally troubling, these flashpoints are often compounded by the development of echo-chambers on campus; students are less and less likely to talk with peers who identify as members of the opposite political party. Institutions of higher education thus face a double bind—cross-ideological contact is limited and when it happens, it is often explosive. Neither is beneficial to the developing civic identities of young adults.

### Goals

The Intercollegiate Civil Disagreement Partnership (ICDP) proposes to bring together institutions of higher education with emergent or on-going commitments to student-led programs that enable discussions across political ideology and difference. The ICDP has three goals: (1) to strengthen student-led initiatives on individual campuses; (2) to build national partnerships that bring together students from different regions and political ideologies in order to further develop their abilities to engage in and lead conversations about difficult, pressing topics across political difference; and (3) to identify and measure how efforts to encourage civil discourse affect important civic indicators like efficacy and engagement, as well as corresponding virtues associated with a willingness to engage across difference.

#### *(1) Strengthen intra-campus student-led programs*

The ICDP would allow institutions to focus more resources on intra-campus student-led programs. Such programs can include, but are not limited to, philosophy clubs, civil disagreement events, Ethics Bowl teams, conflict cafes and peer educator programs. Many of the institutions participating in the initial grant have already instituted these programs or have plans to; they also seek to

strengthen the pedagogical tools needed for such programs to effectively and successfully meet their intended aims.

*(2) Build inter-campus partnerships across geography and experience*

The ICDP believes that meaningful engagement with political difference is essential to civil discourse. Inter-campus partnerships are necessary to further this goal insofar as they bring together students from different regions and different sorts of institutions of higher education. The ICDP would host a biannual summit that would bring student representatives from partnering institutions together in one location to share knowledge and practices, as well as engage in conversations about some of the most pressing challenges the US and the world face. At regular intervals throughout the year, the student leaders would also have the opportunity to connect via online platforms, such as Zoom and Kialo, to discuss project ideas, engage in practice sessions, and deliberate together on pressing ethical issues. The intercollegiate aspect of the ICDP would also enable institutions to learn from each other and further develop their own internal systems and programs.

*(3) Identify and measure how opportunities to engage in civil discourse change important civic indicators like efficacy and engagement, as well as corresponding virtues associated with a willingness to engage across difference*

The ICDP would rigorously and empirically document the effects of its efforts. The partnership would build on existing research on civic indicators as well as break new ground by identifying, for example, what students perceive as the hardest moments to remain engaged with peers who have different political views and what practices effectively sustain meaningful engagement.

### Organization

The ICDP is, at its core, a partnership. Leadership of the program is distributed amongst its members equally, with primary contacts at each school working in concert to plan and execute the national vision of the program. ICDP leaders will also engage regularly with their on-campus partners to develop student-led opportunities for discussions across political difference.



# ALAMO COLLEGES DISTRICT

## St. Philip's College

To: Dr. Adena Williams Loston, President  
Thru: Mr. Randall Dawson, Vice President of Academic Success  
Thru: Mr. George H. Johnson III, Dean for Academic Success (CCAST)  
Thru: Dr. Michael Balog, Chair of Social and Behavioral Sciences  
From: Andrew Hill, Associate Professor of Philosophy  
Date: July 28, 2020  
Re: Proposal to Found the Center for Excellence in Ethics

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Over the last three years, the Quality Enhancement Plan (QEP) Team and the Philosophy Faculty have explored the idea of founding a Center for Excellence in Ethics (Ethics Center) at St. Philip's College. After careful discernment, we have concluded that this is an idea worth implementing and thus recommend the creation of an Ethics Center during the upcoming 2020-2021 academic year.

### Background



The first two Philosophy courses, *309 Logic* and *310 Ethics*, were taught at St. Philip's College during the 1973-1974 academic year by Connie Economy, the first instructor of Philosophy and Ethics. As we approach the 50<sup>th</sup> anniversary of the teaching of Ethics at St. Philip's College, we propose the creation of an Ethics Center at the College to advance the study of Ethics.

Beginning in 2014, the College's QEP Team selected Ethical Decision Making (EDM) as the subject of its five-year plan. This successful initiative has significantly impacted our College. We view the establishment of an Ethics Center as a logical progression of these College-wide efforts and as an enduring manifestation of the College's commitment to Ethics.

Over the last five years, the QEP Team and the Philosophy Faculty have developed several one-time events, on-going programs, and productive partnerships that have laid the groundwork for a successful Ethics Center. We have also worked to support on-going efforts where Ethics is a central component. These activities, with internal and external partners, created an infrastructure to support those initiatives in the future and to serve as a scaffold for new ideas.

### Internal Programs and Partnerships

Dates	Program	Internal Partners
2016 to Present	Ethics Bowl Team & Hosting Nationals	Nursing Faculty & Library Faculty
2014 to Present	Ethical Decision-Making	An All College Initiative
2014 to Present	Annual Interfaith Dialogue	Interfaith Dialogue Committee
Summer 2020	Science & Math Summer Academy (SAMSA)	Center of Excellence for Science
Summer 2019	Science & Math Summer Academy (SAMSA)	Center of Excellence for Science
April 2014	International Humanitarian Law Workshop	Student Leadership Institute

## External Programs and Partnerships

Dates	Program	External Partners
AY 2020 – 2021	The Intercollegiate Civil Disagreement Partnership	Stanford, Harvard, CSU
AY 2019 – 2020	Fulbright SIR: Dr. Derick Wilson & Dorothy Wilson from the Corrymeela Peace and Reconciliation Centre in Ballycastle	Fulbright, Corrymeela
April 2020	<u>Lecture</u> : Ethics Committee Chair Dr. Michael Hill Wadley Regional Medical Center, Texarkana, Texas	On-going Faculty Research Series
February 2020	<u>Hosted</u> : 2020 Southwest Fulbright Research Symposium	Fulbright
November 2019	<u>Hosted</u> : 8th Annual Two-Year College National Ethics Bowl	Association for Practical and Professional Ethics
AY 2018 – 2019	The Education Partnership for Internationalizing Curriculum	Stanford
November 2018	<u>Lecture</u> : Pulitzer Prize Winning Author David Wood “What Have We Done: The Moral Injury of Our Longest Wars”	World Affairs Council of SA
AY 2015 – 2016	Fulbright SIR: Dr. Richard Naylor & Yvonne Naylor from the Corrymeela Peace and Reconciliation Centre in Ballycastle	Fulbright, Corrymeela
October 2015	<u>Lecture</u> : Haitian Pastor and Humanitarian Esperandieu Pierre	Nehemiah Vision Ministry
July 2015	Study Abroad Program to study Ethics in Northern Ireland at the Corrymeela Peace and Reconciliation Centre in Ballycastle	Corrymeela

By working with both internal and external partners, the QEP Team and the Philosophy Faculty have been able to leverage their strengths to create high-impact learning experiences for our students and members of the larger San Antonio community. We are currently at the beginning stages of a new partnership, The Intercollegiate Civil Disagreement Partnership, which is being developed in part based on our appeal to established Ethics Centers for professional advice and guidance in exploring the establishment of an Ethics Center. This initiative, which is being funded by Harvard University, is proving to be an extremely helpful and productive relationship.

We believe that the establishment of an Ethics Center would support and enhance these partnerships and programs as we carry out these types of activities:

- *Host Speakers*: The Center could sponsor an annual unifying theme with speakers from a wide variety of departments and disciplines who address complex ethical issues.
- *Build Scholarship*: The Center, building upon the existing research and teaching of the Philosophy Faculty, could open up new avenues for scholarship across the disciplines at our college. We could host an annual ethics conference, which in turn would invite visitors from all over the world to present original research at our institution. San Antonio is an established destination for academic conferences, and if we develop an Ethics Journal (where we could publish this research using an online site) then we would attract global scholars, while giving our own faculty a chance to present and publish close to home.

- *Bestow Recognition*: The Center could recognize and reward leaders in Philosophy and Ethics, similar to the Philosophy discipline's [annual awards series](#).
- *Coordinate Grant Requests*: The Center, as a focus for overarching themes from Ethics, could assist our efforts to extend our grant funding for a number of interrelated initiatives. Again building upon existing successes with the Fulbright program and our productive meeting with the National Endowment for the Humanities (NEH), our ability to fund even very aspirational projects would be enhanced. The Center would be the locus of our partnerships with the Association for Practical and Professional Ethics (APPE), the American Red Cross (ARC), the World Affairs Council (WAC), and the San Antonio Chapter of the Fulbright Association.
- *Enhance Student Learning*: Finally, but perhaps most importantly, this Center would have direct positive impact on student learning, in terms of academic success and co-curricular success. Through lectures, conferences, and scholarship, the Center will engage our student population in issues in which they have personal experience and knowledge. Through internships, community-based learning opportunities, and study abroad experiences, the Center will facilitate opportunities for our students to integrate the practical application of Ethics into their lives.

Conclusion:

For all of these reasons, we believe that the creation of an Ethics Center will build on the solid foundations we have at our college to create a unique institution that will add to our faculty scholarship and student learning.