

## **Introduction to Philosophy PHL 101 – section 003**

**Instructor:** Professor Lambert  
**Email:** [lamber53@msu.edu](mailto:lamber53@msu.edu)  
**Office Hours:** Monday & Wednesday 1:00-2:00 pm

**Location:** 108 Berkey Hall  
**Times:** Mon. & Wed. 10:20-11:40 pm  
**Office:** S520 South Kedzie Hall

**Texts** (I recommend, but I will not require, that you get physical books; e-books can be used, however)

*Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo*, Plato, translated by G.M.A. Grube (Hackett: 2002)

*Nichomachean Ethics*, 2<sup>nd</sup> ed., Aristotle, translated by Terence Irwin (Hackett: 1999)

*Bacon to Kant: An Introduction to Modern Philosophy*, 3<sup>rd</sup> ed., Garrett Thomson (Waveland Press: 2012)

*The World of Perception*, Maurice Merleau-Ponty (Routledge: 2008)

**PLEASE NOTE:** Every student is responsible for reading this syllabus in its entirety. You are responsible for knowing the policies of PHL 101 003, including assignment deadlines. You are also responsible for checking D2L (at least once a week) to learn of quiz and discussion question deadlines. If you have questions about any of the policies, I am happy to talk to you during office hours at any point during the semester.

### **Course Description**

In PHL 101, we will conduct an historical survey of canonical philosophers. We will examine their major texts, sometimes by closely studying primary texts and other times by relying on anthologies. We will be particularly alert to important and influential arguments and concepts, governing themes and motifs, since these are the bread and butter not only of Western philosophy but of Western civilization. We begin with Plato and Aristotle, the two giants of ancient thought, and proceed to the modern traditions canonically designated Rationalism and Empiricism, culminating that section of class with perhaps *the* modern giant, Immanuel Kant. We conclude with *The World of Perception*, a series of radio talks given by Maurice Merleau-Ponty, a famous and influential 20<sup>th</sup> century phenomenologist.

### **Student Learning Goals**

Students will improve their ability to identify, analyze, and explicate concepts and arguments. Such a focus will improve reading and writing skills, as well as your confidence in formulating questions and verbally presenting ideas. You will be encouraged to notice continuities across time and across traditions, learning how the same (or similar) problems get treated in varying ways. But you will also be urged to see different thinkers and eras in their particularity, their distinctiveness, and their independence.

### **Grading**

28%	Final Essay (8-10 pages, hard copy due in my office later than 12:00 pm, Thursday, April 30)
36%	Three (3) short papers (between 500-700 words: <i>see below</i> ) – each worth 12% of final grade
20%	Five (5) sets of two (2) reflection questions ( <i>see below</i> ) – each worth 4% of final grade
16%	Four (4) quizzes – quizzes will be taken through D2L; each quiz is worth 4% of final grade

Grades are on a 4.0 scale. Each paper will receive a numeric grade (4.0, 3.5, 3.0, etc.) rather than a percentage based on a 100 point scale. The grading scale for this class complies with University policy. A 4.0 is given for *excellent* work (mastery of course material that goes beyond basic requirements); a 3.0 is given for *good* work (demonstrated understanding of course material that satisfies and sometimes goes beyond basic requirements); a 2.0 is given for *satisfactory* work (work that merely satisfies basic course requirements). Let me stress that: If you merely complete assignments in a satisfactory way, you will have earned a 2.0. To earn a 3.0 or a 4.0, you must go beyond basic requirements by showing mastery and a clear understanding of assigned material.

I reserve the option to round final course grades to the nearest half grade (but at least a 1.0 must be earned to receive a 1.0 final course grade). The threshold for rounding will be 0.25 or 0.75. For example, a 2.75 could round to a 3.0 course grade; a 3.3 could round to a 3.5; and so on. Any final course grade below a 1.0, however, earns a 0.0; thus, a 0.75 would not round up to a 1.0 but would receive a 0.0 (failure in the course).

**Short papers, reflection questions and the final essay** are discussed at length just after the Reading Schedule.

### **Mandatory Reporter Status**

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at [titleix.msu.edu](http://titleix.msu.edu).

**Limits to confidentiality.** Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services.

### **Academic Integrity**

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: "The student shares with the faculty responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Philosophy department also adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and the MSU Web site [www.msu.edu](http://www.msu.edu).) Familiarize yourself with these policies, especially those that concern plagiarism.

Unless authorized by your instructor, you must complete course assignments *without assistance from any source*. You cannot use Wikipedia, Sparknotes, or other such sources; and you may not collaborate in the writing of your papers. Your work for this class is to be drawn from the texts assigned in PHL 101. You are expected to do original work, not group work, and you may not turn in course work completed for another course to satisfy the requirements for this course.

Students who violate this policy will receive the following penalty: If you submit someone else's work as your own (e.g., another student's work or something from any external source, such as some website), that is plagiarism. If you commit plagiarism, I will report it to the registrar and, at the end of the semester, once your final grade is calculated, I will lower your final grade by a 1.0, i.e., a full point. So if at the end of the semester you get a 3.0, but you committed plagiarism, even once, I will automatically lower that grade to a 2.0 final grade.

## Classroom Etiquette

Please avoid repeated lateness. *Bring to class whichever texts are assigned for that day.* Laptops/smartphones should be used only for note-taking purposes. I think that taking notes longhand, with pen (or pencil) and paper is better. But if you want to get e-books and/or take notes on a laptop, that is your choice. To minimize the possibility that other students will be distracted by images on laptop screens, **if you use a laptop, tablet, or an e-book on a smartphone, I ask that you sit in the rear three rows of the classroom.** That is, if you use a laptop (etc.) during class, please do not sit in the front half of the classroom.

Attending class regularly, and participating when you have a question or feel you have something to contribute, will help you to understand the material and to gain intellectual independence. I expect you to attend class and I encourage you to participate. Student participation benefits you personally, and enriches the class for everyone else. The best form of participation is *questioning* (being *curious* instead of being a know-it-all) and actively *probing and exploring* ideas or concepts (instead of being opinionated). *Asking questions* to clarify or deepen understanding is intellectual maturity.

I will not lower a grade because of poor attendance. But I do *expect* all students to attend and to be engaged (i.e., to participate) in class.

## Email Policy

Bear in mind that this is a face-to-face class, not an online or a hybrid class. If you have questions, please ask them during class or during office hours. The appropriate time to ask class-related questions is during class or during office hours. I keep posted office hours and am happy to address any class-related questions you have at that time. If you want to be sure your questions are answered, please use office hours, or else ask the question during class. Otherwise, I will answer emails during posted office hours.

## READING SCHEDULE

### Week 1

Mon. 1-6: Introduction: overview of syllabus, and class requirements and expectations

Wed. 1-8: Plato, *Five Dialogues*, “Crito” (read the whole piece)

### **Classical Greek Thought: Plato and Aristotle**

### Week 2

Mon. 1-13: Plato, *Five Dialogues*, “Apology” (read the whole piece)

Wed. 1-15: Review “Crito” and “Apology”; discuss paper ideas

### Week 3

Mon. 1-20: **MLK Jr. Day – classes cancelled**

Wed. 1-22: Plato, *Five Dialogues*, “Euthyphro” (read the whole piece); discuss paper ideas

### Week 4

Mon. 1-27: Plato, *Five Dialogues*, “Meno,” pp. 59-79 (70a-86d)

Wed. 1-29: Plato, *Five Dialogues*, “Meno,” pp. 79-92 (86d-100b)

Week 5

Mon. 2-3: Aristotle, *Nichomachean Ethics*, pp. 1-37

Wed. 2-5: Aristotle, *Nichomachean Ethics*, pp. 153-159, 162-171

Week 6

Mon. 2-10: Aristotle, *Nichomachean Ethics*, pp. 67-71, 77-80

Wed. 2-12: Aristotle, *Nichomachean Ethics*, pp. 86-92, 119-124

## **Modern Philosophy: The Subjective Turn**

### Descartes

Week 7

Mon. 2-17: *Bacon to Kant*, pp. 1-24

Wed. 2-19: *Bacon to Kant*, pp. 26-36; discuss paper ideas

Week 8

Mon. 2-24: *Bacon to Kant*, pp. 37-42; 46-51

Wed. 2-26: *Bacon to Kant*, pp.109-115; discuss paper ideas

### ***SPRING BREAK – March 2—March 6***

### Locke

Week 9

Mon. 3-9: *Bacon to Kant*, pp. 148-160

Wed. 3-11: *Bacon to Kant*, pp. 161-169; 178-181

### Hume

Week 10

Mon. 3-16: *Bacon to Kant*, pp. 229-246

Wed. 3-18: *Bacon to Kant*, pp. 251-258; 274-283

### Kant

Week 11

Mon. 3-23: *Bacon to Kant*, pp. 347-363

Wed. 3-25: Continue discussing Kant's moral theory; review themes and concepts

## **Phenomenology**

Week 12

Mon. 3-30: *The World of Perception*, pp. 1-36 (Introduction and Chapter 1, "The World of Perception and the World of Science")

Wed. 4-1: *The World of Perception*, pp. 37-43 (Chapter 2, "Exploring the World of Perception: Space")

Week 13

Mon. 4-6: *The World of Perception*, pp. 45-51 (Chapter 3, “Exploring the World of Perception: Sensory Objects”)

Wed. 4-8: *The World of Perception*, pp. 53-60 (Chapter 4, “Exploring the World of Perception: Animal Life”)

Week 14

Mon. 4-13: *The World of Perception*, pp. 61-68 (Chapter 5, “Man Seen from the Outside”)

Wed. 4-15: *The World of Perception*, pp. 69-76 (Chapter 6, “Art and the World of Perception”)

Week 15

Mon. 4-20: *The World of Perception*, pp. 77-83 (Chapter 7, “Classic World, Modern World”)

Wed. 4-22: All students are expected to exchange rough drafts and to participate in peer review.

**\*Remember, a hard copy of the final essay is due no later than 12:00 pm, Thursday, April 30.\***

### **Expectations, guidelines, for all written work**

- 1) Proofread all your work. Edit, revise, and correct errors (spelling, grammar, and the like).
- 2) Use academic language; avoid colloquialisms and slang.
- 3) Stay within the guidelines of the prompt. Do not offer opinions or evaluations unless prompted.
- 4) Use your own language to thoughtfully integrate course readings and make insightful (or relevant) connections.

### **Reflection Questions** (4% each set of two questions)

Please read and note: Since reflection questions will be submitted through D2L and I use Turnitin (see below) you **should not put your name or your PID on the reflection questions**. D2L identifies your work by name, so you do not have to – and you should not – put your name or PID on the reflection questions.

For this assignment, have two (2) questions typed and uploaded into that week’s Dropbox on D2L, no later than ***the beginning of each class on Monday***. I will grade five (5) sets of these questions throughout the semester (a “set” consists of two questions). For each Monday, you must submit two questions (or one “set” of questions) about *that week’s reading* to the appropriate Dropbox on D2L. The Dropbox will close at 10:20 am; so you have until 10:20 am, each Monday, to submit the reflection questions. On five occasions, I will collect the questions; otherwise, the questions may be used to spur class discussion. So, until I grade five (5) sets of questions, you should have prepared for each Monday two questions about *that week’s reading*.

*Curiosity* is an intellectual virtue, and *learning to question* is a valuable educational skill. Often we think that intelligence consists of telling people “what we know” – in other words, having and asserting opinions. But cultivating an inquisitive attitude, so that we question more deeply and more regularly, suspending the urge to deliver readymade opinions, can prompt insight and enrich understanding in surprising ways. Put differently, having an opinion is not the goal of learning or of debate. An opinion can be wrong; and sometimes the only ways to learn an opinion is wrong (false or unjustified) is by actively questioning ourselves, or by honestly and fairly communicating with others.

*The purpose of this assignment* is to cultivate a readiness and an ability to ask questions, with a view, not to split hairs, attack or nitpick, but to learn. So, *for each Monday*, prepare two questions, a *conceptual* question and an *interpretive* question, about *that week's reading*. It is important that you articulate (i.e., develop) the question: do not just fire off a question in a sentence or two. Contextualize and explain the meaning each question.

- *Each question must be a minimum of four (4) sentences.*
- Develop your question in a paragraph (two paragraphs, total). *Each paragraph must be a minimum of 75 words* (a minimum of 150 words, total).
- *Label your questions.* Tell your reader which question you intend to be an interpretive question and which question you intend to be a conceptual question.
- You know the deadlines. This assignment can be completed even if you are traveling or home sick. You can submit reflection questions whenever you like, so long as they post while the Dropbox is open. For these reasons, no late reflection questions will be accepted.
- You are not responsible for (I will not “collect” and grade) reflection questions for Week 2, Week 4, Week 7 and Week 10. It would benefit you to do reflection questions for those weeks: It will give you practice developing and posting questions; you can use office hours to get feedback; you will strengthen your understanding of the material. But you are not required to submit questions those weeks; it will not negatively affect your grade if you do not do questions for those weeks.
- **Press 'Submit'** when you upload the file. **Call Tech Support** if you have any technical difficulty.

Grades for this assignment will be based on the quality, the relevance, and the textual sensitivity of the question. But **violating the above requirements will automatically lower your grade by 0.25 points (per item)**. In other words, if you do not label your questions, your grade will be automatically lowered 0.25; if you do not label your questions and one of your paragraphs contains 60 words, your grade will be lowered by 0.5 points (and so on).

An *interpretive question* means a question about how properly, or most interestingly, to understand some part of the text. For example, you may be unsure about how a concept is being used; or you may be confused about an analogy, a metaphor, or an important distinction. Interpretive questions usually arise when a passage in the text is ambiguous, or vague, or in some cases complex or even profound! (It may be that an idea is so stimulating or novel that you want to turn it upside down, inside out, and explore it.)

A *conceptual question* does **not** refer to being negative or dismissive; and it does **not** require you to find fault with the text. (Resist the urge to find contradictions everywhere.) A *conceptual question* means that, in some cases, you notice how a text might be strengthened; so your question might concern how to improve an argument. Perhaps you think a line of thought is incomplete; so your question might call attention to how that incompleteness affects other parts of the text. Sometimes you might explore the meaning of a concept or line of thought.

Even the best thinkers make mistakes; it may be that you find errors. But a conceptual question means that you *engage* the text, try to figure out how it works. Ideally, conceptual questions are *constructive* and *probing*.

## Writing Assignments

Students are required to complete three **short papers** (12% each), as well as a **final essay** (28%). You will turn in a printed hard copy of the paper on the day the assignment is due. (I do not accept emailed papers. Please **staple** your paper.) At the top of each paper, please **write your PID but not your name**. I will match your PID to your name after grading the papers. Due dates for each assignment are given below.

Unless you have made arrangements with me, late **papers** will be marked down as follows: **short papers will be marked down half a grade (0.5 on a 4.0 scale) for each day it is late.** (NOTE: Late reflection questions will not be accepted.) Papers are due at *the beginning of class* on the day they are due. Papers that are late by five days or more will receive a 0.0. I give you the due dates for each assignment in advance, so plan accordingly.

The writing prompts are designed to encourage you to read carefully and deeply, so that you are better able to identify, analyze, and evaluate key concepts and arguments in historically important philosophical positions. The prompts are intended to bolster your writing skills as well. Good writing consists not only of expository and grammatical fundamentals (sentence structure, paragraph composition), but also of understanding the different things *you can do* with writing (interpretation, explanation, analysis, argumentation, etc.). Short papers and the final essay require thought, revision and editing, so please prepare to work on your writing patiently.

**Due dates** for the short papers and for the final essay:

The *first* short paper is due Monday, January 27.

The *second* short paper is due Monday, February 17.

The *third* short paper is due Wednesday, March 11.

The *final essay* is due no later than 12:00 pm, Thursday, April 30, in my office in South Kedzie.

**Grading criteria.** These criteria apply to *all* of your paper assignments. Recall that you are presenting your writing for evaluation. *Readability matters.* Proper grammar and correct sentence and paragraph construction add (or diminish) the clarity and persuasiveness of your writing. In order to evaluate your ideas, I have to be able to make sense of them. *Writing quality* will therefore factor into your grades. Additional factors affecting your grades are:

- **Introductory paragraph:** Begin your paper with an introductory paragraph in which you state the topic of the paper. (What is the paper about?) Then give your reader some idea of the structure of the paper: What are the key ideas or claims? What are you going say about them?
- Think of the introduction as a roadmap blueprint for your paper. It should orient your reader to the main ideas of the paper, and to the order in which you will present and develop those ideas.
- **Relevance:** The goal of your writing is to demonstrate your understanding of the assigned text. Be sure that you understand what you are being asked to do for that assignment, so that you can complete the specific task assigned you. *Background information or editorializing will rarely be relevant, and so should be eliminated during revision.* (Seek clarification if you are unsure!)
- **Accuracy:** You must show that you understand the assigned reading that you write about. To do this, you must be sure that you understand main claims, arguments and concepts, and that you follow the author's line of reasoning. Be sure you don't misrepresent a thinker's position, claims, or reasoning.
- **Comprehension, interpretation and paraphrasing:** Writing assignments aim to improve both your understanding of the readings and your ability to express yourself in writing. Written work should express *your* "voice." That is, you should consciously avoid writing that merely *reports* what an author says, or that *records* a list of claims.

Your goal should be to grasp a text well enough that you develop an interpretation of the text, "step back" and reflectively analyze arguments, "unpack" the content of a concept, and so on. In every case, you should use your own language, and should strive to gain control over your writing.

I view the *short papers* as **task-oriented, skills-building exercises.** You will reconstruct arguments; paraphrase and explain the importance of a passage; and assess and form your own objections to a particular philosophical problem. These abilities and skills are the basics, the "building blocks" you need in order to do philosophy with greater independence.



These **instructions** pertain to the four short papers as well as the final essay: Formatting should be uniform: 12 pt. font, 1" margins, double-spaced. For the short papers, you do not need a title or works cited page. (For the final essay, the term paper, you will need a paper title and a works cited page.) Since these papers are so brief, you should be extremely judicious with quotes (please avoid block quotes entirely). Papers should be within the prescribed number of words (papers will be marked down if they are too short or *unnecessarily* too long). Short papers are 500-700 words; the final essay is to be a minimum of 8 pages and a maximum of 10 pages or so. The sources in your papers can be documented according to MLA, APA, or Chicago style.

**If you use outside sources (the Internet or any text that does not appear on the syllabus), I will give you a 0.0 for the paper.**

**Short paper prompts** (12% each):

First short paper (500-700 words)

Socrates is accused of “corrupting the youth” of Athens. He offers two arguments in his defense (pp. 28-30, 24c-26c); call them the Argument from Analogy and the Argument from Intention. Your task for this paper is to analyze and explain the Argument from Intention. How does the Argument from Intention (which is on p. 30, 25c-26b) show—how is it *supposed* to show—that Socrates does not corrupt those around him?

What is the argument? What *reasons* does Socrates give to show that he does not corrupt others? In about one page, you should analyze this part of the text. Do not merely summarize or describe that something-was-said. *Explain* and *paraphrase* Socrates’s reasoning. Then, in two or three paragraphs, tell me what you think of his argument? Does he make his case? Is the Argument from Intention convincing?

Second short paper (500-700 words)

Aristotle maintains that the highest human good “proves to be activity of the soul in accord with virtue” (p. 9, 1098a, 17). He arrives at this conclusion concerning the distinctively human good through an analysis of the *function* of human beings: “Perhaps, then, we shall find [what the best good is] if we first grasp the function of a human being” (p. 8, 1097b, 24-25). By determining a thing’s function, we are able to determine that thing’s distinctive *end* or *good*. Your task is to reconstruct Aristotle’s argument showing the highest good for human beings. (What *reasons* does he present, and how does he link those reasons together – i.e., what is his reasoning – to support his conclusion?)

Third short paper (500-700 words)

In *Bacon to Kant: An Introduction to Modern Philosophy*, Garrett Thomson notes that Cartesian dualism (i.e., mind-body dualism) gives rise to what has come to be called “the problem of other minds.” If the mind is defined by *consciousness* and the only consciousness (or mind) I directly experience is my own, then how can I know that other human beings have minds? Descartes argues that we can conclude (or can “know”) that another human being has a mind if he or she uses language. In this light, consider the following passage (and note that this is Thomson speaking about Descartes):

It might seem absurd to suggest that I do not know whether others have feelings or sensations, and yet Descartes' dualism does suggest this. It does so by implying that behavior is irrelevant in settling the question of whether others are conscious or not. All that is relevant [for Descartes] is the presence of a nonmaterial mind, which, in the case of others, cannot be perceived (BK, 48).

Whether or not you agree with Thomson, I want you to defend his claim that it “seem[s] absurd” for Descartes to deny that we can know that other human beings have minds, by developing an objection to Descartes. Put more simply, do your best to *develop an objection to the “problem of other minds.”* After explaining (in about a page) how the “problem” arises in the first place, spend a paragraph or two developing an objection which shows that the “problem” is not as compelling as it might appear to be at first.



## **Final Essay Instructions** – 8-10 full pages, a required minimum of 2,250 words (28% of course grade)

Here is the key idea of what you have to do for your final essay. If details remain foggy to you, it is imperative that you talk to me so that you understand what you are required to do. Here is the assignment:

Reflect on all of the readings we have done throughout the semester, from Plato through Merleau-Ponty, and identify arguments, concepts, and positions that intrigued or puzzled or bothered you. Which ideas or lines of thought really caught your attention? What interested, moved, or affected you?

In a paragraph or two, tell me why those concepts (arguments, distinctions) were compelling. Use the tools we have assembled: analyze concepts and arguments, consider objections, draw distinctions.

This is a philosophy term paper. I strongly recommend that you talk to me about your ideas. (This should be done during office hours.) You can build on ideas from earlier papers; but if you do so, you **must** talk to me about what you plan to do. Simply rewriting an earlier paper is unacceptable. If you obviously just gloss something you already wrote about, it will negatively affect your paper grade. (If you simply rewrite and expand on an earlier paper, you can expect to receive no higher than a 2.25.) Developing and enriching earlier thoughts is okay, but you should talk to me (during office hours) before you begin such a project.

Specific requirements:

- A minimum of 2,250 words (no less than 8 full pages)
- A paper title (no need for a title page, but the paper must be titled)
- A works cited page
- Number your pages
- You **must** use (a) a minimum of two different texts and (b) at least two different sections (chapters, essays) from each text that you use. That is, you must use at least two books, and two chapters or sections from *each* book.
- Now, these requirements can be modified, but **only if** you make an appointment with me to discuss alternative ideas. You can vary from the above **only if** I authorize it beforehand. If you violate the requirements otherwise, I will automatically lower your final essay grade in the following ways:
  - Paper unstapled, deduct 0.2 pts.
  - Paper is too short, deduct 0.2 pts.
  - Pages not numbered, deduct 0.2 pts.
  - No title, deduct 0.2 pts.
  - No works cited page, deduct 0.25 pts.
  - Don't use at least two different texts, deduct 0.25 pts. You do not use at least two different chapters of a text, deduct 0.25 pts.
  - If you use a text not on the syllabus, any outside source, you will receive a 0.0 for the essay.

**Note:** there is a dropbox on D2L for the final essay. To receive full credit for the final essay, you must a) turn in a hard copy to my office; and b) upload a digital copy of the final essay to the dropbox on D2L. You are submitting the same paper in two formats, a hard copy and a digital copy posted in the dropbox on D2L. If you don't post a digital copy of the essay in the D2L dropbox, I will deduct 0.5 pts. from the final essay grade. Please do not put your name on the paper you post on D2L.

## **Statement about the use of Turnitin in PHL 101**

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit through D2L to an extensive database of prior publications and

papers, providing links to possible matches and a ‘similarity score.’ The tool does not determine whether or not plagiarism has occurred. Instead, I will make a complete assessment and judge the originality of your work. Submissions to this course may be checked using this tool.

You should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g., no name or student number). The D2L system will automatically show the information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. Please note: Your submissions will be retained in the Global Turnitin repository.

- 1) I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
- 2) I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
- 3) For a given assignment, I will use Turnitin for all papers.
- 4) I will make the final determination of originality and integrity.
- 5) To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

### **Small Group Work**

Guidelines for getting the most from small group work:

- 1) Ask clarifying questions of each other.
- 2) Make connections between readings.
- 3) Identify and talk about challenging passages.
- 4) Identify key concepts; try to define terms; identify patterns; pose questions to each other.
- 5) Practice articulating course themes and ideas in order to clarify and increase your comfort discussing them with others.