



## Walters State Community College Course Syllabus

### Course Information

**Course Number and Name:** PHIL 1030 Introduction to Philosophy

**Section ID:** 81319.202380

**Semester and Year:** Fall 2023

**Credit Hours:** 3

**Start Date:** August 21, 2023

**End Date:** December 08, 2023

**Course Format:** DVC - Desktop Video Course

**Catalog Course Description:** A study of philosophical perspectives of human nature and the meaning of life. **F, S**

**General Education Course Designation:** General Education Course

**Meeting Details:** M; 02:20PM - 05:25PM; DVC

**Course Drop Deadline:** October 27, 2023

### Instructor Information

**Name:** Dr. Thomas Provenzola

**Role:** Instructor / Adjunct Faculty

**Office Location:** Main / Synchronous Online Course

**Office Hours:** I check our course emails each day. Please contact me via internal email through eLearn course page to arrange an office visit. I'm available to meet via Zoom or MS Teams at any point prior or subsequent to our virtual class meeting. Additionally, I'm typically available to meet during normal working hours, or at any other prearranged time.

**Office Phone:** Please contact Dr. Provenzola via internal email

**Email:** [taprovenzola@elearn.ws.edu](mailto:taprovenzola@elearn.ws.edu) / [Thomas.Provenzola@ws.edu](mailto:Thomas.Provenzola@ws.edu)

**Supervisor Name:** Dean Rob Pratt

**Supervisor Phone:** 423-585-6952

**Secretary Name:** Debbie Wilson

**Secretary Phone:** 423-798-7957

## Required Textbook(s) and Materials

### **Reason and Responsibility**

**Subtitle:** Readings in Some Basic Problems of Philosophy

**ISBN:** 978-1-305-50244-4

**Authors:** Joel Feinberg and Russ Shafer-Landau

**Publisher:** Cengage Learning

**Publication Date:** 2017

**Edition:** 16th Edition

## Student Learning Outcomes/Objectives

- 1. Articulate a basic understanding of the questions and importance of philosophy
- 2. Compare and contrast different philosophical viewpoints
- 3. Recognize strong and weak arguments
- 4. Describe how philosophical thinking is relevant to everyday life

## Instructional Approach and Methods

1. There is a virtual component for the course that is accessed via Microsoft Teams.
2. The course has a hybrid component, meaning that most of the reading, video lectures, podcasts, and assignments will be accessed via our eLearn course page.
3. The course includes lecture, class discussion and activities, and formal and informal writing.
4. Evaluation takes place informally through class discussion and formally through graded assignments consisting of quizzes, tests, writing assignments, and a written paper.

## Assessment, Evaluation and Testing Procedures

Four Sectional Tests (40 points each) = 160

Critical Response Papers (2 @ 100 points each) = 200

Reading Quizzes (15 @ 15 points each, 3 points per question) = 225

Reflection Notes [RNs] (10 @ 30 points each) = 300

Discussion Forums (2 @ 55 points each) = 110

Good Attendance: Assignments Submitted on Time = 5

**Total Possible Points: 1000**

## Grading Scale

A	900-1000
B	800-899
C	700-799
D	600-699
F	0-599

## Assignments

### I. What We'll Be Doing

In this class we will focus on areas and questions in philosophy that will help us deepen our views about some of the most significant questions asked. This course introduces and discusses questions in the major areas of philosophical inquiry—the nature of knowledge, reality, free will, the existence and nature of God, faith and reason, morality, and the meaning of life. In the case of each of these branches of philosophy, we'll read primary and secondary writings, think critically about the issues, and try to come to reasonable and substantive conclusions that can guide us through life and vocation. I hope you enjoy the adventure.

### A note about doing philosophy and asking philosophical questions:

- Philosophical questions differ from other kinds of questions (e.g., scientific, religious, and ethical questions) in that they raise questions about certain abstract yet deeply interesting and important concepts
- Philosophical The main intellectual tool we use to explore philosophical questions is our power of *reason* or *rational insight*, a kind of “sixth sense” that's distinct from the five “empirical” senses (vision, touch, taste, smell, hearing).
- Philosophical questions resist (but do not deny that there are) final, definitive solutions. As we'll see both in assigned readings, critical papers and discussion boards, it's often very difficult to achieve widespread agreement on the best answer to a given philosophical question.

## II. Assignments and Assessment

### Sectional Tests (4 @ 40 points each): 160

There will be four sectional tests for the course, each drawing from the readings and quizzes up to that point. The tests will consist of 20 questions at 2 points per question. While these are open book assessments, it is highly recommended that you complete and take notes on all the relevant readings in their entirety before attempting the test. The test may be composed of any combination of True or False, Multiple Choice, and Multiple Answer questions. ***(Additional guidelines for sectional tests are posted to the 'Content' tab of eLearn.)***

### Critical Response Papers (2 @ 100 points each) = 200

Students will write two (2) critical response papers for the course. A critical response paper is one that summarizes and evaluates the discussion in review. So, roughly, the first half of the paper will be a summary of the author's argument and the second half will be an evaluation of the content discussed in the first half. The paper should demonstrate a thorough understanding of the argument in review and include carefully reasoned arguments in defense of the student's grasp of the tensions inherent to the problem. The paper should also make as many connections as possible to course materials, including specific references to the readings, as well as from other essays and articles when relevant. ***(Additional guidelines for critical response papers are posted to the 'Content' tab of eLearn.)***

Again, students need *not* do any outside research; rather, research must be limited to the readings found in the relevant weekly unit.

- 1800 word minimum
- Double-spaced
- 12-Point Font
- 1-Inch Margins
- No Cover Page
- Saved as a Word .doc
- Proper citations (MLA, APA, Chicago/Turabian)
- Must be turned in *online* (uploaded through eLearn) on or before the due date.
- Papers not submitted on time in Dropbox must first be emailed to the instructor to show proof of completion prior to any approval for late acceptance.
- A deduction of one full letter grade for each day the assignment is late.

The paper must be argumentative within a critical response framework. Do not plagiarize or copy other sources without giving credit to the original author. Intentional and unintentional cases of plagiarism are treated the same—a **zero on the paper and a possible final grade of 'F' for the class**.

Papers will be graded as follows:

Quality of writing = 30%

1. Grammar and style are polished = 27 – 30
2. Grammar and style are good = 24 – 26.5
3. Grammar and style are acceptable, but some problems may make reading difficult = 21 – 23.5
4. Grammar and style obstruct reading = 1 – 20.5

Meets minimum requirements = 20%

1. Paper is not an argumentative response essay = 0
2. Paper is not on a relevant topic = 0
3. Paper is either under or over the required word count = 0

Quality and clarity of argument = 50%

1. Excellent *summary* of author's arguments; excellent *evaluation* of the *logical strength* of the author's arguments; multiple and relevant connections with other course materials; logical argumentation is employed in defense of student's point of view = 45 – 50
2. Good *summary* of author's arguments; good *evaluation* of the logical strength of the author's arguments; some connections with other course readings; logical argumentation is employed in defense of student's point of view = 40 – 44.5
3. Acceptable *summary* of author's arguments; acceptable *evaluation* of the logical strength of the author's arguments; few connections with other course readings; logical argumentation is employed in defense of student's point of view = 35 – 39.5
4. Summary may be seriously deficient; evaluation may be seriously deficient; connections to other course materials may be lacking; logical argumentation and coherence may be lacking = 1 – 34.5

## Reflection Notes (RNs) (10 @ 30 points each = 300)

Each Reflective Note (RN) you submit will earn a grade of up to 30 possible points. A substantive RN will be two or three healthy paragraphs (no less than 300 substantive words) in which you raise *either* (1) a **question about** or (2) **an objection to** something that happens in a particular assigned reading.

To ensure that I understand exactly how your question or objection engages the material you're writing about, you'll need to provide some context by briefly summarizing the part of the reading your question or objection concerns. Sincere effort will usually suffice for a substantive RN. However, an RN that's too short or inaccurate or unclear will earn an inferior grade of and will work against an enhanced final grade. **(See the Guidelines for two sample substantive RNs.)**

Here are a few important rules about RNs:

- RNs can be submitted only in the class eLearn Dropbox.
- Each RN will be about one of the readings assigned within a given unit on the Course Schedule and indicated by **(RN)**.
- Each RN will cover a different reading assignment.
- You must indicate your word count at the bottom of the RN.
- The count of 300 words is a minimal count. You are encouraged to write more. Our objective here is to practice the art of philosophy through substantive interaction. We are suggesting that you cannot adequately produce a substantive question or objection, and offer an informed response, in less than 300 words.

## Discussion Board Posts (2 @ 55 points each = 110)

One aspect of your interaction with me and your fellow students will take place through the course discussion boards/forums (I use these terms synonymously). There will be two separate forums for the course. Learning philosophy suggests you will learn better when you work through questions without getting quick answers from your teacher. **(Additional guidelines for discussion boards are posted to the 'Content' tab of eLearn.)**

1. Students will write two (2) discussion board posts. You will write one (1) 'discussion starter', and one (1) reply. Your 'reply' must be to a different student's discussion starter.
2. Discussion starters are basically mini-critical response papers. Over a span of at least two-three separate paragraphs, the student will write no less than 400 substantive words in total for each discussion starter. The first paragraph should *briefly* summarize what the author argues in the respective readings. The second and third paragraphs should be an evaluation of the content in the first paragraph.
3. Replies are, basically, a critical response to *someone else's* discussion starter. For each 'reply', students will write no less than 250 words of critical (philosophical) interaction with the student of choice.
4. The rubric for the response papers applies to the discussion board posts as well.
5. No late discussion board posts will be accepted.

Keep in mind that you will be expected to make a substantive initial (original) post ***no later than 48 hours before the end of each weekly unit for which a discussion board is due***. Your replies can be posted any time until the end of the unit without penalty, though ***you are likely to have more productive (and grade-boosting) conversations if you start your discussions early***.

Our weekly units will begin on Monday and end on Sunday. This means you will submit your discussion starting posts for an assigned forum no later than the end of the day on Friday of the week it is due (since that is 48 hours before the end of the unit) and finish your replies by midnight that Sunday. If the shape of the semester forces us to break from this pattern, I will indicate those adjustments in the weekly announcements.

## Reading Quizzes (15 @ 15 points each, 3 points per question) = 225)

15 times during the semester, students will complete a short quiz (five questions) over the required readings for the week. Expect about one reading quiz per week. ***(Additional guidelines for quizzes are posted to the 'Content' tab of eLearn.)***

## Class Participation

Class attendance is mandatory, and class participation is expected. The class will meet 2:20PM-5:25PM Monday afternoons via MS Teams.

Virtual attendance is required. Since we meet only once a week for approximately three hours (Mondays 6:00PM–9:05PM), you may miss one (1) class period without penalty. After one full absence, 20 points of your accumulative score will be deducted for each day of absence. If you have an extended illness or some other documentable crisis that will require you to miss more than four classes, please contact me for accommodations.

## Course and Class Policies/Procedures

Disrespect (for your classmates or for your instructor) is unacceptable.

If you wish to discuss the grade you receive for *any* particular assignment, you'll need to contact me via our course page email. We can meet virtually through Zoom or MS Teams.

You must be reachable via your eLearn email. I cannot stress this enough. You will be notified of any changes that occur to the course over the semester (if any changes are in order) via email. Moreover, if I need to contact you individually for any course-related reason, this will be the preferred way of reaching you. Be sure not neglect to check your eLearn email. Your course email should be checked

at least once at the start of your weekly unit and periodically throughout the week. **If a student wishes to email the instructor, s/he can expect a reply within 48 hours *except on weekends and holidays*.**

Think of this class as an exercise in impartial, dispassionate, free and rational thinking about some contentious moral issues. For the purposes of this course (though I think this is good practice in general), I'll ask you to set aside your own likes and dislikes, your feelings, and your upbringing and instead concentrate on giving *reasons* for the positions you defend and against the ones you criticize.

The reasons you offer should be, as far as is possible, ones that any sane, rational, clear-thinking person could be expected to accept—or at any rate, recognize even if they don't agree with the conclusions you draw from those reasons. Your grade is not contingent on what any of us *believe* about any particular issue. What matters are the *reasons* you provide for what you believe or think—the philosophical reasons offered through good arguments and reasonable evidence. That's what I'll evaluate—not your particular *position*, but the reasons and arguments *you* offer *for* a given position.

There's reciprocity here. I'll expect you to evaluate the *reasons* given for a particular position, whether they are from a particular philosopher, your classmates, or your instructor. This approach assumes you'll do your best to respect those with whom you're engaging—that you'll keep your cool and try your best to see things from the side of your opponent. We embrace in advance the good faith attitude that each of us will assume (as we ought) that the instructor, philosophers, and classmates with whom we interact are doing their best to be rational, sane, and clear-thinking people.

## Additional Course Requirements/Details/Information

All assigned readings indicated under a respective unit heading are due for that unit. The same is true for any assignments posted to a respective unit. Most readings can be found in our textbooks. Additional readings may become available on the course eLearn site. Readings marked as “recommended” are just that: optional readings that give helpful perspectives (and which can be discussed in the forums, in assignments, or in relevant test essay questions), but which are not required.

Since the development of the course is somewhat organic, a work in progress, it's possible from time to time that you may be asked to view a lecture or video. Again, you can find required or recommended links on eLearn as well.

Note also that this schedule is subject to change. All the same, no major changes will be required apart from significant advance warning or a very good reason.

Week 1: (Aug.21-27) The Nature of Beliefs: Logic, Reason & Rationality



Navigate the Course Page

Preview: Course Syllabus and Course Schedule - Assignments Document

Read: Notes: Handouts in Course Content

Read: R&R, Introduction to the Nature & Value of Philosophy, 1-8

Read: R&R, Bertrand Russell, 22-25

***Due: Quiz #1***

Week 2: (Aug.28-Sept. 3) – Human Knowledge: Its Grounds & Limits

Read: R&R, Introduction to Human Knowledge Its Grounds and Limits, 185-193

Read: R&R, Michael Huemer, Three Skeptical Arguments, 195-200

Read: R&R, Linda Zagzebski, Epistemic Good & the Good Life, 224-232

***Due: Quiz #2***

***Due: Reflection Note #1***

Week 3: (Sept.4-10) – Our Knowledge of the External World

Read: R&R, Bertrand Russell, Appearance & Reality, 232-240

Read: George Berkeley, On the Principles of Human Knowledge, 282-290

Read: G. E. Moore, Proof of an External World, 290-293

***Due: Quiz #3***

***Due: Discussion Board #1***

***Due: Reflection Note #2***

Week 4: (Sept.11-17) – The Methods of Science

Read: R&R, Karl Popper, Science: Conjectures & Refutations, 340-344

Read: R&R, Philip Kitcher, Believing Where We Cannot Prove, 344-354.

***Due: Quiz #4***

***Due: Test #1 – 20 Questions: Two Points Each = A Total of 40 Points***

***Due: Reflection Note #3***

Week 5: (Sept.18-24) – Mind & Its Place in Nature

Read: R&R, Mind and Its Place in Nature, 355-359

Read: R&R, Brie Gertler, In Defense of Mind-Body Dualism, 359-372

Read: R&R, Frank Jackson, The Qualia Problem, 372-376

***Due: Quiz #5***

***Due: Critical Response Paper #1***

***Due: Reflection Note #4***

Week 6: (Sept.25-Oct.1) – Personal Identity and the Survival of Death

Read: R&R, Thomas Reid, Of Mr. Locke's Account of Our Personal Identity, 416-419

Read: R&R, Derek Parfit, Divided Minds and the Nature of Persons, 421-427

***Due: Quiz #6***

***Due: Reflection Note #5***

Week 7: (Oct.2-8) – Determinism, Free Will, and Responsibility

Read: R&R, Introduction to Determinism, Free Will, and Responsibility, 453-459

Read: R&R, Roderick M. Chisholm, Human Freedom and the Self, 459-467

Read: R&R, Derk Pereboom, Why We have No Free Will and Can Live Without It, 491-504

***Due: Quiz #7***

***Due: Reflection Note #6***

**Week 8: Fall Break: No Class (Oct. 9-15)**

Week 9: (Oct.16-22) – Compatibilism, Freedom, and Moral Responsibility

Read: R&R, Helen Beebee, Compatibilism and the Ability to Do Otherwise, 510-520

Read: R&R, Galen Strawson, Luck Swallows Everything, 521-528

***Due: Quiz #8***

***Due: Test #2 – 20 Questions: Two Points Each = A Total of 40 Points***

***Due: Reflection Note #7***

Week 10: (Oct.23-29) – Reason & Religious Belief

Read: R&R, Introduction to Reason & Religious Belief, 27-31

Read: R&R, Anselm of Canterbury, The Ontological Argument, 31-33

Read: R&R, Gaunilo of Marmoutiers, On Behalf of the Fool, 33-36

Read: R&R, Aquinas, The Five Ways, 47-48

Read: R&R, William Paley, The Argument from Design, 59-64

***Due: Quiz #9***

***Due: Quiz #10***

***Due: Discussion Board #2***

***Due: Reflection Note #8***

Week 11: (Oct.30- Nov. 5) – The Problem of Evil & Faith and Reason

Read: R&R, Michael Murray & Michael Rae, The Argument from Evil, 136-146

Read: R&R, Kelly James Clark, Without Evidence or Argument, 164-169

Read: R&R, Blaise Pascal, The Wager, 169-172

***Due: Quiz #11***

***Due: Reflection Note #9***

***Due: Test #3 – 20 Questions: Two Points Each = A Total of 40 Points***

Week 12: (Nov. 6-12) – Morality & Its Critics

Read: R&R, Introduction to Morality and Its Critics, 553-561

Read: R&R, Richard Joyce, The Evolutionary Debunking of Morality, 589-596

Read: R&R, Immanuel Kant, Good Will & the Categorical Imperative, 638-645

Read: R&R, W. D. Ross, What Makes Right Acts Right? 660-663

***Due: Quiz #12***

***Due: Reflection Note #10***

Week 13: Morality (Nov.13-19) – Ethical Problems

Read: Notes on Moral Theories (Course Page)

Peter Singer, Famine, Affluence, and Morality, 672-678

Mary Anne Warren, On the Moral & Legal Status of Abortion, 687-696

***Due: Quiz #13***

***Due: Critical Response Paper #2***

Week 14: (Nov. 20-26) – The Meaning of Life

Read: R&R, Susan Wolf, Happiness & Meaning: Two Aspects of the Good Life, 726-739

***Due: Quiz #14***

Week 15: (Nov. 27-Dec. 3) – Meaning & Final Remarks

Read: R&R, Thomas Nagel, The Absurd, 739-746

***Due: Quiz #15***

***Due: Test #4 – 20 Questions: Two Points Each = A Total of 40 Points***

## Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:
  - a. Using cut/paste tool from original document with no references given.
  - b. Copying another student's work and submitting it as one's own.
  - c. Forging or otherwise altering signatures.
  - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
  - a. Utilizing old tests, projects, notes or written papers.
  - b. Providing unauthorized information to a fellow student about exam content.
  - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
  - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
  - e. Consulting with a classmate or others when taking a computerized test.
  - f. Disregarding other specific policies and procedures outlined for a particular class.
  - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
  - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically

allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

## Student Resources

### TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)  
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)  
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

### TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](https://helpdesk.walters.edu)  
[helpdesk.walters.edu](https://helpdesk.walters.edu)

### STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](https://www.waltersstate.edu/student-services/disability/)  
[ws.edu/student-services/disability/](https://www.waltersstate.edu/student-services/disability/)

## **SUICIDE PREVENTION STATEMENT**

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

## **College Policies**

### **STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT**

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](https://www.waltersstate.edu/catalog/)  
[catalog.ws.edu/](https://www.waltersstate.edu/catalog/)

[Walters State Timetable of Classes \(opens in new window\)](https://www.waltersstate.edu/admissions/registration/)  
[ws.edu/admissions/registration/](https://www.waltersstate.edu/admissions/registration/)

### **PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS**

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information

section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

### **COURSE GROUND RULES**

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

### **FINANCIAL AID**

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

### **CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY**

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:



[Walters State Homepage \(opens in new window\)](#)  
[ws.edu/home/](http://ws.edu/home/)

[Walters State Facebook page \(opens in new window\)](#)  
<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)  
<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)  
[ws.edu/set/](http://ws.edu/set/)

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

## **LEARNING MANAGEMENT SYSTEM**

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#)

## **Appendix: Sample 'Acceptable' RNs**

1. 'Question' RN:

One of Professor Provenzola's main aims in this syllabus is to give us a clear sense of the questions and issues we'll explore in this course. Unfortunately, he sometimes slips into using unfamiliar terminology. One important place this happens is when Provenzola tries to describe the questions about God's existence that we'll be exploring. Here, he uses the expression 'intellectually justified': "is anyone ever *intellectually justified* in believing that God exists?" 'Intellectually justified' is not an "everyday" or "ordinary" expression: the typical person on the street probably won't know exactly what that means. Rather, this unfamiliar term seems to be one that's defined and used primarily within the field of Philosophy. So, my question: What does it mean for a belief in God to be intellectually justified?

## 2. 'Objection' RN:

According to Professor Provenzola, the "main intellectual tool" we use to explore philosophical questions is what he calls the "power of *reason* or *rational insight*". Provenzola distinguishes what he calls 'reason' or 'rational insight' from the "five senses" (vision, touch, taste, smell, hearing). Apparently, then, Provenzola thinks that we can gain knowledge and/or intellectually justified beliefs using something *other than* the five senses. I don't buy this vaguely "spooky" idea. Instead, it seems to me that whatever knowledge we have comes *only* from the five senses. So, it looks like *either* Provenzola is wrong about the proper way to explore philosophical questions *or* Philosophy turns out to be a pretty dubious discipline. Either way, Provenzola seems to be wrong about Philosophy.