



Walters State Community College Course Syllabus

Course Information

Course Number and Name: PHIL 2020 Self and Values

Section ID: 81326.202380

Semester and Year: Fall 2023

Credit Hours: 3

Start Date: August 21, 2023

End Date: December 08, 2023

Course Format: WEB - Web Classes

Catalog Course Description: A study of the concepts of self and value. **F, S**

General Education Course Designation: General Education Course

Meeting Details: TBD

Course Drop Deadline: October 27, 2023

Instructor Information

Name: Dr. Thomas Provenzola

Role: Instructor / Adjunct Faculty

Office Location: Main / Asynchronous 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 / 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

Who Are We? Theories of Human Nature**ISBN:** ISBN: 13:978-0-19-517927-9**Authors:** Louis P. Pojman**Publisher:** Oxford**Publication Date:** 2006**Edition:** First

Student Learning Outcomes/Objectives

- 1. Discuss philosophical theories about the nature of the self and our endurance through time.
- 2. Understand various ethical theories and apply them to contemporary moral problems.
- 3. Be able to assess philosophical arguments with the tools of logic
- 4. Demonstrate competent writing skills in an argumentative and philosophical essay.

Instructional Approach and Methods

1. This is an online course. There are no in-class lectures or discussion components to instruction. The course includes reading and writing, and there may be video lectures or PowerPoint slides from time to time.
2. Evaluation happens formally through graded assignments consisting of written argumentative papers (reflection notes and critical response papers), interactive discussion boards, and objective quizzes and tests.

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

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 self and values. This course introduces various normative religious, philosophical, and political systems in both Western and Eastern thought, each of which speak to fundamental aspects of human nature: free will, good and evil, the basic makeup of the world, human meaning and purpose, truth, knowledge, and values (beauty, morality, and virtue), among others features. Additionally, each chapter showcases the relation between faith and reason within a specific theoretical system and allows the reader to form one's own conclusion. In the case of each of these systems, we will reflect on descriptive analyses offered in the text and formulate critical analyses through various written responses and by way of objective testing. As a course in philosophy, the primary approach we'll take as a class is a conceptual analysis of the meaning and use of the content and claims of the systems in review.

A note about doing philosophy and asking philosophical questions:

- Philosophical questions differ from other kinds of questions (e.g., scientific questions) in that they raise questions about certain abstract yet deeply interesting and important concepts.
- 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

The grading goes as follows:

Four Sectional Tests (4 @ 40 points each) = 160

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

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

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

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

Good Attendance (Submission of Assignments on Time) = 5

Total = 1000 points

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 author's argument 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.

- A minimal count of no less than 1800 words
- Double-spaced
- 12-Point Font
- 1-Inch Margins
- No Cover Page
- Saved as a Word .doc
- Proper citations (MLA, APA, Chicago/Turabian)
- Must be uploaded through eLearn on or before the due date.
- Papers not turned in 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 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. Student replies are essentially a critical response to *someone else's* discussion starter and must be no less than 250 words of critical (philosophical) interaction with the student of choice.
4. Indicate the word count of **only** the main body of your piece (not including front matter, bibliography, or footnotes) at the bottom of both your original thread and student reply.
5. The rubric for the response papers applies to the discussion board posts as well.
6. 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 discussion starter and student reply can be posted at any point up to the end of the weekly 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 starter for an assigned forum no later than the end of the day on Friday the week it is due (since it is 48 hours before the end of the unit) and finish your reply 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)

Fifteen (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.)**

Course and Class Policies/Procedures

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.

And 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

COURSE SCHEDULE

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 page of eLearn. 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.

Required or recommended links for additional reading and viewing will be posted to our eLearn course page.

Note also that this schedule is subject to change. Since the development of the course is considered an organic work in progress, it's possible from time to time that you may be asked to view additional lectures, podcasts, or perhaps read an additional article or two. All the same, no major changes will be required apart from a reasonable advanced warning, or in light of necessary adjustments due to unforeseen circumstances.

Any additional readings or podcast links for viewing will be posted with the weekly announcements and added to the Class Schedule in ample time for you to prepare in advance.

Please note that any new material introduced into our working syllabus will be incorporated into your weekly assessments (i.e., quizzes, tests, and written assignments) in a fair and reasonable manner.

WEEKLY READINGS & ASSIGNMENTS

Week 1: (Aug.21-27) Introduction: The Biblical Views of Human Nature

Navigate the Course Page

Preview: Course Syllabus and Course Schedule - Assignments Document

Read: Pojman, Preface, xiii-xvi; Introduction, 1-4; and Chapter 1, 5-26

Due: Quiz #1

Week 2: (Aug.28-Sept.3) The Greek Tradition on Human Nature

Read: Pojman, Chapter 2, 27-39

Due: Quiz #2

Due: Reflection Note #1

Week 3: (Sept.4-10) Plato's Theory of Human Nature

Read: Pojman, Chapter 3, 40-55

Due: Quiz #3

Due: Reflection Note #2

Due: Discussion Board #1

Week 4:(Sept.11-17) Aristotle's Theory of Human Nature

Read: Pojman, Chapter 4, 56-71

Due: Quiz #4

Due: Reflection Note #3

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

Week 5: (Sept.18-24) St. Augustine's Theory of Human Nature

Read: Pojman, Chapter 5, 72-83

Due: Quiz #5

Due: Reflection Note #4

Due: Critical Response Paper #1

Week 6: Sept.25-Oct.1) The Hindu & Buddhist Theories of Human Nature

Read: Pojman, Chapter 6, 84-103

Due: Quiz #6

Due: Reflection Note #5

Week 7: (Oct.2-8) Classical Conservative & Liberal Theories of Human Nature

Read: Pojman, Chapter 7, 104-123

Due: Quiz #7

Due: Reflection Note #6

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

Week 9: (Oct.16-22) Immanuel Kant's Copernican Revolution

Read: Pojman, Chapter 8, 124-137

Due: Quiz #8

Due: Reflection Note #7

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

Week 10: (Oct.23-29) Arthur Schopenhauer's Pessimistic Idealism

Read: Pojman, Chapter 9, 138-152

Due: Quiz #9

Due: Reflection Note #8

Due: Discussion Board #2

Week 11: (Oct.30-Nov.5) Karl Marx & Sigmund Freud's Theory of Human Nature

Read: Pojman, Chapter 10, 153-167

Read: Pojman, Chapter 11, 168-182

Due: Quiz #10

Due: Quiz #11

Due: Reflection Note #9

Week 12: (Nov.6-12) Existentialist and Darwinian Theories of Human Nature

Read: Pojman, Chapter 12, 183-203

Read: Pojman, Chapter 13, 204-224

Due: Quiz #12 on Chapter 12

Due: Reflection Note #10

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

Week 13: (Nov.13-19) Human Nature in Contemporary Theories of the Mind

Read: Pojman, Chapter 14, 225-249

Due: Quiz #13 on Chapter 14

Due: Critical Response Paper #2

Week 14: (Nov.20-26) The Paradox of Human Nature: Are We Free?

Read: Pojman, Chapter 15, 250-263

Due: Quiz #14 on Chapter 15

Week 15: (Nov.27-Dec.3) Conclusion

Read: Pojman, Conclusion, 264-278

Due: Quiz #15 on Conclusion

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.waltersstate.edu/academics/humanities/writing-lab)
[ws.edu/academics/humanities/writing-lab](https://www.waltersstate.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.waltersstate.edu/academics/mathematics/learning-lab)
[ws.edu/academics/mathematics/learning-lab](https://www.waltersstate.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://www.waltersstate.edu/helpdesk)
[helpdesk.ws.edu](https://www.waltersstate.edu/helpdesk)

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://catalog.ws.edu/)
catalog.ws.edu/

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

[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 \(opens in new window\)](https://ws.edu/set/)
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 \(opens in new window\)](#)