

Syllabus

Introduction to Philosophy

Heritage Academy
A University-Model® School

The mission of Heritage Academy, a Certified University-Model® School, is to partner with Christian parents to prepare college-worthy, character witnesses for Jesus Christ.

Corresponding Moberly Area Community College Course: PHI 150, Introduction to Philosophy (3 credits)

NOTE: Heritage Academy juniors and seniors who have maintained a GPA of 3.0 may apply to receive dual credit for this course from Moberly Area Community college.

I. Course Purpose and Content (MACC)

This course will familiarize students with the major categories of classic, Western philosophical tradition, ranging from antiquity to the modern era. Students will explore the positions of major philosophical thinkers as they comment on the categories under discussion. Interpretation and communication of the philosophical works of each writer are analyzed. Student will be asked to develop and analyze their own answers to the major philosophical questions of knowledge and value.

Pre-requisites: Student must be in eleventh or twelfth grade and have successfully completed a 10th grade English Course.

This course has been designed so that upon successful completion of it, each student will be able to do the following:

- Demonstrate basic knowledge of the major issues and answers of Philosophy;
- Demonstrate basic college-level skills in critical thinking and critical reading;
- Demonstrate basic college-level skills in written and oral communication;
- Identify and communicate their personal answers concerning the great questions of philosophy.

Content Overview (MACC):

- a. Overview of Philosophy and its disciplines.
- b. Epistemology: How can I know what is real and true?
- c. Metaphysics: What is ultimately real?
- d. Ethics: What is the right way of life?
- e. Philosophy of Science: How does science affect worldviews?
- f. Personal Questions of Life, Death, Meaning & Purpose.
- g. The ideas of sixteen major thinkers.

Statement to Connect Course with General Education Outcomes or Technical Program Outcome Statement (MACC)

In compliance with MACC's General Education outcomes, the student who successfully completes this course will be able to demonstrate effective written and oral communication skills and assess and appreciate artifacts in language, art, music, or philosophy and be able to evaluate those artifacts and representations of forms, cultural context, and individual expressions.

II. Worldview Integration

Heritage Academy is committed to teaching all subjects in such a way that students develop a Biblical worldview out of which to think and act. In *Introduction to Philosophy*, student will be invited to examine the very grounds for worldview, itself! But here is a warning: by its nature, philosophy can threaten us; it can unsettle us because it *challenges us* to reconsider and test the presuppositions we've accepted (intentionally or unintentionally), that form the basis for our own worldviews. This is the risk posed by philosophy, and it is a very real one. Yet, this testing is endorsed by scripture. Paul writes in 1 Thessalonians 5:21, "Test all things. Hold on to the good." Christianity challenges its believers to put *itself* to the test, and I believe that by the end of this course student will see that Christianity does pass this test. In the end, my hope is that students will have been able to "taste and see that the Lord is good" (Ps. 34:8).

III. Required Texts/Materials

Please reference *Required Text Book List* and *Course Supplies List* for the appropriate academic year to identify the textbooks and supplies students will need for this course. Both the Required Text Book List and Course Supplies List are accessible online.

IV. Course Guidelines/Student Responsibilities

A. Attendance

Attendance is imperative as concepts cannot be learned if a student is absent. Students are expected to attend class and contribute positively to the classroom environment.

Tardiness is disruptive to other class members. Please arrive on time and prepared. All absences and tardies are considered unexcused unless accompanied by a note from a parent or guardian. Please remember that three tardies generate one absence.

As communicated in Heritage Academy's Family Manual, a passing grade awarded at the end of the semester generally requires that a secondary student has attended at least forty-two class periods during the semester. Failure to meet this minimum attendance requirement may result in an F being awarded and recorded on the student's transcript.

B. Absences and Late Work

In the case of planned absence(s), homework that is due during the student's absence must be completed and submitted to the instructor in advance.

When a student is unexpectedly and unavoidably absent due to ill health, past-due assignments must be submitted within two course periods after the student's return to school. **When an unexpected absence must occur, please be sure to notify the school office and the instructor of the students' absence as quickly as possible, preferably before the involved class occurs. This contact may occur by phone or by email.**

Late work that is submitted simply "late" will be graded and penalized with a **ten percent grade reduction for each course period that it is late**; homework will not be accepted more than three course periods (1 week) past its due date, unless previous arrangements between the teacher and the student's parent have been agreed to in light of peculiar circumstances that are occurring beyond the family's control.

C. Student Conduct and Preparation for Learning

For the sake of promoting a safe and focused learning environment, the student is expected to do the following throughout the course of the semester:

- 1) Arrive on time to each class period with the appropriate class materials available for access (e.g., organized notebook with dividers and filed materials, paper, writing tools, texts, and other tools as directed)
- 2) Arrive prepared to submit completed at-home assignments at start of each class period.
- 3) Arrive ready to listen, learn, take notes, and participate in teacher-directed classroom discussions and activities.
- 4) Ask for clarification or further explanation when a concept or direction remains unclear.
- 5) Demonstrate a spirit of cooperation, kindness, and respect toward the teacher and fellow classmates, in keeping with Heritage Academy's Code of Conduct.
- 6) Help keep the classroom area clean and orderly.
- 7) Cooperate with the parent-educator and the Heritage Academy teacher to complete homework in a timely fashion

- 8) Communicate concerns regarding schoolwork to both the Heritage Academy teacher and the parent-educator, so that these concerns can be addressed quickly.
- 9) On the whole, conduct himself or herself in a manner that is worthy of Christ and reflects the life of the Holy Spirit in him/her: “. . . that you may live a life worthy of the Lord and may please Him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to His glorious might so that you may have great endurance and patience, and joyfully giving thanks to the Father, who has qualified you to share in the inheritance of the saints in the kingdom of light” (Colossians 1:12).

D. At-Home (Satellite Classroom) Investment

Daily home-assignments will be outlined on the weekly Home-Communication Sheet the student will receive each Monday. The student can expect to invest approximately 2.5 to 4 hours each week completing coursework at home in preparation for class periods. Course assignments may include any of the following:

- **Reading:** Periodic post-reading quizzes will test student on their retention and comprehension. Homework assignments that require student to summarize major ideas/arguments presented in the readings may also be given to evaluate student’s retention and comprehension.
- **Writing: All students will write two papers throughout the course of the semester.** Each student seeking dual credit through Moberly Area Community College will write two 3-4 page papers, in which he or she will develop and defend a substantive philosophical thesis. Students not seeking dual credit will write two 1-2 page papers with the same goal in mind. All essays will be typed, double-spaced, in 12-point font, and include a full heading and title. Margins should be 1 inch. Plagiarism is never acceptable.
- **Memorization Work** (e.g., names, ideas, dates, scripture verses, etc.)
- **Researching/Completing Special Projects:** Students may be directed to research various topics throughout the semester for the purpose of presenting information or arguing a point. This may include web work. Plagiarism is never acceptable.
- **Dialog:** Student may be instructed to discuss and/or explore certain topics or concepts with a parent. These assignments will be given purposefully and should not be dismissed.
- **Study Assignments/Preparation for Tests:** Students may be instructed to review notes, various texts, previously completed tests, scripture verses and/or to complete review questions and practice problem etc, in preparation for tests.
- **Other Assignments:** additional types of assignments may be given throughout the semester at the discretion of the instructor.

F. Assessments

Student’s understanding will be assessed by their performance on post-reading quizzes or summaries, general bi-weekly quizzes, two papers, two tests, and a comprehensive, semester exam will be given at the end of each semester, scheduled in keeping with Heritage Academy’s Semester Exam schedule.

G. Grades

<i>Apportionment</i>		<i>Grading Scale</i>	
General Quizzes	15%	100-95....A	79-77....C+
Post-Reading Quizzes or Summaries	15%	94-90....A-	76-73....C
Essays (2)	30%	89-87....B+	72-70....C-
Tests	25%	82-80....B-	69-60....D
Semester Final	15%	86-83....B	<60....F

The semester grade that the student has earned by the end of the semester will be the semester grade that appears on the student's transcript. To receive one-half unit of high school credit each semester, the student must earn a percentage grade of 70% or above (which translates to a letter grade of C- or above) and fulfill attendance requirements for the semester.

V. Parent Responsibilities

A. Embrace the University Model

University-Model Schooling at Heritage Academy is driven by two guiding principles:

- to preserve and strengthen God-ordained family relationships;
- to offer students the opportunity to achieve a high degree of academic excellence.

Heritage Academy operates as a University-Model School[®], designed for families who want their students to flourish from a life anchored in the home yet still gain from the best aspects of traditional, classroom education. Courses offered at Heritage Academy occur every-other-day so that students may realize the benefits of qualified teachers and a focused learning community, yet continue to experience home as the primary, consistent base where parents remain their foremost guides for spiritual, social, academic, and character formation.

Parents, please consider ways you may maximize the benefits University-Model Schooling offers to your family. How can you as parents utilize the at-home study time this model provides to nurture deeper relationship and impart the faith, values, and life-patterns you desire your student to embrace?

B. Fulfill Parent Role: *Guide for Independent Study*

Within the University-Model School[®], **parents commit to fulfill a specified role related to each course** in which their student is enrolled, as prescribed by the course's description. Each role identifies specific responsibilities that the teacher relies on the parent to perform, thus facilitating effective home/school partnership whereby students are assured of receiving needed support. For this course, Heritage Academy has designated parents the role of "**Guide for Independent Study.**"

This course mimics that of a junior college program, where independent study skills and disciplined planning for completing homework assignments are necessary. You, as parents, have the opportunity to monitor the independent schoolwork performed by your student, while there may still be occasional times that you are asked to provide particular guidance.

C. Monitor Gradelink and View Seven-Week and Thirteen-Week Gradelink Reports

As your student earns grades for completed tests, quizzes, and various projects and homework assignments, these will be recorded on **Gradelink.com** for you to view at your convenience. My general goal will be to post grades online within a week of their being awarded.

In Gradelink, missing assignments will also be noted. Please take time to follow your student's progress on Gradelink so that you can quickly recognize and explore/address areas of patterns of difficulty or concern that may appear and affirm positive accomplishments.

Gradelink Reports, which will include parent-directed comments related to your student's behavior and progress in class, will be ready for parents to view at the seven-week and thirteen-week point in the semester.

Please contact the office if you have not received your Gradelink login information.

D. Attend Parent/Teacher Fellowship

I hope you will take time to come to Parent/Teacher Fellowship scheduled during the 7th week of each semester. This will give you and I brief opportunity to connect face-to-face and discuss your student's progress, making the most of the partnership that is so vital to students' success within the University Model[®].

VI. Contacting the Instructor

Teacher contact information will be provided on the weekly communication sheets that will be distributed in class; it may also be found in the school directory.