COMPLETE COURSE SYLLABUS
PHI 2630 Spring 2021

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INSTRUCTOR INFORMATION

This course is taught by Dr. Duncan Purves.

OFFICE HOURS AND CONTACT INFORMATION

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Campus Office	Griffin-Floyd Hall, Room 332
Office Hours	10-11:30 AM M and by appointment

The material in this course is the result of collaborative work by a number of faculty from the Department of Philosophy. Several of the recorded lectures are delivered by faculty who are not teaching the course this semester. To be clear: **Dr. Duncan Purves** is the instructor for this course and has authority over how the course is run this semester. When you have questions or concerns, you should contact Dr. Purves, not any of the other faculty who might appear in the lectures.

Office hours are times set aside so that the instructor is available for you to ask questions, discuss material, and so on. *You do not need special appointments to show up for office hours!* During those times, I will be available virtually, through the Canvas "zoom conferences" feature. There are no in-person office hours for this course.

Throughout the semester you will be part of a group of up to 5 students for the purpose of group discussion online. Dr. Purves will (lightly) monitor the group's discussion board as well as grading the work of students in that group.

COURSE OVERVIEW

Course description

This course serves as an introduction to philosophical thinking about contemporary moral topics. In addition to briefly exploring frameworks for ethical thinking, we will tackle the following topics: abortion, the treatment of non-human animals, and the ethics of interpersonal relationships.

This is an entirely online course. Because there is no regular meeting time during which we all meet to discuss the material, it is especially important to keep up with all assignments, to participate in discussion boards, and to ask for help when needed. While the structure of assignments is designed to ensure that students challenge themselves, it is also designed so as to minimize the amount of stress placed on any particular assignment. Success requires regular and serious effort throughout the semester.

A word of caution: online courses seem to have a reputation for being easier than face-to-face courses. Whatever the source of this reputation, there is a way in which online classes are actually *more challenging*. In a face-to-face course, since the class has a regular meeting time, those meetings help keep you on track. But in the online environment, it is all too easy to lose focus and get far behind. We strongly recommend that you set up your own regularly scheduled "class times" at home— for reading, watching lectures, doing assignments—and stick to them.

Required texts
- Anthony Weston *A Rulebook for Arguments* 4th ed. (Indianapolis: Hackett Publishing, 2009).
- Russ Shafer-Landau *Fundamentals of Ethics* 4th ed. (New York: Oxford University Press, 2015).

All additional readings are posted on Canvas [CN].

Course structure

This course is broken up into five units as follows: Introduction to Contemporary Moral Issues, Introduction to Moral Theories, Abortion, Animal Ethics, and Ethics of Interpersonal Relationships. The Introductory unit contains one module (one week's worth of assignments), the Ethical Theory unit contains two modules (two weeks' worth of assignments), and the remaining units each contain four modules (four weeks' worth of assignments). Modules contain a variety of assignments and assessments (including readings, lectures, quizzes, writing assignments, discussion boards, and reinforcing understanding opportunities).

The first and second units are shorter, lasting only two weeks each. The remaining units are more substantive and last four weeks each.

Each section (lasting one week) is designated by a number indicating the unit and the week in that unit; for example, "3.4" is the fourth section in the third unit.

For most sections there are some assigned readings (available as PDFs) and video lectures commenting on the readings, providing background information, or the like. Nearly every video lecture is accompanied by a downloadable PDF file ("Slides and Notes") which includes all the PowerPoint slides used in the lecture and a set of notes on those slides corresponding roughly to the recorded lecture. They are not exact transcripts but can serve as handy notes for review after listening to the recorded lecture. Look for a small "**SN**" (for "Slides & Notes") next to the lecture links; that will link you to the PDF file.

In addition to reading various materials and watching various recorded lectures, assignments include required quizzes for each section other than essay week sections, required participation through group discussions for each section other than essay week sections, required annotations on the material included in the Philosophy in the Public Sphere for each unit, as well as a Short Writing Assignment and a Culminating Essay for each unit ("SWAs" and "CEs" for short).

There is also a Syllabus Review Quiz that you must take and pass before moving on in the class. Passing requires a perfect score, but you are allowed to retake the quiz as often as you need to pass. You will not be able to access any of the assignments until you pass that quiz, so you want to review the syllabus and take that test as early as you can.

The Culminating Essays are worth the most in determining your course grade; you are expected to put serious time and effort into these. In order to make that possible, those units that require a CE include a special "Essay Week." No new materials are introduced during an Essay Week. Your primary task is to work on your CE, taking the time to carefully think through your ideas and to present them as clearly and cogently as possible. During essay weeks, you're also required to comment on <u>one</u> of the articles found under the Philosophy in the Public Sphere headings in the sections for the relevant unit.

Finally, there are weekly mandatory quizzes for each section with new material. Additionally, we offer optional opportunities to check or reinforce your understanding of key concepts. These are quiz-like; and, although they don't affect your grade at all, they will help you identify areas where you might need some clarification.

Schedule and regular routine

The particular schedule with details for the current semester is available as a PDF file you can download. It is recommended you consult it throughout the semester in addition to using the calendar generated automatically on Canvas.

While you should pay attention to the detailed schedule to make sure you are on track throughout the semester, this course is designed to follow a regular pattern insofar as possible. During a <u>*regular week*</u> (one that isn't an Essay Week) the routine is as follows:

Monday and Tuesday	Wednesday	Thursday	Friday	NEXT Monday
• Read & watch assigned material. • Recommended: complete reinforcing understanding activities	• Discussion board: contribute an appropriate question before 11:59 PM. Discuss them with your classmates.	• Vote on Questions: use the "like" function to indicate which questions you most want to see addressed. • *PPS Annotations (units 1 and 2) due before 11:59 PM.	The question most liked in each group by Friday morning is selected for review by the prof. *When assigned*: Quizzes due before 11:59 PM.	*When assigned*: SWA due before 11:59 PM

When assigned, quizzes open at 12 am on the Thursday before they are due.

During an <u>*Essay Week,*</u> the routine is:

Monday	Tuesday through Friday	Friday
**PPS Annotations (units 3-5) due before 11:59 PM.	Brainstorm and draft work on your Argumentative Essay. Use the Essay Week discussion board to request and suggest ideas, objections, responses, etc. with your classmates (citing them when you use any of their ideas). ***Unit 5: Culminating essay is due on the Wednesday of the essay week	Argumentative Essay due before 11:59 PM

*Annotations on material found in the Philosophy in the Public Sphere are due during the last week of the unit. The first two units, Introduction to Contemporary Moral Issues and Introduction to Ethical Theory: Consequentialism, Kant, and Aristotle, are short units, lasting only two weeks. Annotations on material found in the Philosophy in the Public Sphere will be due on the _Thursday_ of the second week of each of these units.

**Once we move to the more substantive units, units 3-5, for which we'll have essay weeks, annotations on material found in the Philosophy in the Public Sphere will be due on the _Monday_ of each essay week for the relevant unit.

***Essay Weeks generally go for the entire week. There is, however, an exception: the essay week for our last unit, Unit 5, is shorter to allow us time to comment on and grade your papers before we have to submit final grades to UF's registrar.

Learning objectives

The specific learning objectives of this course may be described in terms of the three categories of content, communication and critical thinking as follows.

- _Content_: Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline. Assessment by quizzes, written assignments, and through discussion posts.
- _Communication_. Students will become practiced in presenting clearly and effectively ideas that are controversial and often liable to misunderstanding. Assessed by all aspects of the course, but especially the graded writing assignments (Short Writing Assignments and Culminating Essays).
- _Critical Thinking_. Students will gain skills in reasoning clearly, writing out arguments, anticipating objections, and investigating difficult questions in a

conscientious fashion. Assessed by the graded writing assignments (Short Writing Assignments and Culminating Essays).

General Education credit

This course satisfies the State Core General Education requirement for Humanities as well as providing Humanities credit generally for the University of Florida. As such, it shares the general learning objectives of humanities courses as described below:

Humanities courses provide instruction in the history, key themes, principles, terminology, and theories or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis, and approach issues and problems from multiple perspectives. (From gened.aa.ufl.edu/subject-area-objectives.aspx)

Writing Requirement credit

This course provides 4000 words of credit towards the Writing Requirement at UF. As such, it aims to ensure that you complete a minimum of 4000 words of writing evaluated for its effectiveness, organization, and clarity as well as grammar, punctuation, and usage of standard written English. (More information on UF's Writing Requirement can be found at catalog.ufl.edu/ugrad/current/advising/info/writing-requirement.aspx)

As a matter of university policy, you receive, in addition to the course grade, a *separate* grade indicating whether you get WR credit. Passing the course with a C or better is *not automatically enough* to get the WR credit. You must *at least* get a C for the course, but you must also do well enough specifically on written work that is graded for grammar, organization, and so on.

In this class, whether you get the WR credit will depend on certain aspects of your grades for the Short Writing Assignments and the Culminating Essays. Those assignments are assessed on several different factors; the two that are plainly relevant for the WR credit are Writing Mechanics and Writing Flow and Coherence. To get WR credit for this class, you need to earn at least a C average in these categories on the assignment rubrics. This average is determined by your scores in those categories for all three Argumentative Essays and your three

overall highest scoring Short Writing Assignments. The overall rule for getting the Writing Requirement credit is, then, as follows:

> **WRITING REQUIREMENT CREDIT**
>
> In order to get the WR credit, you need *both* to earn at least a C for the course *and* to earn at least a C average in the Writing Mechanics and Writing Flow and Coherence categories.

COURSE REQUIREMENTS AND GRADING

Expectations
Grade determination
Grade scale

Expectations

As a student in this class, you are of course expected to read the assigned papers, watch the assigned lectures, complete assignments and participate in group discussions. In addition, however, you are also expected to

- be familiar with all policies and requirements as set out in the Complete Course Syllabus
- be aware of all deadlines throughout the semester
- stay informed by keeping up with all announcements made on the Canvas site
- maintain academic integrity in all of your work—or risk failing the entire course
- be respectful of your classmates, even when engaged in lively critical dialogue with them
- inform the instructor promptly of any emergencies or problems that will affect your ability to do what is needed in the course
- ask questions and **seek help when you need it**

If you do these things and make a serious effort, you should be able to do well in the course, especially if you are willing to seek help when you need it. It is important to understand, though, that a grade is meant to record how well you have in fact demonstrated the skills and knowledge the class is supposed to instill; it is not in itself a reward for effort.

Grade determination

The course grade is determined by the following factors with the indicated percentages:

Kind of assignment	# assigned	% of course grade
Syllabus Review Quiz	1	Must pass to move on
Quizzes	12	20%
Participation (Questions & Group Discussion)	12	10%
Participation (Annotations on Philosophy in the Public Sphere material)	5	10%
Short Writing Assignments (SWAs)	4	15%
Culminating Essays (AEs)	3	45%
Reinforcing Understanding Activities (optional)	12	0

As you can see from the above, the grades for the SWAs and CEs matter most in determining your overall course grade. Do not take these lightly; many students are surprised at how difficult it can be to write well about a philosophical issue. Because we recognize this challenge, your lowest scoring SWAs is dropped from calculating the SWA portion of your grade.

Grade scale
This course will use the following grade scale:

Grade Scale	Grade Value
100-94 = A	A = 4.0
93-90 = A-	A- = 3.67
89-87 = B+	B+ = 3.33
86-84 = B	B = 3.00
80-83 = B-	B- = 2.67
79-77 = C+	C+ = 2.33
76-74 = C	C = 2.00
73-70 = C-	C- = 1.67
69-67 = D+	D+ = 1.33
66-64 = D	D = 1.00
63-60 = D-	D- = 0.67
59-0 = E	E = 0.00

In accordance with UF policy, a grade of C- for the course is not a qualifying grade for major, minor, General Education or College Basic Distribution requirements. Further information on UF's grading policy can be found at catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

INFORMATION ON ASSIGNMENTS

Quizzes and Reinforcing Understanding Activities

At the end of each section, you must take a short quiz. You will have one opportunity to do so and will have 30 minutes to complete it. The questions cover just the material in the particular unit; they are not cumulative.

When assigned, a quiz becomes available to you at *midnight* on Thursday and is due by 11:59 pm on the following *Friday*.

Reinforcing Understanding assignments are *optional* short quizzes that are provided for each section of new material. These are *not* timed and are provided to give you a way to check your understanding as you go along.

Participation I: Discussion Post Questions

Discussion plays an important role in learning how to do philosophy. In discussion with others, you can realize how carefully you need to put things so you can be understood; and you realize how easily you can misunderstand what others are saying (when they correct you. So, it is a very good idea to engage in such discussion.

For an online course, this means making good use of discussion boards. In this course you will be randomly assigned to a group of students for the

duration of the semester. These groups will be capped at about 5 each, similar in size to a discussion section of a large lecture course in the face-to-face format. The group will have a separate discussion board for each section of the course devoted to that section's material.

The participation grade is meant to encourage you to make good use of those discussion boards. **For each relevant section, you are required to come up with an appropriate question about the material in that section (readings and/or lectures) and post it to your group's discussion board for that section**. (The relevant sections do not include the Essay Weeks. See below for information on discussion boards for those weeks.) **The question must be submitted by the end of the day Wednesday** of that week (before midnight), and you will not be able to see the discussion board and others' submitted questions until you have submitted your own. *Note that we monitor these boards to make sure that everyone's first post is in fact a question of the relevant sort. If you post something else just to gain access to the board, that will be noticed and your participation grade will be decreased accordingly.*

Once you have access to the discussion board, you should read what other questions students have posted, thinking about which questions are ones you would most like to see answered. You can then use the "like" function to indicate those you most want addressed. You should complete this **by the end of the day Thursday**, since we will, on Friday morning, review each group to see what questions were voted as "most liked" so that we can then address them. A "Questions Addressed" discussion board for each unit will be accessible to the entire class, and the most-liked question from each group will be posted in that space with our comments on them. (If more than one question is tied for the "most liked" in a particular group, just one from that group will be selected to be answered on that board.)

What you are *required* to do is to come up with the questions and post them to the board; at that point your obligation ends. But you are *strongly encouraged* to talk to other students in your group and try to answer each other's questions, both before and after the "voting" happens. Indeed, it is very likely that you will want to do that, since there will be many questions posted on the board that are not addressed on that general discussion board for the whole class; only the one question from each group that is the most liked will definitely be addressed there.

Discussion Post Questions Grade

Please note that <u>the quality of your discussion in that discussion board is not evaluated in determining your participation grade</u>. *What determines your participation grade is simply whether or not you submit appropriate questions for each of the regular discussion boards*. If you submit an appropriate question for all of them, your participation grade is 10/10, a perfect A. For each one you *fail* to do, however, your participation grade is decreased by 2.5 points; and if you miss four or more, your participation grade is a zero. For example, if you fail to post one question, your score drops from 10/10 to 7.5/10; if you miss another question, your score drops to 5/10… etc.

Requirements on appropriate questions
Appropriate questions must meet two minimal conditions.

<u>*First, your question must be*</u> **reasonably specific.** That is, it must refer to some particular point in the material introduced that week. You cannot get away with a very lazy sort of clarification question that in effect just asks us to explain something all over again without directing us to something in particular that you are puzzled about. For example, suppose we have just read the paper "The Experience Machine" by Nozick; the following question is *not* appropriately specific:

> Why does Nozick think that most of us wouldn't enter into the experience machine"?

This is too open-ended to be useful. It practically asks us to rehearse the entire paper over again! By contrast, the following is a better question about that paper:

> Why does Nozick think that genuinely doing things is better than merely experiencing ourselves doing so, if we wouldn't know that the experiences aren't real?

Unlike the first question, this one points us to something in particular in the material that we can productively zero in on for discussion. It's helpful to quote or cite some material to help make clear what you're talking about.

If you submit a question that is not reasonably specific, you will receive *a first warning*. If you do it again, your question will not count towards the participation grade.

Second, your question must fit into one of the categories of **Clarification**, **Significance**,

or Criticism. When you post your question, you must indicate which category it belongs to. (You can simply put the name of the category at the start of your question.)

- A question in the *Clarification* category is one that asks for help in understanding a specific point or passage in the lectures or readings. The example above would follow under this category.
- A question in the *Significance* category is one that asks about how a particular view or argument in the relevant material might have broader significance — that is, how it might have relevance for other things that aren't explicitly addressed in the readings or lectures. For example, after discussing some of the material in the abortion unit, you might ask whether or not the arguments apply to comatose individuals, and if so, what the implications of those arguments are.
- A question in the *Criticism* category is one that proposes a criticism of some argument or claim in the relevant material. For example, you might say something like the following: 'Nozick seems to think that genuinely doing things is better than it merely seeming to us as though we are. But, if we never come to know the difference, then the experience is just as good. After all, from our perspective, there would be no difference. So, going into the experience machine seems like it would be a good thing. What do you think?' A small note: if you find yourself presenting a critical remark that isn't in the form of a question, you can turn it into one by asking whether the critical remark you just made was successful.

Participation II: Philosophy in the Public Sphere (PPS) Annotations

Philosophical ideas frequently inform and infuse our politics, policies, legal system, relationships, as well as popular culture. Being able to identify the philosophical commitments at work in our everyday lives helps us to better understand the issues and our view on them. To that end, each section includes material, e.g. videos, podcasts, and articles, under the part called 'Philosophy in the Public Sphere' where the ideas we're thinking through are also being discussed in the wider public community. This is important because these public conversations influence how we act and treat one another, both individually and in the policies we produce.

Each unit section, except for essay weeks, includes PPS content. For each unit, you must annotate – i.e. provide some thoughts, questions, and/or responses to your classmates' comments – <u>at least one</u> piece provided in the PPS portions of the

sections of that unit. For instance, Unit 2 has 2 sections, 2.1 and 2.2, each with PPS content. You can choose to annotate both pieces, but you're *required* to annotate one.

These are due during the last week of the unit. For units without essay weeks, units 1 and 2, these will be due on the Thursday of the last week of the unit. For units with essay weeks, units 3-5, PPS annotations are due on the Monday of the essay week.

We hope you'll find the PPS material interesting, and we expect that you'll find it useful when thinking through and crafting your Culminating Essays. Indeed, discussing ideas with your others is an invaluable source of inspiration and an opportunity to refine one's own view.

PPS submissions and grading
Annotations on PPS content will be done through the Perusall platform, which you'll access via Canvas. You can start a new thread of discussion by highlighting some text and/or respond to others' thoughts and questions.

For more information about Perusall and how to submit assignments, see:
https://support.perusall.com/hc/en-us/categories/360002173133-Students
https://support.perusall.com/hc/en-us/articles/360034025674-How-do-I-submit-my-assignment-

PPS annotations will be assessed as 'Meets expectations' or 'Does not meet expectations' (essentially as Pass/Fail). All students begin with full credit, 10/10. Students receiving 'Does not meet expectations', either because they failed to sufficiently engage or because they didn't submit an annotation, will lose 3

points the first time this occurs, 3 points the second time it occurs, and 4 points the third time it occurs.

Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions.

For more information about how scoring is determined, see the help guides: How is annotation quality defined in Perusall?: https://support.perusall.com/hc/en-us/articles/360034824694-How-is-annotation- quality-defined-in-Perusall-What is threshold scoring?: https://support.perusall.com/hc/en-us/articles/360035538234-What-is-threshold-scoring-

As mentioned before, each non-essay section (week) has PPS content. Canvas is set up to drop your lowest PPS score per unit. So, you're welcome (and encouraged!) to submit annotations on all of the PPS materials in a unit. Only your highest score will count.

Short Writing Assignments and Culminating Essays

There are two kinds of writing assignment in this class that count towards the Writing Requirement credit: Short Writing Assignments (SWAs) and Culminating Essays (CEs). The former require relatively short essays on a variety of topics, while the latter require more substantial essays focused extensively on producing your own argument and defending it against attacks.

The Culminating Essays are the most weighty assignments in the course. In effect, they are occasions on which you take on the role of the philosopher arguing for your own thesis and defending it with care.

Essay Week discussions

During each Essay Week, you are *encouraged* (but not *required*) to use a special discussion board for your group; you can use this discussion board to brainstorm ideas with your fellow group members, suggesting arguments and objections to each other. In this way, you are encouraged to collaborate. However, please keep in mind that *if you use any ideas in your own essay that you got from someone else's post in that discussion board, you must cite that person's post as the source of that idea.*

Otherwise, you would be taking credit for someone else's idea, which is unacceptable plagiarism—something that will not be tolerated.

When you cite the ideas from others in your group, it should be kept simple. Here is an example of how to do it. Imagine that the following is from an argumentative essay defending the claim that one can know that one is not dreaming:

> I have argued that one can know one is not dreaming by testing whether or not one can do things we know to be impossible, like flying by just flapping one's arms. There's an objection to this argument, however. The objection is that being able to fly by just flapping one's arms may show that one is dreaming, but not being able to fly by just flapping one's arms doesn't show that one isn't dreaming. One can have a realistic dream where one can't do these kinds of things. (This objection was suggested by Amy Classmate on the discussion board on September 22, 2017.) Let me respond to this objection....

Including the citation in the text in parenthesis as in the above example is a simple and appropriate way to give your classmate credit.

When you post things to the discussion board for the Essay Week, you should think of it as starting a conversation, not posting portions of a draft of your actual Culminating Essay.

Word counts

Both kinds of assignment come with a *target word count range*. A Short Writing Assignment should be generally in the range of 300 to 500 words, while an Argumentative Essay should generally be in the range of 1100 to 1500 words. When you hand in your work, you must include at the top of the essay the word count (not including any footnotes or bibliography). Think of those word count ranges as giving you a rule of thumb for whether there is enough in the essay to do the job you're supposed to do. If your SWA or CE is shorter than the target range, then there is a good chance that you have not developed it enough to do a good job. But don't add pointless filler. If your SWA or CE is longer than the target range, then there is a good chance that it is not focused and

concise. To sum up: *use the word count ranges as a rough guide for what you should do, but do not be a slave to them*. Instead, *prioritize the quality of the essay* in terms of the relevant criteria provided in the rubric.

Dropped grades

Of the four SWAs, your worst will be dropped from figuring into your final course grade. We recognize that philosophical writing can be very challenging, especially for those entirely new to the subject, and this policy should help reduce your level of stress. Even if one of your SWAs is a disaster, for instance, you can still get a good grade for the course.

To ensure the highest grade possible, it's a good idea to submit all four, even if one is dropped. It's also worth noting that three of the four assigned SWAs will precede a CE that completes a unit. These SWAs provide practice and the opportunity for feedback that will be useful to you when writing the CEs.

Feedback on SWAs and CEs

The Short Writing Assignments and Argumentative Essays are the most important work you do in this class. Not only do you (we hope) put a lot of effort into these, your teachers put a lot of effort into assessing them and providing feedback.

When grades are released for your SWA and CE work, you will probably look first to see what grade you received. That is understandable. But you will be doing yourself no favors if you don't *also* look at the other feedback on your work, since that is what you will learn from.

When you review your graded work, you should be able to find

- The grade and the specific marks on the rubric
- A general overview comment for the assignment
- In-text or inline comments on the text itself

Most students will see the first two of these easily, but it is easy to overlook the third. And that would be a very unfortunate thing to overlook. The in-text comments are very important, as they target specific things you say in an attempt

to help you gain a good critical perspective on your work. Since it is easy for students to miss those comments, we are here giving you specific instructions as to how to see those and thereby benefit from those comments. Make sure you read that feedback; we provide it so as to enable you to improve, of course, and if you only look at the grade and not at the feedback, you will make things much harder on yourself.

To make sure you know how to see that feedback, see the instructions in the "Technical Support" part of the syllabus. If you have trouble following those instructions or they don't seem to work for you, contact us for assistance. If necessary, it is also possible for us to send you, independently, an annotated PDF file with those in-text comments.

POLICIES AND RESOURCES

Academic honesty
Outside sources
Drafts of written work
Basic writing assistance
Make-up policy
Disability accommodations
Course evaluations
Support services
Online courtesy

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Academic honesty

All students must conform to the policies of UF's honor code regarding cheating, plagiarism, and the use of copyrighted materials (see: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php). *Plagiarism or cheating on any assignment will automatically result in a 0 for the assignment (which will not be dropped) and possibly a grade of "E" for the course*. Any suspected act of academic dishonesty is reported to the Dean's Office, which prevents students from dropping courses in cases of suspected academic dishonesty.

Let me say a word about plagiarism, since it's the most common honor code violation that I've encountered by far. Plagiarism is defined in the University of Florida's Student Honor Code as follows:

"A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author." (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

You're responsible for ensuring that you're familiar with the Honor Code and don't run afoul of it. The easiest way to avoid plagiarism, for example, is to ensure that you cite your sources properly. This is especially important if you use outside sources for the writing assignments. However, we *strongly recommend that you refrain from using outside sources*.

Outside Sources
We recommend that you **not** use outside sources for any of the writing assignments for four reasons.

a. Grades for writing assignments have Exposition and Evaluation components that require you to show proficiency with the course material, specifically the texts assigned for class and the information conveyed in lecture and discussion. Students who rely on outside sources frequently fail to properly focus on this information, and their grades suffer as a result.

b. Some students are tempted to use outside sources when they're having difficulty understanding the material. However, if you find yourself in this situation, outside sources frequently don't help. This is because many of these sources are professional and are pitched at a different audience. So you may find them more confusing than helpful, which will affect your writing. Although we don't want to dissuade you from looking at other sources for your edification, please be careful and don't hesitate to discuss the material or your ideas with us. We're here to help.

c. Although there are many reputable sources, others – especially online sources – are not particularly trustworthy. It can be difficult to tell which sources are reliable and which are not without already being very familiar with the material.

d. There is a higher risk of inadvertently plagiarizing. When writing, it's good to be focused on the ideas and lines of argument. But it's also easy to lose track of the sources of your information and to fail to cite when you should. If this happens with class material, then we know where the information is coming from, and there's usually little concern that you're representing someone else's work as your own. However, this is not the case with outside sources. If you fail to identify an outside source, then, whether you intend to or not, you *are* representing someone else's work as your own, and that's plagiarism. See the section of the syllabus on Academic Dishonesty for more on this.

If, against our advice, you do look at any outside sources, you must provide appropriate citation. We are not picky about the method of citation, but if you refer to anything that isn't a reading made available here on this Canvas site, you must (1) refer to that source wherever in your own essay you make use of it, and (2) include in a "works cited" list information on the author(s), title, publisher, and date of publication. If it is an online source you must provide the URL.

When referring to a source in the text of your essay, you may do so parenthetically. If you're using a traditional source, you should include author and page number: e.g. (Singer, 49). If you're using a website, you should include the title of the page and its host: e.g. ("Utilitarianism", Stanford Encyclopedia of Philosophy). For more information on how cite properly, see the resources for basic writing assistance below.

Drafts of written work

While you are working on your SWAs and CEs, I am able to *discuss* but not read the drafts with you. You can come to office hours with your own draft and/or notes in hand and talk through with us what you hope to say, how you hope to defend it, and so on. From experience, this seems the most fruitful way for us to help you in the process of writing your papers, in contrast to reviewing rough drafts.

Basic writing assistance

You may find it helpful to use the influential guide by Strunk & White, *The Elements of Style*, available free online at www.bartleby.com/141/.

Another very useful resource is Purdue University's Online Writing Lab, also known as the "OWL." It is especially good for getting detailed information on how to cite sources properly. You can find it at owl.english.purdue.edu/.

UF has a dedicated writing program with a "writing studio" that is intended to provide students with several resources for improving their writing. The site includes several resources, including links to the OWL site just mentioned and other items. You can find that site at writing.ufl.edu/writing-studio/.

The writing program provides assistance with writing for UF students, including distance students who are pursuing online-only courses. You can login to

tutortrac.clas.ufl.edu/ to make arrangements to meet with a tutor. We must warn you, however, that while those tutors are surely good at helping you avoid certain kinds of problems, many writing tutors are not familiar with writing philosophy papers. What counts as a good paper for, say, an English class might not count as a good paper for philosophy. In philosophy, clear structure and explicit argumentation is at a premium. Make sure to make this clear to the tutor.

Make-up policy

Without legitimate, documented excuses, late work is not accepted. Computer errors (including e-mail or wifi problems) may not be acceptable excuses. For problems that arise too close to the due date for us to make arrangements, leaving the instructor with a message concerning the problem does not obligate us to accept your late work.

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from UF when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Disability accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Please be aware that accommodations are not retroactive. Hence, you should contact the office as soon as possible in the term for which they are seeking accommodations.

Course evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu

under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Support services

You should be aware that UF provides counseling and other kinds of help for students in distress. You can call the on-campus Counseling and Wellness Center at **352-392-1575** and see their website at counseling.ufl.edu/cwc/.

The "U Matter, We Care" program provides resources for everyone in the UF community. See the website at umatter.ufl.edu/. Students can contact umatter@ufl.edu seven days a week for assistance for students in distress. There is also a phone number for this program: **(352) 294-CARE.**

Online courtesy

While our interactions are online, remember that there are real people at the other end of the internet connection. You are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

In this class it is especially important that we treat each other with respect. Your task is to be a good listener and help evaluate *ideas* and *arguments*, not to attack or evaluate *people*. Philosophy is not a matter of combat between people; we are all engaged in a cooperative effort to achieve understanding.

Critical remarks are encouraged in online discussion. But keep those critical remarks relevant and polite. And remember that constructive critiques are best: you may note that an argument has a problematic premise, point this out, and then suggest a better one to replace it!

Discussion boards are lightly monitored to watch out for any cases in which the critical back-and-forth degrades into name-calling or other inappropriate behavior. If personal conflicts arise between students in the same group we may move students from one group to another to get around the problem. If you have problems with people in your group, you should feel free to contact the instructor about your concerns.

TECHNICAL SUPPORT FOR PHI 2010 ONLINE

General technology support
Virtual office hours
Announcements and archive
Accessing in-text comments on written work

General technology support

The course website is hosted on Canvas, the dedicated e-learning environment for the University of Florida. You need to log in to Canvas here: http://elearning.ufl.edu.

If you have questions regarding Canvas, your internet connection, or any other technology used to support or deliver this online course, please **do not contact your instructors**. Instead, please contact **the UF Help Desk** through one of the following:

- Email: Learning-support@ufl.edu
- Web: helpdesk.ufl.edu
- Phone: **(352) 392-HELP (4357)**

For the make-up policy regarding issues due to technological problems, see the general make-up policy in the Policies and Resources part of the syllabus.

There are several resources online that provide guidance in using Canvas. In particular,

- Canvas Student Orientation: resources.instructure.com/courses/32
- Canvas Student Guide: guides.instructure.com/s/2204/m/4212
- Canvas Guides in general: guides.instructure.com/

Be sure that your notifications preferences are appropriately set. See the Notification Help page (guides.instructure.com/m/4212/l/73162-how-do-i-set- my-notification-preferences) for students. It is recommended that you have the notifications for announcements and invitations be set for "Notify me right away."

Other resources aimed at students taking UF courses from a distance are available at www.distance.ufl.edu/getting-help.

In addition, there is a General UF Resources page linked to on the Canvas site that includes many resources relevant to online learning.

Virtual office hours

To use virtual office hours, take a look at the links on the left margin of the course website. You'll see one called "Zoom Conferences". When we hold office hours, we create a "conference" through this feature and invite everyone in the class. This invitation means that you can "join" the conference electronically and interact with us online. Several people can meet at once.

When office hours are being held and a conference is set up in this way, there are three ways for you to join electronically. (1) An email will be sent to your UF email address via Canvas announcing the Zoom Meeting. Once you open this email, you can click on the link following "Join URL." (2) The meeting will also appear as an event on your e-learning calendar with a link to the conference that you can click on. (3) You can also go directly to Canvas and click on the link to the left that says "Zoom Conferences." Make sure that "Upcoming Meetings" is blue, then find an ongoing meeting under "Topic" during scheduled office hours. Click "Join."

When joining a conference, a window browser will open with the Zoom meeting, and you'll then have to choose whether to use your computer or your phone for audio. I strongly suggest that you choose to use your computer.

Additional help on joining a zoom conference through Canvas can be found at https://elearning.ufl.edu/media/elearningufledu/zoom/How-to-Join-a-Meeting.pdf.

Accessing in-text comments on written work

Here's what you should do to see the "in-text" (or "inline") feedback on those assignments:

1. Click on the Assignments tab located on the left of the Canvas website

2. Select the Short Writing Assignment or Argumentative Essay you would like to view.
3. You will see a screen with a link "Submission Details" on the right. Click on that.
4. On the next screen you will see a link (upper right corner) that says "View Feedback." Click on that.
5. You will then have a preview of the graded work with our in-text comments. You can look at it there or download it, using the link on the upper left corner. We recommend downloading it and opening it separately; it should be much easier to read that way. The download will be a PDF file with the comments. (Make sure you are able to view comments in your PDF reader.)

For additional help on seeing the in-text comments can be found at community.canvaslms.com/docs/DOC-10542-4212352349.