

Fall 2018

Introduction to Philosophy (GHC)

Kencho Tenzin

Georgia Highlands College, ktenzin@highlands.edu

J. Sean Callahan

Georgia Highlands College, scallaha@highlands.edu

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Grants Collection

Georgia Highlands College



UNIVERSITY SYSTEM
OF GEORGIA

Kencho Tenzin and J. Sean Callahan

Introduction to Philosophy





Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
 - The initial proposal describes the grant project's aims in detail.
- **Final Report**
 - The final report describes the outcomes of the project and any lessons learned.



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Initial Proposal

Application Details

Manage Application: Textbook Transformation Grants: Round Eleven

Award Cycle: Round 11

Internal Submission Deadline: Tuesday, January 23, 2018

Application Title: 361

Application ID: 002080

Submitter First Name: J. Sean

Submitter Last Name: Callahan

Submitter Title: Assoc. Prof. of Psy./Director of Diversity Initiatives

Submitter Email Address: scallaha@highlands.edu

Submitter Phone Number: 706-340-0192

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Kencho

Applicant Last Name: Tenzin

Applicant Email Address: ktenzin@highlands.edu

Applicant Phone Number: 404 276 5831

Primary Appointment Title: Assistant Professor of Philosophy and Religion

Institution Name(s): Georgia Highlands College

Co-Applicant(s): --

Submission Date: Tuesday, January 23, 2018

Proposal Title: 361

Proposal Category: No-Cost-to-Students Learning Materials

Final Semester of Instruction: Fall 2018

Are you using an OpenStax textbook?: No

Team Members (Name, Email Address):

Kencho Tenzin, ktenzin@highlands.edu

Dr. J. Sean Callahan, scallaha@highlands.edu

Sponsor, (Name, Title, Department, Institution):

Dr. Alan Nichols, Department Head, Division of Social Sciences, Business, and Education, Georgia Highlands College

Course Names, Course Numbers and Semesters Offered:

Phil 2010, 8, Spring 2018, Summer 2018, Fall 2018 and beyond

List the original course materials for students (including title, whether optional or required, & cost for each item): Pojman, Louise P. (2015). Philosophy: The Quest For Truth, 10th ed. Required Course Materials \$89.95
Philosophy: The Basics by Nigel Warburton Optional Course Materials \$20.65

Average Number of Students per Course Section: 30

Number of Course Sections Affected by Implementation in Academic Year: 8

Average Number of Students Per Summer Semester: 40

Average Number of Students Per Fall Semester: 100

Average Number of Students Per Spring Semester: 100

Total Number of Students Affected by Implementation in Academic Year: 240

Requested Amount of Funding: 10,800

Original per Student Cost: 110.55

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: 110.55

Projected Total Annual Student Savings: 26,376

Creation and Hosting Platforms Used ("n/a" if none):

D2L

Project Goals:

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Introduction to Philosophy (Phil 2010) by converting from current purchased textbook and adopting an OER e-textbook. By adopting Open Educational Resources (OER) materials, we expect to see an increase in enrollment and retention as well as completion rates of our students.

The adoption of free, open, high quality resources also makes higher education more affordable to a higher number of Georgia Highlands College students, thus contributing to the goals of Complete College Georgia. To evaluate and assess the effectiveness of this conversion we will measure students' perceptions and experiences and course success rates with OER materials.

Statement of Transformation:

The recent push by the current administration to make community college free to anyone who wants to attend makes it imperative that the costs associated with pursuing a degree as affordable as possible (Mason, 2015). Georgia Highlands College (GHC) is an open access institution that offers high quality education at a reasonable price. Many of the students who attend GHC, however, come from backgrounds and are in life situations that impede them from purchasing the expensive learning materials. Many of these same students are also required to enroll and successfully complete Phil 2010 (in Area F category). The market costs for the current textbook is \$89.99, which does not include the recommended supplemental materials which costs an additional \$20.65 for a total cost of \$110.55. This is an extremely expensive option for many of the students who attend this institution. As a result of this transformation, the collective savings for students in these eight sections is \$26,376 each academic year. As the course is developed and more faculty adopt the redesigned course, the potential collective student savings is over \$200,000. Adopting an OER will also provide the instructor freedom to customize the course according to the need of the students to meet the college/departmental goals.

The families of our students are also impacted by this transformation, as many them use financial aid to help support households, pay for childcare, and for transportation to and from school. As an instructor, I have noticed that many students do not buy the textbooks, as they are very expensive. As a result, these students seem to rely heavily on the materials provided on D2L.

No-cost, high quality OER helps alleviate the deleterious factors that impede student success. For example, students will have access to the OER e-textbook at the start of the semester, rather than two weeks into the semester (after they receive financial aid overpayment), and are able to complete readings, quizzes, and tests associated with the course in a timely manner, thus increasing retention, course success, and graduation rates. The conversion to Open Educational Resources would attract more students to take courses in our philosophy program. More broadly, this move towards no-cost, easily accessible learning materials supports the mission of GHC as an access institution.

Transformation Action Plan:

The transformation action plan is comprised of three phases before course delivery in the PHIL 2010 (pre-planning, planning, and course redesign).

Pre-planning

In this phase, the SME will collect and peruse any available OER Philosophy textbooks to serve as the primary textbook for PHIL 2010.

Planning and Course Redesign

In this phase of the plan, activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum.

This systematic reorganization, including the course syllabus revision, will occur during the spring semester 2018. Prof. Tenzin is the instructor of record and will serve as subject matter expert and identify course materials. Dr. Callahan will assist in identifying course materials and design components of the course for access in D2L. Both Prof. Tenzin and Dr. Callahan will serve co-Investigators and work together to evaluate and assess student success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

Quantitative & Qualitative Measures: Quantitative and qualitative measures administered in the Fall semester of the 2018 academic year will be used to gauge the impact on student success and experience. The quantitative assessment includes a pre- and post-survey to compare the perceived quality, experience, and satisfaction of students using OER Philosophy e-textbook and other online resources vs. previous semesters or classes using purchased textbook and materials. The achievement of learning outcomes, DFW rates, and tests/grades from courses using OER will also be compared to previous semester or courses using purchased textbooks to gauge the effectiveness of the redesigned course. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance.

Timeline:

February 2018—Attend Kick-off meeting, if funded

March 2018– early April 2018—Collect and review options for high quality e-textbook.

mid-April 2018-mid-May 2018— After e-textbook is selected, SME will identify and locate no-cost, online, supplemental content materials to address any gaps in coverage.

June 2018-July 2018—Systematic course redesign to modules on D2L

August 2018—Course delivery of redesigned PHIL 2010. Data collection on student experience and success begins and continues throughout semester

December 2018—Co-Investigators compile data and revise course per student evaluations

Budget:

Kencho Tenzin SME/Instr. Of Record/Co. P.I. \$5000

Sean Callahan Co. P.I. \$5000

Travel to Kick Off \$800

Total \$10,800

Sustainability Plan:

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Course materials will be maintained by Prof. Tenzin for use into the foreseeable future.

1/20/2018

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Professor Kencho Tenzin's and Dr. Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Eleven for implementation beginning Fall Semester 2018.

Prof. Tenzin and Dr. Callahan are proposing to replace the textbook for Introduction to Philosophy (PHIL 2010) with Open Educational Resources. This will result in a savings for students of nearly \$89.99 - \$110.55 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting OER materials, a significant barrier to student performance and completion will be removed.

Professor Tenzin and Dr. Callahan have a well-developed plan for shifting to an OER-based text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through Use of OERs as well as seeking out low-cost texts. I believe Professor Tenzin and Dr. Callahan are worthy of financial support as they work towards these ends and I strongly support his application for grant funding.

Best,

Dr. Alan Nichols
Dean, Division of Social Sciences, Business, and Education
Georgia Highlands College
3175 Cedartown Highway
Rome GA, 30161
706-368-7615
anichols@highlands.edu

**Affordable Learning Georgia Textbook Transformation Grants
Round Eleven
For Implementations beginning Summer Semester 2017
Running Through Spring Semester 2018**

Proposal Form and Narrative

- *Proposal form and narrative for offline drafting and review. Submitters must copy and paste their final draft into the online form for submission.*
- *Note: The only way to submit the proposal is through the online form in Georgia Tech's CompetitionSpace at:
<http://gatech.infoready4.com/CompetitionSpace/#competitionDetail/1734734>*
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

Submitter Name	Kencho Tenzin
Submitter Title	Assistant Professor of Philosophy and Religion
Submitter Email	ktenzin@highlands.edu
Submitter Phone Number	404 276 5831
Submitter Campus Role	<i>Proposal Investigator</i>
Applicant Name	<i>Kencho Tenzin, Co-Primary Investigator/Team Lead</i>
Applicant Email	ktenzin@highlands.edu
Applicant Phone Number	404 276 5831
Primary Appointment Title	Assistant Professor of Philosophy and Religion
Institution Name(s)	Georgia Highlands College

Team Members	<p>Kencho Tenzin, Assistant Professor of Sociology, ktenzin@highlands.edu</p> <p>Dr. J. Sean Callahan, Assistant Professor of Psychology and Director of Diversity Initiatives, scallaha@highlands.edu</p>				
Sponsor, Title, Department, Institution	<p>Dr. Alan Nichols, Department Head, Division of Social Sciences, Business, and Education, anichols@highlands.edu</p>				
Proposal Title	<p>Making Phil 2010 Affordable One Instructor at a Time</p>				
Course Names, Course Numbers and Semesters Offered	<p>Phil 2010, 8, Spring 2018, Summer 2018, Fall 2018 and beyond</p>				
Final Semester of Instruction	<p>Course delivery will begin Fall 2018 and expected continue as long as the project is feasible and sensible.</p>				
Average Number of Students Per Course Section	30	Number of Course Sections Affected by Implementation in Academic Year	8	Total Number of Students Affected by Implementation in Academic Year	240
Award Category (pick one)	<p><input checked="" type="checkbox"/> No-Cost-to-Students Learning Materials</p> <p><input type="checkbox"/> OpenStax Textbooks</p> <p><input type="checkbox"/> Specific Top 50 Lower Division Courses</p>				
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p>Pojman, Louise P. (2015). Philosophy: The Quest For Truth, 10th ed.</p> <p>Required Course Materials</p> <p>\$89.95</p> <p>Philosophy: The Basics by Nigel Warburton</p> <p>Optional Course Materials</p> <p>\$20.65</p>				

Original Per Student Cost	\$110.55
Post-Proposal Projected Per Student Cost	\$0
Projected Per Student Savings	100%
Plan for Hosting Materials	<input type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input type="checkbox"/> LibGuides <input type="checkbox"/> Other _____
Requested Amount of Funding	\$10,800

NARRATIVE

1.1 PROJECT GOALS

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Introduction to Philosophy (Phil 2010) by converting from current purchased textbook and adopting an OER e-textbook. By adopting Open Educational Resources (OER) materials, we expect to see an increase in enrollment and retention as well as completion rates of our students.

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1.2 STATEMENT OF TRANSFORMATION

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1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative and qualitative measures administered in the Fall semester of the 2018 academic year will be used to gauge the impact on student success and experience. The quantitative assessment includes a pre- and post-survey to compare the perceived quality, experience, and satisfaction of students using OER Philosophy e-textbook and other online resources vs. previous semesters or classes using purchased textbook and materials. The achievement of learning outcomes, DFW rates, and tests/grades from courses using OER will also be compared to previous semester or courses using purchased textbooks to gauge the effectiveness of the redesigned course. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance.

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August 2018—Course delivery of redesigned PHIL 2010. Data collection on student experience and success begins and continues throughout semester

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1.6 BUDGET

Kencho Tenzin SME/Instr. Of Record/Co. P.I.	\$5000
Sean Callahan Co. P.I.	\$5000
<u>Travel to Kick Off</u>	<u>\$800</u>
Total	\$10,800

1.7 SUSTAINABILITY PLAN

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Course materials will be maintained by Prof. Tenzin for use into the foreseeable future.

1.8 REFERENCES & ATTACHMENTS

Open Educational Resources (OER) have proven a worthy response to the rising cost of textbooks. A review of the literature indicates substantial evidence for the success of the OER model; in fact, for community colleges in particular, the use of OER is considered a “best practice” (Myran, 2013).

For Georgia Highlands College specifically, the use of OER translates not only to cost savings for students, it is also closely aligned with the spirit embodied by the institution. Georgia Highlands College’s philosophy is that education should be accessible and affordable, and the ever-increasing cost of textbooks, for students already struggling to pay tuition, can add an extra, unnecessary burden—a burden that OER can alleviate.

For Georgia Highlands College’s PHIL 2010 students, the current text, at a cost of \$89.95. This additional financial obligation is at worst, so costly as to be an impediment—over 23 percent of students in one study said they “had occasionally not registered for a particular course or section because of the high textbook costs,” and at best, an additional expense—one that 37 percent of students in the same study opted to forgo (Morris-Babb & Henderson, 2012).

The benefits of OER adoption go beyond the financial, extending to the curricular; the use of OER is considered “a success factor of positive teaching and learning practices” (Everard & Pierre, 2014). Additionally, a 2012 study found that the grades were higher for students in courses using OER compared to those using standard textbooks (Feldstein, Martin, Hudson, Warren, Hilton, & Wiley). A separate study corroborated the positive effect on student grades, finding also an improvement in retention rates in classes that used open textbooks (Hilton & Laman, 2012).

An increased rate of OER adoption will benefit students, who will see positive educational outcomes and higher affordability, and institutions, which will benefit from an increased rate of student retention.

References

Everard, A., & Pierre, K. S. (2014). A Case for Student Adoption of Open Textbooks. *Journal Of The Academy Of Business Education*, 1566-76.

Feldstein, A., Martin, M., Hudson, A., Warren, K., Hilton, J. I., & Wiley, D. (2012). Open Textbooks and Increased Student Access and Outcomes. *European Journal of Open, Distance And E-Learning*, (2),

Hilton, J., & Laman, C. (2012). One college’s use of an open psychology textbook. *Open Learning*, 27(3), 265-272.

Mason, K. C. (2015, January 20). *Obama: Community college should be ‘as free and universal in America as high school’*. Retrieved from

<http://www.pbs.org/newshour/rundown/community-college-tuition-top-theme-state-union-speech/>

Morris-Babb, M., & Henderson, S. (2012). An Experiment in Open-Access Textbook Publishing: Changing the World One Textbook at a Time. *Journal of Scholarly Publishing*, 43(2), 148-155.

Myran, G. (2013). The New Community College Business and Finance Model. *New Directions for Community Colleges*, 2013(162), 93-104.

Syllabus

Georgia Highlands College
Introduction to Philosophy
Spring 2019

Instructor: Kencho Tenzin

Email: ktenzin@highlands.edu (Prefer **D2L** email)

Office Phone: 678-872-8520

Office: R2 (Norton Hall) #221 (Marietta Campus)

Office Hrs.: **MW:** 12:15 pm-1: 15pm (**Cartersville**)

TH: 9am-11: am & 12:15pm-2: 15 pm (**Marietta**)
& By Appointment

Course Description: A critical exploration of topics such as knowledge and belief, God and the problem of evil, freedom and determinism, the right and the good, language and meaning, mind and body, appearance and reality, and man and the world.

Course Objectives:

Students will demonstrate that they have developed dimensions of critical and analytical thinking by supporting the following outcomes:

- 1) Students will be able to recognize differing perspectives and points of view.
- 2) Students will be able to construct arguments.
- 3) Students will be able to evaluate arguments.
- 4) Students will be able to anticipate consequences.

This will be accomplished by reading and discussing the writings of philosophers on topics including the existence of God, the problem of evil, the epistemological status of faith, the meaning of life, etc. In particular, the particular learning outcomes for this course are as follows:

- 1) Students will demonstrate understanding of the concept of "Socratic Wisdom" and the role it plays in information competency.
- 2) Students will demonstrate understanding of selected important philosophical arguments for the existence of God as well as objections to those arguments.
- 3) Students will demonstrate understanding of The Problem of Evil as well as selected responses to this problem from theistic sources.

- 4) Students will demonstrate an understanding of the debate over the role of faith in formulation of knowledge.
- 5) Students will demonstrate an understanding of theistic and atheistic axiological theories.
- 6) Students will demonstrate an understanding of deontological and teleological theories of ethics..

Text Book: Link to the Course materials will be available online for Free.

Grading

Exam 1	50 points
Midterm Exam	80 points
Final	100 points
Discussions	45 points
Quizzes	90 points
Essay	35 points

I do not e-mail grades. Grades are posted online in GeorgiaView **D2L**. I make every effort to return graded assignments in a timely manner. This means tests, quizzes and reflections are normally returned in a week's time.

Grading scale: Total of 400 points (A= 360-400; B= 320-359; C= 280-319; D= 240-279; F= 239 and less. There is no curve.

Quizzes: Quizzes will consist in true/false and multiple choice questions that involve familiarity with the reading/lecture/discussion from the chronologically prior class meeting. The quizzes are not cumulative. The quizzes are designed to test your factual knowledge of the contents of the readings and lecture. All the quizzes will be given on **D2L** and due by Saturday Midnight. **Note: No make-ups for missed quizzes**

I anticipate having a total of 9 quizzes this semester. They will be worth 10 points each.

DISCUSSIONS: These weekly discussions are for student's benefit and to help facilitate you in the active participation with your current reading. Course instructor may or may not normally participate. Read

chapters and participate in the corresponding discussions. Post comments on the chapter and/or additional points or research concerning chapter information. There will be one end of the semester grade for properly completing posts/replies. *Detail Instructions on Discussion is posted on D2L*

Tests: Tests will contain the following types of questions: multiple choices, true/false, and short answer. The test questions are neither based on memorized facts nor on objective information derived from memorized arguments. Instead, the emphasis given in tests is on the operation and active transformation or manipulation of the concepts learned. In other words, I want you to show me that you understand the material, which is not at all the same as showing me you memorized it.

Test Make-up policy:

If you miss a test, and your miss has been excused by me, you can make up the test at one of the division-wide test make-up sessions. One of these is held around midterm, another the last week of class. **No other make-up tests will be given.** In order to get an excused miss you must contact me within 24 hours of missing the test with a full explanation of why the test was missed. You should also be prepared to provide supporting documentation. Simply contacting me and providing documentation does not guarantee your miss will be excused. It does guarantee consideration.

Weekly Assignment: Each week you have various assignments like, discussion, quizzes, assigned readings, or videos to watch. Assignments are discussed in more detail in a file located in "Instruction Files" on the main D2L page.

*All elements of the weekly assignments will be **due by Sunday @ 11:59pm** (unless otherwise directed). **Penalty** for late work...**IF** accepted...will be severe. Failure to fulfill any graded assignment will **result in a zero**. A few **documented** excuses may be accepted, but "make-up" changes to the assignment in question and penalties are up to **my discretion**.*

Attendance: I will take roll. I expect you to attend class. If you do not attend, you will most likely find the tests to be very difficult. Students, who have circumstances that prevent them from continuing to attend the class over an extended period of time, sometimes request that I permit them to submit work *in absentia* to receive credit to complete the course. If these concurrent absences constitute more than 15% of the class sessions, written permission

from the Division Dean (Dr. Rob Page, in my case) is required before any course assignments can be completed while missing class. The student must be in good academic standing in the course to make the request. All approved coursework must be completed by the end of the semester in which the course was begun. If you miss an extended amount of time and DO NOT discuss the absences with me until after your return, you WILL NOT be able to make up any missed work. There are NO exceptions to this policy.

NOTE: This syllabus provides a general plan for the course—some changes may be necessary.

Various and Sundry Comments:

No food or drink in the classrooms. This is Georgia Highlands College policy.

No electronic devices are to be used during class unless you clear it with me first. Cell phones should be off, especially during tests. Repeated violations of this policy will result in your being asked to leave class.

It is the responsibility of the student to maintain possession of returned exams/quizzes.

Conduct yourselves as adults during class. No talking while I, or your fellow students, am talking, no passing notes, listening to music, surfing the net, sleeping, etc. Failure to abide by these rules will result in your being asked to leave class. Repeated violations can and may result in withdrawal from the course or other disciplinary measures. The instructor reserves the right to exclude any student or students who engage in disruptive behavior.

Feel free to let me know if you have a problem with any aspect of the class. We will likely be able to settle the issue between ourselves, but there are other avenues to pursue if you remain unsatisfied. Please do let me know if there is a problem—don't feel as though you cannot approach me with your concerns. Please don't wait the entire semester to say anything and then go away dissatisfied.

Policies on student conduct and academic integrity:

Policies on student conduct and academic integrity are located in the GHC "Student Guide and Planner" and in the Student Handbook at www.highlands.edu/campuslife/handbook .

Disability Statement

If anyone in the class feels that they need accommodation due to a disability, please feel free to discuss this with me early in the term. Georgia Highlands College has resources available for students with certain disabilities. Accommodations may be made (such as providing materials in alternative formats, assuring physical access to classrooms or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) through Student Support Services on all campuses. For more information please contact: Cartersville 678-872-8004; Douglasville and Floyd 706-368-7536; Marietta 678-915-5021; Paulding 678-946-1029

This message applies only to students receiving financial aid:

Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. **Please be advised that any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class.** Students who have earned at least one passing grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student's financial aid should be adjusted from the time they signed the withdrawal form.

This message applies to students in Learning Support

courses: If you withdraw from a Learning Support course, all of your courses will be dropped.

ADDITIONAL CLASS POLICIES

- 1. The syllabus/schedule/learning modules may need to be rearranged or somehow altered during the semester. Any changes are up to my discretion. It is your responsibility to check D2L often for any notes, emails, changes, and/or additions. It is your responsibility to ask for clarification of any matter prior to any due date and/or the end of the semester.**

2. Students must use appropriate forms of communication and behavior via email and D2L or be subject to disciplinary measures. All students must comply with GHC policies when using this course site.

3. Grades are determined on outputs. Furthermore, I believe that all students desire an "A" for the course no matter what their situation. If you know you "have to" make a certain grade for scholarship reasons for example, you should be working with me from the beginning of the semester. I cannot do anything at the end of the semester. Grades are earned....not given.

4. If you are having any problems with any aspect of the course, please email/talk with me. I will be happy to help you in any way I can; however, I will be unable to help if you do not talk with me about your problems. My intent is to provide a relaxed and comfortable atmosphere conducive to optimal learning.

EMAIL and OFFICE HOURS: Use the D2L **Email** system and you **must check it often**. Vital information will be sent via the D2L Email system. **Monday-Thursday:** I will check email at least once a day. **Friday-Sunday: I do NOT promise to check email** so make sure to email me by Thursday for important questions. It is my desire to promptly reply to all emails, but be aware that I am not online continuously. (Note: If for some reason it is necessary to use my regular GHC email, you must put "Intro to Phil-Summer" in the subject line so I can easily differentiate you from my other classes). You may request a face-to-face, or telephone appointment with and I will do my best to accommodate you. However, fact-to-face meetings will take place on the Marietta Campus location. Discussion instructions under *Helpful Files*

For guidance on HB280 Campus Carry, please link to the USG website www.usg.edu/hb280.

Reading Schedule

Module #1: What is Philosophy?

- Why Study Philosophy
 - What is Philosophy? Overview
<https://philosophy.fsu.edu/undergraduate-study/why-philosophy/What-is-Philosophy>
 - What is Philosophy –Video (https://youtu.be/1A_CAkYt3GY)

- Five Reasons to Major in Philosophy- Video (<https://youtu.be/sZTrFpl09s8>)
- **Socrates**
 - Socrates' Apology-Reading (<http://www2.hawaii.edu/~freeman/courses/phil100/04.%20Apology.pdf>)
 - Who is Socrates? -Video (<https://youtu.be/S24FxdvfOko>)
 - Socrates Vs. Sophist-Audio (<https://youtu.be/BK4YtqbSRjg>)
 - The Sophist-Reading (http://www.qcc.cuny.edu/SocialSciences/ppecorino/INTRO_TEXT/Chapter%20%20%20GREEKS/Sophists.htm)
 - Peloponnesian War-Video (<https://youtu.be/CNN2d7uG6IY>)
 - Socratic Method: Reading (<https://www.law.uchicago.edu/socratic-method>)
 - Socratic Method-Video (<https://youtu.be/EB4MYGInRl4>)
 - Study Questions on Apology: <https://gened.temple.edu/wp-content/uploads/2015/12/Reading-Questions-for-Apology.pdf>
 - Self Assessment: https://www.hackettpublishing.com/pdfs/Phil_Inq_quiz10.pdf
- **Bertrand Russell**
 - Bertrand Russell: The Value of Philosophy-Reading (<https://web.ics.purdue.edu/~drkelly/RussellValuePhilosophy1912.pdf>)
 - The Value of Philosophy-Video (<https://youtu.be/n1JqCBr-Sgc>)
 - Study Questions: <https://philosophy.lander.edu/intro/russell.shtml>
 - Self Assessment
- **Logic and Arguments**
 - Introduction to Logic: <https://people.umass.edu/klement/100/logic.html>
 - Logic: Deductive and Inductive arguments-Reading (<https://www.iep.utm.edu/ded-ind/>)
 - Logic: Deductive and Inductive Arguments-Video (<https://youtu.be/ZBxE0y7b464>)
 - How to argue (<https://youtu.be/NKEhdsnKKHs>)
 - Logical Fallacies- Reading (<https://owl.english.purdue.edu/owl/resource/659/03/>)
 - Logical Fallacies- Video (<https://youtu.be/RdSB137pFrs>)
 - Self Assessment: <https://philosophy.lander.edu/logic/quizzes.html>

Module # 2: Identity: Who Am I? Do we have personal Identity?

- **Rene Descartes**
 - Descartes' Meditation on First Philosophy - <https://www.colorado.edu/philosophy/potter/5.%20Descartes%20Meditations.pdf> (Note: Read Meditation I and VI only)
 - Descartes' Cogito Ergo Sum Video (<https://youtu.be/7iGjiSbEp9c>)
 - Study Questions: <http://people.tamu.edu/~sdaniel/Reading%20Questions%2009.doc>

- **John Locke**
 - An Essay Concerning Human Understanding-Reading
Note: Read Book II, Chapter XXVII "Of Identity and Diversity"
<http://enlightenment.supersaturated.com/johnlocke/BOOKIIChapterXXVII.html>

 - John Locke on Personal Identity- Video (<https://youtu.be/462Y898PVn8>)
 - Study Questions: <http://faculty.otterbein.edu/AMills/EarlyModern/LockeSQ.html>

- **David Hume**
 - Brief Summary of David Hume (<http://people.uwplatt.edu/~drefcins/humeencyclopediaentry.html>)
 - David Hume: A Treatise of Human Nature-Reading (<https://people.rit.edu/wlrgsh/HumeTreatise.pdf>)
Note: please read Book I, Part IV, Section VI (Of Personal Identity)
 - David Hume on Personal Identity-Video (https://youtu.be/HS52H_CqZLE)
 - Study Questions: <http://faculty.otterbein.edu/AMills/EarlyModern/LockeSQ.html>

Module # 3: Epistemology

- **Plato**
 - A brief summary of Plato
 - Plato's Allegory of the Cave-Reading (<https://faculty.washington.edu/smcohen/320/cave.htm>)
 - Plato's Allegory of the cave-Video (<https://youtu.be/axARKd24eHo>)
 - Plato's allegory of the cave and its meaning (Read Allegory of the cave and the symbolism of the cave Only.)

<http://www.templestudy.com/wp-content/uploads/2009/09/A-Modern-Worldview-from-Platos-Cave-by-Bryce-Haymond.pdf>

- Plato's divided Line
<http://documents.routledge-interactive.s3.amazonaws.com/9781138793934/A2/Plato/PlatoSimilesLineCave.pdf>
- Plato's Divided Line-Video (<https://youtu.be/Yi3ubdALbo8>)
- Study Questions: https://web.cn.edu/kwheeler/study/201_Plato_01.html

- **Rene Descartes**

- Descartes' Meditations-Reading
<http://selfpace.uconn.edu/class/percep/DescartesMeditations.pdf>
Note: Read Meditation I, II, & III
- A Beginners Guide to Descartes' Meditations
https://sakai.claremont.edu:8443/access/content/group/CX_mtg_60921/Readings/Southwell2008-Ch1-2.pdf
- Descartes' Meditation-Video
(<https://www.youtube.com/watch?v=BrjYofKaVA4>)
- Descartes' Cartesian Doubt
(<https://www.princeton.edu/~grosen/puc/phi203/descartes.html>)
- Foundationalism-Reading (<https://www.iep.utm.edu/found-ep/>)
- What is Foundationalism-Video (<https://youtu.be/3znMajU8hM0>)
- Rationalism Vs. Empiricism -Video (<https://youtu.be/mlg8wjsEQyw>)
- Rationalism Vs. Empiricism-Reading
(<https://plato.stanford.edu/entries/rationalism-empiricism/>)

- **John Locke**

- John Locke: A brief Summary of John Locke
- John Locke: An Essay Concerning Human Understanding
<http://enlightenment.supersaturated.com/johnlocke/longcontents.html>
Note: Read Book I, Chapter I-III
Book II, Chapter I-IV
- John Locke-Primary and Secondary Qualities-Reading
(<http://www.fresnostate.edu/artshum/philosophy/documents/Kaijo-CUPR1-1.pdf>)
- John Locke's Primary and Secondary Qualities-Video
(<https://youtu.be/mLK4d6avtIM>)

- **David Hume**

- David Hume- Enquiry Concerning Human Understanding-Read Part II
<http://www.earlymoderntexts.com/assets/pdfs/hume1748.pdf>

- Hume's Enquiry Concerning Human Understanding- Podcast (<https://youtu.be/QxiTxTl-Tog>)
- Hume's Skepticism-Read <https://www.iep.utm.edu/hume/#H4>
- Hume's Skepticism and Induction-
Video 1 (<https://youtu.be/-QpUrSn3cWU>)
Video 2 (<https://youtu.be/dPINsyXl-0c>)
- Hume and the classical problem of Induction <https://www3.nd.edu/~jspeaks/courses/mcgill/201/hume-induction.pdf>

Module # 4: Free Will and Determinism

- What is Free Will? Video <https://youtu.be/joCOWaaTj4A>
- James Fieser-Free Will and Determinism <https://www.utm.edu/staff/jfieser/class/120/4-freewill.htm>
- Free will vs Determinism Video: <https://youtu.be/vCGtkDzELAI>
- Robert Evans-Summary on Freedom, Determinism, and Moral Responsibility http://www.d.umn.edu/~revans/freedom_and_determinism.htm
- Is Freedom compatible with determinism?
Harry Frankfurt, "Alternative Possibilities and Moral Responsibility" <http://www.ucl.ac.uk/~uctytho/dfwCompatFrankfurt.htm>
- Richard Taylor-Freedom and Determinism <http://jwood.faculty.unlv.edu/unlv/Articles/TaylorFreeWill.PDF>
- If Determinism is true, are we free?

Paul Holbach, "The Illusion of Free Will" http://myweb.facstaff.wvu.edu/wasserr/114/the_illusion_of_free_will.pdf
- Jean-Paul Sartre- Absolute Freedom

- Existentialism is Humanism

http://www.mrmsoser.com/uploads/8/5/0/1/8501319/english_11_ib_-_no_exit_-_existentialism_is_a_humanism_-_sartre.pdf

- Existentialism-Video

<https://youtu.be/YaDvRdLMkHs>

Module #5: Philosophy of Religion: God and Evil

- God: Why Believe?

- St. Aquinas-Summa Theologica

<http://web.mnstate.edu/gracyk/courses/web%20publishing/aquinasFiveWays.htm>

- St. Aquinas-The Five ways arguments

http://web.mnstate.edu/gracyk/courses/web%20publishing/aquinasFiveWays_ArgumentAnalysis.htm

- St. Aquinas Five Arguments Video: <https://youtu.be/TgisehuGOyY>

- St. Anslem's Ontological Argument and St. Gaunilo's criticism

<https://www.iep.utm.edu/ont-arg/>

- Rene Descartes' ontological argument-Read

<https://www.amherst.edu/media/view/22912/original/Descartes%2B-%2BOntological%2BArgument.pdf>

- Rene Descartes' proof of God- Video

<https://youtu.be/PdND4B76dvc>

- Blaise Pascal's wager-Read

<http://sites.saintmarys.edu/~incandel/pascalswager.html>

- Blaise Pascal's The Wager-Video

https://youtu.be/2F_LUFieUk0

Evil: The Problem of Evil

- The problem of Evil-Video
<https://youtu.be/9pRzyioUKp0>

The Problem of Evil-Read
<http://www.uky.edu/~mwa229/Evil.html>

Module #6: Ethics

- Moral Reasoning:
 - Introduction to Moral Reasoning
<https://sites.duke.edu/wsa/papers/files/2011/05/wsa-2010moralreasoning.pdf>
 - Principle of moral reasoning-Video
<https://youtu.be/-dJ4T4xstmc>
 - Moral and Cultural Relativism
<https://www.iep.utm.edu/moral-re/#SH2g>
 - Moral and Cultural Relativism-Video
<https://youtu.be/52siRDz1HRY>
- Moral/Ethical Egoism
 - Plato: The Ring of Gyges- Reading
<https://philosophy.lander.edu/intro/articles/gyges-a.pdf>
 - The Ring of Gyges-Video
<https://youtu.be/BIT5SdLeXtM>
 - Moral/Ethical Egoism (James Rachels' *The Elements of Moral Philosophy*)
http://www.faculty.umb.edu/lawrence_blum/courses/306_09/readings/rachels_ethical.pdf
 - Philosophy Experiment- Should you kill the fat man?
<http://www.philosophyexperiments.com/fatman/>

- Philosophy Experiment-Morality Play
<http://www.philosophyexperiments.com/moralityplay/Default.aspx>

- The Virtue Ethics of Aristotle
<https://www3.nd.edu/~dpattill/Courses/Intro%20Spring%202017/Slides/Virtue.pdf>

- Aristotle and Virtue Ethics-Video
<https://youtu.be/PrvtOWEXDIQ>

- **Deontology:**
 - Kant-Fundamental Principles of the Metaphysics of Morals-Reading
<https://ocw.mit.edu/courses/literature/211-002-2-foundations-of-western-culture-ii-renaissance-to-modernity-spring-2003/readings/lec15.pdf>

 - Kant's Moral Philosophy-Video
<https://youtu.be/mQ2fvTvtzBM>

- **Utilitarianism:**
 - Jeremy Bentham: The Reading Selection from *Principles of Morals and Legislation*

<https://philosophy.lander.edu/ethics/ethicsbook/x6423.html>

 - Utilitarianism- Video part 1
<https://youtu.be/uvmz5E75ZIA>

 - Utilitarianism-Video part 2
<https://youtu.be/uGDk23Q0S9E>

 - Utilitarianism-Video part 3
<https://youtu.be/MoCuVa9UeR4>

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:

A. Your final report submission must include four separate component files:

1. *Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.*
2. *Course Outline document with links to the materials as used per day, week, or unit, organized chronologically. [View Course Outline Example](#)*
 - a. *For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.*
3. *Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)*
4. *A photograph of your team and/or your students for use in ALG website and materials.*
 - a. *Photograph must be 800x600 pixels at minimum (length x height).*
 - b. *Photograph must be taken together: individual team member photographs and website headshots not accepted.*

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.

Date:

Grant Number: 361

Institution Name(s): Georgia Highlands College

Team Members (Name, Title, Department, Institutions if different, and email address for each): Kencho Tenzin, Assistant Professor, Social Science Div.

Dr. Sean Callahan, Associate Professor, Social Science Div.

Project Lead: Kencho Tenzin

Course Name(s) and Course Numbers: Introduction to Philosophy 2010

Semester Project Began: Spring 2018

Semester(s) of Implementation: Fall 2018

Average Number of Students Per Course Section: 30 students

Number of Course Sections Affected by Implementation: 8

Total Number of Students Affected by Implementation: 240

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

- ***Summary of your transformation experience, including challenges and accomplishments***

It is not very hard to find materials for OER online, but the main challenge that always remain is judging the quality and the relevance of the online materials for the course.

There are also the copyright concerns of the materials. Since OER is shared openly online, all the content put online must be checked to ensure that it doesn't violate copyright law.

The next challenge is with regards to the permanency of the online materials. The online resources tend to disappear without any notice. The resources may not be there anymore when you really need them in the future. It becomes utmost important to for the OER instructors to protect them by archiving and backing up in a trusted repository for future uses.

Finally, I am wondering if there will be any future incentive or grants for the OER instructors to update their OER materials to ensure that it will continue to be available online.

- ***Transformative impacts on your instruction***

The affordable learning Georgia Textbook Transformation process was challenging, but very fulfilling and satisfying. Reading the students' comments on the Open education resource survey made this project very gratifying and gives some sense of accomplishment.

- ***Transformative impacts on your students and their performance***

Many of my students are working adults. It is no doubt that adoption of OER helps these struggling students save hundreds on the textbooks. It also gives the OER instructor a feeling of

ownership of the course resources that might not have felt with regular traditional textbook. OER instructor can customize their classes according to the needs of their students.

B. Describe lessons learned, including any things you would do differently next time.

What I enjoyed working on OER project is the flexibility of adding interactive multimedia resources. However, as we researched for some interactive multimedia resources, we realized that it is hard to find a suitable one for all the module readings.

I learned that as an OER instructor I could release all the resources in the beginning of the semester so students could work ahead if they desired. I could give the students access to the materials so they can view, read, engage in a timeframe that is most conducive to their time respective schedule.

2. Quotes

1. Keep up the free textbooks and the materials
2. I believe the OER class set up was very helpful and easier
3. Thank you OER

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 87

- Positive: 67 % of 18 number of respondents
- Neutral: 33 % of 18 number of respondents
- Negative: 0 % of 18 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Student outcomes should be described in detail in Section 3b.

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

26 % of students, out of a total 87 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

There were 87 students enrolled in 3 sections of Intro to Phil classes this 2018-fall semester. Out of 87 students, 9 withdrew, 8 failed, 6 Ds, and 64 successfully passed the course with a C or higher. The average grade for the course was 78%. 18 students voluntarily participated in the survey. Most of them responded positively about the OER and stated they were more motivated to learn due to the accessibility and the relevancy of the content.

The course grades at the end of the semester remained almost similar to the same average as the previous semesters when utilizing a textbook. I felt that the implementation of OER proved to be a success, considering the DFW rate and average grade for the courses remained close to the same from previous semesters. Moreover, the students benefited from the financial savings and the most students found the course more enjoyable and were appreciative of the resources utilized. I also felt that more

students came prepared to engage in the class discussion about the content and more completed the required readings and other assignments perhaps due to the multimedia OER resources.

4. Sustainability Plan

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. We will maintain the course materials for use into the foreseeable future. All the course contents including videos, podcast, etc will be hosted on OER platform (D2L) and will be made available to other USG institutions via Google Docs as well.

5. Future Plans

No doubt this project has helped the students financially and in the subject-matter, it is still important for the instructors to continuously adjust and update the materials according to the students' need. For that, we intend to find and create more engaging and relevant materials providing students with more in-depth understanding of the subject matter. We are also planning to apply for mini-grants to help us to accomplish this goal in a timely manner. In the near future, we are hoping to submit a proposal to present at a University System of Georgia conference to share our experiences in developing, delivering, and the outcome of this project. We will attend conferences (if any) to enhance our knowledge of OERs.

6. Description of Photograph



Kencho Tenzin, *Co-Primary Investigator/Team Lead*
Assistant Professor of Philosophy and Religion
Georgia Highlands College



Sean Callahan, Co-primary Investigator/Team Member

Ph.D. Associate Professor of Psychology Executive Liaison for Diversity and Chair of
Diversity Initiatives Committee Georgia Highlands College-
Mariettascallaha@highlands.edu