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Techniques to Promote Active Learners in Introductory Philosophy Courses: a Curriculum for a Philosophy 101 Course

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TECHNIQUES TO PROMOTE ACTIVE LEARNERS IN INTRODUCTORY

PHILOSOPHY COURSES: A CURRICULUM FOR A PHILOSOPHY 101 COURSE

by

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of the Requirement for the Degree
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ABSTRACT

Techniques to Promote Active Learners in Introductory Philosophy Courses: A
Curriculum for a Philosophy 101 Course

In this research project, the author presents a curriculum for a Philosophy 101
college course that implements active learning techniques to enhance and motivate
student learning. Teaching introductory philosophy is a difficult task due to the intricate
nature of the subject matter. Teachers must discover instructional strategies that transmit
philosophical knowledge more effectively beyond the employment of traditional teaching
methods, such as a lecture, to their students. Based on this author's research, active
learning methods can provide an effective instructional technique for those who teach
introductory philosophy courses. The curriculum in Chapter 4 provides a framework for
teachers to implement active learning techniques for a Philosophy 101 course.

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Chapter 1

INTRODUCTION

Faculty who teach introductory philosophy courses should provide a learning

environment that enhances and motivates student learning and encourages the transfer of

learning. It is plausible that some students may have little or no knowledge of philosophy

prior to enrollment in an introductory course. Philosophy is different than other academic

disciplines, such as biology, because it is a theoretical endeavor that does not generate

arguments and conclusions based on scientific principles, but from principles of logic.

Biology is based on empirical evidence to determine probabilities about a living

organism. On the other hand, philosophy is based on the principles of reason to discover

how and why people think a certain way. Philosophy involves the use of higher order

thinking, such as reason, logic, and abstract thought. Overall, philosophy is concerned

about the development of one's thought processes (Morkuniene, 2005). Teachers should

be aware of instructional strategies that may help students grasp philosophical inquiry

and abstract thought, in order to establish a classroom environment that is animated and

energetic where students are motivated and interested to learn philosophy.

Statement of the Problem

Philosophy is abstruse, abstract, and highly complex (Bassham & Austin, 2008;

Elias & Merriam, 1995; Goering, 2008; Mills, 1998; Popkin & Stroll, 1993; Rosenberg,

1996). Teaching introductory philosophy can be a challenge because the teacher must

demonstrate and explain the theoretical and hypothetical nature of philosophy. As a

result, it may be difficult for teachers to transfer philosophical knowledge to their students. It is plausible that students may become disinterested in learning philosophy because it can lead to confusion and misunderstandings. Consequently, students may dismiss the relevance of philosophy because there is more focus on theory rather than practice or application (Bassham & Austin; Cahn, 2004; Elias & Merriam; Suissa, 2008).

In order to supply students with the knowledge and understanding of philosophy, teachers should utilize instructional methods that can enhance and motive students to learn the difficult subject matter. The implementation of active learning techniques in introductory philosophy may solve this problem (Anderson, 2003). In this author's view, teachers who employ active learning methods in their introductory philosophy courses may be able to show students the value that philosophy can bring to their lives.

Purpose of the Project

The purpose of this project was to develop the curriculum for a Philosophy 101 course in which active learning techniques are utilized in a face-to-face classroom environment. This researcher's position is that the use of active learning techniques may enhance and motivate student learning, and it may increase the likelihood that students will transfer their knowledge of philosophy into their daily activities and into their future college courses. A philosophy curriculum that promotes active learning can provide students with hands-on experience to do philosophy and allow students more opportunities to practice doing philosophy.

Chapter Summary

Teaching introductory philosophy is a challenge for some teachers due to the abstract and complex nature of the subject matter. However, it is imperative that teachers

are aware of instructional strategies, such as active learning, that may enhance learning

and encourage the transfer of learning to their students. In Chapter 2, the author reviews

the professional literature on teaching philosophy and active learning, as well as how the

use of active learning may provoke students to gain interest in philosophy and apply

philosophical inquiry to their daily lives.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project was to develop the curriculum for a Philosophy 101

course that utilizes active learning techniques to enhance and motivate learning and to

promote the transfer of learning. This review of the relevant literature is focused on the

areas of teaching philosophy and active learning, as well as how the use of active learning

may motive and enhance student learning in introductory philosophy courses.

Exploration of these issues will be helpful when this author develops a Philosophy 101

curriculum that provokes students to do philosophy so they can apply philosophical

inquiry in their future classes and in their daily lives.

Teaching Philosophy

The practice of teaching philosophy has been a topic of discussion among

philosophers. The majority of philosophers earn their living by teaching philosophy in

higher education (Kasachkoff, 2004). Kasachkoff posited that philosophers write about

and discuss teaching philosophy, which has gained popularity even though there is no

formal educational or pedagogical theory from which philosophers can use as a

framework to teach. Rosenberg (1996) noted that the Introductory Philosophy course is

the most difficult to teach because philosophy requires abstract thought and higher order

reasoning skills. Philosophy requires that people think about the basic foundations of

their knowledge and beliefs (Popkin & Stroll, 1993). Teaching philosophy is not

simply the provision of information on the history of ideas; rather, it is a way to

develop students' thinking (Morkuniene, 2005). As a result, philosophy is complex, especially for young people who may not have yet fully developed the ability to think in an abstract and critical way (Goering, 2008). Thus, the practice of teaching philosophy has received attention due to the theoretical and abstract nature of the subject matter, which poses a challenge to teachers who must promote the transfer of learning to students and enhance and motivate learning.

The majority of students enrolled in introductory philosophy courses do not have prior knowledge of philosophy. In addition, there are an increasingly large number of students enrolled in introductory philosophy courses who are ill prepared for philosophical inquiry and abstract thought (Anderson, 2003; Garver, 2004). Often, instructors find themselves frustrated when they teach introductory philosophy courses (Anderson) because students are unable to capture and understand the theoretical nature of philosophy. Also, the learning experience may frustrate students because they may become confused and lost in the course content. Therefore, philosophy teachers must find ways to alter those learning experiences that frustrate students.

Historically, philosophers have pondered the goals of teaching philosophy. Hein (1977) stated, "The chief goal of teaching philosophy is to teach students to philosophize themselves, i.e., to develop the philosophic skills and abilities necessary for one to properly do philosophy" (p. 43). Philosophy is best learned by doing (Anderson, 2003; Elias & Merriam, 1995; Popkin & Stroll, 1993; Rosenberg, 1996). To do philosophy means that students must be an active participant in the learning experience (Anderson; Hein). For example, the teacher can have students debate in class on a philosophical topic, such as the existence of God. West (1977) noted that, essentially, philosophy is an

activity in itself, not just a body of knowledge which may apply to an activity. Therefore, as a way to encourage active participation in introductory philosophy courses, the use of active learning techniques may help fulfill the goals and aims of teaching philosophy.

Currently, many philosophers agree with Hein (1977) in regard to the goals and aims of teaching philosophy. Bassham and Austin (2008) stated, "The goal of teaching philosophy is to provide students with the skills and the desire to engage in serious philosophical reading and reflection on their own" (p. 7). The difficulty in teaching philosophy is that the teacher must show students how to do philosophy on their own. However, for students to do philosophy on their own, they must have the motivation to apply philosophical inquiry in and outside the classroom (Cahn, 2004). Teachers should design strategies that encourage students to think and analyze the grounds on which their beliefs are based, which directly apply to their current life situation (Mills, 1998). According to Bassham and Austin, students engage more in their learning when they study materials they find interesting and relevant, and they learn more rapidly when they can fit what they learn into a framework of existing knowledge. Some of the aims of teaching philosophy are to provide a classroom environment that encourages philosophical inquiry and discussion and to make philosophy more appealing and relevant to students' lives.

<center>Active Learning</center>

Several educators have attempted to define active learning. Michael and Modell (2003) defined it as a process where students build, test, and refine their mental models of what is being learned. The process of active learning does not occur automatically within the student; rather, it is a developmental process where one's mental

models are shaped or reformed. For example, if students are to learn how to formulate an argument, the instructor will teach students how to do it, and then the teacher will have the students formulate their own argument in class so that they can actively learn how to construct an argument. Overall, the goal of active learning is for students to understand the subject matter at hand (Michael, 2007).

Active learning is an instructional strategy that may enhance and motive student learning (Smart & Csapo, 2007; Yazedjian & Kolkhorst, 2007). According to Bonwell and Eison (1991), to promote active learning, students should be encouraged to do things and to think about what they are doing. Active learning is learning by doing (Scheyvens, Griffin, Jocoy, Liu, & Bradford, 2008). Smart and Csapo stated, "Learning by doing involves active participation in a planned event, an analysis of and reflection on what's experienced, and the application of principles learned at school, work, and life situations" (p. 452). Learning by doing applies the knowledge that students gain in class. Since philosophy is best learned by doing, it follows that active learning, which is learning by doing, may be an effective instructional strategy that helps teachers transmit philosophical knowledge to students in introductory philosophy courses.

Active learning encourages student centered learning (Smart & Csapo, 2007). In general, teachers who promote passive learning utilize traditional teaching methods which are teacher centered, such as lectures (Michael & Modell, 2003). According to Michael and Modell, teacher centered learning occurs as a result of what the teacher does, and the teacher is responsible for what is learned and what is not learned. On the other hand, in student centered learning, what is learned is determined by what the students do in class. As a result, student centered learning places the responsibility of learning on the

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learner (Michael & Modell). Therefore, the focus of active learning is on the learning needs of the student.

Passive and Active Learners

The use of active learning techniques encourages active, not passive learners. Active learning is the opposite of passive learning (Meyers & Jones, 1993; Petress, 2008). According to Petress, typically, passive learners demonstrate the following behaviors: (a) diminished motivation, (b) lack of enthusiasm about the course content, (c) lack of motivation to ask pertinent questions about the subject matter, and (d) dependence upon the teacher for successful learning. Passive learners listen to the authority of the teacher, and they do not provide any information about their own thoughts and experiences about the course material.

According to Petress (2008), active learners are likely to demonstrate the following characteristics: (a) ask questions for clarification; (b) follow up on learning sessions, such as group discussions and experimentation; (c) exchange views, share research findings, and debate topics among themselves; and (d) be open minded, make fewer judgments, and utilize better reasoning skills. Students become engaged in the learning as they discuss and critically reflect on the course material. As a result, students begin to apply the subject matter to their own experiences. Overall, Petress concluded that active learners assume a dynamic and energetic role in their education.

Theoretical, Philosophical, and Historical Perspectives

Active learning is congruent with the philosophy of humanism, specifically, in regard to the formulation of andragogy (Kane, 2004). According to Knowles (1980), andragogy is a learning theory which is used to evaluate how adults learn. In Knowles'

concept of andragogy, the adult learner is described as: (a) independent and can direct his or her own learning, (b) has accumulated a myriad of life experiences that is a rich resource for learning, and (c) focused on problem centered issues and interested in immediate application (Knowles; Merriam, 2001). Based on these characteristics, it appears that active learning may be founded on the principles of andragogy. For example, students who are active learners are generally independent when they learn and, normally, they enjoy activities that focus on problem solving. Overall, in active learning, adult learning principles are applied, consistent with Knowles' concept of andragogy.

Active learning is consistent with the philosophy of constructivism. According to Michael and Modell (2003), the basic tenets of constructivism are: (a) knowledge is built by the learner who uses cognitive processes and reacts to stimuli from the environment, (b) the learner is responsible for the learning that occurs, and (c) teachers can help the learner to learn. In constructivism, it is argued that learners already possess important knowledge prior to the engagement in an educational activity (Kane, 2004). Students construct knowledge when they learn to synthesize what they already know with the new knowledge they gain in class. Within the constructivist framework, teaching is most effective when it connects with what students know and care about (Baasham & Austin, 2008). It appears that active learning shares some of the principles of constructivism.

Historically, active learning has evolved into a prominent teaching strategy. By the beginning of the 20th Century, active learning was widely promoted by progressive educators such as Dewey (1938, as cited in Barak, Lipson, & Lerman, 2006). Dewey suggested that educators need to understand, more clearly, how experience plays a role in education. Dewey perceived education in terms of life experiences, and the

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provision of an active learning classroom may give students the chance to reflect on their past experiences as a way to connect their learning. Overall, Dewey's contribution to active learning and constructivism is that experience is a necessary component to education, and the use of active learning techniques provides ways for students to experience their learning.

Active Learning in Higher Education

In order to employ active learning effectively, college faculty must be aware of student characteristics and behaviors. According to Tileston (2007), current, traditional aged students demonstrate the following characteristics: (a) active use of technology, (b) ability to multi task, and (c) familiarity with multimedia products. The majority of students have extensive knowledge of technology, such as computers and cell phones, and they are accustomed to high technology materials that appear flashy and attractive. Consequently, many traditional aged students do not learn best when they sit and listen to a lecture. According to Tileston, some students would rather search the Internet if they really want information about the course material. Tileston noted that these students need to see the learning, and they need to interact with it because they were born and raised in a more technologically advanced world than past generations.

Introductory Courses and Transfer of Learning

The purpose of introductory courses is to provide students with a foundation of knowledge about diverse subjects. It is imperative that introductory material is integrated with learning principles and strategies that promote long term retention and enable students to apply this knowledge to new situations for future courses and, eventually, to their careers (Benander & Lightner, 2005; Berry, 2008). For example, introductory

courses, such as philosophy, provide students with the ability to implement critical

reasoning skills that they can apply in history and/or biology courses, and on the job.

Thus, teachers should employ teaching strategies that encourage the transfer of learning

for students in introductory courses.

Adult Learning

Teachers in higher education have recognized the value of active learning and the

application of adult learning principles (Scheyvens et al., 2008). With the increase in

adult undergraduate enrollment, teachers should apply adult learning principles, such as

andragogy, to their courses (Knowles, 1980; Meyers & Jones, 1993). According to

Meyers and Jones, some introductory classes have a combination of traditional aged

students, 18-22 years of age, and adult students. In order to respond to the needs of both

traditional aged and adult students, instructors in higher education must provide teaching

strategies that promote effective learning for all students.

Traditional Teaching Methods

In higher education, traditional teaching methods, such as lectures, are common in

introductory courses. According to McKeachie (1999), the lecture is probably the oldest

teaching method, and it is still widely used in universities throughout the world.

McKeachie noted that lectures are good for students because they receive information on

current research and theories relevant to the course topic. Lectures are appropriate for

introductory courses because students need to know the major tenets of certain subjects,

such as philosophy, in order to engage and take an active role in the learning. In addition,

lectures provide structure to help students organize the material so they can critically

reflect and discuss the subject matter (Bonwell & Eison, 1991). Lectures provide a

foundation of knowledge for students who do not have prior knowledge in subjects such as history or philosophy. Yet, the use of lectures alone does not necessarily produce active learners because passive student learning is promoted.

Blended Teaching Strategies

Teachers in higher education should incorporate blended instructional strategies, such as the combination of lecture and active learning methods in one class session. According to Harmin (1995), lectures do not have to limit learning to a passive process; instead, teachers can keep students actively involved during a lecture. Harmin termed this strategy an "attentive" (p. 35) lecture. An attentive lecture is an instructional strategy that provides a learning environment where the teacher can encourage classroom discussion during the lecture. According to Harmin, during the lecture, the teacher should evaluate students' reactions and implement an active learning assignment when students begin to drift and shift their attention to something other than the course material. During an attentive lecture, the teacher may incorporate small group discussion before, during, and/or after the lecture to break the monotony of the use of only one teaching strategy. Scheyvens et al. (2008) posited that, while student note taking provides some activity during a lecture, such action is limited because students just copy what the teacher has provided, which is an activity that is not likely to stimulate learning. According to Bonwell and Eison (1991), the instructor can modify the lecture if he or she pauses for a minute or two and allows the class to reflect and assimilate the information. In addition, the teacher should utilize a question and answer session during the lecture to ensure that students are not lost in the course topic. Thus, the incorporation of blended

learning strategies should provide a classroom environment that combines lecture and active learning.

Techniques to Promote Active Learners in Philosophy Courses

In order to implement active learning in introductory philosophy courses, teachers must be aware of the techniques that can be used to support this type of learning. It is important that teachers incorporate an ice breaker during the first class session (Barkley, Cross, & Major, 2005). An ice breaker is an activity that introduces students to the teacher and to each other in the class. Barkley et al. noted that icebreakers can be used to ease the tension and awkwardness of the initial class, which may provide a more comfortable classroom environment. Also, the use of icebreakers create an expectation to the class that interaction and discussion will be encouraged during the entire semester. Early in the course, students should be provided with opportunities to know a little something about each other in class (Golub, 1994). Since students will interact with their classmates during an active learning session, it is important that the teacher and students know each other so everyone is aware of each other's interests and worldview perspectives. According to Golub, an icebreaker can be employed in the following ways: (a) students find a partner who they do not know well, (b) students interview each other to discover interesting things about them, and (c) students present their interview findings to the class. Thus, icebreakers are techniques that promote active learners.

Classroom Discussion

Classroom discussion is the prototypical teaching method for active learning, and it is the most commonly used technique in higher education (Bonwell & Eison, 1991; McKeachie, 1999). The use of classroom discussion encourages active participation as

students express their thoughts and views relevant to the course topic. As a result, the use

of classroom discussion helps the instructor to determine which instructional strategy best

matches the experience and views of the learners (Michael & Modell, 2003). Barkley et

al. (2005) posited that discussion helps students formulate and communicate their ideas

more clearly. Also, the use of discussion exposes students to multiple perspectives, and it

increases students' awareness of ambiguity and complexity. Discussion is used to allow

students to challenge and investigate assumptions that may seem erroneous. Classroom

discussion can stimulate inquiry, and it helps students to construct arguments and

positions. Most important, the use of discussion teaches students to be attentive and

respectful listeners to the teacher and other classmates (Barkley et al.).

Think, Pair, Share

Think, pair, share serves as a warm up for students to become actively involved in

the learning and to generate classroom discussion (Barkley et al., 2005; Nilson, 2003).

The methodology for think, pair, share is: (a) the teacher poses a question to the class,

(b) each student is instructed to answer the question, and (c) students turn to a neighbor

and discuss their answers (Michael & Modell, 2003). Before the question is presented to

the class, Barkley et al. noted that the teacher should spend time to develop a question or

problem that engages the learner and can result in diverse responses and answers, which

may provoke the students to think more deeply about the problem. At the end of the

activity, the teacher can debrief with the students and encourage whole class discussion.

According to Tileston (2007), the use of think, pair, share helps students to derive

meaning from the information they receive, as they dialogue with each other to listen and

understand other viewpoints about the problem. In think, pair, share, each student is

required to examine the subject matter in more depth, and it gives students the ability to critically reflect on their learning (Nilson). The use of think, pair, share is an instructional approach that may encourage active student participation.

Socratic Dialogue

Socratic Dialogue is an active learning method that, historically, was utilized by Socrates (469-399 BC, as cited in Gose, 2009). According to Nilson (2003), Socratic dialogue is a technique in which a series of questions is asked to tap into knowledge. For example, the teacher can ask questions about a student's argument for the death penalty. Each question should elicit dialogue with the teacher and student. The teacher questions in order to arrive at the reasonableness of the argument. Socrates was an enigmatic figure in the history of philosophy, thus, it seems appropriate that this method would be applied in a philosophy course. Also, this method is appropriate because the aim of philosophy is to enable students to look critically, not only at answers, but at questions (West, 1977). Thus, Socratic dialogue is used to question students' arguments and conclusions as a way to know and understand their thought processes by way of logic and critical thinking.

Game Show Format

A popular active learning technique is to implement a learning game that is created in a game show format to engage the learner and promote knowledge retention. According to Sarason and Banbury (2004), the use of a game show format in the classroom encourages cognitive engagement, and it facilitates the transfer of the embedded lessons into an active learning experience. Jeopardy, which is a popular game show on television, is an example of a learning game (Sarason & Banbury). The game is played as it is on television; the members of one group select a category and amount.

Faculty decides on four or five categories and questions for each category. The questions increase with difficulty. In addition, Jeopardy can be put into a PowerPoint slide or other software tool. According to Sarason and Banbury, the game show learning format can be used to facilitate learning that draws on higher cognitive skills such as analysis, synthesis, and evaluation of the material. It is important that the teacher informs students about the rules of the game, and students should seek clarification if they are unsure about the rules and objectives of the game (Michael & Modell, 2003). Therefore, games shows can provide an active and fun learning environment.

<div align="center">Best Practices</div>

To ensure successful delivery of active learning techniques, best practices should be utilized. It is imperative that the activities in class support, rather than distract from, the course content (Yazedjian & Kolkhorst, 2007). It is plausible that certain activities, such as the Jeopardy learning game show, could distract students from learning the subject matter because they may be too concerned with winning the game rather than learning. According to Yazedjian and Kolkhorst, in order to avoid distractions from the learning event, instructors should communicate what students are expected to learn from the activity. According to Smart and Csapo (2007), the activities for learning must be focused on clear objectives. The instructor should set the stage to inform all students that the purpose of the learning game is to help them retain the knowledge they have learned in class. Therefore, the instructor should provide students with learning objectives for each activity, and all activities should support student learning.

Instructors should provide a classroom environment that supports the implementation of active learning. According to Michael and Modell (2003), teachers

should provide a safe learning environment during the first class session, and it must

continue throughout the course. Michael and Modell stated:

> A feeling of safety requires that students feel free to ask questions without fear of
> a penalty (public humiliation, two points off their grade). Students must feel free
> to answer a question, knowing that their contribution to the discussion is not only
> expected, but is valued. (p. 96)

Students may feel insecure when they participate in a learning game because they may

feel embarrassed if they provide a wrong answer. Vella (2002) argued that establishment

of a nonjudgmental classroom assures a safe classroom environment. Also, it is

important to establish a collaborative and supportive climate to ensure that students feel

at ease when they discuss their experiences relevant to the course material (Nilson, 2003).

Thus, teachers should establish a positive and safe learning environment to ensure the

successful employment of active learning.

Challenges in Active Learning

There can be both challenges and obstacles for the implementation of active

learning in the classroom. Active learning is a risky method for many teachers because

they may feel that students will not participate, or they may feel insecure about their own

pedagogical abilities for its successful employment (Bonwell & Eison, 1991). Since

active learning is a risk in the classroom, it is important to identify faculty and student

perceptions about the barriers and obstacles of active learning.

Faculty Perceptions in Regard to Barriers to Active Learning

Michael (2007) conducted a workshop on active learning with college faculty.

The purpose of the study was to diagnose the problems that hinder teachers'

implementation of active learning and to find ways to overcome faulty perceptions to the

barriers of active learning. The sample consisted of 29 faculty members who attended

the workshop. The participants gathered in small groups, and they discussed and

documented their perceptions about the barriers to active learning. The participants

identified 22 different kinds of barriers to active learning. Some of the barriers included:

(a) active learning requires too much preparation time, (b) the classrooms in which they

teach do not lend themselves to active learning, (c) teachers and students do not know

how to do active learning, (d) the teacher has less control over the classroom during an

active learning event, and (e) large class size is a hindrance to active learning. The

findings demonstrated that there was an array of barriers for the employment of active

learning among participants.

One of the roadblocks for the employment of active learning is that teachers do

not know how to effectively use this technique (Michael, 2007). According to Michael,

many faculty have never been introduced to active learning techniques because college

teachers rarely have formal training in pedagogy and have little or no knowledge of the

literature on teaching and learning. Michael suggested that college faculty should treat

pedagogy as a scholarly activity, in that, faculty should participate in seminars and

workshops that offer teachers new and creative insights for the facilitation of active

learning. According to Michael, faculty can eradicate the barriers to active learning if

they spend quality time in preparation for the course and are adequately trained to teach.

Active Learning and Large Lecture Halls

Often, teachers dismiss the use of active learning methods in large lecture classes

because these types of classrooms do not support an active learning environment

(Bonwell & Eison, 1991; Mattson, 2005; Yazedjian & Kolkhorst, 2007). According to

Yazedjian and Kolkhorst, at times, students in large lecture classes feel a sense of anonymity with the instructor and other students. As a result, students tend to be less responsible for their learning, and they are less motivated to learn. In addition, students tend to be disinterested in the subject matter, and they may disengage from the learning.

Yazedjian and Kolkhorst (2007) conducted a study to examine students' perceptions in regard to the effectiveness of small group activities as a strategy to promote active learning in large lecture classes. The authors observed a course on human development and family studies, which took place in a large lecture class. The instructor addressed the move from rural to urban to suburban living. The instructor had students prepare some work before class; they answered several questions relevant to the course topic. During the lecture, the teacher had students break into small groups and discuss their community upbringing. On the following day, teaching assistants passed out an activity assessment sheet, which consisted of five forced choice questions and two open ended questions. Based on the results, the mean scores, on a scale of 1 -5 (5 being the highest), of some of the questions indicated that: (a) "this activity kept me interested in the course content" ($M = 3.46$); and (b) "how useful was this activity compared to a standard lecture" ($M = 2.96$). The authors found that students enjoyed the social engagement of the activity, and they appreciated the opportunity to interact and listen to other students' perspectives in class. However, some of the students reported that the size of the classroom and the number of students in class did not provide them with adequate space to move around and break into groups. Therefore, students' perceptions about the implementation of active learning in a large lecture class indicated that active

learning is useful and beneficial for student learning, yet the large size of classrooms still remains an obstacle among students and faculty.

<div align="center">Chapter Summary</div>

The implementation of active learning techniques in introductory philosophy courses may enhance and motive student learning. Teaching philosophy is difficult, especially in introductory courses where students lack formal preparation in philosophy, because the subject matter is complex and it requires the use of logic and abstract thought. Since philosophy is best learned by doing, it is plausible that active learning, which is learning by doing, is the most appropriate teaching method for introductory philosophy courses. However, there are many obstacles and perceived barriers for the employment of active learning in classrooms, such as large lecture halls. Teachers can overcome the perceived barriers and obstacles if they prepare and invest time in the development of their curriculum that utilizes lecture and creative active learning techniques. In Chapter 3, this researcher describes the method used to develop a curriculum for a Philosophy 101 course in which active learning techniques are utilized in a face-to-face classroom.

Chapter 3

METHOD

Given the problem that teaching introductory philosophy is difficult due to the complex nature of the subject matter, this researcher developed a curriculum for a Philosophy 101 course designed to help teachers enhance the transfer of philosophical knowledge to their students. The purpose of the curriculum is to provide an array of active learning techniques so students can do philosophy. The curriculum consists of the following course topics: (a) logic and critical thinking, (b) survey of the history of philosophy, and (c) survey of pertinent philosophical topics. The curriculum includes a unit plan, lesson plans, classroom and learning activity handouts, course syllabus, and a final exam. The lesson plans will address any perceived barriers to active learning, such as the large lecture class, in case teachers implement this curriculum in a large classroom environment. The curriculum provides a general overview of philosophy which highlights some of its major themes and topics. Therefore, this researcher provides relevant philosophical topics for students to apply the course content and put it into action.

Target Audience

The curriculum for a Philosophy 101 course was developed for novice and experienced teachers. The curriculum employs adult learning principles to maximize student learning in a classroom with a combination of traditional aged students and adult learners. In addition, the curriculum provides instructional strategies for novice teachers

to help them effectively teach philosophy. Also, experienced teachers may find the curriculum insightful and helpful, since they may have experienced the difficulties of teaching introductory philosophy. Thus, the curriculum for a Philosophy 101 course is targeted toward teachers who come from diverse professional backgrounds.

Organization of the Project

This curriculum is organized to provide teachers with the tools they need to implement active learning. The curriculum includes a course syllabus that provides a schedule of topics during a 16 week semester. The syllabus serves as a guide and schedule for the teacher and students to follow. Furthermore, the syllabus sets expectations of what will be required of students if they want to pass the course. The core of the curriculum includes a unit plan and weekly lesson plans. The unit and lesson plans were originated from a template format for continuity of the curriculum. Overall, the curriculum ensures that students receive a broad survey of philosophy in which they can put the course material into action.

In the curriculum for a Philosophy 101 course, each learning activity includes detailed directions and instructions so the teacher can tell students how to complete the activity. According to Yazedjian and Kolkhorst (2007), teachers should thoroughly explain the structure and objectives of each learning activity, which may aid to ensure that students remain on task and are personally accountable for classroom participation. Furthermore, the purpose and goals for each learning activity are provided so students and teachers understand the value of the learning event.

Peer Assessment Plan

After completion of the curriculum for a Philosophy 101 course, this author asked two educators who have backgrounds in teaching and in philosophy to review the curriculum and provide an informal assessment. The informal assessment will contain feedback that addresses the practicality of the curriculum in action and suggestions for improvement. Overall, the feedback will be used to assess the overall effectiveness of the curriculum. In Chapter 5, this researcher reviews and discusses the results from this assessment.

Chapter Summary

This project is devoted to novice and experienced teachers of introductory philosophy who want to improve their teaching. The professional literature on teaching philosophy and active learning was reviewed in order to understand the problems and difficulties with teaching philosophy and ways to combat those difficulties which may be solved by the employment of active learning. Therefore, the scope of this project is to provide a curriculum for a Philosophy 101 course that will enable teachers to implement active learning methods to maximize student learning. In Chapter 4, the author presents the curriculum.

Chapter 4

RESULTS

Introduction

The purpose of this curriculum is to provide a foundation for teachers to implement active learning methods when they teach an introduction to philosophy college course. The curriculum begins with a unit plan that provides a starting point and framework for the development of the weekly lesson plan activities and schedule of course topics. The curriculum contains 16 weekly lesson plans that were created from a lesson plan template for continuity purposes. Some of the sections in the lesson plans contain modules entitled: (a) Objectives, (b) Differentiation, (c) Preparing Students for the Lesson, (d) Teaching the Lesson, and (e) Assessment. The author includes the following documents in the appendix section: (a) Classroom handouts and learning activities, (b) Final exam (blank copy), and (c) Course syllabus. Therefore, the curriculum for a Philosophy 101 course should help teachers utilize active learning strategies to enhance student learning and knowledge retention.

Title: Introduction to Philosophy

Duration:

- 16 Weeks
- Three hours: 7:00pm – 9:45pm on Mondays

Learning Objectives:

Upon completion of the unit students will be able to:

- Describe the basic tenets of philosophy and the key historical figures
- Apply the knowledge of philosophy by taking part in critical thinking activities
- Actively articulate various philosophies
- Construct arguments founded on logical principles

Resources and Materials:

o Individual lesson plans will have appropriate resources and materials
o Additional resources and materials needed for the unit:

1. Assigned books:

Magee, B. (2001). *The Story of Philosophy*. New York: Dorling Kindersley.

Morton, A. (2004). *Philosophy in Practice: An introduction to the main questions* (2nd ed.). Oxford: Blackwell Publishing.

2. Computer with internet connection for online philosophy resources (if students do not have this resource, the teacher can print out copies of the articles chosen)

Enduring Understandings and Essential Questions:

The class will be using the principles of logic to formulate philosophical inquiry. Each classmate will be responsible for their learning by taking part in philosophical activities, such as debate

Essential questions include:

1. Why is it important to have an understanding of philosophy?
2. How can philosophy be applied in daily matters?

3. Why does philosophy have to be so abstract and confusing at times?
4. How do philosophical positions affect our view about the world?

Prerequisite Knowledge:

- Ability to think critically
- College level writing skills

Assessment:

1. Pre-assessment

    - Student Interview Form – see handout on page 103 in Appendix A

2. Informal assessment: Evaluate the level of participation for each student based on the following activities:

    - Active learning events (e.g., Classroom debate, group presentations, classroom discussion, and small group learning)
    - Student participation – those helping other students, create enlightening arguments and points of views relevant to the course material

3. Formal assessment:

    - Learning journals – applied throughout the semester
    - Student presentations – applied in the middle of the semester
    - Course review sessions – applied in the middle and end of the semester
    - Final exam – applied at the end of the semester

Data Collection:

- Student interview forms
- Learning journals
- Student presentation outline
- Teacher notes from classroom discussion
- Completed final exams
- See individual lesson plans for specific data collection

Daily Lessons and Activities:

- Weekly lesson plans are included at the end of the unit plan

- Instructional strategies:

  Blended instructional strategies will be implemented, which include:

  ➢ Active learning
  ➢ Lecture
  ➢ Collaborative learning
  ➢ Problem solving
  ➢ Small group learning
  ➢ Media learning – movies, video clips, online web resources

- Course topics covered during the 16 week semester:

  Week 1: Introduction to Philosophy

  Weeks 2-3: Critical Thinking and Logic

  Weeks 4-5: Survey of the History of Philosophy – Greek and Medieval Period

  Week 6-7: Survey: History Philosophy – Modern Period

  Week 8: Survey: History of Philosophy – Kant and the Contemporary Period

  Week 9: Course Review – Student presentations

  Week 10: Philosophical topic: Theory of Knowledge

  Week 11: Philosophical topic: Certainty and Doubt

  Week 12: Philosophical topic: Metaphysics – Freedom and Determinism

  Week 13: Philosophical topic: Metaphysics – Mind/Body Problem

  Week 14: Philosophical topic: Ethics – Ethical Theories

  Week 15: Philosophical topic: Ethics– Ethical Issues and Decision Making

  Week 16: Course Review – Learning game/Prepare for Final Exam

Differentiation:

- Students will be paired into groups to encourage collaborative learning. Teacher should be sure to select groups with students who have diverse philosophical abilities so other students who need help can advise with another student
- Group presentations with each student having diverse philosophical knowledge
- In the learning journals, students can write down anything that seems confusing and they can ask questions during class to get more clarity on the reading and homework assignments
- Classroom handouts and philosophy web resources
- Active student participation; teacher will encourage those with more background knowledge in philosophy to participate in the discussions and provide stimulating conversations and to help other students who may be confused or lost in the course content

Independent Practice:
(Homework and Practice)

- See the weekly lesson plans for homework and/or reading assignments
- Group presentations
- Learning journals

Summarize/Evaluate/Reflect:

- See lesson plan summary at the end of each weekly lesson plan

Lesson Plan – Week 1

Course Topic:	**Introduction to Philosophy – General overview**
Duration:	- Three hours: Mondays: 7:00pm – 9:45pm - Class schedule: <table><tr><td>7:00pm – 7:15pm</td><td>Intro, Review course syllabus</td></tr><tr><td>7:15pm – 7:35pm</td><td>Icebreaker</td></tr><tr><td>7:35pm – 8:05pm</td><td>Lecture</td></tr><tr><td>8:05pm – 8:30pm</td><td>Active learning event</td></tr><tr><td>8:30pm – 8:45pm</td><td>BREAK</td></tr><tr><td>8:45pm – 9:15pm</td><td>Review – preparation for week 2, class wrap up, Q & A session</td></tr><tr><td>9:15pm</td><td>Dismiss class early since it is the first week of the semester</td></tr></table>
Objectives:	At the end of this lesson, students will be able to: - Know the basic terms and themes in philosophy - Articulate an experience where students discussed topics in philosophy with a friend, stranger, or family member
Resources and Materials:	- Learning activity handout: Student interview form - Course syllabus - Whiteboard and markers - Classroom handout: Philosophy terms and online resources - Required books for the course – see unit plan for books
Differentiation:	- The teacher will provide a handout of philosophy terms and resources - The teacher will encourage group work so students who have more knowledge in philosophy can team up with students who may need help retaining the knowledge
Preparing Students for the Lesson:	
• Transitions	Since this will be the first week of class, students are not expected to prepare for the class During the first week, students will receive handouts and philosophy resources that will help them prepare for the

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	semester
	The instructor will have students review the *Internet Encyclopedia of Philosophy* as homework to help prepare students for understanding philosophy and becoming active participants in philosophy assignments. URL: http://www.iep.utm.edu/
• Expected Behaviors	Student resistance of learning activities: The teacher will inform students that active participation is a necessary component of the course and it could effect their grade if they do not participate
	It is expected that students will be able to articulate and share their experiences of doing philosophy (e.g., debate with a friend about the abolishment of the death penalty)
Teaching the Lesson (Lesson Sequence/ Activities): • Motivation/ Anticipatory Set	Teacher should introduce himself/herself to the class by discussing his/her background, teaching experience, and a fun fact about himself/herself The teacher will incorporate an icebreaker, as each student will find a partner to interview and ask several questions about each other. See Student Interview Form on page 103 in Appendix A *Note: If this is a large lecture class, have students break into groups of two and have them perform the interview. Students will not have to present their findings to the class due to the large class size. Students can turn in their interview forms to the teacher so the teacher can get a better understanding and feeling of the student body*

• Instructional Strategies	Blended learning:
	
	1. Lecture
	2. Active learning:
	
	    a. Icebreaker (student interview)
	    b. Think, pair, share
	    c. One minute paper

• Pre-Assessment/ Activating Background Knowledge	Students will present their findings from the interview and the teacher will ask each student what background knowledge they have of philosophy

During the first lecture, the teacher will ask students what key words they know that relates to philosophy (e.g., Socrates, Logic, Critical Thinking) |
| • Teacher Input, Modeling, & Checking for Understanding | Input:

1. Discuss the major tenets of philosophy: What is it? What are the branches of philosophy?

2. Introduce the major historical periods of philosophy (i.e., Greek and Medieval Periods)

3. Share with the class that philosophy is about thinking hard on a certain subject, topic, or issue. Share examples – mind/body problem, existence of God

Modeling:

Choose a specific philosophical controversy (e.g., existence of God). Discuss the issues from the following points of view: Atheist, Theist, and Agnostic.

Check for Understanding:

Ask students if what they thought about philosophy before the class was different at this point. How has your view of philosophy changed after this first class? |
| • Guided Practice | 1. Think, pair, share: Have students write down their past experiences doing philosophy. Have students break into groups of three and share their experiences. The teacher will have each group present their experiences to the class. Encourage classroom discussion (e.g., "have you ever debated with someone about arguments for or against the death penalty?") |
| • Independent Practice | Have students formulate a conclusion (e.g., "The death penalty is wrong") and have them think about how this conclusion was formulated. This activity will lead the student towards the next lesson plan on critical thinking |

• Closure	Reading Assignment: Have students read pp. 6-9 in *The Story of Philosophy*, which provides a brief intro to philosophy. Read pp. 121-148 in *Philosophy in Practice* Review the *Internet Encyclopedia of Philosophy* Learning journals: Have students write down their thoughts during the reading in their journals. The journals will be turned in at the end of the semester and will be graded Towards the end of class, ask students to reflect on the class topic. Have a question and answer time towards the end of the class period: Incorporate the following active learning event: ▪ One minute paper: Have students write down what they learned in regard to the course topic and what areas they were confused in
Assessment:	• Attentive lecture – ask questions and promote classroom discussion during the lecture • Think, pair, share – informal assessment based on student's experiences doing philosophy • One minute paper – informal assessment towards the end of class to evaluate knowledge retention and issues with their learning • Student interview forms
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Was there any student resistance during the group activities and classroom participation? ➢ Be aware that students may have negative stereotypes of philosophy due to the complex nature of the subject matter ➢ Some students may think that philosophy is too confusing and abstract because philosophy requires higher order thinking skills. The teacher should be sensitive to each learner's needs and expectations

Lesson Plan – Week 2

Course Topic:	**Critical Thinking**	
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule	
	7:00pm – 7:10pm	Review agenda, Introduce topic
	7:10pm – 7:45pm	Lecture
	7:45pm – 8:15pm	Active learning event
	8:15pm – 8:30pm	BREAK
	8:30pm – 9:00pm	Lecture
	9:00pm – 9:30pm	Active learning event
	9:30pm – 9:45pm	Review topic, prep for next class
	9:45pm	Dismiss Class
Objectives:	At the end of this lesson, students will be able to: - Know the basic concepts of reasoning and argumentation - Develop an argument with premises and a conclusion - Identify statements that have truth-value - Make critical decisions and judgments about certain topics	
Resources and Materials:	- Learning activity handouts - Whiteboard and markers - Learning journals - Article from the *Internet Encyclopedia of Philosophy*	
Differentiation:	- The teacher will provide group work during the learning activities so students who are strong in philosophy can team up with students who may need help to retain the knowledge - Have students address anything that was confusing or muddled during the reading assignments	
Preparing Students for the Lesson: Transitions	Previous to this lesson, students will have performed the reading assignment in which they will have introductory knowledge of philosophy and critical thinking	

• Expected Behaviors	Students should have a general understanding of philosophy and that the ability to think and reason are the hallmarks of philosophy
Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	Begin the course by reviewing the class agenda and provide an introduction to the topic. The teacher will ask students what they learned in the previous class session
• Instructional Strategies	Blended learning: • Lecture • Active learning: a. Small group/Collaborative learning
• Pre-Assessment/ Activating Background Knowledge	Ask the class some questions: 1. Have you ever thought of a time when you debated someone? 2. When you argue on a position, do you find yourself confused at times when you structure your arguments?
• Teacher Input, Modeling, & Checking for Understanding	Input: 1. Introduce reasoning skills (i.e., objective and subjective, statements, arguments and conclusions) 2. Share that constructing arguments is difficult, and it is important to be aware of correct reasoning 3. Provide examples of arguments, or debates (e.g., for and against abortion) Modeling: Choose a specific issue, such as arguments against the death penalty, and explain how one would argue against it by applying principles of correct reasoning. Ask the class if they have ever argued with a friend or family member about issues such as the death penalty or anything philosophical in nature Check for Understanding:

	1. Ask students during the class if they are lost or confused 2. Evaluate small group work to check for understanding and knowledge retention
• Guided Practice	Incorporate a learning activity that has students identify statements that have truth-value Break students in groups and have them construct an argument. Guide the students through the process of creating statements that lead towards a conclusion
• Independent Practice	Learning game: "Who should survive?" Have students think about the decisions they will make based on the principles of correct reasoning when they perform the learning game during week 3 Ask students to reflect on critical thinking and write down what issues that may seem confusing and issues that each student would like to further investigate Reading assignment: Instruct students to re-read pp. 121-148 in *Philosophy in Practice*. Have students write down their thoughts about their reading assignment and address anything that seems confusing or muddled in their learning journals
• Closure	Pass out a learning game titled: "Who Should Survive?" – have students review the game before next class session Have a Q & A session before dismissal of class
Assessment:	• Informal assessment: Evaluate student's responses to the small group activities • Q & A sessions during the class
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Was there any student resistance during the group activities and classroom participation? What can the instructor do better to encourage student participation? ➢ Many students may be overwhelmed at this time. It is good to have students re-read pp. 121-148 in *Philosophy in Practice* which addresses logic and critical thinking

Lesson Plan – Week 3

Course Topic:	**Logic**
Duration:	• Three hours: 7:00pm – 9:45pm • Class schedule

7:00pm – 7:10pm	Review agenda, Introduce topic
7:10pm – 8:15pm	Lecture
8:15pm – 8:30pm	BREAK
8:30pm – 9:15pm	Learning game
9:15pm – 9:25pm	Explain student presentations
9:25pm – 9:45pm	Review topic, prep for next class
9:45pm	Dismiss Class
Objectives:	At the end of this lesson, students will be able to: • Identify logical forms and informal fallacies • Illustrate critical decisions and problem solving
Resources and Materials:	• Learning game handout • Group presentation guidelines handout • Whiteboard and markers • *Philosophy in Practice* by Morton
Differentiation:	• Students will have read through the learning game as they are instructed to begin making critical decisions about which characters should survive
Preparing Students for the Lesson: • Transitions • Expected Behaviors	 • The lecture on critical thinking during week 2 will have shown students how arguments are formed and basic critical thinking principles • The teacher will provide small breaks in between the lecture to have students reflect on the course material • Students are expected to provide examples of arguments and they should be able to construct arguments in small groups and on their own • Students are to be active participants in their learning by way of classroom discussion, small group discussion, and active learning events

Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	The teacher will begin the class by asking questions: What did you learn from last week's topic on critical thinking? How can we apply critical thinking to our daily lives?

• Instructional Strategies	Blended learning:
	
	1. Lecture
	2. Active learning:
	
	   a. Learning game: Who should survive? - the point of the game is for students to start making critical decisions that require critical thinking
	   b. Debrief after the game and go over what was learned as a result
	   c. Ensure that the point of the game is for students to begin making critical decisions
	   d. Teach students that they all will need to make critical decisions and it is important to apply logic and critical thinking to their daily lives
	   e. *Note: If this is a large lecture class, do not have students break into groups. Rather have students openly share some of their decisions. Let each student individually reflect on their decisions and encourage them to discuss it in class*

• Pre-Assessment/ Activating Background Knowledge	As the teacher asks pertinent questions in regard to last week's topic, the teacher will be able to gauge how students are interacting and understanding the course material based on student responses Ask students if they have seen movies such as *Star Trek* that have characters who use the principles of logic
• Teacher Input, Modeling, & Checking for Understanding	Input: 1. Discuss logical forms (e.g., Barbara, Modus Ponens, and Modus Tollens) 2. List informal fallacies (e.g., Appeal to pity, Appeal to authority)

	3. Share with the class examples of arguments that have an informal fallacy, e.g., argument against abortion that appeals to pity
	Modeling:
	Show students arguments that have sound and valid logical forms and arguments that are invalid and unsound
	Show students how to pick a part an argument in order to identify informal fallacies
	Check for Understanding:
	Write down some arguments on the whiteboard and ask the class if they can identify if the arguments are valid, sound, invalid, unsound
	During the middle of the lecture, set aside about 10 minutes for a Q & A session to ensure that students are able to understand and retain the course material
• Guided Practice	1. Whole class discussion: Have students formulate a valid argument on their own and discuss their constructed arguments in class
	2. Who should survive? Learning game
• Independent Practice	Have students formulate an argument that is an informal fallacy
	Get students to think on their own and make decisions that require critical thought
	Reading assignment: Read pp. 12-47 in *The Story of Philosophy*, which deals with Greek philosophy in order to prepare students for the next class session. Have students write and reflect on their reading in their learning journals
• Closure	Have a Q & A session to go over anything that may need more attention or further explanation
	Pass out the presentation guidelines form. Review the objectives and rules of the group presentations which will be due on week 9

Assessment:	• Informal assessment: Evaluate student participation and comprehension during whole class discussion • Evaluate student participation in the learning activities • Evaluate how well students did during the learning game, where they able to make critical decisions by following the principles of logic? If not, how did they construct their decisions?
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ At this point, students will be able to identify and construct valid arguments based on logical principles. Students can begin doing philosophy more accurately and objectively ➢ Students will now begin learning about key historical figures in philosophy

Lesson Plan – Week 4

Course Topic:	**Survey of the History of Western Philosophy: Greek Period**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule: <table><tr><td>7:00pm – 7:10pm</td><td>Review agenda, Introduce topic</td></tr><tr><td>7:10pm – 7:45pm</td><td>Lecture</td></tr><tr><td>7:45pm – 8:15pm</td><td>Active learning event</td></tr><tr><td>8:15pm – 8:30pm</td><td>BREAK</td></tr><tr><td>8:30pm – 9:00pm</td><td>Lecture</td></tr><tr><td>9:00pm – 9:30pm</td><td>Active learning event</td></tr><tr><td>9:30pm – 9:45pm</td><td>Review, feedback lecture</td></tr><tr><td>9:45pm</td><td>Dismiss class</td></tr></table>
Objectives:	At the end of this lesson, students will be able to: - Understand the major positions of key historical figures in philosophy during the Greek period - Apply the Socratic method to your daily lives - Learn how to partake in a philosophical dialogue with other students
Resources and Materials:	- Learning activity handout - Whiteboard and markers *The Story of Philosophy* by Magee
Differentiation:	- The teacher will provide group work during the learning activities so students who are good at philosophy can team up with students who may need help retaining the knowledge - Since the course topic is transitioning to the history of philosophy, some students may be overwhelmed with the complexity of metaphysics and epistemology, especially during the Greek period
Preparing Students for the Lesson: • Transitions	- Previous to this lesson, students should have read the assigned reading and written in their learning journals - Be sure to ask students if they had any questions about the reading, encourage classroom discussion

• Expected Behaviors	• At this point, students should be able to understand how an argument is constructed. As a result, they should be able to identify arguments from key historical figures in philosophy
Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	Ask students if they have heard of Socrates, Plato, or Aristotle What do they know of these key historical figures?

• Instructional Strategies	Blended learning:
	
	1. Lecture
	2. Active learning:
	
	    a. Classroom dialogue
	    b. Feedback lecture
	    c. Small group work

• Pre-Assessment/ Activating Background Knowledge	Do you think Greek philosophers applied the principles of logic when they did philosophy? Imagine living during the Greek period; no lights, no electricity
• Teacher Input, Modeling, & Checking for Understanding	Input: 1. Introduce the idea that philosophy is founded on the history of ideas. The history of philosophy has shown us how to think in an abstract manner 2. Show students that philosophy began before Socrates. Introduce the pre-Socratic philosophers and some of their major positions before teaching on Socrates 3. Explain the nature of dialogues and how they were written during the Greek period Modeling: Read selected passages from Plato's book, *Euthyphro* – show how a dialogue works. Choose a student to read with you in the

	dialogue. Act is if you both were acting out this dialogue
	Check for Understanding:
	Ensure that all students are not lost during the lecture. Allow pauses during the lecture to allow students to retain the knowledge
• Guided Practice	1. Read passages from *Euthyphro* with another student so the class can see how a dialogue is read and understood
	2. Classroom dialogue activity:

	a) Break students into groups of three
	    b) Have students prepare a mini dialogue about a philosophical topic
	    c) Provide students with a list of issues (e.g., abortion, death penalty, existence of God)
	    d) Guide students during the dialogue learning event, walk around the room and examine the small group work

	3. Small group learning activity: Mix and match the philosopher - see page 108 in Appendix A
• Independent Practice	Have students break into groups of three and have them prepare a mini dialogue on a philosophical topic. Provide students with a list of issues: Abortion, death penalty, existence of God, existence of the soul
	Reading assignment: pp. 50-61 in *The Story of Philosophy*, have students write their reflections in their reading journals
• Closure	Discuss the reading assignment from last week and their work in the learning journals, have students share any questions or areas in the reading that may need more clarity
	Incorporate a feedback lecture. Have students share their thoughts before closing the lecture. Ask students if there is anything the teacher can do better to enhance student learning during the lecture
	Challenge students to practice using the Socratic method on people, especially if the conversation is philosophical in nature

Assessment:	• Informal assessment: Evaluate students' responses to the group activities and classroom discussion • Probe students' responses to the course material and their questions
Notes & Reflections:	➢ Students have now been introduced to key historical figures in philosophy. Encourage students to write down anything that they are confused on in their learning journals. Ensure that students address their issues during the next class session

Lesson Plan – Week 5

Course Topic:	**Survey of the History of Western Philosophy: Medieval Period**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule: | 7:00pm – 7:10pm	Review agenda, Introduce topic
7:10pm – 7:45pm	Lecture
7:45pm – 8:15pm	Active learning event
8:15pm – 8:30pm	BREAK
8:30pm – 9:00pm	Lecture
9:00pm – 9:30pm	Active learning event
9:30pm – 9:45pm	Review topic, prep for next class
9:45pm	Dismiss Class	
Objectives:	At the end of this lesson, students will be able to: - Describe the major philosophical figures during the Medieval period - Identify Aquinas's five ways argument for the existence of God - Apply Ockham's razor when evaluating arguments and philosophical positions
Resources and Materials:	- Learning activity handouts - Whiteboard and markers *The Story of Philosophy* by Magee
Differentiation:	- Incorporate classroom discussion during the lecture. Encourage students who are exceptional at philosophy to participate in the discussion so students who need more clarification will be able to understand philosophy better - Pair students with diverse philosophical abilities during the small group work session
Preparing Students for the Lesson: Transitions	Review last week's topic on the Greek period before lecturing on the Medieval period

• Expected Behaviors	• Students will have read sections in *The Story of Philosophy* about the Medieval period • Explain how Greek philosophy influenced Medieval thought • Active student participation • Increased ability to think more critically and apply the rules of logic

Teaching the Lesson (Lesson Sequence/ Activities):
 	
• Motivation/ Anticipatory Set
 	
• Instructional Strategies
 	
• Pre-Assessment/ Activating Background Knowledge
 	
• Teacher Input, Modeling, & Checking for Understanding
	
	Teacher should begin with a review of last week's topic on the Greek period. Introduce the transition from Greek philosophy to Medieval philosophy
	
	Blended learning:
	
	   1. Lecture
	   2. Active learning:
	
	      a. Small group work
	      b. Classroom discussion
	
	If you were a philosopher in the Medieval period, which philosopher from the Greek period would you be most influenced by? Pre-Socratics, Socrates, Plato, or Aristotle?
	
	Ask students what they learned from their reading assignment on the Medieval period
	
	<u>Input</u>:
	
	   1. Share with the class that Medieval philosophers were influenced by the Greek philosophers, especially Plato and Aristotle
	   2. Discuss the philosophies of Aquinas and Ockham
	
	<u>Modeling</u>:
	
	Introduce Aquinas's five ways argument for the existence of God. Draw on the whiteboard the cosmological argument for the existence of God so students understand Aquinas's arguments better

	Provide examples of Ockham's razor. Explain that all else being equal, the simpler theory is preferred in contrast to a more complex theory

Check for Understanding:

Ask questions periodically during the lecture

Debrief after the learning activities to check that students are retaining the information and can apply what they are learning |
| • Guided Practice | Small group work: Have groups identify Aquinas's five ways argument – see handout on page 109 in Appendix A

Show students how to apply Ockham's razor when they are investigating theories and philosophical positions

During the learning activities, evaluate student behaviors by providing input in their small group work |
| • Independent Practice | Reading assignment: Read pp. 64-99 in *The Story of Philosophy* which addresses the Modern period to prepare for next class session. Have students write and reflect on their reading in their learning journals |
| • Closure | Discuss last week's reading assignment. Have students talk about what they wrote in their learning journals

Incorporate a Q & A session to discuss anything that seemed confusing or lost during the course content |
| Assessment: | • Informal assessment: Evaluate student's responses to the group learning activities
• Debrief sessions after the active learning engagements |
| Notes & Reflections: | ➢ Were the learning objectives accomplished?
➢ At this point, students will have learned how to think more abstractly
➢ Some students may be confused and lost in the course content due to the complex and abstract nature of the topics discussed. The teacher should be sensitive to each learner's needs and expectations |

Lesson Plan – Week 6

Course Topic:	**Survey of the History of Western Philosophy: Modern Period**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule: <table><tr><td>7:00pm – 7:10pm</td><td>Review agenda, Introduce topic</td></tr><tr><td>7:10pm – 7:45pm</td><td>Lecture</td></tr><tr><td>7:45pm – 8:15pm</td><td>Active learning event</td></tr><tr><td>8:15pm – 8:30pm</td><td>BREAK</td></tr><tr><td>8:30pm – 9:00pm</td><td>Lecture</td></tr><tr><td>9:00pm – 9:30pm</td><td>Active learning event</td></tr><tr><td>9:30pm – 9:45pm</td><td>Prep for group presentation</td></tr><tr><td>9:45pm</td><td>Dismiss Class</td></tr></table>
Objectives:	At the end of this lesson, students will be able to: - Describe the revolution of modern science and its contribution to philosophy - Discuss Descartes' skepticism and Cogito argument - Apply the concepts of possible worlds adopted by Leibniz
Resources and Materials:	- Learning activity handouts - Whiteboard and markers - Learning journals *The Story of Philosophy* by Magee *The Meditations* by Descartes *Leviathan* by Hobbes
Differentiation:	- Identify which students are science majors (if any) since the Modern period dealt with scientific revolutions and the philosophy of science. Connect science and philosophy so students are aware that philosophy deals with issues in science - Read difficult passages from Descartes' *Meditations* in regard to his overall philosophy
Preparing Students for the Lesson:	

• Transitions	• Show how Medieval period influenced Modern thought. In addition, explain the radical changes in thought during the Modern period
	• The Modern period provides complex philosophical theories, e.g., skepticism, mind and body issues, possible worlds. Ensure that the instructor pauses during the lecture and ask questions so students are not lost in the course content
	• Inform the class of the learning objectives. Explain that they will be working in groups in order to construct a possible world
• Expected Behaviors	• Students are responsible for their learning by being active participants which will include classroom discussion, small group work, and asking questions for clarification
Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	Show enthusiasm about the course topic. Explain to students that the Modern period is a crucial historical period in philosophy since it deals with mind/body issues and skepticism
	The teacher should begin with a discussion by asking some questions:
	✓ Have you ever doubted your existence? ✓ Do you ever have doubts about your faith, religion, or atheist position?

• Instructional Strategies	Blended learning:
	
	 1. Lecture
	 2. Active learning:
	
	      a) Small group work: Create a possible world
	      b) Think, pair, share: Cogito argument
	      c) Classroom discussion

• Pre-Assessment/ Activating Background Knowledge	Discuss last week's reading assignment which dealt with the Modern period. Ask the following questions: a) What did you learn from the reading? b) Would anyone like to share their thoughts from the learning journals?

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• Teacher Input, Modeling, & Checking for Understanding	<u>Input</u>: Read passages from the *Leviathan*, *Meditations*, and *The Story of Philosophy* to illustrate philosophical positions Introduce the beginnings of modern science (i.e., Galileo, Newton) Introduce the Continental Rationalists: Descartes, Spinoza, and Leibniz <u>Modeling</u>: The instructor should create a possible world based on Leibniz's possible world argument. Have students identify if the world the instructor created is a better world than the world we currently live in Write down the Cogito argument on the whiteboard. Show students how the argument works <u>Check for Understanding</u>: Ask students questions about possible worlds and the Cogito argument During the lecture, continuously evaluate student responses to the lecture Ask students to interrupt your lecture if they have questions to ensure that students are comprehending the content When the instructor asks questions, evaluate student participation: Do they feel lost in the course content? Are they answering questions to the best of their ability?

• Guided Practice	1. Think, pair, share: Cogito argument
	
	  a) Have students think about Descartes' Cogito argument
	  b) Ask if the argument is true? False? Logically valid?
	  c) Have students individually write down their thoughts in their learning journals
	  d) Break students in groups of two to discuss their findings
	  e) Encourage whole class discussion

	f) Debrief
	2. Small group work: Create a possible world – see handout on page 111 in Appendix A

	a) Read the handout to students, go over the directions
	   b) Instructor should walk around the room evaluating the group work
	   c) Encourage students to ask the instructor any questions they may have during the activity
	   d) Debrief: Establish the value of the learning activity

• Independent Practice	Reading assignment: Read pp. 102-117 in *The Story of Philosophy* which deals with the British empiricists, such as Locke, Berkley, and Hume
	a) Have students write in their learning journals by reflecting on the reading b) Ensure that students write down anything that seems confusing or needs more clarification and address it during next week 's lesson
• Closure	Review the lecture topic for today. Highlight the main points from the lecture. Have a Q & A session
	Set aside 15 minutes towards the end of class to break into their presentation groups and work on their presentations. Inform students that they must turn in their presentation outline next week
Assessment:	• Evaluate small group work • Discuss the previous reading assignment. Evaluate how well students are interacting with the reading. Clarify any questions students may have • Investigate the progress of the group presentations: Have they developed the outline yet? Do they seem confused or unsure about their presentation?
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Was there any student resistance during the group activities and classroom participation? ➢ How are the students behaving during the small group work? Are they participating and collaborating together?

	➢ The instructor should be a valuable resource to help students with their group presentations. Provide online resources and books so students can provide valuable information during the presentation

Lesson Plan – Week 7

Course Topic:	**Survey of the History of Western Philosophy: Modern Period**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule: <table><tr><td>7:00pm – 7:10pm</td><td>Review agenda, Introduce topic</td></tr><tr><td>7:10pm – 7:45pm</td><td>Lecture</td></tr><tr><td>7:45pm – 8:15pm</td><td>Active learning event</td></tr><tr><td>8:15pm – 8:30pm</td><td>BREAK</td></tr><tr><td>8:30pm – 9:00pm</td><td>Lecture</td></tr><tr><td>9:00pm – 9:30pm</td><td>Active learning event</td></tr><tr><td>9:30pm – 9:45pm</td><td>Closure, prep group presentations</td></tr><tr><td>9:45pm</td><td>Dismiss Class</td></tr></table>
Objectives:	At the end of this lesson, students will be able to: - Describe the major philosophical positions of Descartes and the British empiricists - Compare the differences between rationalism and empiricism - Identify primary and secondary qualities of a human being
Resources and Materials:	- Learning activity handouts - Whiteboard and markers *The Story of Philosophy* by Magee
Differentiation:	- Introduce the philosophy of mind and the mind/body problem. Explain why one would believe a human soul exists - Explain the relationship between rationalism and empiricism - Consider books and articles for further reading to enhance learning
Preparing Students for the Lesson:	
Transitions	Previous to this lesson, the instructor lectured on Continental Rationalism which is a philosophical movement that argued knowledge is gained by way of reason (*a priori*). Introduce the philosophical movement called British Empiricism which

	is a different school of thought that argues knowledge is gained by way of observation or through the five senses (*a posteriori*)
	• During their reading assignment, students should have read the British empiricist's such as Locke, Berkeley, and Hume. Students should have wrote and reflected on their reading in their learning journals
• Expected Behaviors	• Active student participation such as small group work and classroom discussion
Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	Teacher will begin by asking the following questions: Do you believe in the existence of a human soul? What is your argument for or against the existence of a soul? How do we gain knowledge? By way of reason? Or, through our five senses?
• Instructional Strategies	Blended learning: 1. Lecture 2. Active learning: a) Small group learning b) Collaborative learning c) Classroom discussion d) Discuss reading assignment from their learning journals
• Pre-Assessment/ Activating Background Knowledge	What did students learn from the reading assignment on Locke, Berkeley, and Hume? Encourage the class to share their thoughts about the reading assignment and their writing in their learning journals
• Teacher Input, Modeling, & Checking for Understanding	Input: Share Descartes' argument for substance dualism. Define substance and property

	Introduce the British Empiricists: Locke, Berkeley, and Hume
	Modeling:
	Write Descartes' argument for substance dualism on the whiteboard. Reveal any logical fallacies
	Provide examples of primary and secondary qualities by Locke
	Check for Understanding:
	Why would Descartes consider the mind and body to be separate substances?
	Ask students if they see anything logically wrong in Descartes' argument for substance dualism
	In response to Berkeley's Idealism ask the following questions: If all we are is our minds, then does this class actually exist? Or does it exist solely in our minds?
• Guided Practice	1. Small group learning: Primary and secondary qualities

	a) Provide directions for the learning activity
	    b) Break students in groups of three
	    c) Have the groups figure out what the primary and secondary qualities are in a human substance
	    d) Debrief – encourage whole class discussion

	2. Collaborative learning: How are they different?

	a) See handout on page 112 in Appendix A
	    b) Have groups compare and contrast Rationalism and Empiricism
	    c) Debrief – establish value of the learning activity

• Independent Practice	Homework assignment: Read pp. 132-137, 172-178, 194-225 in *The Story of Philosophy* which covers Kant and the Contemporary period. Have students prepare for the next class session
	a) Have students write and reflect on their reading in their learning journals

• Closure	Review the course topic: Q & A session, highlight main points from the lecture Discuss previous reading assignment. Have students share their reflections from their learning journals Provide an extra credit assignment: Extra credit: Read pp. 122 – 129 in *The Story of Philosophy* which covers Voltaire, Diderot, and Rousseau. Have students write down the major philosophical positions of each philosopher. Turn in the extra credit on Week 9 Set aside 15 minutes to have the class break into their groups for the presentation: Due on week 9. Have students finalize the outline for the presentations Have students share their thoughts before dismissing the class
Assessment:	• Active learning events • Group presentation work in class • Discuss previous reading assignment, have students share their writing and reflections in their learning journals • Evaluate knowledge retention by incorporating Q & A sessions before, during, and after the lecture
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Was there any student resistance during the group activities and classroom participation? ➢ At this point, the instructor has covered controversial philosophical topics such as the existence of the mind and soul, skepticism, and the nature of a substance. Encourage the class to be open minded when studying philosophy because it may challenge our beliefs and presuppositions ➢ Is the instructor encouraging a safe learning environment? Are students comfortable discussing philosophy with the class and in groups?

Lesson Plan – Week 8

Course Topic:	**Survey of the History of Western Philosophy: Kant and Contemporary Period**	
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule:	
	7:00pm – 7:10pm	Review agenda, Introduce topic
	7:10pm – 7:45pm	Lecture – Kant
	7:45pm – 8:15pm	Active learning event
	8:15pm – 8:30pm	BREAK
	8:30pm – 9:00pm	Lecture – Contemporary Period
	9:00pm – 9:30pm	Active learning event
	9:30pm – 9:45pm	Closure, feedback lecture
	9:45pm	Dismiss Class
Objectives:	At the end of this lesson, students will be able to: - Describe Kant's philosophy that combines rationalism and empiricism - Compare the Analytic and Continental schools of thought - Apply the concepts of logical positivism to our daily lives - Combine elements of rationalism and empiricism into an overall philosophical worldview	
Resources and Materials:	- Learning activity handouts - Whiteboard and markers *The Story of Philosophy* by Magee - Learning journals - Group presentation outlines	
Differentiation:	- Provide students with a list of books that deal with the history of philosophy - Encourage students with superior knowledge and understanding of philosophy to contribute to classroom discussion	
Preparing Students for the Lesson: Transitions	Students should have read pp. 132-137, 172-178, 194-225 in	

• Expected Behaviors	*The Story of Philosophy* which dealt with Kant, Nietzsche, Analytic philosophy and Existentialism • Show that Kant mixed elements of rationalism and empiricism into his overall philosophy • Active student participation and cooperation in small group work • Students should now have more knowledge of philosophy and the nature of philosophical inquiry • Review the learning objectives for this lesson to the students

Teaching the Lesson (Lesson Sequence/ Activities):
 	
• Motivation/ Anticipatory Set
 	
• Instructional Strategies
 	
• Pre-Assessment/ Activating Background Knowledge
	Teacher should show enthusiasm that the class is half way done through the semester
	
	Is it possible to combine elements of rationalism and empiricism in one's philosophy
	
	Blended learning:
	
	1. Lecture
	2. Active learning:
	
	    a) Think, pair, share
	    b) Small group learning
	    c) Classroom discussion
	
	Which philosophical schools of thought do you agree with?
	
	a. Rationalism?
	b. Empiricism?
	c. None?
	
	Inform students there are more schools of thought than just rationalism or empiricism
	
	Provide a list of schools of thought that will be addressed during the Contemporary period: Analytic, Existentialism, and Post Modernism (Existentialism and Post Modernism are labeled Continental Philosophy)

• Teacher Input, Modeling, & Checking for Understanding	Input: Show how Kant's philosophy mixes elements of rationalism and empiricism Write on the whiteboard Kant's arguments for God's existence and the existence of the soul. Introduce Kant's transcendental philosophy Show the differences between the Analytic and Continental movement within philosophy Write an argument for logical positivism on the whiteboard Modeling: Provide an argument on the whiteboard that is influenced by the philosophy of logical positivism Choose a specific philosophical issue (e.g., Mind/Body problem). Discuss this issue from the following schools of thought: Analytic, Existentialism, and Post Modernism Check for Understanding: Incorporate Q & A sessions before, during, and after the lecture Evaluate student responses from the lecture and learning activities

• Guided Practice	1. Think, pair, share: Logical positivism
	
	    a) Have students pretend that they are logical positivists
	    b) How would they argue for or against God's existence from a logical positivist point of view?
	    c) Have students individually write down their argument
	    d) Break into groups of two and discuss your results
	    e) Debrief: Encourage classroom discussion, have students share their arguments
	
	2. Small group learning: How are they different?

	a) Pass out the learning activity handout – see handout on page 113 in Appendix A b) Review the directions c) Compare and contrast elements from the Analytic and Continental traditions d) Debrief: Encourage whole class discussion
• Independent Practice	Have students rehearse their group presentations before the next class session Homework assignment: Review lecture notes, learning journals, and reading assignments to prepare for next week's lesson, which will be a course review
• Closure	Review the course topic and highlight main points from the lesson Have students share their thoughts and reflections on the course material Have students turn in their group presentations outlines to the instructor Ask the class to provide an informal assessment of the instructor's pedagogy thus far. Request feedback from the students to ensure their expectations and learning needs are being met
Assessment:	• Evaluate student's ability to create an argument based on a logical positivist point of view • Active learning events and collaboration with other students • Be aware of student behaviors during classroom discussion • Read each group's presentation outline and evaluate their level of understanding based on the philosopher that they will present
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Was there any student resistance during the group activities and classroom participation? What could the instructor do better to mitigate this behavior? ➢ Read through carefully each group's presentation outline. Check for understanding and clarity of the outline

	➢ The course is half way finished, show enthusiasm and ensure that students are improving their abilities to think rationally and apply the principles of logic

Lesson Plan – Week 9

Course Topic:	**Course Review: Weeks 1 – 8**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule <table><tr><td>7:00pm – 7:05pm</td><td>Review class agenda</td></tr><tr><td>7:05pm – 7:30pm</td><td>Review course content/ Q & A session</td></tr><tr><td>7:30pm – 9:40pm</td><td>Group presentations</td></tr><tr><td>9:40pm – 9:45pm</td><td>Debrief and dismiss class</td></tr></table>*Note: Depending on the class size and amount of presentation teams, the teacher should set aside at least one hour for the next class session for presentations in case they go over the class time*
Objectives:	At the end of this lesson, students will be able to: - Recall the main tenets of logic and critical thinking, and key figures and movements in the history of philosophy - Present on a key figure in the history of philosophy
Resources and Materials:	- Learning journals - Whiteboard and markers *The Story of Philosophy* by Magee - Group presentation outlines - Overhead projector (for student presentations) - Laptop computer for PowerPoint presentation (if necessary)
Differentiation:	Each person in the group presentation will have varying degrees of philosophical understanding. The instructor should encourage the groups to work as a team and focus on individual strengths when presenting to the class (e.g., some students may design presentations better than others in the group, or one student may have superior presentation and delivery skills)
Preparing Students for the Lesson: • Transitions	At this point, students will have a general knowledge of logic and critical thinking, and a survey of the history of

• Expected Behaviors	philosophy. Explain and highlight major points from the lectures and reading assignments. Have students review their writings and reflections in their learning journals • Remind students to show enthusiasm when they present to the class in order to enhance the presentation • Active student participation will be required, especially during their presentations

Teaching the Lesson (Lesson Sequence/ Activities):
 	
• Motivation/ Anticipatory Set
 	
• Instructional Strategies
	
	Ask students what they have learned so far
	
	Show students that philosophy can be applied to our daily lives, especially in logic and critical thinking
	
	Blended learning:
	
	  1. Lecture
	  2. Active learning events:
	
	       a. Classroom discussion
	       b. Group presentations

• Pre-Assessment/ Activating Background Knowledge	Request feedback from the class in regard to what they have learned about philosophy Has your preconceived notions of philosophy changed after taking this course so far? How can we apply philosophy to our lives?
• Teacher Input, Modeling, & Checking for Understanding	Input: Briefly highlight the main points of the course material Encourage students to practice philosophy with a friend or family member (e.g., spark a debate with a friend about ethical issues, or about religious issues). Try to keep the conversations light hearted and respect each other's opinion and beliefs Modeling:

	Describe the Socratic method. Show students how to ask the right questions when discussing philosophy with people
	Choose a controversial issue that people go through, such as reporting your taxes truthfully, and show how to apply philosophical principles that will motivate our decision of being honest about our taxes
	<u>Check for Understanding:</u>
	Q & A session during the course review
	Have the class name at least three informal fallacies
	Ask random questions periodically pertaining to the history of philosophy
• Guided Practice	Instructor – led discussion regarding the course content
	Have students recall the knowledge they learned in class
	Group presentations
• Independent Practice	Homework assignment: Watch a movie that deals with philosophical issues. Write and reflect in the learning journal about the movie. What makes the movie philosophical? Highlight some of the philosophical issues presented in the movie. Assignment due by week 11. List of movies can include: *The Matrix*, any *Star Trek* movie, *Mary Shelley's Frankenstein, Schindler's List*
	Reading assignment: Read handout on an introduction to epistemology. Write and reflect in the learning journals
• Closure	Have students share their thoughts and feedback in regard to the group presentations and what they learned as a result
	Have students turn in extra credit assignment
	Show students that polished presentation skills are crucial to the success of their professional lives
Assessment:	• Informal assessment: Evaluate students' responses to the course review and Q & A session • Formal assessment: Group presentations

	• Evaluate student behaviors during the presentations. Were students enthusiastic? Did the audience appear interested? • Extra credit assignment
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Be aware that students may be nervous when presenting to the class. The instructor should provide a safe classroom learning environment ➢ Prepare students for presentation skills since this will be an important skill set that they will need in their future careers ➢ What could the instructor do better when teaching the second half of the course?

Lesson Plan – Week 10

Course Topic:	**Philosophical Topic: Theory of Knowledge**
Duration:	• Three hours: 7:00pm – 9:45pm • Class schedule: {SCHEDULE} *Note: If there is no need to set aside one hour for group presentations, the instructor should begin lecturing on an introduction to epistemology*
Objectives:	At the end of this lesson, students will be able to: • Identify major theories of knowledge • Compare and contrast epistemological theories • Explain different kinds of skepticism
Resources and Materials:	• Learning journals • Whiteboard and markers • Laptop and PowerPoint for group presentations and guest speaker (if necessary) • Introduction to epistemology handout • *Philosophy in Practice* by Morton
Differentiation:	• Provide students with a list of philosophical issues that they can start investigating and reading in Morton's book, *Philosophy in Practice*
Preparing Students for the Lesson: • Transitions	 • Since this will be the first week dealing with pertinent philosophical topics, show students how the history of

The embedded class schedule table:

7:00pm – 7:10pm	Review agenda, Introduce topic
7:10pm – 8:15pm	Group presentations (if necessary)
7:10pm – 8:15pm	Lecture (if necessary)
8:15pm – 8:30pm	BREAK
8:30pm – 9:00pm	Lecture – Guest speaker
9:00pm – 9:30pm	Active learning event
9:30pm – 9:45pm	Review topic, prep for next class
9:45pm	Dismiss Class

	philosophical ideas has shaped the way for current philosophical issues (e.g., show how Descartes' skepticism has influenced issues in epistemology)
• Expected Behaviors	• Active student participation • Ensure students show respect for the guest speaker

Teaching the Lesson (Lesson Sequence/ Activities):
 	
• Motivation/ Anticipatory Set
 	
• Instructional Strategies
 	
• Pre-Assessment/ Activating Background Knowledge
 	
• Teacher Input, Modeling, & Checking for Understanding
	
	Show students the influence that the history of philosophy has on current philosophical issues
	
	Did you know Descartes' epistemology has brought about intriguing issues in the theory of knowledge, such as skepticism, and foundationalism
	
	David Hume was a skeptic
	
	How do we know anything? How do we know we are in this class right now? What is knowledge? When we claim that we know something, what do we really mean?
	
	Blended learning:
	
	1. Lecture
	2. Guest speaker
	3. Active learning:
	
	    a) Small group work
	    b) Classroom discussion
	
	How can we define knowledge? What does it mean to be skeptical? Can we really know anything for certain?
	
	Have students reflect and discuss their reading assignment on an introduction to epistemology
	
	Input:
	
	Discuss major theories of knowledge: Justified True Belief (JTB), Foundationalism, Coherentism, Reliabilism/Naturalist

	Modeling: Write arguments on the whiteboard for Foundationalism, Coherentism, and Reliabilism/Naturalism Guest speaker will illustrate different kinds of skepticism Check for Understanding: Have a Q & A session before, during, and after the lecture Evaluate how well students did in the learning activity as they try to argue against skepticism

• Guided Practice	Small group learning: How do you know?
	
	     a) Have students break into groups of three
	     b) Ensure that the guest speaker is a co-facilitator
	     c) Communicate the directions of the learning event
	     d) Have the guest speaker write down on the board an argument for skepticism:
	
	        ➢ *I know only one thing, which is I know nothing at all, or I know that I don't know*
	
	     e) Have students evaluate the argument; identify what is wrong with the argument
	     f) Debrief: What did you learn from the activity? What problems (if any) did your group have? What was the purpose of this activity?

• Independent Practice	Assignment: Read pp. 3 – 34 in *Philosophy in Practice* by Morton. The section is titled: Certainty and Doubt. The reading will be a refresher of what was taught on skepticism and epistemology. The section also provides a brief introduction to philosophy which will help students retain the knowledge of philosophy by rehearsal Have students write and reflect in their learning journals about the reading assignment
• Closure	Have students share their thoughts and reflections before closing the lecture

	What did students learn today?
	Have the guest speaker implement a Q & A session so students are not confused or lost in the topic
Assessment:	• Informal assessment: Evaluate student's responses to the group activities and Q & A • Evaluate student behaviors to the guest speaker and topic • Analyze how well students responded and contributed to arguments for skepticism
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Were students misbehaving (e.g., "not listening") during the guest speaker's lecture? ➢ Did the guest speaker break the monotony of having only one lecturer during the semester? ➢ Ensure that students are not lost or confused about epistemological issues. Check for understanding by incorporating Q & A sessions before, during, and after the lecture

Lesson Plan – Week 11

Course Topic:	**Philosophical Topic: Certainty and Doubt**	
Duration:	• Three hours: 7:00pm – 9:45pm • Class schedule	
	7:00pm – 7:10pm	Review agenda, Introduce topic
	7:10pm – 7:45pm	Lecture
	7:45pm – 8:15pm	Active learning event
	8:15pm – 8:30pm	BREAK
	8:30pm – 9:00pm	Lecture
	9:00pm – 9:30pm	Active learning event
	9:30pm – 9:45pm	Review topic, prep for next class
	9:45pm	Dismiss Class
Objectives:	At the end of this lesson, students will be able to: • Identify the differences between dogmatism, certainty, belief, and doubt • Calculate student's belief systems by way of a learning activity • Summarize sources of convictions such as faith, reason, and authority	
Resources and Materials:	• Learning activity handouts • Whiteboard and markers • *Philosophy in Practice* by Morton • Learning journals	
Differentiation:	• The class textbook, *Philosophy in Practice* by Morton (2004) is a great resource for students who are new to philosophy. The instructor will reference the book multiple times throughout the lecture and will incorporate an active learning event based on pp. 9-11	
Preparing Students for the Lesson: • Transitions	 • Previous to this lesson, students were introduced to epistemology and the various theories of knowledge and skepticism	

• Expected Behaviors	• Students will have an understanding of how we come to know • This lesson will investigate issues of belief, certainty, and doubt • Active student participation such as small group work and classroom discussion • General knowledge of epistemological issues
Teaching the Lesson (Lesson Sequence/ Activities): • Motivation/ Anticipatory Set	 The instructor should begin with a discussion and review of the course topic from last week on epistemology What did we learn about knowledge from last week? What did you think of skepticism? Do you agree with it? How does your knowledge of skepticism change your own convictions and beliefs?

• Instructional Strategies	Blended learning:
	
	 1. Lecture
	 2. Active learning:
	
	     a) Classroom discussion
	     b) Small group learning
	     c) Media learning
	     d) One minute paper

• Pre-Assessment/ Activating Background Knowledge	Have students share their reflections on the reading assignment from last week's lesson plan Have students turn in their homework assignment in which they watched a movie that had philosophical issues: What did students learn from the activity? Show scenes from the movie, *The Matrix* in order to introduce the lesson plan on certainty and doubt Beliefs are powerful. Think about religious belief and the things

	people will do in order to share their faith. Most people will go to great lengths to convince people about their beliefs
• Teacher Input, Modeling, & Checking for Understanding	Input: Explain issues in certainty and doubt: 1. Descartes' certainty 2. Dogmatism 3. Convictions, opinions, doubt, and belief Addresses issues of authority, faith, and reason Modeling: Choose a controversial issue in philosophy (e.g., existence of God) and ask the class if we can be certain that God exists Can we really be certain about our beliefs, or even knowledge? Check for Understanding: Have students fill out the learning activity form found in Morton (2004) on pp. 9 – 11. Evaluate student responses. Do they understand the differences between convictions, opinion, conjectures, and doubts? Have students write a one minute paper at the end of class to check for comprehension of the course topic

• Guided Practice	1. Small group learning: Are you sure?
	
	     a) The instructor will transpose the learning activity in pp. 9-11 in Morton so it can be handed out to students in order to work in small groups
	     b) Have students read pp. 9-11 in Morton and review the directions with the students
	     c) Debrief
	
	 2. One minute paper: Write down thoughts and reflections of the course material. Was there anything in this topic that was muddled or confusing?
	
	 3. Classroom discussion: Encourage students to think deeply

• Independent Practice	about their own convictions and beliefs Reading assignment: Read pp. 373 – 384 in *Philosophy in Practice* which deals with free will in order to prepare for the next class session a. Write and reflect in the learning journals
• Closure	Implement the one minute paper Have a Q & A session so students are not confused or lost in the course content Prepare students for the next class on metaphysics and free will. Have students search online in either the *Internet Encyclopedia of Philosophy*, or the *Stanford Encyclopedia of Philosophy* on an introduction to metaphysics. Write down thoughts and reflections in learning journals. *Note: If students do not have computer or internet access, inform them that the college has computer resources for internet research, or the teacher can have students go to the library and search for books on introductory metaphysics*
Assessment:	• Classroom discussion and small group work. How are students responding to the course material and learning activities? • One minute paper: Are students confused? Do they understand the philosophical issues presented in class? • Student behaviors and responses during the lecture • Homework and reading assignments: Philosophical movie, writing and reflections in learning journals
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Was there any student resistance during the group activities and classroom participation? If so, what could the instructor do better to mitigate this behavior? ➢ Did students enjoy watching a movie with philosophical underpinnings? ➢ Did the instructor ensure that students are able to comprehend and retain the course material?

Lesson Plan – Week 12

Course Topic:	**Philosophical Topic: Metaphysics – Introduction/Free Will**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule: <table><tr><td>7:00pm – 7:10pm</td><td>Review agenda, Introduce topic</td></tr><tr><td>7:10pm – 7:45pm</td><td>Lecture</td></tr><tr><td>7:45pm – 8:15pm</td><td>Active learning event</td></tr><tr><td>8:15pm – 8:30pm</td><td>BREAK</td></tr><tr><td>8:30pm – 9:00pm</td><td>Lecture</td></tr><tr><td>9:00pm – 9:30pm</td><td>Active learning event</td></tr><tr><td>9:30pm – 9:45pm</td><td>Review topic, prep for next class</td></tr><tr><td>9:45pm</td><td>Dismiss Class</td></tr></table>
Objectives:	At the end of this lesson, students will be able to: - List the main tenets and issues of metaphysics - Distinguish different theories on free will and determinism - Apply freedom and determinist theories to their everyday lives
Resources and Materials:	- Learning activity handouts - Whiteboard and markers *Philosophy in Practice* by Morton - Learning journals - Laptop for PowerPoint presentation
Differentiation:	- Metaphysics is a difficult branch of philosophy to teach, thus, provide a PowerPoint presentation showing key terms and issues within metaphysics so students can write down notes and visualize the course material - The instructor will have students think about the practicality of freedom and determinism by incorporating active learning events that will make students think about their own freedom
Preparing Students for the Lesson: • Transitions	During their reading, students will have read a section on

	free will. Encourage the class to share their thoughts and reflections on the reading
	• Provide a succinct overview of metaphysics and its place in philosophy. Show how Greek thought was influenced by issues in metaphysics (e.g., "Plato's Theory of Forms, Cave analogy)
• Expected Behaviors	• Active student participation such as classroom discussion and individual reflection on the course material
	• Remind students that active participation is an important part of their grade, ensure that students are not discouraged about the nature of the subject, especially since the course consisted of issues such as skepticism and the theory of knowledge
Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	Begin the class by asking questions: What is existence? What does it mean to exist? What is metaphysics?
	Have students read in class pp. 307 – 309 in *Philosophy in Practice* on Reality (metaphysics). Encourage classroom discussion and lecture on an overview of metaphysics.
	Have students share their findings when they searched for introductory material on metaphysics from either the *Internet Encyclopedia of Philosophy or* the *Stanford Encyclopedia of Philosophy*
	Briefly discuss the main issues of metaphysics:
	1. Existence
	2. Substance and property
	3. Mind and Body
	4. Personal Identity
	5. Freedom and Determinism
• Instructional Strategies	Blending learning:
	1. Lecture
	2. Active learning: Individual reflection, Whole class reading

• Pre-Assessment/ Activating Background Knowledge	Briefly recall Greek philosophy and show how Plato and Aristotle were mainly concerned with metaphysical issues such as teleology, substance, and existence
	Provide examples of key historical philosophers who wrote on metaphysics: Descartes, Berkeley, and Spinoza
• Teacher Input, Modeling, & Checking for Understanding	<u>Input</u>:
	Provide a general overview of metaphysics. Show how metaphysics deals with the nature of reality and existence
	Inform students that historical philosophers have pondered on metaphysics
	Provide arguments and show examples of different theories of freedom and determinism
	<u>Modeling</u>:
	Show how metaphysics can apply to our lives (e.g., mind and body, freedom, and existence of God)
	Write arguments on the whiteboard or provide them on PowerPoint showing diverse arguments on freedom and determinism
	<u>Check for Understanding</u>:
	Have students read passages from *Philosophy in Practice* and ask students to interpret what the author is saying
	Incorporate classroom discussion to investigate how well the students are interacting with and comprehending the course material
• Guided Practice	1. Individual reflection – intuitive reflection on free will
	a. Have the class think about their own freedom. Have students think intuitively (i.e., based on your intuitions, are you free about the decisions you make?) b. Have students think about how they got to school tonight. Was it their free choice? Where they determined to come to class?

	c. Have students ponder on issues of freedom and determinism by writing in their learning journals and come up with a scenario where they had to make a decision about something d. After the individual reflection, encourage classroom discussion. Ask students what they think is most practical, freedom or determinism e. Debrief 2. Whole class reading – *Philosophy in Practice* by Morton a. Randomly choose students to read sections from pages 377-379, section 14.5, on Freedom and Responsibility b. The instructor should read the directions on page 377 c. Review the five acts (a) – (e) that Morton provides d. Have the class determine which acts are free e. Debrief: What was the purpose of this activity? What did you learn from this activity?
• Independent Practice	Reading assignment: Read pp. 311 – 336 in *Philosophy in Practice* in the section titled: Materialism and Dualism a. Write and reflect on the reading in the learning journals
• Closure	Q & A session – encourage students to ask questions or provide commentary on the lecture and what they have learned Has your view of freedom changed after the class? Do you believe your choices are truly free?
Assessment:	• Evaluate student's reactions to the difficult course material during the lecture • Classroom discussion: Did students' understand the course material enough to provide thoughtful discussion? • Whole class reading and responses to Morton's five acts
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Was the PowerPoint presentation effective? Did it break the monotony of the teacher always writing on the whiteboard during the lecture? ➢ Students may be confused at the nature of the subject and they may wonder if philosophy has any true application to their life. Make sure to illustrate practical examples and

	provide fun, energetic learning activities so students see the practicality of philosophy
	➢ Provide a practical outlook on metaphysics. Try to avoid teaching too much on theory

Lesson Plan – Week 13

Course Topic:	**Philosophical Topic: Metaphysics – Mind/Body Problem**	
Duration:	• Three hours: 7:00pm – 9:45pm • Class schedule:	
	7:00pm – 7:10pm	Review agenda, Introduce topic
	7:10pm – 7:45pm	Lecture
	7:45pm – 8:15pm	Active learning event
	8:15pm – 8:30pm	BREAK
	8:30pm – 9:00pm	Lecture
	9:00pm – 9:30pm	Active learning event
	9:30pm – 9:45pm	Review topic, prep for next class
	9:45pm	Dismiss Class
Objectives:	At the end of this lesson, students will be able to: • Label the various mind and body theories within metaphysics and the philosophy of mind • Calculate students' metaphysical tendencies towards materialism and idealism	
Resources and Materials:	• *Philosophy in Practice* by Morton • Whiteboard and markers	
Differentiation:	• At this point, students will have a general understanding of metaphysics and the mind/body problem. Provide resources for students to evaluate more in depth about issues in metaphysics • Evaluate which students appear to understand the material better and encourage those students to participate in classroom discussion	
Preparing Students for the Lesson: • Transitions • Expected Behaviors	 • Students will have read on Materialism and Dualism in *Philosophy in Practice* which provided a general overview of the philosophy of mind • Active student participation • Introductory knowledge of mind and body issues	

Teaching the Lesson (Lesson Sequence/ Activities)	
• Motivation/ Anticipatory Set	The instructor should begin with a discussion about what students' have learned about metaphysics so far Explain how metaphysics deals with issues about our relationship between our body and mind Introduce the philosophy of mind
• Instructional Strategies	Blended learning: 1. Lecture 2. Active learning: a. *Philosophy in Practice*, pp. 315 – 316, and pp. 334-335. In these pages, Morton (2004) provides several learning activities
• Pre-Assessment/ Activating Background Knowledge	Explain the relationship between the mind and body Recall Descartes' substance dualism: The mind and body are two separate substances (e.g., "Ghost in the machine")
• Teacher Input, Modeling, & Checking for Understanding	Input: Explain the philosophy of mind and it's major theories: 1. Dualism: Substance Dualism and Property Dualism 2. Materialism: Eliminativist and Reductionist theories 3. Idealism 4. Identity theory Modeling: Briefly describe arguments in regard to the mind and body Illustrate an argument for Eliminative Materialism (i.e., Churchland's theory). Show the class the problem with the argument

	Check for Understanding:
	Have students provide their reason(s) for choosing which view of the mind and body is most convincing

• Guided Practice	1. Have students answer the questions in *Philosophy in Practice* on pp. 315 – 316
	
	    a) Answer the questions individually
	    b) Tally up their scores on p. 316
	    c) Discuss with the class the results from their scores
	    d) Debrief: What did students learn from this activity?
	
	2. Answer questions in *Philosophy in Practice* on pp. 334-335, section 12.12 titled: Five Typical Quotations
	
	    a) Review the directions on p. 334
	    b) Have students break into groups of three
	    c) Based on each quotation, determine which one is a: Dualist, Identity Theorist, or Eliminative Materialist
	    d) Debrief: Did this activity help clarify views on mind and body?

• Independent Practice	Have students begin thinking about their view of the mind and body. How does your view affect the way you think about ethical issues? Reading assignment: Read pp. 173 – 216 in *Philosophy in Practice*, read handout on ethics
• Closure	Have students share their thoughts before closing the lecture Incorporate a Q & A session so students can address any issues or muddy points in regard to the course topic
Assessment:	• Informal assessment: Evaluate student's responses to the group activities and learning activities in *Philosophy in Practice* • Q & A session • Reading assignment and learning journals

Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Ensure that students are understanding the reading material and the active learning events provided in *Philosophy in Practice* ➢ Were the learning activities in *Philosophy in Practice* effective?

Lesson Plan – Week 14

Course Topic:	**Philosophical Topic: Ethics – Ethical Theories**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule: <table><tr><td>7:00pm – 7:10pm</td><td>Review agenda, Introduce topic</td></tr><tr><td>7:10pm – 7:45pm</td><td>Lecture</td></tr><tr><td>7:45pm – 8:15pm</td><td>Active learning event</td></tr><tr><td>8:15pm – 8:30pm</td><td>BREAK</td></tr><tr><td>8:30pm – 9:00pm</td><td>Lecture</td></tr><tr><td>9:00pm – 9:30pm</td><td>Active learning event</td></tr><tr><td>9:30pm – 9:45pm</td><td>Review topic, prep for next class</td></tr><tr><td>9:45pm</td><td>Dismiss Class</td></tr></table>
Objectives:	At the end of this lesson, students will be able to: - List the various ethical theories and positions that contribute to ethical decision making - Contrast ethical theories such as Kantian ethics, Utilitarianism, and Emotivism - Apply ethical decision making by way of a classroom debate
Resources and Materials:	- Learning activity handouts - Whiteboard and markers *Philosophy in Practice* by Morton - Laptop for PowerPoint presentation – classroom debate - Learning journals
Differentiation:	- Students will have a copy of the *Philosophy in Practice* book in order to create an argument for an ethical position during the classroom debate - Students can reference their notes and learning journals
Preparing Students for the Lesson: Transitions	- Students will have read sections on ethics in *Philosophy in Practice* - Students will have wrote and reflected on the reading in their learning journals

• Expected Behaviors	• Students can share with the class their thoughts and reflections from their learning journals • General understanding of ethics as a result from the reading
Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	Begin the class with a discussion on ethics. Find out from students what they thought about the reading assignment. Encourage students to share their thoughts and reflections from their learning journals

• Instructional Strategies	Blended learning
	
	1. Lecture
	2. Active learning:
	
	   a. Classroom debate
	   b. Classroom discussion
	   c. Socratic dialogue

• Pre-Assessment/ Activating Background Knowledge	Have you ever made an ethical decision? Have you ever discussed with anyone about ethical issues (e.g., abortion, death penalty, war)? Have the class share their experiences
• Teacher Input, Modeling, & Checking for Understanding	Input: Provide a general overview of moral absolutes and moral relativism Introduce the following ethical theories: 1. Kantian ethics 2. Utilitarianism 3. Emotivism Modeling: Provide arguments on the whiteboard in regards to moral absolutism, moral relativism, and cultural relativism

• Guided Practice	Write down the arguments for and against Kantian ethics, Utilitarianism, and Emotivism
	
	Check for Understanding:
	
	Ask questions periodically during the lecture
	
	Have students explain back to the instructor Kant's categorical imperative
	
	1. Classroom debate – see handout on page 114 in Appendix A
	2. Socratic dialogue
	
	    a) The instructor will ask a series of questions to the class that will tap into knowledge (Nilson, 2003)
	    b) Dialogue: Do you think the principle of utility is practical? Have students respond. Evaluate their question and ask more questions to encourage classroom discussion and to promote rational thinking
	    c) Encourage students to question the instructors questions and see if the instructor has any flawed reasoning
	    d) Debrief: How powerful are the use of questions when dialoguing with someone in regard to ethical issues?

• Independent Practice	Have students write in their learning journals about their experience with the learning activities such as classroom debate and Socratic dialogue Encourage students to dialogue with a friend on an ethical issue and have them evaluate their responses and use of logic
• Closure	Prepare students for the next class session. Provide a list of ethical issues that the students can choose from to discuss during the next class session. The instructor should choose the two most requested issues to lecture requested by students. Such issues can include: a). Death penalty, (b). Abortion, (c). Euthanasia Have students share their thoughts about the learning activities and the course topic

	Ask students which ethical theory they agree or do not agree with
Assessment:	• Classroom debate and student participation • Socratic dialogue • Response to the reading assignment • Written reflections in the learning journals
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ Did students enjoy the classroom debate? ➢ Ensure that the classroom debate is done in a professional manner (e.g., no fighting, no feelings are hurt) ➢ Encourage students to apply Socratic dialogue and the Socratic method to their future discussions with people in regard to ethical issues

Lesson Plan – Week 15

Course Topic:	**Philosophical Topic: Ethics – Ethical Issues and Ethical Decision Making**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule: <table><tr><td>7:00pm – 7:10pm</td><td>Review agenda, Introduce topic</td></tr><tr><td>7:10pm – 7:45pm</td><td>Lecture</td></tr><tr><td>7:45pm – 8:15pm</td><td>Active learning event</td></tr><tr><td>8:15pm – 8:30pm</td><td>BREAK</td></tr><tr><td>8:30pm – 9:00pm</td><td>Lecture</td></tr><tr><td>9:00pm – 9:30pm</td><td>Active learning event</td></tr><tr><td>9:30pm – 9:45pm</td><td>Review topic, prep for next class</td></tr><tr><td>9:45pm</td><td>Dismiss Class</td></tr></table>
Objectives:	At the end of this lesson, students will be able to: - Describe the arguments for or against ethical issues that were chosen by the class - Construct an argument for or against an ethical issue - Make critical decisions and judgments about ethical issues
Resources and Materials:	- Learning activity handouts - Whiteboard and markers *Philosophy in Practice* by Morton - Learning journals
Differentiation:	Share with students some books on ethics and ethical issues that may help clarify the topic
Preparing Students for the Lesson:	
• Transitions	- Students will have a general knowledge of ethics and ethical theories - Have students apply ethical decision making based on the ethical theory that they adopt or agree with
• Expected Behaviors	- Active student participation in the learning activities and classroom discussion - Students will provide stories about their experiences dealing

| | with ethical issues |
| | • Classroom tolerance and open mindedness, especially in ethical issues |

Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	Have students share their experiences about making ethical decisions
	Encourage classroom discussion by sharing the instructor's experience of making decisions about ethical issues
• Instructional Strategies	Blended learning
	1. Lecture
	2. Active learning:
	a. Classroom discussion
	b. Small group learning
• Pre-Assessment/ Activating Background Knowledge	Recall the course topic during last week's lesson
	Remind students about ethical theories and positions
• Teacher Input, Modeling, & Checking for Understanding	Input:
	Provide arguments for and against the ethical issues chosen by the class
	Provide examples of ethical decision making. Read passages from books that provide a roadmap for making tough ethical decisions
	Modeling:
	Choose a moral dilemma in context to the ethical issues chosen. Discuss the issues from the approach of different ethical theories, such as Utilitarianism (e.g., how would a Utilitarian respond to X)

• Guided Practice	Check for Understanding:
	Classroom discussion
	Small group learning activity
	Ask questions during the lecture
	1. Classroom discussion

	a. Have students individually write down an ethical dilemma they have experienced or have discussed with another person relevant to the ethical issues discussed in the lecture
	    b. Ask the following questions: What did students learn from that experience? Is every ethical issue seen as black and white? What about grey areas, especially in the context of ethical issues?
	    c. Debrief

	2. Small group learning – see page 115 in Appendix A
• Independent Practice	Have students write and reflect about the course topic in their learning journals
	Class assignment: Re-read student's class notes and learning journals in order to prepare for the final exam
• Closure	Have students share their thoughts before closing the lecture
	Share with students the contents of the final exam; provide logistics of the final exam
	Have students bring to the next class session the two required books, classroom notes, handouts, and learning journals in order to review the course during the last week of the semester
Assessment:	• Classroom discussion • Small group learning • Thoughts and reflections in their learning journals • Interaction with ethical issues and ethical decision making
Notes & Reflections:	➢ Were the learning objectives accomplished? ➢ The instructor must provide a safe learning environment

	since students are sharing their experiences about their discussions on ethical issues
	➢ Be aware that the course material is controversial and may create tension in the class. The instructor must find ways to ease the tension if needed
	➢ The instructor must model tolerance and open mindedness in regards to students' views on ethical issues

Lesson Plan – Week 16

Course Topic:	**Course Review – Prepare for Final Exam**
Duration:	- Three hours: 7:00pm – 9:45pm - Class schedule: <table><tr><td>7:00pm – 7:05pm</td><td>Review agenda</td></tr><tr><td>7:05pm – 8:05pm</td><td>Course Review/ Q & A session</td></tr><tr><td>8:05pm – 8:15pm</td><td>BREAK</td></tr><tr><td>8:15pm – 9:45pm</td><td>Active learning event</td></tr><tr><td>9:45pm</td><td>Dismiss Class</td></tr></table>
Objectives:	At the end of this lesson, students will be able to: Recall the basic elements of philosophy such as logic/critical thinking, history of philosophy, and diverse philosophical topics
Resources and Materials:	*Philosophy in Practice* by Morton *The Story of Philosophy* by Magee - Laptop and PowerPoint for Jeopardy learning game - Learning journals - All classroom handouts - Whiteboard and markers - Copy of the final exam
Differentiation:	- Share with the class the contents of the final exam - Students are allowed one page of open notes during the exam - Encourage students to form a small group meeting to review and prepare for the final exam
Preparing Students for the Lesson: • Transitions • Expected Behaviors	 - At this point, students may not remember the course material from previous weeks. Lecture on what was covered during the entire course - Introductory knowledge of the course material - Ability to compete in the learning game: PowerPoint Jeopardy

Teaching the Lesson (Lesson Sequence/ Activities):	
• Motivation/ Anticipatory Set	Show enthusiasm and energy since this is the last week of the semester Congratulate students on a job well done, especially for their participation in the learning activities during the semester Inform students that they are allowed one page of notes during the final exam

• Instructional Strategies	Blended learning
	
	   1. Lecture/Course review
	   2. Active learning:
	
	      a. Learning game: PowerPoint Jeopardy

• Pre-Assessment/ Activating Background Knowledge	Have students recall what they have learned during the semester. Begin by asking questions: What is philosophy? How can we apply logic and critical thinking to our lives? Explain Plato's Cave analogy
• Teacher Input, Modeling, & Checking for Understanding	Input: List on the whiteboard what will be covered on the final exam Read portions of the final exam to the class Review the contents of the course so students are refreshed with knowledge of philosophy Modeling: Share with the class how to write a final exam essay Inform the class the instructor's expectations of the final exam Check for Understanding: Have a Q & A session so students can address any issues that

	seem muddled or confusing
	Learning game: PowerPoint Jeopardy
• Guided Practice	1. Q & A session during the course review
	2. PowerPoint Jeopardy
• Independent Practice	Review required textbooks, learning journals, classroom lecture notes, and handouts
	Instructor should encourage students to form small group studies for the final exam
• Closure	Have students turn in their learning journals for review and grade from the instructor
	Encourage students to apply the course material to their lives. Show examples of how philosophy can be applied to everyday life
	Ask for student feedback about the delivery of the course. What could the teacher have done better?
	Remind students about the logistics of the final exam
Assessment:	• Q & A session • Participation and competition in PowerPoint Jeopardy
Notes & Reflections:	➢ Was the unit plan learning objectives accomplished?
	➢ What kind of feedback did the instructor receive from students about the course? Positive feedback? Negative feedback? Things to work on?
	➢ Be aware that students may have negative stereotypes after learning philosophy due to the complex nature of the subject matter
	➢ How effective was the PowerPoint Jeopardy? Were students able to recall and retain the course material as a result?

Chapter Summary

This curriculum was designed to enable novice and experienced teachers to implement active learning techniques in an introductory philosophy course. The unit plan serves as a framework for the teacher to build the weekly lesson plans and guides the teacher towards successful student learning. In Chapter 5, the author provides a discussion of the contributions of the curriculum, limitations, peer assessment, and recommendations for further development.

Chapter 5

DISCUSSION

Contributions of the Curriculum

This project contains a curriculum for a Philosophy 101 course designed to help teachers implement effective instructional strategies, such as active learning. The author implemented a blended learning approach to the curriculum, which combines multiple instructional strategies such as lecture and active learning. This curriculum provides active learning techniques, such as classroom discussion, think, pair, share, Socratic dialogue, and small group learning. The lesson plans are designed to show teachers how and when to utilize an active learning engagement during the course.

Limitations

There were two limitations to this curriculum. First, the learning activities and small group work in the curriculum may provide some logistical difficulties if the classroom took place in a large lecture hall. For example, the classroom would be chaotic if the teacher had students randomly break up into groups in a large class. As a result, the teacher may have to strategically pair students in groups based on proximity to each other if the class size becomes a distraction when breaking up into small groups. Furthermore, the teacher would have to guide and direct students to meet in their small groups in a large lecture hall environment. Overall, if this curriculum took place in a large lecture hall, the instructor must prepare for each lesson plan and find creative ways to facilitate small group learning that minimizes distractions and chaos. Second, this

author was limited by a lack of a formal graduate degree in philosophy. However, this author has successfully taken 24 graduate units in philosophy at an accredited university. As a result, some teachers may have to alter the course content and lecture topics within the curriculum based upon their subject matter expertise in philosophy.

Peer Assessment

This curriculum was reviewed by two educators with philosophy backgrounds and teaching experience. The first assessor thought the curriculum's instructional approach would enlighten students about philosophy since the learning activities are practical and interactive. The assessor noticed that the modeling sections in the lesson plans may be daunting for some students. For example, in lesson plan week 2, the modeling section requires that students think of a time when they debated with a friend or family member about issues such as the death penalty. The first assessor argued that many students will not connect or participate in this discussion if they have never debated on a philosophical issue. Rather, the teacher should ask students a more relevant issue that involves critical thinking, such as if they have ever argued for or against the legal age limit to drink alcohol in the U.S. Students may be able to connect better by sharing their stories and experiences about their arguments for or against something that is practical to their current lives. Most important, the first assessor noticed that many of the lesson plans suggest that the instructor ask students if they are lost or muddled in the course content. The first assessor recommended that the teacher should not ask students if they feel lost or muddled; rather, the teacher should assess all of the students' progress in the course topic by evaluating their work in small groups, or by another assessment strategy. In that way, students do not feel singled out if no one else feels lost in the course content.

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Overall, the first assessor provided insightful, informal feedback that this author can use to enhance the curriculum in order to promote effective student learning.

The second assessor thought the curriculum was an effective form of instruction. This assessor noticed that many of the active learning handouts had questions at the end of the activities, such as, what was the purpose of this learning activity? The assessor recommended that the instructor should establish the purpose of the learning activity before the event; in that way, students are aware of its purpose up front. When the teacher explains the purpose of the learning activity at the beginning, students will have a clearer focus of the end result that leads toward enhanced learning. The assessor thought the active learning assignments were simple and practical for an introductory course. The assessor noticed that, from his experience, some learning activities can be too complex and result in learning experiences that frustrate students and the teacher. Furthermore, the assessor thought that some of the active learning assignments should be rehearsed, especially when certain activities request students to formulate arguments. The assessor recommended that students throughout the course should continually construct arguments, since philosophy is contingent on the proper use of argumentation and critical thinking. Therefore, the second assessor gleaned from his teaching experience in order to provide an informal assessment of the Philosophy 101 curriculum.

<center>Recommendations for Further Development</center>

As a recommendation, this curriculum may benefit from research in regard to what types of active learning events more effectively enhance and motivate student learning. Perhaps some students learn best when they perform and participate in a classroom debate. On the other hand, some students may prefer more individual

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reflection, such as a one minute paper, on the course material rather than small group learning. Thus, this author should further develop the curriculum by meeting the needs of diverse learners who may prefer more individual active learning than active learning in small groups.

Project Summary

Philosophy is theoretical and hypothetical in nature, which makes it difficult and a challenge to teach. Teachers of philosophy must be aware of multiple instructional strategies, such as lecture and active learning, to enhance and motivate student learning. During this research project, the author reviewed relevant literature on teaching philosophy and active learning, which revealed that active learning may be the most effective instructional strategy to enhance and motivate philosophical learning. As a result, the author provided a curriculum for a Philosophy 101 course to help teachers implement active learning techniques to promote knowledge transfer and successful student learning.

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APPENDIX A

Classroom Handouts and Learning Activities (Blank copies)

STUDENT INTERVIEW FORM

Course Title: Introduction to Philosophy

Course Number: PHIL 101

Name of Student Interviewed: _____

<u>Directions</u>:

Partner with a student and interview them based on the questions provided below.

When finished, you will present your findings to the class *(Note: If this is a large lecture class, void this step. Collect the interview forms and review at a later time)*.

Please return the form to the teacher when instructed to do so.

1. What is your academic major? If undecided, which major seems most interesting?

2. What is your dream job?

3. What was the best vacation you ever took?

4. Have you been introduced to philosophical concepts in your other classes?

5. On a scale of 1-10 (10 being highest), rate your general knowledge of philosophy?

6. Tell me one fun fact about yourself.

Introduction to Philosophy
Week 1 – Introduction

Philosophy Terms and Online Resources

Philosophy – Thinking about thinking; the pursuit of ultimate wisdom
concerning life and the nature of reality (Quinton, 2005).

Metaphysics – The study of ultimate reality; existence, change, personal
identity, space, substance, time (Angeles, 1992).

Epistemology – The theory of knowledge. Branch of philosophy that
asks questions such as: Where does knowledge come from?
What is Knowledge? Is knowledge derived from reason?
(Angeles).

Ethics – The study of morality or moral acts. Key concepts: Ought, should, duty, moral
rules, right, wrong, obligation, responsibility (Angeles).

Logic – The study of the rules of correct reasoning; valid thought patterns
(Angeles).

Reason – The capacity to abstract, infer, comprehend, relate, reflect, notice similarities
and differences (Angeles).

Argument – To provide reasons, proof, or evidence offered in support or denial of
something. In logic, an argument is a series of premises or statements that
are logically related to a conclusion (Angeles).

Objective – To evaluate a situation without being affected by feelings, emotions, and
preconceived notions (Angeles).

Subjective – Focus on the individual or subject's particular perspective, feelings, beliefs,
and desires (Solomon, 2005).

Online Resources:

Internet Encyclopedia of Philosophy: http://www.iep.utm.edu/

Stanford Encyclopedia of Philosophy: http://plato.stanford.edu/

Introduction to Philosophy
Week 2 – Critical Thinking

<u>Learning Event: Truth-Value</u>

Directions:

1. Break into groups of three.

2. Review the following statements and circle the statements that have truth-value.

3. Purpose: Identify statements that have truth-value.

Statements:

Pink elephants exist.

Mr. Des Armier is a great teacher!

Therefore, intelligent design proves that God exists.

I don't like rocky road ice cream.

I know how to get to the 405 freeway.

That's my house!

Thus, all physicists have super intelligence.

Shakespeare wrote *The Crucible*.

Ouch!

Questions and Debrief:

What problems (if any) did your group have?

What did you learn from this learning event?

Introduction to Philosophy
Week 2 – Critical Thinking

<u>Learning Event: Create an Argument</u>

Directions:

1. Break into groups of four.

2. Formulate an argument in the space below.

Premise # 1: _____

Premise # 2: _____

Conclusion: _____

Questions and Debrief:

What problems (if any) did your group have?

What did you learn from this learning event?

GROUP PRESENTATION GUIDELINES
Week 3 – Logic

Instructions:

1. Meet with your assigned group/team (4 people per group/team).

2. Each group will present on a historical figure in philosophy to the class. Students will be a given a list of philosophers to choose from (see below).

3. The instructor will provide a brief introduction about these philosophers during weeks 4 - 8. Thus, take good notes!

4. Whichever philosopher your group chooses, your team will be called the name of the philosopher you will present (e.g., "Team Aristotle", "Team Kant").

5. Choose which students have certain levels of responsibilities:

    - Lead presenter
    - Facilitators
    - Presentation Designers – create handouts, presentation outline

6. Presentation rules:

    - Provide a brief introduction of your chosen philosopher: Highlight their major works, beliefs, philosophical positions (If you need help, the teacher can guide the student).

    - Send the teacher an outline of the presentation a week before the presentations.

    - Duration: **20 minutes**.

    - Each group should reference the book: *The Story of Philosophy*, to help find information about the philosopher chosen.

    - Use the library and online philosophy resources to help guide the project.

List of philosophers to choose from:

Socrates	John Locke	Descartes
Plato	David Hume	G. W. Leibniz
Aristotle	Immanuel Kant	John Stuart Mill
Thomas Aquinas	Nietzsche	Wittgenstein

Introduction to Philosophy
Week 4 – Greek Period

Learning Event: Mix and Match the Philosopher

Directions:

1. Break into groups of three.
2. Match which statement correctly matches the philosopher.
3. Put the letter(s) in the line next to the philosopher.

Philosopher: Statement:

Pre-Socrates _____   A. Encouraged us to examine our life

Plato   _____   B. Biology is the key to science

Socrates   _____   C. Emergence of rational thinking

Aristotle   _____   D. Wrote the *Republic*

                                 E. Never wrote a book on philosophy

                                 F. Everything undergoes change

                                 G. Theory of the Forms

                                 H. The Myth of the Cave

                                 I. Used persistent questioning

                                 J. The first philosophers

Questions and Debrief:

What problems (if any) did your group have?

What did you learn from this learning event?

What was the purpose of this activity?

Introduction to Philosophy
Week 5 – Medieval Period

Learning Event: Identify the Five Ways

Directions:

1. Break into groups of four.
2. List Aquinas's five ways argument in section A.
3. Look at the hints in Section B to help identify the five ways.
4. In section C, critique one of the five ways and identify what is wrong with the argument (if anything is wrong with it).

Section A:

Argument from _____

Argument from _____

Argument from _____

Argument from _____

Argument from _____

Section B (Hints):

God is an unmoved mover (Copleston, 1993).

Nothing can be the cause of itself (Copleston).

There must exist a necessary being, which is the reason why contingent beings come into existence (Copleston).

Degrees of perfection necessarily imply the existence of a best, which will be also a supreme being (Copleston).

All natural things are directed toward an end (Copleston).

Section C: Critique one of the five ways

_____
_____
_____

Questions and Debrief:

What problems (if any) did your group have?

What did you learn from this learning event?

What do you think was the purpose of this learning activity?

<u>Create a Possible World</u>

Directions:

1. Break into groups of two.
2. Create a possible world based on Leibniz's position about the best of all possible worlds argument.
3. Remember to follow the rules of world making, e.g., different worlds cannot defy the laws of logic and science. You can create a world with less evil than this world.

The Better World: What's in it? What makes it better?

•
•
•
•
•
•

Questions and Debrief:

What problems (if any) did your group have?

What did you learn from this activity?

What was the purpose of this learning activity?

Introduction to Philosophy
Week 7 – History of Philosophy: Modern Period

<u>How are they different?</u>

Directions:

1. Break into groups of five.
2. In the table below, write down the differences between Rationalism and Empiricism.

Rationalism	Empiricism
➢	➢
➢	➢
➢	➢
➢	➢
➢	➢
➢	➢

Questions and Debrief:

What problems (if any) did your group have?

What did you learn from this activity?

What was the purpose of this activity?

Introduction to Philosophy
Week 8 – History of Philosophy: Contemporary Period

<u>Learning Event: How are they different?</u>

Directions:

1. Break into groups of four.
2. Think about some of the main points from Analytic and Continental philosophy.
3. In the chart below, explain how these approaches to philosophy and schools of thought are different:

Analytic philosophy	Continental philosophy

Questions and Debrief:

What problems (if any) did your group have?

What did you learn from this activity?

What was the purpose of this learning activity?

Introduction to Philosophy
Week 14 – Ethics: Ethical Theories

Learning Event: Classroom debate

Directions:

1. Break into two groups:

    a. Group 1 – Moral Absolutists
    b. Group 2 – Moral Relativists

2. Each group will debate each other.

3. As a group, provide at least one argument for your position and present it to the group as to why you hold to your position.

4. Each group will choose the best argument out of the class to present their position.

5. Assign a leader to present the argument: The leaders will have 10 minutes to plead their case.

6. Each group will be allowed to rebut the other group's argument.

7. Note: This is a professional debate, please be objective! Always show courtesy and respect for your opponents.

Questions and Debrief:

What problems (if any) did your group have?

What did you learn from this activity?

What was the purpose of this learning activity?

<u>Learning Event: Ethical Issue</u>

Directions:

1. Break into groups of five.

2. Construct an argument on any ethical issue of your choice based on the following ethical theories: (Circle the ethical theory you will base your argument on)

    c. Kantian ethics
    d. Utilitarianism
    e. Emotivism

3. Each group will be allowed three premises (you do not have to have three premises if it is not necessary): If you need more premises, write them anywhere on the page.

4. Each group will have 10 minutes to construct their argument.

5. Present the argument to the class and turn in to the teacher when finished. Write your names at the top of the page.

Argument:

Ethical Issue (e.g., abortion, animal rights): _____

Premise # 1 _____

Premise # 2 _____

Premise # 3 _____

Conclusion _____

Questions and Debrief:

What problems (if any) did your group have?
What did you learn from this activity?
What was the purpose of this learning activity?

APPENDIX B

Final Exam (Blank copy)

<u>**Introduction to Philosophy: Final Exam**</u>

Section 1: Introduction = 5 points (5 points each)

<u>Directions</u>: Please answer the following questions (1 – 2 sentence response).

1. What is philosophy? (1 point)

2. List the branches of philosophy in no necessary order. (2 points)

3. List the major historical periods of philosophy (Does not have to be in chronological order). (2 points)

Section 2: Logic and Critical Thinking = 10 points

<u>Directions</u>: Please answer the following questions (1 – 2 sentence response).

1. What does it mean to think critically? (1 point)

2. What is logic? (1 point)

3. What does it mean when a sentence has truth-value? (1 point)

4. What is an argument? (1 point)

5. What is the difference between objectivity and subjectivity? (1 point)

6. List and define at least three informal fallacies. (2 points)

   a)

   b)

   c)

7. Write down the formulas for each valid logical form. (3 points)

   Barbara:

   Modus Ponens:

   Modus Tollens:

Section 3: Survey of the History of Philosophy

Part one: 5 points (1/2 point each)

Directions: Read the statements below, match the statement that best corresponds to the following historical figures in philosophy (Put the letters next to the philosopher).

Statements:

   A. Used questioning tactics
   B. Focused on philosophy of nature, such as biology
   C. All else being equal, the simpler theory is to be preferred
   D. God's existence is proven *a posteriori* (Copleston, 1993)
   E. Promoted substance dualism: The mind and body are separate substances
   F. God created the best possible world
   G. Children are born with a blank slate (*Tabula rasa*)
   H. Relation of ideas versus matters of fact
   I.   Mixes rationalism and empiricism
   J.   Defended logical positivism

Philosophers:

____ : A. J. Ayer
____ : Socrates
____ : John Locke
____ : David Hume
____ : Socrates
____ : Immanuel Kant
____ : Thomas Aquinas
____ : William of Ockham
____ : Aristotle
____ : G. W. Leibniz
____ : Descartes

1. Pick one philosopher to write on during the Greek period (Socrates, Plato, or Aristotle). What were their major positions? What were their contributions to philosophy?

2. Choose any historical philosopher of your choice that was addressed during the course. Major philosophical positions? Contributions to philosophy?

Section 4: Philosophical Topics

Part one: 5 points (1/2 point each)

Directions: Read the statements below, match the statement that best corresponds to the following philosophical topics (Put the letters next to the topics).

Statements:

A.   There is no such thing as a mind, only a brain.
B.   Beliefs should not be challenged (Morton, 2004).
C.   Moral acts should be willed into a universal law.
D.   Self-justified or directly justified (Crumley, 1999).
E.   There are two basic kinds of things in the universe; minds and physical objects (Morton).
F.   Everything that happens is caused to happen in a way that makes it impossible for it to happen any other way (Morton).
G. An action is right when it produces the greatest balance of pleasure over pain among all people it affects (Morton).
H. Being rational about ethics is meaningless.
I.   Moral values differ from person to person (Angeles, 1992).
J.   The justification of our beliefs comes from basic beliefs, which do not depend on other beliefs for their justification (Crumley).

Philosophical Topics:

Dualism: _____
Categorical Imperative: _____
Basic Beliefs: _____
Dogmatism: _____
Utilitarianism: _____
Determinism: _____
Eliminative Materialism: _____
Emotivism: _____
Moral Relativism: _____
Foundationalism: _____

Directions: Choose any philosophical topic that was discussed in class (e.g., Libertarian Freedom, Substance Dualism). Write at least two paragraphs (5 – 6 sentences per paragraph) on the topic by discussing its main argument and identify at least one problem with the argument.

Section 5: Extra Credit (5 points)

<u>Directions</u>: After taking this course, provide at least two examples of how you can apply philosophy to your daily lives and in your future college courses. Write at least two paragraphs.

APPENDIX C

Course Syllabus

PHIL 101: Introduction to Philosophy

Day: Monday

Time: 7:00pm – 9:45pm

Instructor: David Des Armier

Course Objectives

The purpose of this course is to provide students with a general survey of Western philosophy. The course will promote an interactive, participatory learning environment, such as small group work and individual reflection on the course material. All students will be responsible for being active participants in their learning.

At the end of this course, students will be able to:

- Describe the basic tenets of philosophy and the key historical figures.
- Apply the knowledge of philosophy by taking part in critical thinking activities.
- Actively articulate various philosophies.
- Construct arguments founded on logical principles.

Course Texts

Magee, B. (2001). *The Story of Philosophy*. New York: Dorling Kindersley.

Morton, A. (2004). *Philosophy in Practice: An introduction to the main questions* (2nd ed.). Oxford: Blackwell Publishing.

Student Preparation for Class

Students will prepare for class by reading the assigned material ahead of class and will be responsible for writing and reflecting on the reading in student's learning journals.

Grading

The semester grade will be based on the following assignments:

Learning journals: 20% (20 points)
Group presentations: 15% (15 points)
Active participation: 25% (25 points)
Final exam: 40% (40 points)
Total: 100% (100 points)

Course Grade Scale

100-90 = A

89 – 80 = B

79 – 70 = C

69 – 60 = D

59 – 0 = F

Learning Journals

Each student is responsible to write and reflect on the reading assignments and on the lecture. Students are encouraged to share their thoughts and reflections in their learning journals during class. The reading assignments will be graded based on the information and thoughtful reflection contained in the learning journals. The journals are due on Week 16.

Group Presentations

Each student will be paired into groups selected by the instructor to present on a key historical figure in philosophy. More details to follow.

Active Participation

It is required that all students participate in all learning activities and group work. Active participation is worth 1/4 of your course grade.

Final Exam

The final exam will take place during finals week. On week 16, the instructor will have a review session. The final exam will be scheduled on Monday from 7:00pm – 9:45pm in a classroom to be determined by the exam department. More instructions will be provided at a later time.

Course Calendar:

Week	Course Topic	Reading Assignments
Week 1	Introduction to Philosophy	*Philosophy in Practice*, pp. 121-148 *The Story of Philosophy*, pp. 6-9
Week 2	Critical Thinking	*Philosophy in Practice*, re-read pp. 121-148
Week 3	Logic	*The Story of Philosophy*, pp. 12-47
Week 4	History of Philosophy Survey – Greek period	*The Story of Philosophy*, pp. 50-61
Week 5	History: Medieval period	*The Story of Philosophy*, pp. 64-99
Week 6	History: Modern period	*The Story of Philosophy*, pp. 102-117
Week 7	History: Modern period	*The Story of Philosophy*, pp. 132 -137 ,172-178, 194-225
Week 8	History: Kant and Contemporary period	Review all readings, learning journals, and class notes
Week 9	Course review	Handout on an introduction to epistemology
Week 10	Philosophical topic: Theory of Knowledge	*Philosophy in Practice*, pp. 3-34
Week 11	Topic: Certainty and doubt	*Philosophy in Practice*, pp. 373-384
Week 12	Topic: Metaphysics – Freedom and determinism	*Philosophy in Practice*, pp. 311-336
Week 13	Topic: Mind/body problem	*Philosophy in Practice*, pp. 173-216
Week 14	Topic: Ethics – Ethical Theories	No reading assignment
Week 15	Topic: Ethical issues and Decision Making	Review lecture notes, learning journals, and all classroom handouts for review of final exam
Week 16	Course review	No reading assignment