

Assessment: Course Four Column



Courses (A&L) - Philosophy

PHIL 101 Griffith: Intro to philosophy

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Survey of some of the perennial ideas in philosophy - This class is a survey of some of the perennial ideas in philosophy.</p> <p>In the class we discover and try to understand some the views of some of the world’s most influential philosophers. The class also attempt to understand how and why some of these sometimes ancient ideas have remained not only well known, but more importantly, still relevant. The class also looks at how ideas have influenced the development of our civilization, reason and reflection.</p> <p>The emphasis of the class will be on the study of primary source materials from the time of ancient Greece up to more modern philosophical developments.</p> <p>Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Exam - Final essay examination Criterion: Although this class is considered a survey class of the development of philosophical thinking, the final examination demands that the students focus on one particular development and not simply an historical overview. Although, since all philosophical schools of the western world are interdependent, often in conflict with each other, it is still necessary to have an understanding of the implications of preceding schools of thought as well as subsequent developments. As an example, it is virtually impossible to begin a study of Plato’s World of Forms without some sort of grounding the Sophist movement.</p> <p>I feel that it is better for even 100 level students to become masters of one philosophical idea or school rather than have a facile yet shallow view of a greater range of philosophical thought; that whilst broad may not be very deep.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes</p> <p>In this class as much as possible in a 100 level philosophical survey class, we attempt to use primary source materials to actually understand and agree or disagree with philosophical schools of thought and their leaders. I do my best not to limit the students to simply a secondary source overview. Since this class is not a GenEd students who take it tend to be almost passionately interested in the subject. For this reason the final essays tend to be of superior quality. (07/31/2019)</p>	<p>Action: Action Plan:</p> <p>This class always present difficulties in some manner. How much to we have to cover? Is it better to continue with a philosophical study even though the students may find themselves engrossed in a particular philosophy and wish to spend more time gaining a deeper understanding? It has been my method to take this class where it seems to want to go, and every semester seems to be different. I think, in retrospect that is a better method in which to teach philosophy. As an example, do we really need to study Hume’s skepticism after having studied the original ancient Greek from? Although it might be interesting to note its revival during the Enlightenment period, it is not perhaps necessary to do a close reading, although, considering the present idea that science is almost an infallible art we do study the</p>

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			<p>more modern version of the Popper Thesis.</p> <p>Having said the above, one school of thought that the did not do this semester was the Romantic Movement under the guidance of Rousseau, this was perhaps a mistake when trying to understand Nietzsche's thoughts as, surprisingly, also an expression of Romanticism.</p> <p>One major change that I have made based upon recent re-reading of Stromberg's "European Intellectual History since 1789" is to include Charles Darwin and the impact of his theory of evolution as a philosophical statement. (07/31/2019)</p>

<p>Demonstrate an understanding of the philosophical systems - Students will be expected to demonstrate an understanding of the philosophical systems covered during the course, to be able to discuss comparisons and contrasts between ideas, and to state major arguments. In this course the student will have an opportunity to learn more about their own personal philosophical views, as well as develop their critical thinking skills through discussion</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Discussion - Classroom discussions</p> <p>Criterion: It is hard, at least for me, to have an absolute on the issue of classroom discussions. There are students who are naturally moved to express themselves verbally and others who are by nature shy. My criterion on this is to, it is always a small class, remember classroom discussion, the level of the discussion and apply this to the final essay in the class if points based participation will raise the grade. But the reality has been that the student essay have tended, in this class, to be of superior quality.</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>Classroom discussion have always tended to lively, interesting and because I can be a taskmaster in demands that students have supporting information even in discussion, well supported by evidence. I must also add that although students can become very attached to differing schools of thought, the discussions have always been well mannered and considerate. (07/31/2019)</p>	<p>Action: No changes planned at this time. (07/31/2019)</p>
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