

## Term Information

Effective Term Spring 2021  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

To add the option of teaching this course online.

**What is the rationale for the proposed change(s)?**

Our department wants to regularly offer a DL version of this class.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

We anticipate no programmatic implications as a result of this change.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area Philosophy  
Fiscal Unit/Academic Org Philosophy - D0575  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1100  
Course Title Introduction to Philosophy  
Transcript Abbreviation Intro to Philosophy  
Course Description Examination of major problems, such as the nature of reality, knowledge, truth, morality, and the relation of philosophy to science and religion.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Recitation, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

#### [Previous Value](#)

Not open to students with credit for 101 or 101H.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

38.0101

### Subsidy Level

General Studies Course

### Intended Rank

Freshman, Sophomore

## Requirement/Elective Designation

### General Education course:

Culture and Ideas

## Course Details

### Course goals or learning objectives/outcomes

- Demonstrate a detailed understanding of some of the major philosophical arguments for and against the existence of God, and major philosophical theories of mind and body, knowledge, and free will.
- Manifest good writing skills on exam essay questions and in discussion posts.

#### [Previous Value](#)

### Content Topic List

- Ancient Philosophy
- Early Modern Philosophy
- The Theory of Knowledge
- Value Theory and Ethics
- Metaphysics and the Fundamental Nature of Reality

### Sought Concurrence

No

## Attachments

- PHILOS 1100 ASCTech Checklist.docx: ASC checklist  
*(Other Supporting Documentation. Owner: Brown, Michelle E.)*
- PHILOS 1100 DL syllabus.docx: DL syllabus  
*(Syllabus. Owner: Brown, Michelle E.)*
- PHILOS 1100 GE Assessment Rubric and Appendix.pdf: Assessment plan  
*(GEC Course Assessment Plan. Owner: Brown, Michelle E.)*
- PHILOS 1100 in-person syllabus.pdf: In person syllabus  
*(Syllabus. Owner: Brown, Michelle E.)*

**COURSE CHANGE REQUEST**  
1100 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/25/2020

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Brown, Michelle E.	06/30/2020 01:22 PM	Submitted for Approval
Approved	Lin, Eden	06/30/2020 03:09 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/30/2020 08:26 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/30/2020 08:26 PM	ASCCAO Approval



# THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: PHILOSOPHY 1100**

### **INTRODUCTION TO PHILOSOPHY AUTUMN 2020 – 100% ONLINE**

## **COURSE OVERVIEW**

### **Instructor:**

Glenn Hartz

Email address: [hartz.1@osu.edu](mailto:hartz.1@osu.edu)

Phone number: 419 755 4354

Office hours: Monday and Tuesday 11 am–12 pm (via Zoom) and by appointment. Students should email me to arrange to meet with me at other times by zoom or phone.

Office Location: 219 Ovalwood Hall, Mansfield Campus

### **Course description**

This course is designed to get you to think through deep questions which have puzzled the best thinkers in the world down through the centuries. These are such questions as, Is there a God? If so, how could we know he's there? What is a person—a pile of matter or that with a mind or spirit injected into it? How about material objects—are there any, and if so how do we prove they are there causing our perceptions? When people act, do they do what they do by their own choice, or is it all a matter of some cosmic fate or determinism?

Too often students think philosophy will give them "the truth" about these matters, as if there is a single, definite, "proven" theory which beats the others cold. As a matter of fact, if such a theory were available, the issue would become pretty much moot from a philosophical point of view, since philosophers are only keenly interested in those issues on which there are many possible positions and which require extremely subtle judgment. Thus our goal here is not to lead you to the true theories, but to increase your understanding of the issues as well as your ability to discuss them with a certain degree of objectivity, sensitivity, and sophistication. So if at the end of the course you are a theist, you should have gained an appreciation of both your own position and the atheistic alternative. You should be able to maintain a fruitful dialogue with an atheist or

a critic of religion, pointing out strengths and weaknesses in your own as well as your opponent's position. If you believe there are physical objects, you should be able to discuss the issue profitably with an idealist who believes there are only minds. And so on.

Students are thus encouraged to become active participants in the art of philosophizing and in interpreting some of the major theories in the field of metaphysics. At the same time, those theories are very practical, for they apply to a wide range of issues (for example, abortion or the place of religion in the world) that confront us each day in our culture. So “everyday life” will appear often in my lectures and is relevant to your exam answers as you synthesize the material.

Of course, a more lofty goal, presupposed in every philosophy course, is that you be drawn into an appreciation of the intrinsic value of theoretical inquiry--to see the value of sound thinking and good writing as applied to a wide range of issues.

Indeed, philosophy's greatest contribution is its ability to see individual topics in light of the whole of inquiry, and to find rich connections between these various subject areas. Thus, in lecture I will draw on the sciences, literature, religion, and philosophical topics distinct from those explicitly under discussion in order to illustrate the power of synthesis inherent in the philosophical point of view. Hopefully, you too will be able to make such connections along the way.

The course is divided into four sections according to topics.

1. Arguments for and against God's existence. Several arguments in favor of God's existence are presented followed by the problem of evil – which tends to point the other way.
2. Theories of mind and body. We ask whether humans have minds as well as bodies, and find that there are at least three separate positions one can take if one answers that question affirmatively. Those who claim there is no mind are materialists, and one main version of this position is examined.
3. Theories of perception. We ask about what we perceive and how our perceptions are caused. After examining two versions of realism, which holds that material objects cause our perceptions, we turn to idealism, according to which there are only minds in the universe.
4. Free Will. We ask whether one ever genuinely chooses to do any of one's actions, or if these are the inevitable results of natural laws and social or psychological factors beyond one's control. This question is especially important in considering how moral blame and praise can be justified.

## **Course learning outcomes**

By the end of this course, students should successfully be able to:

Demonstrate a detailed understanding of some of the major philosophical arguments for and against the existence of God, and major philosophical theories of mind and body, knowledge, and free will.

Manifest good writing skills on exam essay questions and in discussion posts.

## Carmen guide:

The course material is found in the “Assignments” area of the Carmen site for the course. All links to lectures, handouts referred to in lectures, study guides, discussion questions, quizzes, lectures, and exams are organized there complete with any due dates. A list of items *by due date* is in the “Syllabus” area of the Carmen page. An easy way to access the class on a phone or tablet is to get the Canvas (the management system Carmen uses) “Student” app and log in with your OSU credentials. After the first time you should be able to simply open the app. The app keeps track of what’s coming up as due and what might be missing in your record.

## GE Course Information

Philosophy 1100 satisfies the Cultures & Ideas subcategory of the Arts & Humanities GE requirements (2.C.3.). The general goals and expected learning objectives of the Arts & Humanities category of the GE are as follows.

### 2. C. Arts & Humanities GE Goals and Expected Learning Outcomes

**Goals:** Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

#### Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts. *[Philosophy 1100 will require you to demonstrate, in exams, quizzes, and discussions, an informed perspective on the literary arts which is part of the philosophical tradition.]*
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior. *[Philosophy 1100 will require you to demonstrate – in exams, quizzes, and discussions – an understanding of various conceptions of knowledge and reality which have come to us in a tradition including Plato, Aristotle, Anselm, Aquinas, Descartes, Locke, Berkeley, Leibniz, Hume, T.H. Huxley, Smart, Nagel, and many others.]*
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings. *[Philosophy 1100 will require you to*

*interpret with some sophistication writings on the human condition and its values in your exams, quizzes, and discussions.]*

The expected learning objectives for the Cultures & Ideas subsection are as follows.

### **2. C. 3. Cultures and Ideas Expected Learning Outcomes:**

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression. *[Philosophy 1100 will require you to analyze and interpret some major theories of philosophical thought and expression.]*
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. *[In nearly every lecture I invite you to understand how ideas and theories have influenced the nature of human behavior. For example, Darwinian evolution led T. H. Huxley to reject Descartes' picture of the autonomous soul in favor of the claim that the mind is a mere epiphenomenon of the brain.]*

## **Course materials**

### **Required**

No text is required. Course content (for exams, quizzes, and discussions) is derived from the online lectures and the handouts.

Students are encouraged to pursue any topics they find interesting in more depth by searching the library and the larger web for articles in such reputable and edited resources as the Stanford Encyclopedia of Philosophy (<https://plato.stanford.edu>). You can also explore posts or videos on the topics – remembering of course that videos or unedited posts might be in various respects unreliable.

## **Course technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743
- **If you are on the Mansfield campus, you can sometimes contact the Help Desk there at 419-755-4357, or 5help@osu.edu**

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- Entering information on discussions, quizzes, and exams on Carmen, and streaming lectures also through Carmen.

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection or a suitable tablet or (for some parts of the class) phone
- (for optional Zoom meetings) Webcam: built-in or external webcam, fully installed
- (for optional Zoom meetings) Microphone: built-in laptop or tablet or phone mic or external microphone

## Grading and faculty response

### How your grade is calculated

ASSIGNMENT CATEGORY	Percentage
<i>Exams (4 exams, 20 points each)</i>	80%
<i>Quizzes (5 Carmen-administered quizzes, 2 points each)</i>	10%
<i>Participation and SEI Grades (1 point each)</i>	2%
<i>Discussions jointly</i>	8%
<b>Total</b>	<b>100%</b>

### Assignment information

#### DISCUSSION (8%)

*Participation in the discussion components is required. Discussions are worth 8% of the grade. They are not individually graded by me. You get full credit for posting a response. The purpose*



of the discussion room is to allow discussion between you and your fellow students and with me. It functions the way discussions play out in the traditional classroom. So it is an essential element of each section.

**Students are required to make a SUBSTANTIVE\* POST TO THE DISCUSSION question for each assignment which includes a discussion question. This must be done by the due date (found for each discussion question under “Assignments”).**

[\*A “substantive post” is at least 3 lines long and one which raises a good question (which has not been raised by other students) or answers a course-related question or a post from a fellow-student. Examples of non-substantive posts: “Good point, Jay!” “I think the causal argument holds that the past must be finite” (with no explanation as to why).]

**NOTE: If this discussion-requirement is not met, the entire exam for that section will not be graded and it will stand as a zero.** (So obviously you cannot pass the class if you don’t do the discussions.)

### EXAMS (80%)

There are four of them. You will have 80 minutes to complete each one. They cover only the sections they follow; the final is not cumulative. The exam’s structure is: 20 multiple choice questions worth 4 points each (total of 80 points out of 100), and an “essay” text box worth the remaining 20 points.

What I’m looking for on the “essay” is a well-organized, well thought out explanation of some problem or question. The best answers will

- (1) show a mastery of the details of those assigned readings and lecture materials which are relevant to the question asked;
- (2) bring in concrete examples to illustrate the theoretical points made;
- (3) show independence of thought and balanced judgment in putting together a rationale for one’s own position on the issue (when this is asked for);
- (4) be clearly written (writing skills will be relevant to the grade); and
- (5) make reference, when appropriate, to objections discussed in the course of covering various theories or arguments. In other words, I want, not just the theory or argument, but these discussed in the context of objections and replies. This makes the answer more objective and balanced.**

At the end of each section, you will find a link to a list of questions which will serve as a study guide for the essay part of the exam. Knowing the answers to these will help you craft your answer to the essay question.

*But the essay itself will be written “on the spot” and the exact questions will not be revealed prior to the exam. Thus you will be required to “think on your feet” and put the material into a new framework.* For example, the study guide will ask you to explain the causal argument and

the contingency argument separately, but on the online exam you might be asked to compare the two arguments, explaining an objection to each.

Q. “How do I prepare for an exam?” You may write up sample answers to these questions and send them by message within Carmen or email (hartz.1@osu.edu) for the essay questions prior to each exam. Please follow these guidelines:

1. No matter what program you prepare them in, please **cut and paste the answers into the message area** of an email; that way I can add suggestions in caps and reply to your message.
2. Answers which arrive less than **24 hours** prior to the exam cannot be evaluated.
3. I will look at as many sample answers as I can, with the understanding that I might not be able to get to yours. Of course if you submit yours well in advance and don't hear anything for a few days, try prompting me through another email address. Thus some places block all email sent to OSU, and some students sent things and assuming I was ignoring them, whereas actually the messages were intercepted by the remote server. (Everyone should have 2 email accounts, just in case: gmail, yahoo, etc.)
4. Typically I can read only ONE draft of each answer.
5. Any student unwise enough to try to cobble together snippets from web pages (confirmed by a simple Google search) and present them as their own work will be disqualified from any feedback on that answer or any other during the course. Also the 12% “quiz grade” will become zero for this class. Such behavior represents an abuse of the system, is a breach of trust, and in this class is counted as plagiarism (defined below). (I really didn't want to write this, but 2 recent cases forced my hand. It feels too much like writing the warning in the lawnmower manual that it should not be used as a hedge clipper.)

**You may study in groups, but you may not take exams or quizzes in groups or divulge quiz or exam content to other students.** *I plan to open the exam from 12:00 AM to 11:59 PM (roughly midnight to midnight) on the day noted on the schedule. IF IT IS IMPOSSIBLE FOR YOU TO TAKE THE EXAM ON THAT DAY OR IN THAT TIME PERIOD, SPECIAL ARRANGEMENTS CAN BE MADE SO THAT YOU CAN TAKE IT ON ANOTHER DAY PROVIDING THE REASON GIVEN IS SUFFICIENTLY SERIOUS,*

#### **QUIZZES (10%):**

Quizzes are jointly worth 10%. The 5 quizzes will be worth 2 points each. These will consist of 4 questions over material covered in past lectures, with particular emphasis on the immediately preceding lecture. These work this way: you watch a lecture and then you may open the quiz. You have one chance to take it (one “attempt”) and 20 minutes to complete it. All of these quizzes will be administered and graded automatically online through Carmen. A time frame will open during which you can take the quiz, and you won't be able to take the quiz unless you've first “visited” the lecture.

## OTHER GRADES (2%)

There are two remaining items: the “Participation” grade and the “SEI” grade, both worth 1 point and filled in by the instructor. The Participation grade reflects the entire section’s level of involvement in the discussion area. (Sometimes we have very little engagement there, with students posting clichés or making general points. Other times the students are interacting with each other and making specific references to their experiences. If this class shows that higher level of engagement, every active member will receive 1 point.) The “SEI” grade will be reserved for the section’s achieving 60% participation on the Student Evaluation of Instruction form (administered online) at the end of the class. When 60% (or close to that) has been reached, everyone will get 1 point.

## Late assignments

There is no advance provision for late assignments. Any special circumstances (e.g., pregnancy, death in the family, illness) must be relayed to me as early as possible to see if an adjustment is justified.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

### Grading and feedback

For large weekly assignments, you can generally expect feedback within a week.

### E-mail

Unless otherwise noted, I will typically reply to e-mails within 24 hours on school days.

### Discussion board

I typically check and reply to messages in the discussion boards every day on school days.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: DO SO REGULARLY, BUT NOTE THAT YOU MUST LOG IN AT LEAST ONCE DURING THE FIRST WEEK TO BE COUNTED AS "ATTENDING" THE CLASS FOR FEDERAL REPORTING PURPOSES.**
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
Any live, scheduled events for the course are optional. Please contact me if you would like to talk and we'll arrange it.
- **Participating in discussion forums: FOR EACH DISCUSSION TOPIC, YOU MUST POST A RESPONSE TO IT BY THE DUE DATE OR ELSE THE EXAM FOR THAT SECTION WILL NOT BE GRADED (IT WILL RECEIVE A ZERO). THUS YOU ARE CONSIDERED TO HAVE COVERED THE MATERIAL FOR AN EXAM ONLY IF YOU COMPLETE ALL DISCUSSION QUESTIONS. I WILL BE READING THESE AND IN SOME CASES MAKING COMMENTS OR ASKING QUESTIONS OF YOU.**

## Discussion and communication guidelines

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

## Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

## Academic integrity policy

*To instructor: The following template provided as a suggestion; fill in with your own policies and the types of assignments in your course*

### Policies for this online course

- **Quizzes and exams:** You must complete the exams and quizzes yourself, without any external help or communication – including help from classmates or web sites.
- **Written assignments:** Your written assignments, including discussion posts, must be your own original work. Anyone turning in the work of another as their own will be open to academic misconduct charges (see Academic Integrity section below).
- **Collaboration and informal peer-review:** The course includes opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted.

### Ohio State’s academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX (Recommended)

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health! (Recommended)

Everybody hurts. If it's your turn to face barriers to learning – such as Covid-19, a strained relationship, increased anxiety, a alcohol/drug problem, feeling down, difficulty concentrating and/or lack of motivation – feel free to let me know and/or contact the offices below. We do better when everyone's informed and no one feels as if they have to suffer in silence.

If you or someone you know are suffering from any of these conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Links to all lectures, handouts, discussions, and quizzes, with the dates and due dates included, are under the “Assignments” tab in Carmen. Let me know if you have trouble with any of these, please.

<b>Week</b>	<b>Dates</b>	<b>Topics and Assignments</b>
<b>1</b>	<b>Aug. 25-28</b>	<b>Orientation (Zoom meeting; link will be emailed)</b> <b>Lecture 1: Introduction to Philosophy</b>
<b>2</b>	<b>Aug. 31-Sept. 4</b>	<b>Lecture 2: Possible Worlds and God</b> <b>Discussion question on Lecture 2</b> <b>Quiz 1</b> <b>Lecture 3: Causal Argument</b> <b>Discussion question on Lecture 3</b>
<b>3</b>	<b>Sept. 8-11</b>	<b>Lecture 4: Contingency Argument</b> <b>Discussion question on Lecture 4</b> <b>Quiz 2</b> <b>Lecture 5: Ontological Argument</b> <b>Discussion question on Lecture 5</b>
<b>4</b>	<b>Sept. 14-18</b>	<b>Lecture 6: The Problem of Evil</b> <b>Discussion question on Lecture 6</b> <b>Lecture 7: C. S. Lewis on Evil</b> <b>Discussion question on Lecture 7</b>
<b>5</b>	<b>Sept. 21-25</b>	<b>Exam 1 (Sept. 22)</b> <b>Lecture 8: Introduction to Mind and Body</b>
<b>6</b>	<b>Sept. 28-Oct. 2</b>	<b>Lecture 9: Interactionism</b> <b>Discussion question on Lecture 9</b> <b>Lecture 10: Parallelism</b> <b>Discussion question on Lecture 10</b>

<b>7</b>	<b>Oct. 5-9</b>	<b>Lecture 11: Epiphenomenalism</b> <b>Discussion question on Lecture 11</b> <b>Lecture 12: Materialism</b> <b>Discussion question on Lecture 12</b>
<b>8</b>	<b>Oct. 19-23</b>	<b>Exam 2 (Oct. 2)</b> <b>Lecture 13: Introduction to Perception</b>
<b>9</b>	<b>Oct. 26-30</b>	<b>Lecture 14: Naïve Realism</b> <b>Discussion question on Lecture 14</b> <b>Lecture 15: Representative Realism</b> <b>Discussion question on Lecture 15</b>
<b>10</b>	<b>Nov. 2-6</b>	<b>Lecture 16: Critique of Representative Realism</b> <b>Discussion question on Lecture 16</b> <b>Lecture 17: Idealism</b>
<b>11</b>	<b>Nov. 9-13</b>	<b>Exam 3 (Nov. 10)</b> <b>Lecture 18: Introduction to Free Will</b>
<b>12</b>	<b>Nov. 16-20</b>	<b>Lecture 19: Hard Determinism</b> <b>Discussion question on Lecture 19</b> <b>Lecture 20: Hard Determinism at the Movies and Soft Determinism</b> <b>Discussion question on Lecture 20</b>
<b>13</b>	<b>Nov. 30-Dec. 4</b>	<b>Lecture 21: Libertarianism</b> <b>Discussion question on Lecture 21</b> <b>Review for Exam 4</b>
<b>14</b>	<b>Dec. 7-9</b>	<b>Exam 4 (Dec. 8)</b>



# INTRODUCTION TO PHILOSOPHY

Philosophy 1100 (TR 1:30 – 2:50 PM)  
**Autumn 2019**, Room: Ovalwood 025  
The Ohio State University, Mansfield

Instructor: Glenn Hartz  
219 Ovalwood, 419 755-4354  
e-mail: hartz.1000@gmail.com, or  
hartz.1@osu.edu

Office hours: TR 12:35 – 1:30 PM (subject to some cancellation) and by appointment.  
Please try to make an appointment in all cases.

[GE Information: Philosophy 1100 satisfies the Cultures & Ideas subcategory of the Arts & Humanities GE requirements (2.C.3.). The general goals and expected learning objectives of the Arts & Humanities category of the GE are as follows.

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1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
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3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

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1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course will help you accomplish these goals by asking you to master major theories of the nature of reality which appear in the works of philosophers from Plato to the present, and to write a coherent and well-argued account of some of them.]

This course involves thinking through deep questions which have puzzled the best thinkers in the world. These are such questions as, Is there a God? If so, how could we know he's there? What is a person—a pile of matter or that with a mind or spirit injected into it? How about material objects—are there any, and if so how do we prove they are there causing our perceptions? When people act, do they do what they do by their own choice, or is it all a matter of some cosmic fate or determinism?

Too often students think philosophy will give them "the truth" about these matters, as if there is a single, definite, "proven" theory which beats the others cold. As a matter of fact, if such a theory were available, the issue would become pretty much moot from a philosophical point

of view, since philosophers are only keenly interested in those issues on which there are many possible positions and which require extremely subtle judgment. Thus our goal here is not to lead you to the true theories, but to increase your understanding of the issues as well as your ability to discuss them with a certain degree of objectivity, sensitivity, and sophistication. So if at the end of the course you are a theist,

you should have gained an appreciation of both your own position and the atheistic alternative. You should be able to maintain a fruitful dialogue with an atheist or a critic of religion, pointing out strengths and weaknesses in your own as well as your opponent's position. If you believe there are physical objects, you should be able to discuss the issue profitably with an idealist who believes there are only minds. And so on.

Students are thus encouraged to become active participants in the art of philosophizing and in interpreting some of the major theories in the field of metaphysics. At the same time, those theories are very practical, for they apply to a wide range of issues (for example, abortion or the place of religion in the world) that confront us each day in our culture. So “everyday life” will appear often in my lectures and is relevant to your exam answers as you synthesize the material.

Of course, a more lofty goal, presupposed in every philosophy course, is that you be drawn into an appreciation of the intrinsic value of theoretical inquiry--to see the value of sound thinking and good writing as applied to a wide range of issues.

Indeed, philosophy's greatest contribution is its ability to see individual topics in light of the whole of inquiry, and to find rich connections between these various subject areas. Thus, in lecture I will draw on the sciences, literature, religion, and philosophical topics distinct from those explicitly under discussion in order to illustrate the power of synthesis inherent in the philosophical point of view. Hopefully, you too will be able to make such connections along the way.

#### Content:

The course will be divided into several sections according to topics. After clarifying philosophy's vision and mission, we will set to the task of exploring arguments for and against God's existence. Here the emphasis will be placed, not on institutionalized religion as it appears in societies, but on theism as a theory which uses God in its explanations of, for example, the existence of the universe. We will ask how strong the arguments offered in favor of adopting theism are, and will try to see how far reason can go in deciding this issue. Next we take up questions about what human beings are. We ask whether humans have minds as well as bodies, and find that there are at least three separate positions one can take if one answers that question affirmatively. Those who claim there is no mind are materialists, and one main version of this position is examined. The third section concerns itself with questions about what we perceive and how our perceptions are caused. After examining two versions of realism, which holds that material objects cause our perceptions, we turn to idealism, according to which there are only minds in the universe. The fourth section is devoted to studying the question of whether one ever genuinely chooses to do any of one's actions, or if these are the inevitable results of natural laws and social or psychological factors beyond one's control. This question is especially important in considering how moral blame and praise can be justified.

#### Requirements:

Exam 1:	23%
Exam 2:	23%
Exam 3:	23%
Exam 4:	23%
Quizzes (jointly):	8%

#### Exams:

There will be four of them. They cover only the sections they follow; the final is not

cumulative. What I'm looking for on the "short essay" part of the exam is a well-organized, well thought out explanation of some problem or question. The best answers will

- (1) show a mastery of the details of those assigned readings and lecture materials which are relevant to the question asked;
  - (2) bring in concrete examples to illustrate the theoretical points made;
  - (3) show independence of thought and balanced judgment in putting together a rationale for one's own position on the issue (when this is asked for);
  - (4) be clearly written (writing skills will be relevant to the grade); and
  - (5) include a discussion of at least 2 objections and replies (if a reply was given).
- Arguably, you don't understand the argument or position thoroughly unless you understand how it fares under criticism.

You will have a list of questions which will serve as a study guide for the essay part of the exam, and from which the essay questions will be selected. You may study in groups. Make-up exams may be arranged only by consent of instructor when emergency situations (e.g., illness, death of close relative) arise. You must schedule any non-emergency special exam times at least two weeks in advance, and not all requests for this will be granted. You may be asked to produce a written explanation of your absence.

Sample answers to these questions may be written up and sent by email (preferably to hartz.1000@gmail.com) for the short essay questions prior to each exam. Please keep these guidelines in mind:

1. No matter what program you prepare them in, please cut and paste the answers into the message area of an email; that way I can add suggestions in caps and reply to your message.
2. Answers which arrive within 24 hours of the exam cannot be evaluated.
3. I will look at as many sample answers as I can, with the understanding that I might not be able to get to yours. Of course if you submit yours well in advance and don't hear anything for a few days, try prompting me through another email address. Thus some places block all email sent to OSU, and some students sent things and assuming I was ignoring them, whereas actually the messages were intercepted by the remote server. (Everyone should have 2 email accounts, just in case: gmail, yahoo, etc.)
4. I can read only ONE draft of each answer. Please do not send revisions!
5. Any student unwise enough to try to cobble together snippets from web pages (confirmed by a simple Google search) and present them as their own work will be disqualified from any feedback on that answer or any other during the course. Also the 8% "quiz grade" will become zero for this class. Such behavior represents an abuse of the system, is a breach of trust, and in this class is counted as plagiarism (defined below). (I really didn't want to write this, but recent cases forced my hand. It feels too much like writing the warning on the Sears lawnmower not to use it as a hedge clipper.)

### Quizzes

are jointly worth 8%. There will be 8 quizzes each worth 1% of the final grade. The first five quizzes are administered through Carmen and consist of 4 questions over material covered in past classes, with particular emphasis on the immediately preceding class. Thus they check for attendance as well as attention. Quizzes 6 and 7 will depend on class attendance, which will be monitored by an attendance sheet. Quiz 8 will depend on the section achieving 60% participation

on the student evaluation of instruction for this class.

All quizzes taken through Carmen are “open note” – as long as they’re your notes! (Well, unless you had some good reason to miss class and got someone else’s.) I of course can’t keep you from phoning or skyping or getting together with a friend and working on them, and in any case sometimes group study is better than solo study. But remember: it’s meant to be at least partly YOUR work. If you depend completely on someone else to do it for you at Starbucks, you’re likely going to have trouble with the exam. (The friend won’t be able to help you there, since exams are not open note or “open friend.”) Think of it this way. You pay your fees to see what YOU can learn, so when you find a way around that, you cheat yourself. It’s the same with Plagiarism (see below).

In Carmen, a time frame will open during which you can take the quiz. The results (1/4, 2/4, etc.) will be visible but the correct answer to each question will not be revealed. So . . . you should not leave class with questions about the material still in your mind.

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Plagiarism (passing off the ideas or words of another as one’s own without crediting the source) and Academic Misconduct: The university does not permit you to use someone else's work, without acknowledgment, or to use "crib notes" as a basis for writing an exam or quiz or to copy off a neighbor's paper during an exam or quiz. Please note also that you can get in trouble for "lending" your course materials to someone else if that person uses them and gets caught. As mandated by the university, all cases of suspected cheating/plagiarism will be dealt with by the Committee on Academic Misconduct, which gets to decide which of several nasty treatments should be administered to you. (These can be serious consequences.) This applies to everything turned in for class, whether it is “for credit” or not. Do not cut and paste web pages and turn them in as your own work. This is counterproductive (you’re here to see what you can do) and academically illegal (as mentioned before). It’s also not smart because a simple Google search of 4 words matches it to the source and you’re sure to lose the case when it comes up.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee via the Associate Dean’s Office at the Mansfield campus. For additional information, see the Code of Student Conduct (<http://studentconduct.osu.edu>).

#### Student Assistance with Difficulties

Any student who has difficulty affording books, academic needs, groceries, accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Michelle McGregor, Student Support Services, 419-755-4304, for support and information on emergency grant funding. Furthermore, please also notify the professor if you are comfortable doing so. The BLIC and Conard Learning Center often have copies of books available for student use or check-out.

## Disability Service Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [mcgregor.40@osu.edu](mailto:mcgregor.40@osu.edu); 419 755-4304; 279 Ovalwood Hall.

## Drop/Withdrawal Statement

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at [registrar.osu.edu/registration](http://registrar.osu.edu/registration) (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

## Retention

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Darla Myers at 419-755-4036, Ovalwood 283; or your academic advisor for specific referral resources.

## Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting [newdirectionsforlife.com](http://newdirectionsforlife.com) or calling 419-529-9941 (no cost to students). They see students on campus in Ovalwood Hall. Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling 614-292-5766 and choosing option 2 after hours, which includes weekends and holidays.

## Student Conduct

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an

appointment with Dr. Donna L. Hight, Assistant Dean, Student Life & Success. As a responsible community member, do not allow others to act inappropriately and impact the community.

#### Discrimination

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Life & Success or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who will connect you with the appropriate Columbus Offices.

#### Ohio State Mansfield Diversity Statement

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self-defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Life & Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity or report via Bias Assessment and Response Team: <https://studentlife.osu.edu/bias/>.

#### Ohio State Mansfield Identity Affirmation Statement

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

#### Title IX and Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at [titleix.osu.edu/](http://titleix.osu.edu/).

## HOW TO REPORT

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.

Assistant Dean, Student Life & Success

419-755-4317

[hight.6@osu.edu](mailto:hight.6@osu.edu)

Sgt. Jeff Hoffer

Campus Police

419-755-4210

[hoffer.30@osu.edu](mailto:hoffer.30@osu.edu)

Campus Sexual Assault Advocate

419-565-2489

Notice of an incident to the officials listed above, other than the Campus Sexual Assault Advocate, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. The Campus Sexual Assault Advocate and the New Directions Student Assistance Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.

Bringing the kids to class: Sometimes this is unavoidable for parents, but it needs to be an emergency and not a routine practice. If you bring your child please sit in the back so you have easy access to the hallway and can minimize the noise for the rest of the class.

### Outline

Aug. 20: Introduction to Philosophy

22: Possible worlds and truth

27: I. Arguments for and against the existence of God

A. Introduction to God

Aug. 29: B. First cause argument

Sept. 3: C. Contingency argument

5: D. Ontological argument

10: E. The Problem of Evil

12: Finish problem of evil and Review for Exam 1

**17: EXAM 1**

19: II. Mind and Body:  
Introduction to Mind and Body

24: A. Interactionism

26: B. Parallelism

Oct. 1: C. Epiphenomenalism

3: D. Begin Materialism

8: E. Materialism continued

10: Autumn Break: no class

15: Review for Exam 2

**17: EXAM 2**

22: III. Perception  
Introduction to Perception

24: A. Naive realism

Oct. 29: B. Representative Realism

31: Critique of Representative Realism

Nov. 5: C. Idealism

7: Review for Exam 3

**12: EXAM 3**

14: IV. Free Will:  
Introduction to Free Will

Nov. 19: A. Hard Determinism

21: B. Soft Determinism

26: C. Libertarianism

28: OSU Holiday

Dec. 3: Critique of Libertarianism & Review for Exam 4

Thursday, December 12, 1:00 – 2:45 PM (in this room) **Exam 4** (according to initial schedule)



Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<b>ELO 1</b> Students analyze and interpret major forms of human thought, culture, and expression.	<u>Direct:</u> pre/post test + final exam question evaluation <u>Indirect:</u> student survey asking whether course achieved ELO 1 for students	<u>Direct measures:</u> expect "Excellent" or "Good" from 80% or more of students. <u>Indirect:</u> expect 85% or more "strongly agree" or "somewhat agree"	The instructor will meet with the chair of the Curriculum & Assessment Committee in the Philosophy Department to review the assessment data and to discuss the course. This will happen annually for the first 3 years, and then less frequently, in line with other GE assessments. Where problems appear, issues will be brought to chair + faculty of Philosophy.
<b>ELO 2</b> Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	<u>Direct:</u> pre/post test + final exam question evaluation <u>Indirect:</u> student survey asking whether course achieved ELO 2 for students	<u>Direct:</u> see above (same) <u>Indirect:</u> see above (same)	(This cell contains the same text as the one above, describing the review process.)

**\*Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

**\*Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of sections I and II of the "Assessment Report Requirements" in Appendix 9.

## APPENDIX TO ASSESSMENT RUBRIC FOR PROPOSED PHIL 1100

### Two examples of direct measures:

1. **Students will be given a pre-/post test to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
  - a. *ELO 1 example question:* Give an example of a question philosophers are interested in.
  - b. *ELO 2 example question:* How has philosophy influenced or been influenced by cultural developments like Darwinism?
2. **Questions from the final exam will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
  - a. *ELO 1 example question:* Describe Hard Determinism and defend it against at least 2 objections discussed in lecture.
  - b. *ELO 2 example question:* Describe how science has played a role in making Hard Determinism more plausible today.

### One example of indirect measure:

I. **Students will be given a survey at the end of the semester asking them to evaluate whether they believe the course helped them to achieve the ELOs for the course.** They will be given the options of: Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree.

Thus, for example:

1. This course helped me analyze and interpret major forms of human thought, culture, and expression. (ELO 1)  
  
Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree  
(circle one)
2. This course helped me to evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. (ELO2)  
  
Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree  
(circle one)

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Philosophy 1100**

**Instructor: Glenn Hartz**

**Summary: Introduction to Philosophy**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> <li>•</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Message Boards</li> <li>• Zoom</li> <li>•</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU site license
6.4 The course technologies are current.	X			All are regularly updated
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility policy is included.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Links are given on how to obtain alternate course materials.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/8/20
- Reviewed by: Ian Anderson

**Notes: This is good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.