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**ABOUT THIS COURSE:**

Over the course of Western intellectual history there have been periods of philosophical activity that have stood out in terms of their variety and profundity. Perhaps the three most important

The criteria I use to evaluate essays are, I believe, criteria which common sense would suggest in the assessment of philosophical writing. Primarily my concern is with content or substance, i.e., the course material; and in this respect the guiding question is the extent to which a student has understood the material. Of course, this does not mean that form or style count for nothing (and indeed it may not ultimately be possible to divorce form from content).

In indicating the evaluation criteria for this course, I emphasize that philosophy is an arts or humanities subject, which means that assessing the merits of philosophical writing ultimately requires qualitative evaluation or judgment on my part. Therefore, I do not assign precise numerical values to the following assessment criteria; nor is there a mathematical formula I can employ to judge the quality of your work. However, as a rough guide I employ a list of relative priorities, presented here in ascending order of importance:

- organization & clarity of expression
- accuracy of exposition
- use of examples reflecting understanding of the subject
- breadth of analysis, i.e., number of points covered
- depth of analysis, i.e., how far into the issue analysis is pushed
- resourcefulness, originality and imagination
- tightness, rigor or logical coherence of analysis
- overall quality of philosophical insight and expression

I emphasize that, with the exception of the last criterion—that of overall quality of philosophical insight and expression—in practice the ranking of these criteria is not absolute. Thus, sometimes less important criteria will be given more weight than more important ones. For instance, a student's use and analysis of examples might be so good that I am led to conclude that that student has an excellent understanding of the subject. In such a case the value I attach to the use of examples might increase significantly, and I might lay less emphasis on the fact that the student has failed (for instance) to cover as many points as other students.

#### CLASS ATTENDANCE:

Under the heading of "Attendance", UVic's Undergraduate Calendar states the following: "Students are expected to attend all classes in which they are enrolled." The full policy statement in the calendar is here:

at least to have listened to the recordings of the relevant missed class(es) that are posted

Please be advised that by logging into UVic's learning systems and interacting with online resources, and by attending class, you are engaging in a university activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct, may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

b) Coming late to class: The classroom is a work environment, and when students arrive oSpon t-2 (uder21)2

prohibit students from submitting the same work for two different courses; in other words, plagiarizing or “recycling” one’s own work is not permitted. If detected, cheating can result in dismissal from this course (with an “F”), and dismissal from the university. Here is a link to the University’s Academic Integrity policy:

<https://www.uvic.ca/students/academics/academic-integrity/index.php>

#### EDITING:

The university has a strict view about seeking the help of others for editing: “An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student’s written or non- written work. The use of an editor, whether paid or unpaid, is .9 (l)6.9 (os)9.5 (ophy)24 otree

5% per day (or part-day, including weekend days or part-days), for a maximum of 4 days (20%). After four days, no late assignments will be accepted.

**OFFICE HOURS:**

Office hours will be conducted on Zoom, and there will be a total of two office hours per week dedicated specifically to this course. Because of demand (especially near test days or essay due dates), if you wish to see me during office hours you need to make an appointment ahead of time. To get the most out of your appointment, you should come prepared with specific questions based on class content. If for some reason you cannot meet me in my posted office-hour times, please contact me to arrange an alternative time.

While you are strongly encouraged to come to office hours to discuss class content, to do so you need first to have attended class, or at least to have listened to the recordings of the relevant missed class(es) that are posted on Brightspace. Your use of office hours should functi



Philosophy 210: Course Syllabus and Schedule

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