



PHIL 315

Philosophical Argument & Writing

Course Details

Instructor

Professor Josh DiPaolo

Student Hours

I am available in my office for questions and discussion. No appointment needed during these times.

Office: H-311C

T/Th: 9:00-9:55AM

You're also welcome to make an appointment to meet at other times by emailing me.

Email

jdipaolo@fullerton.edu

Class

Tu/Th 10-11:15

Course Page

Canvas

Tech Support/Student Help Desk

(657) 278-8888

studentithelpdesk@fullerton.edu

Texts

All freely available on Canvas

Reading Expectations

Expect to read ~35 pages/week.

Course Description

Want to improve your philosophical writing, thinking, reading and arguing skills? You've come to the right place! Philosophical writing is argumentative writing. Starting from scratch, we will develop the skills you need to read, write, and think about philosophy. By the end of the semester, you will have written a highly developed philosophical paper. We will study the theme of **Not Listening to Others**, increasing our understanding of how things like prejudice, gaslighting, manipulation, privilege, identity, and social structures like echo chambers influence how much we (don't) trust and listen to others.

Collaboration & Error

I will do my best to help you see the value of learning from error and from collaborating with others. I will try to create a classroom environment that welcomes and appreciates mistakes for the sake of learning. I invite you to adopt this stance toward your own and others' errors. I will also help you see that learning how to write and think philosophically is best done, not alone, but with others. Thus, collaboration and error are two of our guiding ideals.

Learning Goals

I have confidence that if you work hard in this class, you will develop several critical philosophical skills, including:

- Reading:** How to read philosophy
- Summary & Criticism:** How to summarize & criticize ideas
- Argument:** How to argue for your own philosophical ideas
- Dialectic:** How to respond to challenges to your ideas
- Planning:** How to plan, organize, and draft philosophical papers
- Collaboration:** How to improve and learn from peers' philosophy
- Revision:** How to benefit from revising philosophical writing

You will also develop a better understanding of answers to these questions:

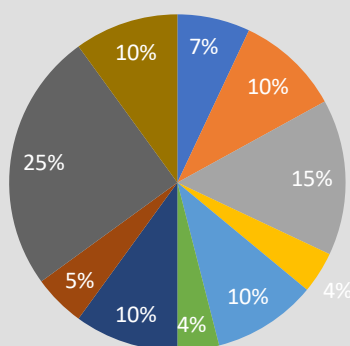
1. What is testimonial injustice? How does it play out in the criminal justice system, in classrooms, and in life?
2. What is gaslighting? What makes it problematic? How and why do gaslighters try to manipulate who their victims trust?
3. What are echo chambers and epistemic bubbles? How does being caught in one of these social structures impact who you trust?
4. When is it problematic to treat people as "spokespersons" for those who share their backgrounds?

Truth Seeking

You will be a truth-seeker in this class, not a mere information consumer. Rather than just learning what others have thought, you will work on reasoning to your own answers to course questions.

Grade Summary

Percentages



- Skills & Insights: 7%
- Four-Sentence Papers: 10%
- Mini-Essays: 15%
- Reader's Journal: 4%
- Collaboration: 10%
- Outline: 4%
- First-Draft: 10%
- Final Paper Take 1: 5%
- Final Paper Take 2: 25%
- Participation: 10%

Grade Changers

- Participation: 25 points will be deducted from your final grade if you do not regularly participate or you are distracting in class.
- Attendance: 2 free absences. 2.5 points will be deducted from your final grade for unexcused absences, starting Week 2. (Note: Some classes have mandatory attendance.)

Grading Policy

Skills & Insights (x7)	35 Points
Four-Sentence Papers (x5)	50 Points
Mini-Essays (x3)	75 Points
Reader's Journal	20 Points
Collaboration	50 Points
Outline	20 Points
First-Draft	50 Points
Final Paper Take 1	25 Points
Final Paper Take 2	125 Points
<u>Participation</u>	<u>50 Points</u>
Total	500 Points

A+	98-100%	490-500 Points
A	92-97%	460-489 Points
A-	90-91%	450-459 Points
B+	88-89%	440-449 Points
B	82-87%	410-439 Points
B-	80-81%	400-409 Points
C+	78-79%	390-399 Points
C	72-77%	360-389 Points
C-	70-71%	350-359 Points
D+	68-69%	340-349 Points
D	62-67%	310-339 Points
D-	60-61%	300-309 Points
F	0-59%	0-299 Points

Please read coursework descriptions carefully. Please ask questions if you're not sure you understand them.

Coursework Descriptions



Skills & Insights: 7 Brief Assignments/5 points each. Submit on Canvas before class **and** bring them to class.

- Skills Instructions: x3 In the first three weeks of class, you will summarize and/or respond to readings in 1-2 paragraphs.
- Insights Instructions: x4 You will briefly summarize things you've learned – insights – from the reading in 1-2 paragraphs.

Four-Sentence Papers: 5 Brief Assignments/10 points each. Submit on Canvas before class **and** bring them to class.

- Instructions: You will write four-sentence papers of the form: "They have argued/I will argue/They might object/I reply." These papers create jumping off points for your mini-essays.

Mini-Essays: 3 Essays/25 points each. Submit on Canvas.

- Instructions: Write a 1-2 paged single-spaced paper critically engaging with part of the assigned reading. This paper develops one of your Four-Sentence Papers. It should include a summary of a reading's key point, your response to that point, an acknowledgement of an objection to your response, and your response to that objection.

Reader's Journal: 1 Journal, weekly entries/20 points. Submit on Canvas **and** bring to class.

- Instructions: I want you to get in the habit of thinking about writing while you read. You will keep a journal where, at least once a week, you will reflect on the positive and negative qualities of what you're reading.

Scoring Mini-Essays

>**15-18 Points:** Your work clearly shows you've made a good-faith effort to complete the essay.

>**18-22 Points:** Your summary is fully accurate and fairly clear. Your response makes sense. You acknowledge and address an important response.

>**23-25 Points:** Reserved for essays offering significant critical reflection.

Scoring Papers

A rubric will be provided. Key factors include:

- Accuracy
- Clarity
- Depth
- Strength of Argument
- Intellectual Virtue

Academic Integrity & Plagiarism

Please only submit work that is your own. Doing otherwise is one of the worst mistakes you can make in your academic career. If plagiarism is found in your work, you will be subject to prosecution to the fullest extent of university code, which will result in a failure of the assignment and will probably result in your failure of the course. Confirmation of plagiarism precludes you from being eligible to repeat the course under the university's course repeat and grade forgiveness policy.

Zoom Meetings

- **Video:** I prefer you have your video on, especially when you're speaking.
- **Mute:** Mute your sound when it's not your turn to speak.
- **Chat:** If you have questions or do not feel comfortable speaking up, you may use the Chat Function. Please keep the chat respectful!
- **Above All:** It's hard to focus on Zoom (for you and for me!). Try not to distract others.

Collaboration: *2 Peer Review Assignments/10 + 40 points.* Submit on Canvas and bring to class.

- **Instructions:** Twice in the semester, you will work with your peers to help them develop their writing projects. First, you will help them decide which of their mini-essays should be turned into their final paper. Second, you will complete a peer review assignment, where you provide constructive questions and criticism on their final paper. This assignment will help you see the benefits of collaborating with your peers early in and during the paper writing process.

Outline: *1 Outline/20 points.* Submit on Canvas.

- **Instructions:** Following guidelines provided, you will construct an outline of your final paper.

First-Draft: *1 First-Draft/50 points.* Submit on Canvas.

- **Instructions:** You will complete a first-draft of your paper. **This is not a "rough" draft.** It should be your **best attempt** at writing your paper, so you can receive maximal benefits from peer and professor review of your paper.

Final Paper Take 1: *Final Paper Early Submission/25 points.* Submit on Canvas.

- **Instructions:** You are required to submit your final paper one week before it's due. This will allow you to step away from it for a few days before doing final revisions and submitting the *truly* final paper. Again, this is not a "rough" draft. The point of this assignment is to help you see the importance of giving yourself time away from your papers before submitting them in their final form.

Final Paper Take 2: *Final Paper Packet/125 Points.* Submit on Canvas.

- **Instructions:** Your final paper will be a full 3000-4000 "conference-length" argumentative research paper that develops your own stance on one of the course topics. The paper will grow out of your earlier written work in the class. With your final paper, you must also submit a "Checklist," "Revisions Report," and "Reflection" on the writing process.

Participation: Participating in class benefits you and others. We learn while we express our thoughts. Since you have a unique perspective, everyone else in the class learns when you share that perspective. Here are ways to participate:

1. Ask questions about the readings, lectures, or activities.
2. Answer questions when asked.
3. Contribute your perspective to a discussion.
4. Raise objections to arguments.
5. Mention a relevant life experience at an appropriate time.
6. Participate during small group activities.
7. Complete in-class assignments.
8. Talk with me about the class during office hours.

Scheduling Script

Want to schedule a meeting with me, but not sure what to say? Feel free to use this script:

“Hi Josh/Professor DiPaolo,
I’m in your [CLASS NAME & TIME]. I’d like to schedule an appointment with you outside of your scheduled office hours. Do any of these times work for you [LIST THREE DIFFERENT TIMES YOU CAN MEET]?”

Thanks,
[NAME]”

Disability Support Services

Phone: (657) 278-3112

Website: www.fullerton.edu/dss

Course Objectives/Learning Goals

1. Critical Thinking Outcome: You will demonstrate thorough and competent understanding of original texts. The student uses sound arguments and strong reasoning to support assertions. The student makes careful selection and presentation of evidence and argument to support assertions, and (when applicable) includes carefully constructed refutations of the opposing view.

2. Critical Writing Outcome: Your paper(s) demonstrate good structure, succinct expression of ideas and superb writing skills. Papers contain no ambiguous, vague, or superfluous expressions. They also contain few grammatical or spelling errors.

3. The Knowledge Outcome: Students shall be knowledgeable about philosophical approaches to the applied ethics and social epistemology.

4. Social/Global Awareness Outcome: All students will be exposed to issues of culture, ethnicity, and gender. They will be able to cultivate a global perspective. Students shall have the ability to examine and critically assess normative standards governing social relations, practices, and institutions, including a wide range of human activities dependent upon value judgments.

Communication



Student Office Hours: I will be available for discussion and questions Tuesdays & Thursdays from 9-9:55am. No appointment is necessary during these times. I welcome you to drop in! If you’d like to meet with me at a different time, you should ABSOLUTELY feel free to set an appointment with me. **I want to help you succeed!**

Contact: Emailing me is best! Check the syllabus first if asking about the course.

You: I expect you to regularly check your email and Canvas for announcements.

- Regularly check your junk email folder too!

Make a Good Impression: Education is a **professional environment**. One day you may want a letter of recommendation from me. You may want your peers to recommend you for some professional position. Act accordingly.

Ask a Question Boards: On Canvas, there will be two “Ask a Question” discussion boards: (1) “Ask Josh a Question” and (2) “Ask Peers a Question.” I will regularly check (1) and rarely check (2). You should check both often.

- Questions on these boards should be general. Think: “Could someone else benefit from knowing the answer to this question?”
 - If Yes, post.
 - If No, email me.
 - **If you have a question about the course, please check these boards before emailing.**

Accommodations: I will do my very best to help students with disabilities, special needs, or learning challenges succeed in this course. Students with disabilities who need accommodations, access to technology, or information about emergency building/campus evacuation processes should contact Disability Support Services. Services are available to students with a wide range of disabilities and conditions.

Final Thoughts

Think of this class like an investment. The more of your resources (e.g., time and effort) you invest in this class the greater the future rewards. I know you can succeed in this course if you work hard. I want you to succeed. I will do what I can to help you. Please be sure to ask for help if you need it. Welcome to the class!

Assignment Checklist

This class requires many assignments. Don't worry: most are brief (e.g., 4 sentences or 1-2 paragraphs). Still, to help you keep track, here is a checklist. **Note: This is tentative and subject to change.**

Assignment	Due Date	Where do I submit?
<input type="checkbox"/> Summary of Fricker	2/1 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Response to Fricker	2/3 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Summary and Response to Lackey	2/8 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Four-Sentence Paper on Lackey	2/10 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Four-Sentence Paper on Abramson	2/15 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Mini-Essay on Lackey or Abramson	2/18 10pm	Canvas
<input type="checkbox"/> Four-Sentence Paper on Nguyen	2/22 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Mini-Essay on Nguyen	2/24 10pm	Canvas
<input type="checkbox"/> Four-Sentence Paper on Davis	3/1 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Four-Sentence Paper on Berenstain	3/3 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Mini-Essay on Davis or Berenstain	3/4 10pm	Canvas
<input type="checkbox"/> Reader's Journal	3/8 10pm	Canvas, Bring 3/10
<input type="checkbox"/> Insights Summary on "Organizing Your Argument"	3/17 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Outline	3/22 Before Class	Canvas
<input type="checkbox"/> Insights Summary on "Introductions & Conclusions"	4/5 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Insights Summary on Vaughn	4/7 Before Class	Canvas, Bring to Class
<input type="checkbox"/> First-Draft	4/8 10pm	Canvas
<input type="checkbox"/> Peer Review Prep	4/14 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Insights Summary on "Revising for Style"	5/3 Before Class	Canvas, Bring to Class
<input type="checkbox"/> Final Paper Take 1	5/10 10pm	Canvas
Final Paper Packet <input type="checkbox"/> Final Paper Take 2 <input type="checkbox"/> Revisions Report <input type="checkbox"/> Reflection	5/17 11am	Canvas

Emergencies

To be prepared for classroom emergencies, please visit: <http://prepare.fullerton.edu>

COVID-19 Protocols

Follow all the rules: be vaccinated when you're supposed to; wear a mask when you're supposed to; stay home when you're supposed to. If we have to go virtual this semester, we'll keep roughly the same class structure: we'll just do it on Zoom; a Zoom link will be posted on Canvas.

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Tentative Schedule

Date	Topic	Readings	Learning Outcomes, Activities, & Assignments (A = Assignment, B = Bring to Class)
Unit 1: Developing Basic Skills			
Week 1	Introduction Week Reading + Engaging Philosophy	<u>Tuesday 1/25</u> • Instructor Introduction <u>Thursday 1/27</u> • Vaughn “Reading Philosophy”	1. Become familiar with course 2. Get to know each other 3. Learn how to read, summarize, and engage with philosophy
Week 2	Testimonial Injustice Summarizing Responding	<u>Tuesday 2/1</u> • Fricker “Testimonial Injustice” (focus on section 1.3) <u>Thursday 2/3</u> • Graff & Birkenstein “Three Ways to Respond”	1. Understand and engage Fricker’s account of testimonial injustice 2. Practice and improve summarizing 3. Learn how to respond to philosophers 4. Practice and improve responses <input type="checkbox"/> Summary of Fricker on Testimonial Injustice Due 2/1 Before Class (A, B) <input type="checkbox"/> Response to Fricker on Testimonial Injustice Due 2/3 Before Class (A, B)
Week 3	Testimonial Injustice & False Confessions Summarizing, Responding Acknowledging & Responding to Objections	<u>Tuesday 2/8</u> • Lackey “False Confessions and Testimonial Injustice” <u>Thursday 2/10</u> • Graff & Birkenstein “Planting a Naysayer in Your Text”	1. Understand and engage Lackey on false confessions and testimonial injustice 2. Continue practicing summarizing and responding 3. Learn how to acknowledge and respond to objections 4. Practice and improve acknowledgement and response <input type="checkbox"/> Summary and response to Lackey Due 2/8 Before Class (A, B) <input type="checkbox"/> Four-Sentence Paper on Lackey Due 2/10 Before Class (A, B)
Week 4	Gaslighting Summarizing, Responding, Acknowledging & Responding to Objections Defending a thesis	<u>Tuesday 2/15</u> • Abramson “Turning Up the Lights on Gaslighting” <u>Thursday 2/17</u> • Vaughn “Defending a Thesis in an Argumentative Essay” (pp. 55-68)	1. Understand and engage Abramson on gaslighting 2. Continue practicing summarizing, responding, acknowledging objections, responding 3. Learn how to defend a thesis 4. Practice defending a thesis <input type="checkbox"/> Four-Sentence Paper on Abramson Due 2/15 Before Class (A, B) <input type="checkbox"/> Mini-Essay on Lackey or Abramson Due 2/18 10pm (A)
Week 5	Echo chambers & epistemic bubbles Continue practicing all basic skills Continue practicing defending a thesis	<u>Tuesday 2/22</u> • Nguyen “Echo Chambers and Epistemic Bubbles” <u>Thursday 2/24</u> NO CLASS: Online Activity TBD	1. Understand and engage Nguyen on echo chambers and epistemic bubbles 2. Continue practicing summarizing, responding, acknowledging objections, responding 3. Continue practicing defending a thesis <input type="checkbox"/> Four-Sentence Paper on Nguyen Due 2/22 Before Class (A, B) <input type="checkbox"/> Mini-Essay on Nguyen Due 2/24 10pm (A)
Week 6	Typecasts, tokens, and spokespersons Epistemic exploitation Continue practicing all basic skills Continue practicing defending a thesis	<u>Tuesday 3/1</u> • Davis “Typecasts, Tokens, and Spokespersons” <u>Thursday 3/3</u> • Berenstain “Epistemic Exploitation”	1. Understand and engage Davis on tokens and spokespersons 2. Understand and engage Berenstain on epistemic exploitation 3. Continue practicing summarizing, responding, acknowledging objections, responding 4. Continue practicing defending a thesis <input type="checkbox"/> Four-Sentence Paper on Davis Due 3/1 Before Class (A, B) <input type="checkbox"/> Four-Sentence Paper on Berenstain Due 3/3 Before Class (A, B) <input type="checkbox"/> Mini-Essay on Davis OR Berenstain Due 3/4 10pm (A)
Unit 2: Building the Paper			
Week 7	Planning Drafting Thinking like a reader while writing	<u>Tuesday 3/8</u> • Vaughn “Defending a Thesis in an Argumentative Essay” (pp. 68-87) <u>Thursday 3/10</u> • Booth et al. “Planning and Drafting”	1. Discuss final paper project 2. Learning how to plan and draft a full argumentative paper 3. Reflect on and discuss readers’ journals 4. Prepare for Mini-Essay Workshop <input type="checkbox"/> Reader’s Journal Due 3/8 10pm (A, Bring on 3/10)

Week 8	Mini-Essay Workshop Organizing Argument Outlining	<u>Tuesday 3/15</u> • Mini-Essay Workshop (Attendance Mandatory) <u>Thursday 3/17</u> • Booth et al. “Organizing Your Argument”	1. Mini-Essay Workshop: Collaborate with others to decide what to write 2. Learn how to organize an argument 3. Learn how to outline <input type="checkbox"/> Insights Summary on Booth et al. Due 3/17 Before Class (A, B)
Week 9	Incorporating Sources Practice Outlining	<u>Tuesday 3/22</u> • Vaughn “Using, Quoting, and Citing Sources” <u>Thursday 3/24</u> • Catch-Up	1. Learn how to use, quote, and cite sources 2. Practice using, quoting, and citing sources <input type="checkbox"/> Outline Due 3/22 Before Class (A)
Week 10	SPRING BREAK!!	NO CLASS!!	
Week 11	Introductions & Conclusions Style & Content First-Draft	<u>Tuesday 4/5</u> • Booth et al. “Introductions and Conclusions” <u>Thursday 4/7</u> • Vaughn “Rules of Style and Content for Philosophical Writing”	1. Learn how to construct good introductions and conclusions 2. Practice improving introductions and conclusions 3. Learn rules of style and content for philosophical writing 4. Practice improving style and content 5. Complete First Draft! <input type="checkbox"/> Insights Summary on Booth et al. Due Before Class 4/5 (A, B) <input type="checkbox"/> Insights Summary on Vaughn Due Before Class 4/7 (A, B) <input type="checkbox"/> First-Draft Due 4/8 by 10pm (A)
Week 12	Peer Editing Workshops	<u>Tuesday 4/12</u> • Peer Editing Activities (Attendance Mandatory) <u>Thursday 4/14</u> • Peer Editing Activities (Attendance Mandatory)	1. Learn how to help improve others’ writing 2. Edit and discuss peers’ papers 3. Schedule Conference Meeting Times <input type="checkbox"/> Peer Editing Prep Due Before Class 4/14 (A, B)
Week 13	Conference Week 1	<u>Tuesday & Thursday 4/19-4/21</u> One-on-One Conferences	1. Receive and discuss feedback on First-Draft with Josh <input type="checkbox"/> Optional Revised Drafts Due 24 Hours Before Meeting
Week 14	Conference Week 2	<u>Tuesday & Thursday 4/26-4/28</u> One-on-One Conferences	1. Receive and discuss feedback on First-Draft with Josh <input type="checkbox"/> Optional Revised Drafts Due 24 Hours Before Meeting
Week 15	Revision Style	<u>Tuesday 5/3</u> • Booth et al. “Revising Style: Telling Your Story Clearly” <u>Thursday 5/5</u> Catch-Up	1. Learn how to revise for style 2. Practice revising for style <input type="checkbox"/> Insights Summary Due 5/3 Before Class (A, B)
Week 16		<u>Tuesday & Thursday 5/10-5/12</u> Catch-Up	<input type="checkbox"/> Final Paper Take 1 Due 5/10 10pm (A)
Week 17	FINALS WEEK	FINALS WEEK	<input type="checkbox"/> Final Paper Take 2 + Revision Report + Reflection Due 5/17 11am (A)