

# PHIL M122: INDEPENDENT STUDY - PHILOSOPHY

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**Originator**

mmorgan

**Co-Contributor(s)**
**Name(s)**

Herlocker, Brian (bherlocker)

**College**

Moorpark College

**Attach Support Documentation (as needed)**

PHIL M122\_state approval letter\_CCC000624729.pdf

**Discipline (CB01A)**

PHIL - Philosophy

**Course Number (CB01B)**

M122

**Course Title (CB02)**

Independent Study - Philosophy

**Banner/Short Title**

Independent Study-Philosophy

**Credit Type**

Credit

**Start Term**

Fall 2024

**Catalog Course Description**

Allows independent study for students who wish to extend their knowledge of a particular area of Philosophy through research and study. Utilizes an approved independent study project. Includes one-on-one work with instructor. Interested students should contact a Philosophy instructor for assistance in developing a contract for learning about a specific topic.

**Taxonomy of Programs (TOP) Code (CB03)**

1509.00 - Philosophy

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

157.5

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

157.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class**

Total Outside-of-Class

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

52.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

1

**Maximum Units (CB06)**

3

**Prerequisites**

Completion of one course in Philosophy and instructor approval

**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

Completion of one course in the discipline and instructor approval

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Other (specify)

**Specify Other Level of Scrutiny/Justification**

To complete an independent study in philosophy, a student must have completed at least one course in philosophy.

**Student Learning Outcomes (CSLOs)**

Upon satisfactory completion of the course, students will be able to:

1 analyze and evaluate a philosophical argument from their chosen research plan.

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

- |   |  |
|---|--|
| 1 | develop a research plan with the faculty member that encompasses at least one aspect of the discipline of Philosophy. The focus could be on a particular school or time period (e.g., Ancient Greek, Medieval, Rationalist, Empiricist, Kantian, Hegelian, Analytic, Phenomenology, Existential, or non-Western Philosophy), field (e.g., ethics, metaphysics, philosophy of logic and mathematics, philosophy of the mind, philosophy of language, or philosophy of science), or philosopher (e.g., Plato, Kant, Augustine, Aquinas, Descartes, Locke, Kant, Husserl, Frege, Heidegger, or Wittgenstein.) |
|---|--|

## Course Content

### Lecture/Course Content

See Lab/Activity Content

### Laboratory or Activity Content

Project content and specific topics will be determined by the student in consultation with the supervising faculty member.

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression  
Problem solving exercises  
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Computational homework  
Essay exams  
Individual projects  
Mathematical proofs  
Objective exams  
Oral analysis/critiques  
Oral presentations  
Portfolios  
Problem-solving exams  
Problem-solving homework  
Quizzes  
Reports/papers  
Research papers  
Written analyses  
Written compositions  
Written homework  
Other (specify)

### Other

Problem sets

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education  
Instructor-guided interpretation and analysis  
Internet research  
Modeling  
One-on-one conference  
Problem-solving examples  
Readings  
Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor guiding the student through a philosophical work.  
Student demonstrating to the instructor the ability to do a logical proof.

Instructor meeting with the student online to discuss a scholarly article.

## Representative Course Assignments

### Writing Assignments

development of project-related documents: essays, term projects, library research, and literature reviews.  
projects to be determined in conversations between the instructor and the student.

### Critical Thinking Assignments

projects to be determined in conversations between the instructor and the student.  
an assignment where the student has to prove theorems in logic.

### Reading Assignments

reads a canonical work of a philosopher.  
reads a contemporary paper on a problem in philosophy such as the mind-body problem.

### Skills Demonstrations

creating a truth table for propositional logic.  
explaining the notions of *a priori*, *a posteriori*, synthetic, and analytic (to include their relations to one another) orally.

## Outside Assignments

### Representative Outside Assignments

projects to be determined in conversations between the instructor and the student.  
readings to be determined in conversations between the instructor and the student.

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

### Course is CSU transferable

Yes

### CSU Baccalaureate List effective term:

FALL 2021

## **CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

## **IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

## **Textbooks and Lab Manuals**

### **Resource Type**

Other Instructional Materials

### **Description**

Specific books, articles, films, etc. used will be determined by the supervising faculty member in consultation with the student.

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## **Library Resources**

### **Assignments requiring library resources**

Using the Library's print and online resources.

### **Sufficient Library Resources exist**

Yes

### **Example of Assignments Requiring Library Resources**

Research using the Library's print and online resources in the area student and instructor agreed upon to develop a term paper.

## **Distance Education Addendum**

### **Definitions**

#### **Distance Education Modalities**

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The faculty advisor may post discussion topics regarding the student project or the internship learning objectives and encourage dialog. These discussion topics may aim to probe and assess student knowledge and progress, or lead the student to explore new concepts and experiment with novel approaches to either problem solving or conquering the learning objectives.
E-mail	The faculty advisor and the student may utilize emails to communicate regularly about a variety of matters including but not limited to upcoming meetings, events, due dates, project details, etc. The student may also email the faculty advisor any documents about the project which will require an action on the part of the faculty advisor.
Face to Face (by student request; cannot be required)	The student may request face-to-face meetings with the advisor to discuss any issues of concern regarding either the learning outcomes of the project, the work environment, or obstacles that are hindering the student's progress. Additionally, the student may request a face-to-face meeting perhaps to demonstrate a skill that the student has learned, or the operation of a device that the student has built, or an art piece that the student has created.
Synchronous Dialog (e.g., online chat)	The faculty advisor may schedule online meeting times with the student to discuss the student's learning objectives, have a dialogue about the student's progress, clarify expectations, or answer questions. The faculty advisor may also meet online with the student and the work site supervisor to discuss the student's contributions to the work place, and any areas of strength or concerns that would help the faculty advisor better guide the student's experience.
Video Conferencing	The faculty advisor and the student may utilize video conferencing for lessons, discussions, collaborations, or Q/A sessions. Video conferencing may also be utilized for student progress and student work assessment and evaluation where the student can illustrate and discuss the outcomes of the learning objectives.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	The faculty advisor may post discussion topics regarding the student project or the internship learning objectives and encourage dialog. These discussion topics may aim to probe and assess student knowledge and progress, or lead the student to explore new concepts and experiment with novel approaches to either problem solving or conquering the learning objectives.

E-mail	The faculty advisor and the student may utilize emails to communicate regularly about a variety of matters including but not limited to upcoming meetings, events, due dates, project details, etc. The student may also email the faculty advisor any documents about the project which will require an action on the part of the faculty advisor.
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Video Conferencing	The faculty advisor and the student may utilize video conferencing for lessons, discussions, collaborations, or Q/A sessions. Video conferencing may also be utilized for student progress and student work assessment and evaluation where the student can illustrate and discuss the outcomes of the learning objectives.

**100% online Modality:****Method of Instruction****Document typical activities or assignments for each method of instruction**

Asynchronous Dialog (e.g., discussion board)	The faculty advisor may post discussion topics regarding the student project or the internship learning objectives and encourage dialog. These discussion topics may aim to probe and assess student knowledge and progress, or lead the student to explore new concepts and experiment with novel approaches to either problem solving or conquering the learning objectives.
E-mail	The faculty advisor and the student may utilize emails to communicate regularly about a variety of matters including but not limited to upcoming meetings, events, due dates, project details, etc. The student may also email the faculty advisor any documents about the project which will require an action on the part of the faculty advisor.
Face to Face (by student request; cannot be required)	The student may request face-to-face meetings with the advisor to discuss any issues of concern regarding either the learning outcomes of the project, the work environment, or obstacles that are hindering the student's progress. Additionally, the student may request a face-to-face meeting perhaps to demonstrate a skill that the student has learned, or the operation of a device that the student has built, or an art piece that the student has created.
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Video Conferencing	The faculty advisor and the student may utilize video conferencing for lessons, discussions, collaborations, or Q/A sessions. Video conferencing may also be utilized for student progress and student work assessment and evaluation where the student can illustrate and discuss the outcomes of the learning objectives.

**Examinations****Hybrid (1%–50% online) Modality**

On campus



Online

**Hybrid (51%–99% online) Modality**

On campus

Online

**Primary Minimum Qualification**

PHILOSOPHY

**Review and Approval Dates**

**Department Chair**

04/17/2023

**Dean**

04/17/2023

**Technical Review**

04/20/2023

**Curriculum Committee**

5/2/2023

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000624729

**DOE/accreditation approval date**

MM/DD/YYYY