

Course Description

IB philosophy is a one year course designed to introduce students to some of the major themes of philosophical inquiry and to some of the more significant writings in the history of philosophy. Emphasis will be placed on doing philosophy and using the skills of philosophical inquiry.

Aims (from IB Philosophy Guide, 2015)

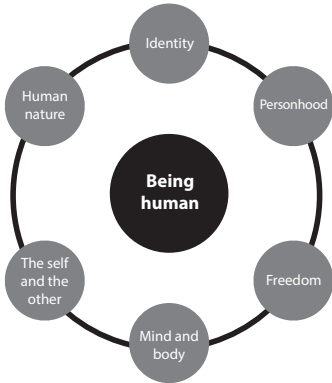
The aim of the philosophy course . . . is to engage students in philosophical activity, enabling them to:

1. develop an inquiring and intellectually curious way of thinking
2. formulate arguments in a sound and purposeful way
3. examine critically their own experiences and their ideological and cultural perspectives
4. appreciate the diversity of approaches within philosophical thinking
5. apply their philosophical knowledge and skills to the world around them.

Course Outline

This class follows the structure prescribed by the IBO Philosophy Guide. This guide is available on-line at my website in PDF format. The sequence of study for philosophy for the 2017-2018 school year will be :

- Core theme - What is a human being? This theme is based on the following diagram from the 2015 IB Philosophy guide:



- Prescribed text - Charles Taylor, *The Ethics of Authenticity*
- Optional theme - Ethics

Texts and Readings

Most of the readings for this class will be in the form of handouts distributed in class. Additionally students will be reading Charles Taylor's *The Ethics of Authenticity*, which will be checked out from the library. Readings should be completed prior to the class in which they will be discussed.

Website

The screenshot shows a web browser window with the URL #dhaydock.org. The main heading is 'Philosophy'. Below it is a table for the 'Week of August 8' with columns for Date, Agenda, and Homework. The agenda for Monday includes sitting with people on the same topic, diving into philosophy activity, and presentations. Tuesday includes finishing presentations and the ACAR method. Wednesday includes annotating texts and a lecture/discussion on Bertrand Russell. Thursday includes a lecture/discussion on overarching concepts. To the right, there are 'Site Links' for US History, Philosophy, Tok 11, and Tok 12, along with 'Resources' and 'Mr. Haydock'. Below that is a 'Twitter' feed with tweets from @dhaihaydock. At the bottom, there are 'Course Materials' for Syllabus - 8.10 and Course reader - 8.10.

I maintain a website for this class at www.dhaydock.org. Please bookmark this site on your phone and/or home computer. At this site, you can find daily lesson plans, most handouts, assignments, projects and class presentations. The site is updated daily (the agenda shown at the beginning of each class is from the website). Please see the website when you are absent to learn what the class did when you were gone.

Other Class Materials

Students must keep an orderly three ring binder and bring it to class each day. Binders should contain all class, notes, readings and annotations and should be organized in a way that facilitates your ability to engage in meaningful class discussion.

Procedures

Beginning of class: Students are expected to be seated, silent and working on the journal activity (found on the agenda) when the tardy bell rings. Students should also update their planners with any new due dates posted on the agenda.

Upon return from an absence: Upon return from an absence all students must clear their absence with the attendance office. This must be done prior to class. When you are absent it is your responsibility to check the website (www.dhaydock.org) to see what you missed.

Make-up: Students who miss exams, quizzes or other class activities as a result of an excused absence or in-school suspension must make-up the activity. Make ups are scheduled by arrangement with the teacher. The only way to make up for missed discussions is to participate more actively in the discussions where you are present. Students who have an excused absence will be allowed one day per day of the absence to turn assignments in upon their return.

During lecture/discussion/student presentations: I expect all students to be actively engaged during lecture/discussion. This means actively listening with your head up and a writing utensil in your hand. Note-taking during lectures and discussions is mandatory. Periodically, I will have students turn their notes in for credit. Please be aware that note taking in this class involves active listening, it is not simply copying what is written on the screen.

Daily homework: Homework in this class is in the form of annotations of readings. While I give points for it, the points are nominal and the real purpose is to get you thinking about philosophy and to provide you evidence and examples for class discussions, in-class essays and the philosophical analysis. When I check your annotations, please show me both your page of annotations and your markup of the text itself. Homework in this class complies with the guidelines established by Tracy Unified School District [Board Policy 6154](#) provided students utilize proper time management and study techniques.

Late Work: Unless arrangements are made with the teacher, in person, at least 24 hours prior to due dates, no late work will be accepted.

Extra Credit: There is no extra credit in this class.

Substitute teachers: In the event that I am absent, the substitute will be provided with an assignment that students will complete during class time. Students are expected to complete substitute assignments silently and individually. While I am gone, the substitute is the absolute authority in the class and will be treated with both courtesy and respect.

Travel Study: Travel study requests will be handled as outlined in the student handbook. Students requesting travel study will be required to access daily plans and assignments through the website (I will not provide alternate assignments.) All exams and quizzes must be made up within 14 days of the student's return.

Office Hours: If you need additional help, please ask. My scheduled office hours are Mondays during first and second lunch and by appointment.

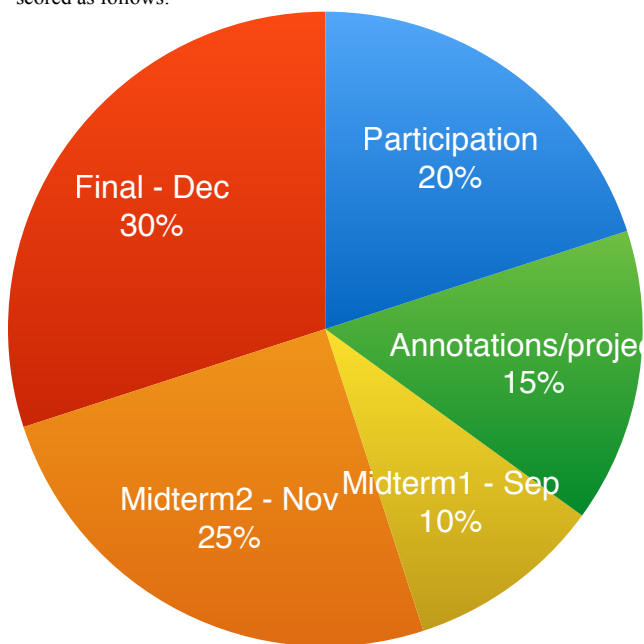
Parent contact: The easiest way to contact me is by emailing me at my school account (dhaydock@tusd.net). I will usually respond to parent emails within 48 hours. Parents are also encouraged to keep up-to-date with class events through my website at www.dhaydock.org. I use the parent connect system to record grades. I do not use the district's voicemail system.

Electronics: Portable audio, wireless and internet connected devices may be used in class only when directed by the teacher or after a student has received permission. Unauthorized use will result in confiscation. Confiscated devices will be turned into the AP's office. Any electronic device found in violation of this policy during an exam will be considered academic dishonesty and will also result in the student receiving a zero on that exam. Students are strongly encouraged to stow electronic devices securely prior to exams.

Grading

Grades in this class follow a model typical of college courses in the humanities. **Semester grades in this class are mainly based on the midterm and the final, the formal paper and discussion. For this reason, each major assignment is very important to your overall grade.** Grades are cumulative throughout the semester. I do not average first and second quarter grades. Here is the grade breakdown for the fall semester:

Participation in Philosophy is critical both for your individual success in class and for the success of the class as a whole. Participation in class discussions will be scored as follows:



There will be four participation cycle assignments during the fall semester and three during the spring. They will be labeled “participation 1-4” in the grade book. Students earn one participation point each day that they meaningfully participate in class discussion, or two if they meaningfully quote a document in the comments made on that day. To complete each assignment, students need ten participation points. While participation cycle assignments will be entered into the grade book four times during the semester, students complete all of the points for one assignment before gaining points in the next. Students earning more than 40 participation points for the semester will receive extra participation points at a 2:1 ratio.

Approximate dates of fall participation entry:

- 1 - September 2
- 2 - September 30
- 3 - October 28
- 4 - December 14

Note: Assignments can be completed at any time. For example, if by October 6, a student had amassed 40 participation points, she would have all four fall semester assignments completed (at a grade of 100%).

Grades are based on percentage of points earned using the following scale:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Less than 60% = F

Except as noted above, I do not round grades.

Please use the Aeries system to access your current grade at any time. Instructions on how to access the Aeries system can be obtained in the counseling office. I will also be happy to pull up individual student grades before or after class. Please note: I generally update grades only after the completion of a major assessment or a discussion cycle, thus student grades will often not change for three to four weeks.

IB testing in philosophy, its requirements and deadlines will be discussed in class. While students are encouraged to sign up for the IB philosophy exams, doing so (or not) has no impact on your class grade. 62 THS students have tested in IB Philosophy SL in the last three years. The pass rate during this time has been above 95%.

Behavioral Expectations for all of us - including the teacher!

- **Curiosity** - Be intellectually curious (really, really, really important!)
- **Respect** - All of us owe each other the same respect we wish to be shown to ourselves. Additionally we must all respect school and personal property as if it were our own.
- **Engagement** - Be actively engaged in the class activity.

In addition, we are all expected to abide by all school, district and state rules.

For minor problems – talking out of turn, not coming to class prepared, class disruption, minor goofiness and the like:

Step 1 – warning

Step 2 – student-teacher after class conference - no pass.

Step 3 – Parent contact and possibly additional consequences as defined by the student handbook.

Subsequent violations will be treated as major problems

For major problems – Violence or threats of violence, harassment, vandalism, racial or sexual epithets, defiance, academic dishonesty, repeated minor problems and others outlined in the conduct code will result in the student being sent to the AP’s office and/or an immediate two day suspension from class.

Student ID: Students must carry their IDs at all times and present it when requested by the teacher or other school official

Tardiness: Students are to be seated and working silently when the tardy bell rings or they will be considered tardy. The following consequences will result from being tardy to this class:

One - two tardies - Warning

Three and four tardies - Parent contact.

Beginning with the fifth tardy, the consequences described in the conduct code will be applied.

Passes: Mr. Haydock and students are expected to take care of all personal business outside of class time. Occasionally, we all need an exception. Exceptions should be rare.

Controversial Issues: This class follows the guidelines established by Board policy [AR 6144](#) and [BP 6114](#) when discussing controversial issues. In these discussions, the opinion of the teacher, when elicited and relevant to the curriculum, shall be labeled as an opinion, with students encouraged to treat it as one point of view among many. However, while legitimate disagreement may occur on many issues, our societal values, in addition to school and district policies, make certain positions and statements whether made by students, teachers or public figures simply wrong. Board policy provides that “The discussion . . . [of controversial issues must] . . . not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation,” and that “the teacher shall not suppress any student’s view on the issue as long as it is not malicious or abusive toward others.” Thus, for the purposes of class instruction and discussion, abusive and prejudiced positions and statements are not acceptable as part of class discourse. Furthermore, abusive or prejudiced statements made by public figures are considered outside the scope of the Board’s goal of providing “opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view”, and will be treated by the teacher as abusive and prejudiced statements or positions and not as controversial issues warranting discussion.

Plagiarism and academic dishonesty: Webster’s Dictionary defines plagiarism as “the appropriation or imitation of the language, ideas and thoughts of another author, and representation of them as one’s original work.” This includes directly copying the work of another without proper attribution, making false or misleading attributions, as well as changing a few words of a source to make it seem like a student’s own writing. I have a zero tolerance policy for plagiarism – don’t do it! If you have any questions about plagiarism, please come see me. Academic dishonesty includes copying work from another student, using notes on a closed notes exam and other forms of academic fraud. Plagiarism or academic dishonesty in this class are considered defiance of school authority and will result in a “0” grade on the assignment, an immediate two day suspension from class and may lead to further disciplinary action from the school.

Philosophy - Mr. Haydock
(Please Print)

I have read and understand the policies laid out in the syllabus for Mr. Haydock's IB Philosophy course.

_____ Student Name

_____ Class name/Period

_____ Student Signature

_____ Parent Signature

_____ Date

Please indicate the best way to contact you in the space below:
