

PHI 2010 INTRODUCTION TO PHILOSOPHY

3.0 credits • State Core Gen Ed Humanities • 2000 words of WR Credit

Fall 2025 Class # 21452

I. BASIC INFORMATION

COURSE MEETINGS

Tuesdays – Period 7 – 1:55-2:45pm in 0116 Mattherly Hall (MAT 0116)

Thursdays – Periods 7-8 – 1:55-3:50pm in 0116 Mattherly Hall (MAT 0116)

INSTRUCTOR INFORMATION

Professor: Jon Rick

Email: jrick@ufl.edu

Office: 310 Griffin-Floyd Hall (FLO 310)

Phone: 352-392-2084

Office Hours: 10am – 1pm on Wednesdays in FLO 310 (or by appointment)

CATALOG COURSE DESCRIPTION

In this course, students will be introduced to the nature of philosophy, philosophical thinking, and major intellectual movements in the history of philosophy, including topics from the western philosophical tradition, and various problems in philosophy. Students will strengthen their intellectual skills, become more effective learners, and develop broad foundational knowledge.

CUSTOMIZED COURSE DESCRIPTION

If you're reading this, you might be doing so because you're looking for the answer to some questions. That's good! Asking questions is a very philosophical thing to do! Now, maybe one of your questions is the following: What is this Introduction to Philosophy course going to be about? Well, you know how sometimes people answer a question with a question? Here's an answer to your question with a series of five questions – ones that we'll be exploring in this course by way of introducing ourselves to some of philosophy's urgent and enduring inquiries: Should I believe in God? Should I believe in anything? How should I live? How should we live? The first two questions explore perennial topics in the philosophical subfields of metaphysics and epistemology, while the latter two questions explore perennial topics in the philosophical subfields of ethics and political theory. These four questions will be our touchstones in this course, as we examine both classical and contemporary philosophical texts, but boundless others will surely emerge. This course counts towards the Humanities (H) general education requirement and the Writing (W) requirement (2000 words).

COURSE MATERIALS

No purchase of books is necessary for this course. All assigned readings will be available through the class Canvas page. Students are required to bring a copy of the day's assigned reading to each class and discussion section meeting; failure to do so will result in loss of participation points. A full list of the required readings for this course can be found in the Course Schedule, below.

MATERIALS FEE

N/A

GENERAL EDUCATION AND WRITING REQUIREMENT CREDIT

This course is a State Core Humanities course in the UF General Education program. A minimum grade of C is required for general education credit.

This course also provides 2000 words of Writing Requirement credit. Course grades have two components: one is the letter grade for the course as a whole, while the other is a grade of satisfactory/unsatisfactory indicating whether the student's relevant written work demonstrates fluency and the use of writing as a tool to facilitate thinking. In this class, a student receives a Satisfactory for this second grade just in case his or her average grade for the three written essays described below is at least a C. To receive the WR credit a student must *both* earn at least a C for the first grade *and* a "Satisfactory" for the second grade.

II. COURSE GOALS

COURSE OBJECTIVES

As spelled out at <https://undergrad.ua.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>, every General Education Humanities course includes the following objectives:

Humanities courses must afford students the ability to think critically through the mastery of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the relevant factors that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

PHI2010 pursues these objectives by introducing students to the discipline of philosophy: the questions addressed, the methods employed, and the major theories proposed in certain areas. More specifically, this course is designed to introduce students to the practice of philosophy through the study of central philosophical questions and arguments, as represented by a selection of historical and/or contemporary readings. Students will learn some of the basic principles of good reasoning, including how to understand arguments, represent them clearly and fairly, and evaluate them for cogency. Students will also learn to develop their own arguments and views regarding the philosophical questions studied in the course in a compelling fashion. In these ways the course aims to develop students' own reasoning and communication skills in ways that will be useful in any further study of philosophy they undertake and beyond the bounds of philosophy itself.

STUDENT LEARNING OUTCOMES

A "Student Learning Outcome" is something students who successfully complete a course should be able to do as a result. General education courses in Humanities have the following Student Learning Outcomes as specified at <https://undergrad.ua.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>:

- *Content.* Identify, describe, and explain the history, underlying theory and methodologies used.
- *Critical Thinking.* Identify and analyze the relevant factors that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
- *Communication.* Communicate knowledge, thoughts and reasoning clearly and effectively.

As PHI2010 is a *State Core* General Education course, there are some specific learning outcomes mandated for all versions of PHI2010 across the state. They are officially described as follows:

- A. Students will demonstrate an understanding of classical western philosophical views.
- B. Students will develop critical thinking skills.

- C. Students will analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

COURSE SPECIFIC HUMANITIES & GENERAL EDUCATION OBJECTIVES / STUDENT LEARNING OUTCOMES:

1. Identify, describe, and explain how the resources available in the humanities can help with becoming a more informed and engaged citizen. **(Content & Communication SLOs for Gen Ed Humanities)**
2. Identify and analyze the histories of and relations among different theoretical frameworks in philosophical and humanistic traditions of thought **(Content & Critical Thinking SLOs for Gen Ed Humanities)**
3. Identify, analyze, explain and evaluate foundational philosophical concepts and themes in public discourse **(Content & Critical Thinking SLO for Gen Ed Humanities)**
4. Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond **(Content & Critical Thinking SLO for Gen Ed Humanities)**
5. Develop and present clear and effective responses to essential questions about important philosophical issues in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course **(Communication SLO for Gen Ed Humanities).**

In this class, the outcomes above are assessed by means of the following assignments. (Assignments are described below in section IV.)

- Outcome 1 is assessed by Assessment #2 & Assignment #s 3 & 4
- Outcome 2 is assessed by Assignments #s 1, 2, & 3
- Outcome 3 is assessed by Assignment # 1, 2, 3, & 4
- Outcome 4 is assessed by Assignment #4
- Outcome 5 is assessed by Assessment #2 & Assignments #s 1, 2, 3, & 4

WRITING REQUIREMENT: GOALS AND RULES

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Evaluation of the relevant writing assignments in this class will include feedback on grammar, punctuation, clarity, coherence, and organization. These assignments will be evaluated according to the criteria set out in the writing assessment rubric at the end of this syllabus.

For this course, I recommend you use the free online version of the first edition of Strunk and White's *The Elements of Style*. Here is the link: <https://www.bartleby.com/lit-hub/the-elements-of-style/>

UF has a dedicated writing program with a "writing studio" that is intended to provide students with several resources for improving their writing, including style guides, access to tutors, and more. See <http://writing.ufl.edu/writing-studio/>.

Please note that what makes for a good paper in philosophy is not always the same thing as what makes for a good paper in other disciplines. If you get help from a tutor for written work in philosophy, you should be sure to provide the tutor with appropriate information about what is expected in philosophy. This could be a sample of a good philosophy paper, a guide for writing in philosophy, or other resources that might be made available to you in this class.

A note on citation. Any time you quote someone or some text you must provide a reference for that quotation, including page numbers. You also need to provide references when attributing views to our authors and texts. There are several different, equally acceptable ways of providing reference information. A good general resource is a page on citation made available by the UF libraries: <https://guides.uflib.ufl.edu/libraryresearch/citingsources>. In this class, I prefer that you use parenthetical in-text citations or footnotes (but not endnotes).

III. GRADE DETERMINATION AND POLICIES

GRADE DETERMINATION

Your course grade is determined by the following factors:

Assessment #1 – Class Attendance	5%
Assessment #2 – Verbal Participation	10%
Assignment #1 – Essay 1	25%
Assignment #2 – Essay 2	35%
Assignment #3 – Poster Presentation Project	15%
Assignment #4 – Essay 3- Poster Reflection	5%

GRADING POLICIES

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for information on how UF assigns grade points.

In this class, we will use the following grade scale:

Grading Scale			
Letter	4 pt. scale		100 pt. scale
A	4.0	(3.835-4.0)	94-100
A-	3.67	(3.495-3.834)	90-93
B+	3.33	(3.165-3.494)	87-89
B	3.0	(2.835-3.164)	84-86
B-	2.67	(2.495-2.834)	80-83
C+	2.33	(2.165-2.494)	77-79
C	2.0	(1.835-2.164)	74-76
C-	1.67	(1.495-1.834)	70-73
D+	1.33	(1.165-1.494)	67-69
D	1.0	(0.835-1.164)	64-66
D-	0.67	(0.495-0.834)	60-63
E	0.0	(0.0-0.494)	0-59

IV. ASSIGNMENTS AND EXPECTATIONS

GENERAL EXPECTATIONS

As a student in this class, you are expected to

- be familiar with all policies and requirements as set out in the course syllabus;
- attend and participate in all class sessions (unless excused for a legitimate reason);
- be aware of all deadlines throughout the semester;
- stay informed by keeping up with all announcements made in class and via Canvas;
- keep up with reading assignments and hand in work on time;
- maintain academic integrity in all of your work—or risk failing the entire course;
- be respectful of your classmates, even when engaged in lively critical dialogue with them;
- inform the instructor promptly of any emergencies or problems that will affect your ability to do what is needed in the course ask questions and seek help when you need it.

ASSESSMENTS & ASSIGNMENTS

Assessment #1

Class Attendance - You will be expected to attend all class meetings. For each class meeting missed, without a legitimate excuse, you will lose 5 points – each student starts with 100 out of a possible 100 points. **Class Attendance is worth 5% of the Total Course Grade.**

Assessment #2

Verbal Participation - You will be expected to have read and to be prepared to discuss the texts assigned for each class meeting. Verbal participation will be assessed in terms of questions, comments, and contributions to in-class group assignments that show engagement with the readings assigned for that class meeting. This participation grade can be augmented by participating in Office Hours. Attendance is a separate grade, and mere attendance without verbally participating does not count towards the verbal participation grade. This participation grade will be updated weekly in Canvas – See the rubric in Appendix II below. **Verbal Participation is worth 10% of the Total Course Grade.**

Assignment #1

Essay 1 – This essay will be a minimum of 500 words. It will involve reconstructing an argument from our required readings and the construction of an objection argument. Instructions and prompts for this assignment will be made available by 9/1/25. This assignment is due via Canvas submission by 11:59pm on 9/14/25. **Essay 1 is worth 25% of the Total Course Grade.**

Assignment #2

Essay 2 – This essay will be a minimum of 1500 words. It will involve reconstructing multiple arguments from our required readings as well as the construction of multiple objection and reply arguments. Instructions and prompts for this assignment will be made available by 11/1/25. This assignment is due via Canvas submission by 11:59pm on 11/16/25. **Essay 2 is worth 35% of your Total Course Grade.**

Assignment #3

Poster Presentation Project – During the final four class meetings, students will be required to engage in a group poster presentation assignment. This assignment will involve the creation of a power point poster and a short in-class presentation. A detailed set of instructions and rubric explaining the requirements and expectations for this poster presentation assignment can be found in the Poster Presentation folder under the Files tab on our Canvas site. **The Poster Presentation Assignment is worth 15% of the Total Course Grade.**

Assignment #4

Essay 3-Poster Reflection Paper – This essay will be a minimum of 500 words. It will involve offering a critical reflection on the student's own group poster project as well as those of the other groups. A detailed set of instructions and rubric can be found in the Poster Presentation folder under the Files tab on our Canvas site. **Essay 3-Poster Reflection Paper is worth 5% of the Total Course Grade.**

V. CLASS POLICIES

ATTENDANCE AND MAKE-UP POLICIES

Attendance is expected at every class session. Taking an active role in class is crucial to success and you cannot take an active role when you are absent. Of course, it can happen that you become ill or have another good reason to miss class. If you are ill, please stay home and call your primary health care provider or the UF Student Health Care Center at 352-392-1161 to be evaluated.

If you do miss a class for a good reason, it is your responsibility to inform the instructor as soon as is feasible to make appropriate arrangements. UF policy provides a list of kinds of absences that must be counted as excused. Other kinds of absences may be excused at the instructor's discretion.

If, due to an excused absence, you are unable to complete an assignment, contact the instructor to schedule a make-up opportunity.

Each student will begin the term with a grade of 100 out of 100 possible points for course attendance. Each unexcused absence will result in a deduction of 5 points from this attendance grade, which (as noted above) counts as 5% of your final, overall course grade.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the catalog here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ELECTRONIC DEVICES

Students are permitted to use laptops and tablets to take notes and to access required readings in our class meetings, unless these devices are restricted for the purpose of completing an in-class assignment or activity.

CANVAS E-LEARNING ENVIRONMENT

This course is supplemented by online content in the e-Learning environment known as “Canvas.” If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537. Do not contact the course instructor regarding computer issues.

ACADEMIC HONESTY

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class. Students are responsible for knowing that these behaviors are prohibited.

Collaboration: Collaboration with others in the writing of written assignments (including persons who are not students in this class) is prohibited unless explicitly allowed in the directions for a particular assignment. It is permissible for you to work with others in the formulation of your ideas and arguments as well as in the editing of written assignments. Collaboration on group assignments is required, and specific instructions will be provided for these group assignments.

Use of Artificial Intelligence: Unless specified explicitly in the instructions for a particular assignment, the use of any Artificial Intelligence is strictly prohibited for this course. This includes the use of generative AI for producing substantive content as well as for grammar review. Detected use of AI on assignments will be considered as an incident of academic dishonesty.

Consequences of Academic Dishonesty: Any incident of academic dishonesty is reported to the Student Conduct & Conflict Resolution committee (see <https://sccr.dso.ufl.edu/>), which may impose sanctions up to and including expulsion from the university. In this course, any case of academic dishonesty will result in a failing grade for the entire course, and I will advocate for such in communications with SCCR. If you remain enrolled in this class past the end of the drop/add period, this will be understood as agreement with this policy.

If you find yourself having trouble with a particular assignment please contact me for help and for the possibility of an extension. I will work with you to help you with any difficulties that arise. This is always a better option than engaging in academic dishonesty.

ONLINE COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals; (2) their Canvas course menu under GatorEvals; or (3) the central portal at <https://my-ufl.bluera.com/>.

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See “Get Started With the DRC” Disability Resource Center webpage (<https://disability.ufl.edu/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

VI. COURSE SCHEDULE

The schedule below provides information on topics, readings, and due dates for assignments. It is possible the schedule may need to be adjusted to accommodate disruptions or student needs; any such changes will be announced both in class and on Canvas. The readings assigned for a given date must be read prior to the class meeting on that date.

WEEK 1: COURSE INTRODUCTION

Thursday, 8/21 – Course Overview & Syllabus Review – *No Readings Assigned*

WEEK 2: SHOULD I BELIEVE IN GOD?

Week 2 Topics/Themes:

Is it rational to believe in God’s existence, given the stakes of holding this belief?

Is it rational to believe in God given the apparent evidence of Intelligent Design?

Tuesday, 8/26 – Blaise Pascal – “The Wager” (pp. 50-53)

Alan Hajek – “Pascal’s Ultimate Gamble” (pp. 74-85)

Thursday, 8/28 – William Paley – *Natural Theology*, selections (pp. 41-44)

WEEK 3: SHOULD I BELIEVE IN GOD?

Week 3 Topics/Themes:

What is Darwin’s theory of evolution by natural selection?

Does evolutionary theory provide an adequate, alternative account of natural life that does not rely on an Intelligent Designer?

Tuesday, 9/2 – Charles Darwin – *The Origin of Species*, selections (pp. 106-115, 124-135)

Thursday, 9/4 – Charles Darwin – *The Origin of Species*, selections (pp. 135-142)

WEEK 4: SHOULD I BELIEVE IN GOD?

Week 4 Topics/Themes:

Does the Fine-Tuning Argument provide a scientifically sound basis for the Design Argument?

Does the Problem of Evil render the existence of God unlikely?

Tuesday, 9/9 – Neil Manson – “The Fine-Tuning Argument” (pp. 271-286)

Thursday, 9/11 – Marilyn Adams – “Horrendous Evils and the Goodness of God” (pp. 297-323)

Assignment #1 – Essay 1 – Due via Canvas Submission by 11:59pm on Sunday, September 14

WEEK 5: SHOULD I BELIEVE ANYTHING?

Week 5 Topics/Themes:

*Can we really know anything with complete certainty? Is there a method for avoiding radical doubt about all of our knowledge?
What role does the existence of God play in grounding our knowledge? How do we explain the fact that we often hold many false beliefs?*

Tuesday, 9/16 – René Descartes – *Meditations* (I-II) (pp. 157-163)

Thursday, 9/18 – René Descartes – *Meditations* (III-IV) (pp. 163-172)

WEEK 6: SHOULD I BELIEVE ANYTHING?

Week 6 Topics/Themes:

*How do beliefs based on reason alone differ from those based on sensory data? Which beliefs can we trust in our quest for certain knowledge?
What is the difference between the mind and the body? How can we explain the interaction between the mind and the body?*

Tuesday, 9/23 – René Descartes – *Meditations* (V-VI) (pp. 172-181)

Thursday, 9/25 – Elisabeth of Bohemia – “Letters to Descartes” (selections) (pp. 105-117)

WEEK 7: SHOULD I BELIEVE ANYTHING?

Week 7 Topics/Themes:

*In what ways can we reliably trust the testimony of others when forming our beliefs?
How do the phenomena of echo chambers and epistemic bubbles problematize our epistemic dependence on others?*

Tuesday, 9/30 – John Hardwig – “Epistemic Dependence” (pp. 335-349)

Thursday, 10/2 – C. Thi Nguyen – “Echo Chambers and Epistemic Bubbles” (pp. 141-161)

WEEK 8: SHOULD I FEAR DEATH?

Week 8 Topics/Themes:

*Can the fear of death be overcome as merely an irrational source of anxiety for the living?
Or, is death both bad and worthy of fear because it deprives us of the valuable experiences of living?*

Tuesday, 10/7 – Epicurus – *Letter to Menoeceus & Principal Doctrines* (selections) (pp. 1-5 & 1-4)

Thursday, 10/9 – Thomas Nagel – “Death” (pp. 73-80)

WEEK 9: SHOULD I FEAR DEATH?

Week 9 Topics/Themes:

*Do the lives of unborn persons we will never know matter to us, in certain ways, more than the lives of our closest intimates?
How would our values change were we to know that humanity was going imminently extinct?*

Tuesday, 10/14 – Samuel Scheffler – “The Afterlife (Part I)” from *Death & the Afterlife* (pp. 15-49)

Thursday, 10/16 – Susan Wolf – “The Significance of Doomsday” from *Death & the Afterlife* (pp. 113-129)

WEEK 10: HOW SHOULD I LIVE?

Week 10 Topics/Themes:

*Is abortion wrong for the same reasons killing an adult human being is wrong?
If a fetus has a right to life, does this entail that abortion is impermissible in all or most cases?*

Tuesday, 10/21 – Don Marquis – “Why Abortion Is Immoral” (pp. 361-370)

Thursday, 10/23 – Judith Jarvis Thomson – “A Defense of Abortion” (pp. 348-360)

WEEK 11: HOW SHOULD I LIVE?

Week 11 Topics/Themes:

*Do non-human animals have moral standing, even if they lack the capacities for moral agency?
If we are committed to preventing animal suffering, should we stop animals from eating each other?
Is it wrong to eat animals, even though they eat other animals?*

Tuesday, 10/28 – Alastair Norcross – “Puppies, Pigs, and People: Eating Meat and Marginal Cases” (*skip section 3*) (pp. 229-236, 237-245)

Thursday, 10/30 – Jeff McMahan – “The Meat Eaters” (pp. 1-8)

Elizabeth Telfer – ““Animals Do It Too!”: The Franklin Defense of Meat-Eating” (51-53, 62-66)

WEEK 12: HOW SHOULD WE LIVE?

Week 12 Topics/Themes:

*Are there certain objects or activities that should not be for sale?
Or, is it in principle permissible to buy and sell anything on the market?*

Tuesday, 11/4 – Michael Sandel – “Markets & Morals,” & “How Markets Crowd Out Morals” from *What Money Can't Buy* (pp. 3-13, 93-130)

Thursday, 11/6 – Jason Brennan & Peter Jaworski – *Markets without Limits* (Chps. 2-4)

WEEK 13: POSTER PRESENTATION WORKSHOP

Poster Groups will convene to work on their Poster Presentation Project

Tuesday, 11/11 – No Class (*Veteran's Day*)

Thursday, 11/13 – Poster Presentation Preparation Day

Assignment #2 – Essay 2 – Due via Canvas Submission by 11:59pm on Sunday, 11/16

WEEK 14: POSTER PRESENTATION WORKSHOP

Poster Groups will make their in-class presentations

Tuesday, 11/18 – Poster Presentations Day 1 – **Assignment #4**

Thursday, 11/20 – Poster Presentations Day 2 – **Assignment #4**

WEEK 15: THANKSGIVING BREAK

Tuesday, 11/25 – No Class (*Thanksgiving*)

Thursday, 11/27 – No Class (*Thanksgiving*)

WEEK 16: POSTER PRESENTATIONS

Poster Groups will make their in-class presentations

Tuesday, 12/3 – Poster Presentations Day 3 – **Assignment #4**

Assignment #5 - Poster Response Paper due via Canvas Submission by 11:59pm on Friday, 12/6

VII. CAMPUS RESOURCES

HEALTH AND WELLNESS

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, [352-392-1575](tel:352-392-1575), or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call [352-392-1575](tel:352-392-1575) for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call [352-392-1161](tel:352-392-1161) for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call [352-392-1111](tel:352-392-1111) (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call [352-733-0111](tel:352-733-0111) or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call [352-273-4450](tel:352-273-4450).

ACADEMIC RESOURCES

- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

APPENDIX I: WRITING ASSESSMENT RUBRIC

GENERAL GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

A	B	C	D	E
<ul style="list-style-type: none"> • Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in class. • The introduction does an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are clear and convincing • All the content of the paper supports its main ideas with no irrelevant material. • The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence. • The argument advances in a manner that is easy to follow. 	<ul style="list-style-type: none"> • Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class. • The introduction does a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are for the most part clear and convincing. • Almost all the content of the paper supports its main ideas with no irrelevant material. • The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence. • The argument advances in a manner that is for the most part easy to follow. 	<ul style="list-style-type: none"> • Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of the relevant texts and material discussed in class. • The introduction does not adequately identify the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are only partially clear and convincing. • The content of the paper generally supports its main ideas, though there is some irrelevant material. • Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence. • The argument is difficult to follow in places. 	<ul style="list-style-type: none"> • Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class. • The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper. • The main ideas of the paper are only marginally clear and convincing. • The content of the paper tends not to support its main ideas, and there is a good deal of irrelevant material. • None of the interpretations on which the paper's claims are based are cogent. • The argument is difficult to follow or incomplete. 	<ul style="list-style-type: none"> • Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class. • The introduction does not identify the issues raised by the topic to be discussed in the rest of the paper. • It is unclear what the paper's main ideas are supposed to be. • How the content of the paper is supposed to support its main ideas is unclear, and there is far too much irrelevant material. • None of the paper's claims are based on interpretations of the relevant textual evidence. • The argument is very difficult to follow.
<p>Grammar: The document <i>Basic Grammar for Writing Assignments</i> posted under the "Resources" tab discusses some common grammatical errors you must avoid. Grammatical errors will incur deductions as follows:</p> <ul style="list-style-type: none"> • Improper formation of plurals and possessives (- 2 points) • Failure of agreement between subject and verb (- 2 points) • Run-on sentence (<i>Basic Grammar</i> §2) (- 4 points) • Unclear Pronoun Reference (<i>Basic Grammar</i> §4) (- 2 points) • Confusion of <i>it's</i> and <i>its</i> (- 2 points) • Sentence fragment (<i>Basic Grammar</i> §1) (- 4 points) • Faulty Modification (<i>Basic Grammar</i> §3) (- 2 points) • Faulty Parallelism (<i>Basic Grammar</i> §5) (- 2 points) 				

APPENDIX II: PARTICIPATION RUBRIC

Verbal participation will be assessed on the following bases:

1. Asking questions in class that reveal engagement with the assigned reading for that class meeting.
2. Making comments in class that reveal engagement with the assigned reading for that class meeting.
3. Asking questions or making comments in office hours that reveal engagement with assigned readings.

Students will begin with 0/100 total possible verbal participation points. In each unique class meeting that the student participates in a manner that reveals engagement with the assigned readings for that class meeting, they will receive 5 verbal participation points, up to, but not exceeding 100 possible points. Contributions in unique office hours meetings, which reveal engagement with the assigned readings will also count for 5 verbal participation points. Office hours participation points will be limited to a maximum of 30 points. The combined number of participation points for both in-class and office hours participation will not exceed 100 out of a possible 100 points.