Instructional Design Portfolio

Eric de Araujo

How I Design

My approach to designing learning experiences is informed by the concepts of *backward design* and *community of learners*.

Leaving a course or lesson completely the same is a sign that something has gone wrong. The value of a learning experience is, at least partly, explained by how it has changed someone. That is why I start my instructional designs by identifying the ways a learning experience ought to change the learner. My design process begins at the end and works backward.

Articulating the goals of instruction is important whether I am designing independently or partnering with an instructor. It can be tempting to think of tools, content, and activities before we even consider if any of these things will help learners get to where we want them to be. Making fuzzy instructional goals explicit provides us precise targets at which our instructional components can aim.

Once we understand where we want our learners to go, we can start building the structure to get them there. I understand the designer's role at this stage to be helping the instructor deconstruct habits and skills that, as an expert, are second-nature to them. To illustrate, an experienced driver sees the task of driving to the grocery store as incredibly simple. But for someone who has never driven a car, the task involves a multitude of sub-tasks that range in difficulty. As a designer, I help instructors define these dependence relations between skills. This lets us construct learning experiences that build on one another until they culminate in achieving the goal.

I see all participants, even instructors and designers, as learners and use their relationships with one another when designing these experiences. The most obvious relationship to focus on is the one between the instructor and the group of learners. But an easy to overlook set of relationships are those between learners. Learners bring their own experiences and expertise to the community and we can design interactions between learners that use those individual resources to help others better learn. Additionally, those with "non-learning" roles can discover new things from learners and use their feedback to improve the process.

Summary of Training

I have sought opportunities to develop my instructional skills throughout my teaching career. Below I describe the experiences and the importance they played in my development.

2.1 Instructional Coursework

2.1.1 College Teaching

This course provided me a broad overview of teaching in higher education. It gave me a better understanding of how instructional roles are situated within larger institutional structures. The course forced me to articulate to non-philosophers how philosophy is taught and what some of the goals shared across philosophy courses are. We developed, presented, and critiqued lesson plans. This course gave me concrete ideas on how I would approach teaching my own courses.

2.1.2 Course Design for Higher Education

In this course I was introduced to the mechanics of designing my own course. I used the method of backward design to construct a course beginning with its goals and outcomes. This was followed by developing lessons, assignments, and active learning techniques that achieved those goals and outcomes. We workshopped and demonstrated several of these course components with our peers. The course culminated in the construction of our own syllabus which included a detailed course schedule, methods of assessment, and policies and procedures.

2.1.3 Fundamentals of Teaching Adults Online

This course was my introduction to fully asynchronous instruction online. It was both the content of the course and the mode of delivery. The course allowed me to understand what taking an online course was like for students. This prepared me to think about how to structure the

learning environment for an online course. In particular, we discussed the pedagogical framework of a community of learners, and how to facilitate interactions online that allowed learning occur outside of a prescribed time and space. Additionally, the course allowed me to master many technical elements of teaching online. I left prepared to teach my first online course later that academic year.

2.1.4 Teaching Philosophy

This course combined the theory and practice of teaching philosophy. We ended the course by teaching lessons to a local high school class. We began by discussing the merits of teaching philosophy, particularly to high school students. In preparation for our lessons, we discussed and demonstrated a variety of active learning techniques directed toward philosophical content. We then collaborated on establishing lesson goals and activities. We delivered our lessons to the high school class and debriefed with their teacher about our performance.

2.2 Professional Development

2.2.1 Conference Presentation

My workshop on creating screencasts was accepted for presentation at the biannual conference for the American Association of Philosophy Teachers (AAPT). I will teach instructors how to create narrated screencasts using freely available software on Mac computers. They will learn how to record their screens using QuickTime Player. Then, they will convert and compress the video using HandBrake.

2.2.2 Preparing Future Faculty

The Preparing Future Faculty program at Ohio State pairs graduate students with faculty from nearby colleges and universities to better understand faculty life at institutions unlike Ohio State. My mentor was Dr. Stephanie Patridge at Otterbein University. We used the program to discuss the differences in student population, faculty expectations, and teaching between OSU and Otterbein. I had the opportunity to observe her teach two sections of a Contemporary Moral Problems course before guest lecturing in it myself.

2.2.3 Teaching Logic Workshop

Ohio State's Philosophy Department received a grant from the University Center for Teaching and Learning to provide graduate students programming to assist their instructional work. I was invited to run a workshop on teaching the department's introductory logic courses. We practiced developing goals and objectives for logic courses, and I demonstrated how to model skills and incorporate logical notation in our learning management system.

Examples

The following artifacts represent how my instructional designs meet my general and content-specific goals. Course syllabi show how I do this at a global level, while tutorials, lessons, and assignment demonstrate this at a granular level.

3.1 Course Designs

The following courses illustrate how I design courses to meet learning goals. The first course focuses on goals particular to online instruction. The second focuses on delivery-agnostic learning goals.

3.1.1 Online

Below is the syllabus for a fully online course. It shows how I design learning experiences to foster community learning in an asynchronous environment.

3.1.2 Predictable Rhythms

Most learners are accustomed to the structure of a face-to-face learning environment. Since we were children, we met with our peers in the same physical space and relied on an instructor to direct our activities for a set amount of time. We then complete course components and prepare for assessments outside of the classroom, and return to it to repeat the process. We are so habituated to this structure that we might not even recognize its features.

When a learner enrolls in their first online course, she is immediately confronted with the absence of that familiar structure. The instructor is not interacting with all learners at the same time. The learner is now responsible for how they receive content from the instructor. And there is no longer a clean delineation between learning that occurs "in the classroom" and learning that occurs "outside the classroom."

Because these familiar structures are gone, when I design online courses, I create and introduce learners to new ones. For example, in the following course, topics are arranged linearly and have some dependence relations between them. This means learners progress through the course at a similar pace. To facilitate this, each topic is associated with a module. Modules contain the same components:

- Reading Assignment
- Reading Quiz
- Entry Discussion
- Instructor Notes
- Assignment (w/ small group collaboration)
- Exit Discussion
- Practice Quiz

This continuity in module structure provides learners a predictable rhythm that allowed them to organize when and how they interacted with the course.

3.1.3 Asynchronous Learning

An advantage of asynchronous learning is that instructors can intervene in the learning process at any stage. In a face-to-face class, instructors shape the learning process during meeting times or office hours. And instructors do not see what their learners are experiencing when they open their textbooks, start working on assignments, or collaborate with their peers on projects.

Online, instructors have the opportunity to intervene during any of these learning processes. In this course I use three components to shape the learning experience.

Entry Discussions

As an instructor, I do not expect learners to immediately master all the content from their assigned readings. That is why I ask them to share their initial thoughts with the class in an entry discussion. This allows them to see and relate to their peers experience in confronting new information. It also allows them to draw connections between one another's previous knowledge and experiences.

As an instructor, I gain insight into how learners are conceptualizing content, what topics interest them, and what they are struggling to comprehend. This puts me in a position to interact with learners either individually or as a class, to help them reach the course goals.

Assignments

When learners are acquiring new skills, it is helpful to provide demonstrations of the skill, opportunities for practice, and constructive feedback. I design module assignments to do this. Learners are assigned a project to complete individually, but before it is due, they have the opportunity to work on it in a smaller group. Each group member is responsible for sharing their progress on different aspects of the overall assignment to their group members. This provides them an to opportunity to compare with one another and discover what they are doing correctly and what they need to improve on.

Exit Discussions

Exit discussions give learners the opportunity to reflect on their learning process with one another. The discussion asks them to articulate what they will take away from the module and how they can apply what they learned. This allows learners to recognize that they met the module goals and why what they learned is valuable. It also gives the instructor an informal way of evaluating how the learning goals were met and to clarify any lingering misconceptions.

PHILOS 1500.02

Introduction to Logic (Online)

Instructor: Eric de Araujo **Office:** University Hall 214

Email: dearaujo.3@osu.edu **Office Hours:** Thursday 8:15–9:45 am & by appointment

Texts & Materials

Required Textbooks:

- *Critical Thinking: An Introduction to the Basic Skills*, Hughes, Lavery, and Doran (CT)
- *Forallx*, P.D. Magnus (available on Carmen)

Any additional materials will be made available on Carmen.

Course Description

This course is an introduction to logic through the examination of argumentation. Arguments are the means by which we advance debates across human endeavors. We will find arguments, dissect their structure, assess their logical properties, and construct our own. This course will cover both deductive and non-deductive forms of argument and introduce elements of propositional logic.

Course Goals & Objectives

By completing this course, students will be able to:

A. Identify and interpret arguments by

1. distinguishing arguments from other uses of language,
2. interpreting the author's meaning,
3. distinguishing between deductive and non-deductive arguments,
4. classifying statements by their logical properties, and
5. distinguishing between premises and conclusions.

B. Deconstruct and represent arguments by

5. distinguishing between premises and conclusions,
6. restating premises and conclusions in a standard form,

7. diagraming the logical relationships in an argument,
8. translating statements into propositional logic, and
9. identifying and stating missing elements of arguments.

C. Assess the logical strength of arguments by

8. distinguishing between strong and weak forms of inductive argument,
9. identifying common fallacies and rhetorical techniques that mask poor reasoning,
10. determining the truth and falsity of premises,
11. determining whether deductive arguments are valid/invalid and sound/unsound,
12. determining logical relations using truth tables in propositional logic,
13. deriving conclusions from premises using natural deduction,
14. understanding the conventions and constraints of argumentation in a variety of domains, and
15. constructing counterarguments and counter-examples.

D. Construct original arguments by

15. applying deconstructive, representational, and assessment skills in the construction of novel arguments,
16. using clear and concise language to present logical structure, and
17. anticipating and responding to criticism.

This course also meets the *General Education Goal and Expected Learning Outcomes* for "Quantitative Reasoning" in the following ways:

E. (*General Education Goal*) "Students [will] develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, and use mathematical models by:

1. Students comprehend[ing] mathematical concepts and methods adequate to construct valid arguments. (see Goal D above)
2. Students comprehend[ing] mathematical concepts and methods adequate to understand inductive and deductive reasoning. (See Goal A above)
3. Students comprehend[ing] mathematical concepts and methods adequate to increase their general problem solving skills. (See Goal C above)

Schedule

Here is the schedule we hope to follow. The course is divided into topical modules. Each module (after the introductory one) will have a similar structure and span 10 days. The first table shows what each day in a module looks like. The second table shows the order and dates for each module. The last table lists the assignments that occur outside of the module structure. I will communicate any changes to the schedule as needed.

Sample Module

Day	1	2	3	4	5	6	7	8	9	10
Reading	Complete Assigned Reading & Reading Quiz									
Initial Post	Post on Entry Discussion						Post on Exit Discussion			
Discussion Engagement		3 Engagements in Entry Discussion						3 Engagements in Exit Discussion		
Notes				Notes Released						
Assignment			Assignment Description Released	Work on Assignment						Assignment Due
Practice Quiz								Complete Optional Practice Quiz		

Schedule of Modules

Dates	Module	Topic	Reading	Goals
1/7–10	0	Welcome & Introduction	None	
1/11–20	1	Arguments & Logic	Chapter 1 in CT	A
1/21	MLK Day			
1/22–31	2	Meaning	Chapters 2 & 3 in CT	A, B
2/1–10	3	Informal Structure of Arguments	Chapter 4 in CT	A, B
2/11–20	4	Formal Structure of Arguments	Chapter 2 in forallx	A, B
2/21	Break for Exam 1 (over Modules 1–3)			
2/22–3/3	5	Assessing Adequacy of Arguments	Chapters 5, 7, & 8 in CT	C

3/4–9 Spring Break 3/17–20	6	Critiquing Arguments	Chapters 14 & 15 in CT	C
3/21–30	7	Constructing Arguments	Chapters 17 & 18 in CT	D
3/31	Break for Exam 2 (over Modules 4–6)			
4/1–10	8	Truth Tables	Chapter 3 in forallx	C
4/11–20	9	Natural Deduction	Chapter 6 in forallx	C
Finals Week	Exam 3 (over Modules 7–9)			

Non-Module Assignments

Date	Major Assignment Due
1/12	Pre-Course Reflection
2/20–22	Exam 1
3/30–4/1	Exam 2
4/6	Essay Draft
4/13	Peer Review
4/22	Post-Course Reflection
4/24	Final Draft
4/25–27	Exam 3

Grading

Exams	***24%***
Exam 1	*8%*
Exam 2	*8%*
Exam 3	*8%*
Reading Quizzes	***10%***
Module Activities	***20%***
Discussion	***20%***

Essay	***22%***
Draft	*4%*
Critique	*4%*
Final Draft	*14%*
Reflections	***4%***
Pre-Reflection	*2%*
Post-Reflection	*2%*

Course Mechanics

Here is how I plan to accomplish the goals of the course:

Reading Quizzes

Each module begins with a relevant reading. In the first three days of the module, you will need to complete the reading and the accompanying reading quiz. This is a short multiple choice question to ensure you comprehended the material. You will be graded half on accuracy and half on completion.

Discussion

A major part of our collaborate learning will be our discussions. We will be using Carmen's discussion feature to do this. Each module will begin with an Entry Discussion and end with an Exit Discussion. The goal is to use our dialogue to help us better understand and be able to apply the material we learning in that module. Use this as an opportunity to test out your thoughts, ask questions, and help your classmates through difficult concepts.

Entry Discussions are your first opportunity to reflect on the reading material for that module. You will be asked to respond to a prompt in a way that demonstrates engagement with what you read. Exit Discussions are your opportunity to reflect back on what you've learned from all the module activities. For both Entry and Exit discussions you will be asked to provide an original initial post, and 3 substantive engagements with your classmates.

For modules 7, 8, and 9 I will be asking you to provide thorough and critical feedback to one of your classmates as part of your engagement. The class will be divided into 3 groups and assigned either module 7, 8, or 9. For that module, one of your engagements in each discussion for that module should provide constructive feedback to your classmate. I will grade this engagement separately and provide feedback on your Entry Discussion engagement so it can improve in your Exit Discussion engagement.

Additionally, each module will have a clarification discussion. If as we go through the module things are unclear, you can use this to solicit specific help from your classmates or me. Think of this as raising your hand in class. Posting in the clarification discussion is optional. However, participation here won't go unnoticed.

Instructor's Notes

These are what they sound like. These are my notes on the module material. Think of them as the equivalent of lecture notes in a traditional class. These notes summarize, synthesize, and emphasize the reading material in the module. They will be released the day after the reading quizzes and initial entry post is due.

Module Activities

Each module will have an activity for you apply some of the concepts and skills we learn in each module. Some of these will be individual assignments you will upload to Carmen. Others will be collaborative projects

you do complete on Carmen. A description for each module assignment is released on the third day and must be turned in on the eighth day.

Practice Quiz

Each module will end with an optional practice quiz. This is to help you gauge your familiarity with the module. My goal is that these quizzes will indicate to you how prepared you are for the examination of the material.

Exams

There will be three exams throughout the course. Each exam will be on 3 modules. Although some module material builds on previous modules, the exams are meant to be independent of one another. I will provide a study guide with the necessary terms or skills for each quiz. The exam for 1–3 occurs after module 4, for 4–6 after module 7, and for 7–9 during final exams week.

You will have 3 days in which to complete each exam. Normally a module begins the day after a previous module ends. However, for each exam I build in a one day gap. So you can complete the exam on the final day of a module, on the exam break day, or on the first day of the next module.

Exams will be given online using the Carmen quiz system. For exams I will be using the proctoring software *Proctorio* provided by the university. This is an extension for the Google Chrome browser that records the environment in which you take the exam. This is the only time you would need to use Chrome if you prefer to use other browsers. You can also choose to have the exam proctored on campus. If you decide not to use Proctorio to take your exams, please let me know so we can arrange for this alternative.

Essay & Peer Review

One of the goals of this course that you be able to apply the skills we learn to write your own argumentative essay. In addition, you will be able to practice your criticism of arguments by helping other students improve their essay. You will write a draft of your essay, and then review drafts with peers. You will then use this feedback to revise your final essay.

Course Reflections

These reflection papers are an opportunity for you to reflect on the importance of the logical skills you learn in the course. At the beginning of the course, I'll ask you what to reflect on what you think logic is, why it is important, what skills you are looking to learn, etc. At the end of the course, I will ask you to look back on what you've learned in a similar reflection.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course. Office hours can be a good way to clear up misconceptions

and better understand how you are doing in the course. I will be in my office on the Columbus campus weekly. I can make appointments to meet either on campus or virtually if you cannot make my regular hours.

Policies

Technology

This course is entirely online. As such, you will need reliable technical resources to complete the course. You will need a computer with a browser on which you can access Carmen and all its functions. You will also need reliable broadband internet access. Parts of the course might require you to communicate with me or your classmates. As such it is highly recommended you either have or have ready access to a webcam, microphone, and a quiet space. These are also things you need if you take the exam with our proctoring software.

Additionally, you will need word processing software and the ability to convert such documents into PDFs. You might also need or be willing to get access to online communication software (like Skype) or cloud productivity software (like Google Docs).

Participation

This course requires your regular participation. This does not mean you need to be on our Carmen page every day. However you need to devote some time to it every 2 or 3 days. Otherwise you cannot complete the parts of the modules in sequence and interact with your classmates in a timely manner.

This course is designed to give you a generous amount of flexibility in when you decide to participate. If there are extraordinary and unavoidable circumstances that limit your participation, please let me know as soon as possible so we can decide how to proceed.

Lastly, remember that the classmates you are interacting with are human beings like you. I hope our discussions are thought provoking and that we challenge ourselves and one another. However, I expect you to know the difference between constructive criticism and disrespect. Relatedly, remember that because of our inability to rely on visual cues from one another, there is potential for misinterpretation. In our welcome module I will ask you to affirm your commitment to keeping our interactions with one another productive and respectful.

Accommodations

I want everyone to be able to learn and apply the logical skills covered in this course. To that end, I will accommodate students who have a documented disability (including mental health, chronic or temporary medical conditions) and have registered with Student Life Disability Services. Please correspond or meet with me as soon as possible at the beginning of the term to discuss the accommodations that will be implemented. If you have not already registered, please contact SLDS at 614-292-3307 or slds@osu.edu as soon as possible.

Academic Integrity

As far as I can tell, the opportunities for academic misconduct are during exams and writing your essay. To ensure integrity during exams we will use the proctoring software or an alternative proctoring arrangement. The exams are closed book and closed note. In writing assignments, a common breach of academic conduct on a

paper is plagiarism. This includes copying another's work or failing to appropriately attribute an idea to someone. These issues will be explained further when we discuss the essay. However, you are responsible for understanding and adhering to the University's policies on academic misconduct found in the University's Code of Student Conduct. Further, I am *obligated* to report instances where I suspect academic misconduct to the Committee on Academic Misconduct (COAM). If COAM determines that you have committed academic misconduct, the consequences can be severe. Please contact me if you are unsure about what this means or have any questions.

Here are some relevant resources on the matter:

- The Committee on Academic Misconduct web pages: http://oaa.osu.edu/coam.html
- Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtensuggestions.html
- Eight Cardinal Rules of Academic Integrity: http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html

3.1.4 Face-to-Face

Below is the syllabus for the latest version of my Introduction to Philosophy course. It represents my general approach to designing courses, how I achieve one of my general instructional goals, and how parts of the course function to achieve course goals.

Backward Design

With respect to my method of course design, this syllabus shows how I implement the method of backward design. The process begins with establishing the **Course Goals and Objectives**. Here, the course achieves some general goals prescribed by the University (the General Education requirements), and those that I derive from the course description. For the latter, I determine what, if the course is successful, a learner will identify years from now as things they took away from the course. As time goes on, particular pieces of content will likely fade from memory, so I instead focus on how a successful course can change their understanding of philosophy or how it can improve their critical thinking skills in lasting ways. These I consider to be the *course goals*.

The next step in the process is identifying what observable behaviors or deliverables can serve as evidence that these goals are being achieved. These I consider to be the *course objectives*. Having identified goals and their corresponding objectives, I construct the **Schedule of Assignments**. Here, the major assignments that will measure whether goals and objectives are being achieved are established and scheduled. In this syllabus, learners see how the major assignments align with the *course goals*. I then fill out the **Schedule of Readings** with the content that will prepare them to complete the major assignments.

Community of Learning

One of my overall pedagogical goals is to create a community of learners in the class. To fulfill that goal, learners are encouraged to discuss and develop their views in our class. The **Course Mechanics** section of this syllabus highlights the dialectic nature of philosophy and how our discussions are part of a broader philosophical dialogue. This helps them realize they are actively engaging in discussions philosophers have had, and are continuing to have. The **Policies** section tells them to welcome and partake in disagreements. However, I warn them that intellectual disagreement should not slip into personal attacks and that I will restrict participation in order to maintain a cooperative learning environment.

Doing Philosophy

This syllabus also demonstrates how the course invites members to participate in the activity of philosophy. The **Course Mechanics** states that "doing philosophy is like having a conversation with a lot of people" and I tell learners that part of my job is "to facilitate a dialogue between you, your peers, and the philosophers we are reading."

In addition to our discussions in class, the course connects one of the ways philosophy is done professionally to one of their assignments. In the **Course Mechanics** section, I write that

> Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course.

PHILOS 1100 (section 10948)

Introduction to Philosophy

Place: 375 Journalism Building **Time:** 8:00 – 9:20am

Instructor: Eric de Araujo **Office:** University Hall 214

Email: dearaujo.3@osu.edu **Office Hours:** Wednesdays 8:00 – 9:45am & by appointment

Texts & Materials

The Norton Introduction to Philosophy, 2nd Ed. (2018), by Gideon Rosen, Alex Byrne, Joshua Cohen, Elizabeth Harman, and Seana Valentine Shiffrin.

Readings will come from the above anthology. Additional readings might be posted on Carmen. Bring either your textbook or appropriate readings to class.

Course Description

This introduction to philosophy will introduce you both to some important debates and approaches within the analytic tradition in philosophy. You will examine and critique philosophical views, and learn how to develop and articulate your own. I want you to leave this course understanding and appreciating some domains in philosophy and debates therein. I also want you to be better positioned to represent and analyze arguments, whether they be of a philosophical or general nature.

Course Goals & Objectives

A. You will be able to contribute to philosophical debates by:

> Constructing an original argument, identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, situating issues within particular debates and domains of philosophy, communicating philosophical views to others, and anticipating and defending views from objections.

B. You will recognize why philosophical questions are taken to be important and why their answers are still debated by:

> Explaining the implications of views, relating philosophical views to issues you find important, explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debates.

C. You will be able to comprehend and critique others' views by:

> Identifying the main conclusion of others' arguments, identifying the support given for a conclusion, evaluating the arguments of others, representing the logical structure of arguments, and determining what evidence is relevant to a conclusion.

D. You will understand what some of the main areas of (analytic) philosophy are and what some of the major debates are about by:

> Situating issues within particular debates and domains of philosophy, communicating philosophical views to others, explaining how a current issue/topic relate to philosophical debates, distinguishing between different philosophical domains (such as metaphysics, epistemology, theories of value, and various "philosophies of X"), and articulating main positions within philosophical debates.

This course meets the *General Education Goal and Expected Learning Outcomes* for "Cultures and Ideas" in the following ways:

E. (*General Education Goal*) "Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation" by:

> Critiquing the arguments of others, situating issues within particular debates and domains of philosophy, explaining the implications of views. explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debate.

F. (*General Education Outcome*) "Students analyze and interpret major forms of human thought, culture, and expression" by"

> Situating issues within particular debates and domains of philosophy, explaining the implications of views, explaining why others have written on these issues, and explaining how a current issue/topics relate to philosophical debate.

G. (*General Education Outcome*) "Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior" by:

> Critiquing the arguments of others, explaining the implications of views, distinguishing between different philosophical domains (such as metaphysics, epistemology, theories of value, and various "philosophies of X"), and articulating main positions within philosophical debates.

Schedule

Here is the schedule we hope to follow. The first table lists the topics and associated readings. You should read the material before the first day of discussion. Reading quizzes are due the day of the assigned reading. The second table lists when major assignments are due and when exams will occur. The schedule is subject to change as the course progresses.

Schedule of Readings

Topic	Chapter	Reading	Date
Overview of Philosophy & Arguments	Getting Started	xxvii–li	8/23
Is There a God?	1	*The Ontological Argument, from Proslogion*, Anselm of Canterbury	8/30
		The Five Ways, from Summa Theologica, Thomas Aquinas	9/4
		The Argument from Design, from Natural Theology, William Paley	9/6
		The Argument from Cosmological Fine-Tuning, Roger White	9/11
		No Good Reason—Exploring the problem of Evil, Louise Antony	9/13
		The Problem of Evil, Eleonore Stump	9/18
What Is There?	10	*A Thing and Its Matter*, Stephen Yablo	9/20
		There Are No Ordinary Things, Peter Unger	9/25
		Numbers and Other Immaterial Objects, Gideon Rosen	9/27
		Do Numbers Exist?, Penelope Maddy	10/2
What Can We Know?	4	*Sceptical Doubts Concerning the Operations of the Understanding, Section IV, and Sceptical Solution of These Doubts, Section V, from An Enquiry Concerning Human Understanding*, David Hume	10/18
		The "Justification" of Induction, from Introduction to Logical Theory, P. F. Strawson	10/25
		The New Riddle of Induction, from Fact, Fiction, and Forecast, Nelson Goodman	10/30
		The Inference to the Best Explanation, Gilbert Harman	11/6
		Utilitarianism, John Stuart Mill	11/8

What Should We Do?	16	*Groundwork of the Metaphysics of Morals*, Immanuel Kant	11/13
		Nicomachean Ethics, Aristotle	11/15
		Virtue Ethics, Rosalind Hursthouse	11/20

Schedule of Assignments

Date	Major Assignment Due	Goals
8/28	Find an Argument	A, C
8/30	Critique an Argument	A, C
	Pre-Course Reflection	B, D, E, F, G
10/16	Exam 1	A, B, D, G
10/23	Essay 1 Draft	A, C, D
	Peer Review	C
11/13	Essay 1 Revision	A, C, D
11/29	Essay 2 Draft	A, C, D
	Peer Review	C
12/4	Exam 2	A, B, D, G
	Post-Course Reflection Paper	B, D, E, F, G
Exam Week	Essay 2 Revision	A, C, D

Grading

Argument Assignments	***10%***
Find an Argument	*5%*
Critique an Argument	*5%*
Exams	***30%***
Exam 1	*15%*
Exam 2	*15%*
Reflection Papers	***5%***
Pre-Course Reflection	*2.5%*
Post-Course Reflection	*2.5%*

Reading Quizzes	***10%***
Essays	***40%***
Draft of Essay 1	*4%*
Draft of Essay 2	*4%*
Peer Review of Paper 1	*4%*
Peer Review of Paper 2	*4%*
Revision of Essay 1	*12%*
Revision of Essay 2	*12%*
Participation	***5%***

Course Mechanics

I've planned the course to begin with some basic philosophical skills and build up to the point where you can make your own philosophical contributions. We will consider several questions asked in different areas of philosophy as we go. Here are some of the ways we will do that:

Argument Practice

In the first few weeks I want you to become comfortable with reading, summarizing, and critiquing arguments. We will have several in class activities and homework assignments that will give you practice with these skills.

Discussion

Doing philosophy is like having a conversation on a topic with a lot of people. This makes in class discussion a great way to practice doing philosophy. Discussion is an opportunity for you to ask questions about the reading, offer your own views and criticisms, and respond to the views of your peers. My job is to make the views we are looking at clear to the class and to facilitate a dialogue between you, your peers, and the philosophers we are reading.

I want everyone to grow more comfortable contributing to our in-class discussions. Trying out your ideas with your peers helps improve them. I will offer several ways for you to participate. These will range from large discussions with the whole class to conversations with a partner. In an effort to give

everyone an opportunity to participate, I am open to trying different things so that everyone can make a contribution. Again, please contact me if there are any concerns about your contributions to the class.

Reading Quizzes

In order to best utilize our time together, there will be short quizzes for each of the readings on Carmen. These are designed to assess basic comprehension of the material so you are prepared to discuss the material in class. These will partially be graded on completion and partially on accuracy.

Essay Drafts, Peer Review, & Revisions

Much of the dialogue in philosophy today is done through publishing papers. I want you to be able to contribute to the philosophical dialogue by writing your own papers. Like the revision process in academic publishing, we will have a revision process with the papers you write for this course. You will bring a draft of your paper to class and provide feedback on another student's draft in class. Additionally, I will give you feedback on your drafts. That way you will have a chance to respond to this feedback in the final paper you turn in. More information will be provided during the course.

Exams

You will not be able to write an essay about all the issues we cover in the course. However, I want you to leave the course with an understanding of the main areas of philosophy and some major contributions to the debates. These in-class exams are designed to see how well you comprehend the views we cover.

Course Reflections

These reflection papers are an opportunity for you to reflect your own views. The initial paper is an opportunity for you to think about what philosophy is, what you hope to learn, or what views you might already have. The last paper is an opportunity for you to reflect on how your thinking has been shaped, if at all, by the course.

Office Hours

Office hours tend to be an underutilized resource (unless something is due soon). You are welcome to come and chat about anything related to the course or even philosophy in general. Office hours can be a good way to clear up misconceptions and better understand how you are doing in the course. I will make an effort to find a time to meet if you cannot make it to the scheduled times.

Policies

Discussion

One reason philosophy is interesting is because people disagree about things. If our in-class discussions are good, then you will be disagreeing with each other. However, this does not mean that discussions need to become *heated* or make people *personally uncomfortable* (though I welcome intellectual discomfort). All participants should respect one another and treat each other as intellectual peers whose views are worthy of consideration. In doing this, we should remember to critique people's *views* and not people *themselves*.

If there are participants who threaten the cooperative atmosphere of the class I will limit their participation appropriately (even if that means asking them to leave the class session). Please contact me if something occurs during discussion that I did not address. I want us to wrestle with difficult texts and ideas, but I do not want anyone attacking others personally.

Attendance

Class time is an opportunity to better understand the text we are working with, to ask questions, try out your ideas, and learn from your peers. If this is true, then attending class will help you do well in the course. Additionally, it is not possible to participate in the course without attending. Because of this, I will keep track of attendance. Merely showing up to class is not enough to participate, but poor attendance does indicate a lack of participation.

There are days when showing up is *very important*. These include days of exams or days when we peer review. The only opportunity to make these sorts of things up will be cases in which the absence was *unavoidable* and *verified*. If you find yourself in this situation, notify me as soon as possible and provide appropriate documentation.

Accommodations

I want everyone to be able to participate in our philosophical discussions and utilize this course in their professional development. To that end, I will accommodate students who have a documented disability (including mental health, chronic or temporary medical conditions) and have registered with Student Life Disability Services. Please meet with me privately as soon as possible at the beginning of the term to discuss the accommodations that will be implemented. If you have not already registered, please contact SLDS at 614-292-3307 or slds@osu.edu as soon as possible.

Academic Integrity

As far as I can tell, the opportunities for academic misconduct are during exams and when writing your papers. I assume you understand what it means to complete an exam without cheating. In philosophy courses, a common breach of academic conduct on a paper is plagiarism. This includes copying another's work or failing to appropriately attribute an idea to someone. These issues will be explained further when we begin writing papers. However, you are responsible for understanding and adhering to the University's policies on academic misconduct found in the University's Code of Student Conduct. Further, I am *obligated* to report instances where I suspect academic misconduct to the Committee on Academic Misconduct (COAM). If COAM determined that you have committed academic misconduct, the consequences can be severe. Please contact me if you are unsure about what this means or have any questions.

Here are some relevant resources on the matter:

- The Committee on Academic Misconduct web pages: http://oaa.osu.edu/coam.html
- Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtensuggestions.html
- Eight Cardinal Rules of Academic Integrity: http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html

Technology

Unless I expressly say otherwise, no technological devices (laptops, tablets, phones, etc.) should be out or in use during class. Unless you inform me of an urgent need to receive a call, phones and notifying devices should be on silent during class. Failure to adhere to this policy can affect your participation grade.

3.2 Video Tutorials

Scaffolding is an instructional concept that involves deconstructing a complex skill into simpler skills with dependence relations. Instructors can use this to structure learning so their learners master and combine simpler skills to form a more complex skill. One can understand mastering these simpler skills as instances of what is called *micro-learning*.

Screencasts are a convenient way to facilitate micro-learning. It allows instructors to package small amounts of modular content that can be used repeatedly by and referred to multiple times by learners. In particular, screencasts allow instructors to model skills that can be done on a computer so that learners can then practice the skill on their own. These particular screencasts were designed to teach instructors skills in Canvas and how to manipulate their own screencasts.

Below are a series of screenshots from each tutorial with a link to view the tutorials in full online.

3.2.1 Enabling Proctorio

Proctorio is a software tool that helps instructors proctor assessments remotely. It can be integrated with the Canvas LMS to proctor exams created in Canvas courses. However, it does involve using a particular browser and extension, enabling the software in the course, and enabling it for each exam. This video walks instructors through each of those steps.

View Full Video: Enabling Proctorio

Screenshots

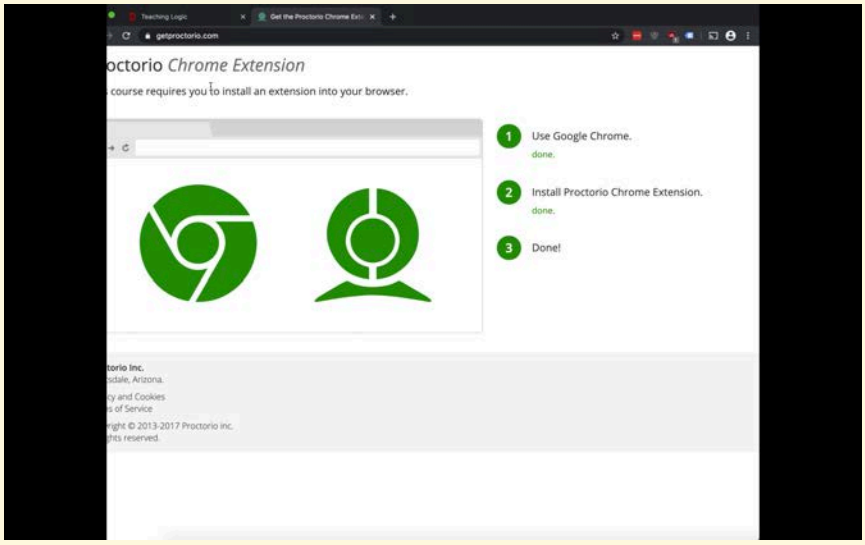

Figure 3.1: Downloading Proctorio Chrome Extension

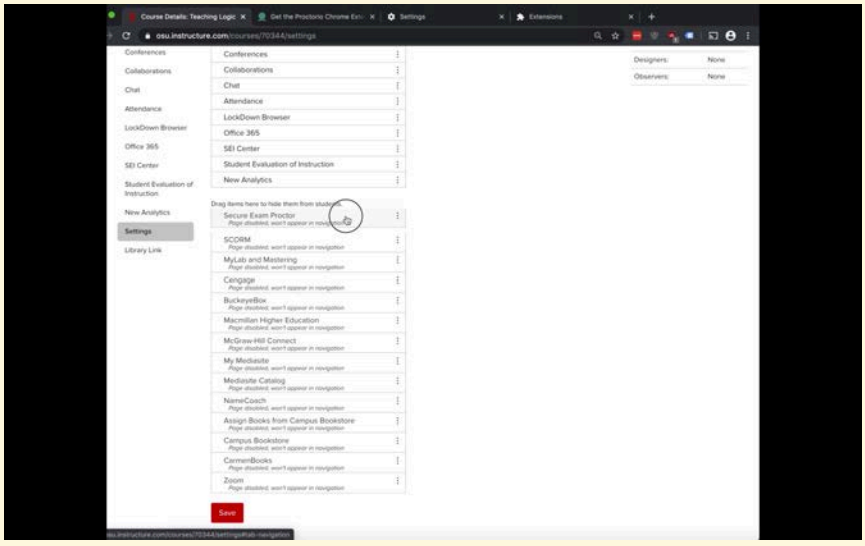

Figure 3.2: Enabling Proctorio in a Canvas Course

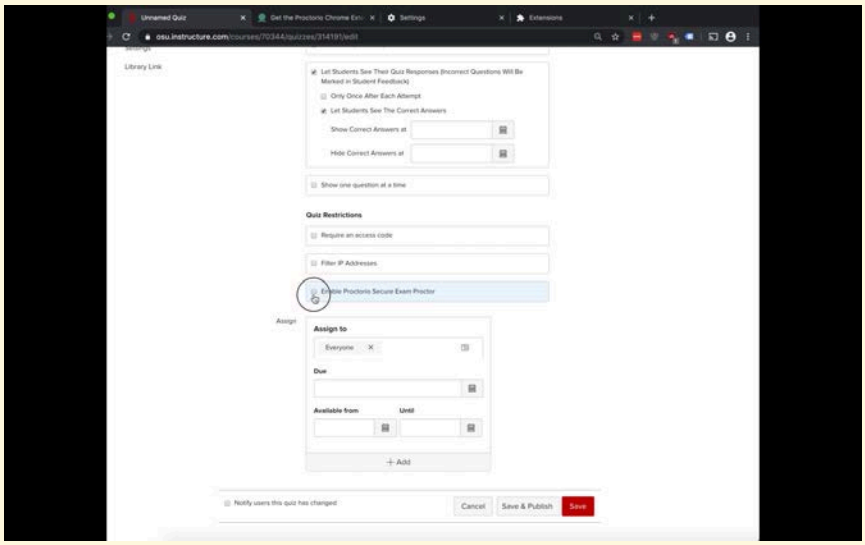

Figure 3.3: Enabling Proctorio in a Canvas Exam

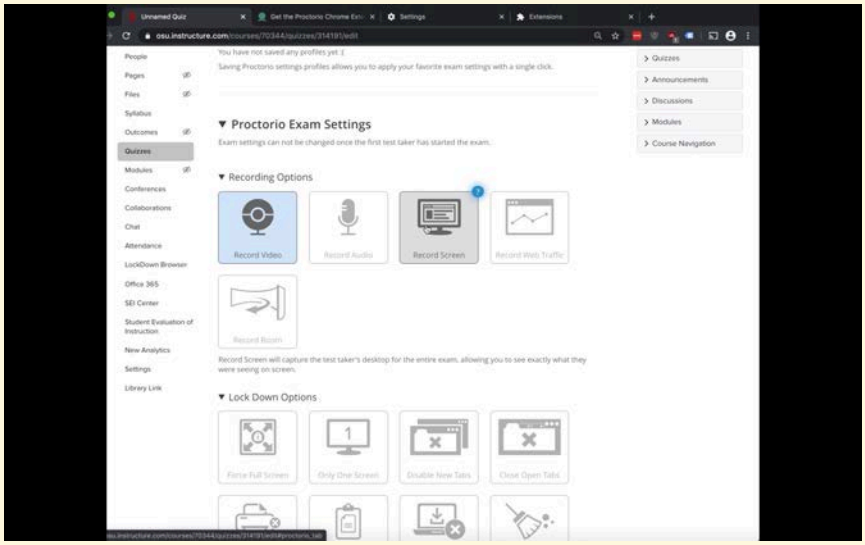

Figure 3.4: Changing Proctorio Settings

3.2.2 Logical Notation in Canvas

In addition to simple text input, Canvas allows users to richly format text and embed multimedia content. This ability is particularly useful in presenting content with technical notations. The following tutorial shows learners how to use the *math equations* feature in Canvas to write with logical notations.

View Full Video: Logical Notations in Canvas

Screenshots

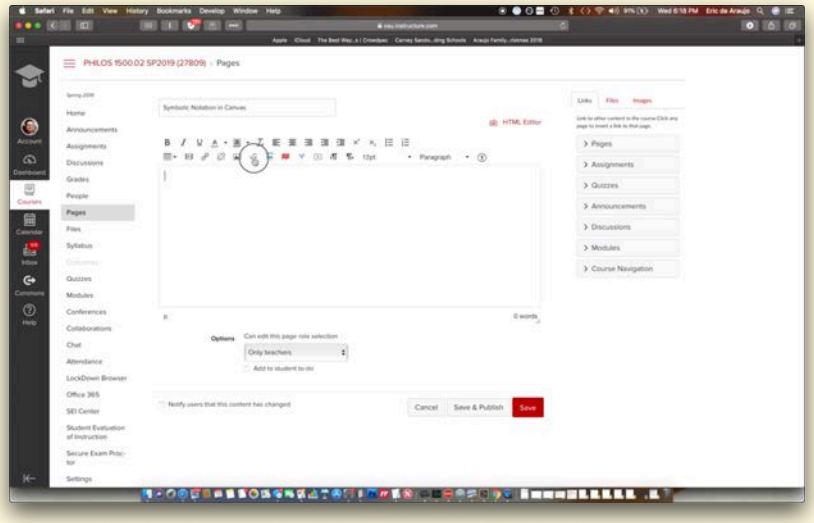

Figure 3.5: Inserting Math Equations

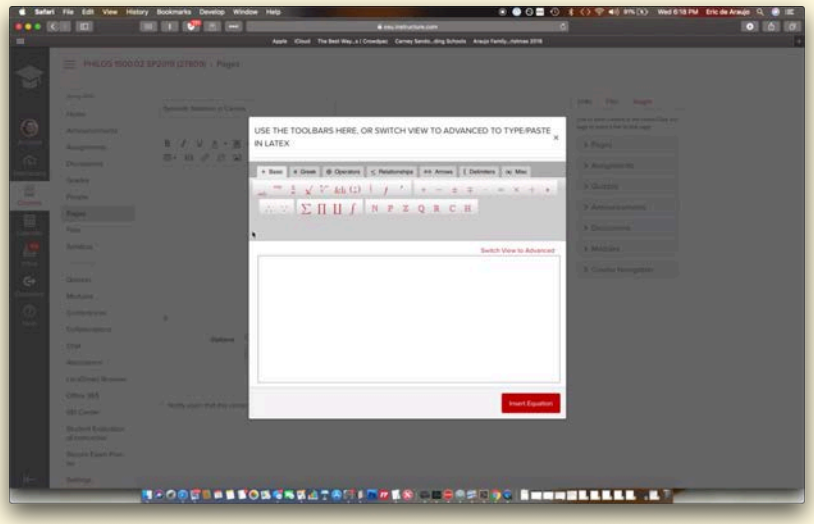

Figure 3.6: Selecting Logical Notations

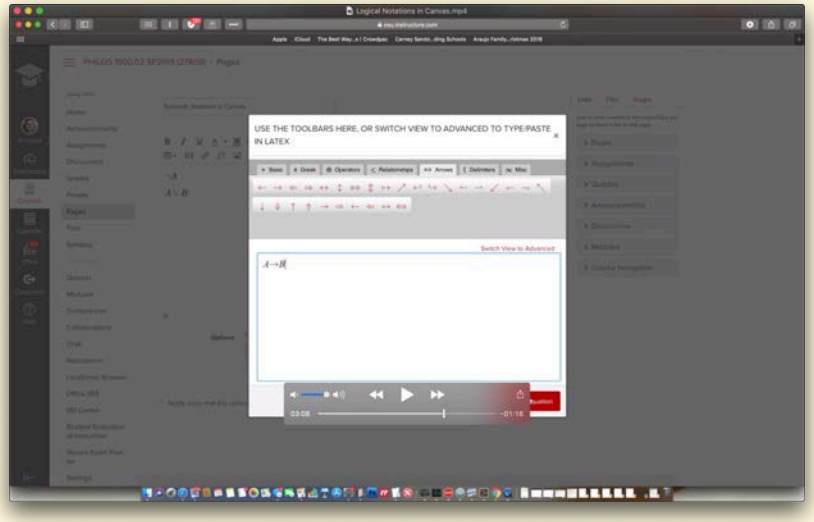

Figure 3.7: Writing in a Logical Language

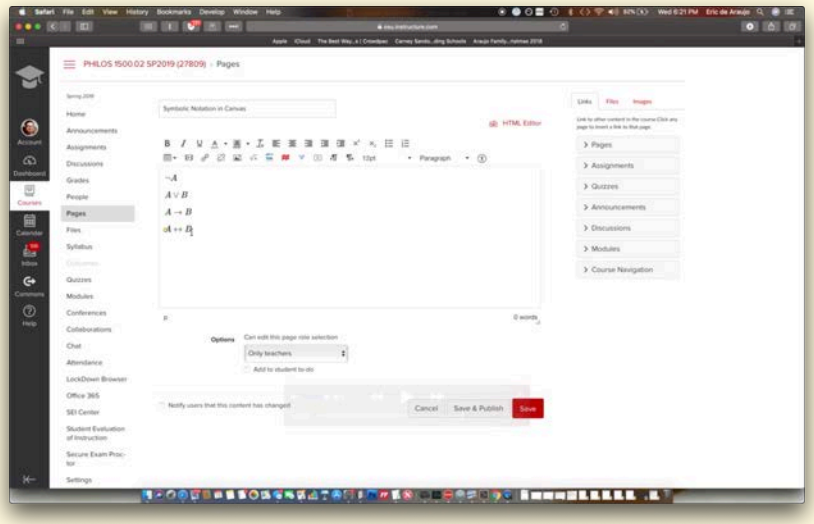

Figure 3.8: Adding a Logical Sentence to Text

3.2.3 Video Compression

QuickTime Player on Mac allows users to easily screen capture with audio narration. The downside is that the resulting files are uncompressed QuickTime files. There are several reasons why instructors might need to compress videos and distribute them in a different file format. HandBrake is a free tool that facilitates this kind of conversion and compression, but its range of options can intimidate new users. This tutorial walks users through how to convert and compress their videos with minimal effort.

View Full Video: Video Compression

Screenshots

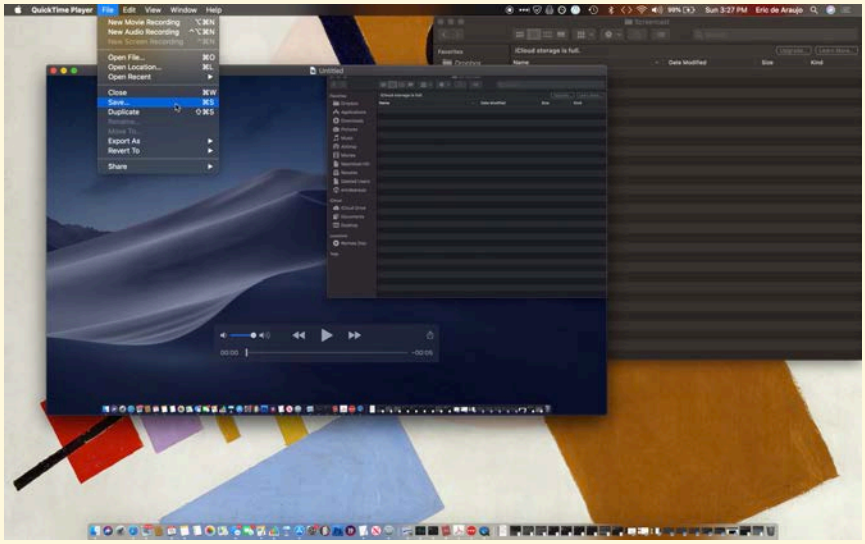

Figure 3.9: Saving a QuickTime File

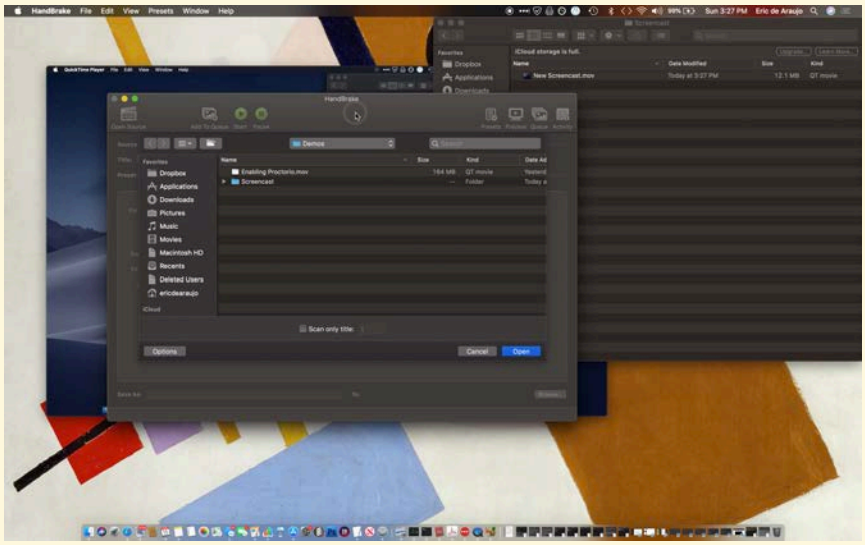

Figure 3.10: Opening a Video Source in HandBrake

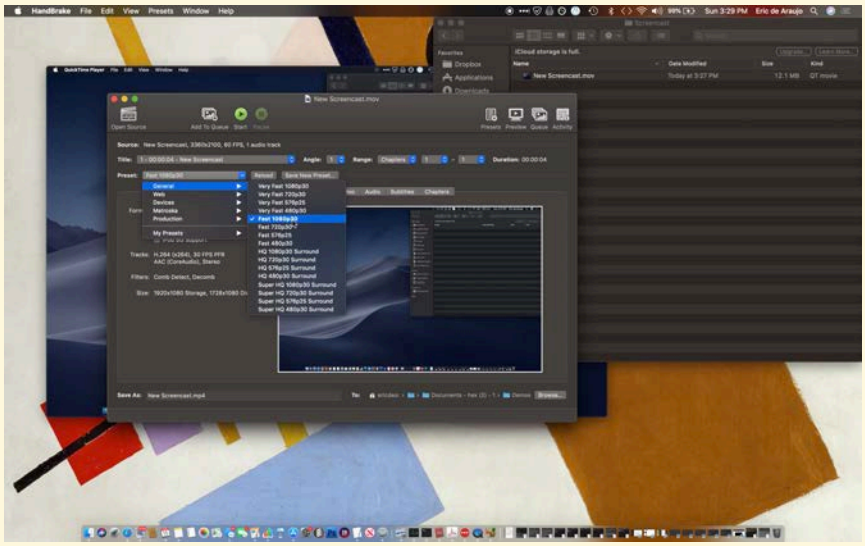

Figure 3.11: Using HandBrake Presets

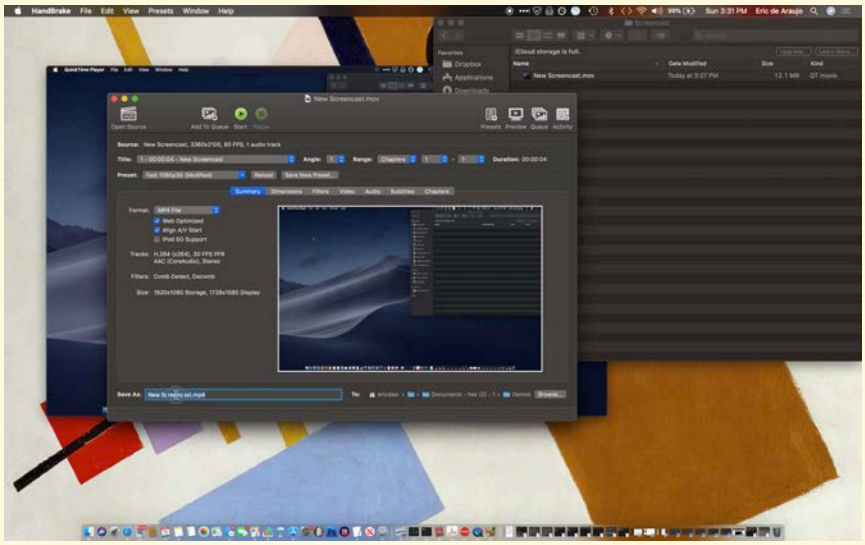

Figure 3.12: Setting Output Destination

3.3 Lessons

The following lesson designs show how I plan that day's activities around specific goals. The in-class activities illustrate concepts and generate class discussion. The first lesson is designed for undergraduates, while the second and third are designed for secondary students. The first introduces two concepts from a selection on Rawls' *A Theory of Justice*. The second explores the nature of change with an activity using Lego bricks. The third analyzes MLK's *A Letter from a Birmingham Jail* using necessary and sufficient conditions.

3.3.1 A Theory of Justice

Rawls Lesson

Eric de Araujo

Topics: Rawls' *A Theory of Justice*; Original Position; Second Principle of Justice

Audience: Dr. Patridge's Contemporary Moral Problems, Otterbein University

Time: 80 Minutes

1 Goals & Objectives

1.1 Goals

Students will:

1. Understand Rawls' notion of the original position by
   (a) Comparing decision making from positions of knowledge and ignorance.
   (b) Understanding why Rawls thinks the original position illuminates principles of justice.
2. Understand Rawls' second principal of justice by
   (a) Analogizing it to a simpler resource distribution case.
   (b) Understanding its justification as conclusion reached in the original position.

2 Materials

- Projector
- Handouts
- Playing Cards (4)
- Chips or Tokens
- Pie making props

3 Prior Knowledge

Students are expected to have read the selections from *A Theory of Justice* in their anthology.

4 Narrative

Students will be introduced to Rawls' view of Justice as Fairness through an activity that models his *Original Position*, and an analogy that illuminates his reasoning for *The Second Principle of Justice*.

The opening activity puts students in position to decide as a group how to distribute resources. The first time they distribute resources, they do so with full knowledge of everyone's starting position and with unequal decision making power. The second time they decide, they do it without any knowledge of starting positions and with equal decision making power.

Students are then asked to explain the differences between how things got decided in the two cases. Students should find that the second procedure was in some sense more fair. It is this fairness that Rawls is attempting to build into his justification for a society's institutional arrangements. A reconstruction of his argument is given on a PowerPoint.

After a break, pairs of pie distributions are shown on a PowerPoint and handout. Students are asked which distribution is better, and which one people would choose in an original position.

From this Rawls' argument for the second principle of justice is shown. Remaining time is devoted to discussion and an exit survey.

5 Timeline

Mins. 0–2 Introductory remarks.

Mins. 2–5 Groups are assigned and activity materials distributed.

Mins. 5–7 Directions for the first decision procedure are explained.

Mins. 7–11 Students decide how to distribute resources.

Mins. 11–13 Directions for the second decision procedure are explained.

Mins. 13–17 Students decide how to distribute resources.

Mins. 17–22 There is a class discussion of the differences between the two procedures.

Mins. 22–27 Features of the Original Position are reviewed.

Mins. 27–32 An argument for Justice as Fairness using the Original Position is presented and discussed.

Mins. 32–37 Students consider questions about the original position in groups.

Mins. 37–45 A class discussion follows the group discussion.

Mins. 45–50 BREAK

Mins. 50–55 The principles of justice are shown, and the focus shifts to the second principle.

Mins. 55–60 Students are shown pairs of distributions and asked which we should choose.

Mins. 60–65 Rawls' argument for maximin is given and formulated as his second principle of justice.

Mins. 65–75 Students are asked to consider the argument in groups with a class discussion to follow.

Mins. 75–80 Exit survey is given and collected.

6 Assessment

Handed out as an exit survey

1. What is the original position? (choose all that apply)
   (a) A historical event
   (b) The resources everyone starts with
   (c) A hypothetical event
   (d) The method for identifying the principles of a just society
   (e) The ideal society
2. What is the maximin rule? (choose one)
   (a) Maximize the collective socio-economic resources of a society
   (b) Minimize the collective socio-economic resources of a society
   (c) Maximize the largest possible individual portion of the society's socio-economic resources
   (d) Maximize the portion of the individual who has the smallest portion of society's socio-economic resources
3. What do you still have questions about or don't understand?
4. What could have improved your learning today?

7 Handouts

7.1 Table of Resource and Voting Power

7.1.1 Procedure

1. First Time
   (a) Each person is dealt two cards. One is face up and shown to everyone. The other is only known to each person.
   (b) The public card determines everyone's initial amount of tokens, and their voting power.
   (c) The private card determines how the remaining tokens are distributed.
   (d) The group votes on which of the 5 distributions to use.
   (e) Tokens are distributed and tallied.
2. Second Time
   (a) Each person is dealt one card face down. No one can see any card.
   (b) The group votes on which of the 5 distributions to use.
   (c) Tokens are distributed and tallied.

A table with the following information is given:

7.1.2 Voting Power by Suit

- Clubs = no votes
- Spades = 1 vote
- Diamonds = 2 votes
- Hearts = 3 votes

7.1.3 Initial Resources by Number

- 1–3 = 1
- 4–6 = 2
- 7–9 = 3
- 10, J, Q = 4
- K, A = 5

7.1.4 Possible Distributions of Remaining Resources

1. Everyone gets 1 more token each.
2. Clubs get 3 each, and everyone else gets 1.
3. Spades get 2 each, and everyone else gets none.
4. Diamonds get 3 each, and everyone else gets 2.
5. Hearts get 1 each, and everyone else gets none.

7.2 Pie Distribution Handout

A table for each of the following choices:

1. An equal distribution of pie ingredients vs. An equal distribution of a baked pie.
2. An equal distribution of a baked pie vs. A larger, but unequal distribution of a baked pie where the least well-off is worse.
3. An equal distribution of a baked pie vs. A larger, but unequal distribution of a baked pie where the least well-off fairs better.
4. An unequal distribution of a baked pie vs. A larger, but unequal distribution of a baked pie where the least well-off fairs the same

Card Games

Directions

Game 1

1. Deal everyone 2 cards. One card is face up and *public* (everyone can see it). The other card is *private* (only the person can see it).
2. Distribute starting resources based on the *public* card and the table.
3. Choose how to distribute the remaining resources by voting on the distribution options. Everyone's voting power is based on their *public* card. The choice with the most votes wins.
4. Reveal *private* cards and distribute remaining resources based on the group vote and *private* card.
5. Most tokens win!

Game 2

1. Deal everyone one card. Cards are kept face down and no one looks at them.
2. Choose how to distribute resources by voting on the distribution options. Everyone has 1 vote.
3. Reveal everyone's card.
4. Distribute starting resources based on table.
5. Distribute remaining resources based on vote.
6. Most tokens win!

Starting Resources

Card Number	Number of Tokens
2–5	1
6–9	2
10, J, Q, K	3
A	4

Voting Power

Card Suit	Number of Votes
♣	0
♠	1
♢	2
♡	3

Voting Choices

Choice	Result
A	Everyone gets 1 more token each.
B	♣s get 3 more each. Everyone else gets 1 more each.
C	♠s get 2 more each. Everyone else gets 0.
D	♢s get 3 more each. Everyone else gets 2 more each.
E	♡s get 1 more each. Everyone else gets 0.

Cutting up Pies

Cases

1.

Person	Raw Pie Ingredients
A	1/4
B	1/4
C	1/4
D	1/4
Total Pie Ingredients	Enough to Bake 1 Pie

OR

Person	Pie Servings
A	1
B	1
C	1
D	1
Total Pie Servings	4

2.

Person	Pie Servings
A	1
B	1
C	1
D	1
Total Pie Servings	4

OR

Person	Pie Servings
A	1/2
B	1
C	2
D	2
Total Pie Servings	5 1/2

3.

Person	Pie Servings
A	1
B	1
C	1
D	1
Total Pie Servings	4

OR

Person	Pie Servings
A	1 1/2
B	2
C	2
D	2
Total Pie Servings	7 1/2

4.

Person	Pie Servings
A	1
B	1
C	1
D	1
Total Pie Servings	4

OR

Person	Pie Servings
A	1
B	2
C	2
D	2
Total Pie Servings	7

3.3.2 Change

Change*

Eric de Araujo

Topic: Identity over Time; Change

Audience: 9–12th Grade Students at a Philosophy Summer Camp

Time: 65 minutes

Goals & Outcomes

1. Learning Goal: Students will appreciate the intuitions that contribute to sorites-style paradoxes like Theseus' Ship.
   (a) Outcome: Students can articulate a sorites-style paradox involving their own example.
   (b) Outcome: Students can identify the competing intuitions that give rise to the paradox in their example.
2. Learning Goal: Students will understand the logical consequences of the different choices one might make to solve a sorites-style paradox.
   (a) Outcome: Given a proposed solution, students can correctly identify what commitments someone adopting that solution would logically have to hold.

Materials

- Toy building materials that lock together (like Lego bricks). Have 20 pieces for each group of 4 or 5 students. It is recommended that each piece be identically shaped, and that each group have pieces of the same color. This will make the replacement process below easier to execute.
- 2 Bins for each group to hold their building pieces.

*This is an adaptation of a lesson plan I developed in Dr. Julia Jorati's Teaching Philosophy course at Ohio State.

- Projector, Whiteboard, or Blackboard.
- Individual copies of 2 worksheets where students answer questions. See appendix.
- Post-It notes. Have at least 2 or 3 per student.

Classroom Layout

The space should allow for students to work in small groups around a flat surface. The projector or board should be visible to everyone.

Prior Knowledge

Students should have an implicit understanding of the distinction between part and whole. If this is in doubt, an activity involving common objects where their parts are identified should suffice to make it clear.

Narrative

In this lesson students will be confronted with a version of a perennial philosophical paradox. By understanding how the paradox arises and what the consequences of particular solutions are, they will begin to see how difficult the issues of change and identity are.

In the famous Theseus' Ship paradox, a ship has parts replaced one at a time, until it is no longer made of original parts. To generate the paradox, we imagine the original parts are preserved and later put together in their original arrangement. Our intuitions are such that each ship has some claim to being the original ship, but, on pain of contradiction, they cannot both be.

This lesson generates the paradox for students, by using objects they construct themselves. They will use the building pieces to make an object in groups. The worksheet then prompts students to manipulate the object they construct in various ways and answer questions that indirectly ask about its identity. The questions are designed to generate the intuitions that give rise to the puzzle.

The instructor then asks the groups to think about how they might solve the puzzle and to discuss their solutions in groups. This group discussion leads into a class discussion where the instructor presents the general formulation of the intuitions that give rise to the puzzle, and the solutions which reject one or both of the intuitions.

Students are then asked to individually generate a version of the puzzle using an object of their choosing. Finally, they are presented with particular solutions to the general puzzle and asked to align them with consequences of the views.

Timeline

Mins. 0–5 Arrange students into groups of 4 or 5 and distribute the building toys to them. Explain that they are to use 10 of the pieces to construct a group structure. Have the students arrange their structure, deposit their remaining 10 pieces in one bin, and leave the other bin empty.

Mins. 5–20 After each group has a structure built, pass out the worksheet (see appendix). Have them first name their structure and present it to the rest of the class. Then tell them to complete the tasks on the worksheet and answer the questions about their structure.

- During this time, walk around to each of the groups to ensure they are on task and answer any questions they have. The worksheet will first have they deconstruct their structure into two pieces. They are then asked if their [name for the structure] still exists. Then they are told to put it back how it was and asked if it exists now. Then they are asked to use the remaining pieces to replace pieces of the structure one at a time and deposit the original 10 pieces into the other bin. At each stage, the worksheet asks them to whether or not their object still exists. Finally, they are asked to use the original pieces to make a structure identical to the one they already have. This is why it is helpful to use identical building building pieces. Otherwise you will have to ensure there are sufficient duplicate pairs.

Mins 20–35 Transition to a class-wide discussion. Make two columns on the board labeled "Reasons why object 1 is the original" and "Reasons why object 2 is the original". Tell them object 1 is the object made of the 10 replacement pieces, and object 2 is the one made of the 10 original pieces.

- Solicit responses from students by asking them to write their ideas on their Post-It notes and put them on the board. After students have contributed their thoughts present the two intuitions that underly our reasons for thinking each have a claim to the original structure. The first is that objects can survive disassembly and reassembly. You can call this something like "Claim 1: objects can be put back together." The second intuition is that objects can survive replacement of their parts. You can call this something like "Claim 2: parts can be replaced."

- Ask students if they can think of examples from their life that exemplify these intuitions. Examples of the first can be taking things apart to see how they work and putting them back together. Examples of the second can be replacing faulty or worn out parts in objects.

Mins. 35–45 Return students to their groups. Ask groups to consider what possible answers there are to which object is the original and what potential problems there might be for each answer.

Mins. 45–55 Return to a class-wide discussion. Offer 2 proposals to the paradox on the board. Each proposal is simply a rejection of the contradictory intuitions. Ask students to offer potential problems each solution faces. The hope is that through the discussion students will realize each strategy involves giving up common beliefs about ordinary objects. Either objects are destroyed when they are disassembled or a replacement of a part causes a new object to come into existence.

- Perceptive students might offer alternative solutions to the puzzle. One idea they might have is that solutions depend on the type of object in question. A student might anticipate that their thinking about lego bricks does not neatly translate to thinking about human beings. A radical proposal would be to deny objects survive any sort of change to their parts.

Mins. 55-65 Distribute the second worksheet for students to work on individually. On the front they will be asked to construct a scenario like their lego structure but for an object of their choosing. Model this by providing your own example (like replacing the parts of a pen). Have them share their scenario with a neighbor. The back of the worksheet asks them to match proposed solutions on the left side with logical consequences of the view on the right side.

Assessment

The second worksheet will serve as an assessment. If students can describe a scenario that is structurally similar to the case with the construction pieces, but involves a different object, then this is evidence that they achieved the first learning goal. The matching portion of the worksheet will show whether they can appreciate how different views of the solution to the paradox have unintuitive results.

Appendix

Detailed Description of the Replacement Activity

This description makes explicit exactly how the replacement process should proceed. Imagine each brick is numbered 1–20. Bricks 1–10 form the structure, while bricks 11–20 are in the one bin.

1. Replace brick 1 with brick 11 in the structure.
2. Deposit brick 1 in the empty bin.
3. Replace brick 2 with brick 12 in the structure.
4. Deposit brick 2 with brick 1.

5. Replace brick 3 with brick 13 in the structure.
6. Deposit brick 3 with bricks 1 and 2.
7. Replace brick 4 with brick 14 in the structure.
8. Deposit brick 4 with bricks 1, 2, and 3.
9. Replace brick 5 with brick 15 in the structure.
10. Deposit brick 5 with bricks 1, 2, 3, and 4.
11. Replace brick 6 with brick 16 in the structure.
12. Deposit brick 6 with bricks 1, 2, 3, 4, and 5.
13. Replace brick 7 with brick 17 in the structure.
14. Deposit brick 7 with bricks 1, 2, 3, 4, 5, and 6.
15. Replace brick 8 with brick 18 in the structure.
16. Deposit brick 8 with bricks 1, 2, 3, 4, 5, 6, and 7.
17. Replace brick 9 with brick 19 in the structure.
18. Deposit brick 9 with bricks 1, 2, 3, 4, 5, 6, 7, and 8.
19. Replace brick 10 with brick 20 in the structure.
20. Deposit brick 10 with bricks 1, 2, 3, 4, 5, 6, 7, 8, and 9.
21. The structure looks the same as the original and is constructed using the replacement bricks 11–20.
22. The group will then arrange bricks 1–10 back into their original shape.
23. There will be two structures that look the same, but are made with different bricks.

Worksheet 1

Include the following on this worksheet:

1. What is the name of your group's creation?
2. Carefully separate [name of object] into 2 pieces.
3. Does [name] still exist?

4. Put back the two pieces the way they were before.
5. Does [name] exist now?
6. Replace one piece of [name] with one piece in the bin. Place the original piece in the other bin.
7. Is the object in front of you [name]?
8. Do the same thing with a different piece.
9. Is the object in front of you [name]?
10. Repeat until the object in front of you is made entirely of replacement pieces.
11. Is the object in front of you [name]?

Worksheet 2

On one side of this worksheet ask students to describe an example similar to their [name], but using an object of their choosing.

On the other side of this worksheet ask students to match solutions to the paradox with logical consequences. For example, one solution will be "objects can survive replacement of parts, but not their disassembly." This could be paired with "I took apart my watch to see how it works. I then put all the parts back together and now I have a brand new watch!"

3.3.3 Conditions & Justice

Conditions and Justice

Eric de Araujo

Topics: Necessary & Sufficient Conditions; Just & Unjust Laws; Civil Disobedience; Argument Analysis

Audience: 11th Grade Students

Time: 45 Minutes

Goals & Outcomes

1. Learning Goal: Students will understand the distinction between necessary and sufficient conditions.
   (a) Outcome: Students will classify a condition as necessary or sufficient.
2. Learning Goal: Students will appreciate the role of necessary and sufficient conditions in constructing and evaluating arguments.
   (a) Outcome: Students will interpret whether an author intends to provide a necessary or sufficient condition.
   (b) Outcome: Students will connect the use of necessary and sufficient conditions to an author's persuasive goals.

Materials

- Copies of MLK's "Letter from a Birmingham Jail"
- Worksheets: Opening Activity
- Whiteboard
- PowerPoint on Projector

Classroom Layout

Students around a Harkness table.

Prior Knowledge

Students have read MLK's "Letter from a Birmingham Jail." No prior knowledge of necessary and sufficient conditions is assumed.

Narrative

This lesson introduces students to the distinction between necessary and sufficient conditions. Students then apply the distinction to a portion of MLK's "Letter from a Birmingham Jail," and discuss the role conditions play in the author's broader aims. The lesson ends by reflecting on the utility of the distinction in examining authors' arguments.

The distinction and topic of justice is introduced through an opening activity. Students are asked to pick a tentative definition for justice. Some examples are provided if they can't think of one by themselves. Then students are asked to apply their definitions to cases posted around the room. The cases are designed to be counterexamples to the adequacy of the definitions.

The tension between the definitions and justice will lead into the introduction of necessary and sufficient conditions. The distinction is introduced through prompts and examples. Students leave this discussion knowing what makes a condition sufficient and what makes it necessary.

Students are quickly assessed on their comprehension of the distinction with a two question quiz. The quiz is collected and the questions are discussed before moving to the MLK text.

Next, the class analyzes paragraphs 13–5 of the Letter in 2 groups. One group is responsible for extracting conditions for just laws. The other group is responsible for extracting conditions for unjust laws. This will be modeled by the instructor in the first few sentences of the excerpt. Groups are asked to find at least 3 and to write on the board.

The class will then discuss one of the easier conditions together. The instructor guides the discussion to whether the condition is necessary or sufficient. As the discussion for this condition ends, the instructor asks the groups to reconvene and discuss another condition together.

The final discussion analyzes this second condition. The discussion could then move to another condition, to the relationship between morality and law, or to the utility of the distinction in other texts.

The lesson ends with the instructor summarizing and framing the day's activity, and with a thank you.

Timeline

Mins. 0–3 The instructor introduces themself to the class with a few personal and professional details. Students are asked to go around the table and state their name. Broadly sketch what the lesson is about.

Mins. 3–7 The opening activity is introduced. Students write their tentative definition of justice and assess what that definition would say about various cases around the room.

Mins. 7–10 Students discuss some of their examples with the class. The instructor transitions the activity to introduce the concepts of necessary and sufficient conditions.

Mins. 10–5 The distinction between necessary and sufficient conditions is introduced through diagnostic questions and examples on PowerPoint.

Mins. 15-20 Students answer 2 questions to check their comprehension of the distinction. Answers are collected and then reviewed as a class. Remaining questions are addressed.

Mins. 20–25 Transition to MLK text. The class is divided into 2 groups. One group identifies King's conditions for a just law. The other group identifies King's conditions for an unjust law. Both groups are asked to identify at least 3 and write them on separate parts of the board. The very first condition is modeled by the instructor.

Mins. 25–30 The class discusses a predetermined condition (the majority enacting a law on the minority that they themselves do not follow). If it it not already on the list, the instructor will add it. The discussion centers around whether MLK means this condition to be sufficient (likely) or necessary (unlikely because of counterexamples).

Mins. 30–35 The groups are reconvened and asked to discuss an additional condition and determine if it is necessary, sufficient or both.

Mins. 35–9 The class discusses this case a group. If there is time more difficult conditions can be addressed or the general connection between morality and law can be addressed.

Mins. 39–40 Instructor summarizes and reframes the day's activities and thanks class for their time and contributions.

Assessment

The check-in question will assess the outcome for Learning Goal 1. Outcomes of Learning Goal 2 will be evidenced in the discussion of the text.

Appendix

Opening Activity Worksheet

The worksheet has two columns. The first asks whether the scenario meets the tentative definition of justice. The second column asks whether the action in the scenario is actually just. Students can check "Yes," "No," or "Not Sure/Applicable."

3.4 Assignments

3.4.1 Ethical Cycle Report

Engineering Ethics is different from most philosophy courses because all the students are engineering majors. When I designed this course, two of my course goals were creating a recognition that their engineering work is ethically important and providing them a method for making ethical decisions. The former is achieved by discussing various engineering cases. The second is achieved in the final project of the course: The Ethical Cycle Report.

This assignment is adapted from one of the chapters in their textbook where the various components of the report are defined. I adapted it to include the three moral theories we discuss in the course (Utilitarianism, Kantian Deontology, and Virtue Ethics). I also required learners to reflect on the process of constructing the report by focusing on how the process influenced their thinking.

A troubling trend I noticed when I first taught this course was that some participants left the course with a vague form of moral relativism. Some began to see the relationship to moral theories and their application as mere multiple choice. That is, they felt free to conclude whatever they preferred about the case based on what one of the theories told them. This project is a way to challenge that.

For the report, people choose from a variety of cases. For example, one case involves the possibility of a city investing in renewable energy which carries the risk of toxic waste. Another involves the choice of pedestrian crossings at a roundabout. They analyze the case to extract the relevant actors and moral factors in the case. As these are not prescribed, there is some range of perspectives from which they can assess the case. Learners are asked to generate a set of possible actions the agent can take in the situation. They are then asked to analyze the right course of action from several moral foundations including the moral theories they learned, but also from their intuition or even professional codes of conduct. Most importantly, they are then asked to make and defend a choice about what the right action is. It is here that I emphasize the stakes of their decision. They are not merely choosing an outcome they like, but trying to get at the *right* moral choice.

I do not expect learners to directly refer back to this activity when they make choices in their engineering careers. However, my goal is that by explicitly going through a process like this, they are more likely to be careful and methodical when confronted with ethical issues in their profession.

Ethical Cycle Report

Procedure

1. Choose one of the cases provided or provide your own case. If you provide your own, then I must approve it first. In addition to the case text, consult 1 outside source to inform your decision (some of the cases include additional sources).
2. Use the Ethical Cycle discussed in ETE Chapter 5 to produce a report that recommends a particular action in relation to the case.
3. In addition to the report, write an addendum about how the process of completing the cycle helped you reach your recommendation.

Structure

The report must include the following sections:

1. Problem Statement
2. Problem Analysis
    1. Relevant Moral Values
    2. Interests of Stakeholders
    3. Relevant Facts (including those known, assumed, and unknown)
3. Options for Action
4. Ethical Evaluation (from at least 4 ethical perspectives)
5. Reflection
6. Statement of Your Recommendation
7. Reflection on Process

Description and Guidance

The report must be submitted as a polished document (this includes an appropriate citation of your external source). It should look like a report you could deliver to a supervisor or client to recommend an action. This gives you some leeway in how it looks. However, here are some rough guidelines to help you gauge how thorough each section should be:

Assuming a 12 pt, double-spaced document with standard margins:

- Sections 1–3 can be 1.5 to 3 pages if bullets and short sentences are used (prose is not necessary here).
- Sections 4 should be constructed in paragraphs and can be 2–3 pages (or approx. 600–1,000 words).
- Section 5 should also be constructed in paragraphs and can be 2–3 pages (or approx. 600–1,000 words).
- Section 6 can be a sentence or short paragraph.
- Section 7 should be in paragraphs and can be 1–2 pages (or approx. 300–700 words).

The content for sections 1–6 should be clear from the text and our in-class discussion. For section 7, I want you to reflect on how the process might have shaped your what you ultimately recommended for action. This is because the process, unlike the report, is somewhat non-linear. For example, you could have revised your problem statement based considerations from subsequent sections. Or perhaps, your consideration of an ethical position caused you to reject your initial intuition.

3.4.2 Peer Review

A goal shared by my philosophy courses is that participants are able to contribute to philosophical debates. One of the reasons for choosing this goal is so people have a better sense of what it is philosophers do. Discussions in class emulate for them how philosophical progress is made in person. I emphasize to them that another important way philosophy is done today is through the publication of articles. I explain to them that the process is iterative, and involves a series of drafts, comments, and revisions before publication. One of the ways they do philosophy is by writing and rewriting an argumentative essay.

I have found that many undergraduates are not on a position to give constructive feedback to their peers without guidance. This is because they are still learning to successfully write philosophy essays themselves. My approach to peer review is to provide a diagnostic worksheet that standardizes the process. Much of the worksheet asks learners to identify parts of the essay, instead of directly evaluating the essay. For example, instead of asking them whether or not each paragraph is a self-contained part of the argument, I simply ask them what the purpose of each paragraph is. This has the practical benefit of easing people into the evaluative process. But it also provides the recipient actionable feedback. For example, if their peer cannot copy their thesis statement, then they know it is either absent or not clearly indicated. Additionally, the process of diagnosing someone else's work puts them in a more critical posture to evaluate their own paper.

Peer Review of Paper 1

_____'s review of _____'s essay

Part of doing philosophy is presenting your views to your peers for feedback to improve your communication and argumentation. You are providing your colleague a valuable service by reviewing their paper. Additionally, being critical of someone else's essay puts you in the position to critically review your own.

What is the argument the author is writing about?

What is the author's position?

Copy the author's thesis statement:

List purpose/topic of each paragraph. If you are unsure what purpose/topic is, then put a "?"

- Paragraph 1:
- Paragraph 2:
- Paragraph 3:
- Paragraph 4:
- Paragraph 5:
- Paragraph 6:
- Paragraph 7:

Did the author summarize the original argument ? ❑ Yes ❑ No ❑ Unsure

How could the author's summary be improved? (For example, you can identify confusing sentences or inaccuracies in their summaries)

Did the author provide an argument for their position? ❑ Yes ❑ No ❑ Unsure

Identify 2 weaknesses in the author's argument and suggest how the author could improve.

1.

2.

Find 2 sentences where you were unsure of what the author meant. Explain why these sentences were confusing.

1.

2.

What else could the author do to improve their essay?

What did the author do well in their essay?

Evaluations

I seek opportunities to improve my instructional design. Evaluations provide me information about what is working well and what I can do to improve learning experiences. Below are examples of ways my instruction has been evaluated. They include two direct forms of learner feedback, feedback mediated by a third-party, and peer observation.

4.1 Small Group Instructional Diagnostic (SGID)

Ohio State's University Institute for Teaching and Learning (UITL) offers instructors the opportunity to receive anonymous feedback from their students midway through the semester. The UITL facilitator solicits feedback from students in groups without the instructor present. They ask students what is helping them learn, what is making their learning difficult, and what could improve their learning. Afterward they meet with the instructor to discuss the results, evaluate possible changes, and formulate a response. This gives the instructor an opportunity to make improvements in the rest of the course. I utilized this service for some of my courses and found it beneficial.

Below are two SGIDs I used in different sections of Introduction to Logic.[1] The first is for an online course and the second is for a face-to-face course. I describe what I gathered from the feedback, what I was able to change during that course, and what I changed in future courses. The full report for each is included below.

4.1.1 Online Instruction

This SGID was particularly helpful to gather information about how my online course was going. Students seemed to like the collaborative nature of the course. They found that the group activities gave them an opportunity to practice the skills they were learning in each module. I also learned that my approach to delivering material was useful. Instead of delivering notes on

[1]These SGIDs were conducted by facilitators formerly with the University Center for the Advancement of Teaching (UCAT) which has since been incorporated into UITL.

a board like in a classroom, I uploaded videos where I recorded my computer screen and gave audio narration.

I also learned some things about the structure of the course that I was able to improve during the semester. I had had a rigid participation system for each module's discussion boards. Students had to initiate a thread, respond to a number of other threads, and reply to any responses they received. The SGID showed that these specific requirements were difficult for students to track. I changed my requirements to ensure that students had a certain number of quality engagements in the discussions, rather than particular kinds. This was easier for students to track, and allowed conversations to develop more organically.

Relatedly, I learned that the duration of the course module was difficult for students to adapt to their schedules. Because we were not constrained by a weekly meeting schedule, I designed the course to operate outside the normal 7 day week. Instead of units progressing on a week or two week schedule, I designed a module to last 10 calendar days. Based on the SGID feedback, this was not the best approach. Students had difficultly remembering that parts of each module fell on different days, and some students were turning things in late because of this. Unfortunately, there was not a good way to adjust the schedule mid semester. Instead, I created a calendar for the rest of the semester with each particular day marked out for the remaining modules. In future online courses, I will construct a schedule that aligns better with a calendar week to avoid this confusion.

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Small Group Instructional Diagnostic Summary Report

Instructor: Eric DeAraujo
Position: GTA
Department: Philosophy
Course: Philosophy 1500: Introduction to Logic
Date: March 15th, 2019
Students: 44
Consultant: Jessica Riviere

At the initiative of the instructor, the consultant conducted this midterm student assessment. Students received an email from the consultant and were asked to respond to the three open-ended questions as indicated below via a Qualtrics survey. After a week, the responses received were shared with all students in the class, and additional responses and comments were then gathered and included in this report. Anonymous written comments from each student are included below.

1. What are the strengths of the course and instructor that assist you in learning?

2.	Eric is always willing to help out students who are confused or need help on an assignment. I also enjoy that he reminds when upcoming work is done because sometimes it can be hard to remember with online classes.
3.	the strengths of this course is the discussions and the group projects. I feel like the instructor is doing a great job with having us as students engage with the material and each other.
4.	The course is well-rounded. He provides notes with vocal explanations that provide full information about the module. Additionally, there are several ways to interact with the material and classmates. We do discussion posts every week and assignments that are either completed individually or as groups.
5.	The course is very organized in its structure and the instructor often sends announcements to make sure we understand everything. The instructor also acknowledges when we do not understand and compensates for it.
6.	The group work helps a lot, it's nice to be able to compare my answers with other students' to make sure I'm on the right track. The professor posts notes along with a video explaining the notes in more depth which definitely helps in understanding the material!
7.	I would say that the strengths of this course the group work and discussions. It helps solve a lot

	of confusion with some of the assignments and it's just helpful to know what everyone else is thinking. Also the professor notes that are included in each module are extremely helpful because they are an easy resource for a review of the chapter if you need help.
8.	I think the notes are a great help when working through modules. Also having discussions within groups about module assignments helps me when I am unsure if I am doing something correctly--I can get their feedback and discuss further then make changes when needed
9.	I enjoy the discussion post because you get to learn new things from other people and to realize any correction that needs to be done.
10.	everything comes from our text which for me is cool since I don't have to read too many different materials
11.	The strengths are the fact that we can feed off of other students and are encouraged to engage with one another,
12.	Ease of talking to the professor has helped with clarification throughout the semester, Class pace is good from readings to assignments
13.	I really enjoy the discussions in this course. It actually requires student engagement rather than "oh I agree" responses.
14.	The assignment directions are mostly clear, and the professor is very engaged. He responds quickly to requests and questions.
15.	I think our professor is very interesting in trying to find the way to help us learn the material best. For example - he posts written notes which I find very helpful bc I can refer to them; and the also a lecture version explaining the material. I find this harder to follow because I am easily distracted - but the explanation is better bc you cannot always follow everything and figure it out through written notes.
16.	because it is a challenging course and it is online, it is very helpful that he does online video lectures. It is EXTREMELY helpful for me.
17.	module assignments / module assignment discussions with my group definitely help reinforce material
18.	The new note format has helped a lot in assisting me.
19.	Putting things on the carmen calendar, group assignments, clear schedule
20.	The strength of this course is the discussion board aspect, although they can be a pain in the butt at times, they are very beneficial in having us interact with our fellow classmates and learn from them as well. Professor De Araujo is the instructor that assist us with our learning.
21.	The instructor provides a lot of feedback and does so actively, so it's really easy to get in touch if there are any questions or confusion about assignments. I also appreciate how much effort the instructor puts in into making an online class interactive and collaborative.
22.	quizes

Responses to intial answers:

I do feel that the Professor is extremely vested in our success and tries his best to always be there to offer help through notes or the lectures.
I think he should just maintain the group discussions, it helps some of us to build on what we don't know as we learn from our mates.

2. What things are making it more difficult for you to learn?

	Learning online verse in person just involves more work to put in individually to do well but as long as you're willing it's okay
	I feel like the symbols chapter was hard to teach online, I just didn't get it I wish we could have had that chapter in class, which doesn't seem realistic.
	The course is very structured in a way that we have something due every couple days. This makes it difficult to keep on top of all the due dates. However, it helps get all the material in fully.
	The 10 day module set up is confusing and hard for me to follow. I often miss deadlines and end up skimming over content instead of learning.
	Not being able to ask questions face-to-face during every class and ask for clarification as I'm learning the material.
	I think that the only thing that is more difficult is the actual subject itself. It's foreign to a lot of people so it can be really difficult to grasp. It's difficult to base most of our work of the textbook because it is a lot of reading but I understand that its necessary because it is an online course.
	I think just how broad each section is makes learning really hard. I think back to learning about SL and I tried reading through that whole document but when you dont understand it and have to read something that is lengthy, i struggle retaining what I learned at the beginning
	The amount of material; its a lot! Its like there is always something that needs to be done in this course. Learning is great but it shouldn't be that overwhelming!
	Nothing
	The fact that we have several different discussions with a module. There should be one and only one.
	The schedule is different every week in comparison to other classes where it is a set schedule when assignments are due. This makes it hard to make sure you are top of things when every module has different days when assignments are due.
	Things that would be outside of my control.
	Limiting the time frame for completing assignments due each week. It is absurd to me, a student who has taken and passed more than 8 online courses, that the instructor uses such a rigid layout. Open the module, leave the rest to us, that is how you get success. The rigid timing of all the little things is extremely inconvenient. People take this course online because they are busy, working, and need this credit in a convenient manner. Well, needing to log in every single day in order to work on a discussion board, which studies show don't help the learning process, is inconvenient and counterproductive for the student who took this course for is convenience and flexibility. This is the nature of online courses. They need to be flexible and convenient, otherwise we might as well have carved out a large chunk of our day to it over with by driving to campus. The only difference between the good online classes I have taken and the bad ones, is the flexibility of the schedule, and the availability of resources for learning.
	I think I definitely struggle with a lot of this material just being in an online course. I would definitely benefit from taking this class in person hearing the information from the professor and being able to ask questions in class. I personally find it difficult to sit and listen to the lecture notes without becoming distracted or bored
	I have taken many online courses at OSU and Columbus State. For the most part, things were due on Sundays. There might be a single post due on Thursday or Friday so that people could respond before Sunday. I work out of town all through the week so I miss tons of due dates and recently, he started giving 0 points even though I still did the assignment. I am not able to submit multiple assignments throughout the week. I took online so that I could have the weekend to do my homework because I work and travel for work all week. I am not doing well in the course, not from lack of trying, or lack or doing well on assignments that have been

	submitted, but because of the due dates. I can't do things on a specific date throughout the week, that is why I didn't take this course in-person. I am quite frustrated with it at this point because I am graduating and this course is needed to fulfill my final math requirement. If I could just submit assignments on Sundays, I would be fine....
	n/a
	The online format is difficult for me as I am not used to it, but the instructor does everything he can do help with that.
	I wish I had more of an idea of what the written part of the exam would be like
	Not having face-to-face interaction. This is really not a big deal because it makes me research more when I have to figure out the answer to something without having to wait for an instructor response. Professor De Araujo is always prompt in his explanations though.
	I just don't really like online classes, and the sheer number of assignments is slightly hard to maintain because I'm working right now and not on campus - not as much the instructor's fault, but the set up is a lot. However, again, not the course or the instructor but moreso my specific situation.
	models

Responses to previous statements:

	I agree that the amount of discussion posts and peer response post is extremely excessive. It's over whelming trying to keep track of responsing to everyone that responded to your posts...all of due dates. Being a student athlete w travel and different time zones and 4 other classes - makes things difficult. I am enrolled in online bc of needing the flexibility for travel - but all the assignments are hard to keep track of. I also find that as the modules go by - the group assignment orbassignent for the week has become extremely challenging and much harder than it was in the beginning. I am also quite stressed about the next exam bc I know I do not have a grasp of he SL material at all.
	I agree with most of the above

3. What specific changes would you recommend to the instructor that would assist you in learning?

	Keep doing what he currently is.
	I wouldn't change anything I really enjoy this class and I feel the instructor is doing a great job.
	I don't know any changes I would make at this time. I like that he started doing video notes in addition to the pdf notes.
	The modules should be 7 days and everything due on Sunday, or at least a structure where assignments are due on the same day every week. The 10 day structure is confusing and hard to follow sometimes.
	I learn well from PowerPoints so that would definitely be helpful!
	I wouldn't change much, but if I had to say, it would be more videos, rather than textbook based information. It helps make the information "click" having examples or someone explaining it rather than reading a textbook.

	I recommend only replying to posts on discussions rather than making us reply to the those that reply to ours because this makes us wait for other students to reply to our discussion and many times I do my work for and cant wait for students to reply late in the night
	He is a great professor, so I can't really say for now.
	I always get confused on his instructions especially when it comes to group work and response to classmates. I think he should bold those specifics for people to see and be clear on them..
	The modules need to be a week long thing not 10 days. The discussions would be only one, not a reply, a respond and an exit. that is way too much!
	I would suggest to make it more structured in regards to the above topic in the module schedule
	I think for a first time online course, this course does an outstanding job of maintaining a balance scheduled.
	Open the module each week, give us the notes so we can study, and leave the rest to us. I bet you the participation even goes up. I worked on a small study about online courses at Columbus State, and this course layout is what not to do to keep students learning and engaged.
	Personally I wish the notes that the professor posted were not in PDF form because I am not able to print them out. I like to print things so I can refer back and forth through the material. It just helps me learn much better.
	I have taken many online courses at OSU and Columbus State. For the most part, things were due on Sundays. There might be a single post due on Thursday or Friday so that people could respond before Sunday. I work out of town all through the week so I miss tons of due dates and recently, he started giving 0 points even though I still did the assignment. I am not able to submit multiple assignments throughout the week. I took online so that I could have the weekend to do my homework because I work and travel for work all week. I am not doing well in the course, not from lack of trying, or lack or doing well on assignments that have been submitted, but because of the due dates. I can't do things on a specific date throughout the week, that is why I didn't take this course in-person. I am quite frustrated with it at this point because I am graduating and this course is needed to fulfill my final math requirement. If I could just submit assignments on Sundays, I would be fine....
	there are too many discussion posts. an entry and exit post with two replies for each (plus having to reply to those who replied to you) AND a module assignment / discussion is an excessive amount of work per week. all of my other online classes have included a weekly quiz and one discussion post and i felt like that was sufficient & effective.
	I would recommend to continue with the guided notes.
	I think this class is set up extremely well
	Letting us know sooner when our module assignments are due. (This does not included the entry/exit discussion post or the reading quizzes) I don't like Proctorio either. I'm an SLDS student and the quiet test-taking environment allows me to focus better.
	I think it would help to have a clearer calendar of all the modules and assignments, since I think I'm still slightly confused by the syllabus set up. Otherwise, so far so good! I'm thankful for how much effort Eric puts into the whole thing.
	does not reply to emails

Responses to these comments:

	There are an excessive amount of assignments. And it is hard to understand the directions for the assignment of the week quite often.
	I think he should just allow us to reply to original post of others rather than replying again to those who replied to our original post, that confuses me, I keep loosing marks from that area.

	I agree, there actually too many discussion posts. If it was reduced, that will make things better!

4.1.2 Face-to-Face Instruction

This SGID was taken during my first Introduction to Logic courses. Students found that my explanations of the material was helpful, and that although the course was organized, I spent time adjusting to improve our learning.

Students did find that some of the changes I made to the course made things difficult to follow. As this was my first version of the course, I overestimated how much material we could successfully go through. The next time I taught this course, I did not need to adjust the amount of content.

Students also reported that they were not getting enough feedback to prepare for examinations. I responded by including more practice material with detailed explanations of correct answers. In the future version of this class, I created optional practice quizzes online that automatically provided students feedback on their progress.

Students also had a difficult time relating content to their lives because examples were being drawn from the book. In this course, I worked to created alternative examples to illustrate the content. In subsequent courses, I explicitly asked students to provide examples from their lives that related to the content of the course. This not only varied the examples and illustrations, but directly connected to things they were already thinking about.

One issue students brought up was that I do not post my lecture notes online. Although I recognize that published notes can be helpful for students to refer back to, I remain concerned that making these notes available reduces the incentive for coming and participating in class. When I later taught Philosophy of Religion, I provided students a worksheet with a general outline of that day's class. This provided them some high-level structure to the notes, without completely replacing them or the need to participate in class.

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Small Group Instructional Diagnostic Summary Report

Instructor: Eric De Araujo
Position: Instructor
Department: Philosophy
Course: Introduction to Logic: PHILOS 1500
Date: October 11, 2017
Students: 29
Consultant: Stephanie Rohdieck

At the initiative of the instructor, the consultant conducted this midterm student assessment. Students formed small groups in response to the three open-ended questions as indicated below. After a 10-minute discussion, these groups took turns sharing their comments with the rest of the class, and general comments were gathered and included in this report. Anonymous written comments for each group are indicated below. The number of students in each group is indicated in parentheses and the comments were shared by all in that group unless otherwise indicated in parentheses next to that comment. All comments were collected, typed, and included in this report.

1. What are the strengths of the course and instructor that assist you in learning?

General Comments:

- When someone asks a question, the instructor delves into it and works to find a solution. (all agree)
- The instructor is accommodating when they have issues with. (all agree)
- He is very organized. (all agree)

Group-generated Comments:

Group One (4):

- He's nice
- Good feedback
- Cares deeply

Group Two (4):

- He knows the material
- He does his best to answer all questions
- He is approachable
- He is flexible/understanding

Group Three (4):

- Good at addressing individual questions
- Note taking is easy due to clear notes in class
- Post resources according to class needs

Group Four (3):

- Organized
- Transfers info from text to board (blends detail well)
- Assignments are relevant but not busy work
- Notes on board
- Posts announcements and study guides
- Three question quizzes allow students to understand material

Group Five (4):

- Pre chapter quizzes
- Fair grader
- Detailed block of instructions

Group Six (2):

- Everything he says he writes on board
- Fair grader

Group Seven (4):

- If a concern is addressed, the instructor focuses heavily on making sure the confusion is cleared up.
- Many times, he will upload practice problems to Carmen, develop group activities in class, and care that we all understand before moving too quickly
- The pace has been adjusted well to fit the understanding of the entire class. The instructor has taken the time to update the syllabus, which was extremely beneficial.

Group Eight (4):

- Lots of examples
- Group work
- Personable
- Helpful
- Notes are easy to follow
- Keep turning things on carmen
- Always on time

2. What things are making it more difficult for you to learn?

General Comments:

- The instructor has created four different syllabi version. Students state that they need to have dates of assignments well in advance so they know how to plan. (most agree)
- The content appears to be straight from the book, not from him. (some agree)

- Students state that they need feedback on assignments and quizzes. The rubric is not helpful when used in alone. (most agree)

Group-generated Comments:

Group One (4):

- Changing syllabus 4 times
- Lack of connecting w/ students on his thoughts
- Quizzes should not be as difficult if lectures are so laid back
- Different practice problems than one in the book

Group Two (4):

- Doesn't always have his thoughts well organized
- Notes are sometimes hard to follow
- Class sometimes gets off topic easily

Group Three (4):

- Structure of the reading is awkward/confusing
- Some of the topics are complex in nature

Group Four (3):

- Goes through notes too quickly for people writing
- The lack of discussion after activities

Group Five (4):

- Option to place class notes online (availability)
- More detailed feedback for homework
- Clearer instructions on quizzes

Group Six (2):

- It's straight from the book nothing new
- He doesn't proofread his writing

Group Seven (4):

- Sometimes, limited class time is taken up by extremely specific questions. Perhaps these questions that derail the pace of the lecture and aren't always related to the content could be answered during office hours

Group Eight (4):

- More feedback on homework
- Jumps all over topics

3. What specific changes would you recommend to the instructor that would assist you in learning?

General Comments:

- Work on handwriting, especially if he is not willing to post his lecture notes online. (most agree)
- Type up and share his notes. (most agree)

- Consider showing pre-planned videos on a topic (a few agree)

Group-generated Comments:

Group One (4):

- Change the points system of grading. Giving quizzes worth so many points, students may only try to pass and not actually obtain any knowledge on the subject

Group Two (4):

- Making lecture notes in advance
- Explain things a simply as possible when going over new material, then adapt from there

Group Three (4):

- Make the study guide more detail, less broad
- Assignment reminders
- Slow down when explaining class lectures

Group Four (3):

- More discussion for lesson plan
- Relatable examples/ realer arguments
- Don't scroll too fast on computer when writing notes

Group Five (4):

- Quiz review (detailed + conceptual)

Group Six (2):

- Have real life situations instead of teaching from book
- Be more specific and clearer about homework & instructions for it

Group Seven (4):

- Take the time to go over practice problems done in class as a whole group
- Give more feedback on the graded homework assignments, or perhaps create a visible grading rubric

Group Eight (4):

- Access to notes
- More concrete feedback/notes on homework

4.2 Peer Evaluation

Courses taught in Ohio State's Department of Philosophy are periodically observed and evaluated by faculty. Below is an evaluation of my online Introduction to Logic course. In it, Dr. Jorati notes the structure of the course, the level of engagement in online discussions, and my mode of delivering instruction online.

Teaching Evaluation

Instructor: **Eric De Araujo**
course: Philosophy **1500, Introduction to Logic (online)**
date: March 2019

reviewed by: Julia Jorati

This introduction to logic is taught as an asynchronous online course. Eric gave me access to the Carmen page, which contains all of the class activities, quizzes, and lecture videos. I watched excerpts from several of the lecture videos posted on the site and also read some of the discussion threads and other assignments.

This is the first online course I have ever encountered, and hence I don't have anything to compare it to. That said, I am very impressed by how thoughtfully this course is organized and how many different ways Eric found to have students engage with the class materials, with each other, and with him.

The course is divided into 9 modules, and the students have 10 days to complete each module (some items within each module have separate deadlines). In each module, there are two structured discussion activities—one entry discussion and one exit discussion—plus a reading quiz, a practice quiz, an assignment, and finally a page with lecture notes and sometimes videos. In short, this online course provides students with a lot of structure; there are also many built-in checks that allow the students and the instructor to see whether they are on track. In this way, it will be clear to both sides if a given student is starting to fall behind.

Another thing that impressed me about this course is how well Eric moderates the discussions. In the discussion forums I read, Eric gives short but very helpful individualized feedback on each student post. And not only is his feedback constructive, it also often comes with a personal touch. For instance, in a discussion of real-life cases in which one person convinces another person of something, Eric sometimes responded to a case from a student's life by drawing a parallel to his own life to make a particular point about the logic of persuasion. In some cases, Eric asks a follow-up question and then goes back and forth with that student a few times. That must be enormously time-consuming in a class of 44 students, but I'm sure it really helps the students process the material (and it also helps Eric build rapport with the students). I was also struck by how lively the exchanges on the discussion forum appeared to be; Eric often requires students to not only respond to the prompt, but (at a later date) also respond to the answers that some of their classmates gave. This creates a genuine discussion among the students, rather than merely having interactions between each student and the instructor.

One final thing I really liked was the clarity of the lecture videos. Eric used a software that allowed him to record himself giving verbal explanations while he is typing diagrams and notes (as one would otherwise write on a blackboard). I watched parts of three such videos and found them very easy to follow. They are another great tool for students.

In conclusion, this seems to be an enormously well structured and well run online class. The vague worries I've always had about online classes—for instance that these classes are too anonymous and that students don't get enough structure—really do not seem to be an issue in this course.

Julia Jorati
Associate Professor

4.3 Learner Feedback

I use learner feedback to assess the degree to which my instructional design allows learners to meet course goals and objectives. One of the ways I receive this feedback is from their direct evaluation of my instruction. At Ohio State, students are asked to anonymously and voluntarily provide Student Evaluation of Instruction (SEI) at the end of the semester. I emphasize to my students the value of their feedback and the role it plays in my professional development. I urge them to take advantage of the option to provide me discursive feedback in addition to the quantitate measures.

Additionally, I ask my students to reflect on their course experience with a short essay at the end of each course. This is usually paired with a prospective essay at the beginning of the course with which they can compare it. The goal is to have students articulate with what, if anything, they will leave the course. This provides me an indirect way of seeing whether the goals of the course were met.

I have included some excerpts from both of these forms of feedback that demonstrate how students think I am helping them meet the course goals. They show that my students find philosophy interesting and engaging, that they appreciate my patience and clarity in the classroom, and that they found the course valuable.[2]

4.3.1 Made Philosophy Interesting

> "I really enjoyed how Eric answered every question that students had to the best of his ability, and was thoughtful about it. He did a great job turning a class that is not the most interesting to non–philosophy majors or minors into an interesting class, and it made class go by faster. Lastly, I think the difficulty level for this class is perfect, especially for an intro level class, you ultimately get the grade out of the class with the work you put into it. Overall, great class and Eric did a great job!" *(SEI)*
>
> "Eric made philosophy fun and intellectually stimulating" *(SEI)*
>
> " ... To conclude, I'm so thankful that I was able to take this course. In all honesty, I have grown close to the subject of philosophy. I'm interested in potentially pursuing a minor in the subject. I think that everyone could take a little something away from the course. ..." *(Reflection)*
>
> "... By taking this course, it has exercised my brain because some of the arguments from class intrigued me and had me question certain topics. It was interesting to see how these philosophers used examples to support their argument. Even being outside of class, I would sometimes catch

[2]Excerpts from discursive SEI comments are labeled "SEI," while those from end of course reflections are labeled "Reflection."

myself relating certain topics back to what we went over in class. Therefore, this course has initiated me to think more intellectually and encouraged me to question more of the things around me." *(Reflection)*

" ... I really enjoyed this class and the way it was taught. The content was extremely interesting and engaging. It exceeded all my expectations coming in and it has also inspired me to continue to take philosophy classes. I will be taking another one next semester and I hope that I enjoy it as much as I have enjoyed this class. Philosophy is an interesting and controversial subject and I am glad that I was able to study it this semester. I look forward to continuing my philosophy career." *(Reflection)*

"Eric is an excellent professor and I would highly recommend taking this course with him to other students. What really stands out is how quickly he is able to respond to students despite such a short term and all necessary grading. He is prompt when you need help, he understands the material well, and he makes the course fun. I have spoken to many other engineering students who took the same course with other professors and heard terrible reviews; Eric gave me an appreciation for the material and made the class a fun summer activity. I hope he continues to teaching at this university." *(SEI)*

4.3.2 Taught with Patience and Clarity

"I liked the set up of the notes and your willingness to answer questions. There were times when I got lost in the discussion, but you always brought it back to concepts that made sense. It was a well taught and structured class."*(SEI)*

"There have been hiccups along the way, but I've provided plenty of feedback throughout the semester and I don't have much else to add! Overall, I'm satisfied with what I learned and the ease with which I learned it. Eric spends copious amounts of time making sure all of the content is well received by everyone. I believe I was set up for success with each assignment." *(SEI)*

"Great professor. Really tries to make sure we can understand the material and is very patient in his approach." *(SEI)*

"He was able to teach us very clearly and was open to questions and conversations during the whole course. He made an environment that was open to all opinions but did not allow for degrading comments. I believe the schedule was perfect for the course and allowed for learning but did not make the course impossible. I also really liked how he would re-adjust the schedule when he honestly thought that the course was not do-able which showed that he wanted us to learn rather than follow a strict curriculum." *(SEI)*

"Eric is advanced beyond his years in teaching capability. He consistently reviewed difficult information in recitation in an effective manner and was always prepared to go to the necessary lengths to aid students in understanding that information." *(SEI)*

4.3.3 Made Philosophy Valuable

"... This class has definitely gone through the class objectives. First, I have learned how to contribute in a philosophical debate through our group and class discussions, it is something that really helps this class and i feel like without it this objective would not be able to be fulfilled.The second is that we also have learned why philosophical questions are taken to be important and why their answers are still debated through the various readings and discussions we have in class. It really does help that before every topic we go through what the topic means, who is debating it, and what exactly the viewpoints are. This is how the objective is done in class. The third is that we can read and critique others' views. Obviously we know how to do this as everyday we go through what we read the previous night and turn it into premise-conclusion form. And the final would be that we understand what some of the main areas of philosophy are and what some of the major debates are about. I think we definitely cover this as the biggest topics of philosophy would be God and Ethics and we covered both of these. This class really did help me be a better debater, learner, and philosopher and I would highly recommend it to others." *(Reflection)*

"Looking back on this class throughout the semester has made me realize just how much I have learned. On entering this class, I had no prior knowledge of philosophy in any form nor did I understand what made an argument "cogent". This course has taught me valuable skills for both constructing and deconstructing arguments along with learning about fundamental arguments in each unit of the course. Probably my favorite unit was Metaphysics specifically the argument of PEN and COP. This argument by Stephen Yablo fascinated me when we first learned about it. I have never had an experience in a class quite like when it finally "clicked" in my mind what Yablo was trying to express in his argument for pluralism. Before being introduced to Yablo's argument for pluralism, I never even considered the idea of several objects presiding in the same space. Even after first learning of the COP and PEN my initial reaction was "Who could even imagine pluralism? It makes no sense." But since expanding on the argument and debating it between peers in class, it started to make more and more sense to me. That is the reason I chose Yablo's argument as the subject of our second class essay. ..." *(Reflection)*

"At the beginning of the semester, I didn't realize that there was as much modern philosophy as I now realize. My idea of philosophy was skewed to look like the Enlightenment thinkers, like Montesquieu and Locke, and the Ancient Greek philosophers, like Aristotle and Plato. This course has helped to widen my views of philosophy and look at my world in a different perspective. Overall, my expectations of the course, mentioned in my Pre-Course Reflection, were met to the fullest extent. ..." *(Reflection)*

Courses Designed

As an instructor of record at Ohio State, I have designed several undergraduate courses.

This included:

- Establishing course goals and objectives,
- Designing instructional materials, course activities, and assessments,
- Constructing syllabi
- Aligning course goals to general education requirements,
- Structuring learning environments online and in classrooms, and
- Assessing student progress, providing feedback, and assigning final grades.

5.1 Introduction to Philosophy

5.1.1 Description

This course introduces philosophy through some important debates and approaches within the analytic tradition. We examine and critique philosophical views, and learn how to develop and articulate our own. We leave the course understanding and appreciating some domains in philosophy and debates therein. The course positions us to represent and analyze arguments, whether they be of a philosophical or general nature.

5.1.2 Course Goals

Students are able to

- Contribute to philosophical debates,
- Recognize why philosophical questions are taken to be important and why their answers are still debated,
- Comprehend and critique others' views, and
- Understand what some of the main areas of analytic philosophy are and what some of the major debates are.

5.1.3 Improvements Made

- Highlighted contemporary philosophers, especially those from underrepresented groups, by showing students their faculty websites.
- Adjusted topics based on student feedback to focus on those of greater interest to students.
- Refined introductory paragraph writing and peer review exercise to improve performance on the argumentative essay.

5.2 Introduction to Logic

5.2.1 Description

This course is an introduction to logic through the examination of argumentation. Arguments are the means by which we advance debates across human endeavors. In this course we find arguments, dissect their structure, assess their logical properties, and construct our own. This course covers both deductive and non-deductive forms of argument and introduces elements of propositional logic.

5.2.2 Course Goals

Students are able to

- Identify and interpret arguments,
- Deconstruct and represent arguments,
- Assess the logical strength of arguments, and
- Construct original arguments.

5.2.3 Improvements Made

- Created practice quizzes on the institution's course management platform for translation and truth table exercises.
- Highlighted relevance of logical skills by asking students to identify relations to and examples from their personal lives.

5.3 Introduction to Philosophy of Religion

5.3.1 Description

This course introduces some of the issues in Philosophy of Religion. These issues are mostly limited to those related to monotheistic religions (especially Judaism, Christianity, and Islam) and within the analytic philosophy tradition. They include attributes of the divine, arguments for and against God's existence, and the relationship between the natural and supernatural. We leave the course with an understanding of how these issues fit into the broader field of Philosophy of Religion. We examine and critique philosophical views, and learn how to develop and articulate our own. We leave the course better positioned to represent and analyze arguments, whether they be of a religious or general nature.

5.3.2 Course Goals

Students are able to

- Contribute to philosophical debates,
- Understand what some of the main issues in Philosophy of Religion are and what some of the arguments for positions within the debates are,
- Recognize why there is philosophical debate concerning religion, and
- Comprehend and critique others' views.

5.3.3 Improvements Made

- Broaden scope beyond monotheism and Christianity
- Find different readings for science and religion unit.
- Introduce group presentations so students can teach one another about debates that interest them.

5.4 Engineering Ethics

5.4.1 Description

In this course we examine contemporary issues in engineering ethics in the context of major ethical theories. To do so, we start by learning some basic philosophical argumentation and briefly examine three major ethical theories. We then look at issues including the role and ethical responsibility of the professional engineer, the particular norms that govern the profession, and ethical topics like safety and risk, and the distribution of responsibility. We also implement a strategy to help individual engineers make moral decisions.

5.4.2 Course Goals

Students are able to

- Recognize engineering as an ethical activity,
- Reason about ethical issues, and
- Apply moral reasoning to engineering.

5.4.3 Improvements Made

- Introduced a low-cost Moral Philosophy text to complement engineering focused text.
- Added audio and visual artifacts to introduce engineering cases.