

Revision of Philosophy Courses for the MA in Philosophy for International Students

PHIL 56100 - Reading Philosophy: Skills and Strategies

Credit Hours: 3.00.

Repeatable twice for a maximum of 9 credits.

Academic philosophy demands both the ability to read large amounts of texts fluently, carefully, and closely. Furthermore, the abstract nature of philosophical discourse places a large cognitive demand upon readers. This course prepares non-native English speaking philosophy students for these intensive reading demands. The course has three major learning areas: the language skills that students need to read fluently (i.e., the efficient processing of language for general comprehension of meaning); reading strategies that students can use to improve comprehension and learning; and communication about readings, as the close reading of texts is essential to communicating one's ideas both orally and in writing.

Students are also supported in their regular philosophy courses. This course is linked to one or more 500+ level philosophy seminars that students in this course are enrolled in. Reading materials, writing activities, and projects for the course are designed to complement tasks and projects required in the linked philosophy seminar.

Permission of department required. Typically offered Fall and Spring.

Learning Outcomes: 1. Read un-simplified prose more fluently (i.e., improved rate, accuracy, and expression). 2. Apply reading strategies to improve reading comprehension of philosophical texts. 3. Define and expand core vocabulary of philosophical discourse and academic discourse. 4. Identify genre, rhetorical features, and stylistic elements of philosophical texts to aid reading comprehension and fluency. 5. Discuss philosophical texts in a classroom setting. 6. Improve speaking skills, including circumlocution, pronunciation, attention to body language, affect, and more, in classroom discussions and formal presentations.

PHIL 57100 - Writing Philosophy: Skills and Strategies

Credit Hours: 3.00.

Repeatable twice for a maximum of 9 credits.

Writing on a higher academic level can be especially challenging for non-native English-writers. Thus, this course aims to develop students' graduate-level skillsets in philosophical practices in an English language environment to help them gain confidence and become productive members of the philosophical community. Students will learn writing processes that will aid their ability to effectively compose in English, including developing a thesis statement, outlining, drafting, formatting, and editing. As all four chief skillsets in second-language proficiency development work in tandem and enhance each other, the course will rely on writing, reading, speaking, listening, and presenting work for learning and further developing these advanced language skills.

Students are also supported in their regular philosophy courses. This course is linked to one or more 500+ level philosophy seminars that students in this course are enrolled in. Reading materials, writing activities, and projects for the course are designed to complement tasks and projects required in the linked philosophy seminar.

Permission of department required. Typically offered Fall and Spring.

Learning Outcomes: 1. Construct clear and well-organized expositions of philosophical discourses. 2. Identify cases of plagiarism in writing in order to avoid plagiarism when summarizing the ideas of others. 3. Apply writing strategies to manage the writing process, including outlining, drafting, and revising. 4. Apply genre and rhetorical features of philosophical discourse to writing including: Rhetorical practices and linguistic devices used to paraphrase and summarize information, genre conventions for citing sources and organizational devices used to create coherence and cohesion in essays. 5. Present and discuss ideas and research work compellingly, thoughtfully, and respectfully. 6. Improve speaking skills, including circumlocution, pronunciation, attention to body language, affect, and more, in classroom discussions and formal presentations.

PHIL 56200 - Reading to Argue

Credit Hours: 3.00.

Repeatable twice for a maximum of 9 credits.

Closely and critically reading philosophical arguments is the first step to composing your own arguments in philosophy. In addition, developing these skills will help you to orally discuss philosophical ideas, both in classroom discussions as well as when giving presentations. This class aims to prepare students for these tasks by developing the skills of close and critical reading in philosophical discourse. All the while, students will continue improving their reading, writing, and speaking skills in the English language through specifically designed language learning components for non-native English speakers.

Students are also supported in their regular philosophy courses. This course is linked to one or more 500+ level philosophy seminars that students in this course are enrolled in. Reading materials, writing activities, and projects for the course are designed to complement tasks and projects required in the linked philosophy seminar.

Permission of department required. Typically offered Fall and Spring.

Learning Outcomes: 1. Apply core concepts of informal argument analysis to philosophical arguments. 2. Construct effective informal argument reports. 3. Identify genre and rhetorical devices of philosophical arguments to aid reading comprehension and critical reading. 4. Critically evaluate philosophical arguments. 5. Explain and discuss philosophical arguments orally in class and group conversations. 6. Improve speaking skills, including circumlocution, pronunciation, attention to body language, affect, and more, in classroom discussions and formal presentations.

PHIL 57200 - Writing to Argue

Credit Hours: 3.00.

Repeatable twice for a maximum of 9 credits.

Writing is a primary mode of communication in philosophy. This course aims to prepare students for the writing demands of philosophy by having students develop their ability to analyze, interpret, and critique philosophical arguments through written works and, in the process, construct their own philosophical arguments. Students will also learn writing processes that will aid their ability to effectively and clearly compose philosophical arguments, including outlining, drafting, and editing. Finally, the class will also pay attention to genre and rhetorical features of philosophical discourse, such as how philosophers enact criticism and write introductions to research papers. All the while, students will continue improving their writing and speaking skills in the English language through specifically designed language learning components for non-native English speakers. Students can use their course paper as a draft of a writing sample for PhD programs.

Students are also supported in their regular philosophy courses. This course is linked to one or more 500+ level philosophy seminars that students in this course are enrolled in. Reading materials, writing activities, and projects for the course are designed to complement tasks and projects required in the linked philosophy seminar.

Typically offered Fall and Spring.

Learning Outcomes: 1. Apply analytical techniques to analyze and interpret philosophical arguments in written composition. 2. Critique philosophical arguments in written composition. 3. Apply steps in the writing process, including outlining, drafting, revising, and editing. 4. Compose an argumentative research paper that responds to a current philosophical issue. 5. Formulate constructive feedback to others and revise your written assignments based upon feedback. 6. Apply genre and rhetorical features of philosophical discourse to one's writing, including: Rhetorical practices and linguistic devices used to criticize arguments and genre conventions for writing introductions, including how to create a research space for your argument. 7. Improve speaking skills, including circumlocution, pronunciation, attention to body language, affect, and more, in classroom discussions and formal presentations.