

# PHI 2010: INTRODUCTION TO PHILOSOPHY

3.0 credits • State Core Gen Ed Humanities • 4000 words of WR Credit

Spring 2026 • Dr. Lyndal Grant • Class #s 25832, 25833, 25834

For information on UF-wide academic policies regarding attendance, honesty, and other matters, as well as several academic and health and wellness resources, see <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.

## I. Basic Information

### Instructor

Dr. Lyndal Grant  
Email: [l.grant@ufl.edu](mailto:l.grant@ufl.edu)  
Office hours: Thursday 11:40-1:40 PM  
Office location: 302 Griffin Floyd Hall

### Meetings

Everyone in the class meets together for a “lecture” session on Tuesdays and Thursdays. Smaller groups meet in breakout/discussion/recitation sessions according to their distinct section on Fridays. Friday sessions are led by the assigned Teaching Assistant.

Lecture (Grant)	Discussion Section (TA)
T, R, 1:55-2:45 PM, MCCC 0100	25832: Period 3, F 9:35-10:25 AM, TUR 2354 25833: Period 4, F 10:40- 11:30 PM, MAT 0114 25834: Period 6, F 12:50- 1:40 PM, FLG 0280

### Teaching Assistant

Matthew Vinton  
Email: [matthew.vinton@ufl.edu](mailto:matthew.vinton@ufl.edu)  
TA Office Hours: By Appointment  
Your TA is a graduate student in philosophy who will lead your Friday classes, grade your papers, and do many other things besides. Your TA is your email contact for questions about administrative matters in the course.

### Catalog Course Description

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

## Customized Description

Does God exist? Do we have free will? Is eating meat morally wrong? How do you know that you're not dreaming right now? Could you survive the death of your body?

This course will introduce you to the kinds of questions philosophers think about and the tools they use to answer them. It will also help you develop a variety of useful skills, such as writing clearly and persuasively, constructing and evaluating arguments, and breaking down complex ideas to make them easier to understand. Readings will include both historical and contemporary texts.

The course counts towards the Humanities (H) general education requirement and the Writing (W) requirement (4000 words).

## Course Materials

Gideon Rosen et al., *The Norton Introduction to Philosophy* (2nd Edition)

- You will need to purchase or rent a physical or electronic copy of the textbook.
- Any other texts will be free and available to download on our course Canvas site. These texts are clearly indicated in section VI.

## Materials Fee

N/A

## II. General Education & Course Objectives

### General Education and Writing Requirement credit

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

This course also provides 2000 words of Writing Requirement (WR) credit. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Evaluation of the relevant writing assignments in this class will include feedback on grammar, punctuation, clarity, coherence, and organization. These assignments will be evaluated according to the criteria set out in the writing assessment rubric at the end of this syllabus.

Course grades have two components: one is the letter grade for the course as a whole, while the other is a grade of satisfactory/unsatisfactory indicating whether the student's relevant written work demonstrates fluency and the use of writing as a tool to facilitate thinking. To receive the WR credit a student must *both* earn at least a C for the first *and* a "Satisfactory" for the second grade. In this class, to earn a "Satisfactory" for the course, a student must receive an average (mean) grade of C on Essay #1, Essay #2, and the Poster Reflection Paper.

For this course, I recommend you use the free online version of the first edition of Strunk and White's *The Elements of Style*. Here is the link: <http://www.bartleby.com/141>

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

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

*A note on citation.* Any time you quote someone or some text you must provide a reference for that quotation, including page numbers. There are several different, equally acceptable ways of providing reference information. A good general resource is a page on citation made available by the UF libraries: <https://guides.uflib.ufl.edu/libraryresearch/citingsources>.

## Humanities Objectives

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

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

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

## PHI2010 Objectives

An Introduction to Philosophy course incorporates the following objectives:

- Students will be introduced to a range of philosophical issues drawn from a variety of different areas of philosophy.
- Students will practice reading philosophical works from these multiple areas and identifying key argumentative claims and questions therein.
- Students will gain skills in reconstructing arguments and evaluating them for cogency using a common toolkit of assessment techniques.

PHI2010 pursues these objectives by introducing students to the discipline of philosophy: the questions addressed, the methods employed, and the major theories proposed in certain areas. More specifically, in this class we will (i) learn about and apply basic concepts of good reasoning, (ii) learn how to accurately and fairly explain philosophical views represented in works assigned for the course, (iii) practice formulating our own arguments while anticipating possible lines of objection and responding to those objections, and (iv) learn how to write clearly and persuasively about abstract and challenging matters raised by the philosophical material in the course.

## Student Learning Outcomes

A "Student Learning Outcome" is something students who successfully complete a course should be able to do as a result. General education courses in Humanities must incorporate Student Learning Outcomes as specified at <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/>. For Humanities, these are described as follows:

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

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

- Students will demonstrate an understanding of classical western philosophical views.
- Students will develop critical thinking skills.
- Students will analyze, explain, and evaluate foundational concepts of epistemology, metaphysics, and ethics.

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

- Success with *Content* SLOs is assessed by three written papers, in-class quizzes, and contributions to class discussion.
- Success with *Critical Thinking* SLOs is assessed by three written papers and contributions to class discussion.
- Success with *Communication* SLOs is assessed by three written papers, and contributions to class discussion.

### III. Grade Determination and Policies

#### Grade Determination

Your course grade is determined by the following factors:

In-class quizzes	15%
Participation	15%
Paper 1	15%
Paper 2	25%
Paper 3	30%

#### Grading Scale

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

<u>A</u>	94 – 100%		<u>C</u>	74 – 76%
<u>A-</u>	90 – 93%		<u>C-</u>	70 – 73%
<u>B+</u>	87 – 89%		<u>D+</u>	67 – 69%
<u>B</u>	84 – 86%		<u>D</u>	64 – 66%
<u>B-</u>	80 – 83%		<u>D-</u>	60 – 63%
<u>C+</u>	77 – 79%		<u>E</u>	<60

## IV. Assignments and Expectations

### General expectations.

As a student in this class, you are expected to

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

### Assignments

#### Quizzes (15%)

To help you stay on top of the readings and to ensure regular attendance there will be quizzes on the material during lectures throughout the semester. **You will not know in advance when a quiz will happen.** If you have obtained an excused absence from class on the day of a quiz, you will be able to take the quiz (or some version thereof) once you are able. It is your responsibility to obtain excused absences from your TA and to check if you have missed a quiz.

#### Papers (70%)

You will be required to write three essays for this course. Detailed essay instructions and prompts will be distributed *at least two weeks prior to the due date* of the essay assignment.

**Essay #1:** This essay will be a minimum of 1000 words and a maximum of 1200 words. This essay will be submitted electronically, via an Assignment link on Canvas. **Due Tuesday Feb 10<sup>th</sup>**  
*Worth 15% of your final grade.*

**Essay #2:** This essay will be a minimum of 1300 words and a maximum of 1500 words. This essay will be submitted electronically, via an Assignment link on Canvas. **Due Thursday March 12<sup>th</sup>**  
*Worth 25% of your final grade.*

**Essay #3:** This essay will be a minimum of 1700 words and a maximum of 1900 words. This essay will be submitted electronically, via an Assignment link on Canvas. **Due Tuesday April 21<sup>st</sup>**  
*Worth 30% of your final grade.*

- You will need to complete all paper assignments satisfactorily (C or higher) in order to receive credit towards the writing requirement (4000 words).
- Papers submitted late without a good excuse will be penalized by 3% for each day late. No papers will be accepted after the end of classes.
- As a general rule, I do not read drafts as it is not feasible to do this for all the students who request it. However, I am more than happy to meet with you in office hours to discuss the ideas in your paper and to provide writing advice.

A writing rubric for your essays is attached as an addendum to this syllabus.

## Participation (15%)

Philosophy is a group activity that depends on conversation. For this class to function well everyone needs to do the reading *before the relevant lecture*. However, there is no expectation that you will have thoroughly *understood* the reading prior to lecture. That's what class and our discussions are for, and even then, you will probably still have questions.

Your participation grade is based on how prepared you are for class on a regular basis and your willingness to participate by contributing questions and comments while responding to others in a respectful and attentive way.

To do well, you should demonstrate consistent, high-quality participation.

*High-quality* contributions to discussion are *informed* (i.e., show evidence of having done assigned work), *thoughtful* (i.e., show evidence of having considered issues raised in readings and other discussions), and *considerate* (e.g., take the perspectives of others into account).

Poor conduct in class will also result in a deduction from your participation grade. Examples of poor conduct include

- disruptive behavior
- falling asleep
- looking at your phone
- checking email, etc.

## V. Class Policies

### Attendance and Make-Up Policies

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

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

Excerpt from the statement on absences:

"Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved."

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

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

## Electronic Devices.

**No electronics policy:** Most electronic devices—including phones and laptops—should be silenced, and you will need to suspend interaction with them during class (unless in case of emergency). This means you will need to bring a non-electronic way take notes, as you won't be able to use these devices in class. The one exception to this rule is the use of tablets (like ipads), which, in virtue of being less distracting to other classmates, are allowed for note-taking. Exceptions to this policy are available for those who need to use electronic devices for reasons of accessibility.

Students are allowed by law to record video or audio of class lectures. If you choose to do this, please set it up prior to the start of class. **The purposes for which these recordings may be used are strictly controlled.** A student who circulates a recording, even to another student in the course, without written consent of the instructor, may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Academic Honesty

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

*Collaboration.* Collaboration with others (including people not students in this class) is prohibited unless explicitly allowed in the directions for a particular assignment.

*Use of artificial intelligence.* **Students are not permitted to use large language models (such as ChatGPT) or other AI-based text generation tools to complete written assignments for this course. Submitting work produced using one of these tools without prior written authorization constitutes academic dishonesty.**

If you are unsure about what constitutes plagiarism, or about how to properly cite and acknowledge other work, please come and chat to me!

*Consequences of academic dishonesty.* Any incident of academic dishonesty is reported to the Student Conduct & Conflict Resolution committee (see <https://sccr.dso.ufl.edu/>), which may impose sanctions up to and including expulsion from the university.

Please take the following advice to heart: If you find yourself having trouble with a particular assignment and are tempted to cheat, keep in mind that a poor grade for one assignment without a record of dishonesty kept in the Dean's Office is better than a failing grade for the entire course with a record of dishonesty in that office. You can always seek help to improve in later work.

## VI. Course Schedule

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

Readings should be completed before the relevant lecture. Most weeks include two readings, listed in the order they will be discussed: the first for Tuesday's lecture, the second for Thursday's. In weeks with only one reading, I anticipate discussing it across both lectures.

**All readings listed below are in the textbook (*The Norton Introduction to Philosophy*, New York: W.W. Norton & Company, 2015), unless noted. Page numbers in parentheses refer to the textbook.**

### Topics and readings

#### Unit 1: Should we believe in God?

**Week 1:** Must God necessarily exist?

Jan 13<sup>th</sup> Jan 15<sup>th</sup>, Jan 16<sup>th</sup>

- Syllabus
- Anselm of Canterbury, "The Ontological Argument" *Norton*, 2015, (pp. 8-12)

**Week 2:** Does the existence of life provide evidence of a designer? Is it in our interests to believe in God?

Jan 20<sup>th</sup> Jan 22<sup>nd</sup>, Jan 23<sup>rd</sup>

- William Paley, "The Argument from Design" *Norton*, 2015, (pp. 20-27)
- Blaise Pascal, "The Wager" *Norton*, 2015, (pp. 68-71)

**Week 3:** Does the existence of evil show that there is no God?

Jan 27<sup>th</sup> Jan 29<sup>th</sup>, 30<sup>th</sup>

- Louise Antony, "No Good Reason—Exploring the Problem of Evil" *Norton*, 2015, (pp. 36-46)

#### Unit 2: What's the right thing to do?

**Week 4:** What are our obligations to the distant needy?

Feb 3<sup>rd</sup> Feb 5<sup>th</sup>, Feb 6<sup>th</sup>

- Peter Singer, "Famine, Affluence, and Morality" *Norton*, 2015, (pp. 678-684)

#### ***Paper 1 Due Feb 10<sup>th</sup>***

**Week 5:** Is abortion ever morally permissible?

Feb 10<sup>th</sup>, Feb 12<sup>th</sup>, Feb 13<sup>th</sup>

- Judith Jarvis Thomson, "A Defense of Abortion" *Norton*, 2015, (pp. 696-705)



**Week 6:** Is abortion ever morally permissible?

Feb 17<sup>th</sup> Feb 19<sup>th</sup>, Feb 20<sup>th</sup>

- Don Marquis, "Why Abortion is Immoral" *Norton*, 2015, (pp. 706-713)

**Week 7:** Is eating factory farmed meat morally permissible?

Feb 24<sup>th</sup> Feb 26<sup>th</sup>, Feb 27<sup>th</sup>

- Alistair Norcross (2004), "Puppies, Pigs, and People: Eating Meat and Marginal Cases" *Philosophical Perspectives*, Vol. 18, pp. 229-245 (available on Canvas, 16 pages)

**Unit 3: How can we know about the external world? How can we know about the unobserved?**

**Week 8:** Can we know that the external world exists?

Mar 3<sup>rd</sup>, Mar 5<sup>th</sup>, Mar 6<sup>th</sup>

- Rene Descartes, "Meditation I: What Can Be Called into Doubt" *Norton*, 2015, (pp. 264-268)
- Jonathan Vogel, "Skepticism and Inference to the Best Explanation" *Norton*, 2015, (pp. 284-291)

**Week 9:** Can we know about things we haven't observed?

Mar 10<sup>th</sup>, Mar 12<sup>th</sup>, Mar 13<sup>th</sup>

- David Hume, "Skeptical Doubts Concerning the Operations of the Understanding" and "Skeptical Solution of These Doubts" *Norton*, 2015, (pp. 166-111)

***Paper 2 Due Thursday Mar 12<sup>th</sup>***

***Week 10 - Spring Break***

**Unit 4: What is personal identity?**

**Week 11:** What makes you the same person over time?

Mar 24<sup>th</sup>, Mar 26<sup>th</sup>, Mar 27<sup>th</sup>

- John Locke, "Of Identity and Diversity" *Norton*, 2015, (pp. 505-512)

**Week 12:** Do we have a soul? Do we even have a *self*?

Mar 31<sup>st</sup>, Apr 2<sup>nd</sup>, Apr 3<sup>rd</sup>

- Richard Swinburne, "The Dualist Theory" *Norton*, 2015, (pp. 513-519)
- Derek Parfit, "Personal Identity" *Norton*, 2015, (pp. 520-532)

**Unit 5: Do we possess free will?**

**Week 13:** Are we ever responsible for our actions? Are we responsible for who we are?

Apr 7<sup>th</sup>, Apr 9<sup>th</sup>, Apr 10<sup>th</sup>

- Galen Strawson, "Free Will" *Norton*, 2015, (pp. 600-609)

**Week 14:** Are we the cause of our own actions? Can we have free will even if determinism is true?

Apr 14<sup>th</sup>, Apr 16<sup>th</sup>, Apr 17<sup>th</sup>

- Roderick Chisholm, "Human Freedom and the Self" *Norton*, 2015, (pp. 610-618)
- A. J. Ayer, "Freedom and Necessity" *Norton*, 2015, (pp. 618-624)

**Week 15**

Apr 21<sup>st</sup> (last day of class)

- *No new reading*

***Paper 3 due Tuesday April 21<sup>st</sup>***

## Appendix: Writing Assessment Rubric

ADDENDUM: WRITING ASSESSMENT RUBRIC					
	A	B	C	D	E
<b>RESPONSE TO PAPER TOPIC, FOCUSED USE OF TEXTS AND COURSE MATERIAL</b>	• Overall, the paper does an excellent job of responding to the topic question and reflects a more than competent command of the relevant texts and material discussed in class.	• Overall, the paper responds well to the topic question and reflects a competent command of the relevant texts and material discussed in class.	• Overall, the paper provides a merely sufficient response to the topic question and reflects a less than competent command of the relevant texts and material discussed in class.	• Overall, the paper only partially responds to the topic and reflects an incompetent command of the relevant texts and materials discussed in class.	• Overall, the paper does not respond to the topic and fails to draw upon relevant texts and materials discussed in class.
<b>INTRO &amp; THESIS</b>	• The introduction & thesis do an excellent job of identifying the issues raised by the topic to be discussed in the rest of the paper. The thesis makes a significant and debatable claim.	• The introduction & thesis do a good enough job of identifying the issues raised by the topic to be discussed in the rest of the paper. The thesis is clear and fairly interesting.	• The introduction & thesis do not adequately identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is somewhat unclear, fairly obvious, or a bit misguided.	• The introduction & thesis do not identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is confused, obvious, or obviously wrong.	• The introduction & thesis do not identify the issues raised by the topic to be discussed in the rest of the paper. The thesis is missing or incoherent.
<b>PARAGRAPH</b>	• Paragraphs are excellently written. Paragraphs make a point, with clear topic sentences to govern them, contain no irrelevant sentences or gaps, and each paragraph advances the thesis one step further.	• Paragraphs do a good enough job of making a point, and have clear enough topic sentences to govern them. They contain no irrelevant sentences or gaps, and each paragraph advances the thesis one step further.	• Only some of the paragraphs do their job well enough. Topic sentences are partly clear or only partially govern; point of the paragraphs is only somewhat intact; the paragraphs don't explicitly relate to the thesis or to nearby paragraphs.	• An unsatisfactory use of paragraphs. Topic sentences are missing or unclear. Paragraphs have multiple or underdeveloped ideas. Paragraphs are islands and have no relation to thesis or nearby paragraphs.	• It is unclear how the paragraphs are individual units of meaning toward an overall end.
<b>STRUCTURE OF ARGUMENT</b>	• The argumentative line of the paper is fully intact—all the content of the	• The argumentative line of the paper is almost intact—almost all the	• The argumentative line of the paper is generally intact—content of the	• The argumentative line is not intact—the content of the paper tends not to	• The argumentative line is either missing or incoherent—how the content

	paper supports its main ideas with no irrelevant material and no gaps in argument. The argument advances in a manner that is easy to follow.	content of the paper supports its main ideas with no irrelevant material and very few gaps in argument. The argument advances in a manner that is for the most part easy to follow.	paper generally supports its main ideas, though there is some irrelevant material and perhaps some gaps in argument. The argument is difficult to follow in places.	support its main ideas, and there is a good deal of irrelevant material and/or major gaps in the argument. The argument is difficult to follow or incomplete.	of the paper is supposed to support its main ideas is unclear, there is far too much irrelevant material, and there is a failure to link pieces of the idea to one another. The argument is very difficult to follow.
<b>STRENGTH OF ARGUMENT</b>	<ul style="list-style-type: none"> <li>The main ideas of the paper are clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>The main ideas of the paper are for the most part clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>The main ideas of the paper are only partially clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>The main ideas of the paper are only marginally clear and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>It is unclear what the paper's main ideas are supposed to be.</li> </ul>
<b>USE OF EVIDENCE</b>	<ul style="list-style-type: none"> <li>The paper's claims are all well-grounded in cogent interpretations of the relevant textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The paper's claims are generally well-grounded in cogent interpretations of the relevant textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Only some of the paper's claims are well-grounded in cogent interpretations of the relevant textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>None of the interpretations on which the paper's claims are based are cogent.</li> </ul>	<ul style="list-style-type: none"> <li>None of the paper's claims are based on interpretations of the relevant textual evidence.</li> </ul>

## Appendix: Participation Rubric

Grade	Criteria
A	<ol style="list-style-type: none"> <li>Student makes consistent, high quality contributions to class discussion.</li> <li>Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over.</li> </ol>
B	<ol style="list-style-type: none"> <li>Student is often an active participant in class discussion whose contributions are sometimes of high quality.</li> <li>Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over.</li> </ol>
C	<ol style="list-style-type: none"> <li>Student is an active listener of class discussion but is mostly silent.</li> <li>Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over.</li> </ol>
D	<ol style="list-style-type: none"> <li>Student is disruptive of class space or conversation, either actively or passively.</li> <li>Student is disrespectful of other students or instructors.</li> </ol>
E	<ol style="list-style-type: none"> <li>Student fails to participate in any non-trivial way.</li> </ol>