Philosophy for Life

Contents

Welcome

This is the course book for Philosophy for Life. This book is divided into thematic units of study to help you engage with the materials. The course resources and learning activities are designed not only to help prepare you for the course assessments, but also to give you opportunities to practice various skills.

> Below you will find information about how to navigate this book. Please read the full course syllabus located on the Course Home page in Moodle. It includes key information about the course schedule, assignments, and policies.

Course Notes

You should be reading this information in the context of a Trinity Western University course offered via Moodle. If this is not the case, then this may be an unauthorized reproduction of the course. Please contact elearning@twu.ca if you have concerns.

These notes will be your guide through the learning activities and assessment strategies necessary for you to succeed in the course, so it is important for you to engage to the best of your ability and take advantage of the resources available to you through Trinity Western University.

> Assessment tasks are managed in other sections of the Moodle course, so be sure to familiarize yourself with those requirements and resources.

How To Navigate This Book

To move quickly to different portions of the book, click on the appropriate chapter or section in the table of contents on the left. The buttons at the top of

the page allow you to show/hide the table of contents, search the book, change font settings, download a pdf or ebook copy of this book, or get hints on various sections of the book.

The faint left and right arrows at the sides of each page (or bottom of the page if it's narrow enough) allow you to step to the next/previous section. Here's what they look like:

You can also download an offline copy of this book in various formats, such as pdf or an ebook. If you are having any accessibility or navigation issues with this book, please reach out to your instructor or our online team at elearning@ twu.ca.

Course Units

This course is organized into thematic units. Each unit of the course will provide you with the following information:

- A general overview of the key concepts that will be addressed during the unit.

- Specific learning outcomes and topics for the unit.

- Learning activities to help you engage with the concepts. These often include key readings, videos, and reflective prompts.

- The Assessment section provides details on assignments you will need to complete throughout the course to demonstrate your understanding of the course learning outcomes.

  Note that assessments, including assignments and discussion posts will be submitted in Moodle. See the Assessment section(s) in Moodle for full assignment details.

Course Activities

Below is some key information on features you will see throughout the course.

Learning Activity
This box will prompt you to engage in course concepts, often by viewing resources and reflecting on your experience and/or learning. Most learning activities are ungraded and are designed to help prepare you for the assessment in this course.

Assessment
This box will signify an assignment or discussion post you will submit in Moodle. Note that these demonstrate your understanding of the course learning outcomes. Be sure to review the grading rubrics for each assignment.

Checking Your Learning
This box is for checking your understanding, to make sure you are ready for what follows. Ways to check your learning might include self-check quizzes or questions for discussion. These activities are not graded but are critical for you to be able to begin to develop evaluative judgement in this domain of knowledge.

Note
This box signifies key notes. It may also warn you of possible problems or pitfalls you may encounter!

If you have any questions, do not hesitate to ask. We are here to help and be your guide on this journey.

Chapter 1

Wisdom

This video briefly introduces the four topics in the first unit: knowledge, humility, friendship, and rhetoric. While we will learn some basic ideas about the nature of wisdom in the first topic on knowledge, most of this unit is devoted to introducing some of the skills of living a life of wisdom and how we can begin to practice these skills.

Wisdom Unit 1 Introduction Video (6 min 10 sec)

Overview

Topics

This unit is divided into the following topics:

1. Wisdom and Knowledge
2. Wisdom and Humility
3. Wisdom and Friendship
4. Wisdom and Rhetoric

Learning Outcomes

When you've completed this unit, you will have learned how to:

- Identify and understand the role wisdom plays in knowledge, humiloity, friendship and rhetoric
- Practice and apply the skills of wisdom to knowledge, humility, friendship and rhetoric

- Apply these skills to the types of actions a wise person may take
- Enhance your skills of wisdom and reason to live life within the context of justice and faith
- Develop the skills to become a well-rounded person and citizen and live a wise and just life

1.1 Wisdom and Knowledge

In this topic, we learn about the nature of wisdom and its relationship with knowledge. Wisdom is not just about knowledge. Wisdom is practical in that wisdom is required to live life well, to cope with and respond to the many challenges of life, and, if possible, avoid some of those challenges. While wisdom is practical, it does require at least some knowledge. For living life well, wisdom requires knowing the right beliefs and knowing how to apply these beliefs in the right way at the right time. How do we know which beliefs and actions are appropriate for living life well? Philosopher Robert Nozick argues that a wise person holds beliefs about many aspects of life, including beliefs about life's most important values, beliefs about achieving one's goals, and following the necessary steps to achieve these goals. Likewise, the right actions for living a fulfilling life are derived from applying the aforementioned beliefs. If a person knows about the most important values and goals in life, but never applies them to their behavior, then they are not considered wise. In other words, having knowledge does not entail wisdom. Nozick is also aware that applying the appropriate beliefs and actions is not sufficient to live life well. Sometimes bad things occur for no apparent reason, which may undermine our efforts. A wise person is aware of this problem, and while pursuing their goals, prepares for failure, learns how to avoid it, and how to respond to it if failure occurs.

Watch and Reflect

In this video, you will learn about wisdom and knowledge from Robert Nozick's piece, "*What is Wisdom and Why do Philosophers Love it So?*"

Wisdom and Knowledge Unit 1 Topic 1 Video (11 min 15 sec)

Read and Reflect

- Robert Nozick - *What is Wisdom and Why Do Philosophers Love It So?*

1.2 Wisdom and Humility

In this topic, we focus on wisdom and humility. A wise person understands their limitations about what they know and do not know. In other words, a wise person is aware of their ignorance. The word "ignorance" in this case does not have a negative connotation, but rather describes a lack of knowledge about a particular thing.

In "the Apology," Plato introduces the character Socrates, who is on trial for his life. During his defense, Socrates describes the account of his friend, Chaerephon, seeking answers from the Oracle of Delphi, wondering if there is any person wiser than Socrates. In reply to Chaerephon, the oracle says that no one is wiser than Socrates. Socrates is puzzled by the revelation about his wisdom since he considers himself to be unwise. Socrates then asks questions of different people in the city, such as politicians, poets, and artisans, in an attempt to solve the mystery about the oracle's revelation. Socrates discovers that while these individuals claim to know a great deal about issues such as the nature of beauty and what is good, he observes that they know very little about such issues. These people think they possess knowledge, when in fact they do not, and that is why they lack wisdom. Their way of thinking contrasts with Socrates, who thinks he lacks knowledge about these issues; more specifically, Socrates is aware of his ignorance about the nature of beauty and what is good, while the others are unaware of their own ignorance about these same issues. Because of this, Socrates is the wisest person.

One application of being aware of ignorance for seeking wisdom is to practice a humble attitude towards the complex issues in life, such as how to interpret the Bible, evolution, the nature of sexuality, the implications of social media for our lives, and was Donald Trump an effective president? These types of questions represent complex ideas that even some of the most specialized scholars cannot answer. A wise person demonstrates their humility towards these complex issues by asking thoughtful questions about the opposing view, knowing when to withhold judgment and opinion, and with a willingness to change their mind.

Watch and Reflect

In this video, you will learn about wisdom and humility from Plato's *Apology*.

Wisdom and Humility Unit 1 Topic 2 Video (13 min 54 sec)

Read and Reflect

- Plato - *Apology* - https://classics.mit.edu/Plato/apology.html

Activity: Practicing Humility - Simulation Exercise 2

> The simulation exercises are meant to simulate a conversation and introduce you to the various topics in Unit 1. You are encouraged to not only review the simulation exercises but to and practice the applications of wisdom in your daily lives.

Watch and Reflect

> Please take a moment to watch this optional video with Dr. Ian Church, What is intellectual humility? A doxastic account. Here is the first of three parts. If you have the time, you should watch them all. Please note that this video lasts for approximately 2:27 minutes.
> Watch: *What is intellectual humility?*

1.3 Wisdom and Friendship

This topic examines wisdom and friendship. A wise person is careful about how they view their friends. In doing so, it is best to learn about the various types of friendships. According to Aristotle, there are three types of friendships, friends of utility, pleasure, and virtue. Friends of utility are friends who are a means to an end, such as business partners, or some friends on a sports team. Friends of pleasure are friends with whom we share pleasurable activities. Friends of virtue are friends who exhibit good qualities and help us develop these qualities as well. Aristotle believes that the third type of friend is the best type of friend, and this type of friendship, while difficult to find and develop, is worth pursuing and fighting for. This is because friends of virtue care about us and our character development beyond the scope of utility and pleasure. They care about us even when things are difficult. But how do we find these friends and how can we be virtuous friends to other people? Thomas Aquinas provides some advice. Aquinas suggests that we should be careful about the bad qualities that make for a poor friend, such as envy and pride. These vices (or bad characteristics) undermine the pursuit of virtue and thus compromise any friendship that is built upon virtue. An envious person is someone who is upset about our own success. Think of a friend you have. Have they ever been upset or sad when good things happen to you? If the answer is yes, then this person may not be a virtuous friend. They may suffer from envy towards you. Or have you ever had a friend who jokes about you but can never receive the joke in return? This person may not be a virtuous friend because they suffer from arrogant pride. They think too highly of themselves. Furthermore, we should be cautious about

whether we are exhibiting these defects as well. Do we treat our friends as a means to a utilitarian end? Do we make friends only for pleasure? Do we feel upset about our friends success? Do we exhibit a sense of arrogant pride about ourselves? This video introduces these ideas from Aristotle and Aquinas to help better equip us with the skills for developing healthy friendship for living well.

Watch and Reflect

In this video, you will learn about wisdom and friendship from Aristotle's *Nicomachean Ethics*, Books 8, 9 and 10, and some additional points from Thomas Aquinas.

Wisdom and Friendship Unit 1 Topic 3 Video (24 min 18 sec)

Read and Reflect

- Aristotle - *Nicomachean Ethics*, Books VIII, IX and X

Watch and Reflect

> Please take a moment to view this optional video. In this video, the Honorable Richard Holloway, who is a writer, broadcaster, and cleric from Scotland, seeks to initiate a debate around the more profound spiritual questions of life. The duration of this video is 4:45 minutes. Watch: *Why doubt is a good thing*

The aim of the following learning activities is to explore and learn about these two applications of knowledge: the practice of doubt and the acquisition of valuable knowledge over entertainment.

Activity : Learning to doubt - Simulation Exercise 1

> The simulation exercises are meant to simulate a conversation and introduce students to the various topics in Unit 1. Students are encouraged to not only review the simulation exercises but to practice the applications of wisdom in their daily lives.

Activity: Take notes for your Life Journal

> Answering the following questions is optional. Answering these questions and saving them as a document will allow you to take notes on the readings in preparation for the Life Journal assignment due at the end of Unit 1.

1.4 Wisdom and Rhetoric

This topic examines wisdom and rhetoric. Arguments with other people, such as family, friends, or colleagues, are part of everyday life. A wise person knows how to argue without fighting. According to Jay Heinrichs, a necessary skill for arguing productively is knowing the appropriate goal you wish to bring about. Are you trying to influence someone's decision? Is that feasible? Are you hoping to feel like a winner? Is that an appropriate goal? It may be your goal to change the mood of your opponent, or simply to inform your opponent of a different point of view. Would you like to end the argument quickly? After the argument, would you like to maintain the relationship with the person? Should you pursue either of these goals? How will you go about accomplishing your goal? In what way are you prepared to compromise? Are you prepared to experience defeat from your opponent's point of view in order to achieve your goal? What is the purpose of the argument and how should it be achieved?

Watch and Reflect

In this video, you will learn about wisdom and rhetoric from Jay Heinrich's *Thank You for Arguing*, Chapter 2 "Set Your Goals".

Wisdom and Rhetoric Unit 1 Topic 4 Video (12 min 19 sec)

Read and Reflect

- Jay Heinrichs - *Thank You for Arguing*

Activity: Take notes for your Life Journal

Answering the following questions is optional. Answering these questions and saving them as a document will allow you to take notes on the readings in preparation for the Life Journal assignment due at the end of Unit 1.

Watch and Reflect

Take a moment to watch this optional video. Here, Camille A. Langston, a specialist in rhetoric and nineteenth-century women, explains the basics of deliberative rhetoric and shares tips for appealing to the ethos, logos, and pathos of your audience. This video is 4:29 minutes long. Watch: *How to use rhetoric to get what you want*

Required Note Taking Learning Activity

- Answering these questions will help you reflect on the video topic content and prepare you for your Unit 1 Reflection Assignment.
- Click the Download button after you've completed all the questions for this unit and save the answers to your computer.
- You will need the downloaded answers to these questions as you will be required to submit them as part of your Final Course Reflection Essay/Video Assignment.

Chapter 2

Faith

This video briefly introduces the four topics in the second unit: definitions, hope, action, and rationality. We will learn about the nature of faith, both in terms of the attitudes of faith, such as beliefs and trust, and also the actions of faith, focusing briefly on ethics. Finally, we will learn about the rationality of faith and whether faith aligns with evidence.

Faith Unit 2 Introduction Video (7 min 34 sec)

Overview

Topics

This unit is divided into the following topics:

1. Faith and Definitions
2. Faith and Hope
3. Faith and Action
4. Faith and Rationality

Learning Outcomes

When you've completed this unit, you will have learned how to:

- Apply wisdom to practice intellectual humility with knowledge
- Interpret Plato's "The Apology" from a wise person's perspective
- Develop and apply wisdom to strategies for practicing charity towards your opponents

2.1 Faith and Definitions

In this topic, we learn about several definitions of the term faith. One distinction to make about faith is between faith as an attitude and faith as an action. Faith as an attitude means that faith is something in our heads. Faith is a mental and cognitive experience, such as a belief, trust, and hope. These ideas are a common way to think about faith. On the other hand, faith as an action refers to an ancient way of thinking about the term. The Greek word for faith is "pistis" and this can refer ethical behavior towards a person or ideal. With regard to faith as an attitude, we will learn about the difference between doxastic faith and non-doxastic faith. The term "doxastic" refers to beliefs. Thus, doxastic faith is faith focusing on belief. Non-doxastic faith focuses on faith that does not include belief.

Watch and Reflect

In this video, you will learn about the various definitions of faith from Elizabeth Jackson's article, "Faith: Contemporary Perspectives". The main focus is on learning about various distinctions with the concept of faith, such as attitude faith and action faith, and doxastic and non-doxastic view of faith.

Faith and Definitions Unit 2 Topic 1 Video (8 min 01 sec)

Read and Reflect

- Jackson - *Types of Faith* - https://iep.utm.edu/faith-contemporary-perspectives/#SSH1ai

2.2 Faith and Hope

In the previous topic, we learned about various definitions of faith, mainly faith as an attitude. The first two ways of thinking about faith as an attitude are belief and trust. These attitudes of faith are called doxastic because they generally focus on beliefs – mental and cognitive experiences in our heads. In this topic, we focus on a non-doxastic attitude of faith called hope. Hope is non-doxastic because hope does not necessarily include belief when considering faith. Pojman is going to argue that faith as hope is the more appropriate way to think about faith, especially Christian faith and the doctrine of salvation. Salvation is the idea that the human race is in danger and God is attempting to save them. According to some traditions, if humans believe in God, then God will save them. But for Pojman, humans can't control what they believe, including their doubts about God. So how can salvation be about something one cannot control? Rather, faith as hope in God and his saving plan seems to be the more accurate way to think about faith and salvation.

Watch and Reflect

In this video, you will learn about faith as hope in the midst of doubt from Louis Pojman's article, "Faith, Hope, Doubt". According to Pojman, faith is a matter of hope and not belief. Thus, faith is non-doxastic.

Faith and Hope Unit 2 Topic 2 Video (10 min 26 sec)

Read and Reflect

- Pojman - *Faith, Hope and Doubt*

2.3 Faith and Action

In the previous two topics, we discussed faith as an attitude, such as a belief, a trust, or a hope. These conceptions of faith exist in one's head – as a mental and cognitive experience. Faith as action focuses more on the behavior of a person and not as much on the mental experience. While it's true that our beliefs and desires and hopes may be causally relevant for our actions, this needn't always be the case. Thus, faith as action focuses more on ethical behavior as the mode of faith. In this topic, we briefly examine a controversy within Christian theology about the definition of faith. Traditionally, the view of faith was attitudinal, such as belief and trust. More recently, the suggestion is that Christian faith is about Christian ethics and good works and less so about having the attitudinal beliefs and trust about Christianity.

Watch and Reflect

In this video, you will learn about faith and action from Boyd and Thorsen's chapter, "Ethics in the Christian Scriptures." Unlike faith as belief, trust, and hope, faith as action focuses on behavior and ethics, rather than on mental content. You will also be introduced to the debate in Christian theology about faith and works.

Faith and Action Unit 2 Topic 3 Video (8 min 54 sec)

Read and Reflect

- Boyd and Thorsen - *Ethics in the Christian Scriptures*

1.4 Faith and Rationality

In the previous topics, we briefly discussed some definitions of faith. A primary distinction is between faith as attitudes and faith as actions. While these categories may be interwoven, they can also remain distinct. Regardless, the critic of faith will challenge any of these ideas about faith by questioning the rationality of faith, either faith as belief and trust, or faith as action. In this topic, we explore this challenge. The term rationality in this case refers to beliefs and actions aligning with evidence. If beliefs and actions do not align with the evidence, then, according to the evidentialist, such beliefs and actions are irrational. So, according to the objection, for us to exhibit rationality, we must align our beliefs and actions according to the proper evidence. Is this a good objection to the rationality of faith as belief and action? We explore this issue by first reading William Clifford's famous piece on the ethics of belief. According to Clifford, it is wrong to believe anything not proportional to the evidence. We then consider some response to this evidential objection by noting (i) the possible incoherence of the objection; (ii) the fact that may of our rational beliefs are not proportional to the evidence; (iii) that in some cases of faith, there exists sufficient evidence to meet the rational standard.

Watch and Reflect

IIn this video, you will learn about faith and rationality from W.K. Clifford's article, "The Ethics of Belief." You will be introduced to the evidential objection to religious belief, which states that religious belief is rational only if there is evidence for religious belief, and some brief responses and replies to this evidential objection.

Faith and Rationality Unit 2 Topic 4 Video (19 min 01 sec)

Read and Reflect

- WK Clifford - *Ethics of Belief*

Required Note Taking Learning Activity

- Answering these questions will help you reflect on the video lecture content and prepare you for your Unit 2 Reflection Assignment.
- Click the Download button after you've completed all the questions for this unit and save the answers to your computer.
- You will be required to submit these downloaded notes as part of your Final Course Reflection Essay/Video Assignment.

Chapter 3

Reason

Overview

This unit is divided into four lectures.

1. Wisdom and Friendship Lecture 1 on Aristotle's view of friendship.
2. Wisdom and Friendship Lecture 2 on Aquinas' views of pride and envy and how they affect friendship.
3. Wisdom and Rhetoric Lecture 1 focusses on the importance of rhetoric.
4. Wisdom and Rhetoric Lecture 2 focusses on some skills for practicing rhetoric.

Learning Outcomes

When you've completed this unit, you will have learned how to:

- Apply wisdom to identify what forms a good friendship and a bad friendship
- Identify and apply the importance of virtue in friendship
- Apply wisdom to identify and use some basic skills of rhetoric (or persuasion)

3.1 Wisdom and Friendship Lecture 1

This topic examines the first part about wisdom and friendship. A wise person is careful about how they view their friends. In doing so, it is best to learn about the various types of friendships. According to Aristotle, there are several

types of friendships, such as friends of utility, pleasure, and virtue. Friends of utility are friends who are a means to an end, such as business partners, or some friends on a sports team. Friends of pleasure are friends with whom we share pleasurable activities. Friends of virtue are friends who exhibit good qualities and help us develop these qualities as well. Aristotle believes that the third type of friend is the best friend, and this type of friendship, while difficult to find and develop, is worth pursuing and fighting for. In the following video, we briefly outline Aristote's view of friendship and then figure how a wise person should think about friendship in these ways.

Watch

- Wisdom and Friendship - Unit 3 Lecture 3.1 video (14 min 14 sec)
- This video introduces Aristotle's view of friendship. A wise person is aware of the different types of friendships and the importance of these types. This video helps us understand what makes a good friend and how we can be good friends to other people.

3.2 Wisdom and Friendship Lecture 2

This topic examines the second part about wisdom and friendship. For Aristotle, friends of virtue are the best of friends because they care about us and our character development beyond the scope of utility and pleasure. They care about us even when things are difficult. But how do we find these friends and how can we be virtuous friends to other people? Thomas Aquinas provides some advice. Aquinas suggests that we should be careful about the bad qualities that make for a poor friend, such as envy and pride. These vices (or bad characteristics) undermine the pursuit of virtue and thus compromise any friendship that is built upon virtue.

An envious person is someone who is upset about our own success. Think of a friend you have. Have they ever been upset or sad when good things happen to you? If the answer is yes, then this person may not be a virtuous friend. They may suffer from envy towards you. Or have you ever had a friend who jokes about you but can never receive the joke back to them in turn? This person may not be a virtuous friend because they suffer from arrogant pride. They think too highly of themselves. Furthermore, we should be cautious about whether we are exhibiting these defects as well. Do we feel upset about our friends success? Do we exhibit a sense of arrogant pride about ourselves? These vices undermine virtuous friendships. In the following video, we briefly outline Aquinas' views about envy and pride and note how these vices undermine our friendships.

Watch

- Wisdom and Friendship - Unit 3 Lecture 3.2 video (10 min 19 sec)

- This video introduces Aquinas' view of pride and envy. These vices are damaging to friendships because they undermine virtue. This video helps us understand how to identify bad friends and how we can be aware of when we are being a bad friend to others.

3.3 Wisdom and Rhetoric Lecture 1

This topic examines the first part about wisdom and rhetoric. Rhetoric refers to the art of persuasion or influence. Previously we discussed how wisdom requires an awareness and application of our actions, knowledge, humility, charity, and friendship making. The art of persuasion applies to all of these skills. Rhetoric can help us get along in life in these various domains, particularly when dealing with other people.

But many people throughout history have neglected this art of rhetoric. Indeed, Plato thought rhetoric was for fools. It was the art of manipulation. Rhetoric was for the sophists and those who only wished to confuse the masses, aiming these people away from the truth. However, his student, Aristotle, rejected Plato's view. For Aristotle, rhetoric was a tool that, while available for manipulation, was equally valuable for communicating the truth. Rhetoric was the only weapon suitable to combat such manipulation. Thus, it is better to hone the skills of rhetoric to combat the sophists. In the following video, we analyze Plato's objections to rhetoric and Aristotle's reasons for rejecting Plato's views and embracing the art of rhetoric.

Read

- Jay Heinrichs - *Thank You for Arguing*

Watch

- Wisdom and Rhetoric - Unit 3 Lecture 3.3 video (8 min 01 sec)
- This video introduces wisdom and rhetoric. Rhetoric is the art of persuasion. This is a valuable skill to practice in life because we often engage in rhetoric with other people, family, friends, supervisors, strangers, and even enemies. This video introduces Aristotle's defense of using rhetoric against Plato's criticisms of the practice.

3.4 Wisdom and Rhetoric Lecture 2

This topic examines the second part about wisdom and rhetoric. Arguments with other people, such as family, friends, or colleagues, are part of everyday life. A wise person knows how to argue without fighting. According to Jay

Heinrichs, a necessary skill for arguing productively is knowing the appropriate goal you wish to bring about. Are you trying to influence someone's decision? Is that feasible? Are you hoping to feel like a winner? Is that an appropriate goal? It may be your goal to change the mood of your opponent, or simply to inform your opponent of a different point of view. Would you like to end the argument quickly? After the argument, would you like to maintain the relationship with the person? Should you pursue either of these goals? How will you go about accomplishing your goal? In what way are you prepared to compromise? Are you prepared to experience defeat from your opponent's point of view in order to achieve your goal? What is the purpose of the argument and how should it be achieved?

Exercising the previous skills of wisdom when arguing with other people is helpful for practicing rhetoric. Wise actions, for example, require setting reasonable goals and avoiding the pitfalls that may undermine these goals. Similarly, when applying rhetoric in an argument with someone else, focus on the goal you wish to bring about and be willing to concede as much as possible to get there. Furthermore, remember that wisdom requires knowledge and humility. When these skills are applied to rhetoric, demonstrate the ability to challenge your own views to show your intention to understand the opponent's position. And in everything, act with charity. When arguing with others, assist them with their arguments, and, if possible, suggest ways in which their arguments can be strengthened. Demonstrate your comfort with the exchange by temporarily embracing their viewpoint. Charity of this kind encourages your opponent to act in a similar manner, and, in doing so, may reduce the defensiveness of each person. Depending on your rhetorical goal when arguing with another person, the tactics above may be useful. The following video explores some of these simple rhetorical strategies to help us better get along with other people.

Watch

- Wisdom and Rhetoric - Unit 3 Lecture 3.4 video (11 min 13 sec)
- This video expands on the study of rhetoric by discussing some strategies for applying rhetoric. One strategy is to set goals of the encounter and focus on what you must do to achieve these goals. Perhaps you want the other person to understand your view, or perhaps you want to end the encounter with the person as quickly as possible without making things worse. Practicing rhetoric can help us in these ways.

Required Note Taking Learning Activity

- Answering these questions will help you reflect on the video lecture content and prepare you for your Unit 3 Reflection Assignment.
- Click the Download button after you've completed all the questions for this unit and save the answers to your computer.

- You will be required to submit these downloaded notes as part of your Final Course Reflection Essay/Video Assignment.

Assessment

The following assignments are opportunities for learners to demonstrate their understanding of the course outcomes. Please confirm assignment details with your instructor, referring to the course syllabus.

Note that Assignment dropboxes are located in Moodle. Also refer to the Course Schedule in Moodle for the specific due dates.

Assignment:

Grading Criteria

See the following rubric that explains how your assignment will be evaluated. Also available as a pdf

APA/WRITING

Unsatisfactory: Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.

Developing: Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.

Proficient: *Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.*

Exemplary: Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.

STATEMENT OF TEACHING IDENTITY

Unsatisfactory: Does not provide a statement about identity as a teacher/facilitator

Developing: Provides an unclear statement about identity as a teacher/facilitator.

Proficient: *Provides a clear, concise, and powerful statement about identity as a teacher/facilitator.*

Exemplary: Provides a clear, concise, and powerful statement about identity as a teacher/facilitator. Statement incorporates theory or research from course materials.

DEVELOPING A COHESIVE AND LOGICAL ACADEMIC ARGUMENT

Unsatisfactory: Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing an introduction, body, or conclusion. Transitions between sections and ideas are missing.

Developing: Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally organized, but is missing an introduction, body, or conclusion. Transitions between sections and ideas are unclear.

Proficient: *Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear.*

Exemplary: Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear, and build on each other.

ANALYSIS OF IDENTITY AS A TEACHER

Unsatisfactory: Does not include three important aspects of identity as a teacher/facilitator. Does not include an analysis.

Developing: Lists but does not discuss three important aspects of identity as a teacher/facilitator. Includes a partial analysis.

Proficient: *Includes a detailed discussion of three important aspects of identity as a teacher/facilitator. Includes thoughtful analysis of each of the three elements.*

Exemplary: Includes a detailed discussion of three important aspects of identity as a teacher/facilitator. Includes a thoughtful analysis, integrating scholarly literature to support analysis and furthering scholarly thinking related to teacher identity.

SCHOLARLY INTEGRATION

Unsatisfactory: Does not integrate references to support claims and assertions made in the paper.

Developing: Integrates references to support some of the claims and assertions made in the paper.

Proficient: *Integrates references to support claims and assertions made in the paper.*

Exemplary: Integrates references to support claims and assertions made in the paper, effectively synthesizing different perspectives and research results from scholarly sources.

		10 = 50%		20 = 100%
TOTAL	**0 = 0% (F)**	**(C)**	**15 = 75 (B)**	**(A+)**

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Assignment: Company Website Analysis

Investigate the Human Resources or Faculty Development portion of a company's website, a higher education institution or adult learning facility, preferably one with which you are familiar. Focus on the faculty or employee development part of the website. In this assignment, you will apply the theory of teaching in/for/with depth by analyzing the learning culture of an organization.

In a 4-5 page APA formatted paper, analyze the website by responding to the following questions in your report:

1. What can you infer about the company's learning culture?

2. From what is visible on the public website, would you say it is an authentic learning community? Why or why not? Discuss whether the website reflects aspects of one or more of the learning community models explored in previous lessons.

3. Do you see evidence that interconnectedness and integrity are valued? Explain.

4. What traits and skills seem to be valued in employees?

5. How does the company develop skills in its employees (e.g., workshops, seminars, mentoring)? Are the methods based on the principles of andragogy? (see Smith YouTube video). What specific adult learning strategies do you see reflected in the development/training opportunities for employees?

Your paper should be 4-5 pages and should incorporate references to at least five scholarly sources you have studied in this course, or other scholarly sources you have identified.

The paper should include:

1. Introduction

2. Analysis (responding to the prompts)

3. Conclusion

4. Reference List

Company Website Analysis Rubric

See the following rubric that explains how your assignment will be evaluated. Also available as a pdf

APA Formatting

Unsatisfactory: Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.

Developing: Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.

Proficient: *Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.*

Exemplary: Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.

DEVELOPING a COHESIVE and LOGICAL ACADEMIC ARGUMENT

Unsatisfactory: Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing an introduction, body, or conclusion. Transitions between sections and ideas are missing.

Developing: Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally organized, but is missing an introduction, body, or conclusion. Transitions between sections and ideas are unclear.

Proficient: *Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear.*

Exemplary: Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear and build on each other.

ANALYSIS of LEARNING CULTURE

Unsatisfactory: Does not include an analysis of the company learning culture, and no evaluation of the authenticity of the learning community.

Developing: Includes a partial analysis of the company learning culture, including a limited evaluation of the authenticity of the learning community.

Proficient: *Includes a detailed analysis of the company learning culture, including an evaluation of the authenticity of the learning community.*

Exemplary: Includes a detailed analysis of the company learning culture, including an evaluation of the authenticity of the learning community. Includes a thoughtful analysis, integrating scholarly literature to support analysis and furthering scholarly thinking related to teacher identity.

EVALUATION of INTERCONNECTEDNESS and INTEGRITY

Unsatisfactory: Does not include an evaluation of evidence of interconnectedness and integrity on the company website. Does not integrate scholarly sources in the evaluation.

Developing: Includes a partial evaluation of evidence of interconnectedness and integrity on the company website. Evaluation includes only limited reference to scholarly sources.

Proficient: *Includes a detailed evaluation of evidence of interconnectedness and integrity on the company website. Evaluation integrates scholarly sources.*

Exemplary: Includes a detailed evaluation of evidence of interconnectedness and integrity on the company website. Includes recommendations for ways in which to integrate interconnectedness and integrity into employee development.

ANALYSIS of ADULT LEARNING STRATEGIES

Unsatisfactory: Does not include a detailed analysis of valued skills and evidence of adult learning theory in employee development. Does not integrate scholarly sources.

Developing: Includes a partial analysis of valued skills and evidence of adult learning theory in employee development. Analysis integrates few, if any, scholarly sources.

Proficient: *Includes a detailed analysis of valued skills and evidence of adult learning theory in employee development. Analysis integrates scholarly sources.*

Exemplary: Includes a detailed analysis of valued skills and evidence of adult learning theory in employee development. Includes recommendations for ways in which to integrate adult learning theory into employee development.

SCHOLARLY INTEGRATION

Unsatisfactory: Does not integrate scholarly references to support claims and assertions made in the paper.

Developing: Integrates scholarly references to support some of the claims and assertions made in the paper.

Proficient: *Integrates scholarly references to support claims and assertions made in the paper.*

Exemplary: Integrates scholarly references to support claims and assertions made in the paper, effectively synthesizing different perspectives and research results from scholarly sources.

		10 = 50%		20 = 100%
TOTAL	**0 = 0% (F)**	**(C)**	**15 = 75 (B)**	**(A+)**

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Assignment: Platform Paper

For this assignment, you will write a contextualized Platform Paper in which you discuss your ideal learning community and your role as teacher/leader of that learning community. Select a context for your paper (i.e. facilitating in a FAR Centre in a specific country, teaching adult learners, facilitating employee development workshops, etc.). Your paper should be written and referenced in APA format and include references to a minimum of 10 scholarly sources (this can include literature you read in this course). You will write a draft of the Platform Paper in Unit 8 and post for Peer Review. In Unit 9, you will provide feedback to another learner on their paper. You will make revisions based on the Peer Review and, in Unit 10, you will submit the final Platform Paper. Peer reviewers will be assigned in advance.

Paper Outline

This paper will be 12-15 pages long, and should include:

1. Introduction (1-2 pages)

2. Section 1: Ideal Learning Environment (5-7 pages)

3. Section 2: Your Role as Teacher and Leader (5-7 pages)

4. Conclusion (1-2 pages)

Paper Guidelines

- **Introduction**: Introduce the two sections in your paper, providing a brief description of the key points you will make in each section.

- **Section 1**: In section one, you will describe your ideal education learning environment. This section should demonstrate your learning about authentic learning communities, incorporating scholarly sources and your own analysis to depict your ideal learning environment. Incorporate a discussion of the learning community environment, learning experiences, student learning outcomes, and personal beliefs about teaching and learning.

- **Section 2**: In this section, describe your role as a teacher or leader within an authentic learning community. Incorporating scholarly literature, analyze your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Describe the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.

- **Conclusion**: Summarize the key points you made in each section.

- **References**: Include a reference list with references to at least 10 scholarly sources.

Platform Paper Rubric

See the following rubric that explains how your assignment will be evaluated. Also available as a pdf

APA/WRITING

Unsatisfactory: Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.

Developing: Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.

Proficient: *Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.*

Exemplary: Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.

DEVELOPING a COHESIVE and LOGICAL ACADEMIC ARGUMENT

Unsatisfactory: Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing an introduction, body, or conclusion. Transitions between sections and ideas are missing.

Developing: Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally organized, but is missing an introduction, body, or conclusion. Transitions between sections and ideas are unclear.

Proficient: *Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear.*

Exemplary: Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear, and build on each other.

IDEAL LEARNING ENVIRONMENT

Unsatisfactory: Does not include a description of your ideal learning environment. Does not reference scholarly sources. Does note analyze key elements of an authentic learning community. Does not mention or describe the learning community environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning.

Developing: Includes a partial description of your ideal learning environment, referencing few scholarly sources and including a partial analysis of key elements of an authentic learning community. Mentions some elements, but does not fully describe the learning community environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning.

Proficient: *Includes a detailed description of your ideal learning environment, referencing scholarly sources and analyzing key elements of an authentic learning community. Describes the learning community environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning.*

Exemplary: Includes a detailed description of your ideal learning environment, referencing scholarly sources and analyzing key elements of authentic learning communities. Provides a rationale for key elements of the learning community environment, student learning outcomes, learning outcomes and personal beliefs about teaching and learning. Advances scholarly thinking about authentic learning communities.

YOUR ROLE AS TEACHER AND LEADERS

Unsatisfactory: Does not include a description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Does not include an analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Does not include a description of the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.

Developing: Includes a partial description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Describes but does not analyze your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Lists but does not describe the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one.

Proficient: *Includes a detailed description of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Includes a detailed analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Includes a detailed description of the actions, practices, and strategies you will*

engage in to achieve your vision of the learning community you described in section one.

Exemplary: Includes a detailed analysis of your role as a teacher or leader within an authentic learning community, incorporating scholarly literature. Includes a detailed analysis of your role as a facilitator/leader in planning learning experiences, facilitating student learning, and assessing student learning. Includes a detailed description of the actions, practices, and strategies you will engage in to achieve your vision of the learning community you described in section one. Synthesizes scholarly thinking about the role of the teacher/leader.

SCHOLARLY INTEGRATION

Unsatisfactory: Does not integrate many references to support the arguments made in the paper.

Developing: Integrates fewer than 10 scholarly sources to support arguments made in the paper.

Proficient: *Integrates a minimum of 10 scholarly sources to support arguments made in each section of the paper.*

Exemplary: Integrates a minimum of 10 references to support the arguments made in each section, including several scholarly sources not included in course materials.

		10 = 50%		**20 = 100%**
TOTAL	**0 = 0% (F)**	**(C)**	**15 = 75 (B)**	**(A+)**

References

The following are key references used in this course. **_Check with your course syllabus for required readings._**