

Philosophy for Life

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Welcome

This course explores philosophy as a way of life accessible to all, in order to think more truthfully, act more justly, and live more faithfully. This course focuses on critical thinking as an invaluable ethical tool for interpreting current events. Students will learn to analyze and evaluate the claims of contemporary culture and religious faith.

Course Learning Outcomes

This course will enhance your leadership skills and facilitate your abilities to:

1. Learn, reflect, practice, and apply the skills of wisdom in friendship, humility, and rhetoric
2. Apply the skills of wisdom to live life within the context of justice and faith
3. Understand how to become a well-rounded person and citizen

Texts and Reading Resources

- A variety of resources will be provided throughout each unit.

How To Navigate This Book

Take a moment to experiment with the controls in the toolbar at the top of the page. You can search this book for a word or phrase (for example, to look up a definition). 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, adjust the typeface, the font size, and the background colour to make the text easier to read.



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 books in a pdf format. If you are having any accessibility or navigation issues with this book, please reach out to your instructor or our online team at elarning@twu.ca

Course Units

This course is organized into 3 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 tab in Moodle for assignment details and dropboxes.

Assessment

This box will signify an assignment you will submit in Moodle. Note that assignments 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.

Note

This box signifies key notes, important quotes, or case students. It may also warn you of possible problems or pitfalls you may encounter!

Chapter 1

Wisdom & Friendship

Overview

Unit 1 includes two video lectures. The first lecture teaches you about Aristotle's categories of friendship. The second lecture teaches you about Thomas Aquinas' dangers of friendship.

Learning Outcomes

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

- Apply wisdom to identify the different types of friendships, utility, pleasure, and virtue.
- Avoid envy and pride in friendships.
- Identify virtuous friends and become a good friend.

Reading Resources

Watch:

Philosophy for Life Course Overview video

- *Philosophy for Life Course Overview video (4 min 55 sec)*
- *Wisdom & Friendship Part 1 Lecture video (13 min 44 sec)*
- *Wisdom & Friendship Part 2 Lecture video (10 min 27 sec)*

Activity: Answering These Questions

- Optional Note Taking Learning Activity
- Answering these questions is optional. However, they will help you reflect on the video lecture content and prepare you for your Unit 1 Reflection Assignment.

Chapter 2

Wisdom & Humility

Overview

Unit 2 includes two video lectures. The first lecture includes an allegory about knowledge and humility. The second lecture includes a short excerpt from Plato's The Apology of Socrates.

Learning Outcomes

When you've completed this unit, you will have learned how to: - Apply wisdom to practice intellectual humility with our knowledge - Understand complex philosophical ideas of humility - Apply these complex ideas of humility to improve our social life

Reading Resources

Watch:

- *Wisdom & Humility Part 1 Lecture video (12 min 28 sec)*
- *Wisdom & Humility Part 2 Lecture video (12 min 47 sec)*

Activity: Answering These Questions

- Optional Note Taking Learning Activity
- Answering these questions is optional. However, they will help you reflect on the video lecture content and prepare you for your Unit 2 Reflection Assignment.

Chapter 3

Wisdom & Rhetoric

Overview

Unit 3 includes two video lectures. The first lecture is about the challenges and solutions to rhetoric (the art of persuasion). The second lecture is about how to apply some skills of rhetoric to everyday life.

Learning Outcomes

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

- Identify the problems and benefits of persuasion
- Practice the skills of persuasion in everyday life
- Set proper goals for social interactions by applying these skills of persuasion

Reading Resources

Watch:

- *Wisdom & Rhetoric Part 1 Lecture video (7 min 35 sec)*
- *Wisdom & Rhetoric Part 2 Lecture video (9 min 42 sec)*

Activity: Answering These Questions

- Optional Note Taking Learning Activity
- Answering these questions is optional. However, they will help you reflect on the video lecture content and prepare you for your Unit 3 Reflection 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.

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

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.

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

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 not 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.*