

# COURSE SYLLABUS



COURSE TITLE: PHIL-100: Introduction to Philosophy: Classics

CLASS SECTION: 001

TERM: Winter 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Anthony J. Gavin

EMAIL: [GavinA@camosun.ca](mailto:GavinA@camosun.ca)

OFFICE: Young 312

HOURS: Tuesdays and Thursdays, 10:30am-12pm

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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An introduction to classical philosophical works concerning central philosophical issues such as the nature and possibility of knowledge, the existence of God, the nature of morality and justice, and the mind/body relationship.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of the course the student will be able to:

1. Identify and describe fundamental philosophical problems, along with the classical philosophical answers to these problems.
2. Distinguish among various philosophical theories.
3. Identify key periods and concepts in the (philosophical) history of ideas.
4. Critically analyze an argument philosophically by identifying its premise and conclusion and by assessing its strengths and weaknesses.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Textbook: John Perry, Michael Bratman, John Martin Fischer. *Introduction to Philosophy: Classical and Contemporary Readings*. 9th Edition. Oxford University Press, 2022.

Additional readings will be made available on D2L.

Additional recommended resources:

Stanford Encyclopedia of Philosophy (SEP): <https://plato.stanford.edu>

Internet Encyclopedia of Philosophy (IEP): <https://iep.utm.edu>

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Page numbers are for the course textbook unless otherwise stated. For readings on D2L, the page numbers given below refer to the numbers printed within the electronic file.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1: Jan. 9 – 13	<b>UNIT 1: THE VALUE OF PHILOSOPHY</b> <i>Topic: Why study philosophy?</i> <b>Required readings:</b> <ul style="list-style-type: none"><li>• Plato, "Apology: Defense of Socrates," pp. 33-48</li></ul> <b>Optional readings:</b> <ul style="list-style-type: none"><li>• Midgley, "Philosophical Plumbing" (on D2L), pp. 139-151</li></ul>	<i>I don't expect you to have read all of the readings for the first day, but they will serve as a general outline for our discussion.</i>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week 2: Jan. 16 – 20</p>	<p><i>Topic: What is philosophy?</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Plato, “Allegory of the Cave,” pp. 157-162</li> <li>• Russell, “The Value of Philosophy,” pp. 29-32</li> <li>• Deleuze &amp; Guattari, “Introduction: The Question Then...,” <i>What Is Philosophy?</i> (on D2L), pp. 1-12</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Kaufman, “Is Philosophy Anything If It Isn’t White?” (on D2L), pp. 1-15</li> </ul>	
<p>Week 3: Jan. 23 – 27</p>	<p><b>UNIT 2: METAPHYSICS</b>  <i>Topic: Platonic idealism</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Plato, <i>Phaedo</i> (on D2L), focus on excerpts 57a-84c, 115b-118a, pp. 50-73, 97-100</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Jansen, “Plato’s <i>Phaedo</i> as a Pedagogical Drama” (on D2L), pp. 333-352</li> </ul>	
<p>Week 4: Jan. 30 – Feb. 3</p>	<p><i>Topic: Metaphysics as “first philosophy”</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Aristotle, excerpts from <i>Metaphysics</i>, Bk. I- IV (on D2L), 980a21-1005a15, pp. 221-250</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Ortega y Gasset, “Lesson II,” <i>Some Lessons in Metaphysics</i> (on D2L), pp. 28-45</li> </ul>	
<p>Week 5: Feb. 6 – 10</p>	<p><b>UNIT 3: GOD AND EVIL</b>  <i>Topic: The existence of God</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Anselm, “The Ontological Argument,” pp. 52-24</li> <li>• Aquinas, “The Existence of God,” pp. 54-56</li> <li>• Kierkegaard, excerpts from <i>Concluding Unscientific Postscript</i> (on D2L), pp. 19-20, 167-172</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• James, “The Will to Believe,” pp. 62-73</li> </ul>	<p><b>Seminar quiz #1 on Wednesday, Feb. 8th</b></p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week 6: Feb. 13 – 17</p>	<p><i>Topic: The problem of evil</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Leibniz, “God, Evil and the Best of All Possible Worlds,” pp. 104-106</li> <li>• Levinas, “Reflections on the Philosophy of Hitlerism” (on D2L), pp. 63-71</li> <li>• Arendt, excerpts from <i>Eichmann in Jerusalem</i> (on D2L), pp. 20-27, 244-248, 273-274</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Scott, “On the Crassness of Leibniz’s Metaphysics” (on D2L), pp. 311-337</li> <li>• Butler, “Hannah Arendt’s Challenge to Adolf Eichmann” (on D2L), <a href="#">link to article online</a></li> <li>• Norlock, “Perpetual Struggle” (on D2L), pp. 6-19</li> </ul>	<p>Take-home essay topics released at the end of class (essays are due in the last class, on Apr. 12th)</p>
<p>Week 7: Feb. 20 – 24</p>	<p><b>February 20: Family Day (college closed)</b>  <b>February 21-24: Reading Break (no lecture or seminar)</b></p>	<p><i>This would be a good time to think about your take-home essay topic!</i></p>
<p>Week 8: Feb. 27 – Mar. 3</p>	<p><b>UNIT 4: KNOWLEDGE AND SKEPTICISM</b>  <i>Topic: Rationalism, the ‘truth’ of the mind</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Descartes, “Meditations on First Philosophy,” pp. 164-175</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Nozick, “The Experience Machine,” pp. 162-163</li> </ul>	
<p>Week 9: Mar. 6 – 10</p>	<p><i>Topic: Empiricism, the ‘truth’ of the senses</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Hume, “An Enquiry Concerning Human Understanding,” pp. 193-219</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Deleuze, “The Problem of Knowledge and the Problem of Ethics,” <i>Empiricism and Subjectivity: An Essay on Hume’s Theory of Human Nature</i> (on D2L), pp. 21-36</li> <li>• Kant, excerpt from <i>Prolegomena to Any Future Metaphysics</i>, Preface (on D2L), pp. 7-12</li> </ul>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week 10: Mar. 13 – 17</p>	<p><b>UNIT 5: FREE WILL AND DETERMINISM</b>  <i>Topic: Freedom, causality, and responsibility</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Hume, “Of Liberty and Necessity,” pp. 406-416</li> <li>• Hampshire, “Spinoza’s Theory of Human Freedom” (on D2L), pp. 554-566</li> <li>• Spinoza, “Of the Power of the Understanding, or of Human Freedom,” Preface (on D2L), pp. 379-382</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Deleuze, “On the Difference Between the <i>Ethics</i> and a Morality” (on D2L), pp. 17-29</li> </ul>	<p><b>Seminar quiz #2 on Wednesday, Mar. 15<sup>th</sup></b></p>
<p>Week 11: Mar. 20 – 24</p>	<p><b>UNIT 6: ETHICS</b>  <i>Topic: Utilitarianism and deontology</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Bentham, “The Principle of Utility,” pp. 481-484</li> <li>• Kant, “Groundwork for the Metaphysics of Morals,” pp. 520-536</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Mill, “Utilitarianism,” pp. 485-501</li> <li>• O’Neill, “Kantian Approaches to Some Famine Problems,” pp. 537-543</li> </ul>	
<p>Week 12: Mar. 27 – 31</p>	<p><i>Topic: Virtue ethics</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Aristotle, “Nicomachean Ethics,” pp. 544-559</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Tessman, “Critical Virtue Ethics: Understanding Oppression as Morally Damaging” (on D2L), pp. 1-20</li> </ul>	
<p>Week 13: Apr. 3 – 7</p>	<p><b>UNIT 7: EXISTENTIALISM</b>  <i>Topic: Life and freedom</i>  <b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Camus, “The Myth of Sisyphus,” pp. 660-662</li> <li>• Sartre, “Existentialism Is a Humanism” (on D2L), pp. 17-54</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• De Beauvoir, “Freedom and Liberation,” <i>The Ethics of Ambiguity</i> (on D2L), pp. 78-95</li> <li>• Fanon, excerpts from “The Lived Experience of the Black Man,” <i>Black Skin White Masks</i> (on D2L), pp. 94-101, 108-117</li> </ul>	<p><b>Seminar quiz #3 on Wednesday, Apr. 5<sup>th</sup></b></p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 14: Apr. 10 – 14	<p><i>Topic: Death and finitude</i></p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>• Heidegger, excerpts from <i>Being and Time</i> (on D2L), pp. 21-35, 281-290</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Wolin, excerpts from “<i>Being and Time As Political Philosophy</i>,” <i>The Politics of Being</i> (on D2L), pp. 16-22, 35-46</li> <li>• Llewelyn, “On the saying that philosophy begins in <i>thaumazein</i>” (on D2L), pp. 48-57</li> </ul>	<p><b>Take-home essay due on Wednesday, Apr. 12<sup>th</sup></b></p>
Apr. 17 – 25	FINAL EXAM PERIOD	Exam date TBD

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Seminar quizzes (3 x 10% = 30%)	30%
Take-home essay	30%
Final exam	30%
Participation	10%
<b>TOTAL</b>	<b>100%</b>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### 1. COVID-19 Guidelines

Although COVID-19 restrictions have been eased, this doesn't that the virus has disappeared. What it *does* mean is that experts now consider the public health risk to be small enough to be manageable by individuals. Different people face different decisions when it comes to managing their individual risk portfolios. Thus, it should go without saying that I expect all students to be respectful of one another's personal health choices.

For up-to-date information on the college's COVID-19 guidelines, please use the following link:

<https://camosun.ca/about/covid-19-updates>

## 2. Course Delivery and Attendance

As soon as you register, you'll have access to the course website on D2L. Please take the time to familiarize yourself with the course website. This is where you'll find all of your readings.

Students are expected to attend lecture and seminar each week. No excuse is necessary if you are unable to attend, but regular non-attendance will negatively impact your Participation grade (discussed further below). Please ensure that you are caught up on the required reading(s) before each seminar, as they are heavily discussion-oriented.

It is very important to attend the first class. Failure to do so will result in your being automatically dropped. Waitlisted students are also welcome to attend the first class. If you are unable to attend the first class, please let me know as soon as possible.

## 3. Academic Integrity

You are welcome and encouraged to discuss course material with others in your class, and work together to solve problems. However, the work you turn in must be your own. If you are ever unsure about what constitutes a violation of academic integrity, please consult the college's Academic Integrity Policy (available at <http://camosun.ca/about/policies/>).

## 4. Late Submissions and Extensions

Late work is penalized at 10% per day up to a maximum of 5 days, after which point it will no longer be accepted. However, I know that things do not always go according to plan. By default, each student is welcome to two day's worth of penalty-free extensions. This means that you can take two extra days to complete one assignment, or have one extra day on two different assignments. The only caveat is that you must let me know before the due date if you are using an extension. Otherwise, your work will be counted as a late submission.

## 5. Communication and Office Hours

Email is my preferred method of communication, especially for any official requests. If you ask me a question over email, you can expect a reply within about 1 working day. If you don't hear back from me after that time, please feel free to try me again, in case your message went astray. When you address me (over email or otherwise), please do so as either Professor (Prof.) Gavin, or Anthony. If you are ever nervous about sending me an email, please feel free to include a picture of a cute animal or hilarious meme with your request. This will not affect whether I'll be able to help with your request, but it does provide a nice icebreaker.

I will be available for **office hours** on Tuesdays and Thursdays, from 10:30am-12pm. Priority will be given to students with scheduled appointments, but drop-ins are also welcome. My office is located in the Young Building, Room 312. I am also available for online appointments via Zoom (in which case, you'll need to schedule an appointment, so I can send you the Zoom invite). If neither of these options works for you, please feel free to suggest an alternative.

Finally, my pronouns are he/him/his. If you think I am unlikely to know the name you would prefer to be called, or the pronouns that I should use for you through the entry that I will see for you on D2L and your college registration, please don't hesitate to make me aware.

## 6. Basis of Evaluation

- **Three seminar quizzes (3 x 10% = 30%)**

Each seminar quiz consists of three sections: (1) matching, (2) multiple choice, and (3) short answer.

These short quizzes are to be written *in-person*, at the start of seminar in each of weeks five, ten, and thirteen. Each quiz lasts **20 minutes**, with a 5 minute grace period (unless you have made alternative arrangements with me through CAL). *Be sure to arrive to seminar on time!* There are **no extensions** on seminar quizzes. If you anticipate having to miss one, or miss one due to unforeseeable circumstances, please speak with me as soon as possible, and I will endeavor to make all reasonable accommodations.

- Seminar quiz #1 is on **Wednesday, February 8<sup>th</sup>**.
- Seminar quiz #2 is on **Wednesday, , March 15<sup>th</sup>**.
- Seminar quiz #3 is on **Wednesday, April 5<sup>th</sup>**.

- **Take-home essay (30%)**

Write a short philosophical essay on a topic of your choosing, from a list that I will release after class in week 6, on Wednesday, Feb. 15<sup>th</sup>. Your essay should be between **1500-2000 words** in length (please do not exceed a maximum of 2000 words). This amounts to about 6-8 pages, using a 12-pt Times New Roman font, double spaced. Please clearly indicate your chosen topic on the cover page.

- Your essays are **due** at the beginning of our final class, on **Wednesday, April 12<sup>th</sup>**.

*It is not without purpose that I release the essay topics in our last class before reading break: it is because I **strongly urge you** to start thinking about your topic during the break. Note that the due date for the take-home essay is around the same time as the final exam. It pays to get started early!*

Students will also have the chance to earn up to 15% of their take-home essay score in advance:

- **Meet with me to discuss your essay topic**, on or before March 31<sup>st</sup> – worth 5% towards your take-home essay score, *for completion marks only*.
- **Submit a rough draft for my review**, on or before March 24<sup>th</sup> – worth 10% towards your take-home essay score, *graded out of 10*.

Paper copies are preferred, but electronic submissions are acceptable if printing is impossible. If submitting electronically, please ensure that you email your essay to me (at [GavinA@camosun.ca](mailto:GavinA@camosun.ca)) before the deadline. The same late penalties apply whether you submit in-class or online.

**Note:** you may also wish to write on a topic of your own choosing. You are free to do so; however, there is a caveat. To do so, you must propose your topic to me first, by no later than Friday, March 31st (approx. two weeks before the essay is due). This is to give us an opportunity to workshop your idea before you get started. Many an enthused undergraduate has bitten off questions fit for a doctoral dissertation!

- **Final exam (30%)**

This class features an **in-person final exam**, at a time and place to be determined by the college. According to the college website, the final exam schedule will be released on Friday, February 17<sup>th</sup>. After that date, any information pertaining to your final exams can be found on myCamosun.ca.



The format of our final is as follows. You will write a short essay in response to the topic of your choosing, from a short list of topics that I will release beforehand. On the last day of class (on Wednesday, April 12th), I will release **three** questions. **Two** of those questions will appear on the final exam, and you will choose to write on **just one** of those questions.

You will have **two hours** to write your in-class final (unless you have made alternative arrangements with me through CAL). There are **no extensions** on the final exam, but if you anticipate having to miss it, please inform me as soon as possible. I will make all reasonable accommodations.

You may write as many words as the exam booklet permits (if you run out of space, additional booklets may be available on the exam date). However, your essay should still follow a coherent logical structure. It must include an introduction, with a clear thesis statement, and should consistently build support for said thesis as you develop your argument.

Since this is an in-class essay, no bibliography is necessary for any citations that you may use.

Lastly, the final exam is **open-book**, but there is an important caveat to this. *You may bring as many notes as you'd like with you to the exam, but **whatever you bring must be handwritten**, in your own writing. No printed materials or electronic devices are permitted.*

- **Participation (10%)**

Each week you'll have the opportunity to earn a participation point. Earning 10 of these points will get you full marks for participation.

The surest way to earn your participation point each week is to engage in in-class discussions. However, I recognize that there are multiple other ways to participate, and that some students may face barriers to in-class participation. Hence, email exchanges, office hours appointments, or even a quick chat after class can all count towards your participation grade. Since these things can be difficult to keep track of, participation grades are subject to a final adjustment before final grades are released.

## SCHOOL OR DEPARTMENTAL INFORMATION

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### School of Arts & Science

Camosun College Lansdowne  
School of Arts & Science | Fisher 104  
3100 Foul Bay Rd  
Victoria BC V8P 5J2

Office Hours: 8:30am-4:30pm

### General inquiries

Phone: 250-370-3298

Email: [artsci@camosun.ca](mailto:artsci@camosun.ca)

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

**If you have a mental health concern**, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.