



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT
PROGRAM

<http://www.slu.edu/1818>

PHIL 1700: The Examined Life, 3 Credit Hours AY 2026-2027

<<High School Name>>
<<High School Course Name and Number>>

Course Syllabus

Semester: <<TERM and YEAR>>

Instructor: <<Instructor Name>>

Contact Information: <<Office Address>>
<<E-mail Address>>
<<Phone>>
<<Availability/Office Hours>>

Text/Resources Information:
<<insert here>>

Course Description:

SLU Course Description

This course invites students to explore enduring philosophical questions and to reflectively evaluate the various answers given them by thinkers from a range of social, historical, and religious contexts. The course tackles ultimate questions in a range of philosophical domains, including issues such as the nature of self and ultimate reality, morality and human meaning, rationality and the pursuit of truth. The course is designed to invite students to critically examine their own beliefs and commitments in dialogue with each other and with great thinkers past and present.

Additional Description

<<OPTIONAL. Insert HS course description info/additional descriptive info>>

Course Learning Outcomes:

SLU Course Learning Outcomes:

The purpose of this course is to provide an introduction to some of the most historically important philosophical texts, ideas, and thinkers as well as to the distinctive activity of philosophy itself. Over the course of the semester, students will:

- 1. Learn what great thinkers have to say in response to enduring philosophical questions and how their answers represent philosophically and dialectically distinct answers to such questions.** Students will consider a range of philosophical voices and perspectives—including classic texts from Plato and Aristotle, texts from thinkers in the Catholic tradition, and texts by thinkers historically underrepresented in the western canon. In reading and discussing such thinkers and texts students will be encouraged to consider and assess both the philosophical merits and costs of the various views they encounter.
- 2. Learn to *explain, analyze, and evaluate* arguments for philosophical answers to ultimate questions.** Students will learn to give a close reading of philosophical texts with a view toward being able to explain and analyze the arguments they contain. By the end of the semester, students should be able to (i) identify the key premises, assumptions, and conclusions present in the texts they encounter and (ii) explain the content of the arguments in a way that (iii) illuminates how these premises support an inference to the conclusion. Finally, students will learn to evaluate the arguments they encounter by, among other things, assessing them according to logical notions of validity and soundness.
- 3. Begin to shape their own answers to ultimate questions by applying distinctively logical and philosophical ways of thinking to them.** To this end, students will learn to raise philosophical questions, to identify unexamined presuppositions, and to reflect on their own assumptions and commitments. Students will also work at philosophically articulating their own views by learning how to offer evidence, arguments, and responses to objections to their own answers to ultimate questions.
- 4. Learn to articulate their own worldview and practices in dialogue with different answers to ultimate questions.** Students will be provided with opportunities to reflect on the way in which their own commitments, values, and practices may overlap with or diverge from the perspectives they encounter in their readings, in lectures, and in dialogue with one another.

This course satisfies the Philosophy: Ultimate Questions requirement of SLU's University Core Curriculum

Ultimate Questions: Philosophy

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Ultimate Questions: Philosophy is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes The Core SLO(s) that this component is intentionally designed to advance are:
SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes Students who complete this course will be able to:
<ul style="list-style-type: none"> • Explain and evaluate arguments for philosophical answers, including those in the Catholic tradition, to ultimate questions concerning the nature of humanity, reality and God, knowledge, and/or the good life
<ul style="list-style-type: none"> • Apply an array of analytic methods, conceptual tools, logical principles, and other resources to their own inquiry into ultimate questions
<ul style="list-style-type: none"> • Articulate and reflect on their own worldview and practices in dialogue with different answers to ultimate questions, including answers in the Catholic tradition

Method for Determining Final Grade for Course:

<<insert here (i.e. Tests 500 points (30%), Quizzes 100 points (ten 10 point), etc.)>>

Attendance Policy and Grading:

<<**REQUIRED:** Please list the attendance policy for the class and any negative consequences for lack of attendance (ie. automatic failure, grade reduction, etc) and late work. NOTE we recommend when discussing attendance to not delineate between excused or unexcused just define it as absences>>

Course Grading Scale:

<<insert here>>

SLU Grading Information:

Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C
C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades, and will be part of each student's permanent undergraduate SLU academic record and transcript.

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Calendar:

<<insert here. Please note: Calendars for the course may best be added to the end of the syllabus and this section be a broad overview of topics that will be studied. ***If the calendar is at the end of the syllabus, please add a note to refer to the end of the document.*** >>

Information Essential to Student Success in SLU Course:

Academic Integrity

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. Thus, the University regards academic integrity as a matter of serious importance. Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Adhering to the standards of academic integrity allows all members of the University to contribute to a just and equitable learning environment that cultivates moral character and self-respect. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

<https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Statement on Generative AI

The following four statements regarding the allowance or disallowance of the use of generative AI may offer different templates for use in course syllabi. The italicized text within brackets is intended to be a place holder for contextual information specific to a given instructor and/or the course being taught. The contextual information an instructor adds to the statement is crucial to making the statement specific to a particular course and/or instructor.

Statement prohibiting the use of generative AI.

Generative AI, including but not limited to [ChatGPT, Gemini, Microsoft Copilot, Midjourney, DALL-E or Github Copilot] may not be used for work in this class. The use of such generative AI tools may compromise your learning by undermining your ability to [ideate, fully understand how to structure an argument or narrative or formulate/create nonderivative creative work.]

You may not use generative AI to [brainstorm, compose theses or arguments based on theses provided by generative AI.] You may not use generative AI to in any way

[augment your original work.] For example, asking an AI [to polish a piece of work you have written, debug code you have written or change art you have created] is not allowed. You may not use generative AI to compose work as a whole or in part for any assignment in this course.

Please review item three in the section labeled Plagiarism in the [Saint Louis University Academic Integrity Policy](#).

Statement allowing the limited use of generative AI.

You are allowed to use generative AI in a limited capacity in this course. Tools such as [ChatGPT, Microsoft Copilot, Gemini, Midjourney, DALL-E or GitHub Copilot] can be used for specific assignments as directed in the assignment. I have thoughtfully chosen when to implement the use of generative AI for your assignments. Please note the assignments for which generative AI is allowed come after you have been introduced to foundational skills and concepts [such as...]. Tools that [perform readability analysis, detect tone and provide editing suggestions as well as those that paraphrase, summarize and outline] are allowed for general use on any assignment.

Using a generative AI tool may assist your learning by [simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art]. However, becoming dependent on generative AI could undermine your learning by [eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code]. The use of generative AI can [strip a writer of her/his voice diminishing a creative work]. Generative AI still produces inaccurate information and hallucinations are still common which if left unchecked can harm your grade on the assignment. Any work generated with AI should be fact checked to ensure accuracy. You are responsible for the content of your work.

If you have a question regarding if you are allowed to use generative AI for an assignment or whether you are using it appropriately, please discuss your concerns with me at your earliest opportunity.

If you choose to use a generative AI tool to assist with an assignment, you need to document its use. The proper citation format can be found here [[APA](#), [MLA](#), etc]. Please append your assignment with how you used generative AI for your work, where in the assignment it is used and provide proper citation in [APA, MLA etc] format. Your original

work and your AI assisted work should be clearly evident. In addition, use of generative AI should conform to academic integrity policies for the university and regulations put forward by [the college or school you are in.] Please review item three in the section labeled Plagiarism in the [Saint Louis University Academic Integrity Policy](#).

Statement allowing the use of generative AI.

You may use generative AI for any work or assignment and at any stage in this course. The use of generative AI may help your learning by [simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art]. But the use of generative AI can also undermine learning by [eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code]. This can impact your work in future courses.

When using generative AI, please remember that these tools can still be inaccurate and produce hallucinations. You are responsible for the content of your work. [Please remember to cite all resources including the use of generative AI using the proper citation format. I ask that you identify your original work in addition to the work aided by generative AI. Please include a brief narrative relating the ways you utilized generative AI in your work].

Proper citation format for generative AI use can be found here [[APA](#), [MLA](#), etc]. Any work generated with AI should be fact checked to ensure accuracy. You are responsible for the content of your work.

More permissive allowance for generative AI use

You are invited to use generative AI for any work in this course. In that this work is generated based on prompts you provide; you are not required to cite or otherwise identify how or where you used generative AI for an assignment. However, generative AI still produces inaccurate information and can hallucinate. You are responsible for the content of your work.

The use of generative AI tools can have both beneficial and detrimental effects on your learning. Benefits may include [simplifying texts, helping you brainstorm, providing choices of theses when writing, assisting you with forming arguments, providing grammar checks or feedback for structure, debugging code or creating works of art].

However [eroding your ability to ideate independently, participate fully and intentionally in the writing process, or critically problem solve by debugging your code] can be detriments to your learning.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within Banner. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Title IX

*Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.*

If you are pregnant or experiencing a pregnancy related condition, the Title IX Coordinator can assist you in understanding your rights and options as well as provide supportive measures.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at [SLU.EDU/INTEGRITYHOTLINE](https://www.slu.edu/integrityhotline). To view SLU's policies, and for resources, please visit the following web addresses:

<https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

SLU Student Success Center:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The [Student Success Center](#), a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

University Writing Services Syllabus Statement

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

University Counseling Center Syllabus Statement

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall.

Saint Louis University Accreditation:

As an institution, Saint Louis University is fully accredited by the [Higher Learning Commission \(HLC\)](#). SLU has been continuously accredited since 1916.



1818 Calendar

Full-Year 2026-2027 Courses

Student Registration Period	Aug. 24 – Sept. 25
Student Scholarship Request Period	Aug. 24 – Sept. 25
Last Day to Drop a Course (removed entirely from transcript; full refund)	November 6
Full-Year Tuition Due	December 1
Last Day to Withdraw from a Course (with a “W” on transcript; no refund)	January 8
<i>Faculty: Grade Submission Deadline full-year courses</i>	<i>June 1</i>

Fall 2026 Courses

Student Registration Period	Aug. 24 – Sept. 25
Student Scholarship Request Period	Aug. 24 – Sept. 25
Last Day to Drop a Course (removed entirely from transcript; full refund)	Sept. 25
Last Day to Withdraw from a Course (with a “W” on transcript; no refund)	November 6
Fall Tuition Due	December 1
<i>Faculty: Grade Submission Deadline fall term courses</i>	<i>January 8</i>

Spring 2027 Courses

Student Registration Period	Jan. 19 – Feb. 19
Student Scholarship Request Period	Jan. 19– Feb. 19
Last Day to Drop a Course (removed entirely from transcript; full refund)	February 19
Last Day to Withdraw from a Course (with a “W” on transcript; no refund)	April 1
Spring Tuition Due	May 1
<i>Faculty: Grade Submission Deadline for Spring term courses</i>	<i>June 1</i>