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1. Course Information

Course Number

PHI 403

Course Title

Contemporary Analytic Philosophy

Credits

3

Minimum Required Prerequisites

- Undergraduate Philosophy student;
- Minimum 56 hours

Strongly Recommended Prior Coursework

- two (2) upper-division courses on related topics in philosophy. Examples of closely related courses would include Metaphysics (PHI 332), Philosophy of Language (PHI 331), Philosophy of Science (PHI 314), Theory of Knowledge / Epistemology (PHI 330), Philosophy of Mind (PHI 334), History of Modern Philosophy (PHI 329), Rationalism or Empiricism (PHI 401/402), or advanced Topics in Philosophy (PHI 420) courses. Other coursework may be acceptable, contact the instructor if you are uncertain.
- one (1) course in either logic or argumentation. For example, Principles of Sound Reasoning (PHI 103), Philosophical Argumentation and Exposition (PHI 300), or Symbolic Logic (PHI 333).

Why do I recommend this prior coursework?

- Background. The philosophers we are studying in this class offered new and surprising answers to already established philosophical problems; for example, the problem of skepticism, or the problem of a priori synthetic knowledge, or problems for materialism and mind, or whether there are moral truths. If the philosophical problems they discuss are all entirely new to you, the answers they gave will seem less interesting.

- Term Paper. You will be expected to write a substantial term paper in this course to a very high standard arguing for a position you wish to defend. If you have not previously written a term paper in a philosophy course defending an argument, I would strongly suggest taking other courses before taking this course; I want to be able to focus my feedback on content rather than the basics of argumentative papers.
- Symbolic Logic. The textbook and the lectures will often make use of symbolic logic, since it has a central place in the work of the philosophers we are studying. You will not be asked to complete any formal proofs in this class, but you will need to be comfortable with the use of symbolic logic and related terminology or concepts when reading.

2. Faculty Information

Instructor

Name: **Dr. Jeffrey Watson**

Office: COOR 3350 (Tempe); Online

Phone: (480) 727-4022

Email address: **DrWatson@asu.edu**. Please Post General questions to the **Community Forum**

Office hours: For Availability and Appointments to go **links.asu.edu/watson**

I am a Lecturer in the School of Historical, Philosophical, and Religious Studies at Arizona State University. My research focuses on accounts of of Emergence in the the Philosophy of Mind. I've presented my work at meetings of the American Philosophical Association and elsewhere. My personal web page, including my C.V., can be found at **jeffreyjohnwatson.com**. I also have research interests in Ethics and Metaphysics. I love teaching philosophy, and hope that through this class you come to appreciate it too.

3. Course Description

Catalog Description

Aims and methods of such 20th-century philosophers as Frege, Moore, Russell, Wittgenstein, Carnap, Ayer, Wisdom, Ryle, Austin, Strawson, Quine, and Sellars, with application to metaphysics and epistemology.

Course Overview

This is a course in the history of 20th century analytic philosophy designed for Juniors and Seniors who are majoring in Philosophy and who already have a background in philosophy. We will focus primarily on topics in the Philosophy of Language as it developed in the 20th century, and its consequences for the fields of Metaphysics and Epistemology. We will focus most closely on Moore, Russell, Wittgenstein, Ayer, Austin, Quine, and Kripke. We will primarily study a book on the history of 20th century analytic philosophy, but will also be reading original texts each week by 20th century analytic philosophers. Be prepared for extensive and difficult reading assignments.

Learning Outcomes

At the completion of this course, students will:

- Be able to recognize, use, and properly apply the technical philosophical vocabulary each philosopher develops and employs.

- Recognize the problems that Analytic philosophers were trying to solve in the early 20th century, what motivated them to take up these problems, and their particular solutions.
- Be able to articulate the history of this period as an ongoing conversation between philosophers so that they are better able to see all of philosophy as a continuing conversation.
- Be able to offer critical challenges to the claims of philosophers of this period in a written argument paper.

4. Textbook Information

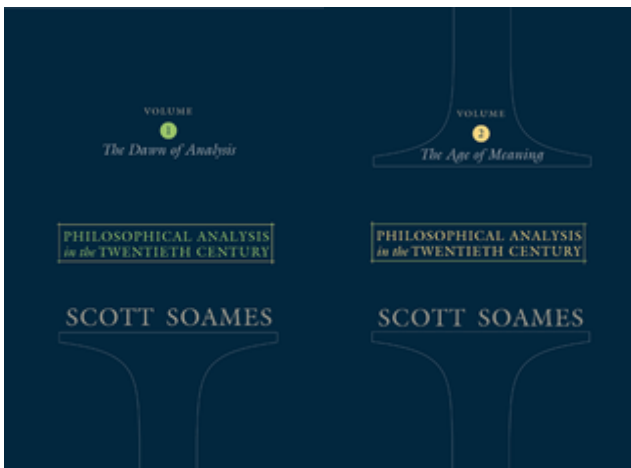
Required Textbook

Our primary textbook will be Scott Soames's **two-volume** set, "Philosophical Analysis in the Twentieth Century". This set of books has been the subject of great praise but also of some criticism, and you'll be expected to read the book with a critical eye.

Access the Textbook Through the ASU Library

Access **Volume 1** at links.asu.edu/SoamesVol1. Scott Soames. (2005) "Philosophical Analysis in the Twentieth Century, Vol. 1: The Dawn of Analysis". Princeton University Press. ISBN: 9781400825790.

Access **Volume 2** at links.asu.edu/SoamesVol2. Scott Soames. (2005) "Philosophical Analysis in the Twentieth Century, Vol. 2: The Age of Meaning". Princeton University Press. ISBN: 9781400825806



Other Required Readings

We will study a large and extensive number of primary sources, original texts by the philosophers we're studying in this class. Students are not required to purchase any further textbooks. Instead, I will make sure that all required readings of primary sources will be made available free electronically to students enrolled in our class through the ASU Library. You can view primary and secondary source texts related to each unit of this class at links.asu.edu/phi403readings

Two sources which guided my selection of primary sources to assign:

- James Bailie's Contemporary Analytic Philosophy, 2nd Ed., published by Pearson.
- Avrum Stroll's Twentieth Century Analytic Philosophy, Published by Columbia University Press.

Purchasing a Book for Term Paper Selection:

I will ask to write your term paper on one of the following texts, although I will consider petitions to write on other books by the same or different contemporary analytic philosophers. A couple of these can be found electronically through the ASU Library, and some can be found inexpensively through online booksellers, but others are difficult to find. Often it is easier to write a paper if you have a tangible paper copy of the book you are writing about. I've asked the ASU Bookstore to carry a copy of a couple of these books which I think are the more easily readable choices (indicated by ***) for those interested in writing on them.

Pre-Approved Options:

- Ludwig Wittgenstein, *Philosophical Investigations*, 3rd Edition, Trans. Elizabeth Anscombe. (1953).
- A. J. Ayer, *Language, Truth, and Logic*. (1936)
- Rudolf Carnap, *An Introduction to the Philosophy of Science*. Ed. Martin Gardiner. (1995)
- J. L. Austin, *How to Do Things with Words* (1962)
- W. V. O. Quine *Pursuit of Truth* (1990)
- Saul Kripke, *Naming and Necessity*. (1980)
- G. E. Moore, *Principia Ethica*. (1903)
- G. E. Moore, *Some Main Problems of Philosophy*. (1953)
- Bertrand Russell, *The Analysis of Mind*. (1921)
- Bertrand Russell, "The Philosophy of Logical Atomism" in *The Monist* (1918)
- Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*. (1921)
- Ludwig Wittgenstein, *Culture and Value*, Trans. Peter Winch (1980)
- Ludwig Wittgenstein, *Lectures and Conversations on Aesthetics, Psychology, and Religious Belief*, Ed. Cyril Barrett (1967)
- Rudolf Carnap, *Meaning and Necessity* (1956)
- Rudolf Carnap, *The Logical Structure of the World*, Trans. Rolf George (2003).
- Elizabeth Anscombe, *Intention* (1957)
- J. L. Austin, *Sense and Sensibilia* (1962)
- P. F. Strawson *Individuals: An Essay in Descriptive Metaphysics* (1959)
- H. P. Grice *Studies in the Way of Words*. (1991)
- W. V. O. Quine *Word and Object* (1960)
- W. V. O. Quine *The Web of Belief* (1970)
- Donald Davidson, *Essays on Actions and Events*. (2001)
- Scott Soames, *Beyond Rigidity*. (2002)

Other books by 20th century analytic philosophers discussed in our course will be considered: email me to request approval.

5. Course Topics, Schedule & Grading

Course Schedule

Course Schedule		
ACTIVITIES/ASSIGNMENTS	GRADING	DUE DATE
		Assignments are due at 11:59pm AZ time
Introductory Unit (10/16 - 10/25)		

Syllabus, Logic, and Epistemology Background

Introduce Yourself	Req'd	10/16
Session 0.0 Quiz	>70% Req'd	10/17
Session 0.1 Quiz	>70% Req'd	10/18

Historical and Terminological Background

Session 0.2 Quiz	>70% Req'd	10/19
Session 0.3 Quiz	>70% Req'd	10/21
Session 0.4 Quiz	>70% Req'd	10/23
Session 0.5 Quiz	>70% Req'd	10/25

Withdrawal Policy: The deadline to withdraw for a full refund is 10/16/18. Students who do not complete all items in the Introductory Unit with a grade over 70% will be asked to either withdraw by the final withdrawal deadline of 10/30/18 or to accept a grade of "E" in the course. Introductory unit items do not count towards your final grade, but completing them is required to pass the class and continue on. Once you have completed them, you may move on immediately to Unit 1.

UNIT 1 EARLY ANALYSIS (10/26 - 11/1) *Reading: Soames Vol I Part I*

Unit 1 First Reflection	10 pts	10/30
Unit 1 Second Reflection	10 pts	10/30
Four Replies to Peer Reflections	10 pts	11/1
Unit 1 Essay Exam	50 pts	11/1
Select a Term Paper Topic	5 pts	11/1

UNIT 2 LOGICAL EMPIRICISM (11/1 - 11/8) *Reading: Soames Vol I Parts III-IV*

Unit 2 First Reflection	10 pts	11/6
Unit 2 Second Reflection	10 pts	11/6
Four Replies to Peer Reflections	10 pts	11/8
Unit 2 Essay Exam	50 pts	11/8
Reading for Term Paper	-	-

UNIT 3 CAMBRIDGE ORDINARY LANGUAGE (11/9 - 11/15) *Reading: Soames Vol. II Ch 1-2, 4 & 7*

Unit 1 First Reflection	10 pts	11/13
Unit 1 Second Reflection	10 pts	11/13
Four Replies to Peer Reflections	10 pts	11/15
Unit 1 Essay Exam	50 pts	11/15
Submit Term Paper One-Page "Precis"	10 pts	11/15

UNIT 4 OXFORD ORDINARY LANGUAGE (11/16 - 11/22) *Reading: Soames Vol II Ch. 5-6 & 8-9*

Unit 4 First Reflection	10 pts	11/20
Unit 4 Second Reflection	10 pts	11/20
Four Replies to Peer Reflections	10 pts	11/22
Unit 4 Essay Exam	50 pts	11/22

UNIT 5 TRANSLATION AND INTERPRETATION (11/23 - 11/29*) *Reading: Soames Vol I Part V & Vol II Parts V-VI*

Unit 5 First Reflection	10 pts	11/27
Unit 5 Second Reflection	10 pts	11/27
Four Replies to Peer Reflections	10 pts	11/29*
Unit 5 Essay Exam	50 pts	11/29*
Submit Term Paper Rough Draft	100 pts	11/29*

UNIT 6 REFERENCE AND ESSENCE (11/30 - 12/6) *Reading: Soames Vol II Part VII*

Unit 6 First Reflection	10 pts	12/4
Unit 6 Second Reflection	10 pts	12/4
Four Replies to Peer Reflections	10 pts	12/6
Unit 6 Essay Exam	50 pts	12/6

FINAL UNIT (12/6 - 12/13)

Final Term Paper	400 pts	12/13**
'Debrief' Reflection	5 pts	12/13**

TOTAL POINTS
1000

* Unit 5 assignments due on Friday may be submitted the following Monday without penalty, due to the Thanksgiving holiday.

** December 6th is the official end of our course and you are welcome to submit all work by December 6th; however, as a B-session course, I permit students to use the week reserved for final exams on campus from 12/7-12/13 to finish writing their term papers.

Grade Distribution

- Unit Essay Exams: 30%
- Work Towards Term Paper: 11.5%
- Reflections and Discussion: 18.5%
- Final Term Paper: 40%

Grading Scale

Grading Scale

Grade	Percentage	Points Range
A+	100%+	995 - 1015
A	94 - 99%	935 - 994
A -	90 - 93%	895 - 934
B+	87 - 89%	865 - 894
B	84 - 86%	835 - 864
B-	80 - 83%	795 - 834
C+	77 - 79%	765 - 794
C	67 – 76%	665 - 764
D	64 – 66%	635 - 665
E	50 - 63%	495 - 634
EU	1 - 49%	1 - 494
EN	0%	0

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Many assignments make use of 'rubrics' which provide a guide to your score in the absence of detailed feedback. Graded assignments will typically be available within 7 days of the due date via "Grades" in Canvas, provided they were submitted on time. Please do not e-mail me asking whether I have graded your work until the 7 day window has passed. Do e-mail me if you'd like more detailed feedback on your grade on an assignment.

Note that assignments submitted late during the grace period will be graded when time is available and may result in receiving your grade late.

Note that any graded assignment which is submitted will earn at least 1 point. If you receive '0' points for an assignment, that means I have no record of receiving it. Double-check to make sure you submitted it, and if you did, then contact me right away.

6. Online Course Policies

Communicating With the Instructor

This course uses a discussion board called "Community Forum" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to me directly. You can expect a response within 48 hours.

I am available to talk in more depth via video chat (Google Hangouts) or phone call, simply sign up for an appointment (links.asu.edu/watson). I am available to meet on campus with students who live near Tempe.

Online Course

This is an online course. There are no face-to-face meetings.

Email and Internet

ASU email is an **official means of communication** among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

You should use your ASU e-mail, not your personal e-mail, for any communication or assignments related to this course. All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

According to the Arizona Board of Regents, this three-credit upper division course requires approximately 135 hours of work. Please expect to spend roughly 18 hours each week preparing for and actively participating in this course. If you find you need to spend significantly more than 18 hours a week on this course, please contact me.

7. Late Work Policy

Late or Missed Assignments

My Grading Policy on Late assignments is as follows:

1. Grace Period. There is a 48-hour grace period past the official due date on all quizzes, exams, and assignments. You may submit late assignments during the grace period without penalty. You do not need to e-mail me about the circumstances. Do not rely on the grace period to routinely submit assignments late. I do not accept late work after the grace period except as described below, since it is over 48 hours late. Note that assignments submitted during the grace period may be graded after assignments submitted on time.

2. Foreseeable Late Work. If you know ahead of time that there is even a serious risk you will have to submit work beyond the grace period, contact me in advance. If you contact me in advance, and the issue is appropriately serious - for example, pregnancy, extended work-related travel, requirements of public service, funeral arrangements, essential school or volunteer activities, surgery, needing to appear in court, weather events, or so on - I can be pretty flexible. But if you contact me after you've missed the deadline because of one of these things, it's too late.

3. ASU Policies. Please follow the appropriate University policies to request an **accommodation for religious practices**, to accommodate a missed assignment **due to University-sanctioned activities**, or to obtain a "Flexible Deadlines" accommodation for a **disability**. Students in Active-Duty Military Service will also be accommodated as needed; please contact the instructor in advance.

4. ASU-Caused Technical Issues. Most technical issues can be handled within the grace period. However, if there is an ongoing technical issue which keeps you from completing an assignment on time, then you should contact Technical Support 855-278-5080. If technical support can't help, but they confirm the issue is on ASU's end (or my end), not on your end, then you need to obtain a case number from them. Forward me the case number and a description of the event, and I can allow you to submit work past the deadline, but please do not email me about technical issues until after you have contacted Technical Support. Note that you should save your work regularly while writing essays for

online quizzes. If the issue is on your end, Technical Support may be able to help you, but this is not an excused reason for late work beyond the grace period.

5. Emergency Policy. If you have an documented serious medical, personal, or family emergency which arises prevents you from completing the work on time, and which you couldn't reasonably foresee in advance, I will allow you to complete the work late within a period I deem reasonable. You can provide me with the documentation by FAX or as an attachment to an e-mail. You should contact me as soon as you can, even if the documentation takes a week or more to get to me. If the details are very personal or confidential and you don't feel comfortable sending me documentation by e-mail, you should obtain a letter on your behalf from **ASU's Student Advocacy and Assistance** which I will count in place of documentation.

6. Some Cases Where I Approve Half-Credit Very Late Work. I recognize that this is course is more time-intensive than most. On a case-by-case basis in PHI 403 only, I may choose to accept a "very late" assignment which is more than 48 hours late (beyond the grace period), for half-credit (50%). I cannot accept time sensitive assignments beyond the grace period (for instance, peer review assignments, or quizzes with multiple-choice questions) and I cannot accept the final term paper beyond the grace period, but other assignments I might choose to accept for half-credit if you contact me by e-mail and provide good justification. I am more likely to approve if your other work in the class has been timely and of good quality. You must e-mail me and cite this policy to make use of it.

Time limit on quizzes

I may have put a time limit on completing some quizzes. In some cases the quiz will automatically shut down and submit whatever you have saved at that point. If you haven't saved an answer, even if you've clicked the box, your answer will not save. So it is important that you save (but don't submit) your work regularly. In other cases the quiz may permit you to continue working. In these cases your grade will be reduced by a percentage equal to the amount of time past the time limit divided by the total amount of time allotted. (For instance, if you had 60 minutes and went 6 minutes over, your grade would be reduced by $6/60 = 10\%$).

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email unless otherwise instructed.

8. Academic Policies

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule, therefore, there is a limited timeline to **drop or add the course**. Consult with your **Academic Advisor** to add or drop this course or to withdraw. If you add the the course, contact the instructor immediately to get caught up. You do not need to contact the instructor to drop the course, although you're encouraged to contact the instructor if you intend to withdraw. If you are considering a withdrawal, review the following ASU policies: **Withdrawal from Classes**, **Medical/Compassionate Withdrawal**, and a **Grade of Incomplete**.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the **University Policy for Student Appeal Procedures on Grades**.

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the **Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy**, and outlined by the **Office of Student Rights & Responsibilities**. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per **Instructor Withdrawal of a Student for Disruptive Classroom Behavior**.

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts **incident reports** from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

College of Liberal Arts & Sciences Statement

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Instructor's Policy On Academic Integrity

I, the instructor of this course, take matters of academic integrity very seriously. In particular, representing work as your own which is not your own - including failing to cite an internet resource that you rely upon, paraphrase, or copy and paste whole sentences or phrases from in your work - carries the consequence of failing the entire course. The reason for this policy is simple: most of our assignments involve writing, and if you plagiarize or use unattributed sources on one assignment, then I have no way to be certain your other work is not also plagiarized. Further, in the absence of mitigating circumstances, I report cases of blatant and unapologetic academic integrity violations to the Associate Dean of the College of Liberal Arts and Sciences, which may impose a grade of XE or may impose further penalties for repeated violations across your courses.

In order to insure that you are the author of your written work, you may be required to discuss any written assignments through a phone call or other conversation with the instructor at a mutually convenient time. If the instructor makes a reasonable request to discuss an assignment with you, and you fail to do so in a reasonable time period, then you will fail the assignment, and if there is evidence that a violation of academic integrity occurred, then you will fail the course.

Citations

As part of academic integrity, you must cite everything which you obtain from any source except your own ideas, on every assignment. Citations are required on essay questions on weekly quizzes, discussion board posts, writing assignments, and the final paper. Remember that in online courses, quizzes and exams are by nature open book and open note - which means that you must cite your

sources to prove that you didn't borrow your ideas from elsewhere. Citing sources isn't just a matter of integrity, it's a matter of being a good member of the academy - it shows that you know where an idea came from. Note that I provide a shortened citation style to make this quick and painless for you.

Prohibition of Commercial Note Taking Services

In accordance with **ACD 304-06 Commercial Note Taking Services**, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Copyright

The instructor retains copyright over all materials in the course which he composed, including lectures, notes, handouts, and quizzes. While you may download these materials for your own educational use, distributing or uploading these resources to a third party site which is not part of ASU without the instructor's authorization is a violation of copyright and subject to civil and criminal penalties.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

ASU Title IX Policy Statement

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are **responsible for requesting accommodations and providing qualifying documentation** to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

Computer Requirements

This course requires a computer with Internet access and the following:

- A couple of web browsers (**Chrome**, or **Mozilla Firefox**; Safari is *not* recommended)
- **Adobe Acrobat Reader** (free)
- **Adobe Flash Player** (free)
- Microphone (optional) and speaker

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at **<http://my.asu.edu>**, through **asu.instructure.com**, or through the Canvas home page at **canvas.asu.edu**. Note that even if there is a disruption to my.asu.edu you should still have access to the course through canvas.asu.edu.

To monitor the status of campus networks and services, visit the System Health Portal at **<http://syshealth.asu.edu/>**.

To contact the help desk for technical support, I recommend using 24-hour Live chat via the Question Mark icon on the Left Hand Sidebar on Canvas. Alternatively, you may Call 855-278-5080; Let them know you are using Canvas rather than Blackboard, so that they can transfer you to a Canvas specialist.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track