PHIL 2306 Introduction to Ethics and Values
Course Syllabus: May 2020

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

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Email: sspikeston@ntcc.edu (email response times are slow, so the instructor recommends students solely use Remind to communicate with the professor; students can sign up to send and receive Remind messages through email if email is their preferred method of communication). *Response time: 48-72 hours*
Remind: Text @phil2306 to the number 81010 to sign up or go to https://www.remind.com/join/phil2306 to sign up (text, app, or email, whichever is the student's preferred method to send/receive communication in the course)-- **this is the instructor's preferred method of communication.** *Response time: minutes during office hours, up to 5 hours outside of office hours during the day. Messages sent after 9pm may not be returned until 8am the next morning.*

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	12-1pm	12-1pm	12-1pm	12-1pm	12-1pm	Through Remind

The information contained in this syllabus is subject to change without notice. Announcements for schedule changes will be announced in class, on Blackboard, or through Remind.

Course Description: Ethics and Values is a course designed to expose students to the history and the application of ethics and values, especially, but not exclusively as these relate to life in the contemporary world. The course is the study of right conduct and right thought experienced through the writing of classical and modern philosophers and through various ethical questions appearing in stories in the media.

Required Textbook(s): *No textbook. Materials will be open sourced and publicly available. Students will need a reliable internet connection or regular attendance at the library in order to stay on top of required readings.*

Publisher: none.

ISBN Number: none.

Recommended Reading(s):

Stanford Encyclopedia of Philosophy http://plato.stanford.edu/
The Prosblogion http://prosblogion.ektopos.com/
Talking Philosophy http://blog.talkingphilosophy.com/
Philosophy Talk http://www.philosophytalk.org/
Notre Dame Philosophical Reviews https://ndpr.nd.edu/recent-reviews/
Ask Philosophers http://www.askphilosophers.org/
Philosophy Etc. http://www.philosophyetc.net/

Student Learning Outcomes:

1. Students will define, explain, and compare/contrast select important terms and philosophical concepts employed by philosophers throughout history.
2. Students will identify and describe the influence of select philosophers on their historical cultures and our contemporary culture.
3. Students will apply philosophical methods and technology to examine and propose creative solutions to contemporary social and political problems.
4. Students will practice proper critical thinking by analyzing philosophical texts and logically discussing textual interpretations.

Course Objectives:

1. Students will analyze and articulate the theoretical principles that guide moral life, applying historical principles to modern examples.
2. Students will critically evaluate the content, causes, and effects of ethically significant events, questions, and decisions, articulating courses of action accurately, thoroughly, and in-depth without indication of personal belief (unless specifically requested).
3. Students will display an air of respect and understanding for philosophically and morally complex and sometimes sensitive issues.
4. By analyzing the opposition, students will develop their own moral voice, moving beyond simple claims to well-documented, supported arguments.

Lectures & Discussions:

Lectures and/or discussions will be based on the selected readings and articles brought in by the students and posted via Blackboard.

Evaluation/Grading Policy:

Students will be tested on assigned readings and materials in the online class. All reading materials in the course are considered to be required, rather than optional. Previous arrangements must be made when it is necessary to miss a quiz/exam. In the case of an emergency where prior notification is unavailable, students must provide proof of an excused extenuating circumstance in order to make up the test.

Final grades are based upon a total points system, and final letter grades are given based upon a standard scale. There are no weights to graded material. All points are weighted equally to one another.

The final grade for the class will follow a standard percent grade scale:

> A = 90-100
> B = 80-89
> C = 70-79
> D = 60-69
> F = Below 60

I do not "round up" grades at the end of the semester. I provide plenty of extra credit throughout the course of the semester so that you can "round up" your own grade through academic work.

Tests/Exams:

Two tests are given, a midterm and a final. The questions may be multiple choice, matching, fill-in-the-blank, true/false or short answer. Students will have two hours to complete each test. Students need to have a thorough understanding of the material before taking the exam. While you may use your saved links from earlier required readings you will simply not have enough time to look for all the answers.

Students need to have reliable internet access as a test will not be restarted because of technical error. It is also recommended that students not wait until the very last moment to take a test as this can cause a great deal of traffic on the server and could slow things down or lead to technical malfunctions.

Previous arrangements must be made when it is necessary to miss an exam. In the case of an emergency where prior notification is unavailable, students must provide proof of an excused absence in order to make up the test.

Test dates are listed in Blackboard in their dated folders.

Assignments:

The plagiarism certification test in the Start Here folder is considered a prerequisite to any additional work in the course.

One giant paragraph is never an accepted essay format for academic papers. It is permitted for discussion boards only. Submitting one giant paragraph will result in a 0 for the assignment regardless of content.

Papers that do not follow the single spaced, 12 point Times New Roman, 1" margin requirement will automatically receive a maximum score of 50% without the ability to resubmit. For a refresher on the basics of academic paragraph structure, see the link at: Research Paper Paragraph Structure

All assignments have been loaded into each week's folders. **Late work is not accepted with official deadlines being the last day of the listed due date.** Students should give themselves enough time before the final due date time to complete all assignment activities. Some weeks have more assignments than others. Students are responsible for managing their time accordingly.

Over the course of the semester, students are required to engage in discussion board posts. The boards offer an opportunity to engage with classmates and strengthen critical thinking skills. Each discussion board week, you are required to write three substantial posts. The final post must be made by the due date in order to receive points. Late posts will not receive points. A substantive post consists of analytical questions, intelligent comments, illustrations of pertinent personal

experiences, etc. Simple written agreement concerning an issue or repetition of ideas does not count as a substantive post. Discussion board posts must also abide by the following rules:

1. The first substantive post must be your original response to the forum topic, questions, and/or article (Minimum of 200 words.)

2. The second and third substantive post must be responses to other students' posts (at least 200 words in length).

3. In order to receive full credit, all posts must be respectful in tone, thorough, substantive, and written according to the rules of proper English grammar and spelling. No texting language. Failure to abide by these rules will result in academic penalties.

Student Responsibilities/Expectations:

Since the online lecture-discussion method will be employed in this class, regular attendance is highly encouraged. Students who have not attended class by the 12th class day (or equivalent for shorter terms) will be removed from the course. Attendance is determined in an online class by the submission of assignments. Simply logging in and viewing materials does not constitute attendance.

Students must log in daily. If the attendance policy is broken, the instructor will examine the reasons for the student's absences, the student's work in the class, and determine whether it is in the student's best interest to remain in the class. If the student breaks the attendance policy, the instructor may begin withdrawal procedures (up to the college's withdrawal deadline) or may fail the student for the course (after the college's withdrawal deadline has passed).

From time to time, students may be offered extra credit. These optional assignments will be announced via Blackboard.

Late Work? Students are expected to complete all assignments by the due date and time stated. All assignments and exams are due by 11:59 pm on their scheduled date. No late work will be accepted for credit and no make-up work will be permitted except for medical emergencies, official college activities, or personal emergency situations. A medical emergency is defined as sickness requiring hospitalization or isolation. All medical emergencies must be verified by a doctor's note. An official college activity is any activity that the college has mandated for students. Athletes must provide a complete list of travel arrangements at the beginning of the semester. Athletes must notify me personally (not by coach email) of a conflict so they can complete the work **before** the excused absence day. Otherwise, the absence will not be excused.

A personal emergency is limited to death of a relative or unforeseeable and immediate hardship. All excuses for make-up work must be verified by the instructor. It is the student's responsibility to contact the instructor to schedule make-up work due to a medical or personal emergency. The instructor may permit or deny make-up work. **At all times, the student has the responsibility to keep in communication with the instructor** unless the nature of the emergency renders the student unable to do so (i.e. unconscious, in an accident that requires hospitalization, etc.).

Students are expected to **check daily** the campus email account, Remind, and the course Blackboard for any course changes, announcements, and assignments. Failure to check regularly

the campus email and the course Blackboard may result in missed work and academic penalties. To access the course website on Blackboard, follow these steps:

1. Log on to the NTCC My Eagle Portal at mycampus.ntcc.edu.
2. Your portal Login name is your first name initial + your last name + last 3 digits of your social security number. The Password is your date of birth in an 8 digit format mmddyyyy.
3. Under the "Launch Pad" click on the Blackboard Icon.
4. After logging in, under the My Courses list, select the link associated with this class.
5. Blackboard Mail is found on the left-hand side of the course home page.

Plagiarism:

Plagiarism is defined as using or imitating another's words, ideas, or work in general without proper citation of that source. Plagiarism is easy to commit and also easy to catch. Although students generally plagiarize due to academic laziness or naïveté, plagiarism is always inexcusable. Instances of plagiarism will be dealt with on an individual basis. The instructor may penalize the student for the specific assignment by assigning a grade of zero, or he may fail the student for the entire course. The discipline regarding plagiarism is up to the discretion of the instructor.

All work is subject to online electronic plagiarism checkers as well as old fashioned "Google checking". Work that attempts to cite but do so incorrectly will be given a zero and returned for resubmission. Work that does not attempt to cite at all will receive a zero with no opportunity for resubmission. The resubmission opportunity will be noted in the grading comments on Blackboard. **Students certify that they understand the principles of how to avoid plagiarism by completing the plagiarism certification assignment before completing any other work in the course.** As such, there is a zero tolerance policy for plagiarism. The instructor has the right to assign an F grade for the assignment or assign an F for the entire course without the right to withdraw from the course for plagiarism.

NTCC Academic Honesty Statement:

Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook.

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special

Populations located in Student Services. She can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the <u>NTCC website - Special Populations</u>.

Family Educational Rights and Privacy Act (**FERPA**):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Schedule of Activities:

See weekly chapter folders listed in Blackboard. Due dates are listed in the title of the folder, then divided into subfolders. Students are encouraged to complete approximately one subfolder a day in order to stay on track with the larger weekly chapter folder due dates. Shortened semesters (like May/December Intersession) may have weekly chapter folders that are slightly shorter than a week to accommodate the truncated timeframe.

Rubrics:

Discussion Board Rubric:

Prerequisites: posts must be 200 words minimum in order to qualify for <u>any</u> percent for that post. If the discussion contains only one post that meets the prerequisite minimum score, then 33 percent is the highest score the entire discussion board can receive if the post would otherwise have received a perfect content score.

Posts that meet the 200 word minimum are then judged on the following rubric. Total points for the entire assignment are determined by the formula:

(number of posts meeting 200 word minimum) X 33.3 points x (total quality score) = ____/100 points

Example: a student made three posts: 210 words, 250 words, and 190 words. That's only **two** posts meeting the minimum prerequisite. Of those two posts, the content rating based on the rubric was **75%.** 2 x 33.3 x 75% = 49.95 total score. I would round this up to 50 points even out of 100.

(Scroll for rubric)

Discussion Board Quality Points Table

Quality Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total

Ideas, Arguments, & Analysis	0-30 percent	35-39 percent	40-44 percent	45-50 percent	/50
	Ideas expressed lack an understanding of the discussion topic. Comments are irrelevant, off-topic, and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples.	Ideas expressed in discussion posts show a minimal understanding of the discussion topic. Comments are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas with limited analysis, original thought, and/or supported viewpoint.	Ideas expressed in discussion posts are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part. Viewpoint is supported with evidence and/or examples.	Ideas expressed in discussion posts include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis with evidence and examples. Construction of new meaning and insights are evident.	
Connection to Course Materials	0-13 percent	14-15 percent	16-17 percent	18-20 percent	/20
	No connections are made to readings or other course materials (lectures, media, resources, etc.), and/or if made, are not clearly stated and are largely personal opinions.	Minimal direct connections are made to readings and/or other course materials (lectures, media, resources, etc.). Connections are largely inferred and somewhat unclear at times.	Some direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated for the most part.	Strong, direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated.	
Contribution to Learning Community	0-13 percent	14-15 percent	16-17 percent	18-20 percent	/20
	Negligible contribution to the learning community. Rarely engages with students and generally ignores others' posts and/or has a negative effect through misrepresenting content in other posts, inappropriate comments made, and/or attempts to dominate the discussion.	Somewhat contributes to the learning community but the focus is generally on own posts. Occasionally interacts with others' postings but little attempt to involve other students in the discussion. Short statements such as "I agree with…".	Contributes to the learning community. Often attempts to direct group discussion to present relevant viewpoint and meaningful reflection by others. Interacts respectfully with students.	Effectively contributes to the learning community. Frequently initiates dialogue and motivates group discussion by providing feedback to students' postings, asking follow-up questions, and through thoughtful, reflective comments.	

				Respectfully encourages a variety of viewpoints and invites contributions from others.	

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
Writing Quality	**0-6 percent**	**7 percent**	**8 percent**	**9-10 percent**	/10
	Posts show a below average/poor writing style that lacks standard English, and/or is difficult for readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling.	Posts show an average and/or casual writing style using standard English that is generally clear but contains some errors in grammar, punctuation, usage, and spelling.	Discussion posts show above average writing style that is clear using standard English with minor errors in grammar, punctuation, usage, and/or spelling.	Discussion posts are well written and clearly articulated using standard English, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	
Required Postings/ Timelines	**Deduct 4 percent-overall failing**	**Deduct 1-3 percent**	**No percent deducted**	**1 bonus point**	/--
	Some required postings missing by deadline &/or there was not adequate time for others to read and respond to postings prior to deadline.	All required postings by deadline; however there was not adequate time for others to read and respond to some postings prior to deadline.	All required postings by deadline (required=1 posting + 2 replies to classmates); adequate time for others to read and respond prior to deadline.	Exceeds required postings; postings are early into the discussion and throughout the discussion; provides more than enough time for classmates to read and respond prior to deadline.	
TOTAL QUALITY PERCENT (sum of 5 Criteria)					**/100**

(Scroll for free response rubric)

Free Response/Journal/Short Answers Rubric:

Each short answer assignment may be worth a different number of points. Check the assignment or the gradebook to determine the number of points. The free form quality points table applies. Total points are determined by the formula: (number of total points in the assignment) x (quality points table %) = _____ total score.

Free response/Journal/Short Answer Quality Points Table

Quality Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
Ideas, Arguments, & Analysis	0-30 percent	35-39 percent	40-44 percent	45-50 percent	/50
	Ideas expressed lack an understanding of the discussion topic. Comments are irrelevant, off-topic, and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples.	Ideas expressed in discussion posts show a minimal understanding of the discussion topic. Comments are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas with limited analysis, original thought, and/or supported viewpoint.	Ideas expressed in discussion posts are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part. Viewpoint is supported with evidence and/or examples.	Ideas expressed in discussion posts include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis with evidence and examples. Construction of new meaning and insights are evident.	
Connection to Course Materials	0-9 percent	10-19 percent	20-29 percent	30-40 percent	/40
	No connections are made to readings or other course materials (lectures, media, resources, etc.), and/or if made, are not clearly stated and are largely personal opinions.	Minimal direct connections are made to readings and/or other course materials (lectures, media, resources, etc.). Connections are largely inferred and somewhat unclear at times.	Some direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated for the most part.	Strong, direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated.	

Writing Quality	0-6 percent	7 percent	8 percent	9-10 percent	/10
	Posts show a below average/poor writing style that lacks standard English, and/or is difficult for readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling.	Posts show an average and/or casual writing style using standard English that is generally clear but contains some errors in grammar, punctuation, usage, and spelling.	Discussion posts show above average writing style that is clear using standard English with minor errors in grammar, punctuation, usage, and/or spelling.	Discussion posts are well written and clearly articulated using standard English, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	
TOTAL QUALITY PERCENT (sum of 5 Criteria)					**/100**