

## PHIL 180-A Introduction to Ethics

### 1) Course Description

The nature of good and bad human behavior. Attention given to some of the major theories of right and wrong and an effort made to relate them to moral issues of contemporary concerns. (Successful completion of COMP 102 recommended. Meets Perspectives General Education Requirement.)

### 2) Position in Curriculum

Meets Perspectives in Religion and Philosophy requirement in undergraduate general education and fulfills the requirement for all Religion and Philosophy majors.

### 3) Outcomes

a) General Education or University Outcomes and how will you measure the outcome?

#### **Outcome 6 - Personal and Social Responsibility**

Examining responsibility to self and society: Students will be able to develop and apply a combination of knowledge and skills to demonstrate an understanding of social responsibility and ethical behavior. Furthermore, students will be able to act on this understanding of social responsibility and ethical behavior to others in one's local, national, or global community, and contribute positively via leadership, collaboration, or other direct action.

*O6-C: Situate the ethical perspective in the context of competing ethical perspectives - Compares and contrasts relevant competing ethical perspectives.*

*O6-D: Present and communicate the problem and ethical perspective - Communicates clearly an understanding of social responsibility and ethical behavior using appropriate content and relevant supporting materials.*

*O6-I: Personal and Social Responsibility - Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.*

b) Program Course Outcomes specific to this course; and how will you measure the outcome?

- Meets Outcome One: When a student successfully completes a Religion and Philosophy degree, he or she will be able to demonstrate responsible insights from Scripture, doctrine, and ethics.

c) IDEA / Course Tool Outcomes

Essential:

Learning to apply knowledge and skills to benefit others or serve the public good

Developing ethical reasoning and/or ethical decision making

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

d) Course Objectives

By the end of this course students should be able to:

1. identify key theories used by ethicists to address moral problems;
2. show the significance of the Bible for Christian ethical reasoning;
3. state the main characteristics of major theoretical approaches to ethics (e.g., deontological, utilitarian, etc.) and of the questions they pose to Christian ethics and vice versa;
4. and be able to apply ethical reasoning to a variety of current issues of ethical importance

Outcomes will be measured by a combination of quizzes, short discussion essays, and written exams.

#### 4) University Academic Integrity Policy Statement

Friends University, an educational community that has existed for more than 100 years, is committed to the principles of honesty, fairness and respect for others. The University recognizes the need to foster a trusting environment to enable the pursuit of knowledge. To that end, the University has developed an Academic Honor Code Policy, and Faculty must include the Academic Honor Code Policy, Academic Integrity Process, and the Definitions of Academic Dishonesty in each syllabus distributed to students of the University. In addition, faculty should review this information with the students at the beginning of each term/semester. Students, faculty, staff and administrators must uphold high academic and ethical standards. The Academic Honor Code Policy is printed each year in the University catalog of courses:

<http://www.friends.edu/academics/catalog-and-course-schedules>

#### 5) Required Textbook(s)

#### 6) Course Policies

**Attendance:** As this is an on-line course attendance does not apply. Attendance is the ability to complete work before deadlines. Being gone, having an activity, etc. do not constitute an absence, since there is no prescribed meeting time.

**Make-up Assignments:** Students must arrange any make-up work with the instructor. Prior notice should be given to the instructor, and a plan agreed upon between the student and the instructor on how to make up work. Generally speaking, quizzes will not be considered for make-up work. All quizzes are open from the beginning of the course, quizzes must be submitted by the deadline, so as not to give any student an unfair advantage.

**Late Assignments:** The instructor is under no obligation to accept late work. Late work will be accepted at the discretion of the instructor. Students should make prior arrangements with the instructor if materials are going to be turned in late.

**Class Atmosphere:** I favor an informal and open atmosphere in my classes, but I expect a level of civility conducive to inquiry. Consequently, we will adopt some basic conventions of respect and responsibility. Everyone must respect the views of others. "Respect" does not mean "agree with"; rather, it means that everyone gets a fair hearing. However, I also expect people to take responsibility for their contributions to discussion. Opinions offered in all forms of class discussion (including email discussion!) should be informed, thoughtful, and grounded; hence, all views will be subject to closer inspection and questioning (including my own).

*Communication:* All official university communication will be through your Friends University issued email account.

While navigating the online course, it is expected that each student follow these rules at all times:

1. Students should use email for private messages to the instructor and to other students. The Discussion Board is for public messages.
2. Students are expected to participate in all required online activities, including but not limited to sending/receiving email as well as navigating and conducting research on the internet.
3. Students will participate in the Discussion Board.
4. Students may not be able to expect the instructor to assist with computer-related problems. Please contact the Help Desk at [helpdesk@friends.edu](mailto:helpdesk@friends.edu) or 316.295.5767 or 800.794.6945, ext. 5767.
5. Students shall submit written assignments via the Submit Assignments section in Moodle or otherwise noted by the instructor.

*Drop Policy:* If you choose not to remain in the course, it **is your responsibility** to officially drop. Anyone still on the class roster at the end of the semester will receive whatever grade their work warrants. **Please do not ask me to Instructor Withdraw you from the class.**

*Incompletes:* Grade “I” indicates an incomplete. A student who has failed to fulfill all requirements of a course may petition the instructor before the close of the term to assign the grade “I” (incomplete). The course extension petition, listing completion requirements and completion date, will be signed by the student and the instructor. A “replacement grade” will also be assigned that will be the letter grade the student will receive if the missing work is not completed. The “I” will change to the replacement grade only if the “I” remains at the end of the semester for term-based classes (fall or spring) following the one in which the “I” was assigned.

The grade “I” is given only for personal emergencies, which are verifiable, and when the student has done passing work in the course. The responsibility for completing all coursework rests with the student.

*Academic Resource Center:* The ARC is an additional resource you are encouraged to use. Peer tutors and professional staff are available for one-on-one help with a variety of topics including written assignments from any course. Distance learners and students enrolled in the College of Graduate & Professional Studies may send written assignments for review via email to [ARC@friends.edu](mailto:ARC@friends.edu). For more information, visit our Moodle shell or call 316-295-5204.

*ADA Services:* In compliance with Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, Friends University does not exclude otherwise qualified persons with disabilities solely by reason of the disability from participating in university programs and activities, nor are persons with disabilities denied the benefits of these programs or subjected to discrimination—click for full policy. If students wish to request accommodations due to a qualifying disability, they should contact the ADA Services Office within the Academic Resource Center at [ADA@friends.edu](mailto:ADA@friends.edu) or 295-5204; staff will assist them in their request for accommodations and help them to obtain other necessary support services.

Module 1	Due:
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Module 2	Due:
Module 3	Due:
Module 4	Due:
Module 5	Due:
Module 6	Due:
Module 7	Due:
Module 8	Due:

### **7) Course Requirements**

**Quizzes (25 pts. each, Weight: 20% overall grade)** - These will be quizzes made up of multiple choice and/or true-false questions. The quizzes will be administered at the end of each unit/section. See the course outline.

**Eleven Learning Activities (11 pts. each, Weight: 30% overall grade)** This includes all assignments that are not a Paper or Quiz. This includes all “Teach to Learn” assignments, and any other ancillary assignments.

**Three Comparison Papers (11 pts/ea, Weight: 20% overall grade)** In 1,000 words, compare the two principal ethicists under study in the current unit (for units 1-3) on the specific aspect of their ethical theory (i.e., meta-ethics, descriptive ethics, or normative ethics) under study in that unit. Include as little biographical detail on the thinkers as possible; I already know who they are. Try organizing your paper into five paragraphs, each with one purpose: an introduction paragraph (written last so that you can introduce and summarize what you say in the paper), one paragraph summarizing each thinker’s philosophy, one paragraph comparing/contrasting the two thinkers, and a conclusion reflecting on this from your perspective (ask: What do I believe? How do I respond?).

**Research Paper (11 pts. Weight: 30% overall grade)** – Write a 2,000-word research paper addressing a moral issue of your choice (for example, climate change, animal rights, or economics).

**Course Total is measure in a percentage. Each block of assignments is weighted to be worth a certain percentage of the overall grade, as follows:**

Quizzes: 20%

Comparison Papers: 20%

Teach to Learn: 30%

Research Paper: 30%

All assignments other than the quizzes will be graded on an 11 point scale.

Rubric:

- 1-6 Does not meet the basic passing requirements for this assignment.
- 7 Meets the basic passing requirements (ticks all boxes on the checklist), passing D.
- 8 Average Submission, passing C.
- 9 Above average submission of a high quality.

- 10 Very high quality submission, a submission that merits high marks.
- 11 Distinction awarded to submissions of exceptional quality.

This amounts to there being two possible A scores, and one possible score for each other grade on the grading scale.

All quizzes are for the use of self-assessment. As such each quiz will be open for unlimited attempts while they are open. All quizzes will be open from the first day of class. They will remain open until their respective due date, after which the quizzes will not be re-opened.

Finally, plagiarism of any kind will not be tolerated. Even if a paper is only suspected of plagiarism, the submission will be given a 0, concerns will be outlined in the grading comments, and it will be the responsibility of the student to contact the instructor and respond to any concerns. If the student fails to contact the instructor and rectify the situation, then the 0 will stand.