



Dean's Syllabus Review Checklist



Submit a separate checklist for each syllabus

Date received by Dean's office: 01/04/2021

(This line to be completed by office staff)

Course: PHI-1313-31

Semester: SPRING 2021

Syllabus Content Requirement	Complete?
I. Course Information: <input checked="" type="checkbox"/> Semester and year <input checked="" type="checkbox"/> Course title, number, & section <input checked="" type="checkbox"/> Meeting days, times, & location(s) <input checked="" type="checkbox"/> Instructor name(s) <input checked="" type="checkbox"/> Telephone numbers	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. Office location & Office hours	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. Textbooks, readings and/or bibliography	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
IV. General Objectives or Expected Learner Outcomes • Is this a General Education Course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No • If yes, which competency does it meet? <u>CULTURAL LITERACY</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
V. Instructional Methods	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
VI. Course Description/Course Content <input checked="" type="checkbox"/> Inclusive of catalog description and pre-requisite <input checked="" type="checkbox"/> Chronological outline inclusive of topics covered and course requirements (exams, quizzes, projects, papers, assignments, with indication of the course grading value for each)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
VII. Evaluation and Grading <input checked="" type="checkbox"/> Includes specific grading system (number and type of evaluations; how final grade is determined, when assignment grades will be posted viewing in BB)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
VIII. Absence Policy <input checked="" type="checkbox"/> Similar to or refers to one in catalog (is not stricter than catalog policy)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
IX. Texas Wesleyan Policies <input checked="" type="checkbox"/> University policies statement <input checked="" type="checkbox"/> Disability accommodations statement <input checked="" type="checkbox"/> Syllabus subject to change statement <input checked="" type="checkbox"/> Lab/chemical use statement (if applicable) <input checked="" type="checkbox"/> Repeating Courses statement <input checked="" type="checkbox"/> Title IX syllabus statement <input checked="" type="checkbox"/> COVID-19 policies statement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Recommendations by Dean's Office

☐ Accept as is

☐ Reject

☐ Rationale: _____

REL/PHI 1313 Introduction to Ethics, Sections 30/31

Course Syllabus Spring 2021

Instructor: Kendra Weddle

Course modality: Online

Phone: 817-531-4917 Cell: 214-557-6102

Office: Virtual for Spring 2021

Email: kweddle@txwes.edu

Office Hours: Tues, Wed: 9:00-12:00;
2:00-5:00; other times by appointment

Course Introduction

Welcome to this course about Ethics! I'm so glad you are in the class and I'm looking forward to getting to know you!

Have you ever thought about what makes a decision or action moral? We clearly disagree about a lot of issues because of varying ideas about what is right or wrong. For example, should LGBTQ persons be allowed to marry? Should women be able to make their own decisions about abortions and contraception? Should people from other places around the world be allowed to cross our borders? Should we pollute our world if we can live using cleaner energy? Should we eat meat?

This class is going to give us a chance to think about these kinds of questions and to analyze how we decide what is moral and what is immoral. We are in for a fascinating adventure!

What you need for this course: a willingness to be open, to think deeply by asking questions and to be willing to be dissatisfied with easy answers. Here you will be exposed to new ideas. We often have a tendency to be scared of new ideas and to resist anything that challenges what we have been taught to believe. I encourage you to trust yourself more than that. Recognize that any idea worth holding onto is one that remains even after intense scrutiny.

You will need to learn how to think from a perspective different from your own. This is a way of becoming aware of ideas from multiple points of view. You will write in this class. Practice makes us better, so I hope you will trust me that a bonus of this class is that you will become a stronger writer, a skill most employers say they want to see.

You will need to use your imagination! Think about the fun we will have using our imaginations to transport us into various scenarios in order to think from a different perspective!

What you can expect from me: I will walk this adventure with you, looking for ways to make it exciting and thought-provoking. I will not offer easy answers and will often answer a question with another question. I will be open and trust-worthy, however.

I will push you to become better thinkers and writers. If you ask, I will provide comments on your essays, showing you how to write more clearly. If you take my feedback seriously, over the course of the semester you will begin to see improvement. These thinking and writing skills will benefit you throughout the rest of your college career as well as beyond.

Course Description

“An examination of the traditions of moral thought, including an analysis of how traditional problems and processes are reflected in contemporary moral debates, with writing assignments designed to enhance students’ appreciation of ethical and moral values.” —*TWU catalog*

Course Learning Objectives	Degree Program or GEC Competency Goals
Objective 1: Students will be able to <i>identify</i> and <i>apply</i> the language of moral discourse in writing.	GEC 1 Language Literacy and GEC 2 Analytic Literacy
Objective 2: Students will be able to <i>assess</i> some of the ideas related to the field of ethics in writing.	GEC 1 Language Literacy and GEC 2 Analytic Literacy
Objective 3: Students will be able to <i>evaluate</i> some areas of moral concern in contemporary life in writing.	GEC 1 Language Literacy and GEC 2 Analytic Literacy
Objective 4: Students will be able to <i>create</i> a logical argument for one’s ideas concerning moral controversies in writing.	GEC 1 Language Literacy and GEC 2 Analytic Literacy

Required Materials

Textbook(s):

Title: *The Hunger Games Trilogy*
Author: Suzanne Collins
Publisher: Scholastic Press
Year: 2010
ISBN: 10: 0545265355

Videos:

- Located in Blackboard during corresponding Units

Learning Methods and Technologies

The learning methods used in this course include the following:

- ☐ Weekly quizzes
- ☐ Final Project
- ☐ Writing-intensive assignments

Student Workload Expectation

This is a 3-credit-hour course, which means that students are expected to do at least 7.5 hours of course-related work each week during the semester. This independent learning includes tasks like completing assigned readings, participating in discussion boards, taking quizzes and doing written assignments.

Course Requirements

Submitting and Returning Assessments

Assessment Submission

- Submit all of your assignments via Blackboard. Use the standard Microsoft® Office programs such as Word, PowerPoint, and Excel (available to you through your txwes.edu Office 365 account) to complete your assignments unless assignment directions specify that you should use a different file format.

This course relies heavily on writing, so let me say a few words about that. First, if you suspect you need assistance in writing well, do your assignments early and enlist assistance from the Academic Success Center prior to submitting them. I am also happy to read your papers and provide feedback should you approach me early to do so. Second, all papers and presentations submitted must use non-discriminatory language. This policy exists because of the effect that our words, written or otherwise, have on other people. Barrie Thorne and Nancy Henley, for example, claim, “The social consequences of a language—in daily use by hundreds of millions of people—which tends to deprecate or ignore a whole class of human beings, and to set them apart by their usage, are devastating.” Here are some guidelines for you to consider (*source*: Academic Center, University of Houston, Victoria):

- **Avoid adding a person’s age, race, or gender unless that point is relevant to the discussion.**
Incorrect: He’s a very open-minded Hispanic in our community.
Revised: He maintains an open mind in our community.
- **When choosing to include information about a person’s age, race, or gender, mention these factors for all individuals who are being discussed.**
Incorrect: The older white males were significantly outnumbered in the voting process.
Revised: The older white males were significantly outnumbered by young African American females in the voting process.
- **Avoid making reference to a person’s competency as if it were unusual for a member of a certain group.**
Incorrect: He’s an intelligent elderly man.
Revised: He’s intelligent.
- **Focus on the person rather than on the disability or condition of the person. Remember that the condition or disability is not what defines the whole person.**
Incorrect: Cancer patients need special seating accommodations during the trial.
Revised: Individuals being treated for cancer will need special seating arrangements during the trial.

- **Pronouns should not default to either the masculine or feminine case.**
Incorrect: A nurse will spend most of her career caring for patients.
Revised: A nurse will spend a significant amount of time caring for patients.
- **To eliminate sexist language, place the preceding noun in plural form.**
Incorrect: A child should study if he wants to succeed academically.
Revised: Children should study if they want to succeed academically.
- **Eliminate the pronoun altogether.**
Incorrect: An employee has expressed her concern about sexual harassment.
Revised: An employee has expressed concern about sexual harassment.

Assessment Feedback

- I will provide feedback on assessments generally within 1-7 days after submission.
- My feedback will be provided in the form of grading rubrics, and when appropriate, comments.
- Your grades will be posted to the Blackboard Grade Center.

Communication with the Instructor

- To contact me with questions and concerns related to this course, there are three options: use the Q & A forum located in the Discussion Board portion of the course, send me an email at kwedde@txwes.edu, or send me a text via 214-557-6102. When notifying me of a question or concern via email or text, please identify the course to which you are referring.

Evaluation & Grading

- **Unit Writing Assignments (20 points each (8) for a total of 160 points).**
Each (approximately 500 word) assignment will be graded in light of the following items: 1) **Content** (writing reflects an engaged analysis of the topic using course readings and supplemental course materials; relies on self-imposed questions and provides logical arguments without resorting to a mere repetition of information); 2) **Organization** (writing has a clear flow from beginning to end, with smooth transitions); 3) **Vocabulary** (writing uses vocabulary appropriate to the course and the field of ethics; use of a wide variety of vocabulary designed to be engaging to the audience); 4) **Critical analysis** (writing demonstrates clear arguments void of stereotypes and false assumptions); 5) **Proofreading and Following Directions** (writing demonstrates purposeful proofreading and easily reflects the contours of the assignment). **All Writing Assignments are due no later than Saturday at 12 midnight of each unit. Late assignments may NOT be turned in after one week. Writing assignments will be graded using a rubric. Comments will not be provided unless you request them, in which case I will be happy to provide them.**
- **Weekly quizzes (10 points each unit for a total of 120 points):** these are based on videos in each unit. Unit quizzes are always due Wednesdays.
- **Final Project (100 points):** This will be comprehensive. Project description is posted in Blackboard.

At any point during the semester you may compute your grade by adding your total points obtained and divide that number by the total points possible. For example, let's say you have submitted one writing assignment and a quiz and have a total of 26 points out of 30 points possible. $26/30=86$, a B.

All portions of the course must be completed in order to pass.

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Quizzes	12	10	120
Writing Assignments	8	20	160
Final Project	1	100	100
Total Course Points:			380

Final Grade	Final Points/Average
A	90% and above
B	80% and above
C	70% and above
D	60% and above
F	Below 60%

Course Policies

Absence Policy & Participation

- You must participate in weekly (unit) activities. Failure to submit materials within the unit time-frame and failure to communicate with me for more than one week will be considered as absent. More than two weeks in a row of being absent puts you at risk for being dropped from the course.

Academic Integrity

- Cheating, plagiarism (submitting another person's material as one's own), or completing assignments for another person who will receive academic credit are not permitted. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the course instructor. [Read the University's Academic Integrity Policy](#).
- Links to selected University policies are available in [Blackboard under the Student tab](#). The current Texas Wesleyan University [Catalog](#) and [Student Handbook](#) contain all University policies.

COVID-19 Policies

- While the University plans to offer instruction face-to-face, due to Covid-19, some or all instruction for all or part of Academic Year 20-21 may be delivered remotely. Tuition and mandatory fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely for any part of the Academic Year.

- Students are required to wear masks in the class at all times; should wash their hands frequently, watch and maintain adequate social distance from others.
- For your safety, you should sanitize your desk space before and after use.
- International students enrolled in hybrid courses are required to attend the in-person sections and attendance policies will be enforced.
- The University reserves the right to change the instructional modality of this course as needed in response to concerns related to COVID-19 or other public health/safety issues.

Other University Policies

- Links to selected University policies are available in [Blackboard under the Student Resources tab](#). The current Texas Wesleyan University [Catalog](#) and [Student Handbook](#) contain all University policies.
- **Note:** *Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a “blueprint” for the course. Instructors will inform students of any changes concerning examinations, the grading or attendance policies, or changes in project assignments.*

Schedule

Each Unit runs for one week with the exception of Unit 1 which begins January 13 and ends January 16. Note: All unit quizzes are due Wednesdays before midnight and writing assignments are due Saturdays before midnight. Specific due dates are indicated in Blackboard.

Start Date	Topic	Assignment
Unit 1	Introductions and Syllabus	Read Syllabus, Ask questions, become familiar with Blackboard
Unit 2	Getting Acquainted and thinking about ethics	Watch <i>I Am</i> documentary (I suggest renting from Amazon); Post twice to the Discussion Board
Unit 3	Virtue Ethics	<i>Hunger Games</i> , chs. 1-6
Unit 4	Relativism, justice	<i>Hunger Games</i> , chs. 7-14
Unit 5	Relativism, violence, egoism	<i>Hunger Games</i> , chs. 15-20
Unit 6	Who/what shapes humanity? What role do our actions play?	<i>Hunger Games</i> , chs. 21-27
Unit 7	Social Contract, poverty	<i>Catching Fire</i> , chs. 1-7
Unit 8	Social Contract, utilitarianism	<i>Catching Fire</i> , chs. 8-14
Unit 9	Virtue, utilitarianism	<i>Catching Fire</i> , chs. 15-20
Unit 10	Love, morality of relationships	<i>Catching Fire</i> , chs. 21-27
Unit 11	Power, emotions	<i>Mockingjay</i> , chs. 1-7
Unit 12	Freedom, identity	<i>Mockingjay</i> , chs. 8-14
Unit 13	Social Contract, what is real? Just war	<i>Mockingjay</i> , chs. 15-22
Unit 14	Capital punishment, Divine command theory	<i>Mockingjay</i> , chs. 23-epilogue
Unit 15	Final Project	Due April 28 by midnight; discussion posts by April 30 midnight

