INSTRUCTIONAL PACKAGE

PHI 110

Ethics

Effective Term
Fall 2018/Spring 2019/Summer 2019

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PART I: COURSE INFORMATION

Effective Term: <u>Fall 2018/ Spring 2019/Summer 2019.</u>

COURSE PREFIX: PHI 110   COURSE TITLE: Ethics

CONTACT HOURS: 3.0   CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:
Ethics is a thematic and practical survey of the moral principles of right behavior, and includes the study of political perspectives, economic justice, and legal aspects of conduct. Students learn the need for ethical behavior in society, by studying contemporary moral issues using the ethical frameworks developed by moral philosophers. The course is designed to satisfy college-level general education requirements as well as to establish an adequate foundation for ethical studies at a more advanced level.

COURSE DESCRIPTION:
This course is a study of the moral principles of conduct emphasizing ethical problems and modes of ethical reasoning.

PREREQUISITES/CO-REQUISITES:

(COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or SAT Critical Reading 480 or (ACT English 19 and ACT Reading 19) or (Credit level ENG 100 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC)

*Online/Hybrid courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:
Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
BOOKSTORE.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

Textbook: Steven M. Cahn. Exploring Ethics: An Introductory Anthology, 4th Edition. New York: Oxford University Press, 2017.

ADDITIONAL REQUIREMENTS:
As the focus of this course is right conduct, students are to study and follow the College's Guidelines for Classroom Decorum. The guidelines serve as the College's code of conduct and involve principles of respect and responsibility appropriate for learning in a college setting.

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

Online/Hybrid courses:
NETIQUETTE is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: Online Netiquette.

STUDENT IDENTIFICATION VERIFICATION
Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:
- *Show respect for others.* (give complete attention and listen while others are talking, avoid arguing with instructor and classmates, avoid confrontation with others during classroom discussions, respect the opinions of others, keep conversations and questions focused on relevant course issues, avoid threatening behavior toward students and professors, use appropriate language, turn off electronic devices such as cell phones and pagers while in class)
- *Engage in classroom activities*. (avoid sleeping, actively participate, avoid doing personal work or other class assignments, exhibit positive attitude and interest in the class, use personal computers for note-taking only.)
- *Exhibit respect for college property*. (use equipment with care, avoid eating and drinking in classrooms where prohibited, keep desk areas neat and clean, be in classroom at the start of class and stay until class is over.)
- *Take ownership and responsibility for one's learning.* (complete assignments, be prepared to participate in learning, put forth effort to learn, ask questions, take responsibility for one's own actions, maintain scholastic honesty.)
- *Show respect for authority*. (exhibit cooperation with the professor, avoid comments that show disrespect for the professor and their knowledge, select appropriate times

to inquire about academic performance which may be outside the classroom, complete assignments on time and as directed by the professor, address professors as "professor" or Mr. or Mrs. and not by first name or last name.)

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Student Code of Conduct Summary for Faculty

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:
- First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer (Ms. Melissa Batten) for disciplinary follow up.

Academic Misconduct: Cheating, plagiarism, collusion, et al.
- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
- If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
  - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
  - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
  - Require the student to withdraw from the course
- Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

1. Define and employ the basic vocabulary of ethics.

2. Identify ethical issues and concepts in contemporary discussions of social issues.

3. Explain, analyze, compare and contrast the answers that utilitarian, deontological, and rights-based moral theories provide to contemporary social issues.

4. Use utilitarian, deontological, and rights-based moral theories in an analysis of social issues beyond those covered specifically in the course.

5. Explain how the universality and equality required in an ethical point of view are distinct from a strictly legal, religious, or self-interested perspective.

6. Identify the important values at stake in contemporary ethical issues.

7. Develop and state an individual ethical perspective on contemporary issues.

8. Demonstrate an understanding of what constitutes reasoned moral argument addressed to a pluralistic audience.

9. Participate in group and class discussions on ethical issues.

10. Practice toleration of opposing viewpoints with an emphasis on analyzing ethical issues from contrasting perspectives.

COURSE UNITS:

For the calendar dates and readings associated with each unit, please see the instructor's Course Information Sheet. Please note that alternative units from the textbook may be substituted at the discretion of the instructor. It is strongly recommended that the first unit be a consideration of ethical theories.

UNIT ONE: Ethical Theories

Central Question: How are we to take the interests of others into account? How might we defend/justify our actions to others?
- Explain, analyze, and compare utilitarian, deontological, and rights-based moral theories.
- Explain how the universality and equality required in an ethical point of view are distinct from a strictly legal, religious, or self-interested perspective.
- Define and employ the basic vocabulary of ethics/ethical theories.

UNIT TWO: The Moral Status of Animals

Central Question: What justifies us in treating non-human animals in ways that would be immoral to treat human beings?

- Identify the ethical issues and concepts in the treatment of animals
- Compare and contrast the ethical status of animals and human beings.
- Identify the important values at stake in the treatment of animals.
- Apply utilitarian and rights-based ethical theories to the treatment of animals.
- Practice toleration of opposing viewpoints on the ethical status of animals.

UNIT THREE: WAR (and Terrorism)

Central Question: Can war be justified ethically, rather than on political, commercial, or religious grounds?

- Define and employ the vocabulary of the moral theory of the Just War Doctrine.
- Explain the tenets of the Just War Doctrine and apply it to an analysis of representative wars (such as Iraq wars I and II).
- Identify the values at stake in war.
- Practice toleration of opposing viewpoints on war and peace.

UNIT FOUR: Capital Punishment

Central Question: Ordinarily, it is morally wrong to harm someone, so what makes it morally right to punish (harm) someone, rather than treat them in an alternative fashion, such as reform, rehabilitation, or therapy? Is capital punishment 'cruel and unusual punishment'?

- Demonstrate an understanding of retributive and deterrence justifications for capital punishment, and how these differ from reform, rehabilitation, or therapy.
- Demonstrate a knowledge and understanding of key Supreme Court decisions on capital punishment.

UNIT FIVE: The Environment and Consumption

Central Question: Do we have moral obligations to the starving of other countries? Do our moral obligations extend to the environment itself? Should our level of consumption be adjusted to take into account the needs of others in the world and the risks to the environment?

- Identify the ethical issues and concepts involved in our duties to the peoples of other countries.
- Compare and contrast the ethical status of humans to that of the environment as a whole.
- Explain how our level of consumption can affect the world's resources.

At the discretion of the instructor, course measures may include:
Locally generated objective exam questions
Exams
Position papers
Quizzes
Projects
Discussions

Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*
Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Exams (2 to 5 Exams including Final Exam if applicable)	40%-100%
Quizzes/Assignments/ Discussions	10%-25%
Papers/Projects/Portfolios	10%-25%
Class participation	0%-10%

Total (must add up to 100%)

Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:
Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop (ACADEMIC CALENDAR).

You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.
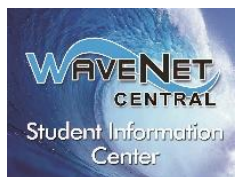
Part V: Student Resources

The Student Success and Tutoring Center (SSTC)
The SSTC offers to all students the following **free** resources:
1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.

Student Information Center: WaveNet Central (WNC)
WNC offers to all students the following **free** resources:
1. **Getting around HGTC**: General information and guidance for enrollment!

2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: Wavenet Central. Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

> *Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs *Title IX Coordinator* Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	**Jacquelyne Snyder, AVP Human Resources** *Section 504, Title II, and Title IX Coordinator* Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu