



INSTRUCTIONAL PACKAGE

PHI 115

Contemporary Moral Issues

Effective Term

Fall 2017/Spring 2018/Summer 2018

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PART I: COURSE INFORMATION

Effective Term: Fall 2017/ Spring 2018/Summer 2018.

COURSE PREFIX: PHI 115

COURSE TITLE: Contemporary Moral Issues

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

The contemporary moral issues course enables those students who have already successfully completed PHI 110 ethics with a 'C' or better to delve deeper into the ethical issues that currently face our society. Topics include but are not limited to: the ethics of immigration; cloning and genetic enhancement; war, terrorism, and torture; the environment, consumption and climate change; and hate speech and censorship.

COURSE DESCRIPTION:

This course examines moral issues in contemporary society, including basic principles and applications of ethics.

PREREQUISITES/CO-REQUISITES:

(Credit level [PHI 110](#) Minimum Grade of C or Credit level [PHI 110](#) Minimum Grade of TC)

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: Mark Timmons. Disputed Moral Issues, 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: Reaching Decisions About Who and What Are Members of the Moral Community.

Central Question: How are we decide who and what are to count in our ethical judgments? What are the competing values at issue in ethical determinations?

- Explain, analyze, and compare contractarian, 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: Immigration and Borders. The Civic View versus Liberal Egalitarianism

Central Question: Is there a moral obligation to allow open borders for immigration, as long as immigration does not jeopardize national security, public order, and the maintenance of democratic institutions? Or do our moral obligations apply primarily to our own fellow citizens?

- Identify the ethical issues and concepts in the immigration debate.
- Compare and contrast the civic view versus liberal egalitarianism.
- Identify the important values at issue in immigration policy.

- Apply contractarian, utilitarian and rights-based ethical theories to the challenge of immigration.
- Practice toleration of opposing viewpoints on immigrants and immigration.

UNIT THREE: Genetic Enhancement. The Ethics of Designing Human Beings

Central Question: Should we improve human beings through genetic enhancement? What do we want to become as human beings? Could unregulated genetic manipulation threaten our humanity?

- Define and employ the vocabulary of genetic enhancement.
- Explain the sorts of improvements posited, and the reasons for and against those improvements.
- Identify the values at stake in genetic manipulation.
- Practice toleration of opposing viewpoints on genetic manipulation.

UNIT FOUR: Environmental Ethics. Human Interests and Nature's Value

Central Question: Does nature have moral standing? Are there morally justified tradeoffs between human needs and the depletion of natural resources?

- Demonstrate an understanding of direct versus indirect moral standing.
- Demonstrate a sensitivity to the moral challenge arising in the tension between the needs of human development and its impact on the environment.

UNIT FIVE: Hate Speech. Freedom of Expression and Moral Responsibility

Central Question: If we assume that an individual's liberty (freedom of choice and action) is of great value, under what circumstances is there moral justification for interfering with an individual's freedom speech?

- Define and employ the distinction between the harm principle and the offense principle.
- Identify the challenges in attempting to construct a speech code of ethics.
- Demonstrate a sensitivity to our responsibility to use speech which shows respect and toleration for others as co-equal members of one's community, even as one expresses contrary opinions.

UNIT SIX: Intergenerational Ethics. The Case of Climate Change and Future Generations

Central Question: Can ethics deal with the problem of the long term consequences of our actions? How are the rights and interests of future generations to be represented? How are the interests of future persons to be weighed against the needs and wants of current persons?

- Demonstrate an understanding of the potential impact our actions today can on future persons.
- Explain the relationship between scientific facts and moral judgments.
- Explain how competing moral theories can be applied to future persons.
- Demonstrate a sensitivity to the sense in which a moral community involves relationships of sacrifice and benefit across generations.

At the discretion of the instructor, course measures may include:

Locally generated objective exam questions

Essay exams

Quizzes

Position papers

Discussions

Projects

****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.

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

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:

State the College's or departmental grading system as delineated in the Catalog. 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.

Title IX Requirements

The South Carolina Technical College System does not discriminate 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 activities as required by Title IX. As outlined in the Violence Against Women Act, Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Students who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking are encouraged to report such incidents to the Title IX Coordinators:

Dr. Melissa Batten, AVP of Student Affairs
Building 1100, Room 107A, Conway Campus
843-349-5228
Melissa.Batten@hgtc.edu

Jacquelyne Snyder, AVP of Human Resources
Building 200, Room 212A, Conway Campus
843-349-5212
Jacquelyne.Snyder@hgtc.edu

*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).