



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: PHIL 203 DL1, Ethics

Semester and Term: FALL 2014

Day and Dates: 8/25/2014 – 10/18/2014

Time: online

Campus Location: Distant Learning

Course Description:

A study of problems of applied ethics, such as abortion, animal experimentation, affirmative action, and gay and lesbian rights. These problems are explored from the standpoint of ethical theories such as utilitarianism and Kantian ethics. The course helps students formulate and interpret moral values by which they may think and act.

Prerequisite Course: ENGL 101

Course Code: HUM, LA, UC

Instructor & contact information: Daniel Davies, Ph.D.

Email: ddavies@bridgeport.edu

Required Textbook:

Anthony Weston, *A 21st Century Ethical Toolbox*.

Oxford University Press, 2012, 3rd. ed. Paperback, 478 pages.

ISBN: 9780199758814 (pbk.)

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:

Upon completion of this course the student should be able to:

- learn major types of ethical discourse
- learn to apply ethical concepts (language/analysis) to ethical questions and dilemmas
- Gain skill at reading philosophical works;
- Learn major types of ethical argument;
- Learn key arguments of selected figures in philosophical ethics;
- Further develop their communication skills;

First Assignment Prior to the First Class:

- Read Week 1 reading assignment. Prepare an introduction sharing with the class your name, location, reason for taking Ethics, interests, hobbies and anything that else that would help us know you better.

Assignments:

- Overall participation, including discussion on suggested themes and answering questions, demonstrating that the student has read the assigned material and become seriously involved in the process of reflecting on the issues (25%).
- Two brief essays (500 words) describing, discussing, and evaluating opposing viewpoints on two separate, concrete issues, based on the review of textbook sections and other material (25%).
- Online exam (covering basic notions and issues introduced during the course); instructions and study questions will be given in advance (25%).
- Final project (1000 words) related to one of the topics discussed during the course, using additional, relevant material (after consultation with the instructor) (25%).

Description of Weekly Sessions:

Course Schedule

| Week 1 – August 25, 2014 | |
|----------------------------|--|
| Topics: | Part I: Embracing Ethics |
| Readings: | Required: In Weston, Alice Walker, <i>Am I Blue</i> . Browse (using your favorite speed reading technique), Weston, <u>Chapters 1-3</u> |
| Assignments: | 1) Participate in Discussion Board 2) Read Lecture for Week 1 |
| Discussion: | 1) Introduction 2) Discuss Sarah Stillman's article. Go to Discussion Board |
| Week 2 – September 1, 2014 | |
| Topics: | Part II: Moral Values I |
| Readings: | Required: In Weston, <i>Readings</i> in Chapters 4-5. |

| | |
|------------------------------------|--|
| | Browse (using your favorite speed reading technique), Weston, <u>Chapters 4-5</u> |
| Assignment: | None other than readings and discussion |
| Discussion: | See announcement on the Discussion Board |
| Week 3 – September 8, 2014 | |
| Topics: | Moral Values II |
| Readings: | Required: In Weston, <i>Readings</i> Chapters 6-8. Browse (using your favorite speed reading technique), Weston, <u>Chapters 6-8</u> |
| Assignment: | First essay paper due. |
| Discussion: | See announcement on the Discussion Board |
| Week 4 – September 15, 2014 | |
| Topics: | Part III: Skills for Ethical Practice I |
| Readings: | Required: Weston, <i>Colin McGinn, Speciesism</i> , in chapter 10 Browse (using your favorite speed reading technique), Weston, <u>Chapters 9-11</u> |
| Assignment: | None other than readings and discussion. |
| Discussion: | See announcement on the Discussion Board |
| Week 5 – September 22, 2014 | |
| Topics: | Skills for Ethical Practice II |
| Readings: | Required: Selected Readings, Chapters 12-15. Browse: (Using your favorite speed reading technique) Weston, Chapters 12-15. |
| Assignment: | None other than readings and discussion |
| Discussion: | See announcement on the Discussion Board |
| Week 6 – September 29, 2014 | |
| Topics: | Part IV: Challenges I |
| Readings: | Required: Selected Readings, Chapters 16, In Weston Browse (using your favorite speed reading technique), |

| | |
|----------------------------------|--|
| | Weston, <u>Chapter 16</u> |
| <i>Assignment:</i> | Second Essay paper due. |
| <i>Discussion:</i> | See announcement on the Discussion Board |
| Week 7 – October 6, 2014 | |
| <i>Topics:</i> | Challenges II |
| <i>Readings:</i> | Required: Selected Readings chapters 17 in Weston Browse (using your favorite speed reading technique), Weston, <u>Chapter 17</u> |
| <i>Assignment:</i> | Online Exam |
| <i>Discussion:</i> | See announcement on the Discussion Board |
| Week 8 – October 13, 2014 | |
| <i>Topics:</i> | Challenges III |
| <i>Readings:</i> | Required: Selected readings in Chapter 18, In Weston Browse (using your favorite speed reading technique), Weston, <u>Chapter 18</u> |
| <i>Assignment:</i> | Final paper / project due |
| <i>Discussion:</i> | See announcement on the Discussion Board |

Note:

See the Weekly Agenda under Assignments for specific details about procedures for each week. I recommend that you print a copy of each week's agenda to use as a reference.

The instructor reserves the right to make changes to the syllabus as needed and to make final decisions by using his own judgment.

Grading Criteria:

Discussion and Reflection Evaluation RUBRIC

Evaluating online participation presents as great a challenge as evaluating course work performed in the traditional class setting. Other than a multiple choice, simple and objective evaluation criteria are few and far between. The rubric has proven a useful guide in evaluating your reflection, research papers, and the online discussions. I will use the following grading scale:

1. Discussion entries and reflective papers that meet the demands of the assignment will be graded with a **B+ or B**. These assignments will include at least the following:

- Each entry is posted and/or paper is received **on time**.
- Opinions, comments, and observations are offered **in depth** (avoid brief comments in telegraphic style; no "how r u, gr8" for how are you, great"). This does not mean that everything you write should be longggggg.
- Discussion entries and reflection assertions relate clearly and directly to the readings (including "**direct quotes**" from the assigned readings to support your position).
- Your discussion entries and reflective papers indicate an **understanding** of the issues.
- Generally, your discussion entries should **further** the discussion.
- Good writing style and use of grammar, spelling.

2. Discussion entries and reflective papers which go beyond the demands of the assignment will be graded with an **A or A-**. These assignments will include all of the requirements for a B or B+ above. In addition, **A or A-** entries and papers will:

- Show deeper analytical or inferential thinking, demonstrating **insightful understandings**.
- Offer particularly **perceptive** comments, supported with direct quotes from the readings.
- Provide strong, precise, and thoughtfully selected **support** for assertions.
- **Synthesize and evaluate** experiences related to course topics and/or issues of importance as described in our course objectives or national/international priorities.
- Pose **good questions** (i.e., questions that further discussion and reflection).
- **Link** to topics/issues from earlier readings [from this course and/or other courses] and current readings/web resources.
- Excellent grammar, writing style, and spelling.

3. Discussion entries and reflective papers which do **not** meet the demands of the assignment will be graded with a **B- C+, C, or D**. Although it is NOT expected that these types of assignments will be created, it is likely that they would:

- Arrive late or contain insufficient details, or
- Not be clear or understandable, or
- Not use direct quotes from the assigned readings or not relate to these readings or other Internet resources in an appropriate and/or thoughtful way (or misrepresent them), or
- Contain only detailed description of local experiences with no evidence of reflection or synthesis, or
- Contain only opinion, with no descriptive details or supporting quotes from theory or research.
- Average to poor grammar, writing style, and spelling.

Please note that it is important to check your work for spelling and grammatical correctness.

(Adapted from J. Hauer. CP 5/12/04)

Letter Grading Scale:

| % of Points Earned | Letter Grade | % of Points Earned | Letter Grade |
|---------------------------|---------------------|---------------------------|---------------------|
| 100-94 | A | 76-74 | C |
| 93-90 | A- | 73-70 | C- |
| 89-87 | B+ | 69-67 | D+ |
| 86-84 | B | 66-64 | D |
| 83-80 | B- | 63-60 | D- |
| 79-77 | C+ | Below 60 | F |

ACADEMIC POLICIES

Attendance Policy

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for

the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
<https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are

generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

| Office | Telephone | Email |
|------------------------------|----------------|---------------------------|
| Bridgeport Campus Security | (203) 576-4911 | ubsecurity@bridgeport.edu |
| Bursar | (203) 576-4692 | bursar@bridgeport.edu |
| Cashier | (203) 576-4682 | cashier@bridgeport.edu |
| Financial Aid | (203) 576-4568 | sfs@bridgeport.edu |
| Registrar | (203) 576-4635 | registrar@bridgeport.edu |
| Emergency Notification Phone | (203) 576-4159 | |
| IDEAL Office | (203) 576-4800 | idealinfo@bridgeport.edu |

CAMPUS CONTACT INFORMATION

| Campus | Address | Telephone | Email |
|---------------|---|------------------|----------------------------|
| Bridgeport | 126 Park Avenue Bridgeport, CT 06604 | (203) 576-4800 | idealinfo@bridgeport.edu |
| Stamford | 5 Riverbend Drive Stamford, CT 06750 | (203) 358-0700 | ubstamford@bridgeport.edu |
| Waterbury | 84 Progress Lane Waterbury, CT 06705 | (203) 573-8501 | ubwaterbury@bridgeport.edu |

| | |
|---|---|
| Directions to IDEAL Campus locations | http://www.bridgeport.edu/pages/2260.asp |
|---|---|

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243