

# PHIL 1213: Introduction to Ethics

## Oklahoma City Community College

*Neither Fire Nor  
Wind, Birth nor  
Death can  
change our good  
Deeds ~Buddha*

*Attention: This syllabus is a sample of what may be used in this course and does not replace the official syllabus administered by the instructor within the course itself.*

### **Instructor Information:**

Professor: Jon Inglett

Office: 2E4-AH

Office Hours: Consult the professor's website or the current syllabus used in the course

Office Phone: 682 -1611 ext. 7217

Email: [jinglett@occc.edu](mailto:jinglett@occc.edu)

Website: <http://www.occc.edu/jinglett>

### **Textbook:**

Ethics: Theory and Practice, 9th edition, by Jacques P. Thiroux. Upper Saddle River, NJ: Prentice Hall, 2006.

Morality Play: Case Studies in Ethics by Jessica Pierce. Boston: McGraw Hill, 2005. ISBN 0-07-301120-7

### **Course Description:**

Students will demonstrate their understanding of the relationship between philosophy and ethics; the language, concepts, and traditions of ethics; and selected theories of ethics. Students will then use descriptive, normative, and metaethical approaches to analyze selected contemporary ethical issues.

### **Course Competencies:**

By the end of the semester, students should be able to accomplish the following tasks:

- Define key terms in the study of ethics.
- Discuss theories of ethics and morality important in the history of human society.
- Apply different theories of morality to various ethical issues.

### **Grading Criteria:**

Quizzes—386 points

Discussions—750 points

Journals—325 points

Midterm Exam—200 points

Final Exam—200 points

|A = 1861 – 1666| B = 1665 – 1480| C = 1479 – 1294| D = 1293 — 1108| F = 1107|

### **Assessment of Student Learning:**

Oklahoma City Community College is committed to providing quality educational experiences to all students and to striving for continuous improvement in its programs and services. Student assessment is vital to the educational process and can be of significant value to you and to the students who follow you.

To ensure that adequate assessment information is available to allow OCCC to continuously improve programs and services, you may be asked to participate in personal interviews; take program and/or general education assessments, which could be tests; give oral presentations, write assignments, take surveys, or engage in other activities. You may be asked to complete the assessments, tests, and other activities during designated times, which may include class periods. These opportunities are your chance to help OCCC improve the courses, programs, and services which could affect you and will certainly impact students in the future.

### **Global Education:**

Because we live in a global society and what we do in the United States affects the world, and what is done in other parts of the world impacts us, students will connect the selected readings or chapters or assignments in this course to real-life, global concerns. They will respond to issues from a variety of cultures and they will recognize the conflicts/issues are related to the issues in their own lives.

### **Students with Disabilities:**

Oklahoma City Community College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations must make their request by: Contacting the Office of Student Support Services located on the first floor of the main building near entry 12, or call 682-7520.

### **Academic Dishonesty and Plagiarism:**

Plagiarism consists of submitting work that is not entirely your own, copying/pasting from a website or other document without properly citing and quoting from the work, or submitting work that you have written in another course. Any form of cheating or academic dishonesty will result in a failing grade for the entire course and a written report to be filed in the office of the Associate Vice President of Academic Affairs.

### **Late Work:**

All work should be turned in on time unless unusual circumstances exist and can be confirmed. If work should be turned in late for any reason, twenty percent may be subtracted from the assignment. After one week, assignments will not be accepted. No work may be submitted after the last day of class.

### **Official Withdrawal:**

A student may officially withdraw from a credit class through the twelfth week of a 16-week course, or the sixth week of an 8-week course. A refund of full or partial fees will be due only in accordance with the College refund policy. The letter grade “W” will be shown on the official transcript for any student-initiated withdrawal after the schedule adjustment period.

### **Participation and Attendance:**

Since this online course requires interactive discussions to promote learning opportunities and growth,

all students are expected to participate fully within this course. If you miss assignments due to traveling, computer problems, an illness, or any unexpected event, it is your responsibility to turn in your work early or notify me through e-mail, voice mail, phone, or in person about your issue. If you miss more than 5 assignments in the course, your grade may automatically be lowered by 10%. If you miss more than 8 assignments, you may be failed from the course.

### **Internet Etiquette:**

- Be courteous and show respect to others in their opinions and ideas.
- Sexual harassment or any form of discrimination will not be accepted in my class.
- Academically appropriate language is required at all times. Therefore, slang is not an acceptable form of communication in this course on emails, discussion boards, or essay assignments.

### **Assignments:**

This course contains a fair amount of writing, and you'll have lots of practice in developing effective arguments. Most of the reading and written assignments are in your required text; however, there are many resources also found on the web to which you will be directed. These include online lectures, related websites on various ethical issues, etc. All assignments should be completed each week, on schedule, to avoid falling behind. The complete Schedule of Assignments lists your reading assignments, written journal assignments, interactive discussions with classmates, essays, and quizzes/exams.

### **General Course Activities:**

In this class you will earn points for your performance in a variety of activities. The total number of points you earn throughout the course will determine your final grade. Course activities include:

a) Reading Quizzes: These are short quizzes which demonstrate recall and comprehension of material presented in reading assignments. Each quiz consists of true/false, matching and/or multiple choice questions. The quizzes will be given on a weekly basis, except during the weeks of the midterm (Week 8) and final examination (Week 16). A quiz may not be retaken or taken past the due date. Each quiz is worth 20-25 points; there are 16 quizzes.

b) Discussions: Topics or questions related to the study of ethics generate a lot of discussion. You will earn points for two types of discussion posted on the discussion board each week. There are two means to earn discussion points which will be combined as a total for each week's discussion:

i) Initial Postings: A student should generate an initial posting to topics given by the instructor, approximately 200 words each. Initial postings are essential to provide the foundation for discussion, so you should plan to make your initial posting as early in each week as possible. The deadline for Initial Postings is Thursday at midnight. Initial postings completed and which generate effective and interesting discussions will earn up to 25 points.

ii) Response postings: Effective discussion requires that a student attentively reads what others say in their weekly Initial Postings and respond, in approximately 100 words, to what they are saying. You may disagree or offer an alternative point of view; however, you should be respectful and avoid any attacks on what someone else states. No flaming is tolerated. As the Discussion Board moderator, I can and will delete offensive postings. Practice tact and diplomacy even if you disagree with someone. Response postings will earn up to 25 points.

To earn the maximum number of points for discussion each week, you must make at least one initial

posting as well as respond to two other postings. The total possible for your participation in the discussions is 50 points each week, except during Week 8 and Week 16.

c) Journals: As part of your preparation for each chapter, you will write journal entries in which you respond in writing to various assigned topics, some from the Thiroux textbook and some from other sources. There will be 13 weeks of assigned journal entries.

Note that although this is a journal, entries must deal with the assigned questions and be written in standard American English, using paragraph format. Journal entries should meet the requirements provided for each journal assigned. Each set of journal entries (usually 2) is worth 25 points. Journals are submitted to my Web-Ct email address within the course. Do not submit them through regular email nor in hard copy.

### **Examinations:**

Exams will be taken online, within the course. You may use your book, notes, etc., but do not be lulled into a false sense of security; the exams are available only for a limited period of time. Exams include both objective and essay questions. The Mid-term Exam covers material from Chapters 1-8 as well as discussion topics. The Final Exam is comprehensive with application of basic concepts from the first half of the semester applied to the various topics addressed in the second half. The essay portions of the midterm and final exams are written and sent as separate documents to my Web-Ct email program.

Like the quizzes, the exams cover the reading material, but they will also relate to the ongoing discussion topics. You must pay attention to availability dates and times to avoid either running short on time or missing an exam altogether. You will have only one opportunity to complete an exam. Do not work collaboratively. You will not be able to print or copy/paste any exam or quiz content. You must take both the mid-term and final exam to complete the course, despite your current grade.

### **Discussion Board Rubric:**

An "A" (27-30 points) means that the students

- Follow all directions successfully
- Respond to two colleague's per week (at least 100 words per colleague) in a dignified, reflective, and academically appropriate manner
- Focus on a specific topic idea through the entire discussion and show complex understanding of the topic
- Utilize strong evidence and examples to support the topic idea
- Show originality and strong critical thinking in the development of the topic
- Depict a clear understanding of the audience and purpose of the assignment
- Show evidence of logical patterns of paragraph development and transitions within and between each paragraph
- Compose the discussion in Standard American English with vocabulary appropriate for college-level writing
- Contain no more than two errors. Errors might include problems with subject-verb agreement, pronoun agreement, spelling errors, major sentences flaws, inappropriate word choice, or punctuation errors, such as run-on sentences, comma splices, and sentence fragments.

A "B" (24-26 points) means that the students

- Follow all directions successfully
- Respond to two colleague's discussion boards (at least 100 words per colleague) in a dignified, reflective, and academically appropriate manner

- Focus on a specific topic idea through the entire discussion and show complex understanding of the topic
- Utilize good evidence and examples to support the topic idea, although some of the paragraphs lack full development
- Show some originality and critical thinking in the development of the topic
- Depict a basic understanding of the audience and purpose of the assignment
- Show evidence of logical patterns of paragraph development but might contain problems with transitions within and between each paragraph
- Compose the discussion in Standard Edited English with vocabulary mostly appropriate for college-level writing
- Contain no more than four errors. Errors might include problems with subject-verb agreement, pronoun agreement, spelling errors, major sentence flaws, inappropriate word choice, or punctuation errors, such as run-on sentences, comma splices, and sentence fragments.

A "C" (21-23 Points) means that the students:

- Follow all directions successfully
- Respond to two colleague's discussion boards (at least 100 words per colleague) but show some struggle responding in a dignified, reflective, and academically appropriate manner
- Do not focus on a specific topic idea through the entire discussion and show some struggle with understanding the topic
- Utilize some evidence and examples to support the topic idea, although paragraphs lack full development
- Show little originality and critical thinking in the development of the topic
- Depict a very basic understanding of the audience and purpose of the assignment
- Show major problems with paragraph development and do not master transitions within and between each paragraph effectively
- Do not compose the discussion in Standard Edited English with vocabulary appropriate for college-level writing
- Contain no more than six errors. Errors might include problems with subject-verb agreement, pronoun agreement, spelling errors, major sentence flaws, inappropriate word choice, or punctuation errors, such as run-on sentences, comma splices, and sentence fragments.

A "D" (18-22 Points) means that the students:

- Misunderstand or not complete all directions successfully
- Respond to two colleague's discussion boards (at least 100 words per colleague) but do not add any critical ideas to the colleague's discussion board
- Do not focus on any topic idea through the entire discussion and show a major struggle with understanding the topic
- Generalize the entire discussion without much evidence and examples to support the topic idea
- Show no originality and critical thinking in the development of the topic
- Attempt to understand audience and purpose but rarely succeed
- Show a struggle with separating paragraphs and using transitions within and between each paragraph
- Contain no more than 10 errors. Errors might include problems with subject-verb agreement, pronoun agreement, spelling errors, major sentence flaws, inappropriate word choice, or punctuation errors, such as run-on sentences, comma splices, and sentence fragments.

An "F" (below 18 Points) means that the students:

- Do not follow the directions successfully
- Do not respond to two colleague's discussion boards (at least 100 words per colleague)

- Show no focus on developing a topic idea or understanding the topic
- Generalize in one paragraph the discussion board topic instead of attempting to develop the ideas in one or two focused paragraphs
- Show no attempt at originality and critical thinking
- Show no understanding of audience and purpose
- Do no separate paragraphs or use transitions
- Contain more than 11 errors