Instructor Information
Instructor: Barbara W. Stallings
Office hours: Monday, 11:30 a.m. to 12:30 p.m.
Virtual hours: TR 12:00 NOON TO 1:00 NOON and other times during the week.
(The very best way to reach me is through email.)

Course Information:
Course Name and Number:
PHIL 2306
Section Number: 8003 Credit Hours: 3
TR 9:30 A.M. TO 10:50 A.M.
ETHICS

Course Description:
The catalogue course description for this course states the following: "Consideration of what constitutes a good and a moral life. Using classical and contemporary theories, students will weigh such ingredients as pleasure, duty, power, and love as they apply to current issues of daily living. Students may consider ethical problems in business, law, and medicine."

Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Course Focus, and Assumptions:
Why a course in ethics? We shall, no doubt, discover as we share in this classroom experience together, that the issue of morality is one that is never far from any question regarding human action, human hope, and an affirmation of human existence. As Socrates said, moral philosophy deals with "no small matter, but how we ought to live." Of course, when we "do philosophy," we know that we are undertaking controversial topics -- that is, there are almost no conclusive answers. On the other hand, as humans we must all -- in some way -- address the question, "How should we live our lives?" We must consider what it might mean to be a conscientious moral agent. We must try to determine if there is a way of guiding or judging our moral conduct as humans.

This course will be conducted primarily as a reading and discussion class; therefore, your active participation is required for successful completion of the course. We will consider a wide range of issues relating to moral philosophy. In addition to our own
responses to these critical issues, we will consider the ideas of philosophers, and others who have given their attention to the issue.

**Instructor's Aspirations for Students**

This course should have a direct connection to and influence on your life -- your life as a student, of course; however, even more important to me, your life beyond the walls of the virtual college. My primary aspiration is to help you walk the earth when you complete this course in a way that is at least somewhat different from the day you began. In short, I hope that when we part you are a changed person, that I am a changed person too, and that we both have changed for the better. My aspiration in teaching this course is for us to have a learning adventure together. Students who have curious, active minds and who are eager to engage the topic and material are encouraged to join me in this adventure.

**Learning Objectives for the Course:**

It is important to understand and acknowledge that in courses in the humanities, such as philosophy, some of the most important learning objectives cannot be easily measured or are impossible to measure. For example, some of the learning objectives in Ethics that are difficult or impossible to measure are as follows:

- developing intellectual humility
- developing intellectual courage
- developing intellectual empathy
- developing personal and intellectual integrity
- developing intellectual perseverance
- developing confidence in reason
- developing self knowledge
- developing a sense of wonder

The fundamental course objective that can be measured is that students learn the elements of moral philosophy. In learning the elements of moral philosophy students will develop further their own capacities in three specific and interrelated areas: 1) as conscientious moral agents; 2) as critical thinkers; and, 3) as students with mastery of particular content.

1. As conscientious moral agents students will:

- improve ability to use reason
- recognize the importance of impartiality and fair-mindedness
- develop further appreciation for facts and evidence
- develop skills in listening to reason
- appreciate the importance of revising positions when appropriate
- appreciate the importance of acting upon moral decisions
2. As critical thinkers in philosophy students will understand that critical thinking in Ethics:

- has a purpose, objective, or function
- is an attempt to figure out something, settle a question, or solve a problem
- is based on information, evidence, experience, or research
- involves inferences from which we draw conclusions
- recognizes that conclusions are only as sound as the assumptions on which they are based
- is expressed through and shaped by concepts and ideas
- has implications and, when acted upon, has consequences
- occurs within some frame of reference or point of view
- strives to be fair-minded
- strives to distinguish between what one knows and does not know
- is willing to challenge popular beliefs
- requires that one demands the same standards from oneself as one expects others to meet
- requires working through complexities and frustrations without giving up
- recognizes that good reasoning is the key to living a rational life, and to creating a more fair and just world
- involves taking responsibility for one's thinking, beliefs, morals, and values
- involves working to overcome native egocentric, ethnocentric, and culture-centric tendencies
- involves self-directed, self-monitored learning
- involves placing questions at the heart of one's learning
- involves reading carefully, reflecting, and understanding the most important ideas in texts
- involves identifying central issues and reasoning well through those issues
- involves developing skills in recognizing bias

3. As students with mastery of particular content one must understand:

- what is morality and the minimum conception of morality
- cultural relativism and the challenges it presents to morality
- subjectivism and the relationship it has to morality
- the relationship of morality and religion
the basic concepts, ideas, and problems associated
with various historical moral theories (Ethical Egoism,
Utilitarianism, Duty Ethics, Divine Command Theory,
Social Contract Theory, Ethics of Care, Virtue Ethics)
how to apply moral reasoning to practical moral issues
the likely elements of a satisfactory personal moral
theory

Intellectual Competencies and Exemplary Educational Outcomes Identified by the
District Philosophy committee:

Competencies for Philosophy Courses

Reading: Students will be asked to read from philosophy and religion textbooks
written for students reading at the 12th grade level or above. Students may be
asked to read some short passages from primary sources. Student achievement
will be measured by such methods as exams, quizzes, and in-class discussion of
the material.

Writing: Students will be given opportunities to write essays and papers about
philosophical and religious issues. The student's progress in improving
academic writing will be communicated by such methods as instructor remarks
written on papers and individual student conferences.

Speaking: Students are expected to participate in such speaking activities as
class discussions, small group discussions, and class presentations. The
instructor will evaluate their speaking skills.

Listening: Students will enhance their listening skills by practicing speaking one
at a time and attending to the speaker. Students may be asked to summarize or
repeat an argument they have just heard.

Critical Thinking: Students' writing and class participation will be evaluated
continually by such criteria as clarity, consistency, coherence,
comprehensiveness, compatibility, and fairness in thought and expression.

Scope and Variety in Philosophy and Religion: By studying a wide range of ideas,
purported by different historical periods, ages, and cultures, the student will
demonstrate through written and spoken work an awareness of the scope and
variety of issues and ideas studied in philosophy and religion. Some non-
western ideas may be presented and discussed.
Expressions of Individual and Human Values within a Social and Historical Context: In class ideas will generally be presented within a historical, cultural, and social context, so students can understand why and how the ideas emerged. Students will be encouraged, in class discussions and in written work, to relate the ideas studied in philosophy and religion to ideas studied in other courses (e.g., literature, psychology, history, etc.).

Critical Response: Students will practice, in speech and writing, giving reasoned, critical responses to the ideas and theories presented. Unsupported statements of likes or dislikes will be treated as seminal material by the instructor for the development of a reasoned, critical response to a theory, idea, or religion.

Informed Personal Reaction: Students will be encouraged by the instructor to personalize the material studied and to react to it. The instructor, however, may ask students to support reactions by such means as the use of logic, reason, and bibliographical research.

Influence of Philosophy/Religion on Intellectual Experiences: Through such means as written papers and exams, class participation and discussions, oral presentations, and small group activities, students will relate the ideas and theories studied in religion and philosophy to various related intellectual experiences.

Department Mission Statement

The mission of the Philosophy/Religion Department at Richland College is to provide to students and teachers alike interactive and cooperative learning environments in which they may examine ideas related to their cultural, philosophical, and religious heritages. The Department further strives to develop skills in analysis and evaluation of arguments and the ability to write and to speak clearly about philosophic and religious issues, which pertain to values, knowledge, reality, human nature, and God. The Department aims at translating these skills into considered actions in the lives of those involved and into reasoned interactions with the greater global community.

Departmental Learning Objectives: The following objectives have been accepted for Philosophy Courses at Richland College. Grading on essay questions and on protocol papers will take these into consideration.

Exemplary Educational Objectives (EEO):

EEO #1
To demonstrate awareness of the scope and variety of works in the arts and humanities [Explain both the theory/position in question and an opposing theory/position. As I grade, I will ask myself, "How well did you explain both positions?"]

5 Demonstrates a clear and insightful awareness of the scope and variety of the works in philosophy by providing clear and full explanations of both positions.
4 Demonstrates a clear and reasonable awareness of the scope and variety of the works in philosophy by providing mostly clear and full explanations of both positions.

3 Demonstrates an adequate awareness of the scope and variety of the works in philosophy by (a) providing a clear and full explanation of one position and a poor explanation of the second position or (b) providing explanations for both positions that are unclear and/or incomplete.

2 Demonstrates a limited awareness of the scope and variety of the works in philosophy by (a) failing to provide an explanation for one of the two theories or (b) providing poor explanations of both positions.

1 Demonstrates little or no awareness of the scope and variety of the works in philosophy by (a) failing to provide an explanation for one of the two theories and (b) providing a poor explanation for the other position.

0 The essay was not on the topic or there was no essay at all

EEO#2
To understand those works as expressions of individual and human values within an historical and social context [Provide examples to illustrate how this theory/position fits into some historical and/or social context. As I grade, I will ask myself, "How appropriate are the references that utilize historical events or social issues? And what is the quality and quantity of these examples?"]

5 Demonstrates a clear and insightful understanding of how philosophical ideas/theories relate to their historical and social context by applying the ideas in the essay to social issues or historical events several times and in relevant contexts.

4 Demonstrates a clear and reasonable understanding of how philosophical ideas/theories relate to their historical and social context by (a) applying the ideas in the essay to social issues or historical events once or twice in relevant contexts or (b) applying the ideas in the essay to social issues or historical events several times but not always in relevant contexts.

3 Demonstrates an adequate understanding of how philosophical ideas/theories relate to their historical and social context by applying the ideas in the essay to social issues or historical events once or twice and/or not always in relevant contexts.

2 Demonstrates a limited understanding of how philosophical ideas/theories relate to their historical and social context by applying the ideas in the essay to social issues or historical events once but not in a relevant context.

1 Demonstrates little or no understanding of how philosophical ideas/theories relate to their historical and social context by not applying the ideas in the essay to social issues or historical events.

0 The essay was not on the topic or there was no essay at all

EEO #3
To respond critically to works in the arts and humanities [Write an organized essay, that uses clear and coherent reasoning. Explain the objections of the opposing view. As I grade, I will ask myself, "How well do you explain the reasons for the two theories to oppose one another? And "How clear and coherent is your overall presentation?"]
5 Demonstrates outstanding critical thinking by giving coherent and consistent reasoning. Also provides a clear presentation of opposing points of view and the reasons they differ.

4 Demonstrates reasonable critical thinking by using generally coherent and consistent reasoning. Also provides a clear presentation of opposing points of view and the reasons they differ.

3 Demonstrates adequate critical thinking by using some coherent and consistent reasoning that either contains clear weakness in reasoning or fails to provide a clear presentation of opposing points of view and the reasons they differ.

2 Demonstrates limited critical thinking by using some coherent and consistent reasoning that contains clear weakness in reasoning and fails to provide a clear presentation of opposing points of view and the reasons they differ.

1 Demonstrates little or no critical thinking by using incoherent and inconsistent reasoning that also fails to provide a clear presentation of opposing points of view and the reasons they differ.

0 The essay was not on the topic or there was no essay at all.

EEO#4
To articulate an informed personal reaction to works in the arts and humanities [Explain your own personal reaction to the theories/positions in question. As I grade, I will ask myself, "How well did you explain why you believe what you believe?"]

5 Demonstrates an insightfully informed personal reaction to works in philosophy by providing a well-thought-out personal opinion.

4 Demonstrates a reasonably informed personal reaction to works in philosophy by providing a personal opinion that has some support, but needs a little more depth.

3 Demonstrates an adequately informed personal reaction to works in philosophy by providing a personal reaction that has very little support and needs a lot more depth.

2 Demonstrates a limited informed personal reaction to works in philosophy by providing a personal reaction that has no support.

1 Demonstrates little or no personal reaction to works in philosophy by not providing a personal reaction.

0 The essay was not on the topic or there was no essay at all.

EEO#5
To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences [Explain how each of these theories/positions might reflect a unique cultural perspective. So, the essay should present two different cultural perspectives.]

5 Demonstrates insightful knowledge of the influence of philosophy on intercultural experiences by providing a clear and full explanation of two different cultural perspectives.

4 Demonstrates reasonable knowledge of the influence of philosophy on intercultural experiences by providing a mostly clear and full explanation of two different cultural perspectives.
3 Demonstrates adequate knowledge of the influence of philosophy on intercultural experiences by (a) providing an explanation of two cultural perspectives that is unclear and/or lacks depth, or (b) providing a clear and full explanation of only one cultural perspective.

2 Demonstrates limited knowledge of the influence of philosophy on intercultural experiences by providing a poor explanation of only one cultural perspective.

1 Demonstrates little or no knowledge of the influence of philosophy on intercultural experiences by failing to provide any explanation of a cultural perspective.

0 The essay was not on the topic or there was no essay at all

COURSE OUTLINE

I. Introduction

Getting acquainted, orientation, review of course.

Beginning Exercise in Ethics

II. Ethics and Reason:

A. A little bit of Logic.
   1. Arguments
   2. Induction and Deduction
   3. Some Logical Fallacies

B. Some ethical arguments.

III. The Nature of Morality

A. The purpose of Morality

B. Good and Evil

C. Questions about Moral Relativity

IV. Moral Theories and Moral Character

A. Utilitarianism—
   1. Classical Utilitarianism: Bentham and Mill
   2. Arguments for and against Utilitarianism

B. Deontological Ethics/Morality

   1. Kant: The Moral Law: Are there absolute moral laws?
      a. The Categorical Imperative
b. Respect for persons

2. Arguments for and against deontological ethics.

3. Does Morality depend on Religion? Problems with the divine command theory.

C. Virtue Based Ethics

1. Should we return to a virtue based ethics? -- The virtues

2. Aristotle’s virtue based ethics.

3. Arguments for and against virtue based ethics.

D. Virtues and vices; stoicism

IV. Moral Issues

A. Ethical Egoism:

1. Why Should we Be Moral?

2. Arguments for and against egoism.

B. Does Life have Meaning. (omitted)

C. Freedom, autonomy and self respect.

D. Existentialism

V. Applied Ethics: Only two of these topics will be investigated. The selection may change if interest is high in topics other than those chosen.

A. Is Abortion Morally permissible? (omitted)

B. The Morality of Euthanasia

C. Our Duties to Animals (omitted)

D. Our Duties to the Environment: (omitted)

E. International Justice and The Threat of Terrorism.

COURSE SCHEDULE

Week 1

August 28-- Introduction-- Orientation-- Beginning Exercise in Ethics

August 30--Logic and Ethics. -- A Little Bit of Logic. Read Pojman pp. 9 to 56.
Week 2

September 4—Discussion of the Purpose of Morality. Read Pojman pp. 58 to 86.

September 6—Lord of the Flies. Read Pojman pp. 87 to 121.

Social Contract theory. Read Pojman pp. 135 to 147.

Week 3

September 11—The problem of Evil. Dostoyevsky: Why is there Evil.

Paper 1 due. Hallie on Cruelty.

September 13—Benn on Wickedness and Evil

— Nietzsche: Beyond Good and Evil

Submit proposal for presentation.

Week 4

September 18—Taylor: The origin of good and evil

Read Pojman, pp. 149 to 173.

September 20—Finish discussion of Nietzsche and Taylor.

— Absolute deadline for proposal for presentation.

Week 5

September 25—Exam 1

Read Pojman, pp. 174 to 190

September 27—Rachels on Cultural Relativism

Paper 2 due: Rachels on Cultural Relativism

Week 6

October 2—Continue Cultural Relativism: Discussion on Rachels’ story of Fauzia

October 4—H Elstain’s article, Midgeley’s article.

Hand back exam papers and discuss.

Readings: Pojman pp. 213 to 247

Utilitarianism: Class discussion of Classical Utilitarianism
**Week 7**

October 9- Mill’s Revision of Bentham’s Utilitarianism, Neilsen.

Read. Pp. 248 to 290

October 11 —Discuss Arguments for and against Utilitarianism, Fat man problem—Trolley Problem.

Huxley, The Social Engineer and the Savage.

Read, pp. 291 to 316.

**Paper 3 due** :Mill article (p. 228 – 332) or Neilsen—A Defense of Utilitarianism. (pp 233 to 248)

**Week 8**

October 16— Exam 2


October 18 --Begin discussing Kant and deontological Ethics. Kant, The Moral Law.

Papers returned

**Week 9**

October 23-- Continue Discussion on Kant, Intuitionism;

Lying, Moral Luck

Read. Pp. 374 to 415 -- Virtue Ethics

October 25-- Discussion of MacIntyre and Virtue Ethics..

Read, pp. 416 to 459

**Week 10**

October 30

Discussion of Aristotle’s virtue ethics

November 1 : Can we return to a Virtue based system? Frankena. Read pp. 460 to 491

Read pp. 491 to 517

**Week 11**
November 6  Urmson: Saints and Heros.

**Paper 4 due:** Urmson: *Saints and Heros* or Tolstoy: *How Much Land does a Man Need*

November 8: Stockdale on courage.

Stoicism. Epictetus. Pp. 521 to 550

Read p. 550 to p. 565.

**Week 12**

November 13 - **Exam 3**

Read. P. 567 to 605

November 15: Ethics and Egoism

Arguments for and Against Ethical egoism.

Can Ayn Rand be right?

**Paper 5 due** Pojman: Egoism and Altruism. Pp 542 – 550

Or Ayn Rand.

Read pp. 610 - 629

**Week 13**

November 20

**Freedom and autonomy:** Read pp. 821 - 859

The Milgran Experiment.

November 22—Thanksgiving Holiday.

**Week 14**

November 27—Applied Ethics : H H Brock: Voluntary Active Euthanasia

November 29--

**Week 15:**

December 4-- International Justice and the Threat of Terrorism

**Week 16 Final Exam Week.**

Exam 4.
December 13: 12 midnight: FINAL (5 page) PAPER DUE.

Required course materials:


**Learning Activities**  To accomplish our objectives we will engage in a variety of learning activities. Too often, I believe, we limit the way we think about learning. First, real learning is something we all love to do and have loved to do since we were babies. Learning is exciting and fun and that’s part of the reason we love it. We are fortunate to be able to use technology to assist us in our learning together. As for the structured learning experiences that will lead to an evaluation of your work for this course, there are four main learning activities:

a) Writing protocol papers (each approximately 750 words in length) in response to assigned chapters in the text. (The protocol paper assignment can be viewed in Assignments -- Unit One. You will also find a sample protocol to give you an idea of what is expected.)

b) Taking four examinations over material covered, including a final examination. You may substitute a group presentation for one of the first three (unit) exams.

c) Writing an end of term paper. This will be a 5 page case study of yourself as a philosopher of ethics from before you began this course to your last activity in the course. You should tie your study to specific points in the course. The paper should be double spaced. It need not contain quotes, but may. These must be cited and sourced.

d) Reading books, articles, essays on moral questions and philosophy; and

e) Using the Discussing Board and class discussions to interact with professor and other students about ideas that emerge from the above activities.

**Evaluation:**

Evaluation will be based on

a) Protocol Papers -- (six grades) you will be provided with a simple protocol to follow in preparing these short papers as responses to what you have read. I will also provide you with a sample paper before the first assignment is due. (The protocol paper assignment can be viewed in Assignments -- Unit One. You will also find a sample
protocol to give you an idea of what is expected.) There will be six protocol papers assigned and each will be worth a total of 50 points. (Maximum of 300 points)

b) Examinations - you will be given four examinations during the course. Each examination will be worth a total of 100 points. Examinations will consist in both essay, short answer and objective questions. Study questions will be posted online for each exam, usually about a week before the exam. (Maximum of 400 points)

You may choose to participate in a panel discussion or debate and this presentation can be substituted for one of the first three tests.

The presentation will be a well thought out analysis and review of a problem arising from our study of philosophy. Usually this will mean that a primary source article or articles will be reviewed, the problem stated, the arguments for and against the position examined, the philosophical relevance clearly shown and your conclusions on the question defended. Discuss other methods of presenting the question with me. If you choose this option you MUST present a proposal and have it approved. I will discuss the format for this proposal. You must develop an outline of your presentation to be presented to the class on the day of the presentation.

c) Final Paper Assignment -- (one grade) you will be given an assignment to write a case study of yourself as a philosopher of Ethics, approximately 5 pages in length. (Maximum of 100 points)

d) Class Participation -- As participation in class discussions is an essential aspect of success in this course, you will receive a class participation grade. This will be based upon your attendance in class, your contributions to the discussions in class and to some discussions on the discussion board for this course. We will not have time to consider all the discussion topics on the discussion board in class so you will be assigned work on these boards to do outside of class. There will be 4 in-depth discussions during the course. Your participation in the online discussions and the in-class discussions will be worth a maximum of 200 points.

e.) Attendance -- In any philosophy class it is necessary to be in class to effectively participate. Attendance is therefore required and after each 4 absences your overall grade will drop one letter grade.

Grading Scale:

900+ = A  
800 - 899 = B  
700 - 799 = C  
600 - 699 = D  
Below 600 = F

Classroom Policies:
Cell phones and other electronic devices must be turned off when in class. No texting, facebooking, tweeting during class. There is no 3 strikes you are out. The first and every time I see a device in use its owner is absent for the day.

Food: No eating is permitted in the classroom. You may bring water, sodas, or coffee but you must properly dispose of the containers before leaving the class.

Etiquette: You are expected to treat classmates and instructor with courtesy and respect. In classroom discussions critical responses and discourse are encouraged, but these must be expressed rationally and respectfully. Accord the same respect for the views of others as you would like given to yours.

Richland College and Department Policies:

Academic Dishonesty:

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. https://www1.dcccd.edu/cat0506/ss/code.cfm The Richland College Statement on Academic Honesty is attached at the end of this syllabus. If you have any questions about what is or is not academically honest, do not hesitate to contact me. See the Richland Policy on Academic honesty in this syllabus.*

Withdrawal Policy

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date. Failure to do so will result in your receiving a performance grade, usually an "F." If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped. Drop date for this course is November 23, 2010

* The Richland College Statement on Academic Honesty

This statement clarifies academic honesty for the Richland College teaching-learning community. It identifies appropriate student behavior and describes teachers' expectations of students.
We—the Richland College faculty, administration, and staff—are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes:

1) what we expect from students.
2) the consequences of their failing to meet those expectations.

Note: As we use the terms "honesty" and "dishonesty," we are referring to actions and behaviors; we are not judging the character of our students.

The Richland College faculty believes only a small minority of students "cheat," However, we believe academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorably and report instances of academic dishonesty to the faculty or the appropriate academic dean.

Expectations

1. We believe academic honesty is essential, and students should avoid actions that misrepresent academic success. We believe Richland College students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations-test administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

2. All forms of cheating on tests are academically dishonest. Students cheat when they:
   ► participate in any activity that falsely represents their ability to answer test questions.
   ► copy-with or with permission-from another student’s test.
   ► use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
   ► request answers or assist other students with answers without authorization.
   ► obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

3. Student's presenting another person's work as their own is unacceptable. Often, academic work permits and even encourages students to use another person’s words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:
   ► Summarize, paraphrase, or quote another person without giving proper
credit.  
► Submit papers written by someone else.  
► Copy verbatim (word for word) from other sources (books, Internet, and other similar materials).

When they have questions about when and how to credit other sources, students must seek clarification from the faculty. These matters are the student’s responsibility.

4. Unauthorized collaboration on assignments or tests is unacceptable. Richland College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:  
► Provide other students with answers on homework assignments.  
► Present work completed by someone else.

If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. These matters are the student’s responsibility.

Consequences

1. Faculty determine the appropriate consequences for students who fail to be academically honest. Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.

2. As consequences for academic dishonesty, faculty may:

   ► assign a performance grade of "F" for the assignment or test.  
   ► document the incident in the student’s Richland College file.  
   ► assign additional work.  
   ► take over appropriate disciplinary actions.

Repeated violations may result in the student's expulsion or suspension from the college. Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in the "Student Code of Conduct" in the Richland College Catalog or published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm
Disclaimer:

The Instructor reserves the right to make changes to this syllabus.