COURSE SYLLABUS
Dr. Michele Svatos, Phil 2306 Introduction to Ethics
Spring 2018 Online
Eastfield College
Social Science, Human Services & Business Division

Instructor & Contact Information:
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Social Science Division Office: G237. I do not have my own office. I am on medical telecommuting and mostly work from home.
Office hours: TBA on eCampus during Fall and Spring semesters. I mostly work from home, and my office hours are held online.

Required Text:
Wadsworth/Cengage. No other materials are required. You do not need MindTap access, a CD-ROM, Infotrack, or any kind of access package, or anything that the bookstore “recommends” as supplemental material. Renting the text is much more affordable than buying it.

Course Description:
PHIL 2306 Introduction to Ethics (3) This is a Texas Common Course Number. The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value. (3 Lec.)

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

Goals:
- Introduce major philosophers and moral controversies
- Develop some familiarity with the philosophical writings on which they are based
- Foster a lifelong appreciation for philosophical thinking and moral reasoning

As a result of successfully completing this course, students will be able to:
- Read, analyze, and critique philosophical texts
- Define and appropriately use important terms such as relativism, virtue, duty, rights, utilitarianism, natural law, egoism, altruism, autonomy, and care ethics
- Demonstrate knowledge of major arguments and problems in ethics
- Present and discuss well-reasoned ethical positions in writing
- Apply ethical concepts and principles to address moral concerns
- Apply course material to various aspects of life
• Discuss ways of living responsibly in a world where people have diverse ethical beliefs

Structure:
You never need to come to campus. You need to meet deadlines, but do not need to be online at any particular time or day. Tests are taken online, and are timed.

Students will read the first 9 chapters in the textbook, taking practice quizzes and a small test corresponding to each chapter. These are the chapters on Ethical Theory, also known as Moral Theory, and each is around 20 pages. There will then be a longer mid-term exam over chapters 1 through 9, which will include more question types such as matching. Students will then choose 5 of the remaining chapters, which are on Applied Ethical Issues; these tend to be around 30 pages per chapter. 9 + 5 = 14 chapters. If you do more than 5 of the choice chapter exams, I will not count the latest one(s) done past the 5th choice chapter exam that you took. Thus, there is not an advantage to doing more choice chapters; the lowest one will not be dropped.

All tests are taken online and are timed. They are open book. Students may prepare for the online tests by taking a series of practice quizzes, also available online, as well as through dialogue with the instructor and other students on the Discussion Board. The practice quizzes do not affect your grade. There is a term paper and a short essay assignment.

Discussion is encouraged but not required. There are built-in discussion opportunities for some of the chapters, which can earn you one special request if you do several; details are available in Blackboard. A special request may be (a) to make up a missed test (when you didn’t request an extension in advance), (b) redo a test, or (c) be given the benefit of the doubt if you are very close to the next grade up at the end of the course.

Calendar and Deadlines:
There are specific deadlines for assignments. The calendar, deadlines, and policy on extensions and make-up work are posted under the Deadlines/Calendar button in eCampus and you are responsible for knowing that information.

Requirements:
You may complete the course as quickly as you like. There are assignment deadlines, however.

• If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date. See the deadlines button.
• All work must be done through eCampus, including the submission of the term paper. Emailed papers will not be accepted.
You will need a password for the orientation quiz, and if applicable the ch. 1 retest. See those areas for explanations of how to get the passwords. The regular quizzes and tests do not need a password.

**Grading:**

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<tr>
<td>14 chapter tests, 70 pts ea</td>
<td>980 pts</td>
<td>65.33%</td>
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<tr>
<td>Short essay</td>
<td>150 pts</td>
<td>10%</td>
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<td>Mid-term exam</td>
<td>150 pts</td>
<td>10%</td>
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<td>Term paper</td>
<td>220 pts</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1500 pts</strong></td>
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1500 = total points for the course. Your grades are determined by your points only. I do not round final grades; what you see in the eCampus system is what you get. The only extra credit available is the required orientation quiz, worth 10 points, although you can also earn a special request by doing several Discussion Opps. **If you skip an assignment such as the term paper, you still need the same number of points for an A, B, C or D in the course.**

A = 90% or more = 1350 or more  
B = 80% or more = 1200 - 1349  
C = 70% or more = 1050 - 1199  
D = 60% or more = 900 - 1049  
F = 0 to 899

**Technology Policy:**
Assignments are due as outlined in the course calendar/deadlines. Waiting until the last minute can be problematic as issues may arise with computers and internet access. **Experiencing technological difficulties or not having access to a computer or the internet are not acceptable reasons for missing assignment deadlines.** This is an online class, so reliable computer and internet access are crucial. Students should plan in advance to complete assignments utilizing resources available to them; for example, a local library or the Eastfield College library and computer lab.

**Academic Honesty Statement:**
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 at [http://www1.dcccd.edu/cat0506/ss/code.cfm](http://www1.dcccd.edu/cat0506/ss/code.cfm)

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an...
unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

In this course, any instance of academic dishonesty would typically earn an automatic failing grade for the course. In minor instances of plagiarism, it may earn a 0 for the assignment, or a 0 for the assignment and a whole grade reduction of the final course grade (such as C to B). Cheating and flagrant or repeated plagiarism can also result in academic suspension or other institutional sanctions. Flagrant plagiarism includes using an essay for sale or free essays site, having someone else write your essay, or turning in someone else's paper as your own. If you have questions about what constitutes academic dishonesty, see the paper instructions in eCampus, the Student Handbook at [www.dcccd.edu](http://www.dcccd.edu), or ask me for clarification.

**Incompletes:**
Incompletes are only given in situations where a student has a documented, extended emergency such as an extended hospitalization or deployment. They will not be given simply because a student needs more time or has missed deadlines. In order to qualify for an incomplete, the student must have completed well over half of the coursework, and must have a passing average on the completed work.

**Institutional Policies:**

**Certification:**
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid.
ADA Statement:
Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972.860.8348 or email efcdso@dccc.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html

The instructor reserves the right to amend this syllabus as necessary.
Objectives and Competencies

Philosophy 2306 is a part of the Core Curriculum and addresses the following Exemplary Educational Objectives and Core Curriculum Intellectual Competencies as set forth below by the Texas Higher Education Coordinating Board:

Exemplary Educational Objectives in Social and Behavioral Sciences
The objective of a social and behavioral science component of a core curriculum is to increase student’s knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity. Therefore, the exemplary educational objectives for this class are:

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the areas under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

Exemplary Educational Objectives in Philosophy
1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To articulate an informed personal reaction to works in the arts and humanities.
5. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Core Curriculum Intellectual Competencies
1. Reading—the ability to analyze and interpret a variety of printed materials (books, documents, and articles)—above 12th grade level.
2. Writing—the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level.
3. Speaking—the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience—above 12th grade level.
4. Listening—analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading—above 12th grade level.
5. Critical Thinking—think and analyze at a critical level.

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