Moberly Area Community College
Common Syllabus

PHI152 Introduction to Ethics

Instructor:
Office number(s):
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: PHI152 *Introduction to Ethics (3-0-3)
Students will examine various moral philosophers’ attempts to prescribe ethical norms applicable to humanity. This course also focuses on the fundamental principles of moral right and wrong and their applications. (FA, SP, SU)

Prerequisite/Co-requisite: None

Text(s): This class uses an Open Educational Resource. Print books are optional and available in the MACC bookstore.
Title: Phronesis v2

Other Required Materials: None

Purpose of course: This course introduces students to major ethical theories, assists students in identifying their personal ethical theory and gives students practice in applying their personal ethical theory to important contemporary ethical issues.

Course objectives: Upon successful completion of this course students will be able to:
· Demonstrate basic knowledge of ethical theories;
· Identify and apply their personal ethical theory to contemporary ethical issues utilizing appropriate logical and non-logical support.

Course content:
1. Overview of Ethics and its disciplines
2. Ethical Theory
   a. Relativism
   b. Egoism
   c. Utilitarianism
   d. Deontological
   e. Natural and Virtue Ethics
   f. Feminist and Care Ethics
   g. Religious Ethics
3. Application of Theory to Contemporary Issues: Abortion, Euthanasia, Sex, Justice, Environment, Animals, Violence, Professional Ethics

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>40%</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Issue Presentation</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>500</td>
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A= 450-500  B= 400-449  C= 350-399  D= 300-349  F= Below 300

Exams will consist of objective and essay questions. The Final Exam will be cumulative, closed-book with no aids. Participation will be based on quantity and quality of in-class participation. Attendance and instances of incisive questioning (IQ), demonstration of critical thinking (CT), supportive participation in Socratic Dialogue (SD), sharing of personal views and life-stories (S) and class-preparedness (CP) will be noted as Excellent (E), Very Good (G) or Poor (P) in the grade sheets.

Grading Scale:

A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s):

Service Learning Project: Students will select a Service Learning Site at which they will volunteer at least three (3) hours of service. The service time will be understood as part of class time so instructors will schedule accordingly. Students will then write a paper containing the following:

1. Description of Service Learning site including the environment, fellow workers/volunteers and people being served.
2. Emotional reaction to the experience.
3. Application of your ethical theory to the concept of “serving others in need.”
4. Primary “academic” discoveries.
5. Statement about how your experience did or did not affect you.
6. Signed statement on official letterhead of service organization served by the person in charge detailing the hours and nature of your service. (Unfortunately, previous experience...
has demonstrated the necessity of this because of a few students who have in the past “not followed the rules.” Yes, even in Ethics class.)

Issue Presentation: Students will do the following:

1. Select a Reading on a contemporary issue from the text (or another source);
2. Write a summary analysis of the Reading containing the Author’s name, the issue, the thesis of the author, the main arguments in support of the thesis and the application of your personal ethical theory to the issue. Use MLA for documentation purposes;
3. Present and debate the issue in class with another student who will be taking the opposite position.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education Outcomes, the student who successfully completes this course will be able to:

- Higher Order Thinking: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- Valuing: Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation
of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<tr>
<td></td>
<td>- Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>- Submission of assignments during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>- Participation in discussions during class meetings and online</td>
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Online Course

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

Tardiness: Per instructor’s policy

Make-up and late work: Per instructor’s policy

Extra-credit work: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.