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| Honor’s Studies in Applied EthicsCourse Syllabus PHI 1602H-1032 ONLINESession I, 2014-2015 (490)St. Petersburg CollegeDepartment of Applied EthicsCollege of Policy, Ethics and Legal Studies |

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|  [**Disability Resources**](http://www.spcollege.edu/central/ossd/index.htm)[**Campus Security 727-791-2560**](http://www.spcollege.edu/safety/)

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| **INSTRUCTOR** |
| **Name****Contact Information****Office Hours/Availability****ES 213-H** [**Clearwater CampusMAP**](http://www.spcollege.edu/webcentral/catalog/CL_map.pdf)    **Virtual Office & Phone Availability** | [**Professor Tom Derzypolski, M.S.**](http://it.spcollege.edu/course_info/inquiry.cfm?number=58)**Derzypolski.tom@spcollege.edu**Please use ANGEL Email.

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| OfficeCell | 727-791-2793813-420-3064 |
|  Voice Mail | 727-248-0562 |
| Text  | 727-248-0562 |
| FAX | 727-721-2698 |
| Home | 813-420-3064 |

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| **Clearwater Campus Office Hours (ES 213-H)** |
| **Mon** | **Tue** | **Wed** | **Thu** | **Fri** |
| Office ES 213-H11:00 AM – 2:00 PM3:15 PM – 4:15 PM |   | Office ES 213-H1:00 PM – 3:00 PM | Office ES 213-H1:00 PM – 3:00 PM  | Office ES 213-H1:00 PM – 3:00 PMBy appointment. |

I know how frustrating it can be when you need to reach your instructor and you can’t connect. I don’t want you to feel disconnected at any time during the semester. As a result you have my cell phone number, voice mail, text messaging, email, and home/cell, office phone numbers. The best way to reach me is via cell phone 813-420-3064. You may call anytime until 10:30 PM Monday-Thursday. If you feel you need to reach me at other times please call and I will do my best to respond to you. You will always receive an email from me whenever one of your assignments is graded.If you contact me and have to leave a message please identify yourself by name, class and section number. I keep “virtual” office hours Monday-Wednesday for my online classes. The schedule changes slightly every week but it will be available to you every week on ANGEL. My office hours are listed above and I invite you to stop in and say hello or if you need to meet with me. It is generally a good idea to let me know you are coming just in case my schedule changes due to a faculty meeting or other obligation.

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| **After hours Virtual and Phone Availability** |
| **Mon**  | **Tue**  | **Wed** | **THUR/FRI**  | **Sat** | **Sun** |
| **Please check course calendar in ANGEL for changes.** | **Text/Email only** | **Not available** |
| **9:00-10:15 PM** |  |  |

 Please note that committee assignments and college faculty meetings may require me to amend this schedule throughout the semester. It is always a good idea to call first during regularly scheduled office hours. In the event of my absence during scheduled office hours you will find a notice on my door and I will post any changes to my schedule as necessary for your information in ANGEL. In addition to these office hours I am available by appointment.   |

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| [**Instructor Web Page**](http://appliedethicsinstitute.org/) | Professor Thomas W. Derzypolski |

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| **ACADEMIC DEPARTMENT** |
| **Dr. Susan Demers** **DeanClearwater Campus, SS 165727-791-2501****demers.susan@spcollege.edu**  |  **Adeniji OdutolaNorth Academic Chair** **Tarpon Springs Campus, LY 1114727-712-5812****Odutola.Adeniji@spcollege.edu****@spcollege.edu** |

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| **SYLLABUS ADDENDUM** |
| <http://www.spcollege.edu/central/asa/addendum.htm> |

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| **COURSE  INFORMATION** |
| **PREREQUISITESREA 0002 and ENC 0020, or ENS 1481C, or satisfactory score on the SPJC Placement Test, and entrance requirements for Honors Program.****COURSE DESCRIPTIONThis is a course designed to provide the academically gifted student an analytical approach to understanding and resolving ethical issues confronting individuals in today's society. Emphasis will be placed on critical analysis of ethical theories and issues, including issues relevant to business and professional life and the evaluation of applicable statutory, corporate, and professional codes. The seminar format encourages individual and collaborative effort and verbalization of concepts. This course has been designated a “Gordon Rule” course and has a substantial writing requirement. This course meets the college's general education requirement for applied ethics. Credit is not given for both PHI 1602 and any of the following courses: PHI 1603, PHI 1600, PHI 2649, or PHI 1631. 47 contact hours.****COURSE OBJECTIVES****1. The student will understand the historical development of ethical thinking, considering ideas from early Greek to contemporary philosophies by: defining central ethical terms and describing major historical and contemporary theories of ethics.****2. The student will recognize and analyze a variety of ethical issues when confronted with examples of situations containing such issues by: distinguishing between moral and non-moral issues and statements, identifying a wide variety of personal, social and professional ethical issues.** **3. The student will identify the multicultural aspects of ethics by: recognizing the relationship between the foundational values of a society and the quality and mode of life of that society, recognizing examples of ethical and unethical behavior within a society and describing the effort of unethical behavior on the individual and the society.****4. The student will identify and apply critical thinking skills, ethical principles and logical reasoning processes to resolve ethical issues by: describing methods of practical and ethical decision making, applying a wide variety of philosophical principles to resolve ethical dilemmas when presented with actual and hypothetical ethical issues found in personal, social and professional life, and describing and distinguishing characteristics emphases of a variety of professional codes of ethics (including the Florida Code of Ethics for Public Employees) and relating the codes to ethical issues in contemporary professional life.****COURSE GOALS**1. **The student will evaluate the historical development of ethical theories.**
2. **The student will evaluate various responses to contemporary issues based upon ethical theories.**
3. **The student will evaluate the relationship between the foundational values of a society and the quality of life in that society, including issues of diversity.**
4. **The student will synthesize through logical reasoning to develop responses to various ethical issues.**
5. **The student will value the ethical decision-making process.**

**NOTE: Honors courses at St. Petersburg College are not intended to be harder or to require a more intense commitment of time. They are designed to be more interactive and more student-driven than our regular courses. While students should always be an active part of the teaching/learning process, the maturity and academic qualities that distinguish honors students allow professors to allow students to do more independent research and to share that knowledge with their classmates. Honors students teach each other as colleagues. This requires a commitment to excellenceon everyone’s part. You have a responsibility to each other. Doing a poor job on a research or teaching project may rob your classmates of valuable knowledge.**

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| I hope your learning experience in my class is rewarding and want you to know that *I will do my best to help you complete the journey!* I want you to begin the semester with the confidence that I am here to help you. Naturally I believe this is an awesome course and the content is so rich that you will find that many of concepts you learn will serve you well throughout your career. As the semester begins read the syllabus, the course content, and make sure you understand where you are going and what you need to do to get there! At the end of this syllabus you will find a **tentative schedule of chapters, projects, and due dates**. Always follow the online schedule that is located in the LESSON TAB. The schedule attached to this syllabus is largely designed to give you an overview of the entire course. |

[**Message from the Honors College:**](http://www.spcollege.edu/honorscollege/) **“The mission of The Honors College is to provide an exemplary education and build an intellectual community that encourages creativity, deeper understanding, leadership qualities, and critical thinking skills for our most talented and motivated students. We believe in strength and necessity of outstanding undergraduate education and go above and beyond to support excellence, educational commitment, intellectual depth, and cultural awareness of our students.”**[**The Honors College Mission**](http://www.spcollege.edu/honorscollege/mission.htm)**The mission of The Honors College is to provide an exemplary education and build an intellectual community that encourages creativity, deeper understanding, leadership qualities, and critical thinking skills for our most talented and motivated students. We will achieve this by developing unique educational opportunities and activities to challenge and enhance academic depth and personal growth through:*** **Highly developed, and enriched honors course, programs, honors curricula, honors seminars and symposia.**
* **Outstanding faculty.**
* **Assistance with applying for scholarships to college and postgraduate schools.**
* **Transfer opportunities to selective, nationally renowned colleges and universities.**
* **An outstanding learning environment, facilities and special services.**
* **A variety of leadership and service-learning opportunities and varied cultural and social activities.**

**The Honors College, established in November 2003, is a member of the National, Regional and State Collegiate Honors Associations.**

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| **Technical Support (Help Desk) (727) 341-4357** |
| [**Technical Help**](http://www.spcollege.edu/ecampus/help/technical/tech_help.htm)* [Browsers and plugins](http://www.spcollege.edu/ecampus/help/technical/index.htm#browser_req)
* [Operating system requirements](http://www.spcollege.edu/ecampus/help/technical/index.htm#OS_req)
* [Hardware specifications](http://www.spcollege.edu/ecampus/help/technical/index.htm#hardware)
* [Internet connection requirements](http://www.spcollege.edu/ecampus/help/technical/index.htm#conn_req)
* [Firewalls](http://www.spcollege.edu/ecampus/help/technical/index.htm#firewalls)
* [Technical Help](http://www.spcollege.edu/ecampus/help/technical/tech_help.htm)
* Tutorials
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| **PREREQUISITES (Course & Skill Set):** | **REA 0002 and ENC 0010 or satisfactory score on the SPC placement test.** |

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| **REQUIRED TEXTBOOK & OTHER RESOURCE INFORMATION** |
|  Required Textbook: This class requires the purchase or lease of Ethics Applied Edition 7.0 (Manias, Monroe & Till, Pearson Education). ISBN 13-978 1 256 82535 7 ISBN 10-1 256 82535 2Textbooks are also available at every St. Petersburg College library and must be read at the library. Library: <http://www.spcollege.edu/central/libonline/>.Disclosure: You may notice that my name is listed as one of the contributors to your text book. In this regard I want you to know that I am not compensated for any sales of the book. I have been compensated for my contribution and it has nothing to do with the number of books sold.  **SPC LIBRARY**<http://www.spcollege.edu/central/libonline/>. |
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| **MEETING INFORMATION** |
| Online including exams. All assignments including exams will be submitted online. |

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| [**IMPORTANT DATES**](http://www.spcollege.edu/calendar/)[**St. Petersburg College Academic Calendar**](http://www.spcollege.edu/calendar/)[**http://www.spcollege.edu/calendar/**](http://www.spcollege.edu/calendar/)**Course Dates: August 18, 2014 – December 12, 2014**Withdrawal Date: October 23, 2014 (If you think you need to drop the class, please contact me and discuss your situation. Often another solution may help prevent the need to withdraw.Financial Aid: <http://www.spcollege.edu/pages/dynamic.aspx?id=800> St. Petersburg College Academic Calendar: http://www.spcollege.edu/calendar |

**PRE AND POST TESTS****You will be given a (survey) test at the beginning and at the end of the semester. You may complete this online at the following address. When you input your student ID your student number will serve as verification that you have completed the pre and post tests. They are not graded and do not impact your grade.**

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| **DISCIPLINE SPECIFIC INFORMATION** |
| All assignments including exams will be completed online.  There is a graphic organizer online that shows a course timeline.  The course timeline includes important assignment due dates. In the LESSON tab on ANGEL you will find dated weekly tabs with assignments.  **Availability of Course Content***:* Every Monday at 6:00 PM a new unit will open. Unless otherwise stated all units remain open for one week. Assignment deadlines are usually Monday’s no later than 11:59 PM. It is possible to work ahead since a new unit opens every week. Do not submit your work in advance. **Required Interaction;** Your participation grade is based on weekly assignments which include posting and responding to postings in the discussion area.  Your grade is a reflection of your understanding, key concepts and application of the specific chapter being discussed. All online work must be proof read and represent academic style.   Participation credit is not given for vague comments that are submitted to satisfy posting requirements.  For example, postings such as “I agree,” and “That was an interesting comment.” do not count as participation. Comments must be well written, without construction or spelling errors and always demonstrate an understanding/application of the materials covered in the lectures and textbook. When outside research is required it is expected that links posted are accurate in either MLA or APA format.  **Encyclopedias, blogs and Wikipedia** may not be used for references in this class. You must use the [SPC Online Library](http://www.spcollege.edu/libraries/) and use scholarly sources appropriate to the assignment. Use **Arial black font**. The uses of color fonts, italics or other font styles are not acceptable.  In addition shortcuts often used while texting are not acceptable. **You can generally expect** to receive comments from the instructor and from other members of the class on a weekly basis. It is not necessary to send me an email following your submission of an assignment to see “if I received it.”  Generally your graded work will be available within three days after the assignment is closed. I will notify you of any changes. Student email sent via ANGEL is responded to on a daily basis (Monday-Friday). Please use the ANGEL email for all correspondence with the instructor. Do not submit assignments to me via my college email.  To avoid delay, always include your full name, course number and section (PHI 1602H-1032) on email sent. In addition to my posted office hours, you may reach me every evening (Monday-Thursday) during my scheduled virtual office hours online. If you leave a voice mail message please leave your first and last name, your class and section number and a phone number so that your call can be returned. Only assignments submitted in the required areas will be graded provided that the work is submitted on time.  If you experience a technical issue you are encouraged to use the [SPC Technical Support Desk](http://www.spcollege.edu/helpdesk/) which is open seven days each week from 7:00 AM until midnight.  Phone:  727-341-4357. If you have difficulties submitting an assignment notify me of your request via ANGEL EMAIL to submit it after the deadline and include an explanation of the identified problem along with the date/time of your conversation the SPC Helpdesk. **All assignments including exams will be completed online. There are no scheduled campus meetings.** **Naming Conventions:** In order to facilitate the tracking of assignments and correspondence with the instructor, please use the following naming conventions. It is required that students communicate with the instructor using ANGEL email account.   Except for posted discussions the following information must be present on every page submitted: Name, Course Name and section number. Example: Dorothy Smith, PHI 1602-1032.  Attachments submitted without this information may result in a grading delay.   **Discussion Policy:** Discussion Board postings are critical to the success of the onlineclassroom and work best when all students are engaged in the same discussion at the same time.  In order to receive full credit for the discussion, students must participate in the peer-to-peer discussion during the unit beginning and end dates. Chapter Questions for Review:  You will find review and analysis questions at the end of each chapter.  Many chapters will have a review/analysis question assignment.  You must always include the question along with your answer. Do not simply submit your answer.  |

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| **ATTENDANCE** |
| The college-wide attendance policy is included in the Syllabus Addendum. The policy notes that each instructor is to exercise professional judgment and define “active participation and publish that definition in each syllabus.  For this class, attendance is defined as weekly participation in assigned online projects, discussions, and research.  You will be graded heavily (50%) on participation. On most assignments participation cannot be made up.  Discussion board assignments may never be made up after the discussion closes. |

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| **GRADING** |
| There are three components that will determine your final grade for the semester.  They include:   participation (50%); quizzes/midterm/final (25%) and a code of ethics project (25%).

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|   Grading Scale  | 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| 1-59 | F |

 Assignments are evaluated on the basis of 0- 100 percent. Progress and improvement demonstrated over the course of the semester are important aspects of evaluation and learning. I prefer working with percent averages for a variety of reasons. A student can stumble from time to time especially during the beginning of a semester.  With a specific point system the student may be “locked in” and prevented from earning a higher grade. This discouragement could well jeopardize learning and student success. Some students do not take tests well but they are excellent in areas of research, and writing.  The final grade is a determination of the students work throughout the semester consistent with the goals and objectives of the course along with an evaluation of the quality of the work assigned and completed on time.  Can a student pass the course with an A on the final exam and an F average for the semester?   No. However, the student might do very well if the opposite is the case. In other words if the student has consistently demonstrated progress but does not do well on a final exam the likelihood for a passing grade in my opinion is more of an advantage to the student. I am aware that there are very good arguments for using different techniques to evaluate student progress.   When I was a student I found that my preference was not always considered. One of the unavoidable necessities associated with the academic journey is a measurement of individual performance.  I am most impressed with progress   For example the 25% code of ethics project is assigned in sections.  Every section is graded and the student is given an opportunity to keep or to improve the grade received on each section.  I find that really good writing includes rewriting. For all assignments you will find an emphasis on critical thinking which I believe is the centerpiece of the class.  It is never necessary to agree on different points of view during the discussion of ethical dilemmas.  It is however, always necessary to respect the views of everyone.  Inappropriate online behavior will not be tolerated.   The midterm activity (exam) is an online project.  You may use open book resources and you must work on it by yourself. You will have one week to complete it.  The midterm is not a memorized list of facts or formulas.  It is an application of the critical thinking process written about a specific case study. A weekly quiz will be given online for most units. The final examination is a short essay which is to be completed online.  Extra credit opportunities may be given throughout the semester.  Earned extra credit will be used to help you get a high B average to an A, or C to B, etc.   Missed assignments generally cannot be made up. Depending on the circumstances a make-up assignment could earn some credit for the assignment missed.  Make up assignments are rare and are the result of a conversation with the instructor. Discussion postings cannot be made up once the unit is closed. You are expected to have regular access to the Internet with an understanding of the technology associated with online learning.  Use the online tutorials and the SPC technical support resources that are available to you.   |

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| **ASSIGNMENTS** |
|  **GRADING:**

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| **Your final grade will be an average based on the following:**  |
| Participation | 50% |   |
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| Quizzes, midterm (Critical Thinking Application Project), and final. | 25% |   |
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| Code of ethics project. | 25% |   |
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| Total | 100% |   |

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| **Letter Grade** | **Percentage** |
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59 and below |
| W | Withdrawal during first 25% of term |
| WP | Withdrawal pass after 25% of term |
| AU | Audit |
| I | Incomplete |

 **GRADING RUBRIC – Discussion (online)**

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| Grade: | Grading Criteria |
| 90-100% | ·          Responses are on topic, original, and contribute to the quality of the discussion.·          Responses make frequent, informed references to unit material.·          Responses are clearly written and proofed!·          Substantial original answers that furthers the work of the class. Typically in the 100 word   range or responses meet length requirements as posted in the classroom.·          Two or more thoughtful responses per discussion to classmates that advance the discussion. |
| 80-89% | ·          Responses are on topic, largely original, and contribute to the quality of the discussion.·          Responses make some informed references to unit material. ·          Responses are generally clearly written.·          Substantial original answers to the questions that furthers the work of the class. Typically in the 75-100 word range or responses meet only 80% of the length requirements as posted in the classroom.·          One response per discussion question to a classmate that is thoughtful and advances the discussion. |
| 70-79% | ·          Responses are on topic, but lack originality, and lack a significant contribution to the quality of the discussion.·          Responses make vague or summary references to unit material. ·          Responses have several mechanical or stylistic errors.·          Short posting. Normally in the 50-75 word range or responses meet only 70% of the length requirements as posted in the classroom.·          Response(s) to others does not advance the discussion. |
| 60-69% | ·          Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion.·          Responses make little or no references to unit material. ·          Responses have several mechanical or stylistic errors.·          Minimal posting. Normally in the 25-50 word range or responses meet only 60% of the length requirements as posted in the classroom.·          No responses to classmates.·          If there are two questions, student didn’t respond to one. |
| 0-59% | ·          Responses are off topic, lack originality, and fail to advance the discussion.·          Responses make little or no references to unit material. ·          Responses have several mechanical or stylistic errors.·          Minimal posting. Normally in the fewer than 25 word range or responses meet less than 60% of the length requirements as posted in the classroom.·          Response is abusive or inappropriate.·          Response is plagiarized.·          Responses are missing.·          No responses to classmates. |

**The following grading rubric will be used for unit assignments including the Code of Ethics Project.**

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| Grade | Content, Focus, Use of Text/Research | Analysis and Critical Thinking | Writing Style, Grammar, MLA/APA Format (when assigned) |
| % | 50% | 30% | 20% |
| 90-100% | Response successfully answers the assignment question(s), requirements and thoroughly uses the text and other literature. | Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation). | Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of MLA/APA format when assigned. |
| 80-89% | Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature. | Response generally exhibits higher-order critical thinking and analysis (e.g. true analysis). | Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned. |
| 70-79% | Response answers the project assignment(s) with some digression; sufficiently uses the text and other literature. | Response exhibits limited higher-order critical thinking and analysis (e.g. application of information). | Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of MLA/APA format when assigned. |
| 60-69% | Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature. | Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension. | Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of MLA/APA format when assigned. |
| 0-59% | Response insufficiently answers the assignment question(s); insufficiently uses the text and other literature. | Response exhibits simplistic or reductive thinking and analysis and demonstrates limited knowledge on the subject matter. | Sentences unclear enough to impair meaning; tone is inappropriate and/or inconsistent. Grammatical skills are inadequate for college level.  Unacceptable use of MLA/APA format when assigned. |

 **ANTICIPATED WORKLOAD:**Every Monday a new unit will open at 6:00 PM.  * You will have some or all of the following assignments for each unit:   video lecture, reading, unit review & analysis questions, research, unit quiz, and discussion postings.  The assignment is due on the following before 11:59 PM.  Every UNIT will have an introduction and instructions including where to post or submit your work.

 There are two other assignments to anticipate which include the midterm critical thinking application assignment and the code of ethics project.  Each of these assignments is weighed as 25% of your final grade.   The code of ethics project is your analysis of the career that you hope to enter.  It will be presented online for other members of the class to see and to provide you with additional feedback.   There will be a series of step by step assignments so that you will be able to build on your research and complete a final report/project of approximately 2000 words.   |

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| **COURSE REQUIREMENTS** |
| PHI 1600 is a Gordon Rule Class (the Gordon Rule originated with the Florida legislature).   A Gordon Rule Class requires students to demonstrate college-level writing skills through multiple assignments.  St. Petersburg College has designated the Critical Thinking Assessment Paper (CTAP) as one indicator that the Gordon Rule has been fulfilled.While Gordon Rule assignments will be identified in specific writing instructionsit is expected that all written work either posted or submitted reflects your best writing. Proof reading errors in spelling, grammar, punctuation, or the use of “texting shortcuts” will have an adverse impact on your grade. In order to pass and fulfill the general education requirement for ethics, you must: (a) Successfully complete the CTAP assignment AND (b) achieve a final grade of “C” or better. |

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| **STUDENTS’ EXPECTATIONS AND INSTRUCTOR’S EXPECTATIONS** |
| Online Student, Faculty and Staff Expectations and Performance Targets.<http://www.spcollege.edu/ecampus/help/expectations.htm>Online /Student Conduct

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| **My Expectations of You** | **What you can Expect of Me** |
| \*Be open to new information and ways of learning!\*Understand how to use the [SPC online library](http://www.spcollege.edu/central/libonline/).• Read all of the course information carefully. • Check for new announcements via ANGEL on a regular basis (at least three times weekly).• Keep up with the course schedule and deadlines. Submit all assignments on time.• Participate in class activities and discussions.• Do not disappear: you may contact me via the course e-mail and voice-mail.  • Monitor your grades throughout the course and notify me of any dispute in a timely manner via e-mail.• Maintain honesty and respect toward your classmates and instructor.\*Access to the Internet and the use of a computer that will enable you to submit your work in either .doc or .rtf format are requirements.  I am not able to open other document formats.\*An understanding of the [SPC Academic Honesty Policy](http://www.spcollege.edu/webcentral/admit/honesty.htm).   | • Prompt responses to your e-mail inquiries generally no later than the following weekday.  You may also contact me by email, office phone, FAX and TEXT messaging. \* In addition to my physical office hours schedule every week I post online office hours with a phone number where you can reach me.   You may call my home phone if you need to reach me immediately or if you believe I have not returned your call. My home phone number is listed on the syllabus.• Help in understanding course material and assignments.• Timely feedback. Assignments will be graded, and scores posted in ANGEL, within 3 days of the assignment deadline.• Concern for your success in this course and a willingness to work with you within the requirements of the course.• Respect for you and your ideas.   |
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| **STUDENT SURVEY OF INSTRUCTION** |
| The student survey of instruction is administered in courses each semester.  It is designed to improve the quality of instruction at St. Petersburg College.  All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.  |

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## ASSIGNMENTS:   Anticipated Workload (Follow the assignment schedule in the LESSON TAB).

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| The outline below is **tentative** and subject to change.  Changes will be posted on the course calendar.  All assignments posted online and/or the course calendar will take precedence over this anticipated workload. Additional chapters may be added.

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| Unit | Assignment |
| Complete Pre-Test[[1]](#endnote-1)Make sure you know how to use ANGEL.ReadingSyllabusChapters 1-3 | Unit reading, discussion assignment, assigned review/analysis questions, chapter quiz. |
| Chapter 4 | Unit reading, discussion assignment, assigned review/analysis questions, chapter quiz. |
| Chapter 5 | Unit reading, discussion assignment, assigned review/analysis questions, chapter quiz. |
| Chapter 6 | Unit reading, discussion assignment, assigned review/analysis questions, chapter quiz. |
| Midterm | Online. |
| Chapters 16 and 18 | Unit reading, discussion assignment, assigned review/analysis questions, chapter quiz. |
| Chapters 17 and 22“Florida Government in the Sunshine, Sunshine Amendment.” | Unit reading, discussion assignment, assigned review/analysis questions, chapter quiz. |
| Chapters 8 & 12 | Unit reading, discussion assignment. |
| Chapter 19 and 21 | Unit reading, discussion assignment, assigned review/analysis questions, chapter quiz. |
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| Code of Ethics Projects Due Final Exam TBA Post Test | Online |

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1. Every student must complete a brief pre and post course activity. The pre-course assignment should be completed before engaging in any

 of the course materials. [↑](#endnote-ref-1)