**SYLLABUS**

**STUDIES IN APPLIED ETHICS**

**St. Petersburg College**

**Timothy J. Murray**   
**Session 1 – 2014 (Fall PHI 1600-Midtown Section 2475)**

**INSTRUCTOR:**

Name: Timothy Murray

Contact Information: 727 614-7204 [murray.timothy@spcollege.edu](mailto:murray.timothy@spcollege.edu)

Office Hours/Instructor Availability: TBA

Office Location: SPC Downtown Campus DT- DC 467

Instructor Web Page: http://it.spcollege.edu/course\_info/inquiry.cfm?number=246

**ACADEMIC DEPARTMENT:**

DEAN: Susan Demers

Office Location: Clearwater Campus CLW SS165

Office Number: 727 791-2501 demers.susan@spcollege.edu

Administrative Assistant: Gloria Hobson

Office Location: SPC Gibbs Campus EI 120

Office Number: 727 341-4335

**COURSE INFORMATION:**

**Course Description:  PHI 1600 STUDIES IN APPLIED ETHICS** 3 credits

        This course is a practical overview of key issues, questions and concepts in applied ethics. Special emphases are placed on the historical development of ethical thinking, a variety of ethical approaches and on multicultural aspects of ethics. Students will also examine a variety of personal, social and professional ethical issues and problems and learn methods of resolving them through the use of critical thinking skills, sound ethical reasoning and legal and professional codes. Students are provided an active learning experience, increased student interaction and opportunities for independent research into ethical issues of personal interest. This course partially satisfies the writing requirements outlined in the General Education Requirements. This course meets the College’s general education requirements for applied ethics. Credit is not given for both PHI 1600 and any of the following courses: PHI 1603, PHI 1602H, PHI 1631, PHI 2621, PHI 2622, PHI 2635 or PHI 2649. 47 contact hours.

         1.   The student will trace the historical development of ethical thinking, considering ideas from early Greek to contemporary philosophers.

         2.   The student will recognize and analyze a variety of ethical issues when confronted with examples of situations containing such issues.

         3.   The student will identify the multicultural aspects of ethics.

         4.   The student will apply critical thinking skills, ethical principles and logical reasoning processes to resolve ethical issues.

**Course Objectives**

1. The student will trace the historical development of ethical thinking, considering ideas from early Greek to contemporary philosophers by:

               a.   defining central ethical terms.

               b.   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:

               a.   distinguishing between moral and non-moral issues and statements.

               b.   identifying a wide variety of personal, social, and professional ethical issues.

               c.   evaluating various points of view on a wide variety of personal, social and professional ethical issues.

         3.   The student will identify the multicultural aspects of ethics by:

               a.   recognizing the relationship between the foundational values of a society and the quality and mode of life of that society.

               b.   recognizing examples of ethical and unethical behavior within a society.

               c.   describing the effect of unethical behavior on the individual and the society.

         4.   The student will apply critical thinking skills, ethical principles and logical reasoning processes to resolve ethical issues by:

               a.   describing methods of practical ethical decision-making.

               b.   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.

     c.   describing the distinguishing characteristics and 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.

         Criteria Performance Standard:

         The student will demonstrate successful achievement of the above stated objectives at a minimum 70 percent level of accuracy through classroom measures developed by the individual course instructors. **COURSE REQUIREMENT:**

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 CTAP as one indicator that the Gordon Rule has been fulfilled.

In order to pass PHI 1600 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 in PHI 1600.

**THE “OLD” PREREQUISITES:**

(REA 0002 and ENC 0020) or EAP 1695 or appropriate score on the SPC placement test. These courses are available for you to take but are no longer required.

Pre-test. Please go to this link and take this short ungraded survey.

<http://www.spcollege.edu/survey/1>6629

At the end of the semester please go to this link and take the post survey.

<http://www.spcollege.edu/survey/1>6630

Thank you!

**REQUIRED TEXTBOOK & OTHER RESOURCE INFORMATION:**

**TEXTBOOK INFORMATION**

Important: This class requires the purchase or lease of the following textbook: Goree, Keith; Manias, Nicholas, & Till, Jane (2013), Ethics Applied, Edition 7.0.

Previous editions of Ethics Applied cannot be used. Here are the ISBN numbers:

13-978 1 256 82535 7

10-1 256 82535 2

Library: <http://www.spcollege.edu/central/libonline/>.

**MEETING INFORMATION:**

Course Location: MT-CA 105A

Meeting Days: Tuesday and Thursday

Class Times: 2:00pm to 3:15pm

**IMPORTANT DATES:**

Course Dates: August 18 classes begin/ Dec. 8 through Dec. 11 Final Exam Week.

Drop/Add: August 22 Last day to drop and receive full refund.

Withdrawal Date: October 23 Last day to withdraw with a grade of W.

No classes: Monday Sept. 1; Wed. Oct. 22; Tuesday Nov. 11; Wed. Thurs. Friday Nov. 26, 27, 28

Financial Aid: <http://www.spcollege.edu/central/SSFA/HomePage/calendar.htm>

**DISCIPLINE SPECIFIC INFORMATION:**

Here is the link for the Applied Ethics Institute. “Student resources” is a very helpful tab there.

http://www.spcollege.edu/ethics

**ATTENDANCE:**

**The college-wide attendance policy and other important information are included in the Syllabus Addendum** [**http://www.spcollege.edu/central/asa/addendum.htm**](http://www.spcollege.edu/central/asa/addendum.htm)**. The policy notes that each instructor is to exercise professional judgment and define “active participation” in class (and therefore “attendance”), and publish that definition in each syllabus. For this class, attendance is defined as:**

***Attendance****:*  Attendance will be taken at the beginning of class sessions. Students are responsible for all assignments and work given or due while absent.  **A student may miss no more than 6 class sessions. If a student exceeds the maximum number of absences (6), the STUDENT should enter a W to be administratively withdrawn if this occurs before the 60 percent point in the term (the voluntary withdrawal date which is 10/23). The student will receive a "WF" or an “F” if it occurs after the 60 percent point in the term. Students who are in their third attempt at completing a course will accrue a “WF” or “F” grade at any point in the term that they exceed the maximum number of allowed absences.**

**6 absences is the equivalent of 3 weeks in the semester. The first 4 absences are “free” and no documentation is required. After a student misses 4 classes a student must provide documentation for absence 5 or 6. In other words, for absences 5 or 6 the student must submit a written explanation. All explanations for absence 5 or 6 will be “accepted”, but an explanation must be provided. NO explanation will be “accepted” for absence 7 or beyond. If a student misses more than 6 classes (3 weeks of class) this instructor cannot say that the student has satisfied the academic rigor required for this course. Stated another way, upon absence 7 the consequence will be applied. Sometimes students will continue to come to class after absence number 7. If this occurs and the instructor does not specifically speak to the student, the student SHOULD NOT construe this as a waiver of the attendance policy. (If a student exceeds the limits in the attendance policy the student may attend remaining classes so long as the student’s attendance does not present a disruptive effect on the class. And if the student does attend classes this WILL NOT be construed as a waiver of the policies.)**

**Also please note that at any given point if the student has missed a substantial number of assignments and tests this will be deemed as not actively participating even though the student at that point has not gone past the attendance limits.**

**Please note that even though a student may miss up to 6 classes, it is highly recommend that students avoid this and regular class attendance is recommended. However, in the event that a student misses more than 4 classes one grade point will be deducted from the student’s final total.**

ROLL will be taken at the beginning of class. Students are expected to be on time and present when I begin to call the roll. Students are expected to attend the entire class. A student is marked absent if the student is not present when I **BEGIN** to take the roll. (This means that one is late if one comes into the classroom during the taking of the roll.) It will be the responsibility of the student to have the absence changed to a partial absence upon arriving late or leaving early. If a student misses part of any class, the student should please use **COMMON SENSE** to reduce the disruptive effect. The student also may lose the privilege of class discussion for that class. **Please note that each partial absence (arriving late, leaving early, and what I call the “check-in”) will be equal to 1/2 (one-half) of a whole absence. A “check-in” is when the student checks in with me before class but is gone when I actually take the roll). Also, each tardy after the second tardy will result in a two point deduction from the student’s grade point total.**

Also please note that students are expected to attend the entire class. **Leaving the classroom in the middle of class and returning disrupts the order of class and should rarely be done**. Leaving a class early or leaving in the middle of class and returning to class before the class ends will be deemed either an absence or a partial absence. This determination will be within the reasonable discretion of this instructor but this instructor as a rule considers that missing 20 minutes or more of a class should be considered an absence. The duration of such disruptions and the frequency of these disruptions will also be considered.

Multiple instances of arriving late, leaving class and returning, disrupting the class by talking, sending text messages and other similar disruptions will ALSO result in point deductions from a student’s total grade. There will be a two point deduction for each individual disruption. **Students have an assignment every weekend to check their attendance and grade reports in Angel and if there is a discrepancy it must be brought to the instructor’s attention the next week. If the student fails to do this the discrepancy will be deemed to be waived.** Your attendance report will show my notations for disruptive behavior and other items so it is a good idea to check it every weekend as assigned. The deductions will be calculated at the end of the semester when I enter the final grades.

Note that the last day the college will allow you to withdraw with a grade of **'W' is October 23.** It is the student's responsibility to withdraw before that date. **It is the student’s responsibility to enter the W.** College rules require that students who leave the course after that date must receive a grade of “F” or "WF" (or in rare cases, an "I"). Instructors can no longer change a student's status in any course from credit to audit. Students must make that change through the **SPC** registration office during the first week of classes.

**These class rules apply to everyone equally. Please do not ask me to suspend the rules and apply exceptions to individual cases. This would not be fair. This concept is called “Rule of Law”. It is one of the ideas we will study in the class. Also there will be no special or different treatment for student athletes, students on special scholarship, students who need to graduate etc. The standards set forth in the syllabus apply to everyone the same.**

**GRADING:**

**Final Grades (330 point scale) (This total may change depending on the number of pop quizzes required.)**

A = 330-297 (90%)  
B = 296-264 (80%)  
C = 263-231 (70%)  
D = 230-198 (60%) - D is not considered to be a passing grade in a Gordon Rule Course.

“A” means excellent. It order to make an A one must score 90 percent. I will not round up when it comes to making an A.

**ASSIGNMENTS:**

**Course Assignments**

**Exams (50 X 4 = 200 possible points).**

**Four term exams**:   
The projected dates for the regular exams are in the course schedule portion of the syllabus. These dates are not “set in stone” and the actual dates for the exam may vary depending on how the class is keeping pace with the set agenda. If a student misses class it is the student’s responsibility to determine the exact date of the test. Test material will come from the textbook reading, Review Questions and class lectures. The tests will take the form of 25 multiple-choice questions. The exams will be worth 50 points each. Each question is worth 2 points. The tests are CLOSED BOOK. On test days if a student is late, the student may not enter the classroom during testing. (Once the student begins the exam the student may not leave the classroom.) The student will take the makeup test on the date of the final exam and there will be a deduction of one grade point. If a student misses more than one exam the student must meet with me during office hours to discuss whether the student can finish the course because of inadequate participation.

(If it appears that there is widespread failure to read the textbook in a timely fashion there may be pop quizzes given. They will be worth 5 to 10 points.)

**Code of Ethics Report (15 possible points).** Towards the end of the semester we will cover the code of ethics chapter and there will be a short assignment on a code of ethics. I will ask you to find the code of ethics for the career field you seek to enter and write a short report about it.

**Textbook Chapter Review Questions (15 possible points).**  Review questions can be found at the end of each chapter. **The only review question you have to turn in is number 8 in Chapter 4.** For question number 8 in Chapter 4 there are 2 parts. First, you need to write the definition for each one of the fallacies. The definitions need to be thorough and complete. The second part of this assignment is to create an original example for each of the fallacies. This means you try to come up with an example on your own (you don’t copy the example out of the book nor give me my examples back.) The definitions and examples will be turned in on the day of the second exam. You are NOT required to turn in any OTHER review questions, however, keep in mind that subject matter for test questions is often derived from the review questions.

**Final Exam** There will not be a comprehensive final exam.

**Critical Thinking Assessment / Mid-Term (50 possible points.)**

There will be an assignment called the CTAP. It means critical thinking application paper. It will be based on Chapters 5, 6, and 7. It will assess critical thinking skills and knowledge of logic and the moral theories. It will involve applying the moral theories to a case study. It will be worth 50 points.

**Internet Website Reports (10 X 5 = 50 possible points).**

Below you should see five websites. For each website the student will write a **2** paragraph report. In your report you summarize the content in your first paragraph and in your second paragraph, give your reaction (opinions, reactions, agreement or disagreement, approval or disapproval and your reasons why). Each report is worth 10 points. Each report must be at least 400 words. The reports should follow MLA style. A word count, the class number, and double spacing are required. If your paper does not include these I will deduct points. Also spelling, punctuation, and proper grammar are necessary and points may be deducted for these types of errors. (Please turn on and use grammar and spell check. Please refrain from “text speak”.) Report 1 is due the end of week 2. Report 2 is due the end of week 3 and so on until the end of week 6. These due dates are repeated in the course schedule. Late web reports will not be accepted.

Here are the 5 links for the web report assignments. Please do them in order- the first one first.

<http://www.scu.edu/ethics/practicing/decision/whatisethics.html>

<http://www.scu.edu/ethics/publications/iie/v9n1/cheating.html>

<http://prageruniversity.com/> please visits this site and look for the Psychology section and then click on the five minute video “Human Nature-Are We Basically Good?” There are other videos there, but do your report on this particular one.

<http://www.catholiceducation.org/articles/medical_ethics/me0049.html>

<http://www.philosophypages.com/hy/2s.htm>

**Course Schedule**

During the semester we will cover four units. Because different classes are affected differently by meeting times, holidays and individual class dynamics this schedule is subject to change. Also, the test dates are not “set in stone”, the dates are wishful.

***Unit* 1- *Critical Thinking* & *Logic***

Week 1 – Syllabus Review, Academic Honesty Policy, Chapter 1

Week 2 – Chapter 2 and Begin Chapter 4 (Notice! We are “bumping” Chp. 3) (First web report due)

Week 3 – Chapter 4 **(First Exam)** (Second web report due)

***Unit* 2- *Moral Theory***

Week 4 – Finish Chapter 4 and (Third web report due)

Week 5 – Chapter 5 (Fourth web report due)

Week 6 – Chapter 6 (**Second Exam)** (Fifth web report due)

Week 7 – Chapter 6

***Unit* 3- *Other Moral Theories, Moral Development and Business Ethics***

Week 8 – Chapter 7

Week 9 – Chapter 7

Week 10 – CTAP assigned

Week 11 – Chapter 3 Moral Development

Week 12 – CTAP due Chapter 19 Employment Relationship and  
Chapter 22 Government Ethics

***Unit* 4- *Contemporary Moral Issues***

Week 13 – **(Third Exam)** Chapter 18 Code of Ethics

Week 14 – Social Issues (Punishment, Abortion, Cyber Ethics)

Week 15 – Social Issues

Week 16 – **(Fourth Exam)**

Week 17- Final Exam Week (Code of Ethics Report Due)

**STUDENTS’ EXPECTATIONS AND INSTRUCTOR’S EXPECTATIONS**

**Class Etiquette, Participation, and Seating**  
**RESPECT** is a major theme of this. Each student’s behavior in the classroom or on the Web is expected to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. I highly respect you and your efforts as a student pursuing your academic goals. I expect mutual respect from you for me and your classmates. I expect positive class participation and this includes good attendance, active engagement in class activities, and a positive attitude. Disrespectful and disruptive behavior interferes with everyone’s ability to learn. Disruptive behaviors include but are not limited to the following: sleeping, talking in class, chronic tardiness, leaving and returning to the classroom unnecessarily, text messaging, disrespect toward the instructor or fellow students, and other behaviors of a similar nature. No student has the right to interfere with the teaching/learning process. There are consequences for disruptive behavior which will include but not be limited to: loss of the right to attend a given class, marked absences, loss of class discussion rights, two point deductions from final grade, assigned seats etc. If any student interferes with your learning please inform this instructor. The instructor has the authority to ask a disruptive student to leave the classroom and to file disciplinary charges if disruptive behavior continues.

There will be a significant amount of class discussion. We will be discussing thought provoking and sometimes even controversial topics. The rules of “engagement” are that if a student has something to say the student should raise his or her hand and wait to be recognized. The instructor is the moderator and determines what limits apply, duration frequency etc. I apply a standard of reasonableness and I strive to be fair to all. If another student has the floor please show respect by not talking or interrupting.

***Cell Phones and Related Devices****: Cell phones and other technical devices present a disrupting influence in the class setting.* **All electronic devices** such as cell phones, head phones and related devices **are to be turned off and put out of sight prior** to entering the classroom to avoid disruption. Use of any device in these areas is a violation of College Policy. (Even though I ask that students turn off their phones many students try to evade this policy by concealing the devices beneath the plane of the desktop. Please do not do this.) If a student is asked to leave the classroom for a violation of this policy (or for any other disruptive behavior) this will be considered an absence for that day. It will also result in point deductions from one’s final grade.

In my eleven years of teaching I have never raised my voice or used profane language or even employed a disrespectful tone to any student. I don’t engage in this manner and I therefore expect that students will not engage me in this manner. If a student raises their voice or uses profane language or employs a disrespectful tone with me the conversation will end immediately, the student will leave the class and the student will not be permitted to return to class until meeting with me and the associate Provost Tyrone Clinton.

My policy as far as computers is that they are to be turned off.

**The instructor has the authority to assign seating placements in order to “correct” or prevent disruptions in the class**. The instructor WILL assign different seat placements on tests dates in order to deter any temptation to cheat. For the complete list of Student Rights and Responsibilities Concerning Conduct, please see the “Student Planner and Handbook.”

**COURSE POLICIES & ASSIGNMENTS**

**CLASS WORKLOAD:** The College anticipates that a normal 3 credit course should require 3 hours in the classroom and 3 hours of homework or studying. Students who drop out of the course or fail are almost always the students who get behind early in the semester and then are not able to catch up.

***Presentation of Assignments****: All* assignments must be typed, and double-spaced. Students must include the class number and meeting time in addition to his/her name and date. Students must include a word count for each paper. **Papers must be stapled** by the student prior to turning them in and must be typed in 12-point font. Pages must be numbered. Any handwritten papers not legible will be returned to be rewritten. **I do not accept assignments via email. Assignments are to be turned in in the classroom.** Please retain a separate copy of all written assignments. Please keep your graded papers. Assignments are due at the beginning of class on the day they are due. If you anticipate that you will miss class on the day an assignment is due you may email the assignment to me BEFORE the starting time of the class AND then bring a hard copy with you when you return to class. There is a standing assignment every weekend to check your attendance report and your grade report in Angel. **Students with Disabilities: Please see me discretely to give me your documentation. I cannot provide accommodations until I receive the documentation.**

***Late Work****:* As a rule late work will not be accepted. If I do accept the late work there will be a ***substantial*** deduction as a late penalty. The following are the general guidelines **if** I do decide to accept late work. If the assignment is turned in at or before the next class the lowest deduction will be at least a letter grade. If the assignment is turned in after the next, next class the student will receive at least a 50% deduction which is an F. If a student is absent on the day that the assignment is due the student needs to contact the instructor before is due he/she **is required to get in touch with the instructor, before class by email.** Even then there will be a deduction for late work. If a student misses a test there will be a grade point deduction and the makeup will be administered on the day of the final exam. If a student misses more than one exam the student must make an appointment to see me during my office hours to discuss the reason for missing more than one test.

***I do not offer extra credit. I do not give “re-tests”.***

**Academic Honesty:** St. Petersburg College has an Academic Honesty policy. It is your responsibility to be familiar with the policies, rules, and the consequences of violations. Read about the policy at:  http://www.spcollege.edu/webcentral/admit/honesty.htm.  There is no tolerance for cheating and academic dishonesty. Discipline can range from a zero on that specific assignment to expulsion from the class with a grade of F. Note that copy/pasting published information, whether it's from your textbook or the Internet, without citing your source is plagiarism and violates this policy. Even if you change the words slightly, the ideas are someone else's, so you still have to cite your sources. Cheating, plagiarism, bribery, misrepresentation, conspiracy and fabrication are defined in Rule 6Hx23-4.461, Student Affairs: Academic Honesty Guidelines, Classroom Behavior.

Cheating, whether on quizzes, exams or papers, is an attempt to get a grade or give a grade without necessary learning.  Allowing others to cheat by doing their work or allowing them to copy your work is cheating.  This includes posting your work on the internet where other persons can view and/or download your work.

The instructor may at any time amend or change the syllabus.

**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. There will be a link under Lessons in the Angel shell for you to take this survey.

**SIGNATURE PAGE:**

**I have read, understand, and agree to abide fully by the parameters set in this syllabus and Syllabus Addendum.**

**Student Signature: Date:**