***STUDIES IN APPLIED ETHICS*PHI 1600 *Online*Course Information
Instructor - Kevin D. Murray**

Welcome $First\_name$ to **PHI 1600, Studies in Applied Ethics**. This syllabus contains important information that will assist you in completing the course successfully. Read it carefully, print a hard copy, and refer back to it often during the semester. Credit earned online is transferable and can be applied toward a degree. Online students have the same campus rights and privileges as other credit students. The full range of college services is detailed in the college catalog available from the Registrar or in the Counseling office on your home campus.

**This is an online course includes a video-lesson component.** (It's not harder or more work than regular online classes.) These video lessons are available through the Unit Lessons and as IPod video downloads. These videos are not required in order to be successful iin the class.

You may find the Syllabus Addendum at [http://www.spcollege.edu/addendum](http://www.spcollege.edu/addendum/)  or under the Table of Contents in Lessons. - it is updated often and it is the student's responsibility to know college policies.

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**PREREQUISITES:** "G" Prerequisites: (ENC 0020 and REA 0002) or appropriate score on the SPC placement test.

**COURSE DESCRIPTION:** A practical overview of key issues, questions, and concepts in applied ethics. Special emphases are placed on the historical development of ethical thinking and ethical theories, 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. The seminar format provides students with an active learning experience, increased student interaction, and opportunities for independent study into ethical issues of personal interest. This course has a substantial writing requirement. This course meets the college's general education requirement for applied ethics. Credit is not given for both PHI 1600 and any of the following courses: PHI 1603, PHI 1602, PHI 2649, PHI 2635, or PHI 1631.

**COURSE OBJECTIVES:**

* To understand the historical development of ethical thinking, considering ideas from early Greek to contemporary philosophers.
* To recognize and analyze a variety of ethical issues when confronted with examples of situations containing such issues.
* To understand the multicultural aspects of ethics.
* To apply critical thinking skills, ethical principles, and logical reasoning processes to resolve ethical issues.

**ATTENDANCE/PARTICIPATION:** Generally speaking, you will earn points through participating and need to earn enough points to pass the course and get the grade you desire. Each "weekly" unit will remain open for two weeks to allow for personal emergencies, crises, and excused absences.But that's the only flexibility in the system. Once a unit closes, you can no longer get the points from that unit, even if your absence qualifies as excused. So working a week behind and trying to finish units right before they close means that you're giving up the buffer I'm offering for emergencies. And if you miss enough units or other assignments, it will affect your semester grade, and possibly your ability to pass the course.

As of spring 2008, SPC's new attendance policies include the following:

* Students who "no show" **the first two weeks of a class** will be automatically withdrawn. For purposes of a Summer Session schedule this means that you must complete all assignments in each of the first two modules (found under the Course Content Tab) during the first two weeks of class to remain in the class.
* Professors no longer have the ability to give withdrawals (W's). The only way students can get W's is to self-withdraw before the 60% point in the semester **(June 26)**. Students who self-withdraw after the 60% point will receive a grade of WF, which will show as an F on transcripts.
* **At the 60% point in the semester(June 26)**, instructors will note students who are no longer participating but have not self-withdrawn from the course. Those students will automatically receive grades of WF. For our purposes, that means students who have failed to regularly turn in assignments in a regular weekly manner before the 60% point. (Summer Only)
* Instructors are still required to maintain attendance records and report students with VA benefits who are absent for two consecutive classes. Instructors are also required to keep attendance records on dual enrollment students, student-athletes, and some other special population student groups. This weekly attendance will be based on the submission of weekly assignments, not simply logging into the course.

So here's how this works in our Summer Session course. After the first two modules, then each week after you are required to submit the assignments in the module open for that week. The dates are in the syllabus and are on the modules found under the Course Content Tab of the MyCourses homepage. Failure to do so during that Monday-Monday time frame constitutes an absence for the week. And remember this is a Summer Session and we work at a more rapid pace than regular Sessions. Even if your absence is excused, you must complete all coursework before that unit closes. **Please note that the midterm, the Critical Thinking Application Paper (CTAP) are only open for one week. The Ethics Outside the Box Project is Unit 13 and is open for about half the course. See schedule.  Units close at 11:30pm.**

**GORDON RULE:** 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 to pass PHI 1600 and fulfill the general education requirement for ethics, you must successfully complete the CTAP assingment and earn a grade of “C” or better for the class in order to earn credit for this course. It is strongly recommended that students keep a copy of each Gordon Rule paper. Papers should be written using MLA guidelines. **Our primary Gordon Rule work is the Critical Thinking Application Paper and the Website reports, so you must complete these assignments in order to pass the course.**

**TEXTBOOK INFORMATION**

**Ethics Applied, Edition 7.0**, This class requires the purchase of the following traditional textbook: Goree, Keith; Manias, Nicholas, & Till, Jane (2013), *Ethics Applied, Edition 7.0*, New York: Pearson (ISBN 13-978-1-256-82535-7 and/or 10-1-256-82535-2)

Previous editions of ***Ethics Applied*** cannot be used for the course.

**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. (This increases to 4 + 4 in the shorter summer semester.) Our class won't ever meet "in a classroom," but you should still plan to invest an average of about 6-8 hours per week in this course (maybe more in the beginning if you are something of an online course novice). You'll quickly notice that this course requires a lot of reading, writing, and thinking time. Those who try to shortcut the system or try to do just enough to get by generally don't make very good grades.

**\*This course is not self-paced**\*, any more than a regular face-to-face class would be. You are expected to keep up with the class schedule. Students must read the syllabus thoroughly, familiarize themselves with the course page and check their MyCourses email regularly.

Again, in the Summer, most units will remain open for a week, and a few for two weeks. When a unit has closed, you can no longer receive credit for the assignments that were due as part of that unit. During the Summer students have to stay on top of their course work in order to succeed. I am here to help you succeed in any reasonable way I can. But in the Summer, students who fall behind, will generally not succeed in the course. So start right away, stay focused and finish strong.

***I hope you find the course interesting and challenging. I still don't think of myself as a "high - technology person," so you can expect me to make some mistakes along the way. I appreciate and welcome your input as to how I can improve what we've got so far. Have a great Summer session and ask for help whenever you need it! \*(And again, please, don't let yourself fall behind!)\****

**Final Grades (535 point scale)**

A = 482-535 (90%)
B = 428-481 (80%)
C = 374-427 (70%)
D = 321-373 (60% - D is not considered to be a passing grade in a Gordon Rule course)

In order to to pass PHI 1600 and fulfill the general education requirement for ethics, you must successfully complete the CTAP assingment and earn a grade of “C” or better for the class in order to earn credit for this course. It is strongly recommended that students keep a copy of each Gordon Rule paper. Papers should be written using MLA guidelines. **Our primary Gordon Rule papers are the Critical Thinking & Application Paper (CTAP) and the Website Essays, so you must complete these assignments in order to pass the course.**

**SPC's Attendance Policy**

Summer attendance is based on class participation each week. To be counted present, you must submit all assignments in the module for the week. Pay close attention to the closing dates for each unit. Once a unit closes, you can no longer get credit or points for unfinished assignments. Units close at 11:30pm.

**Course Schedule**

Most units will remain open for a week with a few exceptions. Students must complete each unit during the week that it is open. (I'm not real sympathetic if you're trying to get something in 5 minutes before the unit closes and something goes wrong. All module opening and closing dates, as well as all assignment due dates are on the class calendar in  the syllabus, on the course calendar and on each module under the Course Content Tab.

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| --- | --- | --- | --- |
| **Date/Week** | **Unit**  | **Chapter and Unit assignments Due** | **Topics** |
| **Instructor should insert dates that Units Open and other important and college dates.** |
|  5/18 - 6/1 | 1 | Chapter 1: Introduction to Ethics | What is Ethics?    M.L. King’s “Letter” Academic Honesty |
|  5/18 - 6/1 | 2 | Ch. 2: The Ethics Environment | Ethical Issues |
|  6/1 - 6/8 | 3 | Ch. 3: Dimensions of Moral Development | Moral Development |
|  6/1 - 6/8 | 4 | Ch. 4: Critical Thinking | Critical Thinking;  Logic; and Fallacies |
|  6/8 - 6/15 | 5 | Ch. 5: Consequential Ethical Theories | Consequential Ethical Theories |
|  6/8 - 6/15 | 6 | Ch. 6: Nonconsequential Theories - Part 1  | Non-Consequential Ethical Theories |
|  6/8 - 6/15 |  7 |  Ch. 7: Nonconsequential Theories - Part 2 |   |
|   |   |  |   |
| 6/15 - 6/22 |   | **Midterm Exam open for one week** | **Due June 22** |
| 6/22 - 6/29 |   | **Critical Thinking Project open for one week** | **Due June 29** |
| 6/29 -7/6 | 8 | Ch. 12: Death and Dying | Death & Dying |
| 6/29 -7/6 | 9 | Ch. 21: Cyber Ethics | Cyber-Ethics |
|   |   |   |   |
|  6/29 | - | **EOB** Discussion Forum **Opens 6/29**, **Closes July 22** | *Submit in drop-box on Lessons tab* |
|  7/6 - 7/13 | 10 | Ch. 14: Punishment and the Death Penalty | Punishment & the Death Penalty |
|  7/6 - 7/13 | 11 | Chapter 16: Professional Ethics | Professional Ethics |
|  7/13 - 7/20 | 12 | Ch. 18: Codes of Ethics | Codes of Ethics |
|  7/22 | 13 | ***Ethics Outside the Box* project due** | Post on Discussion Forum in EOB file (Lessons tab) |
|   |   | Class closes - No Final Exam | ***Ethics Outside the Box due: 7/22*** |

**Course Assignments**

**Unit Quizzes (12 X 10 = 120 possible points).** At the conclusion of each unit, you will take a short online quiz (5 or 10 questions) over the material in that chapter. Each quiz is worth up to 10 points. You may use your textbook, review questions, and personal notes to help you on the quizzes. Each quiz will be graded by the computer and you will be able to review the results. Notice that all of these quizzes combined are worth more points than the midterm or the final project, so these can help pull up low test scores. But keep up! You can only take a quiz while that unit is open. Unit Modules close at 11:30pm.

**Discussion Forum Postings (12 X 5 = 60 possible points).** Interaction is part of what we'll do here. You are expected, encouraged, (arm-twisted, etc.) to be active citizens in our little ethics cyber-world. There are eleven discussion forum postings scattered throughout the course. Participate in them all; and I will look for you to post occasional replies and comments (polite and respectful, of course!) about the postings of your fellow students. So stay involved, stay in touch, and stay caught up.

**Textbook Chapter Review/Analysis Questions (100 possible points).** Your textbook contain Review and Analysis questions for each chapter. You will turn in the answers for the Review Questions assigned from units 1-7 **(Chapters 1-7)** in the Unit Drop Box and receive up to 100 points for those answers. The point value for each chapter varies see points below. *(The* ***"Key Terms"*** *are only listed here to help you study for quizzes and the midterm. You don't have to rewrite them or turn them in.)*

You will not turn in the answers for the remaining chapters and units. There just isn't enough time at the end of the semester for me to grade them.

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| --- | --- | --- | --- | --- |
| **Unit/Chapter** | **Key Terms to Study (not turn in)** | **Review Questions (1 pt)** | **Analysis Q’s (2 pts)** | **Total Points Available** |
| **1Ch.1** | **All** | **1, 2, 4, 5** | **2** | **6 pts.** |
| **2Ch.2** | **All** | **2** | **3, 5** | **6 pts.** |
| **3Ch.3** | **All** | **1, 2, 3, 4, 5, 6, 7, 8** | **2,3** | **12 pts.** |
| **4Ch.4** | **All** | **2, 3, 4, 5, 6, 7, 8,\* (#8 is worth 20 points!)** | **1** | **29 pts.** |
| **5Ch.5** | **All** | **1, 2, 5, 6, 7, 10, 11, 12, 14, 16, 17, 18, 19**  | **2** | **16 pts.** |
| **6Ch.6** | **All** | **1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17**   | **1, 5** | **17 pts.** |
|  **7Ch.7** | **All** |  **1,2,3,4,5,6,7,8,9,10,12,13,14,15** |  **3,5** | **14pts.** |

**Midterm Exam (100 possible points). The mid term in online, is open for ONE week and has a 90 minute time limit.** I will post a thorough exam review with the exam. You'll see more information about the midterm exam under the Course Content Tab. Note that we will NOT have a final exam.The **Ethics Outside the Box** project takes the place of a Final.

**Critical Thinking & Application Paper (50 possible points/500 words).** I will give you an ethics case study and ask you to apply what you've learned in the early chapters to the ethical issues raised in that case. It's open-book, open-notes and based on applying the Critical Thinking Model from Chapter 4, and applying the key principles from the ethical theories in Chapters 5,6 and 7. I will make this assignment available under the Course Content Tab right after we finish chapter 7. It will remain open for **ONE Week.**

**Internet Website Reports (11 X 5 = 55 possible points). The Internet Reports are due per assigned units - there is a Drop Box for each report. The Internet is a wonderful source to do research on** ethics-related topics and people. So, to motivate you to dig around and find that information, I'm assigning you to write 10 short reports; 8 for the chapters we cover in units 1-11 (your choice). The information you discuss can be historical or contemporary. You may use GoogleScholar or the many resources at the SPC library online or **an Internet search engine to find a quality website relevant to a person, concept, topic, or issue in each of the chapters assigned**. Just pick a web site that reflects what is covered in each assigned chapter, read and explore it, then write a thorough 2-paragraph report, telling me what you found there and what you thought of it. **(A paragraph is 4-6 sentences, so no 1-2 sentence reports, please!) Each report is worth up to 5 points. Just about the only way you can lose any points on these assignments is to write reports that are too short or shallow. Don't worry about form and format on these too much, just tell me what you found at the site and what you thought about it. Also, please cite the source of your websites in your reports according to MLA style. (Please see SPC Library Online for instructions on proper citation style.)**

**Ethics Outside the Box Project (50 points). Post on *Ethics Outside the Box* Discussion Forum**

This takes the place of a final exam. It's a chance for you to apply your creative skills to what you’re learning about ethics. The assignment is to create something new that applies to some area of our course content. I’ll give some examples that you can choose from, but if you think of something else that you’d like to try instead, just run it by me for my approval. This is an individual assignment.  You’ll share your creative project with the rest of the class at the end of the semester. The grade is based primarily on depth and thoroughness, so don't shortcut things. In general terms, I'm looking for an amount of work that equates to a 2-3 page paper. Here are some ideas to get your creative juices flowing:

* Write a code of ethics for a real or fictional corporation or professional group using the material in Chapter 18 for guidance.
* Create a commercial for an ethical car sales company, using PowerPoint, digital photography, digital video, etc.
* Write a (real) letter to the editor (of the St. Petersburg Times or Tampa Tribune) about your views on an ethics-related issue or problem. Post a copy of the letter for your project, but also tell us the date that it runs in the newspaper. (Note: You’ll have to do this one earlier in the semester or there won’t be time for the paper to run it.)
* Create an original ethics-related game in a format that you can share with the class.
* Find a newspaper or magazine article about a national ethics scandal (or ethics-related event) of some kind that happened before 1980. Write an analysis of the article using information from our textbook for support (especially Ch’s 3, 4, 5, 6 and 7).
* You are a corporate ethics consultant. Take a real business or corporation that has experienced a serious ethics problem of some kind. Put together a report explaining what the company should have done differently to prevent the problem and providing suggestions for what they should do to resolve or improve the problem.
* Create an original PowerPoint presentation giving a detailed overview of one of our ethical theories (Ch’s 5,6 or 7) or one of the ethical issues in the textbook.
* You are the Director of Ethics Training for a corporation. Put together an ethics training class for new employees explaining (1) the mission and values of the company, (2) employee standards of conduct, (3) consequences of ethical and unethical behaviors, and (4) company resources to help employees avoid ethics-related problems. (This is probably a PowerPoint presentation, but could be done as a video, etc.)
* Write a fictional diary/journal of someone getting into professional ethics trouble. Show the steps that lead to their downfall. (It’s OK to create a happy ending.)
* Create some kind of original work of art related to something we study during the semester. This could be a song, poem, or graphic work. (Note: My standards are high for this one. This project should require as much time, thought and work as the other projects in the list. So just throwing together some rhymes at the last minute won’t get a very good grade.)

There are starter ideas. Choose one of them or think of something else and ask me about it.

**or...**

**Optional Community Service Project (same 50 points). Also Post on Ethics Outside the Box Discussion Forum.** You have the option of replacing the Ethics Outside the Box project with a community service project. Volunteer at least 10 hours of your time during the semester to a recognized local charity or non-profit organization performing some kind of community service. Approved organizations can be found on the Applied Ethics Institute homepage.

All of the information and forms that you'll need for this project are linked to the Applied Ethics Institute Homepage found below. Turn in the Student Contract and Liability Release before you start your community service hours. Then turn in the Verification Form when you've finished.

If you choose this option, you will post a report on the discussion forum of your community service experience and your thoughts and reactions about what you did. Please remember that in a Summer Session time is very limited. So if you choose the Community Service alternative, a student should begin the process as soon as the course begins.

 For a comprehensive view of the Ethics Institute and for information in regard to volunteer service please see the [Applied Ethics Institute](http://www.appliedethicsinstitute.org/) website for more information. Click on "Student Shortcuts" and "Volunteering."

**Important SPC Dates**

**May 18: Classes Begin**

**May 22: Last day to withdraw and receive refund**

**May 25: No Classes - Memorial Day**

**July 3/4: No Classes - Independence Day (Observed)**

**June 26: Last Day to withdraw and receive W**

**July 23:  Last Day to apply for Graduation**

**June 12: Last Day to apply for name to appear in Graduation Program**

**July 25: Graduation**

***“To educate a person in mind but not in morals is to educate a menace to society.”* Theodore Roosevelt.**

**This syllabus is a guide; it may change as we go along.  Additional assignments may be added or due dates changed.  Good luck – and remember I am here to help you to be successful.**

**St. Petersburg College Applied Ethics Program**

***In the event that a hurricane or other disaster causes closure of St. Petersburg College facilities, you may be provided the opportunity to complete your course work online.  Following the event, please visit the college web site for an announcement of the College’s plan to resume operations~~.~~***

***This syllabus is currently available in My Courses for your convenience.***

***Log in to My Courses to confirm that you have access, reporting any difficulty to the SPC Student Technical Support Center at 727 341-4357 or via email at*** ***Onlinehelp@spcollege.edu******.***