

GRAYSON COLLEGE

Philosophy 2306 Course Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information

Philosophy 2306.B01NT.

Professor Contact Information

Jean Sorensen, Ph.D.

903.463.8660

sorensenj@grayson.edu

LA 201D

Office hours*: M-R 1:00-2:30 p.m. and TR 9-11 a.m.

Also available by appointment.

Prefer “Message” through Canvas—fastest access

*We can web conference in Canvas during office hours using the software supported by Grayson College, Big Blue Button. I also have free forty-minute access to Zoom.

Students who lose Internet access may need to call my office. My office phone is *not* set to forward, so it may be called 24/7. The voice mail system transcribes the message and emails it to me so that I may return calls when phone numbers are left with a request to return the call. Calls will be promptly returned no later than the next business day.

This professor manages a calm Canvas Inbox because we have emergency medicine, not emergency learning. Messages are checked once in the morning and once in the afternoon Monday-Friday. My reply might take a day or wait until Monday. Using the Canvas Teacher App on my cell phone, I receive immediate notifications of Canvas messages. In special circumstances, I may respond quickly.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

College readiness in reading and writing (RW)

Course Description – from college catalog

PHIL 2306 Introduction to Ethics. (3-0-3). The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.

Student Learning Outcomes

Upon successful completion of this course, students will ...

1. Read, analyze, and critique philosophical texts.
2. Define and appropriately use important terms such as relativism, virtue, duty, rights, utilitarianism, natural law, egoism, altruism, autonomy, and care ethics.
3. Demonstrate knowledge of major arguments and problems in ethics.
4. Present and discuss well-reasoned ethical positions in writing.
5. Apply ethical concepts and principles to address moral concerns.
6. Apply course material to various aspects of life.
7. Discuss ways of living responsibly in a world where people have diverse ethical beliefs.

Required Textbooks (ISBN # included) and Materials

- MindTap Philosophy, 1 term (6 months) Printed Access Card for Mackinnon/Fiala's *Ethics: Theory and Contemporary Issues*, 9th Edition e-book included. Cost \$70.
ISBN: 9781305959552
<https://www.cengage.com/c/ethics-theory-and-contemporary-issues-9e-mackinnon/9781305959545/?filterBy=Student>
- Students who previously purchased Cengage Unlimited with a subscription covering this semester do not need to make an additional purchase.
- Cengage, our publisher, provides temporary free access at the start of the semester for new users.
Material may be purchased directly from the publisher or from GC's Bookstore.
- You will need to watch one film, *Groundhog Day*.

Required Assignments & Academic Calendar

Due dates for assignments are scheduled using links in the **Modules** area in Canvas. The calendar view is also in Mindtap. If assignment due dates change as we move through the semester, I will notify you through Canvas Announcements. In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, students should log in to their Canvas accounts for directions on how to continue their class work.

Unit 1: Metaethics and normative ethics

Unit 2: Normative and applied ethics

Weeks	Projects/Assignments in Canvas and Activities in Mindtap
1-4 Please try to finish assignments early, by Friday.	UNIT 1 Learning about Meta-Ethics, Normative Theories, and Primary Sources—concepts, major arguments, problems, and terminology in philosophy. Practicing applying critical thinking skills in the process of learning.
1 Deadlines for graded work are Sundays at 11:59 p.m. weeks 1-6.	Read Chs. 1 and 2: "Ethics and Ethical Reasoning" and "Religion and Global Ethics" Complete Mindtap Activities: Aplia Activities for chapters 1 and 2. Post a well-written paragraph in Canvas Discussion Board Week 1 about what you learned in a primary reading from chs. 1 or 2. Be sure to start by naming the reading and its author in your paragraph. Give a quick summary of what you read that was important. Then explain why it mattered to you. You may write more than one paragraph, but not less.

2 Students may work weekends. The professor returns messages M-F while campus is open.	Read Chs. 3 and 4: “Ethical Relativism” and “Egoism, Altruism, and the “Social Contract” Complete Mindtap Activities: Aplia and Ethical Simulation Activities for chapters 3 and 4. Post a well-written paragraph in Canvas Discussion Board Week 2 about what you learned in a primary reading from chs. 3 or 4. Follow the same steps of naming the reading and its author, summarizing, and noting relevance. If you do quote, keep the quote short. Remember that the amount of commentary should be equal in length to that of quotation. Sources must be introduced, used (quoted, summarized or paraphrased), then commented upon.
3	Read Chs. 5, 6, and 7: “Utilitarianism and John Stuart Mill,” “Deontological Ethics and Immanuel Kant,” and “Natural Law and Human Rights” Complete Mindtap Activities: Aplia and Ethical Simulation Activities for chapters 5, 6, and 7. Post in Canvas Discussion Board Week 3 about what you learned in a primary reading from chs. 5, 6, or 7. Follow the same steps of naming the reading and its author, summarizing, and noting relevance.
4	Read Chs. 8 and 9: “Virtue Ethics” and “Feminist Thought and the Ethics of Care.” Complete Mindtap Activities: Aplia Activities for chapters 8 and 9, and Film Activity for Chapter 8, <i>Groundhog Day</i> . Post a well-written paragraph in Canvas Discussion Board Week 4 about what you learned in a primary reading from chs. 8 or 9. Follow the same steps of naming the reading and its author, summarizing, and noting relevance.
5-8	UNIT 2 Applying critical thinking skills using philosophic concepts to three issues in life to evaluate the personal and social responsibilities of living in a diverse world in a longer written communication with oral presentations.
5	Read Ch. 10: “Euthanasia” Complete Mindtap Activities: Aplia and Ethical Simulation Activities for chapter 10. Post a well-written paragraph in Canvas Discussion Board Week 5 about what you learned in a primary reading from ch. 10. Follow the same steps of naming the reading and its author, summarizing, and noting relevance.
6	Read Ch. 14 and Ch. 20: “Economic Justice” and “Global Justice and Globalization” Complete Mindtap Activities: Aplia and Ethical Simulation Activities for ch. 14 and 20. Post a well-written paragraph in Canvas Discussion Board Week 6 about what you learned in a primary reading from ch. 14 or 20.
7 Early Due Date	Class discussions on potential papers, and completion of Stage 1 Papers. Upload your Stage 1 Paper to Canvas’s TurnItIn due Friday. Do extra credit with GC’s Writing Center.
8 Finals Week Note, short week!	Oral Presentations and Final Essays Both due midweek by 11:59 p.m. Review and Upload your Stage 2 Paper submission to Canvas’s TurnItIn.

Methods of Evaluation

Grading

Categories	Percentage
Reading & Mindtap Activities	30%
Class Attendance-Participation	10%
6 Journal-Discussion Posts, minimum 1 paragraph each to learn ethical terms	30%

Applied Essay * a problem-solving essay (an argument) written in two stages, including two normative theories and your evaluation of them in terms of an issue from chs. 10, 14, or 20: Euthanasia, Economic Justice, or Global Justice. The essay concludes looking at the diversity of ethical beliefs and living responsibly.	20%
Oral Presentations for Final Exam	10%

* Extra credit will be available for this paper with GC writing center evidence of consultation

Grade Scale: *An A corresponds to the percentage range 90 - 100; a B, 80 - 89; a C, 70 - 79; a D, 60 - 69; an F, 0 - 59.*

How will students be notified of grades? Grades are posted in Canvas Final grades posted in student portals

A = performance of outstanding quality

B = superior, but less than exemplary performance

C = adequate performance meeting standards

D = performance that marginally meets minimum standards

F = performance falls below standards or lacks academic integrity

Criteria for Evaluating Assignments:

Appropriateness: The work responds to the assignment and addresses the main topic with a purpose clearly and precisely stated in formal papers with **a thesis statement**.

Clarity of exposition and argument: Clear explanations of positions and concepts as well as critical evaluation of arguments are given. All parts of an argument, both strengths and weaknesses are considered. When appropriate, positions are qualified and fully supported. All arguments are supported through evidence and careful reasoning. Arguments anticipate objections to the writer's point of view and provide a response to those objections. Glaring errors in logic are absent.

Fairness to positions: Alternative positions are fairly explained, and when appropriate, concessions and refutations are offered to opposing views.

Coherence of explanations and arguments: The work as a whole makes sense and is well organized so that reader or listeners are able to make connections between steps within an argument and connections between alternative positions. Support and evidence are provided for all claims.

Mechanics and Grammar: Conventions of Standard American English are properly used. Formal papers provide MLA documentation of sources and formatting.

Oral Presentations will be evaluated following similar standards to written assignments. Below are tips for preparing for a live (face-to-face students) or recorded performance (Internet students).

Presentation Content

- Prepare and practice; the delivery should appear smooth and polished.
- Cover a few points thoroughly rather than many points superficially.
- Explain how the evidence you offer supports the message or the reasons of a persuasive speech; don't expect the audience to make connections that you don't provide.
- Summarize at the end; the audience needs reminding of your supporting ideas as well as your main idea.

- Take the whole time allotted (3-5 minutes) with proper pacing of the delivery; otherwise, you look unprepared.

Presentation Behavior

- Posture and gesture reflect formality, but you need not be trapped behind a podium—cut off from an audience
- Introduce yourself (and your entire team before beginning a group presentation).
- Use primarily notecards if live or large print sheets of paper if recording a presentation.
- You can read *briefly* from your cards in a live presentation. After reading a short passage, look up and address your audience. If recording a presentation, having a script fully written with headings helps me, and might help you as well, but do *not* simply read the script.
- Use expression in your voice; at times, you will sound like a football announcer, and if appropriate, at other times like a golf commentator.
- Sound and look confident.
- Showing emotion is fine by using vivid and expressive language, but avoid name-calling or using biased language.
- Avoid foul language and poor grammar.
- Slow down and speed up when appropriate!
- Use eye contact and gauge the reaction of your audience when performing live. Look at the camera when recording.
- Think about what bothers you about the presentations you've watched, and avoid those behaviors.
- Thank the audience for their attention.

Helpful information from GC's Writing Center:

Grayson College's Writing Center is always happy to serve your needs. They are now located in Liberal Arts 108 & 110. They have many more computers to offer students as well as printing services at 10 cents a page. They are open for limited face-to-face appointments and also for synchronous online appointments. Their face-to-face services will be available from 8 AM to 5 PM Monday through Thursday and on Fridays from 9 AM to 2 PM. They will still be offering their tutoring services (both face to face and online) through their scheduling client at grayson.mywconline.com. Please see a helpful video for how students can set up their appointments here: <https://drive.google.com/file/d/1hNOqFm-7LpOzivrJUOX-hQxJec5e1I2u/view?usp=sharing>

GC's Writing Center is also continuing to offer asynchronous email tutoring at <https://writingcenter2.wixsite.com/gcwritingcenter/submit-2>. Please allow at least two days for a response.

All assessment attempts to reward students for what they have accomplished. If at any time during the semester, you think that your work has not been fully appreciated for its merits, please see your professor privately to review your contribution to the course in both its written and oral form.

Methods of Instruction

Instruction occurs through lecture, video simulations, quizzes, and discussion requiring preparation and participation from students in the form of written and oral communication.

Computer Hardware and Software Requirements

All students must have access to a computer with a Web connection, *MS Word*, and *MS PowerPoint*. Students are required to gain access to a video camera to record their oral presentations. All students must be capable of using a web browser with plug-ins meeting the requirements of Canvas, of navigating in Canvas, of uploading and downloading files from Canvas, and capable of using a word processor. Students will also use Mindtap. Students requiring technical help should use GC's Help Desk to resolve problems. Mindtap problems are addressed using Cengage's technical support. Students seeking Canvas help may click the Question Mark navigation button.

Course & Instructor Policies

Students must participate in class regularly. I will not withdraw students from class for non-attendance or lack of performance. Never withdraw from a course without communicating with the professor.

Students missing class time are responsible for all material missed. Consult with classmates and the course schedule. **Work ahead because late work is not acceptable.**

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be self-motivated. You are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following your professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is yours. More than two absences are considered to be excessive. In addition, your eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. If you withdraw, any tuition refund would be made in accordance with state regulations.

Check Canvas daily M-F. I will be communicating with you frequently both individually and as a class. My primary method of communicating with the class is through Canvas **Announcements**.

When Canvas messaging me, make sure your subject line is specific, for example, "Question about Ethical Relativism."

Class Attendance and Participation

Attendance and Participation Academic success is closely associated with regular class attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their faculty' instructions. Students taking courses during compressed semester timeframes such as mini-mester, summer sessions, and 8-week courses should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. Instructors are required to include in their syllabi the attendance policy for the courses(s) they teach. The college considers absences equal to or greater than 15% of the course's requirements to be excessive.

In order for students to be counted as having attended a class before the census date, the following guidelines are to be used: • Physical attendance in class with an opportunity for instructor and student interaction • Submission of an academic assignment • Completion of an exam, interactive tutorial, or computer-assisted instruction • Attendance at a study group assigned by the faculty • Participation in an online discussion in the class • Contact with a faculty member to ask a question

I record attendance in Canvas once each week for Internet classes based upon completing assignments..

Student Conduct & Discipline

Internet Courtesy

Complete assignments early or on time. When experiencing technical difficulties, open a Help Ticket with GC or Cengage. Send your professor a Canvas message indicating the Cengage Help Ticket number and advise her of any technical problems by taking a screenshot to illustrate the problem. Realize that technical problems usually occur at the last minute, so do not expect a technical problem to work as an excuse for missing a deadline. Be resourceful. Ask friends and family for help when a device malfunctions at home. Work without distractions, which may mean putting cell phones away or closing social media apps on a tablet or computer. Your attention is best used when undivided. Schedule time for completing class assignments with breaks that allow for a proper mix of work and relaxation. Failure to participate significantly lowers achievement. Always demonstrate a good effort by submitting some form of original work that reflects one's best efforts within the constraints of deadlines and obligations outside this course.

Respect

Students should behave respectfully toward each other and their professor. If they feel offended or somehow disrespected, they should use one of the two methods, (1) via the phone, or (2) through Canvas messages, to speak privately to their professor. Students should question individual grades privately using the same two formats noted, but general grading and assignment concerns should be brought up when web conferencing to benefit all virtually present with clarification or extended explanations

Canvas Messages: Please treat your professor and classmates with respect. Use formal writing in all of your communications, including Canvas messages. I am happy being addressed as Dr. S since *Sorensen* is a long name to type.

If I you have communicated to me and are unhappy with my response, first complain to me about the situation, but realize that after I address your complaint, you may then communicate your issue to my department chair.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or

unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

If in doubt about any aspect of academic integrity, please consult with your professor. Any form of scholastic dishonesty will receive a 0 for the assignment, and depending upon the severity of the offense, a failing grade for the course. I reserve the right to require students to rewrite any assignment in a controlled environment.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646

- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
 - Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
 - GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
 - GC Counseling Center: (903) 463-8730
 - For Any On-campus Emergencies: 911
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**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**These descriptions and timelines are subject to change at the discretion of the Professor.

** Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>