

## Syllabus

Course title: PHL 205 ETHICS INT

Catalogue description: A study of ethics in everyday life with special attention to situations arising from the expansion of technology and medicine.

### Instructor Information

Name: Dr. Collins

Email: jtcollins@una.edu

Office location: 101 Willingham Hall

Office hours: MWF 8:30-11:30am; T/R 8:30am-9:30am

Phone: 765-4525

### Textbooks

Required reading: *The Moral of the Story: An Introduction to Ethics*, Nina Rosenstand, McGraw Hill, 5th Edition 2005, 0-07-296335-2

Course Requirements (standard 10pt grading scale: ex. 70-79=C, 80-89=B, etc.)

4 Multiple Choice Tests (75%)

There will be four open-book tests, each one covering roughly 3-4 chapters. Tests will consist of roughly 40-50 Multiple Choice questions (you will have 1 minute per question on average) and may be taken with your text. 'Open-Book' does NOT mean collaborative. You are encouraged to discuss the issues with each other on the discussion board, but the tests are to be taken in isolation from each other (both physically and verbally). The lowest test grade will be dropped. The test grade will account for 75% of your grade.

Participation (25%): Participation will be based on your postings to the Discussions board. These should be thoughtful and respectful discussions of the issues in your text. Have a thesis and use specific parenthetical citation to provide evidence that you read. I will post 'focal questions' to which you will be expected to respond. You should be participating in the discussion regularly (at least once a week) and you should complete each assignment within the week it is assigned (or earlier). Material posted after the test period for which it is assigned will receive no credit. The point with discussion essays is to show you are keeping up with the reading and responding to the text. Again, feel free to work ahead. Do not ask, 'Is this what you are looking for?'; instead, ask yourself, 'Does my essay show to anyone that I read the material and took it seriously?.'

Attendance: While there are no class meetings, you are required to access the site and post discussions. When uncompleted work exceeds the equivalent of 4 weeks of assignments during a regular term (1 week during summer session), no credit may be earned for the course.

### Policies

Internet courses are among the most popular courses at the University. Part of this is because of the convenience and flexibility it provides students--especially those who work full-time or who have children. For others, it is easier to focus without the classroom dynamic, whether that be social or pedagogical. However, there are significant drawbacks that we will try to avoid:

#### 1. CHEATING

Cheating will receive the strongest penalty I can devise--usually, that means I will give an F in the course and ask the University to remove any cheater from school. Cheating includes, but is not limited to, Collaboration (ex. 'What's on

the test?' or 'What did you get on #2?' or 'Why don't you come over to the house and we can take the test together?', etc.); Looking at another test, whether it be this year's or last year's, or this year's girlfriend's or last year's boyfriend's, or simply another computer screen in the library with someone's test on it; or Plagiarism--i.e. presenting someone else's work as your own without attribution.

## 2. INTERACTION WITH FACULTY

Without the face-to-faceness of the classroom, the opportunities to read cues on student faces disappear. An instructor cannot tell if the material (or, more likely their presentation) is boring, if students are not responding because they did not read for class or because they are shy, on crack, or simply daydreaming. While some of these problems are irresolvable or met by the Discussions assignments, the fact remains that the burden is largely placed on the student to initiate questions and interaction. I enjoy discussing important issues with students and interacting with them at this important stage in their lives. At the same time, Internet classes allow each student to interact as much, or as little, as they want. Whether you are autodidactic (you like to teach yourself) or docile (you are coachable) you should be able to thrive with this internet class. For my part, I will accomodate both. I will have office hours on campus to meet with those who need a face-to-face conference. I look forward to meeting each of you.

### Schedule of Assignments:

January 2006

Friday, January 20

Assignment 1 due: Read Chapter 1 and post response to Focus Question on Discussion Board

Friday, January 27

Assignment 2 due

February 2006

Friday, February 3

Assignment 3: Test 1 available until Sunday at 11pm.\*

- \*Remember: Tests are available from 6am to 11pm.

Saturday, February 4

6:00am Test 1 available until Sunday at 11pm.

Sunday, February 5

Test 1: Chs 1-3.

Friday, February 10

Assignment 4 due

Thursday, February 16

Assignment 5 due

Friday, February 17

Winter Break

Friday, February 24

Assignment 6 due

March 2006

Friday, March 3

Assignment 7 due; Test 2 available until Sunday at 11pm.

Saturday, March 4

Test 2: Chs 4-7 available until Sunday 11pm.

Sunday, March 5

Test 2 available until 11pm.

Friday, March 10

Assignment 8 due

Friday, March 17

Assignment 9 due

Thursday, March 23

Assignment 10 due; Test 3 available until Sunday at 11pm.

Friday, March 24

Test 3 available; Spring Break begins

Saturday, March 25

Test 3: Chs 8-10 available until  
Sunday at 11pm.

Sunday, March 26

Test 3 available until 11pm.

April 2006

Friday, April 7

Assignment 11 due

Friday, April 14

Assignment 12 due

Friday, April 21

Assignment 13 due

Friday, April 28

Test 4: Chs 11-13 available until May  
1.