

The Art Institute of Pittsburgh

Course Title: Environmental Ethics

Course Code: PHI 3100

Course Prerequisite: PHI1010

Course Description: Environmental ethics introduces students to core issues in the field and prepares them to critically evaluate various ethical perspectives on human beings' interactions with nature. The course investigates the relationship between humans and our bio-physical environment at local, national, and global levels to understand how personal attitudes, cultural beliefs, economics, politics, technology and available resources combine to create varying environmental problems across the landscape. This course will familiarize students with the historical and philosophical sources of these environmental perspectives so that they have the requisite background to analyze contemporary manifestations of them in the public arena. Students will also gain an understanding of the ways in which environmental issues have influenced the design of products and materials choices in their chosen field of study.

Course Length: 10 Weeks

Contact Hours: 44

Credit Value: 4

Quarter Credit Hour Definition A quarter credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10-12 weeks, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours

Course Competencies: Upon successful completion of this course, the student should be able to:

1. List and explain a variety of philosophical positions that have been applied to environmental issues both in contemporary practice and throughout the history of the discipline.
2. Critically evaluate various approaches to environmental ethics based on established principles/theories currently being applied to frame contemporary debates.
3. Articulate effective arguments taking a position regarding local, national or international environmental issues.
4. Understand the ways in which environmental issues influence the design of products and materials choices in commercial art, design or culinary fields.
5. Demonstrate the ability to conduct intensive research in one area of environmental ethics and apply this knowledge, via a quarter-intensive multimedia project presentation, to the creation of an original piece of media (e.g., animation, film, PowerPoint, web site) outlining the issue for the general public.

Students with Disabilities: It is a policy of The Art Institute of Pittsburgh to not discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this class, contact your instructor and a school counselor (located in the student Services Office, 1st floor). Instructors should be notified during the first week of classes. You may refer to the Nondiscrimination Policy on the Enrollment Agreement Form for the complete AIP policy.

Attendance Policy: The student who accumulates five (5) hours of absenteeism in a class during an academic quarter may be placed on Attendance Probation. A student who accumulates ten (10) hours of absenteeism in a course will receive an F for that course.

Student Conduct Policy: The Art Institute of Pittsburgh expects its students and employees to conduct themselves in a professional manner at all times. In addition, The Art Institute has a strict policy, which disallows sexual harassment of either students or employees. All students or employees are encouraged to report any professional or sexual misconduct to the Vice President/ Director of Student Services.

Grading Scale:

A	100 to 92
A-	91.9 to 90
B+	89.9 to 88
B	87.9 to 82
B-	81.9 to 80
C+	79.9 to 78
C	77.9 to 72
C-	71.9 to 70
D+	69.9 to 67
D	66.9 to 60
F	59.9 and below

The Art Institute of Pittsburgh®
Course Syllabus

Course Title: Environmental Ethics
Course Code/Section: PHI 3100 – Section A
Session/Year: Summer 2011
Meeting Day/Time: Monday evenings 6:00 – 9:55 PM in Room 315
Instructor: Diane Bowser, Ph.D.

Contact Info:

Phone: AIP office: 1-877-532-8941 ext 7136 [This number is checked regularly Monday through Wednesday; other days use e-mail address below.]

Web Site: <http://www.thinkingshop.com/AIP/environment/index.htm>

E-Mail: dbowser@aii.edu

Instructor Availability: Room 737: M & W: 2:10 – 3:10 & by appointment

Course Outline
Hourly Lesson Plan

Lecture	Homework Due Following Week	Reading (to be completed before the lecture)
<p>Week 1: <u><i>What is environmental ethics</i></u> <i>Session I</i></p> <ul style="list-style-type: none"> ◆ Go over syllabus/class policies. ◆ Introduction to Environmental Ethics <p><i>Session II</i></p> <ul style="list-style-type: none"> ◆ Discuss basic approaches to environmental ethics in conjunction with utilitarian and deontological approaches. ◆ Multimedia Project Discussion – brainstorming and sketching out the presentation project 	<p>◆ Assign Guide questions for Light & Rolston “<i>Introduction: Ethics and Environmental Ethics</i>” (p. 1-12) Due Monday of Week 2</p>	<p>None – first day of class</p>
<p>Week 2: <u><i>The basics of environmental ethics</i></u> <i>Session I</i></p> <ul style="list-style-type: none"> ◆ Introduction to Environmental Ethics ◆ Discuss the Light & Rolston essay, “<i>Introduction: Ethics and Environmental Ethics</i>” (p. 1-12) <p><i>Session II</i></p> <ul style="list-style-type: none"> ◆ Finish the Light & Rolston discussion emphasizing the overview for the course and our goals in the multimedia project. ◆ Seminar discussion of applications ◆ Multimedia Project Discussion – How-to’s; the nuts & bolts of creating a proposal <ul style="list-style-type: none"> ◆ Using databases and including them in your proposal. 	<p>◆ Assign Guide questions for Palmer & Sylvan essays on web site. Due Monday of Week 3.</p>	<p>Text: Light & Rolston “<i>Introduction: Ethics and Environmental Ethics</i>” (p. 1-12) Please bring the syllabus to class for Week 2 as we will go over the Multimedia project assignment.</p>

Lecture	Homework Due Following Week	Reading (to be completed before the lecture)
<p>Week 3: <u><i>In Context – EE from the ground up.</i></u> <i>Session I</i></p> <ul style="list-style-type: none"> ◆ The context of environmental ethics (EE) from the ground up. ◆ Discussion of Palmer Essay” ◆ <i>Group think tank:</i> How might we frame the core issues of environmental ethics for the present? <p><i>Session II</i></p> <ul style="list-style-type: none"> ◆ Deepening the context: where ought environmental ethics to go next? ◆ Discussion of Sylvan essay & guide questions <p>Outline/review requirements for the multimedia project proposals due week 4</p>	<ul style="list-style-type: none"> ◆ Assign Guide questions for Taylor & Varner essays on web site. Due Monday of Week 4. ◆ Multimedia Project Proposals Due - Monday Week 4 	<p>Text: Palmer: <i>An Overview of Environmental Ethics</i> (1) & Sylvan: <i>Is There is a Need for a New, and Environmental, Ethic?</i> (47)</p>
<p>Week 4 <u><i>Who counts: animals, plants ecosystems?</i></u> <i>Session I</i></p> <ul style="list-style-type: none"> ◆ Introduce ecosystems awareness theories ◆ Discuss Taylor essay & guide questions <p><i>Session II</i></p> <ul style="list-style-type: none"> ◆ Discuss Varner essay & guide questions ◆ <i>Group think tank:</i> How ought we to consider the value of intangibles and tangible assets on the scale of conservation & development? ◆ Multimedia Project Proposal Due ◆ Presentations - Second Half: group/individual discussions concerning the multimedia presentation guidelines 	<ul style="list-style-type: none"> ◆ Assign Guide questions for Fox & Naess essays on web site. Due Monday of Week 5. 	<p>Text: Taylor: <i>“The Ethics of Respect for Nature”</i>(74) & Varner <i>“Can Animal Rights Activists Be Environmentalists?”</i>(95)</p>
<p>Week 5 <u><i>Reframing Environmental Ethics</i></u> <i>Session I</i></p> <ul style="list-style-type: none"> ◆ <i>Group think tank:</i> Understanding <i>deep ecology from a holistic perspective</i> ◆ Discuss Fox’s essay & guide questions. <p><i>Session II</i></p> <ul style="list-style-type: none"> ◆ Discuss Naess essay & guide questions ◆ <i>Group Think Tank:</i> Continue discussion of deep ecology as it manifests in current media, politics & on the Internet. Critique both the image and stereotypes associated with this movement.’ ◆ Multimedia Project Discussion – team conferences to discuss the critique of the project proposal and remediate deficiencies therein 	<ul style="list-style-type: none"> ◆ Assign Guide questions for Weston & Minter/Manning essays on web site. Due Monday of Week 6. 	<p>Text: Fox <i>“Deep Ecology: A New Philosophy of our Time?”</i>(252) & Naess: <i>“The Deep Ecological Movement: Some Philosophical Aspects”</i>(262)</p>

	Lecture	Homework Due Following Week	Reading (to be completed before the lecture)
Week 6	<p><u>Reframing Environmental Ethics</u></p> <p>Session I</p> <ul style="list-style-type: none"> ◆ Discuss the role of pragmatism in Environmental Ethics ◆ Discuss Weston's essay & guide questions <p>Session II</p> <ul style="list-style-type: none"> ◆ Visual Workshop for Multimedia Project: <ul style="list-style-type: none"> ◆ Learn to recognize various modes of narrative organization & describe the impact of various visual techniques. ◆ Discuss Minter & Manning's essay on pragmatism in environmental ethics. 	<ul style="list-style-type: none"> ◆ Assign Guide questions for Scherer & Cobb essays on web site. Due Monday of Week 7. ◆ WORK ON PROJECT: PREPARE PRESENTATION. 	Text: Weston "Beyond Intrinsic Value: Pragmatism in Environmental Ethics"(307) & Minter & Manning: "Pragmatism in Environmental Ethics: Democracy Pluralism & the Management of Nature"(319)
Week 7	<p><u>Sustaining, Restoring & Preserving Nature through Design</u></p> <p>Session I</p> <ul style="list-style-type: none"> ◆ <i>Group Think Tank:</i> Discuss the scope of sustainable resources across discipline majors @ AIP ◆ Discuss Scherer essay & guide questions... ◆ Begin student presentations (Graduates present this week.) <p>Session II</p> <ul style="list-style-type: none"> ◆ Discuss Cobb essay & guide questions ◆ Begin student presentations (Graduates present this week.) 	<ul style="list-style-type: none"> ◆ Assign Guide questions for Jamieson & Barry essays on web site. Due Monday of Week 8. 	Text: Scherer "The Ethics of Sustainable Resources"(334) & Cobb: "Toward a Just & Sustainable Economic Order"(359)
Week 8	<p><u>Social Issues & Environmental Values</u></p> <p>Session I</p> <ul style="list-style-type: none"> ◆ <i>Group think tank:</i> the role of ethics in public policy ◆ Discuss Jamieson essay & guide questions ◆ Student presentations continued <p>Session II</p> <ul style="list-style-type: none"> ◆ Discuss Barry essay & guide questions ◆ Graduate review for final ◆ Student presentations continued 	<ul style="list-style-type: none"> ◆ We will wrap up all reading discussions this week and review for the final exam. 	Text: Jamieson "Ethics, Public Policy & Global Warming"(371) & Barry: "Sustainability & Intergenerational Justice"(487)
Week 9	<p><u>Labor Day Weekend Holiday</u></p> <p>No class.</p> <ul style="list-style-type: none"> ◆ <i>No class is scheduled, but please work on presentations for Week 10 and complete all assigned class readings.</i> 	◆	

Lecture	Homework Due Following Week	Reading (to be completed before the lecture)
Week 10 <u>Finals Week</u> <i>Session I</i> <ul style="list-style-type: none"> ◆ Final Presentations ◆ LAST MINUTE REVIEW ◆ FINAL EXAM [NO MAKEUP] For M/W classes, the final is on Monday of Week 10 <i>Session II</i> <ul style="list-style-type: none"> ◆ Course Wrap-up and Environmental Ethics film 		

Required Textbook:

Environmental Ethics: An Anthology, Edited by Andrew Light & Holmes Rolston III. Blackwell Publishing. Ltd., 2003. ISBN: 978063122294

Material & Supplies: Notebook, pencils, and eraser.

Technology Needed: Our class is supported by a web site that you should visit at least once per week for guide questions and assignment updates: <http://www.thinkingshop.com/AIP/environment/index.htm>. If I am absent from class, students are required to check the class web site for the assignment that will be due at the beginning of our next class meeting.

Estimated Homework Hours: 8 hours per week

Additional on-campus resources:

The Learner Support Centers offer academic support for students, across all programs and disciplines, free of charge. Students who would like to meet with a tutor or writing consultant should drop in to one of the Learner Support Centers (Peer Tutoring Center and/or Writers' Center) to obtain a schedule or check the tutoring links below to schedule online.

Peer Tutoring Center Room: 216 Coordinator: Dr. Kathy Griffin ext. 7381 krgriffin@aii.edu
<http://aipstudent.com/academic-support/peer-tutor-center/>

Writers' Center Room: 217 Coordinator: Dr. Marjie Stewart ext. 7387 mastewart@aii.edu
<http://www.artinstitutes.edu/pittsburgh/writerscenter/>

Student Evaluation/Methods of Assessment:

Assessment of your performance will be based on guide questions, a project proposal, a project presentation and the final exam. This class is reading intensive so your ability to manage time well and carefully critique various theories will be critical to receive a passing grade.

Grading Weights:

Participation (Guide Questions)	25% - 100 points
Multimedia Project Proposal	25% - 100 points
Multimedia Presentation (50 points each for content & presentation)	25% - 100 points
Final Exam	25% - 100 points
	100% = 400 points

Your Grades & the Gaming Viewpoint:

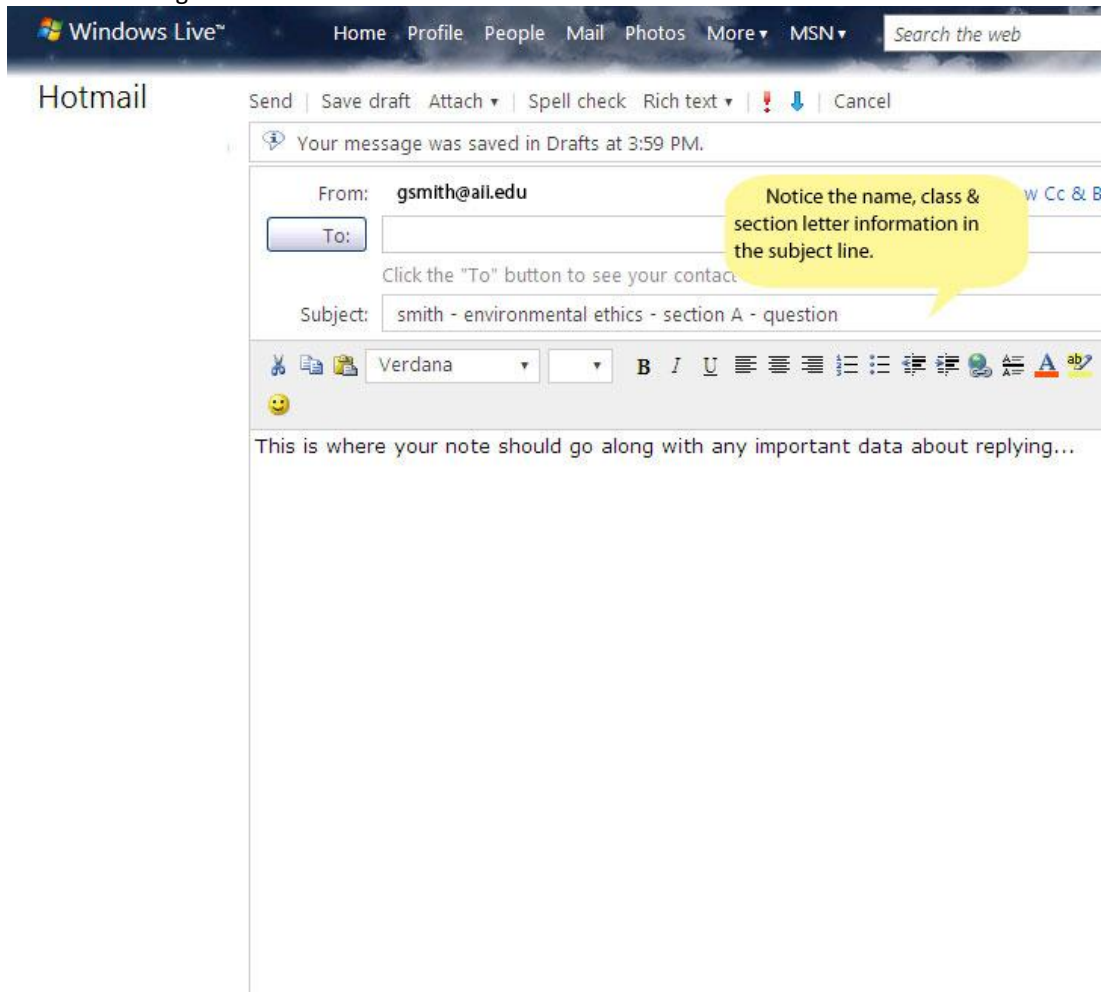
Since grades are ultimately a reflection of your performance in the class, I am encouraging those of you who enjoy gaming to view grading in this class as progression through various levels of achievement. Since our technological culture adopts many phrases from pop culture, I offer the following way to track and monitor your progress throughout the course.

Levels	Points Required	Letter Grade	Course Average %
Mastery	368+	A	100 to 92
10	360-367	A-	91.9 to 90
9	352-359	B+	89.9 to 88
8	328-351	B	87.9 to 82
7	320-327	B-	81.9 to 80
6	312-319	C+	79.9 to 78
5	288-311	C	77.9 to 72
4	280-287	C-	71.9 to 70
3	268-279	D+	69.9 to 67
2	240-267	D	66.9 to 60
1	0-239	F	59.9 and below

Class Policies:*General:*

1. Learning can only occur when there is no fear or negativity. Thus, students are expected to show respect, tolerance and compassion for everyone in the room. Disruptive behavior and foul language will not be tolerated; students who engage in these behaviors will be asked to leave class.
2. **AIP Attendance Policy:** any student who misses more than 10 hours of class during the quarter will receive a failing grade for the course. With the exception of extreme medical emergencies or school-related activities, there are no excused absences for this course. *I will not sign a withdraw slip after you have missed 10 hours. You must see me to withdraw before you fail due to attendance!*
3. **Students who sleep in class will earn a zero for the participation segment of their grade.**
4. **Please set all cell phones to silent mode or OFF before entering class.** Do not take calls or text messages during class unless it is an absolute emergency. Except for extreme emergencies, getting up to

- take a call or text message during a lecture is rude. In an emergency you should quietly exit the room to take a call.
5. Texting during class is also strongly discouraged and will impact your participation grade.
 6. **You are responsible for your level of learning and participation in this class.** That means if you do not understand assignments, projects or readings, it is your responsibility to bring relevant questions to class. You are also responsible for securing a tutor if you are having difficulty understanding class material. I cannot know if you are struggling unless you communicate with me.
 7. Students who take **extended breaks** and do not return to class on time **will be marked absent for the time they are not in class.**
 8. Students who **randomly leave class or schedule administrative appointments during class time will be marked absent for the time they are not in class.** It is your responsibility to schedule administrative appointments for non-class hours.
 9. **All e-mail communications must include your name, class [Environmental Ethics], and section letter [A] in the SUBJECT LINE OF THE E-MAIL MESSAGE.** All communications that do not include this information are automatically deleted by my e-mail sorting program and I will not be able to retrieve them.
10. Your message should look like this:



Exams:

11. Anyone caught cheating on an exam will receive a failing grade for the course.
12. **NO MAKEUP TESTS WILL BE GIVEN UNLESS ARRANGEMENTS ARE MADE A MINIMUM OF ONE WEEK IN ADVANCE WITH THE INSTRUCTOR. IF YOU ARE ABSENT ON A TEST DATE, YOU WILL BE GIVEN A ZERO FOR THAT PART OF YOUR GRADE.**

Guide Questions:

13. **Each week's reading is featured on a separate web page on our class web site. To navigate to the list click on the Guide Questions tab at the top or bottom of any web page on our site.** Click on the readings for the week and you will be taken to the web page containing the guide questions for that particular reading.
14. **You are expected to complete the guide questions prior to the beginning of each week; e.g., the guide questions for week 3 should be completed prior to the week three lectures.** You will be asked to show your written work on the guide questions at the beginning of class to receive participation credit for that week. Completing guide questions and having the reading in class account for each week's participation grade. (5 points for having the reading, 5 points for the guide questions)
15. **To earn credit for guide questions each question must be answered in two or three complete sentences.** Quotes from the reading should be included and annotated.
16. **You are not to turn in the guide questions via e-mail and may not complete them after a notebook check to receive participation credit.** However, you should do them even if they are late because they will help you to study for the final exam and follow the lectures.

Guide Questions & Participation Evaluation Rubric – applied weekly at the beginning of class
10 Points = All guide questions are answered in 2-3 complete sentences with annotated quotes & student brings text/readings to class
8 Points = Most of the guide questions are answered in 2-3 complete sentences with annotated quotes & student brings text/readings to class
6 Points = only half of the guide questions are answered in 2-3 complete sentences with annotated quotes & student brings text/readings to class
4 Points = Either 1) only half of the guide questions are answered in 2-3 complete sentences with annotated quotes OR student does not have text/readings available in class
2 Points = No guide questions are answered BUT student does have text/readings available in class
0 Points = No guide questions are answered AND student does not have text/readings available in class

Multimedia & Presentation Project:

17. **FORMAT: Your project may take the form of an advertising/information awareness campaign, animation, film, PowerPoint slide show/text or web site.**
18. **Minimum length** for individual projects is 2 minute animation/film/slide show, 10 slide PowerPoint or a web site with 10 images and explanations of how they tie into one of the ethical theories studied during the course of the quarter. For group projects a 5 minute film or 15 slides containing the above referenced content is appropriate. **Please note:** Just turning in a minimum length project does not guarantee a passing grade. If you want to earn an A or B your project should meet the guidelines noted in the attached rubrics.
19. **WHEN IS THE FIRST PART OF THE PROJECT DUE?** Project proposals are due Week 3. The guidelines for creating a project proposal appear on our class web site under the tab labeled "Project Guidelines"
20. **Grammar, punctuation and usage count.** You are responsible for proofreading your assignments before you turn in them in. Project proposals that contain multiple mechanical writing errors (3 or more) will not receive an A or B. Please refer to the proposal rubric for additional information.

21. **Plagiarism notice: If you quote/paraphrase another artist's/author's ideas, or my lecture, you should include the source's name in parenthesis after the sentence where the material appears.**
22. **All projects will be checked for plagiarism. If your entry consists of material largely copied from other students, web sites, (i.e., more than 25%) or any other source it will receive a failing grade.**
23. **In order to avoid plagiarism, make sure you are using small (i.e., 1 or 2 sentence quotes). Do not copy entire paragraphs as quotes; summarize them in your own words and cite the source parenthetically immediately after the sentences that summarize the material and be sure to list the source in your bibliography.**
24. Instructions for doing citations appear on the project guidelines page (on the class web site). *Project proposals and presentations without proper citations will receive a failing grade.*
25. **Students who copy or turn in work from:**
 - i. another's student's entry (present or past quarters), **or**
 - ii. information bought/copied from the Internet**will receive a failing grade for the course and face disciplinary policies outlined under plagiarism in the AIP student handbook.**
26. In addition to having proper citations within the text of your entry, **all project assignments must contain a bibliography (i.e., works cited page) that lists all sources (including the class text) that were used within the entry.** Formats for bibliography entries for our class notes, internet resources and text appear on the Project Guidelines page of our class web site. You must tailor the examples to fit your particular needs. **Projects that do not include complete bibliographies, or include incorrectly formatted bibliographies, will not receive a passing grade.** If you are having trouble generating the proper format for your bibliography visit the [MLA Citation Machine](#) for help with MLA formatted bibliographies.
27. You (and your group) should also consider visiting the Writing Center for assistance with your project proposal. Appointments are easy to get during the first half of the quarter and the advice you receive will help you to do well on this part of the project.
28. **If you receive a failing grade on a project component for any reason, there will be no opportunity to make it up or do extra credit.**

Project Proposal Guidelines: all proposals submitted should include:

1. **Your name or alternately a list of the two or three persons who will work on the project.** If you choose to work in a group setting, it will be necessary to define the roles each group member will take on in order to complete the project. Various roles are described on the class web site under “Project Guidelines” and below.
2. **Project Description:** A two paragraph description of the issue you or your group has chosen to research. Please detail whether the issue is historical (occurred and resolved in the past) or remains contemporary (ongoing) in nature. If the issue remains currently unresolved, discuss the status of the debate at this point in your answer to the questions below.
3. **Ethical Principles for Consideration:** your proposal must describe the ethical issue under consideration. You should answer the following questions:
 - a. Why is the issue I’ve chosen to explore a matter for ethical debate? What is at stake or why does this issue matter?
 - b. What are the two major pro & con positions that various parties involved in the debate have taken regarding the issue?
 - c. Has the issue been resolved? If so, was it resolved using utilitarian/pragmatic solutions or were rules/new legislative initiatives designed to address the issue and prevent negative outcomes in the future.
4. **List of Scholarly Research Sources (Working Bibliography)** consulted to write the presentation and contribute content/ideas for the final presentation. For *individual projects* a minimum of 4 scholarly/expert sources are required (2 must be ethical resources from the environmental ethics field); for *group projects* 7 scholarly/expert sources are required (3 must be ethical resources from the environmental ethics field).
5. **Multimedia Presentation Description:** As a guideline group presentations should be about 15 minutes, with 10 minutes for questions following. Individual presentations should be 5-7 minutes with 5-7 minutes for questions at the end.
 - a. What type of media will you use for your final presentation?
 - b. Will it be available on the web? If so, please provide the web address for the project materials?
 - c. What materials or software will you need to make your presentation work during class?
6. **Your proposal must be submitted digitally in two ways:**
 - a. To **Turn It In** (<http://turnitin.com>) via your own student account set up at the beginning of our class. If you are working on a group project, it need only be submitted once for the entire group and can be done using any group member’s account, but I must receive an email detailing whose Turn It In account was used for the proposal submission and indicating who is working in the group.
 - b. **Turn It In Information** you need to set up an account: **class ID: 4114701 enrollment password: summerfun**
 - c. To e-companion in the drop box labeled “Proposal”. As with Turn It In, you should submit a document in Microsoft Word (.doc or .docx), RTF, or PDF formats.

Project Team Roles/Assignments: If you choose to work in a group, all members of the group are expected to do research and contribute to the ongoing development of the multimedia presentation. ***Groups must be formed by Week 4 when the presentation is submitted. No one may join or leave a group after this point in the quarter.*** If you commit to a group, it is your responsibility, individually and collectively, to “make it work” regardless of mitigating circumstances.

Please also note: choosing one of the roles below does not absolve you from having to pitch in to get other necessary presentation-related work completed. Everyone is expected to carry his/her share of the load and contribute research and media content to the final presentation. In addition, to coordinate the material coming in, it would be helpful to assign each person one of the three sub-roles below.

- ***Discussion Starter & Research Coordinator*** - asks constant questions about what it is that your group is producing to form the conceptual scope of the project (responsible for reviewing your work to make sure that your classmates aren't left confused.); also responsible for gathering, both individually and with the members of the group, relevant scholarly and expert sources to meet project requirements. ***This person is responsible for making sure the project stays on task***
- ***Content & Communications Master: aka the Grammar/Spelling Authority*** - checks the spelling of every single word that is added to your group's document; responsible for proofreading the entire presentation and image/film content for clarity; also finds images and graphics that support the arguments your group is making and makes sure that your communications materials and layout is professional and interesting. ***Responsible for making sure the project uses relevant content to explain the issue chosen for investigation.***
- ***Media & Technology Master*** - responsible for making sure the presentation segment is well-designed, readable by the audience, meets presentation requirements and works on designated software platforms. This means all of the links included in your document must be checked, the presentation should be media tested well in advance of your class presentation.

Proposal Grading Rubric: Here are the guidelines for assigning grades to project proposals. All group members will receive the same grade according to how well the proposal meets the guidelines listed below. No late proposals will be accepted for any reason!

A: 90-100 points	B: 80-89 point	C: 70-79 points	D: 60-69 points	F: 59 or less points
<ol style="list-style-type: none"> 1. Project participants/roles are clearly identified at the beginning of the proposal 2. Project description details historical/contemporary nature of issue under investigation. 3. Project Description clearly identifies the status of the debate: ongoing versus resolved 4. Ethical description answers all questions posed in project guidelines clearly and in sufficient detail to show that the student understands how the issue may be framed using various ethical approaches. 5. Ethical description clearly identifies deontological/utilitarian positions taken in the debate over the issue in question. 6. List of scholarly/expert sources is present in MLA style with a minimum number of resources for either individual (5) or group (10) project guidelines. 7. Media format of presentation is clearly described including any resources that will be necessary for the presentation 8. Proposal contains no grammar or spelling errors. 	<ol style="list-style-type: none"> 1. Project participants/roles are clearly identified at the beginning of the proposal 2. Project description details historical/contemporary nature of issue under investigation. 3. Project Description clearly identifies the status of the debate: ongoing versus resolved 4. Ethical description answers most of the questions posed in project guidelines clearly and in sufficient detail to show that the student understands how the issue may be framed using various ethical approaches. 5. Ethical description clearly identifies deontological/utilitarian positions taken in the debate over the issue in question. 6. List of scholarly/expert sources is present in MLA style with a minimum number of resources for either individual (4) or group (8) project guidelines. 7. Media format of presentation is clearly described including any resources that will be necessary for the presentation 8. Proposal contains less than three (3) grammar or spelling errors. 	<ol style="list-style-type: none"> 1. Project participants/roles are not clearly identified at the beginning of the proposal 2. Project description details some of the historical/contemporary nature of issue under investigation. 3. Project Description does not clearly identify the status of the debate: ongoing versus resolved 4. Ethical description answers some of the questions posed in project guidelines but not in sufficient detail to show that the student understands how the issue may be framed using various ethical approaches. 5. Ethical description does not clearly identify deontological/utilitarian positions taken in the debate over the issue in question. 6. List of scholarly/expert sources is present in MLA style with a minimum number of resources for either individual (3) or group (6) project guidelines. 7. Media format of presentation lacks clarity and direction; resources necessary for the presentation are not mentioned 8. Proposal contains less than five (5) grammar or spelling errors. 	<ol style="list-style-type: none"> 1. Project participants/roles are not clearly identified at the beginning of the proposal 2. Project description does not detail the historical/contemporary nature of issue under investigation. 3. Project Description does not clearly identify the status of the debate: ongoing versus resolved 4. Ethical description does not answer most of the questions posed in project guidelines; proposal lacks sufficient detail to show that the student understands how the issue may be framed using various ethical approaches. 5. Ethical description does not clearly identify deontological/utilitarian positions taken in the debate over the issue in question. 6. List of scholarly/expert sources is not presented in MLA style & also lacks a minimum number of resources for either individual or group project guidelines. 7. Media format of presentation lacks clarity and direction; resources necessary for the presentation are not mentioned 8. Proposal contains more than five (5) grammar or spelling errors. 	<ol style="list-style-type: none"> 1. Project participants/roles are not clearly identified at the beginning of the proposal 2. Project description does not detail the historical/contemporary nature of issue under investigation. 3. Project Description does not clearly identify the status of the debate: ongoing versus resolved 4. Ethical description does not answer any of the questions posed in project guidelines; proposal lacks sufficient detail to show that the student understands how the issue may be framed using various ethical approaches. 5. Ethical description does not make an attempt to identify deontological/utilitarian positions taken in the debate over the issue in question. 6. No list of scholarly/expert sources is included in the proposal 7. Media format of presentation lacks clarity and direction; resources necessary for the presentation are not mentioned 8. Proposal contains more than seven (7) grammar or spelling errors.

Multimedia Project Presentation Content Grading Rubric

The table below summarizes my method for evaluating the content segment of the multimedia project. When you read the chart below, it should be easy for you to see the criteria necessary for receiving various letter grades.

A	B	C	D	F
<ul style="list-style-type: none"> • Exceeds minimum requirement for length • Content includes references and quotes to the material covered in the readings • Material summarized or quoted from a primary or secondary source is cited. • Student actively interprets material and devises original ethical positions/solutions by synthesizing the new material with personal views. • Student creatively introduces nuances/various possibilities for addressing the environmental situation at hand. • Student makes additional references to contemporary environmental situations taken from current events and applies reading material to these situations. • No grammar, punctuation, usage or spelling errors 	<ul style="list-style-type: none"> • Exceeds minimum requirement for length • Content includes references and quotes to the material covered in the readings • Material summarized or quoted from a primary or secondary source is cited. • Student actively interprets material and devises original ethical positions/solutions by synthesizing the new material with personal views. • Less than three (3) grammar, punctuation, usage or spelling errors 	<ul style="list-style-type: none"> • Meets minimum requirement for length • Content includes references to the material covered in the readings • Material summarized or quoted from a primary or secondary source is cited. • Less than three (3) grammar, punctuation, usage or spelling errors 	<ul style="list-style-type: none"> • Barely meets minimum requirements • Content does not reference readings or use quotes to support student's position • No citations or quotes • At least three (3) grammar, punctuation, usage or spelling errors 	<ul style="list-style-type: none"> • Does not meet minimum requirements • More than five (5) grammar, punctuation, usage or spelling errors

<http://www.thinkingshop.com/AIP/ethics/journal.htm> - top

Multimedia Project Presentation Communications/Clarity/Theory Rubric

The table below summarizes my method for evaluating your project presentations. When you read the chart below, it should be easy for you to see the criteria necessary for receiving various letter grades.

Grade	Criteria
A	<ul style="list-style-type: none"> • Communication: Student communicates in a professional manner; introduces him/herself and the project; does not use slang/street language throughout the presentation; student is also able to answer complex questions about the presentation in a professional manner/ • Clarity: presentation is well prepared; visuals contribute to clarity and introduce both the artist and the theory for the audience; the visuals were designed versus copied from other web sites/media (e.g., texts, periodicals, magazines, etc.) ; the media presentation is tightly interwoven with the talk such that the audience is not watching the student set up visuals (everything is ready to go and flows smoothly) • Student summarizes but does not copy most information from other sources (e.g., text, web, library); student notes these primary and secondary sources in tech course of the presentation (e.g., by providing web links or bibliographic references in the visual presentation) • Student is able to connect the artist/style they've chosen to contemporary trends in the visual arts. • Relation to theory: student understands how the work of his/her chosen artist or artistic style relates to the ethical theory that he/she is presenting. • Student also has good knowledge of the artist/style and historical time period in which the artist/style originated. <ul style="list-style-type: none"> • The comparison between the artist/style and the ethical theory is clear at the close of the presentation.
B	<ul style="list-style-type: none"> • Communication: Student communicates in a professional manner; introduces him/herself and the project; does not use slang/street language throughout the presentation • Clarity: presentation is well prepared; visuals contribute to clarity and introduce both the artist and the theory for the audience; the visuals were designed versus copied from other web sites/media (e.g., texts, periodicals, magazines, etc.) • Student summarizes but does not copy most information from other sources (e.g., text, web, library); student notes these primary and secondary sources in tech course of the presentation (e.g., by providing web links or bibliographic references in the visual presentation) • Relation to theory: student understands how the work of his/her chosen artist or artistic style relates to the ethical theory that he/she is presenting. • Student also has good knowledge of the artist/style and historical time period in which the artist/style originated. <ul style="list-style-type: none"> • The comparison between the artist/style and the ethical theory is clear at the close of the presentation.
C	<ul style="list-style-type: none"> • Communication: Student communicates in a professional manner; introduces him/herself and the project; does not use slang/street language throughout the presentation • Clarity: presentation is well prepared; visuals contribute to clarity and introduce both the artist and the theory for the audience • Student summarizes but does not copy most information from other sources (e.g., text, web, library); student notes these primary and secondary sources in tech course of the presentation (e.g., by providing web links or bibliographic references in the visual presentation) • Relation to theory: student understands how the work of his/her chosen artist or artistic style relates to the ethical theory that he/she is presenting. • The comparison between the artist/style and the ethical theory is clear at the close of the presentation.
D	<ul style="list-style-type: none"> • Communication: Student does not communicate in a professional manner; does not introduce him/herself or the project; uses slang/street language throughout the presentation • Clarity: presentation is not well prepared • Student has copied most information from other sources (e.g., text, web, library) and only recites the material, in effect becoming a reader rather than a researcher • Relation to theory: student barely understands the ethical theory that he/she is presenting and cannot elaborate any further • The theory in question remains unclear even after the presentation is finished
F	<ul style="list-style-type: none"> • Communication: Student does not communicate in a professional manner; does not introduce him/herself or the project; uses slang/street language throughout the presentation. • Clarity: presentation is not well prepared • Student has copied most information from other sources (e.g., text, web, library) without really understanding the material • Relation to theory: student does not understand the ethical theory that he/she is presenting and misreads the theorist's position or ignores significant details

Learning Contract – AIP Environmental Ethics (PHI 3100) Section ____ Quarter/Year: _____

Student Name: _____ E-mail (must be checked regularly) _____

Cell Phone: _____ (optional – only if you would prefer a call versus an e-mail)

The contract terms below ensure that students are aware of the expectations that guide grading for the above course. By signing this contract you are acknowledging awareness of your responsibilities for completing this course. If you decline to sign, the conditions and requirements noted below will still apply. No exceptions will be made to the terms and conditions set forth below and in the syllabus.

TERMS:

Attendance:

1. The AIP attendance policy is in effect for this course. If I miss 10 hours of class, a failing grade will result regardless of coursework or the various reasons for my absences.
2. Attendance in class is required and I realize that I am responsible for all material covered in class even if I do not attend.

Syllabus & Class Policies:

1. I have read and understand the course syllabus and class policies regarding conduct, coursework, exams, requirements and use of electronic devices in class.
2. I understand that it is my responsibility to regularly check the course web site (<http://www.thinkingshop.com/AIP/environment/index.htm>) and calendar on the syllabus for announcements (web site) and assignment due dates (syllabus).

Reading Assignments:

1. This is an upper- level philosophy class. Reading assignments are geared toward undergraduates performing at the college level. Hence, it is customary to have to re-read assignments one or two times to get the gist of the information contained therein. Depending on my skill level and degree of focus, it may take three readings of a particular assignment to achieve adequate comprehension of the material.
2. All reading assignments should be completed BEFORE the lecture covering the material.
3. It is my responsibility to ask questions in class if I do not understand the material.
4. It is my responsibility to contact the instructor and/or get a tutor if I am having difficulty comprehending the material or meeting course requirements.

Exams:

1. All policies regarding student conduct during exams have been reviewed.
2. I understand the no make-up policy.
3. If I am going to be out on the day of an exam, I know that I have to schedule an alternate test time at least one week in advance of the absence.
4. Material for the short essay exams will come from assigned readings, guide questions, journal discussions and lectures.

Guide Questions:

1. I know that guide questions must be completed before the lecture.
2. If I miss a notebook check via absence or arriving late for class, the instructor will not award credit for guide questions.
3. Guide questions should be completed to help study for midterm and final exams.

Multimedia Project:

1. I understand how the due dates work for the project segment of this course.
2. It is my responsibility to deliver my multimedia project in a cross-platform format (PC, Mac & Linux).
3. Work on the project may also be turned in early with no penalty.
4. Late project components including the proposal and presentation will not be accepted for any reason.

I have read and agree to the terms above.

Signed: _____

Date: _____