

## The Art Institute of Pittsburgh

**Course Title:** Introduction to Ethics

**Course Code:** PHI1010C

**Course Prerequisite:** ENG1010

**Course Description:** Ethics is the study of the age-old question, "How ought I to live?" Historically, this question has been answered in multiple ways and it is our task to acquaint ourselves with responses generated by various thinkers. The study of ethics is one major area of philosophy. The remaining areas are: 1. What is real? (metaphysics) and 2. What can I know? (epistemology). The answers to these latter two questions are bound up with our answer to the first. Ethics, in a sense, is "first philosophy." Our secondary task is to critically evaluate ethical theories while learning to apply them to everyday situations.

**Course Length:** 11 Weeks

**Contact Hours:** 44

**Credit Value:** 4

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

1. Identify and describe Greek humanism, deontological ethics, consequentialism, and social contract theory.
2. Explain the development of ethical theories in the context of social forces throughout history.
3. Apply critical thinking to the assessment of ethical positions.
4. Apply ethical theories to business practice, societal conditions, and global debates.
5. Articulate the philosophical relationship between art and ethics.
6. Identify, research, and discuss the ethical dimensions in works of art.

**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:** Ethics  
**Course Code/Section:** PHI 1010C  
**Session/Year:** Winter 2010– Section A  
**Meeting Day/Time:** Monday & Wednesday: 10:00 AM – 12:00 PM; Room 315  
**Instructor:** Diane Bowser, PhD  
**Contact Info:**

**E-Mail:** dbowser@aip.edu  
**Phone:** AIP office: 1-877-532-8941 ext 7136 [This number is checked regularly Monday through Wednesday; other days use e-mail address above.]  
**Web Site:** <http://www.thinkingshop.com/AIP/ethics/index.htm>  
**Instructor Availability:** Room 737 – M & W: 9:15 – 10:00 AM & 4:45 – 5:15 (Room 315) by appointment

**Course Outline  
Hourly Lesson Plan**

	Lecture & Seminar Discussion	Homework Due Following Week	Reading (to be completed before class)
Week 1	<p><i>Session 1</i></p> <ul style="list-style-type: none"> <li>◆ Go over syllabus/class policies.</li> <li>◆ Course Overview – Part 1</li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ Course Overview – Part II - Introduction to Ethics</li> <li>◆ Seminar discussion of applications.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Journal #1 due at the beginning of class Week 2</li> <li>◆ Assign Journal #1: (See web site for Journal Question). Due at the beginning of class on Wednesday Week 2</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relativism:</b> (1)</li> <li>◆ <b>Arguments:</b> (2-4)</li> <li>◆ <b>Fallacies:</b> Faulty and Fallacious Reasoning (web site only)</li> </ul>
Week 2	<p><i>Session 1</i></p> <ul style="list-style-type: none"> <li>◆ Learning Contract Due</li> <li>◆ Introduce <b>Plato</b> and Character Ethics</li> <li>◆ <i>Seminar Discussion:</i> Art, Ethics, Imitation (Plato)</li> <li>◆ <i>Think tank:</i> “one man – one art” [Republic, Book III] &amp; Journal #1</li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ Discuss the relationship between Plato &amp; Aristotle</li> <li>◆ <b>Aristotle</b> and the concept of “happiness”</li> <li>◆ Introduce Aristotle's Doctrine of the Mean</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Guide Questions</b> for Week 1 &amp; 2 due today at the beginning of class</li> <li>◆ <b>Journal #1 Due</b></li> <li>◆ Assign <b>Journal #2:</b> (See web site for Journal Question). Due at the beginning of class on Wednesday Week 3.</li> <li>◆ <b>Download Logical Fallacies Practice Page from the class web site [link is on the Notes page].</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Plato</b>, from <i>The Republic</i> (131)</li> <li>◆ <b>Aristotle</b>, from <i>Nicomachean Ethics</i> (20)</li> </ul>

	Lecture & Seminar Discussion	Homework Due Following Week	Reading (to be completed before class)
Week 3	<p><i>Session 1</i> Aristotle on Ethics, Justice &amp; Equality</p> <ul style="list-style-type: none"> <li>◆ <i>Seminar Discussion - Group think tank:</i> <ul style="list-style-type: none"> <li>◆ In a theoretical sense our class system is based on merit? Is it fair?</li> <li>◆ How are merit and economic status connected?</li> </ul> </li> </ul> <p><i>Session 2</i> Camus:</p> <ul style="list-style-type: none"> <li>◆ Meritocracy and the working class</li> <li>◆ How are freedom and poverty intertwined?</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Guide Questions</b> for Week 3 due today at the beginning of class</li> <li>◆ <b>Journal #2 Due</b></li> <li>◆ Assign <b>Journal #3</b> (See web site for Journal Question). Due at the beginning of class on Wednesday Week 4.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Aristotle</b>, from <i>Nicomachean Ethics</i> (477)</li> <li>◆ <b>Aristotle</b>, from <i>Politics</i> (479)</li> <li>◆ <b>Camus</b>, "Bread and Freedom" (509)</li> </ul>
Week 4	<p><i>Session 1</i></p> <ul style="list-style-type: none"> <li>◆ Introduce utilitarian ethics – explain differences with character ethics</li> <li>◆ Lecture <b>John Stuart Mill: <i>Utilitarian Ethics and the Panopticon</i></b> <ul style="list-style-type: none"> <li>◆ The role of dissenting opinion in a democracy</li> </ul> </li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ Mill continued...</li> <li>◆ Are limits on liberty ever justified?</li> <li>◆ The limits of individual liberty</li> <li>◆ Review &amp; <i>discuss</i> midterm Study session and student questions</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Guide Questions</b> for Week 4 due today at the beginning of class</li> <li>◆ <b>Journal #3 Due</b></li> <li>◆ Assign <b>Journal #4:</b> (See web site for Journal Question). Due at the beginning of class on Wednesday Week 6.</li> <li>◆ <b>STUDY FOR MIDTERM</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>John Stuart Mill</b>, from <i>On Liberty</i> (146)</li> </ul>
Week 5	<p><i>Session 1</i></p> <ul style="list-style-type: none"> <li>◆ <b>Short student-driven review</b></li> <li>◆ <b>Go over previous assignments</b></li> <li>◆ <i>Introduce</i> Research Project via Handout</li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ <b>MIDTERM EXAM NO MAKEUPS</b> – the midterm format is short essay; questions will be drawn from guide questions and should be answered in 2-3 sentences.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A short typed paragraph detailing your project is due next week at the beginning of class.</li> <li>◆ Remind class of <b>Journal #4:</b> (See web site for Journal Question). Due at the beginning of class on Wednesday Week 6.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review all readings due before midterm.</li> </ul>
Week 6	<p><i>Session 1</i></p> <ul style="list-style-type: none"> <li>◆ <b>Go over Midterm Exam</b></li> <li>◆ Introduce <b>Jeffrey Reiman</b> "Driving to the Panopticon"</li> <li>◆ Discuss Bentham's role as the inventor of the term "panopticon."</li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ Reimann continued...</li> <li>◆ <i>Defining privacy</i> and securing the right to privacy in an information-driven economy</li> <li>◆ <i>Group think tank:</i> connecting the dots – the link between privacy and creativity</li> </ul>	<ul style="list-style-type: none"> <li>◆ Project proposal due.</li> <li>◆ <b>Guide Questions</b> for Week 6 due today at the beginning of class</li> <li>◆ <b>Journal #4 Due</b></li> <li>◆ Assign <b>Journal #5:</b> (See web site for Journal Question). Due at the beginning of class on Wednesday Week 7.</li> </ul>	<p><b>Jeffrey Reiman</b> "Driving to the Panopticon: A Philosophical Exploration of the Risks to Privacy Posed by the Information Technology of the Future (317)</p>

	Lecture & Seminar Discussion	Homework Due Following Week	Reading (to be completed before class)
Week 7	<p><i>Session 1</i></p> <ul style="list-style-type: none"> <li>◆ Introduction to deontological ethics.</li> <li>◆ Distinguish differences between utilitarian and deontological ethics</li> <li>◆ Lecture <b>Immanuel Kant</b> and the categorical imperative.</li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ <b>Kant Workshop:</b> <ul style="list-style-type: none"> <li>◆ Learn to construct categorical imperatives to create moral laws.</li> <li>◆ Dealing with conflicting imperatives?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Guide Questions</b> for Week 7 due today at the beginning of class</li> <li>◆ <b>Journal #5 Due</b></li> <li>◆ <b>Assign Journal #6:</b> (See web site for Journal Question). Due at the beginning of class on Wednesday Week 8.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Immanuel Kant</b> from <i>Fundamental Principles of the Metaphysics of Morals</i> (32)</li> </ul>
Week 8	<p><i>Session 1</i></p> <p>Lecture <b>John Rawls</b></p> <ul style="list-style-type: none"> <li>◆ Rawls <i>Seminar</i> concerning the original position and its efficacy to begin ethical debates. <ul style="list-style-type: none"> <li>◆ e.g., welfare reform, municipal business contracts</li> <li>◆ What kind of justice results from taking the “veil of ignorance” as our starting point?</li> </ul> </li> <li>◆ Begin student presentations</li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ <b>Michael Walzer</b> <ul style="list-style-type: none"> <li>◆ How are citizenship, obligation and the notion of social welfare connected?</li> <li>◆ Continue student presentations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Guide Questions</b> for Week 8 due today at the beginning of class</li> <li>◆ <b>Journal #6 Due</b></li> <li>◆ STUDENTS PRESENTATIONS ON BOTH DAYS.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>John Rawls</b> from <i>A Theory of Justice</i> (511)</li> <li>◆ <b>Michael Walzer</b>, “Welfare, Membership and Need” (547)</li> </ul>
Week 9	<p><i>Session 1</i></p> <ul style="list-style-type: none"> <li>◆ <b>Mahatma Gandhi</b> on nonviolence <ul style="list-style-type: none"> <li>◆ Discuss the roots of non-violence in various religious traditions.</li> <li>◆ Non-violence as the highest form of courage.</li> </ul> </li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ Web resources on <b>Buddhist Ethics</b>.</li> <li>◆ Four Noble Truths</li> <li>◆ Dalai Lama – Tibetan Buddhism Reasons to look ahead in the 21<sup>st</sup> century.</li> <li>◆ <i>Student presentations</i> continued (Graduates present this week.)</li> <li>◆ Graduate review for final on Wednesday.</li> <li>◆ <i>Student research/review session for continuing students.</i></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Guide Questions</b> for Week 9 due today at the beginning of class</li> <li>◆ STUDENTS PRESENTATIONS ON BOTH DAYS.</li> <li>◆ <b>Graduate Final is next week during the regular class session.</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Mahatma Gandhi</b>, “Non-violence in Various Aspects” (461)</li> <li>◆ Web resources on <b>Buddhist Ethics</b>.</li> </ul>

	Lecture & Seminar Discussion	Homework Due Following Week	Reading (to be completed before class)
Week 10	<p><i>Session 1</i></p> <p><b>Summary and review of all material covered between weeks 6-9.</b></p> <ul style="list-style-type: none"> <li>◆ Finish outstanding lecture elements from Weeks 6-9</li> <li>◆ Discuss application to Business Ethics and introduce the topic for students wishing to continue studies in ethics.</li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ Continue <i>student presentations</i></li> <li>◆ <b>GRADUATING STUDENTS FINAL TODAY</b> <ul style="list-style-type: none"> <li>◆ Essay format.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>GRADUATING STUDENTS FINAL TODAY</b> <ul style="list-style-type: none"> <li>◆ Short Essay format.</li> </ul> </li> <li>◆ <b>STUDENTS PRESENTATIONS ON BOTH DAYS.</b></li> </ul>	<p>Review all readings from the second half of the course.</p>
Week 11	<p><i>Session 1</i></p> <ul style="list-style-type: none"> <li>◆ Finish <i>student presentations</i></li> <li>◆ <b>'Student-driven Review</b></li> </ul> <p><i>Session 2</i></p> <ul style="list-style-type: none"> <li>◆ <b>FINAL EXAM [NO MAKEUP]</b> The final is during class on Week 11.</li> </ul>		

**Required Textbook:** Bonevac, Daniel. Today's Moral Issues: Classic and Contemporary Perspectives, Sixth Edition. McGraw Hill, 2009. ISBN 978-0073386690

**You are expected to bring the text to class as part of your participation grade. Text checks will be unannounced.**

**Material & Supplies:** Notebook, pencils, and eraser.

**Technology Needed:** Our class is supplemented by a web site (<http://www.thinkingshop.com/AIP/ethics/index.htm>) where you will find a copy of this syllabus, weekly class news, updates on assignments/quizzes, additional resources to help you in your quest to master ethics. If I am absent from class, students are expected to check the web site for the class assignment which will be due at the beginning of our next class.

In addition, you may also e-mail me to receive an inquiry response within 48 hours. You will be expected to access the web site regularly to receive class-related information.

**Estimated Homework Hours:** 4-6 hours per week

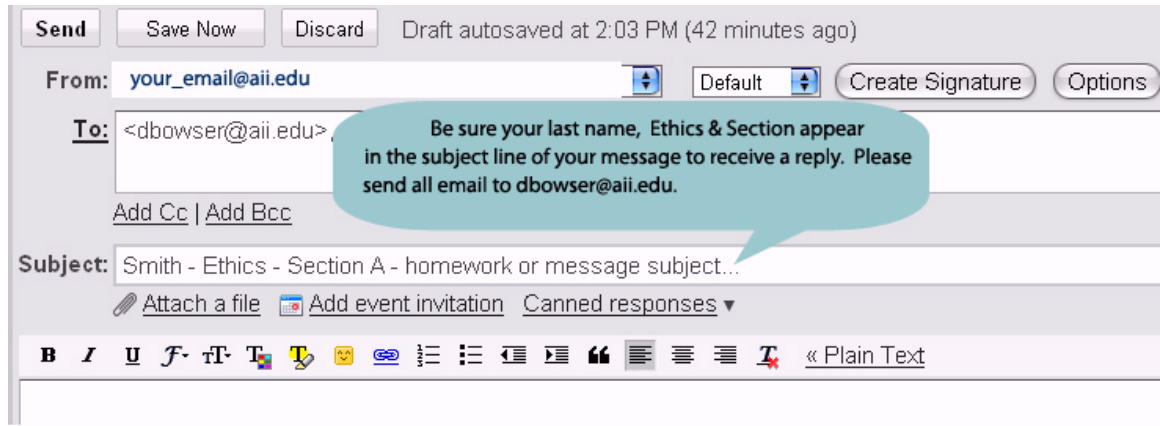
**Grading Scale:**

<b>Participation (Guide Questions &amp; Text in class)</b>	<b>10%</b>
<b>Journals</b>	<b>25%</b>
<b>Project</b>	<b>20%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Final Exam</b>	<b>25%</b>
	<b>100%</b>

**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 regardless of current coursework. 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 be marked absent.**
4. **Please set all cell phones to silent mode or OFF before entering class.** Do not take calls or text message during class unless it is an absolute emergency. Getting up to take a call or text messaging during a lecture is rude. In an emergency you should quietly exit the room to take a call.
5. **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.
6. 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.**
7. 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.
8. **All e-mail communications must include your name, class [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.



*Exams:*

9. Students may not leave the room for any reason during an exam. If you have to leave the room, you can turn in your exam and it will be considered complete at that point.
10. Anyone who uses an electronic device (laptop or cell phone) during an exam will receive a failing grade for the course.
11. Anyone caught cheating on an exam will receive a failing grade for the course.
12. **NO MAKEUP QUIZZES OR TESTS WILL BE GIVEN UNLESS ARRANGEMENTS ARE MADE AT LEAST 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 link at the top of any web page on our site.** On the Guide Questions page you will find a comprehensive list of the readings and related web pages. 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 3 lectures.** You will be asked to show your written work on the guide questions during class to receive participation credit for that week. These notebook checks may be unannounced and will impact your final attendance and participation grade.
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 exams and follow the lectures.
17. **Guide questions copied from another student will not receive credit.** *If two guide questions sets are identical, neither student will receive credit regardless of who did the work.*

*Journal Assignments & Plagiarism Policies:*

18. **FORMAT: All journals must be typed and uploaded on the due date (see our syllabus schedule) @ <http://www.turnitin.com/static/index.html>. You can upload Word or PDF documents.** No handwritten work will be accepted. Your log in information is as follows: **class ID: 3049741 enrollment password: wintersnow10**
19. **Minimum length** for a journal entry to receive a passing grade (D or better) is **2 pages doubled-spaced with 1-inch margins. Font sizes should be 12 point or less. Please use easily readable text fonts. Please note:** Just turning in a minimum length paper does not guarantee a passing grade. If you want to earn an A or B your paper should be at least 3 pages but no more than 5 pages.
20. **Your name, class, section, journal assignment, and date should appear on one line at the top line of the page.**
21. **WHEN ARE ENTRIES DUE?** Journals are due at the beginning of class on Wednesday of weeks 2, 3, 4, 6, 7 and 8. The time of your submissions will be cataloged by Turnitin.com's site.
22. **HOW MANY JOURNAL ENTRIES MUST YOU DO?** You must turn in **two journal entries on time** and receive a passing grade on them (70% or better) to earn a passing grade for the journal portion of the course. You have six opportunities to get journal entries in on time so no excuse will be accepted for late entries.
23. **Late journal assignments: No late journal entries will be accepted.** If you know that you will not be in class, upload your entry early on/before the day it is due. Journal assignments not turned in will receive zero credit and negatively affect your final grade.
24. **Extra Credit Journal Entries:** You may not do journal entries for extra credit in this course.
25. **Grammar, punctuation and usage count.** You are responsible for proofreading your entries before you turn in them in. Journals that contain multiple mechanical writing errors (3 or more) will not receive a passing grade.
26. **The quality of your journal entries matters.** When grading your entries, I must be able to see that you have read the assignment in your critique and that your entry is relevant to the reading. You should cite the theorist you are discussing and use textual examples from the reading or lecture to support your claims. Please see the attached journal grading rubric for guidelines on grading criteria.
27. **Plagiarism notice: If you quote/paraphrase the author's ideas, or my lecture, you should include the source's name in parenthesis after the sentence where the material appears.**
28. **All journal entries will be checked for plagiarism using TurnItIn.com's web site. If your entry consists of material largely copied from web sites, (i.e., more than 25%) it will receive a failing grade.**
29. **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.**
30. Instructions for doing citations appear on the journal guidelines page (on the class web site). *Journals without proper citations will receive a failing grade.*
31. **Students who copy or turn in work from:**
  - a. another's student's entry (present or past quarters), or
  - b. 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.**
32. In addition to having proper citations within the text of your entry, **all journal entries 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 journal page of our class web site. You must tailor the examples to fit your particular needs. **Journals 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 our class web site (<http://www.thinkingshop.com/AIP/ethics/journal.htm#bibliography>) or [www.easybib.com](http://www.easybib.com) for help with MLA formatted bibliographies.
33. **If you receive a failing grade on a journal entry for any reason, there will be no opportunity to make it up or do extra credit.**

**Note on the difference between Guide Questions and Journal Entries:**

There is a **sharp difference between the guide questions and journal entry assignments.** **Guide questions** are designed to help you navigate and understand the challenging readings we cover **each week.** *If you do not read and do guide questions, you will not understand the lectures or perform well on exams. In addition, your participation grade will be affected when I perform weekly notebook checks.*

**Journal questions** are short formal research papers designed to help you apply the concepts learned from each week's lecture. They represent mastery level learning of the subject matter in that they ask you to develop your own view and to provide examples to support your argument.

## Journal Grading Rubric

The table below summarizes my method for evaluating your journals. 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"> <li>• Exceeds minimum requirement for length</li> <li>• Content includes references and quotes to the material covered in the readings</li> <li>• At least one primary source (e.g., assigned reading) and one secondary source (i.e., scholarly sources in philosophy) are present.</li> <li>• Material summarized or quoted from a primary or secondary source is cited and a formal MLA style bibliography is included.</li> <li>• Student actively interprets material and devises original ethical positions/solutions by synthesizing the new material with personal views.</li> <li>• Student creatively introduces nuances/various possibilities for answering the journal question at hand.</li> <li>• Student makes additional references to contemporary situations taken from current events and applies reading material to these situations.</li> <li>• No grammar, punctuation, usage or spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeds minimum requirement for length</li> <li>• Content includes references and quotes to the material covered in the readings</li> <li>• At least one primary source (e.g., assigned reading) and one secondary source (i.e., scholarly sources in philosophy) are present.</li> <li>• Material summarized or quoted from a primary or secondary source is cited and a formal MLA style bibliography is included.</li> <li>• Student actively interprets material and devises original ethical positions/solutions by synthesizing the new material with personal views.</li> <li>• Less than three (3) grammar, punctuation, usage or spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>• Meets minimum requirement for length</li> <li>• Content includes references to the material covered in the readings</li> <li>• Primary source is present but no secondary source is used/identified.</li> <li>• Material summarized or quoted from a primary or secondary source (i.e., scholarly sources in philosophy) is cited and a formal MLA style bibliography is included.</li> <li>• Less than three (3) grammar, punctuation, usage or spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>• Barely meets minimum requirements</li> <li>• Content does not reference readings or use quotes to support student's position</li> <li>• No bibliography, citations or quotes</li> <li>• At least three (3) grammar, punctuation, usage or spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet minimum requirements</li> <li>• More than five (5) grammar, punctuation, usage or spelling errors</li> </ul>

## Ethics Project Rubric

The table below summarizes my method for evaluating your projects. 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"> <li>◆ <b>Communication:</b> 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/</li> <li>◆ <b>Clarity:</b> 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)</li> <li>◆ Student summarizes <b>but does not copy</b> 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)</li> <li>◆ Student is able to connect the artist/style they've chosen to contemporary trends in media/</li> <li>◆ <b>Relation to theory:</b> student understands how the work of his/her chosen artist or artistic style relates to the ethical theory that he/she is presenting.</li> <li>◆ 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"> <li>• The comparison between the artist/style and the ethical theory is clear at the close of the presentation.</li> </ul> </li> </ul>
B	<ul style="list-style-type: none"> <li>◆ <b>Communication:</b> Student communicates in a professional manner; introduces him/herself and the project; does not use slang/street language throughout the presentation</li> <li>◆ <b>Clarity:</b> 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.)</li> <li>◆ Student summarizes <b>but does not copy</b> 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)</li> <li>◆ <b>Relation to theory:</b> student understands how the work of his/her chosen artist or artistic style relates to the ethical theory that he/she is presenting.</li> <li>◆ 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"> <li>• The comparison between the artist/style and the ethical theory is clear at the close of the presentation.</li> </ul> </li> </ul>
C	<ul style="list-style-type: none"> <li>◆ <b>Communication:</b> Student communicates in a professional manner; introduces him/herself and the project; does not use slang/street language throughout the presentation</li> <li>◆ <b>Clarity:</b> presentation is well prepared; visuals contribute to clarity and introduce both the artist and the theory for the audience</li> <li>◆ Student summarizes <b>but does not copy</b> 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)</li> <li>◆ <b>Relation to theory:</b> student understands how the work of his/her chosen artist or artistic style relates to the ethical theory that he/she is presenting.</li> <li>◆ The comparison between the artist/style and the ethical theory is clear at the close of the presentation.</li> </ul>
D	<ul style="list-style-type: none"> <li>◆ <b>Communication:</b> Student does not communicate in a professional manner; does not introduce him/herself or the project; uses slang/street language throughout the presentation</li> <li>◆ <b>Clarity:</b> presentation is not well prepared</li> <li>◆ 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</li> <li>◆ <b>Relation to theory:</b> student barely understands the ethical theory that he/she is presenting and cannot elaborate any further</li> <li>◆ The theory in question remains unclear even after the presentation is finished</li> </ul>
F	<ul style="list-style-type: none"> <li>◆ <b>Communication:</b> Student does not communicate in a professional manner; does not introduce him/herself or the project; uses slang/street language throughout the presentation.</li> <li>◆ <b>Clarity:</b> presentation is not well prepared</li> <li>◆ Student has copied most information from other sources (e.g., text, web, library) without really understanding the material</li> <li>◆ <b>Relation to theory:</b> student does not understand the ethical theory that he/she is presenting and misreads the theorist's position or ignores significant details</li> </ul>

**Learning Contract – AIP Ethics (PHI 1010)**                      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/ethics/index.htm>) and calendar on the syllabus for announcements (web site) and assignment due dates (syllabus).

*Reading Assignments:*

1. This is an introductory 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 understand the difference between guide questions and journal assignments (indicated on syllabus).
2. I know that guide questions must be completed before the lecture.
3. If I miss a notebook check via absence or arriving late for class, the instructor will not award credit for guide questions.
4. Guide questions should be completed to help study for midterm and final exams.

*Journal Assignments:*

1. I understand how the due dates work for journal entries; e.g., journal #1 can only be turned in at the beginning of class on Wednesday of Week 2; journal #2 can only be turned in on at the beginning of class on Wednesday of Week 3 and so on.
2. It is my responsibility to upload my journal to TurnItIn.com.
3. Journal entries may also be turned in early with no penalty.
4. Late journal entries will not be accepted for any reason.

I have read and agree to the terms above.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_