



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit College of Public Programs Department School of Social Work

Subject SWU Number 183 Title Introductory Ethics: A social service perspective Units: 3

Is this a cross-listed course? No
 If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description: _____

Requested designation: Humanities, Fine Arts and Design-HU
Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

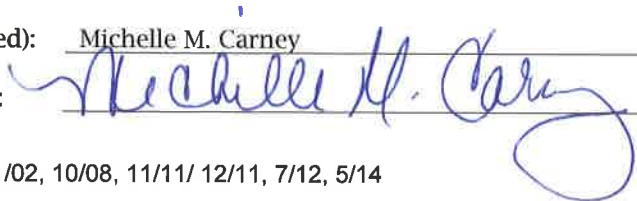
Contact information:

Name Cecilia Ayón Phone 602.496.1196

Mail code 3920 E-mail: cecilia.ayon@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Michelle M. Carney Date: 9/11/2014

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, FINE ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
SWU	183	Intruductory Ethics: A social issues perspective	

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criteria 1 Emphasizes values, ethics and beliefs systems	Course content session 1 -15 addresses Assingment 2: Ethical dilemmas	See syllabus pages 4-8. Throughout the course of the semester students cover content that is aimed at using systems of philosophy that will facilitate their cirital thinking and process of ethical decision making. Content includes theoretical perspectives, human rights, environmental ethics, hunger and poverty, war and violence, abortion, gender roles and morality, and racial and ethics discrimination. Students participate in weekly discussion board discussions with group members on these topics. See syllabus page 7 For this assingment students are presented with an ethical dilemma where they have to (1) identify the basic ethical principal, (2) identify and apply ethical theories to the dilemma, (3) identify and discuss their own personal values relevant to the dilemma, (4) discuss the cultural and value positions of those who would be impacted by this dilemma, (5) apply the code of ethics.
Criteria 4a Class is concerned with development of human thought with a focus on development of philisophical thought.	Assignment 1: Personal paradigm or worldwive assingment Assingment 3: Personal paradigm or worldview statement revisited	See syllabus page 4-5. This assingment asks students to write a statement about their personal paradigm or worldview including how their values inform how they view the world. This assignment is meant to help students become more self aware and reflective in preparation for a career in the helping professions. See syllabus page 8 This assignment asks students to revisit the personal paradigm or worldwive statement written at the beginning of the semester and reflect how the class has changed or confirmed their views of the world.

SWU 183 Introductory Ethics: A social issues perspective

Catalog Description:

Introductory exploration of ethics from a historical and multicultural perspective viewed through the lens of contemporary social issues.



COLLEGE OF PUBLIC PROGRAMS
SCHOOL OF SOCIAL WORK
Master Syllabus
Fall 2014

- I. **Name and Number of Course:** SWU 183
Introductory Ethics: A Social Issues Perspective
- II. **Program Level: BSW:** Lower division
- III. **Course Requirements:** Credit: 3 semester hours
Meets the social work requirement for Introduction to Philosophy or Ethics
Prerequisites/Co requisites: None
- IV. **Course Description:**

The course is an exploratory introduction of ethics from an historical and multicultural perspective viewed through the lens of contemporary social issues.

V. **Rationale for the Course:**

As we all know, the world is complex, which results in facing personal dilemmas and societal issues. Our understanding of these issues can be enhanced using ancient and contemporary systems of philosophy that facilitate critical thinking and a process of ethical decision-making. The world is also multicultural and therefore challenges people to understand other worldviews. The course serves as an introduction to ethics and moral philosophy through an exploration of multicultural and theoretical ethical perspectives. The course provides an opportunity for students to explore modern day social issues and ethical dilemmas.

VI. **Course Objectives:**

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

1. Examine the values and beliefs that inform our personal ethical codes.
2. Understand the historical development of ethical thinking, from ancient to contemporary philosophical traditions.
3. Explore the ethical traditions of diverse cultures, including multicultural perspectives; compare and contrast ethical thinking from at least two different cultural traditions.
4. Understand the similarities and differences between cultures in viewing human rights.
5. Review the code of ethics of professions and/or occupations you may be considering.
6. Recognize the nature of an ethical dilemma
7. Analyze a personal ethical dilemma through a model of ethical decision-making.

8. Apply critical thinking skills and models of ethical decision-making to a contemporary social issue.

VII. Course Units:

- Unit I Matters of Life and Death
- Cloning and Reproductive Technologies
 - Abortion
 - Euthanasia
 - Punishment and the Death Penalty
 - War, Terrorism, and Counterterrorism

- Unit II Matters of Diversity and Equality
- Race and Ethnicity
 - Gender
 - Sexual Orientation

- Unit III Expanding the Circle
- World Hunger and Poverty
 - Living Together with Animals
 - Environmental Ethics

VIII. Key Course Concepts:

ethical decision making	virtue of compassion	environmental ethics	NASW rules and ethical codes
autonomy	biocentrism	morality	consequentialism
consumerism	cultural identity	ecocentrism	social roles
gender equality	human rights	multiculturalism	virtue ethics
biocentrism	environmental racism	gender roles	United Nations Universal Declaration of Human Rights
deontological theory	lifeboat ethics	humanitarianism	utilitarianism
tolerance	values	reason	Kantianism

IX. ASU and Related Professional Policies:

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:

<http://provost.asu.edu/academicintegrity/policy>

Student Code of Conduct:

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

X. Accommodations for Students with Disabilities:

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy:

<http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

XI. HIPAA Policy Statement:

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow someone to know who the person was needs to be changed or eliminated. This includes obvious things like names and birthdates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender.

XII. Required Texts:

Hinman, L. (2013). *Contemporary moral issues: Diversity and consensus* (4th ed.). Upper Saddle River, N.J.: Pearson.
ISBN – 13: 978-0-205-63360-9, or ISBN – 10: 0-205-63360-9

To order the text with **MySearchLab** use ISBN 0-205-88590-X

Other required readings will be posted on the weekly DB portal.

XIII. Course Schedule:

COURSE OUTLINE

Each week, students will be expected to complete one full course module. In each course module, there may be assigned readings, films and or audio recordings to view or listen to, and discussion board requirements. All requirements for each module can be located on Blackboard weekly DB's and in the posted syllabus.

Please see Course Schedule for the breakdown of when your posts and replies, assignments and midterms are due within each session to avoid any late submissions.

Session 1: Monday, August 25 – Saturday, August 30, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus
Introduction pp. xiii - xxv
Matters of Life and Death: Part One pp. 1 - 10
- BB assignments listed under this module

Session 2: Monday, September 1 – Saturday, September 6, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus
pp. 12 - 54
- BB assignments listed under this module

Session 3: Monday, September 8 – Saturday, September 13, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus
pp. 55 - 91.
- BB assignments listed under this module

Assignment 1: Personal Paradigm or Worldview Assignment

The assignment needs to be posted on Assignment 1 Blackboard prior to Saturday, September 20, 2014, 10 p.m. Session 4.

Each student brings to this course a unique way of viewing the world. That worldview will influence the student's integration of the content from this course and the development of a beginning theory-based framework for professional practice. The first assignment will allow the student to explore this personal worldview and the implications of the student's worldview to professional practice.

A personal paradigm or worldview is a statement about how each individual considers people and the environment in which he or she lives. A personal paradigm or worldview is a composite of values – ideas about how things should be, and theories – explanations about why things are the way they are. It is important to understand one's own personal paradigm because it influences all future learning and shapes how you practice. Therefore, self-awareness is an important element of this assignment.

Write a 5 page paper in APA format that is a statement of your values and world view. You will post your assignment on the designated Discussion Board created in Session 4 labeled "Assignment 1" and attach your paper as a Word document. Address the following questions:

- What values are most important to you?
- Where did these values come from? Parents? Life experience? Peers? Mentors?
- How have these values influenced your life in other ways? Give examples.
- What attitudes, beliefs, or knowledge do you use to explain the world and human behavior? What do you believe are the causes of individual and/or societal problems?
- What is your perspective about change?
- How do you want to make a difference as a professional?
- How have the lenses of privilege and of oppression influenced your life?

Criteria for grading include:

- Level of self awareness – you are able to demonstrate a heightened level of consciousness in identifying and discussing the implications of key values, beliefs and perspectives.
- Evidence – you demonstrate an ability to address the above questions with supporting examples from your life experiences (e.g. how was a particular value introduced to you, what activities/actions of yourself or others impressed upon you particular beliefs, etc.).
- Connectedness – Your presentation illustrates coherence between the personal paradigm and the experiences that informed the paradigm.
- Meaningfulness – The paradigm demonstrates a sense of purpose and intent, integrating the values, beliefs and knowledge that inform you with professional practice.
- Organization and quality of writing – the paper presents the paradigm in an organized format without errors in spelling, grammar, etc.

Please see grading rubric on page 12 of this syllabus for more details regarding Assignment 1 expectations.

Session 4: Monday, September 15 – Saturday, September 20, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 92-128
- BB assignments listed under this module

Session 5: Monday, September 22 – Saturday, September 27, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 129-165
- BB assignments listed under this module

Session 6: Monday, September 29 – Saturday, October 4, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 166 - 212

- BB assignments listed under this module

Session 7: Monday, October 6 – Saturday, October 11, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus Matters of Diversity and Equality: Part Two pp. 213 - 238
- BB assignments listed under this module

Fall Break: Saturday, October 11 – Tuesday, October 14, 2014

**Midterm Exam is open to students through Blackboard 6 a.m. Wednesday, October 15 through 10 p.m. Saturday, October 18 and covers Sessions 1 - 7
MUST BE COMPLETED BY 10 p.m. Saturday, October 18, 2014**

Session 8: Monday, October 20 – Saturday, October 25, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 239 - 273
- BB assignments listed under this module

Session 9: Monday, October 27 – Saturday, November 1, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 274 - 310
- BB assignments listed under this module

Session 10: Monday, November 3 – Saturday, November 8, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 311 - 360
- BB assignments listed under this module

Session 11: Monday, November 10 – Saturday, November 15, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 361 - 394
- BB assignments listed under this module

Session 12: Monday, November 17 – Saturday, November 22, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 395 - 429
- BB assignments listed under this module

Session 13: Monday, November 24 – Wednesday, November 26, 2014

Assignment 2: Moral and Ethical Dilemmas

The assignment needs to be posted on Assignment 2 Blackboard prior to Wednesday November 26, 10 p.m. Session 13.

As a group, choose one of the films provided to you in week 10 (or one you find and obtain faculty approval). The chosen film portrays a societal ethic issue that coincides with the issues discussed through your weekly readings. Prepare a paper (9 – 11 pages, which includes cover page and reference page, typed, APA style, double spaced, and one inch margins in a Word document).

The 9 – 11 page (7 – 9 pages of content) paper should address the following content:

- 1) Identify the basic ethical problem or dilemma chosen (review the Introduction to Ethical Dilemmas handout provided in Week Two pages 1 – 4 to help prepare you in describing your dilemma).
- 2) Identify and apply ethical theories, philosophical, and contemporary approaches from the reading that enlighten your understanding of the ethical dimensions of the dilemma (for example – virtue ethics, utilitarianism, deontological, Kantianism, teleological).
- 3) Identify and discuss your personal and professional values relevant to the problem.
- 4) Discuss the cultural and value positions of “the other” – those who would be impacted by your decision as a helping professional (for example - the client, the family, the community).
- 5) Apply, in detail, 2 – 3 professional Code of Ethics to the dilemma(s)/problem(s).
- 6) What alternatives are possible, and what are the potential harms or goods of each alternative?

Criteria for grading will include:

- critical analysis of the dilemma and surrounding factors
- comprehensiveness of content regarding the above content areas,
- readings, consultations, and other sources of information that enhanced your understanding of the dilemma,
- ability to identify different perspectives of the dilemma and consideration of various alternatives for solution,
- identification of personal, professional, and client system values that impact the dilemma,
- awareness of cultural phenomena that have an impact on the dilemma,
- ability to articulate the complexity and/or ambiguity of the chosen ethical dilemma, and
- ability to accurately apply a professional Code of Ethics to the dilemma.

Please see grading rubric on page 13 of this syllabus for more details regarding Assignment 2 expectations.

Session 14: Monday, December 1 – Saturday, December 6, 2014

- Readings: Hinman: Contemporary Moral Issues: Diversity and Consensus pp. 430 - 461
- BB assignments listed under this module

Final Exam: Monday, December 8 – Wednesday, December 10, 2014

Final Exam - Assignment 3: Personal Paradigm or Worldview Assignment
The assignment needs to be posted on Assignment 3 Blackboard prior to 10 p.m. Wednesday, December 10, 2014

Using Assignment 1 from Session 4 as a frame of reference, review your worldview at the start of this course and, through self-reflection, examine your current worldview. Discuss how this course has either confirmed or altered your personal worldview and/or professional ethics. **Using concepts learned from the text and discussed in this course, explain the process of the change, and/or to confirm your current view. Your paper is to demonstrate your understanding and application of the course readings and key concepts.**

Highlight or **change the font color** of any changes to your original paper. Assignment 3 may be up to 7 pages double-spaced, APA style. Remember, you are adding this information to the same document you submitted for Assignment 1.

Please see grading rubric on page 14 of this syllabus for more details regarding the Final Exam - Assignment 3 expectations.

XIV. Evaluation Procedures:

1. WEEKLY BLACKBOARD DISCUSSION GROUPS: 42% OF COURSE GRADE (42 of the 100 points, which is 3 points per week)

Note that students will receive zero points for any week in which they do not post by the module deadline. Students who chronically engage in the online discussion late in the week (don't wait until the last minute), will receive a lower grade for that week's discussion points.

In preparation for each online discussion, students are expected to engage in critical thinking and critical reading. Students are expected to complete all module assignments prior to posting comments on the discussion board and to be prepared to connect their comments, thoughts, and ideas based on knowledge obtained from content in each course module (readings, videos and/or audio recordings). Students will be evaluated on demonstrating the ability to apply their ideas gained from the assigned materials on contemporary social ethical issues.

- Critical thinking & reading involves scanning, identifying, sorting and prioritizing information. Critical thinking calls for higher-level thinking skills such as connecting ideas, evaluating rationale, drawing implications, and considering multiple perspectives and points of view.

- Critical writing clarifies thinking. The critical writing on Blackboard is not merely rewriting what you have learned from the materials or to summarize the thoughts of others but rather applying what you have learned related to ethical positions on social issues that are assigned each week.
- Critical writing is used in this course as a form of active learning. The purpose of the Blackboard discussions are to help you critically analyze and synthesize the course materials and to learn from the ideas of your peers.

Each student will be assigned to a discussion group where students will discuss their thoughts and ideas with each other each week. The instructor may change the group membership mid-way through the semester. The discussion posts will be evaluated based on the student's demonstration of certain expectations. Students are expected to:

a. First **posting due by 10 p.m. Wednesday of each week:** Post a few paragraphs that identify some of the major concepts from the module's materials incorporating your own thoughts and ideas that you found particularly interesting or troubling.

In your first posting, make sure you provide:

- A clear statement of a few of the major concepts
- A discussion of the relevance of these concepts to an understanding of issues related to a multicultural approach to understanding and applying ethics.
- Provide ideas that extend some of the ideas from the week's readings and other assigned materials.

b. **Responses to each group member's first posting should be done between Wednesday-Saturday at 10 p.m.:** Respond to other group members' comments—(this is the "discussion" part). Imagine that you are sitting in class and you are having a discussion back and forth with other students in your small group—this is the expectation for the online discussions.

c. In all discussion groups, demonstrate critical thinking and incorporate the week's assigned readings/video/audio assignments:

i. *Some prompting questions might be:*

- What resonated with your own personal belief and how do you trace the roots of your own set of ethical beliefs? (i.e.: culture, national origin, country, family, profession, political affiliation, particular personal experiences, etc.)
- How have the materials challenged or opened up new ways of thinking about your own ethics related to the topic of the week?
- How do your developing ideas of ethics support or run into opposition with the ethics of your chosen profession? Why? How might you reconcile these tensions?
- What knowledge have you gained from the materials about how to approach ethical conflicts?
- What are the areas where you feel ambivalent and/or undecided about your ethical position and how do the theoretical perspectives on ethics help you think it through?

Rubric for Blackboard Discussion Participation

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content. Use the following feedback to improve the quality of your discussion contributions. *The six criteria will be averaged each week for a total of 3 points per week.*

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Frequency	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Examples of postings that demonstrate higher levels of thinking:

“Some common themes I see between your experiences and our textbook are....” (Analysis)
“These newer trends are significant if we consider the relationship between” (Synthesis)
“The body of literature should be assessed by these standards” (Evaluation)

2. Midterm Exam (20 of the 100 points)

Note: Students will receive zero points for not attempting to take the exam by the deadline.

The exam will specifically test your comprehension of the main concepts in your textbook, Chapters 1 - 3 Applied Ethics: A Multicultural Approach and course materials from Sessions 1-7. The exam will be taken on Blackboard.

3. Assignments 1, 2, 3 (total value 38 of 100 points)

These assignments are designed for you to apply and analyze the ethics concepts that are being examined and discussed during this course. Grading criteria for assignments 1-3 are provided in assignment grading rubrics. Assignments 1 & 2 are worth 12.5 points each and Assignment 3 (Final Exam) is worth 13 points.

Assignment 1 Grading Rubric: Personal Paradigm or Worldview Paper

Level of self awareness	demonstrate consciousness in identifying and discussing: - key values - key beliefs - key perspectives - key privileged and oppressed identities	4 pts	Excellent = 4 pts Good = 2.75 pts Acceptable = 1.50 pts Unacceptable = 0 pts
Evidence	demonstrate supporting examples from life experiences	2 pts	Excellent = 2 pts Good = 1.50 pts Acceptable = .75 pts Unacceptable = 0 pts
Connectedness	- coherence between personal paradigm and experiences - developing a professional voice connected to experience	4 pts	Excellent = 4 pts Good = 2.75 pts Acceptable = 1.50 pts Unacceptable = 0 pts
Meaningfulness	Demonstrates: - sense of purpose and intent - integrating the values, beliefs and knowledge that inform professional practice		
Organization and quality of writing	- Well organized with introductory roadmap - spelling, - grammar, - editing	2.5 pts	Excellent = 2.5 pts Good = 1.75 pts Acceptable = 1 pt Unacceptable = 0 pts
Total Points		12.5	

Assignment 2 Grading Rubric: Ethical Dilemma

Conceptual ability	<p>Addresses and demonstrates comprehension of:</p> <ul style="list-style-type: none"> • Define key terms (.5 point) • identifies basic ethical problems or dilemmas (1 points) • “values” (.5 point) • <i>Code of Ethics</i> (.5 points) • ethical principles screen (1 points) • other decision-making criteria (1 points) • makes a clear decision (.5 point) 	5 pts	<p>Excellent = 5 pts Good = 3.5 pts Acceptable = 2 pts Unacceptable = 0 pts</p>
Critical Analysis and Self Awareness	<ul style="list-style-type: none"> • Articulates dilemma’s complexity/ambiguity • uses research well • uses collaboration well • shows insightful self-knowledge/personal values • considers other perspectives/client values • identifies relevant cultural issues • asks pertinent questions • identifies important missing data • generates creative, alternative solutions • critically assesses their worth 	5 pts	<p>Excellent = 5 pts Good = 3.5 pts Acceptable = 2 pts Unacceptable = 0 pts</p>
Outline Quality	<ul style="list-style-type: none"> • Organization, clarity, and quality of outline • clear and concise definition and application of key content • grammar/spelling • APA format • creative and effective use of media 	2.5 pts	<p>Excellent = 2.5pts Good = 1.75 pts Acceptable = 1 pt Unacceptable = 0 pts</p>
Total Points		12.5	

Assignment 3 Grading Rubric: Personal Paradigm or Worldview Paper

Level of self awareness	demonstrate consciousness in reviewing and discussing confirmation or altering of: - key values - key beliefs - key perspectives - key privileged and oppressed identities	4 pts	Excellent = 4 pts Good = 2.75 pts Acceptable = 1.50 pts Unacceptable = 0 pts
Evidence	demonstrate supporting examples from the text and from life experiences that cite course concepts and discussions	4 pts	Excellent = 4 pts Good = 2.75 pts Acceptable = 1.50 pts Unacceptable = 0 pts
Connectedness	- coherence between personal paradigm and experiences - developing a professional voice connected to experience	3 pts	Excellent = 3 pts Good = 2.25 pts Acceptable = 1 pt Unacceptable = 0 pts
Meaningfulness	Demonstrates: - sense of purpose and intent - integrating the values, beliefs and knowledge that inform professional practice		
Organization and quality of writing	- Well organized with introductory roadmap - spelling, - grammar, - editing - complies with parameters of paper	2 pts	Excellent = 2 pts Good = 1.50 pts Acceptable = .75 pts Unacceptable = 0 pts
Total Points		13	

Guidelines and Criteria for Grading:

An **A+** grade means that a student is doing exceptional work. The student participates regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in participation assigned for a particular course. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An **A** grade means that a student is doing outstanding or excellent work. The student participates regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in participation assigned for a particular course. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An **A-** grade means that a student is doing excellent work. The student participates regularly, completes all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A **B+** grade means that a student is doing well above average work. The student participates regularly, completes all of the course assignments and demonstrates a strong grasp of the material.

A **B** grade means that a student is doing above average work. The student participates regularly, completes all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A **B-** grade means that a student is doing slightly above average work. The student participates regularly, completes all of the course assignments and demonstrates understanding of the material.

A **C+** grade means that a student is doing at least satisfactory work, and meeting more than the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A **C** grade means that a student is doing at least satisfactory work and meeting the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A **D** or **E** grade means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Grade Scale:

A+	97-100	B+	87-89	C+	75-79	D	67-62
A	93-96	B	83-86	C	70-74	E	Below 62
A-	90-92	B-	80-82				

XV. **Other Expectations:** This class is wholly online. With the exception of the textbook, all of the course materials are online in the course Blackboard site. Students should anticipate and prepare for approximately three hours per week of viewing instructor presentations, audio/video presentations, and in participating in the online discussions. Reading the textbook material is not considered class time and is in addition to the three hours of online class time. Students should pace themselves in completing their reading according to the discussion deadlines.

Students' responsibilities

1. The material covered in this course forms the theoretical foundation and practical application of understanding ethical issues in the social world. The course is designed to help students integrate the reading material through written materials; watching and listening to others discuss their views on contemporary ethical issues, discussion board as a way to apply the readings to students' evolving understandings of ethical issues in the social world, and an exam that tests students' comprehension of the week's assignments. Therefore, in an online classroom, regular attendance is required.

What does "regular attendance" mean in an online classroom format?

Regular attendance means that students are expected to go to the course Blackboard site multiple times during each week to complete the assignments, interact with each other in the discussion board, and to check announcements. It means that students spend the same amount of time doing online work as they would spend in the classroom.

2. Students are expected to have completed the assigned materials from the course outline by the deadlines given. No deadline extensions on assignments will be given. For example, if an initial discussion post is due by each Wednesday, and you have not posted by that day, you will receive zero points for that assignment. You can (and should) still participate in the discussion to gain some of the available points for the week.

3. *Conversations related to issues of diversity, multiculturalism, and diverse points of view:* Students likely have different levels exposure to people of cultural diversity, age, gender, disabilities, race, religion, national origin, and sexual orientation. Therefore, students are strongly encouraged to share multiple perspectives based on their experiences and backgrounds to enhance the learning of others.

Since this course includes a variety of topics that may be considered controversial, the following ground rules for how we discuss sensitive topics are proposed. These ground rules are adapted from Lynn Weber Cannon's "Fostering Positive Class, Race, and Gender Dynamics in the Classroom" which appeared in *Women's Studies Quarterly*, 1990. 1&2, 130-132.

- We can assume that discrimination exists in many forms (e.g., sexism, racism, classism, ageism, homophobia, anti-Semitism, etc.). Any critical understanding of these various "isms" means that we need to recognize that we have been taught misinformation about our own group as well as about members of other groups. This is true for dominant (e.g., white, male, upper class, heterosexual, able-bodied, etc.) and oppressed (e.g., people of

color, women, poor and working class, gay/lesbian/bisexual, disabled, Jewish, etc.) group members.

- Based on these assumptions, students cannot be blamed for misinformation they have learned, but we will be held accountable for repeating information after we have learned otherwise.
- People and groups are not to be blamed for their oppressed positions. Assume that people are always doing the best they can.
- Actively pursue information about your own groups and those of others. Share information about your own groups with other members of the class but never demean, devalue, or in any other way put down people for their own experiences.
- We each have an obligation to actively combat myths and stereotypes about our own groups so that we can break down the walls which prohibit group cooperation and group gain.
- As a class we can all create an environment for open discussion and mutual learning among all class participants especially when we disagree.

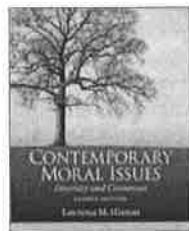
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