**Division of Philosophy, Humanities and Library Sciences
Philosophy Department**
https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/philosophy/

Phil 2306: Introduction to Ethics | Lecture | #12586
Summer 2020 | 5 Weeks
Online| 7/13/20 – 8/16/20
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor: Parish Conkling
Office: 900N
HCC Email:parish.conkling@hccs.edu

Office Phone:713-718-5162
Office Hours: Online, By appointment
Office Location: Spring Branch campus, Suite 200

==DUE TO COVID-19, ALL IN-PERSON OFFICE HOURS ARE CANCELLED. MEETINGS WILL BE CONDUCTED ONLINE FOR THE SUMMER SEMESTER.==

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

Instructor's Preferred Method of Contact
parish.conkling@hccs.edu. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. PLEASE BE AWARE that emails sent through canvas do not always reach me promptly. For the fastest response, please use the email above.

My Personal Welcome

Greetings! My name is Parish Conkling and I will be your instructor for Introduction to Philosophy. I am delighted that you have chosen this course! I believe the study of philosophy is one of the most worthwhile endeavors one can embark upon and I am looking forward to getting to know all of you in the upcoming semester. It is my goal that you all end this course with a dedication to clear, critical thinking and the courage to face and evaluate some of life's biggest questions. Please contact me with any questions or concerns you have as we progress through the semester. I am dedicated to your success and will do all I can to try to help you.

Prerequisites and/or Co-Requisites

ENGL 1301

Canvas Learning Management System

This section of PHIL 2306 will use Canvas (https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities.
HCCS Open Lab locations may be used to access the Internet and Canvas. **USE FIREFOX OR CHROME AS THE INTERNET BROWSER**. Please be sure you are able to access canvas and are familiar with it before the beginning of class. Please do not email for make-up due to vacations, home connectivity issues, home computer issues and so on. If you are having trouble with your computer, there are computers available at any public library and HCC campus. Please be sure you are familiar with and comfortable with Canvas prior to the start of this course

HCC Online Information and Policies
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: http://www.hccs.edu/online/

Scoring Rubrics, Sample Assignments, etc.
Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. https://eagleonline.hccs.edu/login/ldap

Textbook Information
This course will consist entirely of readings which I will provide on your canvas site.

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction
Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview

This is a systemic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value. This course provides a practical, community-minded introduction to questions of character and human excellence in a multi-cultural, global environment. Traditional and contemporary views concerning the nature of goodness, happiness, duty, and freedom serve as points of departure for this largely thematic inquiry into right conduct and ways of thinking that leads to that conduct.

Core Curriculum Objectives (CCOs)

This course satisfies the Philosophy, Language, and Culture component area or the Component Area Option in the HCC Core Curriculum. If you are not sure that you need this course to graduate, please consult with your advisor.

Program Student Learning Outcomes (PSLOs)

1. Demonstrate knowledge and an understanding of arguments, problems, and terminology in philosophy.
2. Analyze and critique philosophical texts in ways that demonstrate an awareness of argument structure and the evaluation of philosophical claims.
3. Present logically persuasive arguments orally and in writing that are relevant to philosophical issues covered in course material.
4. Evaluate personal and social responsibilities of living in a diverse world in terms of the philosophical issues raised in course material.
5. Apply relevant ethical theories to daily activities, and to issues in contemporary debates.

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

Learning Objectives

1.1 Read canonical texts and contemporary articles in the philosophical tradition of ethics.
1.2 Analyze, **discuss**, and **critique** philosophical texts and ethical questions through open annotation exercises, papers, and discussion forums.
1.3 Analyze and **critique** philosophical texts and practical ethical questions in papers and tests.
2.1 Learn basic philosophical vocabulary, major arguments, and positions in philosophical ethics.
2.2 Recognize key concepts in regular quizzes.
2.3 Demonstrate understanding of key arguments and claims made by philosophers studied

in the course through papers and assignments.

3 Present logically persuasive arguments in papers and tests.

4.1 Engage in critical thinking through discussion forums, papers, and tests.

4.2 Demonstrate critical thinking skills in all written work.

5.1 Consider the impacts of philosophical ideas on personal and social responsibility in papers and discussion forums.

5.2 Apply philosophical concepts discussed in the course to personal and contemporary issues, demonstrating a concern for social and personal responsibility in written work.Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to**:**

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Case Studies: Each student must complete a number of case analyses (CAs) the semester. The number of the analyses and their point value are given in the syllabus. They will be graded on punctuality, proper form, neatness, grammar, spelling, completeness, accuracy, clarity, and reasonableness. The due date for each is given in the Assignments and the Learning Module on Canvas. To avoid late submission penalties (see more below), the CA must be submitted on the due date.

Exams

There will be 3 exams. Exams will be multiple choice, T/F and/or short essay. **You will be given a week to complete the exam. You will not be able to make up the exams after the week has passed.**

Class Activities

There will also be several activities. These will require you to complete an online assignment and comment on it. These can be found in the weekly modules.

Final Exam

The final exam will be Exam 3. There is no cumulative exam for this class. Please refer to the finals schedule for precise date.

Grading Formula

Case Studies- 25%

Activity Reponses-10%

Exam 1 - 20%

Exam 2 - 20%

Exam 3 - 25%

Incomplete Policy:

Please note:

Since you have a full week to complete all the activities, there will be no make-up opportunities, so don't wait until the last minute on Sunday to turn in your work. The exams, quizzes and assessments will be posted well in advance, so that you

will have ample time to fulfill the assignment. Don't wait until the last minute to submit your work.

If there is a legitimate reason for missing assignments or exams (death in family, serious illness, hospitalization, deployment) please let me know. You will be allowed to make up the work once documentation is provided.

Often things come up that are beyond our control. If you wait until the last minute to complete your work, there is a greater chance that work, family, computer issues, etc., will create a problem that causes you to miss the assignments. I cannot stress this enough, you will NOT be given an extension for these issues. You must schedule your time appropriately. If you are having computer issues, computers may be used on campus as well as the public library.

Again, missed assignments due to issues with technology will NOT be given an extension.

PLEASE NOTE: Exams begin the time countdown AS SOON AS THEY ARE OPENED. You cannot log in and out then return at a later date. DO NOT OPEN THE EXAMS UNTIL YOU ARE READY TO COMPLETE THEM. YOU WILL NOT BE GIVEN A SECOND CHANCE.

HCC Grading Scale can be found on this site under Academic Information: http://www.hccs.edu/resources-for/current-students/student-handbook/

Course Calendar

COURSE SCHEDULE:
Please note that this is a tentative schedule. I reserve the right to change or amend this schedule as needed.

Week 1- Logic and Plato:
      Syllabus quiz
      Critical Thinking reading
      Logic Quiz
      Euthyphro reading

Week 2 – Metaethics:
      Philosophical Terrain reading
      Challenges of Cultural Relativism reading
      Meta-ethical Positions quiz
      Case Analysis due
      Morality and Religion reading
      Exam 1

Week 3 – Kant and Virtue Ethics:
      Kantian Perspective reading
      Case Analysis due
      Virtue Ethics reading

Week 4 – Utilitarianism and Ethics of Care
      Utilitarianism reading
      Utilitarianism quiz
      Ethics of Care reading
      Ethics of Care quiz
      Exam 2

Week 5 – Ethics today
      Contemporary Ethics
      Final Exam

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

Important: Since the assignments are the equivalent of attending a regular lecture class, just as it is impossible to make up a missed class, so as well you can't post an assignment after the week is over. Please do not wait until the last minute to complete the assignments. If you

have trouble uploading your assignment, you may email it to me, at
parish.conkling@hccs.edu

Academic Integrity

"Plagiarism" means the appropriation of another's work and the unacknowledged incorporation of that work in one's own work offered for credit. **I take this very seriously.** The first time you turn in work that is guilty of plagiarism your assignment will be given the score of zero and you will not be allowed to re-accomplish the assignment. The second time you turn in work that is guilty of plagiarism you will be given a zero for the course.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):
http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Procedures

You are expected to be an active participant in this course. Online instruction requires a good deal of organization and self-discipline. Please be sure you are logging on regularly (at least three times a week) and checking your HCC email.

Student Conduct

My experience with philosophy suggests that it is a far more enjoyable undertaking when students have read and re-read the material and are otherwise prepared with questions and ideas, but, just as importantly, are willing to be open to the ideas presented in the reading material, in lecture, and from one another; that is, students should engage the material both sympathetically and critically. I encourage you to seek me out with difficulties and puzzlements, to talk to each other and to friends, and to engage the ideas in their complexity. This is a class where your objections and ideas are welcome.

An important aspect of philosophic practice is the practice of dialogue, that is, the exchange of ideas between persons for the purpose of pursuing a common understanding. We will likely discuss many controversial or sensitive subjects. I ask that all students treat one another, and myself, with respect, even and especially during disagreement. This respect also includes being mindful of online communication. Please observe common rules of online etiquette.

Quick List of Standard "Netiquette" Guidelines:
Remember the human, be friendly -Before writing a post or response, ask yourself, "Would I say this to a person face to face?" If the answer is no, do not post or send it. There is a human being on the other side of the computer screen.

Avoid using all caps -(IT'S LIKE SHOUTING!) You should only capitalize individual words in a sentence to highlight or emphasize a point, not an entire sentence or paragraph.

Avoid responding when emotions are high-If you are angry or have a strong opinion about something someone has written/posted, wait to reply until after you have calmed down. Writing to express a strong opinion is "flaming" and can lead to "flaming wars". No one wins those wars. Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.

Respect the privacy of others -Do not forward emails without permission or copy discussions or chat dialog and post publicly. Before you send an email, make sure you have correctly addressed it to the intended recipient. Good rule of thumb is if you forward someone else's email, include the person who wrote the original email in cc of the forward.

Respect intellectual property of others-Be ethical, academically honest, and follow copyright laws. Cite ideas and quotes that you have used from other people.

Make yourself look good-Post intelligent messages despite the informality of the conversation. Avoid posting messages with grammatical, spelling, and typographical errors.

Be forgiving of other people's mistakes-Remember everyone at one time was new to online. Be gentle with those that might make mistakes. Blasting out all the errors in grammar, spelling, or sentence structure is often troubling for someone who does not take criticism well. Private corrections are the responsibility of the instructor.

Texting & Abbreviations-Texting has a place, and it is not in an online course. It is probably safe to use emoticons and abbreviations in chatting but not messages or emails. Suggestion -follow the instructor's lead. Does the instructor use emoticons? Does the instructor use common abbreviations and acronyms such as FYI, BTW, IMO, LOL? Not sure? Ask the instructor.

Know where you are in cyberspace-Netiquette varies from domain to domain. For example, an online course may have a gaming environment or a virtual world simulation. What may be appropriate in one place, may not be appropriate in another. Get a sense of how other people act, then go ahead and participate.

Adapted from The Core Rules of Netiquette; an excerpt from the book Netiquette by Virginia Shea.

HOW TO EMAIL YOUR PROFESSOR:

Please be aware that communicating with your professor is not the same as communication with a friend. Follow these tips to be sure of communicating properly and respectfully: Emailing a professor should be straightforward. You send emails all the time! But emailing a professor is different from email a friend or family member. Professional email etiquette is not something that is often taught which makes sending that first email all the more stressful. These tips will help you write an email that is appropriate and gets an answer.

The Salutation - Start your email to your professor with a "Dear" or "Hello". This is email etiquette 101 and must be followed in professional emails. "Hey" is too casual for this situation and some professors also think "Hi" is too informal.

The Title, Name, and Gender - The salutation must be followed by the professor's title and name. This might seem overly formal to you, but it is an important way to show respect for your professor and their position and training. Omitting the title or using the wrong one could Most instructors should be addressed as "Professor" or "Doctor" followed by their last name. Make sure to double check the spelling of their name before you hit send. As well, be sure to know your professor's preferred gender pronouns. It is typical for students to assume their professors are male. There are many reasons for this, but it is not necessary to go into that here. Often your professor will make their preferred gender pronouns clear. If they have not, feel free to ask them. For instance: your professor for this class identifies as female. I am

aware I have a first name that is often used as a last name and this can be confusing. My preferred gender pronouns are she and her.

Provide Context - Some professors have hundreds of students and may need some context to be able to place you and answer your question. This is especially true if you're emailing them for the first time. The easiest way to help them figure out who you are is by telling them which of their classes you're in and which day your class meets (if it has multiple sections.) You can leave this part out if you are absolutely sure that your professor knows you by name.

Keep it Short - Professors get a lot of emails so make sure your request is simple and to the point. State your question clearly so your professor doesn't have to read the email multiple times to figure out what you want. You can also cut down on the number of emails required to answer your question by briefly listing the steps you have already taken to try and answer your question. These include things like checking the syllabus (a must before sending any professor an email), asking a classmate, and talking to the TA.

Sign Off - End the email with a sign off followed by your name. A simple "Best," "Cheers," or "Thanks" will do followed by your name. If your email address does not contain your full name you might want to include your first and last name in your sign off. This will make it easier for the professor to find you in their system.

Use a Clear Subject Line - Your email needs to have a subject line. Not only does a subject line help the professor, but it also keeps your email out of the spam folder. The subject line should be simple and reflect the content of your email. Something like "Question about [Class Name] paper" or "Meeting request" is appropriate.

Be Professional - You and your professor have a professional relationship which should be reflected in your email to them. This means that you must spell out words fully and use proper grammar (including capitalization and punctuation) when writing your message. Do not use any emojis. They have become a de rigueur form of communication, but they do not belong in a professional email. Read over the email to check for typos before you send it. You should also steer clear from including any unnecessary personal information in your email. If you missed a class, you don't need to go into details about why. Your personal life is not relevant to the professional relationship you have with your professor.

Send It from Your Institution Email Address - Using your institution email address makes your email look more professional and guarantees the email will make it through the colleges's spam filter. Your college email address also signals to the professor that you're one of their students so they will take your message more seriously. As well, FERPA guidelines prohibit instructors from discussing personal course information with anyone other than the student. Your college email serves as verification that you are the student enrolled in the course.

PHILOSOPHY Program Information

Add program-specific information such as the following:
- PHIL Majors
- Careers in PHIL
- HCC PHIL Student Organizations
- PHIL Scholarships

Provide details for each or include links to the information

HCC Policies

Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/   In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. –EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/

Department Chair Contact Information

Helen Graham, Ed.D.
713-718-7258
Codwell Hall room, 125
555 Community College Dr.
Houston, TX 77013

http://learning.hccs.edu/faculty/helen.graham