Course Description and Objectives:
As professionals and researchers, we regularly face ethical issues in our practices and planning. Contemporary ethical issues pose novel challenges of epistemic and ethical complexity and increasing speed of technological and scientific change at a global social level. Engaging ethical inquiry and decision-making is a critical component to both the contemporary research process and to professional conduct.

In this graduate-level course we will critically examine, through reasoned discussion, conceptual analysis, and critical writing, a range of theoretical approaches to ethics and how those approaches are and can be applied to a wide range of contemporary applied issues. Our approach will not assume any expert-level knowledge of ethics. Instead, the course will introduce and compare a wide range of traditional or historical ethical theories and explore various methods of pluralistic ethical decision-making. My rationale for guiding you by this perspective is that contemporary ethical issues are not the domain of solely philosophers or professional ethicists but, rather, of an extensive community of inquirers including ethicists, scientists, and policy-makers of all sorts. Our task, together in this class, is to think carefully and critically about ethical issues and to develop strategies for helping others do this same.
Participants in this course, yourself included, will:
1. build familiarity with a range of ethical theoretical perspectives,
2. cultivate *moral literacy* in building ethical sensitivity, applying ethical reasoning skills, and strengthening motivation in the application of ethical theories,
3. and acquire pedagogical skills in ethical inquiry through developing, delivering, and assessing presentation materials on relevant ethical issues drawn from your home disciplines and/or individual interests.

Students who participate in Phi5627 will gain experience in leading discussions about ethical issues and will be encouraged to begin to identify ways to develop peer mentoring on these important topics. I anticipate that you will actively contribute to the course through discussion and development of unique topics or case studies.

Office Hours:
Office hours will be held regularly online by Skype, Google Chat, or synchronous Canvas discussion. I will guarantee to be available from 11:00am-1:00pm on Tuesdays and from 11:00am-12:00pm on Thursdays each week. Additionally, I will work with you to find a mutually agreeable time to meet at other times as needed.

Instructor Contact:
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Course Requirements:
1. Introduction to your Peers 5%
2. Engagement with Readings 10%
3. Weekly Discussion 10%
4. Theory Application 10%
5. In-class Presentation 15%
      a. Annotated bibliography 10%
6. Evaluation of Peer Presentations 10%
7. Community Engagement 10%
8. Perspective Project 20%

Required Texts & Materials:
1. Open Access to "RISE: Research Integrity in Science and Engineering" online at Penn State University.
2. Beever, Jonathan and Nicolae Morar. 2012. *Perspectives in Ethics, Science, and Public Policy*. Purdue University Press. (e-book available).
3. Readings and multimedia content provided through our UCF Canvas webcourses site.

Assignments and Expectations:
1. Introduction to your Peers (5%)
      a. Author a video, audio, or mixed media introduction of yourself to your peers.
      b. Include your name, background, interest in ethics, and at least one interesting fact about yourself.

2. Online Discussions (10%)
      a. Post video responses to the discussion prompt related to the modules's readings.
      b. Responses should be as clear, concise, and comprehensive as possible within the space of a few short minutes.
      c. Respond by video or written word to at least two of your peers' posts.

3. Theory Application (10%)
      a. At the end of each of the three Units, create a short (1-2 minute) multimedia piece that critically connects or applied a specific theoretic concept to an applied issue discussed over that time period. Post this online.
      b. Review each of your peers' posts.

4. Annotated bibliography (10%)
   This list of at least 10 references and summaries will be related to the topic of presentation and submitted to the instructors along with presentation content. The majority of references should be to academic sources. Citation format should be appropriate to the field of your topic.

   Annotations should do at least two things. They should foremost tell us why you included it as an entry - why is it important for your talk? Second, they should tell us something about the content - main thesis, approach, important premises, etc. I don't expect that should take you more than 2 short paragraphs or approximately 100-200 words total.

5. Presentation (15%)
   Choose a topic from your disciplines or interests related to the content of a class period on which to do a presentation followed by a Q&A session during one class period. Presentations can be in any format, but must include at least some visual content and must centrally address at least one ethical issue related to your topic of choice.

   Your presentation should seek to introduce the rest of the class to an ethical issue and your perspective on it, utilizing the framework we develop in class. This could be topical or a specific case study that brings up at least one ethical issue. I will share an evaluation rubric with you in advance.

6. Evaluations of peer presentations (10%)
   a. Offer evaluations of peer presentations using a provided rubric. These should: a) evaluate content delivery, b) assess ethics identification, and c) pose constructive comments, suggestions, and/or questions for the presenter.

7. Team Perspective Project

   Thoughtful analysis of ethical issues is most readily accomplished by writing about it. And complex issues often demand writing together. Your required team-based perspective project will be an argumentative project developed out of your presentation, supported by appropriate references, and applying the ethical concepts and frameworks discussed in class. Work together to state your original thesis clearly. Argue well for it. Present ideas clearly and thoroughly, but concisely. I will score your project using this [link to AACU rubric] rubric. I'll ask you to develop this project in four stages:

   o Project Outline (5%)
     ▪ A brief outline in bullet or paragraph form identifying the thesis and the basic structure of the argument you plan to use in defending it.

   o Project Draft (5%)
     ▪ Your draft should be complete with references. Noting places that still have to be developed is acceptable, but the more content you can offer the richer feedback I'll be able to offer.

   o Final Project (20%)
     ▪ This final version should be complete with references

   o Individual Reflection (10%)
     ▪ What are the strengths and weak points of your project? How does it extend or reflect the work done in your presentation? Submit this individual response in when your team turns in the work.

Course Grading:
This course will be graded on the following scale, in line with UCF academic regulations.

Letter Grade	GPA	Percent Score	Letter Grade	GPA	Percent Score
A	4.00	92-100	C	2.00	70-75
A-	3.75	90-91	C-	1.75	68-69
B+	3.25	87-89	D+	1.25	66-68
B	3.00	82-86	D	1.00	62-65
B-	2.75	80-81	D-	0.75	60-61
C+	2.25	76-79	F	0.00	<59

Academic Integrity:
This is an ethics class, so it seems unnecessary to say that plagiarism will not be tolerated. Plagiarism, or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment and may, depending on the severity of the case, lead to an "F" for the entire course and/or the placement of a "Z" designator with your grade. Academic dishonesty will subject you to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule and http://z.ucf.edu for further information.

Course Accessibility Statement:
It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. Helpful information is found at SAS: Ferrell Commons 185; 407-823-2371; sas@ucf.edu. You are welcome to talk to me at any point in the semester about concerns, but it is best if we talk at least one week prior to the need for any modification.

Teach Act Statement:
The materials for this course are only for the fair use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. The instructor receives no royalty payments for any materials used in this course.

Syllabus Subject to Change:
I anticipate that I will follow the schedule outlined here, but I may make adjustments based on your interests and what decisions we make together in class. All changes will be clearly announced in person and online. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.