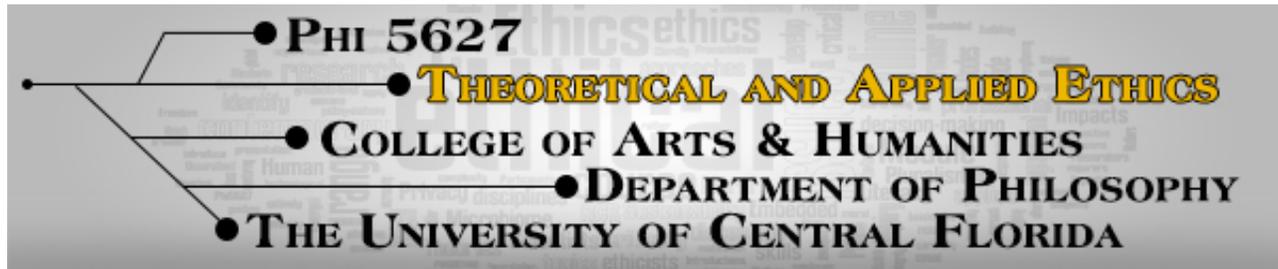


Course Syllabus

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PHI 5627: 0001 (online) - 3.0 credits

Fall 2019

Instructor Contact:

- Dr. Jonathan Beever
- Assistant Professor, Department of Philosophy and Texts & Technology Program
- University of Central Florida
- Orlando, FL 32816
- Office location: [virtual]
- E-mail: jonathan.beever@ucf.edu (<mailto:jonathan.beever@ucf.edu>)

Office Hours:

Office hours will be held in Canvas Chat, and by email. I will guarantee to be available virtually during official office hours from 1:30pm-2:30pm on Tuesdays and will work with you to find a mutually agreeable time to meet in other formats as needed.

Course Description and Objectives:

In this online course we will take a wide and topical look at a survey of theoretical and applied ethical issues through reasoned discussion, conceptual analysis, and critical writing. Our approach will not assume any expert-level knowledge of traditional ethical theories but, instead, will take a broadly pluralistic perspective on ethical inquiry and decision-making. My rationale for guiding you by this perspective is that ethical issues, here in the 21st century, are not the domain of solely philosophers but, rather, of an extensive community of inquirers including ethicists, scientists, and policy-makers of all sorts. Our job, as philosophers in this course, 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. understand and identify instances of embedded ethics, broader impacts, and research integrity as they apply to a range of perspectives and disciplines,
2. develop an ability to apply ethical reasoning skills to examples of each of those three domains of research ethics through case-based analyses,
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.

Course Requirements:

1. Introduction to your Peers 5%
2. Online Discussions 10%
3. Theory Application 10%
4. Annotated bibliography 10%
5. Presentation 15%
6. Evaluation of Peer Presentations 10%
7. Perspective Project
 1. Project Outline 5%
 2. Project Draft 5%
 3. Final Project 20%
 4. Individual Reflection 10%

Required Texts & Materials:

1. Readings and multimedia content provided through our UCF online course site.

Assignments and Expectations:

1. Introduction to your Peers (5%)

Author a video, audio, or mixed media introduction of yourself to your peers.
Include your name, background, interest in ethics, and at least one interesting fact about yourself.
2. Online Discussions (10%)

Post responses to the discussion prompt related to the module's readings or discussions. Use video or audio as you are comfortable..

Engage with in-module discussions and assignments.

Responses should be as clear, concise, and comprehensive as possible within the space of a few short minutes.

Respond by video or written word to at least two of your peers' posts.

3. Theory Application (10%)

There will be two opportunities to think about theory. They will be either in quiz-format, or opportunities to 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. We'll use both as opportunities for discussion about the relationship between theoretical and applied ethics.

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 course on which to do a presentation followed by a Q&A discussion during one module. 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 frameworks and theories we explore 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%)

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. Submit these privately to me.

7. Perspective Project

Thoughtful analysis of ethical issues is most readily accomplished by writing about it. Your required 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 to state your original thesis clearly. Argue well for it. Present ideas clearly and thoroughly, but concisely. I will score your project using a standard critical thinking rubric. I'll ask you to develop this project in four stages:

- 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.

- 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.

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

- 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 you turn in the work.

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](http://goldenrule.sdes.ucf.edu/) [\(http://goldenrule.sdes.ucf.edu/\)](http://goldenrule.sdes.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 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.

Other "Required Elements"

There are some other things that the University requires faculty to say in syllabi, which seem to me to be unnecessary or obvious. But I'll say them here to comply.

- Statement regarding emergency procedures and campus safety: be aware of your surroundings and be familiar with actions to take in various types of emergencies. If, for example, there is a hurricane passing near campus, be sure to (a) avoid the area if you're local or (b) do nothing if you're taking this course online from somewhere else.
- Statement regarding accommodations for active duty military students: students (active military or otherwise) who require accommodations like extensions on deadlines, should share their reasons with me in advance. I am happy to help you be successful in class, within reason. If you face the call of duty and expect to miss a deadline, I will accommodate you; however, if you *play* Call of Duty and miss a deadline, I will be less accommodating.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](https://goldenrule.sdes.ucf.edu/) (<https://goldenrule.sdes.ucf.edu/>) for student behavior expectations). Faculty have the right to

cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu (<mailto:sas@ucf.edu>) to discuss specific accommodations for this or other courses.

Course Summary:

Date	Details
Fri Aug 28, 2020	 Course Expectations Check due by 11:59pm (https://webcourses.ucf.edu/courses/1362748/assignments/6757215)