

Ethics - PHL-230

Dr. Robert Arp
(703) 946-4669

rarp@missouriwestern.edu (Please Do Not Use Canvas Email)
Call, text, or email anytime



Description

Should you help a stranded motorist on the side of the road? Should you tell your boss that your co-worker has been stealing office supplies regularly for the past year? Why wouldn't you tell your best friend's wife that your best friend has been cheating on her? Should you abort an unwanted fetus? Further, what grounds or reasons or justifying principles are you appealing to when you face these decisions? In other words, *why* did you lie to your friend that time? If you are a doctor, *what grounds might you have* for treating a police officer rather than a homeless man? *Which principle are you appealing to* when you claim that you disagree (or agree) with capital punishment? Are there objective moral rules that apply in all types of situations, no matter what country or culture you're living in? These are the kinds of questions that people who study *ethics* or *moral philosophy* ask. In essence, ethics is the branch of philosophy that investigates and critiques (1) human actions that affect morally relevant beings (definitely humans; possibly animals, other living things, and/or the biosphere), as well as (2) the principles or other sources of justification that people appeal to when they act. This course provides a systematic and critical study of values related to human conduct. It focuses on both traditional standards of ethical conduct and qualities of personal character. What we hold to be right or wrong, the basis for believing so, and what we consider to be virtues or vices are examined with an eye to understanding our current ethical situation.

Objectives for the Course in Relation to MWSU's General Studies Requirements for Bachelor Degrees

MWSU offers a General Education (GenEd) common core of curriculum offerings that are necessary to equip students for successful and fulfilled lives as educated and active citizens. This required curriculum consists of a broad range of courses so as to assure that all students seeking a baccalaureate degree at MWSU acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world. Students completing courses in the GenEd program will be provided the opportunity to acquire knowledge and skills to:

- (1) Write and speak clearly and effectively;
- (2) Think critically and reason analytically;
- (3) Locate, organize, evaluate, and synthesize information from print and electronic sources;
- (4) Understand and appreciate moral values and ethical choices;
- (5) Gain a greater awareness of the present by understanding other cultures and times;
- (6) Understand and enjoy aesthetic experiences and share in related creative activities;
- (7) Develop an understanding of fundamental mathematical concepts and their applications;
- (8) Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience;
- (9) Understand and appreciate the means of gaining and maintaining mental and physical health.

Courses meeting the first four goals concentrate on the development of basic learning skills such as communicating, higher order thinking, managing information and valuing. Other courses in the general education curriculum meet the remaining goals of knowledge acquisition in the areas of social and behavioral sciences, humanities and fine arts, mathematics, life and physical sciences, and health and physical education.

This course fits squarely in the category of courses meeting the first four goals; although, we will touch upon other goals as well. The following table (1) not only explains how it is that this courses will meet the GenEd Objectives listed above, but it also (2) lays out the learning objectives for the course, along the lines of, "By the end of the course, the student should know A, B, C, D, etc."

GenEd Goals	Our Course Objectives and How They Connect Up With the GenEd Goals
(1) Write and speak clearly and effectively	In this course, we will be doing this when we (1) write out the answers to the questions on the tests we take, as well as (2) write out our responses to weekly discussion questions; (1) and (2) comprise the graded requirements for this course too.
(2) Think critically and reason analytically	In this course, we will be doing this by virtue of the fact that this is a philosophy class and philosophers are first, and foremost, critical thinkers and analytical reasoners. We will be learning terms such as <i>argument</i> , <i>conclusion</i> , <i>premise</i> , <i>evidence</i> , <i>deductive reasoning</i> , <i>inductive reasoning</i> , <i>fallacy</i> , and others that are standard fare for the critical thinker.
(3) Locate, organize, evaluate, and synthesize information from print and electronic sources, viz., manage information	In this course, we will be doing this by virtue of our ethics reading assignments and case studies. Also, we will be doing this when we identify and evaluate ethical claims, as well as identify and understand deontology, utilitarianism, virtue ethics, and other ethical theories. Much emphasis will be placed upon <i>evaluation</i> and <i>synthesis</i> , however, given that this is a philosophy course.
(4) Understand and appreciate moral values and ethical choices	In this course, we will be doing this when we look at some standard moral systems such as those put forward by Aristotle (virtue ethics), Immanuel Kant (deontology), JS Mill (utilitarianism), St. Thomas Aquinas (natural law ethics), and others that act as the basis or grounding for moral values as well as the justification or rationale for ethical choices people make.
(5) Gain a greater awareness of the present by understanding other cultures and times	In this course, we will be doing this when we study positions such as cultural and ethical relativism, as well as religious ethics, soft vs. hard universalism, objectivism, absolutism, and various forms of subjectivist ethics.
(6) Understand and enjoy aesthetic experiences and share in related creative activities	In this course, we will be doing a bit of this when we look at whether certain forms of art can be considered immoral or not.
(7) Develop an understanding of fundamental mathematical concepts and their applications	We will not be doing this. (Although, many of these philosophers were also mathematicians, and thought of morality as being as “objective” as $2 + 2 = 4$.)
(8) Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience	We may be doing a bit of this, when we study positions such as cultural and ethical relativism, as well as religious ethics, soft vs. hard universalism, objectivism, absolutism, and various forms of subjectivist ethics.
(9) Understand and appreciate the means of gaining and maintaining mental and physical health	We will be doing a bit of this when we study virtue ethics and the idea of a healthy moral character.

Objectives (1) – (4) More Fully Explained

(1) Communicating

Communicating is the development of students’ ability to communicate effectively through oral, written, and digital channels using the English language, quantitative, and other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors. Oral communication takes many forms.

Student Learning Outcomes:

If this objective has been met in this course, students should be able to:

- Analyze and evaluate their own and others’ speaking and writing
- Make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics
- Focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose
- Communicate effectively in groups by listening, reflecting, and responding appropriately and in context

(2) Thinking Critically and Reasoning Analytically

Thinking critically and reasoning analytically are part of what is known as *higher-order thinking*, which is the development of students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; to solve problems creatively by combining or synthesizing existing ideas, images, or expertise in original ways; to reason and solve quantitative problems from a wide array of authentic contexts; and to present clear arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Student Learning Outcomes:

If this objective has been met in this course, students should be able to:

- Recognize the problematic elements of presentations of information and argument
- Formulate diagnostic questions for resolving issues and solving problems
- Analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems
- Defend conclusions using relevant evidence and reasoned argument

(3) Managing Information

Managing Information is the ability to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions. Through the effective management of information, students should be able to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

Student Learning Outcomes:

If this objective has been met in this course, students should be able to:

- Locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions
- Access and generate information from a variety of sources, including the most contemporary, technological information services
- Evaluate information for its currency, usefulness, truthfulness, and accuracy
- Present information clearly and concisely, using traditional and contemporary technologies

(4) Valuing

This is probably the most important objective to be gleaned from this course, next to (1). Valuing is the ability to understand the moral and ethical values of a diverse society, and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should recognize how values develop, how value judgments influence actions, and how informed decision-making can be improved through the consideration of personal values as well as the values of others. They should be able to make informed decisions through the identification of personal values and the values of others and through an understanding of how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

If this objective has been met in this course, students should be able to:

- Develop an understanding of the moral and ethical values of a diverse society
- Develop the ability to analyze the ethical implications of actions and decisions
- Recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts
- Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position

Text for the Course

College Ethics, edited by Fischer, Oxford, 2017 | ISBN: 9780190498658

Work and Grading

Our work and grading in this course must be understood in light of the Objectives for the Course in Relation to MWSU's General Studies Requirements for Bachelor Degrees—and especially the four Objectives of (1) Communicating, (2) Thinking Critically and Reasoning Analytically, (3) Managing Information, and (4) Valuing—noted above. This being the case, your Final Grade is based upon:

- I. 1 (One) Paper that Demonstrates Your Ability to Communicate and Think Critically and Analytically (To Do Valuing as Well)
 - II. 1 (One) Paper that Demonstrates Your Ability to Manage Information (To Do Valuing and GenEd Goal (5) as Well)
 - III. 4 (Four) Tests that Demonstrate Your Ability to Do Valuing, Communicate, and Think Critically and Analytically
 - IV. 15 (Fifteen) Weekly Discussions that Demonstrate Your Ability to Do Valuing, Communicate, and Think Critically and Analytically
- I. 1 (One) Paper that Demonstrates Your Ability to Communicate and Think Critically and Analytically (To Do Valuing as Well)
 - This paper is worth **15 points** toward your Final Grade
 - Based on Discussion Questions from our text related to Abortion (see below)
 - The paper will be due by **Sunday at the end of Week 8/start of Week 9, 11pm CST**
 - I will have a document on the Home page of Canvas that will assist you a bit
 - It is understood that you will work alone: see p. 2, p. 32 of Student Handbook on Academic Dishonesty - <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/Student-Handbook-2018.pdf>
 - This paper is meant to get you to demonstrate your:
 - Ability to analyze and critique arguments surrounding an ethical issue
 - Ability to recognize biases, deal with ambiguity, and take a reasonable position
 - Recognition of the problematic elements of presentations of information and argument
 - Defense of your conclusion using premises that justify that conclusion as well as evidence to support the truth of those premises to produce sound (deductive) or cogent (inductive) arguments
 - Ability to analyze the ethical implications of actions and decisions
 - Recognition of the conflicts within and between value systems
 - Recognition of ethical issues as they arise in a variety of contexts
 - II. 1 (One) Paper that Demonstrates Your Ability to Manage Information (To Do Valuing and GenEd Goal (5) as Well)
 - With this assignment, we will be (1) gaining a greater awareness of the present by understanding other cultures and times, (2) locating, organizing, evaluating, and synthesizing information from print and electronic sources at the same, and (3) understanding and appreciating moral values and ethical choices AT THE SAME TIME, which is great news
 - This paper is worth **10 points**; it will be 1,000-1,200 words; topics are below
 - The paper will be due by **Sunday at the end of Week 15/start of Week 16, 11pm CST**
 - I will have a document on the Home page of Canvas that will assist you a bit; however, YOU are responsible for your own work
 - It is understood that you will work alone: see p. 2, p. 32 of Student Handbook on Academic Dishonesty - <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/Student-Handbook-2018.pdf>
 - This paper is meant to get you to demonstrate your:
 - Ability to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions
 - Capacity to evaluate information for its currency, usefulness, truthfulness, and accuracy
 - Ability to access and generate information from a variety of sources
 - Ability to present information clearly and concisely, using traditional and contemporary technologies
 - Recognition of the problematic elements of presentations of information and argument
 - Recognition of the conflicts within and between value systems
 - Ability to analyze the ethical implications of actions and decisions
 - Ability to recognize biases, deal with ambiguity, and take a reasonable position
 - Ability to analyze and critique arguments surrounding ethical issues
 - Defense of your conclusion using premises that justify that conclusion as well as evidence to support the truth of those premises to produce sound (deductive) or cogent (inductive) arguments

III. 4 (Four) Tests that Demonstrate Your Ability to Do Valuing, Communicate, and Think Critically and Analytically

Week 4, available Friday at noon, until Sunday at 11pm, in the Quizzes tab of Canvas, worth **15 points** toward Final Grade

Week 8, available Friday at noon, until Sunday at 11pm, in the Quizzes tab of Canvas, worth **15 points** toward Final Grade

Week 12, available Friday at noon, until Sunday at 11pm, in the Quizzes tab of Canvas, worth **15 points** toward Final Grade

Week 16, available Wed. at noon, until the next Saturday at 11pm, in the Quizzes tab of Canvas, worth **15 points** toward Final Grade

- Once you begin the test, you have 1 hour to complete it
- Tests are not cumulative
- You cannot save and go back
- It is understood that you will take the test alone, and will not share your answers with other students, as this is academic dishonesty; you will be punished if it is discovered that this has occurred
- Tests are meant to get you to demonstrate your:
 - Understanding of the moral and ethical values of a diverse society
 - Ability to analyze the ethical implications of actions and decisions
 - Recognition of the conflicts within and between value systems
 - Recognition of ethical issues as they arise in a variety of contexts
 - Capacity to evaluate information for its currency, usefulness, truthfulness, and accuracy
 - Ability to analyze and critique the arguments surrounding ethical issues as they arise in a variety of contexts
 - Ability to recognize biases, deal with ambiguity, and take a reasonable position
 - Recognition of the problematic elements of presentations of information and argument
 - Ability to formulate diagnostic questions for resolving issues and solving problems
 - Adeptness at analyzing and synthesizing information from a variety of sources and applying the results to resolving complex situations and problems
 - Defense of your conclusion using premises that justify that conclusion as well as evidence to support the truth of those premises to produce sound (deductive) or cogent (inductive) arguments

IV. 15 (Fifteen) Weekly Discussions that Demonstrate Your Ability to Do Valuing, Communicate, and Think Critically and Analytically

- You will be making TWO POSTS PER WEEK—One post that is a response to the Discussion question that is on Canvas; One post to someone else's post that week.
- You must post your TWO RESPONSES by Sunday at 11 pm of a particular week (the end of that week)
- Each set of two responses is worth 1 point. We'll do 15 weeks of posts, giving you **15 points** possible
- If you don't POST YOUR TWO RESPONSES or are late, you receive a 0% for your grade that week.
- No particular length—just think them through and answer as thoroughly as you can, and you'll receive full credit.
- You can feel free to respond to more than one other post
- Posts are meant to get you to demonstrate your:
 - Ability to analyze and evaluate their own and others' speaking and writing
 - Ability to make formal written presentations employing correct diction, syntax, usage, grammar, and mechanics
 - Capacity to focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose
 - Capacity to communicate effectively in groups by listening, reflecting, and responding appropriately and in context

12 Ground Rules for Online Discussions

1. **Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
2. **Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.
3. **Help Others:** You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
4. **Be Patient:** Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
5. **Be Brief:** You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
6. **Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement.

Here are the assigned topics:

- Students whose last names start with the letter A, B, C, D, E, F, G, H, I, J, K, or L, your topic is **MORAL/ETHICAL RELATIVISM** (moral relativism is the same thing as ethical relativism; you'll see them used interchangeably)
- Students whose last names start with the letter M, N, O, P, Q, R, S, T, U, V, W, X, Y, or Z, your topic is **MORAL/ETHICAL NIHILISM** (moral nihilism is the same thing as ethical nihilism; you'll see them used interchangeably)

You must:

- Use American Psychological Association (APA) – this is a great resource: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Explain the topic in your own words, using at least *two secondary* sources (but you can use more); one you quote from that you find on the Internet and one you quote from that is a printed text found in a library or bookstore. Again, ONE MUST BE from the Internet (electronic copy/online journal, reliable website, news site, Stanford Encyclopedia of Philosophy, etc.) and ONE MUST BE from a printed text (hard/printed copy of a book, journal, book chapter, etc.)
- (Again, you are using APA; follow it EXACTLY since points depend upon it)
- Then, after you have explained the topic in your own words using at least two secondary sources, explain one problem with, position against, or argument against the topic in your own words, using at least *one* secondary source, which CAN BE EITHER from the Internet or from a printed book
- Then, finally, choose a side—so to speak—by putting forward your own position on the topic
- This is difficult in that you can't simply regurgitate what someone else has claimed and/or argued; however, you can use someone else's claims/arguments to bolster your position by quoting them (remember to follow APA
- And, you must try to demonstrate a mastery of the material and provide a reason or reasons for your position, complete with evidence that any rational person could believe (i.e., you must give a defensible argument for your position).
- So, in a nutshell, you're (1) explaining a position, then (2) explaining a counter-position to that position, then (3) taking a side through analysis, evaluation, and critical thinking. All while demonstrating your ability to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions. Voilà!

Dr. Arp's Grading Rubric

The below is in document form located on our Home page in Canvas as well. I grade papers, essays, and essay exams according to the following:

- o Grade of Solid A = Your essay/paper demonstrated a *mastery* of the arguments, and you provided a reason or reasons for your position, complete with evidence that any rational person could believe (i.e., you gave a defensible argument or counterargument for your position).
- o Grade of Solid B = Your essay/paper demonstrated a *basic grasp (though, not a full grasp)* of the arguments, and you provided a reason or reasons for your position, complete with evidence that any rational person could believe (i.e., you gave a defensible argument or counterargument for your position).
- o Grade of Solid C = Your essay/paper demonstrated a *minimal grasp* of the arguments, and your reasons and/or evidence provided were unconvincing.
- o Grade of Solid D = Your essay/paper demonstrated a lot of regurgitation and/or misunderstanding of the material.
- o Grade of Solid F = Your essay/paper demonstrated a complete misunderstanding of the material.

Also, you're supposed to be Communicating Coherently and with Cogency. What do I mean by that?

(1) COMMUNICATION OF INFORMATION refers to how well a student has understood the information, such that s/he demonstrates this in writing by fully answering a question, fully incorporating all of the ideas of a position into an answer, fully grasping concepts, and the like.

(2) COHERENCY refers to how well a student writes an essay: Is the essay grammatically correct? Do all of the sentences in a paragraph refer to a common theme? Do the paragraphs follow a natural, logical progression? Can I or anyone else follow what you are saying in the essay? Have you backed up any claim you make (conclusion of your argument) with reasons (premises of your argument) and evidence to support the truth of your claim(s) that any rational person could/would accept?

(3) COGENCY refers to how well a student has argued for a position, as well as how well s/he demonstrates an ability to go beyond simple informational content to see the implications of claims, ideas, concepts, and/or positions. I will restate the question again: Have you backed up any claim you make (conclusion of your argument) with reasons (premises of your argument) and evidence to support the truth of your claim(s) that any rational person could/would accept? In other words, have you not simply or merely made a claim (shared your opinion or belief), but actually backed up the claim with reasons and evidence? These are the most important questions always to keep in mind when doing any philosophical work.

Another way to evaluate students is through the lens of Bloom's Taxonomy, which is a classification of the different objectives and skills that educators set for their students (learning objectives). The taxonomy was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). So, I keep this taxonomy in mind as I grade, too.



OBJECTIVE / LEVEL NAME	WHAT THE STUDENT SHOULD ACCOMPLISH
REMEMBERING or RECALLING (KNOWLEDGE)	Recall, reproduce, recognize, list, define, name, and/or (a/o) outline data, facts, or information (DFI)
COMPREHENSION	Understand the meaning of, as well as explain, paraphrase, summarize, a/o distinguish various types of DFI
APPLICATION	Utilize, change, manipulate, a/o modify data, facts, or information in relation to some problem to be solved, as well as give evidence and examples of DFI
ANALYSIS	Separate, differentiate, deconstruct, a/o break down DFI into basic components or parts so that the foundational structure may be understood
SYNTHESIS	Build, combine, compile, construct, a/o generalize about DFI, with an emphasis on creating a new meaning or structure
EVALUATION	Critique, judge, justify, a/o appraise DFI, as well as show implications, entailments, a/o consequences related to DFI

Schedule:

Week	Topic	Reading # and Author(s)
1	- Introduction, Moral Theories, Making Arguments - Sex and Relationships, Part 1	Introduction, pp. 1-29 1. John Corvino 3. Raja Halwani 4. Conor Kelly
2	- Sex and Relationships, Part 2 - Make sure to answer the Discussion Question, and respond to one other post	6. Katie Roiphe 7. Nicholas Dixon 8. Anne Barnhill
3	- Abortion, Part 1 - Make sure to answer the Discussion Question, and respond to one other post	9. Julie Kirsch 10. John Harris and Soren Holm
4	- Abortion, Part 2 - Make sure to answer the Discussion Question, and respond to one other post - First Test Available at Noon on Friday	11. Rosalind Hursthouse
5	- Sexism, Gender, Racism, Part 1 - Make sure to answer the Discussion Question, and respond to one other post	12. Ann Cudd and Leslie Jones
6	- Sexism, Gender, Racism, Part 2 - Make sure to answer the Discussion Question, and respond to one other post	13. A.W. Eaton 14. Elinor Burkett
7	- Sexism, Gender, Racism, Part 3 - Make sure to answer the Discussion Question, and respond to one other post	17. Lawrence Blum 20. Emrys Westacott
8	- Affirmative Action in Admissions - Make sure to answer the Discussion Question, and respond to one other post - Second Test Available at Noon on Friday - Abortion Paper Uploaded in Assignments tab by 11:00 on Sunday	21. William Bowen and Derek Bok 22. Stephen and Abigail Thernstrom
9	SPRING BREAK	

10	- Speech and Protest & Drugs and Drinking, Part 1 - Make sure to answer the Discussion Question, and respond to one other post	23. Rich Delgado & Jean Stefancic 24. Martin Golding
11	- Speech and Protest & Drugs and Drinking, Part 2 - Make sure to answer the Discussion Question, and respond to one other post	25. Greg Lukianoff & John Haidt 29. Peter de Marneffe
12	- Speech and Protest & Drugs and Drinking, Part 3 - Consumer Ethics, Part 1 - Make sure to answer the Discussion Question, and respond to one other post - Third Test Available at Noon on Friday	30. Tibor Machan 32. Caitlin Flanagan 33. Andrew Forcehimes 34. Sadulla Karjiker
13	- Consumer Ethics, Part 2 - Make sure to answer the Discussion Question, and respond to one other post	35. Peter Singer 36. Lisa Cassidy
14	- Sports & Gaming, Music, and Humor - Make sure to answer the Discussion Question, and respond to one other post	40. Myles Brand 41. J. Angelo Corlett 42. Marcus Schulzke 43. Morgan Luck
15	- Dishonesty, Enhancement, Extra Credit, Education, Part 1 - Make sure to answer the Discussion Question, and respond to one other post - Information Management Paper due in Assign. by 11:59 on Sunday	50. J. Caleb Clanton 51. Christopher Pynes
16	- Dishonesty, Enhancement, Extra Credit, Education, Part 2 - Make sure to answer the Discussion Question, and respond to one other post - Fourth Test Available at Noon on Wednesday	54. Martha Nussbaum

Policies:

Attendance: University Statement

“Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Student Handbook)

Classroom Behavior Guidelines

See the Student Handbook section concerning Student Code of Conduct for additional details: <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/Student-Handbook-2018.pdf>

Academic Honesty, Due Process, and Grade Appeal

- “Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent classroom activity.” (MWSU Student Handbook)
- “Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student’s grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.” (MWSU Student Handbook)
- For more details concerning Departmental Grade Appeal Procedure, see “GRADE APPEAL PROCEDURE MATERIALS” which is filed in Popplewell 115.
- For more details, see <https://www.missouriwestern.edu/studentaffairs/wpcontent/uploads/sites/292/2014/02/StudentHandbook2016.pdf>.
- For information about Academic Regulations and Standards Committee, go to <https://www.missouriwestern.edu/facsenate/academic-regulations/>.

Students with Disabilities

Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

A Note on Harassment, Discrimination and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Classroom Recording Policy

The course materials that I author, including, but not limited to, PowerPoint slides, Panopto recordings, Moodle screen shots, class hand-outs, web-based and social media content, and course syllabi, are my intellectual property and are protected by copyright law. Students in the course may download and make copies of my course materials for the course student's own use.

Students are not allowed to record course proceedings, publicly reproduce or distribute these materials or enable others to do so without my express written consent. Failure to comply with this direction may constitute a violation of the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University.

Inclement Weather and Illness Policy

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day.

Make-Up Exam Policy

Two days each semester will be provided for make-up quizzes and tests: one before mid-term grades, the other prior to final exams. Contact the instructor before the scheduled test date or as soon as possible after the test about the prospect of a make-up. Make-up tests will be given solely at the discretion of the instructor. Depending on the circumstances, the instructor may require documentation explaining why the student missed a scheduled test date. As a rule, only one make-up per student per semester will be allowed. Remember, a make-up is a privilege, not a right.