**Philosophy 114: Introduction to Educational Ethics**

**Liberal Arts and Social Sciences**

**Summer I: 2017**

**Credit hours: 3 Lecture hours: 3**

**Tuesday/Thursday 9:00-11:50 AM**

Instructor: Ashli Anda

Office Hours: by appointment

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**Catalog Description (Concurrent Enrollment in ENGL 101):**

This course is an introduction to the study of moral philosophy. The course will provide an introductory survey of the major ethical systems and will consider their application to contemporary moral problems.

**Required Texts**:

* Dilemmas of Educational Ethics: Cases and Commentaries, Meira Levinson & Jacob Fay
* Additional texts will be made available on Blackboard (denoted with an asterisk on the reading schedule).

**Relationship to Academic Development Programs and Transferability:**

PHIL 114 fulfills 3 of the semester hours of credit in Humanities/Fine Arts required for the A.A. or A.S. degree. This course should transfer as part of the General Education Core Curriculum described in the Illinois Articulation Initiative to other Illinois colleges and universities participating in the IAI. However, students should consult an academic advisor for transfer information regarding particular institutions. Refer to the IAI web page for information as well at www.itransfer.org.

**Course Outcomes and General Education Outcomes:**

After successfully completing the course students should be able to

1. Define the prominent ethical theories and distinguish the main concepts and principles of those particular theories (CT1).

2. Understand the concepts and principles of the most prominent ethical theories, evaluating the strengths and weaknesses of those concepts and principles (PS2).

3. Understand how the principles of various ethical theories can be utilized to design solutions to contemporary moral problems in applied ethics (PS3).

4. Demonstrate awareness of the effects of various social practices on diverse populations in our society (DI5).

5. Recognize the importance of cultural values, assumptions, and practical considerations that may weigh in favor of various perspectives on a moral problem—not just the perspective one favors (DI1, DI2).

6. Aptly comprehend difficult texts in moral philosophy and support those interpretations with reasons and textual evidence (CT1).

7. Exhibit responsibility for learning by participating in critical and creative dialogues about ethical theory and social issues (CO1, CO2).

8. Demonstrate the ability to write analytically and critically about ethical theory and social issues, supporting opinions with arguments, evidence, and reasoning (CO1, CO2, CT2, CT3).

**Course Outline:**

1. Introduction to Moral Theory
2. Historical Ethics
3. Educational Ethics

**Required Reading:**

You can expect to read 20-50 pages per week. Some of the texts will be difficult and you may have to read them more than once.

**Method of Evaluation:**

* Participation: 75% (300 total points)
* Assignments: 25% (100 total points)

**Participation:**

Most of your grade comes from participating because social learning is supposed to increase learning and information retention.[[1]](#footnote-1)

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| **Grade** | **Criteria** |
| 0 | Absent; if your absence is excused or within the acceptable number of absences, you may submit a reading reflection for points for the day. (We will discuss this in class.) |
| 5 | * Present, not disruptive. * On time; turns in a Tell Me What You Know quiz * Tries to respond when called on but does not offer much. * Demonstrates very infrequent involvement in discussion. |
| 10 | * Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. * Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). * Does not offer to contribute to discussion, but contributes to a moderate degree when called on. * Demonstrates sporadic involvement. |
| 15 | * Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. * Offers interpretations and analysis of case material (more than just facts) to class. * Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. * Demonstrates consistent ongoing involvement. |
| 20 | * Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). * Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. * Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. |

**Assignments:**

* Introductory Writing Assignment 10 points
* Quizzes (**ϕ** next to quiz dates) 30 points
* Midterm Exam 10 points
* Group Presentation 40 points
* Final: Education Policy Reflection 10 points

**Grading Scale:**

A= 90-100% B= 80-89% C=70-79% D=60-69% F=<60%

**Attendance Policy:**

* I allow two free absences. That is a full week that you can miss class this summer. These absences are for ANY reason (e.g., you sleep in, your car breaks down, you feel sick, you have an appointment with a doctor, you are going on vacation, etc.).
* If you are absent more than two times, I will only excuse absences if you bring in a doctor’s note or some other form of official documentation. Emailing me why you cannot come to class does not count.

**Tell Me What You Know Quizzes (ϕ):**

These quizzes are low stakes, written paragraphs (1-2) about what you read that will be completed and turned in at the start of each class; this means that if you are late, you forfeit the points. You do not need to provide analysis or evaluation. These will be easy points for you to earn if you do the reading and can say just a few things about it.[[2]](#footnote-2)

**Syllabus Disclaimer**

I reserve the right to change this syllabus and the policies mentioned in it at any time.

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| 6/06/17 | Introductions; Syllabus; Reading & Writing Skills; Education |
| 6/08/17 **ϕ** | Introduction to Moral Theory & Absolutism versus Relativism  *“What’s non-negotiable?” Paper Due In Class (paper copy)* |
| 6/13/17 **ϕ** | John Stuart Mill, Utilitarianism\* selections |
| 6/15/17 **ϕ** | Aristotle, Nicomachean Ethics\* selections |
| 6/20/17 **ϕ** | Kant, Groundwork for the Metaphysics of Morals\* selections |
| 6/22/17 **ϕ** | Comparative Survey & Activity |
| 6/27/17 **ϕ** | Historical Theories of Education\*, selections |
| 6/29/17 **ϕ** | Historical Theories of Education\*, selections  *In Class Midterm Exam* |
| 7/04/17 | Campus Closed for Independence Day |
| 7/06/17 | Dilemmas of Educational Ethics, Chapter 1; education system documents\* |
| 7/11/17 | Promotion or Retention? pp. 9-38 |
| 7/13/17 | Rocky Choices pp. 39-71 |
| 7/18/17 | Stolen Trust pp. 73-105 |
| 7/20/17 | Inflated Expectations pp. 107-142 |
| 7/25/17 | Is Pandering Ethical Policy? pp. 143-178 |
| 7/27/17 | How, if at all, should charters be compared to local districts? pp. 179-210  *Turn in your Education Policy Reflection Paper! (Blackboard submission)* |

**Academic Integrity**

Violations of academic integrity including but not limited to cheating and plagiarism will not be tolerated. Students in violation will fail the course and be reported to the college. See the following for more information: https://www.heartland.edu/documents/aqip/AcademicIntegrity/policy.pdf

**Accommodations**

If you require additional accommodations due to a disability, you must first submit documentation to DSS who will then recommend authorized accommodation options.

1. http://journals.sagepub.com/doi/abs/10.3102/0013189x09339057 [↑](#footnote-ref-1)
2. Got the idea for Tell Me What You Know Quizzes from Dr. Peter Ross at Cal Poly Pomona. [↑](#footnote-ref-2)