

Course Material Submission Form OAN Match Definition Form

Today's Date: [October 30, 2007](#)

Use this table to specify institutional data	
College/University:	Lorain County Community College
Name and title of individual submitting on behalf of the college/university	
Name:	Rosemary Schestag
Title:	Project Manager for Provost/VP Academic and Learner Services
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Indicate the reason for this submission:

New Course Match
 Revised Materials - Faculty review panel requested clarification
 Revised Materials - Institution submitting additional information
 Revised Materials - Course content revised by institution, including situations of both content and credit hour change
 Revised Materials - Other

Describe specific revisions being made for "Revised Materials" submissions:
[The Philosophy TAG was changed in October 2007. The revised TAG requires Intro to Philosophy and Intro to Ethics.](#)

Institutional Notes to Faculty Panel (the institution is encouraged to add any additional clarifications for this submission):

Table 1 – Use this table to describe the course match for which materials are being submitted for the first time or revised.

Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)

Semester institutions complete this row:
 2007 Academic Year Summer Autumn Spring

Quarter institutions complete this row:
 20 Academic Year Summer Autumn Winter Spring

Ohio Articulation Number (OAN) (Use a separate form for each OAN.):	OAH 046	
Number of courses in the match:	1 (up to 10)	
Current status of match:	<input checked="" type="checkbox"/> First time submission <input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input type="checkbox"/> Disapproved <input type="checkbox"/> Error <input type="checkbox"/> Resubmitted <input type="checkbox"/> Pending <input type="checkbox"/> Error with enrollment <input type="checkbox"/> Not submitted	
Course or Courses being matched to or currently matched to the OAN listed above. (Course Numbers must be exactly what will appear on a student's transcript.):	Course Number	
	1.	PHLY 161
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
10.		

Table 2 - Use this table to submit course materials for the first time or to revise previously submitted course materials. You must submit each course in a separate form, repeating the match definition information in Table 1 above for each form submitted.					
Course Number. (Course Numbers must be exactly what will appear on a student's transcript.):	PHLY 161	Course Title:	Introduction to Ethics		
Hours (be sure that the hours for this course matches the hours in the OAN.)					
<input checked="" type="checkbox"/> Semester Hours			<input type="checkbox"/> Quarter Hours		
Total Credit Hours	3	Lecture Hours	3	Laboratory Hours (if applicable)	
Course Placement in Major:			<input type="checkbox"/> Major Requirement <input type="checkbox"/> Major Elective <input checked="" type="checkbox"/> Other		
Pre-Requisite Course work (if applicable) (Be sure this is consistent with the OAN definition): None					
Catalog/Course Description: A study of traditional and contemporary moral theories, focusing on the question of what is the criteria of moral goodness and moral rightness. Contemporary moral, social and political issues are discussed against the background of these theories.					
Texts/Outside Readings/Ancillary Materials (Be sure that the text meets performance expectations): An anthology such as Pojman and Vaught's <i>The Moral Life or a</i>					

text with readings such as Waller's *Consider Ethics*.

Course Objectives and/or Plan of Work:

(Provide a clear indication of how the course objectives align with the matched OAN's learning outcomes. This will facilitate the faculty panel course review process.)

1. Demonstrate exposure to and knowledge of the views and approaches to specific issues in ethics as presented in the writings of several figures/texts from the history of philosophy.

Students study the ideas of thinkers like Plato, Aristotle, Aquinas, Bentham, Mill, and Kant and they display their knowledge on objective questions in exams.

2. Demonstrate exposure to and knowledge of the views and approaches to specific moral problems or ethical issues as presented in the writings of several figures/texts from contemporary philosophy

Students study contemporary writers on issues such as abortion, euthanasia, capital punishment, and animal rights. They must display their knowledge on objective questions in exam.

3. Recognize basic ethical concepts and ethical theories, such as, absolutism, descriptivism, relativism, naturalism, intuitionism, utilitarianism, Kantianism, and virtue ethics.

Students must answer objective questions on these concepts on exams.

4. Demonstrate increased awareness and understanding of complex issues and complex ethical issues as presented in philosophic texts.

Students must write on and answer questions on issues based on learning from lectures, class discussions, and assigned readings.

5. Demonstrate an understanding of how to examine questions and issues from diverse perspectives.

Students must write on issues by taking and justifying informed positions of their own and by comparing and contrasting authors studied and read.

6. Demonstrate exposure to and recognition of philosophical arguments addressing traditional and contemporary ethical and moral issues within the contexts and traditions that inform them.

Students must be able to answer quiz and test questions about arguments and how the arguments of one philosopher are related to those of others.

7. Comprehend, analyze, and evaluate diverse philosophical arguments regarding ethical matters within the contexts and traditions those matters are cast.

Students must write on issues by presenting reasonable, informed, and detailed applications of

theories studied. They are expected to compare and contrast these theories in their writing.

8. *Develop an ability to (re)present complex philosophical ideas, theories, and perspectives fairly, objectively, and critically.*

As with #7. Students are expected to present accurate accounts of positions they may disagree with and students are expected to justify their own positions with premises that are plausible and relatively uncontroversial. Students are expected to put their own views in dialogue with others.

9. *Engage students in development of written reflection and response.*

Students are expected to articulate and justify positions of their own on issues.

Description of Assessment and/or Evaluation of Student Learning (The assessment plan needs to be appropriate for the expected rigor of the course) :

The following chart represents the course outcomes and assessment methods as defined on the official Course Description with Outcomes at LCCC.

Outcomes	Assessment Method(s)
Cognitive Domain Outcomes	
Recall the key ideas and thinkers in ethical theory.	Objective exams in which students must be able to identify key elements of particular theories, key ideas of significant thinkers, and how these elements and ideas differ from each other.
Explain key issues, theories and arguments in ethics.	Rubric analysis of expository essays and short answer questions written as parts of exams.
Develop, explain, and justify an informed position of one's own on issues in ethics.	Rubric analysis journals, critical essays, and/or exercise sets.
Affective Domain Outcomes	
Show awareness of multiple points of view.	Be able to articulate various viewpoints as well as the reasoning behind such viewpoints.

Value multiple points of view.	Respond to divergent points of view and avoid emotionally charged language when discussing divergent views.
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Master Syllabi and Working Syllabi (if both are used):

Introduction to Ethics
PHLY 161 ED1602 and ED1603

Instructor: Dr. B. Cordry

Office: HS 111J1

Office Hrs: MW 10-12, TR 11-12

Phone: (440)366-4732

Email: bcordry@lorainccc.edu

ED1602: TR 9:30am

SC 212

EE1603: TR 2:30pm

SC 212

Catalog Course Description: A study of contemporary and traditional moral theories, focusing on the question of what is the criteria of moral goodness and moral rightness. Contemporary moral, social, and political issues are discussed against the background of these theories.

Course Overview: As humans we are continuously confronted with questions of what ought to be: how should society be, how should I be, and what should I have for lunch? Should we simply live however we feel or are there obligations on us or is there such a thing as a virtuous life? If we are obligated to act in a certain way, what obliges us – power, God, sympathy or reason? If there really are virtues, what are they and where do they come from? In this course we will take up these questions with an interest in learning both what significant thinkers have thought about these issues and, more importantly, with developing our own sense of what we ought ourselves be and how we can handle these very questions. We will study a variety of ethical traditions from different cultures with an eye towards broadening our own perspectives and deepening our ability to understand and communicate with those from other cultures.

Objective: The successful student should gain two things from this course. First, the student should gain a certain level of philosophical literacy – the ability to articulate what it is that various thinkers have said about ethical questions and why. Second, it is hoped that exposure to a number of viewpoints on ethics and ethical issues will allow the student to both broaden and deepen his/her own understanding of ethics and ethical issues.

Textbook: *The Moral Life*, 3rd Ed., ed. Pojman and Vaughn.

Grades and Assignments: Final grades are an evaluation of a student's knowledge and understanding of the material. Grades will be assigned using a 10% scale (e.g. A = 90 – 100%) based on the following assignments and weighting.

Exams (2):	15% each
Final Exam:	25%
Exercises:	25%
Quizzes:	10%
Participation:	10%

Exams: Exams will typically consist of a wide variety of questions over the material. Expect true/false, multiple choice, short answer, and essay questions. The final exam is cumulative. Exams may be rescheduled ahead of time in the event of a prior, excused absence. Exams may only be rescheduled after the start of the exam in the event of a sudden and serious emergency. Students in such circumstances are responsible for contacting the instructor in a timely fashion.

Exercise Sets: There will be a set of five questions for each of the three units. For each question the student should give a thorough answer that makes use of the reading material and in-class material. Good answers do things like: have a clear answer to the question, present reasons for that answer, consider objections or alternate answers, explain important ideas, present clear and plausible arguments. Cite any source you paraphrase, summarize, or quote. Sets will be collected at the start of the review sessions before each exam. Many factors can affect the grade. The following is the baseline: a solid B, 85%, is given to a set that provides consistent, clear, and developed answers that make good use of course materials. Good writing, analysis, argument, insight, and originality tend to increase the grade. Bad writing, lack of using resources, under-development, inaccurate characterization of ideas, and side-stepping the question tend to decrease the grade. A set will incur a 5% penalty for each class that it is turned in late. For example, a set turned in five minutes late on the due date will incur a 5% penalty whereas a set turned in 30 minutes into class on the next class will incur a 10% penalty.

Quizzes: Students are expected to complete the assigned reading prior to class. At the beginning of each class there will be a short quiz over the assigned reading material. These quizzes may not be made up and none are dropped.

Participation: At the end of the semester a participation grade will be given. Factors that affect this are: regular attendance, prompt attendance, constructive participation in class discussions, constructive participation in group discussion, disruptive behavior, "spacing off". As with the journals, a baseline B of 85% is given to students who attend regularly and promptly, participate, and behave well.

Right to Alter: In order to facilitate student learning the instructor retains the right to alter the assignment structure through things like introducing new graded assignments.

Cheating and Plagiarism: At a **minimum**, cheating and plagiarizing will result in **failure in the course**. Cheating includes but is not limited to copying from other students and using cheating notes on the exams. Plagiarism includes but is not limited to copying material from the internet, not citing sources used, and turning in the work of another as one's own.

Conduct: Students are expected to behave themselves in class and should respect the viewpoints of others, not distract others or the instructor (by, for example, talking in class), not sleep in class, and arrive promptly. Failure to behave properly can result in expulsion from the course.

Policies: All policies in the *Student Code of Conduct* will be in force throughout the course.

Withdrawal: The last day to withdraw from the course and still receive a 'W' is November 9.

Emergency Circumstances: Information regarding school condition and closure can be found on the website (www.lorainccc.edu) and local media (radio and television).

Preliminary Schedule

21-Aug	Introduction to Course	
23-Aug	Plato and LeGuin	561-568, 278-284
28-Aug	Platonic Ethics	372-375
30-Aug	Aristotelian Ethics I	409-425
4-Sep	Aristotelian Ethics II	409-425
6-Sep	Jesus and Buddha	477-480, 638-643
11-Sep	Epicurus	609-615
13-Sep	Epictetus	517-528
18-Sep	Review and Discussion	
20-Sep	Exam 1	
25-Sep	Relativism	156-165, 201-207
27-Sep	Rand's Egoism	569-579
2-Oct	Utilitarianism	239-249
4-Oct	Williams' Critique of Util	265-277
9-Oct	Kant's Ethics I	309-328
11-Oct	Kant's Ethics II	309-328
16-Oct	Discussion	
18-Oct	Nietzsche	127-141
23-Oct	Sartre	681-690
25-Oct	Discussion and Review	
30-Oct	Exam 2	
1-Nov	Abortion I	766-787, 807-815
6-Nov	Abortion II	816-826
8-Nov	Euthanasia I	831-852
13-Nov	Euthanasia II	853-865
15-Nov	Animals	879-901
20-Nov	Future People	910-932
22-Nov	Thanksgiving, No Class	
27-Nov	Pollution	933-940
29-Nov	Leopold and Deep Ecology	website
4-Dec	Reading Day, No Class	
6-Dec	Discussion and Review	
ED1602 Final Exam @ 8am on Thursday, 12/13		
ED1603 Final Exam @ 12pm on Tuesday, 12/11		

Additional Documentation:

OBR Use

Approved-Effective Date	
Pending (i.e. Additional Information Requested)	
Disapproved	
Today's Date	