



## **DELIVERY MODE(S):**

Lectures and discussions by remote delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through [helpdesk@gprc.ab.ca](mailto:helpdesk@gprc.ab.ca).

## **COURSE OBJECTIVES:**

1. To gain an understanding of important historical approaches to ethics and apply these theories to current day professional issues.
2. To develop critical thinking and problem-solving skills through the practical application of ethical theories to professional concepts.
3. To examine assumptions, values, goals, principles, and actions as they affect professions and society.
4. To gain an understanding of the effect of individual and professional decisions.
5. To enhance awareness and increase understanding of the nature of professional ethics.

## **LEARNING OUTCOMES:**

The learning outcomes stressed in this course are Communication Skills, Critical Thinking Skills and Ethical Reasoning.

### 1. Students will use **Communication Skills**

- Communicating clearly and concisely employing written and verbal skills appropriate to class assignments and discussion.
- Demonstrating interpersonal skills by listening effectively, establishing a rapport with peers, and monitoring non-verbal signals.
- Expressing awareness of and respect for self and others.
- See section on Philosophical Etiquette for a further description.

### 2. Students will use **Critical Thinking Skills**

- Analyzing theoretical concepts and examining the connections between them.
- Critically assessing philosophical theories and arguments in support of these theories.
- Developing arguments with strong logical inferences between premises and conclusions.

### 3. Students will use **Ethical Reasoning**

- Applying ethical reasoning to practical situations.
- Recognizing and examining multiple perspectives.
- Analyzing and discussing issues from an ethical perspective.

## **TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

## EVALUATIONS:

Participation	10%	
Take-home Quizzes, 5 worth 10% each	50%	Due dates TBA
Paper Proposal (Thesis, Outline, and Bibliography)	10%	Due Wednesday, November 23 <sup>rd</sup>
Final Case Study Critical Essay	30%	Submission is due during the final exam period TBA. This is a take-home exam.

## Expected Statutory Holidays and Breaks: (no class on these days)

Monday, September 5<sup>th</sup>—Labour Day

Friday, September 30<sup>th</sup>—National Day for Truth & Reconciliation

Monday, October 10<sup>th</sup> to Friday, October 14<sup>th</sup>—Fall Break

Thursday, November 11<sup>th</sup>—Remembrance Day

## Participation:

Participation is more than just speaking in class. Being an engaged listener is to participate in a meaningful way. Participation also consists in engaging in your responsibility to find important information on the course outline, keeping track of due dates, submitting material on time, and keeping up with course content when you are unable to attend class, which includes watching recorded lectures. Of course, it also entails finishing the reading beforehand and preparing any questions you might have about the material. One benefit of participation is that it better enables you to understand difficult philosophical concepts, get clarity on others' arguments, and offers the opportunity to practice developing our own arguments. Your grade will be based on a combination of all these aspects of participation.

## Paper Proposal:

The purpose of the paper proposal is to prepare you to write the final case study critical essay and get feedback prior to submission of your final draft. Basically, it is an outline of your final essay.

The proposal should not exceed 500-800 words, **excluding the introduction**. I will red-ink a full introduction if you choose to include one. I will not red-ink full paragraphs in the body of the essay outline.

Your proposal must meet the following requirements to get full marks:

1. A full or point form introduction, which **MUST include a fully developed thesis statement**.
2. A clear outline of the body of your essay including topic sentences, a brief description of paragraph content, and any potential quotations. **Your outline should follow the same format as the outline discussed in class. The example outline is posted on D2L.**
3. A bibliography of the resources you intend to use (textbook articles, video library, etc.). Your bibliography should include at least one literary resource from course textbook and one ethical theory discussed in class.

### **Final Case Study Critical Essay:**

The purpose of this assignment is to allow you the opportunity to critically analyze one of the case studies found in the textbook and to develop your written argumentation skills.

Your essay must meet the following requirements to get full marks:

- Your essay **MUST** be 2 pages long (not including title page or bibliography), double-spaced, in 12-point font, with 1-inch margins.
- Your essay **MUST** use proper academic format, i.e., no extra spaces between paragraphs, and the first sentence of each paragraph must be indented.
- Your essay **MUST** highlight the moral dilemma presented in the case study and include your argument in defence of the moral response you think is appropriate to the dilemma.
- Your essay **MUST** have a clear, concise thesis statement. Think of a thesis statement as the conclusion for which you will build an argument in your critical essay.
- Your critical analysis **MUST** include at least one of the theories covered in class.
- Your paper **MUST** include a summary of the morally relevant features of the case study. The first two paragraphs may also include articulating the theory from the course materials and clarifying any definitions. The remainder of the paper is your critical analysis.
- The purpose of this paper is for you to apply the theories we've learned about to a practical problem. Your paper **MUST** show that you understand the theory well enough to give good reasons in support of actions as a professional.

You will also be graded on the following criteria:

- You are expected to use grammar, punctuation, and spelling appropriate for a university level course.
- Use whichever citation style with which you are comfortable (just use it consistently and correctly). You will be deducted marks for incorrect citations. Please make certain to cite the case as well as the theory you will be employing in your argument.

### **Meeting Deadlines:**

Unless previously discussed, late work will be penalized in the absence of a valid excuse. The assignment grade will be reduced by 10% each day it is overdue, including weekends.

Alternative arrangements for writing a missed quiz or missing other deadlines may be made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances such as extreme illness or other serious circumstances beyond the student's control. Work commitments, holidays, or forgetfulness are not considered legitimate reasons for missing a deadline.

## Contesting Grades:

How you do on an assignment has no bearing on how much I respect (or like) you. There should never be any reason for you to feel ashamed or angered by your grade. One of my priorities in this class is to help you learn, and the assignments and my comments on your work are aimed at this goal. I do not expect perfection, and neither should you. I expect you to do your best and to use the assignments to help guide you on how you can improve.

If you wish to contest your grade, please do the following:

1. Double check the assignment instructions and the grading criteria.
2. Thoroughly read all the comments in a charitable manner.
3. Make an appointment to discuss your grade. Please do not ask me to go over your individual assignment in class.
4. Come to the appointment prepared. After looking over the comments and the assignment requirements, you should be able to articulate why you think your answer should have earned more marks.
5. Please remember I can only give you grades for the content represented on the assignment. You may be able to verbally articulate what you meant to say in the meeting, but if that meaning is not clearly illustrated in the assignment content, I cannot give you grades for it.
6. Language is very important. I am happy to listen to your well thought out reasons for adding marks. Please do not approach me in a combative, disrespectful manner. For example, it is better to approach the discussion from the perspective that grades are earned rather than the view that grades are given. This perspective allows us to go through the comments together and to make clear how you earned your grades. This process will better enable you to show me how you think you met the requirements, and if you can do so I will have no problem with changing your grade.

## **GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

## **COURSE SCHEDULE/TENTATIVE TIMELINE:**

**Please read the introduction to all the textbook units we are covering in class.**

Topic 1: Introduction to Philosophy and Logical Fallacies.

- No associated reading. There are slides posted on D2L.

Topic 2: Ethical Principles and Practice

- Robert Audi, “Some Approaches to Determining Ethical Obligations” (3).
- Immanuel Kant, “Groundwork for the Metaphysics of Morals” (9).
- John Stuart Mill, “Utilitarianism” (11).
- Virginia Held, “The Ethics of Care as Moral Theory” (13).
- Daryl Koehn, “What can Eastern Philosophy Teach Us about Business Ethics?” (19).
- Case study: Rebecca Cobern Kates, “Alligator River Story” (45). Try to answer at least one discussion question.

Topic 3: Professions and Professional Ethics

- Ernest Greenwood, “Attributes of a Profession” (49).
- Michael Davis, “Professional Responsibility: Just Following the Rules?” (67).
- Don Welch, “Just Another Day at the Office: The Ordinarity of Professional Ethics” (55).
- Case study: Jonathan Milgrim, “Refusing to Work: Weighing Patient Safety against Long Hours” (86). Try to answer at least one discussion question.

Topic 4: Professional Responsibility

- Sissela Bok, “Whistleblowing and Leaks” (102).
- Michael S. Pritchard, “Responsible Engineering: The Importance of Character and Imagination” (114).
- Case study: Dale Brown, “Snowden, Security, and Civil Liberties: The Ethics of Whistleblowing” (131). Try to answer at least one discussion question.

Topic 5: Client-Based Professions

- Edmund D. Pellegrino, “The Virtuous Physician and the Ethics of Medicine” (428).
- Domènec Melé, “Ethical Education in Accounting: Integrating Rules, Values, and Virtues” (451).
- “The Smartest Guys in the Room,” documentary (Warning—there is some nudity).
- Case study: Luke Golemon, “Professional Misconduct While Off-Duty” (463). Try to answer at least one discussion question.

Topic 6: Conflict of interest

- Ethics in Journalism. No associated reading. There are slides posted on D2L.

Topic 7: Professionalism, Diversity, and Pluralism

- Anita M. Superson, “A Feminist Definition of Sexual Harassment” (305).
- Case study: T.J. Broy, “Religious Commitments in the Workplace” (354). Try to answer at least one discussion question.

## **STUDENT RESPONSIBILITIES:**

1. Please do not be late for class.
2. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
3. If students miss class, it is their responsibility to obtain lecture material and the reading assignment.
4. Policies regarding final exams are governed by institutional policy. Students should consult the Examinations policy in the NWP Calendar. Students should consult the NWP Calendar for any questions regarding deferred exams but note that students are required to be available to write exams during the entire final exam period.

## **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Polytechnic Policy on Student Rights and Responsibilities under the section on Academic Misconduct <https://www.nwpolytech.ca/about/administration/policies/>

\*\*Note: all Academic and Administrative policies are available on the same page.

## **Additional Information:**

### **Philosophical Etiquette**

Contrary to popular belief philosophy is not a blood sport. A philosophical discussion should not be thought of as an opportunity to participate in arguments that are meant to crush one's opponent. Rather it is an opportunity, first and foremost, to gain an understanding of philosophical concepts. Second, it should inspire critical analysis of philosophical concepts. And finally, it should facilitate fruitful discussion. I expect all students to show good philosophical etiquette, which is to exhibit mutual respect for each other's ideas and comments and to not be *purposefully* offensive.

### **Pet Peeves**

- Cell phones that ring during class or use of cell phones during class (this includes texting).
- The sound of binders closing and people packing-up books before I've indicated that the class is over.
- Trying to talk over people who are discussing their weekend plans during class time.
- Use of laptops or other electronic devices that disrupts other students.

### **Zoom Etiquette**

- Do not log into class while you are still under the covers in bed. Come to class fully clothed.
- Zoom chat etiquette is the same as verbal chat etiquette.
  - Be respectful with the comments you make in the chat. Stay on topic. Do not use the chat in the same way you use this feature on social media.

- Avoid distractions.
  - Only have the course up on your screen. Wear headphones to help cut out external noise.
- Same as with in-class attendance, stay off your phone during class!!! Seriously, I can often tell when you are looking at your phone.
- If you have pets who are not camera shy, you must introduce them to the class at least once.

### **Use of Class Recordings**

Classes (or parts of classes) in this course may be recorded by the instructor for use as an instructional resource for the class. These recordings are protected under the Freedom of Information and Protection of Privacy Act (FOIP) and are to be used for academic purposes only. Students must not sell, duplicate, distribute, or publish evaluative assessments, course lecture notes, handouts, recordings, or other information provided by an instructor, or use the above for any commercial purpose. These restrictions apply to all recorded materials unless you receive express written permission by NWP and all the participants involved in the recording. Students who misuse recordings may also be subject to sanctions under the Student Code of Conduct (for more information the Polytechnic Policy on Student Rights and Responsibilities under the section on Academic Misconduct

<https://www.nwpolytech.ca/about/administration/policies/>