

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Philosophy</u>						
COURSE RUBRIC AND NUMBER	<u>PHIL 2306</u>						
COURSE TITLE	<u>Ethics</u>						
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-top: 1px solid black; padding: 2px 10px;">3</td> <td style="border-top: 1px solid black; padding: 2px 10px;">3</td> <td style="border-top: 1px solid black; padding: 2px 10px;">0</td> </tr> <tr> <td style="padding: 2px 10px;">Credits</td> <td style="padding: 2px 10px;">Lec</td> <td style="padding: 2px 10px;">Lab</td> </tr> </table>	3	3	0	Credits	Lec	Lab
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Credits	Lec	Lab					

I. Catalog Description

Provides a systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value. **Prerequisite: INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

II. Course Objectives

This course introduces students to the central problems of ethics. The works of both traditional and contemporary writers will be examined. The emphasis will be on the examination of various ethical positions rather than on a particular ethical outlook. Students will become aware of some of the main moral problems of modern society and gain a basic understanding of some of the philosophical positions and attempted solutions to these problems. Discussion of important contemporary moral problems such as abortion, euthanasia, and cloning will be covered.

By the end of the course, the student will be able to:

- A. Recognize, evaluate, and develop arguments in moral reasoning
- B. Develop **social responsibility skills** by gaining insight into current interesting and controversial moral issues.
- C. Develop **critical thinking skills** and **personal responsibility skills** by analyzing moral problems philosophically.
- D. Develop **communication skills** through written expression of one’s own viewpoint on moral issues.
- E. Develop **critical thinking skills** by reading, understanding, and critically evaluating various philosophical essays concerning ethical theories and their application.
- F. Develop **critical thinking skills** that accompany the careful study of philosophy.
- G. Gain the ability to transfer thinking skills learned in philosophy to other areas of study.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

- 1. Read, analyze, and critique philosophical texts.
- 2. Define and appropriately use important terms such as relativism, virtue, duty, rights, utilitarianism, natural law, egoism, altruism, autonomy, and care ethics.
- 3. Demonstrate knowledge of major arguments and problems in ethics.

4. Present and discuss well-reasoned ethical positions in writing.
5. Apply ethical concepts and principles to address moral concerns.
6. Apply course material to various aspects of life.
7. Discuss ways of living responsibly in a world where people have diverse ethical beliefs.

IV. Evaluation

- A. Pre-assessment: not applicable
- B. Post-assessment
 1. The instructor will maintain a continuous record of each student's progress. Regular participation will be considered a key component of that progress. A reading exercise will be completed by the student on each reading assignment. Examinations and projects, including debates and student presentations, may also be utilized.
 2. Grading: Grading will be determined by the individual instructor. Percentages can be allocated for examinations, term papers, projects, presentations, debates, and classroom participation, which may include special reports as assigned by the instructor.
- C. Remediation: If a student has difficulty with the reading exercises, the instructor may recommend appropriate remedial measures (e.g. further study, a reading course, a tutor, etc.). The instructor may also allow extra examinations of assignments.
- D. Attendance: Dropping a Student: The instructor may drop a student from the course if the student fails to comply with the stated attendance policy in the course syllabus or is failing the class prior to the last official withdrawal date. An Instructor Initiated Withdrawal Authorization form will be submitted to the Student Services Coordinator upon dropping a student from the roster. Withdrawal procedures will follow EPCC procedure as stated in the College catalogue.
- E. Incomplete: Should a student be unable to complete the course objectives for reasons beyond his/her control, the instructor may assign an "I" for the class. A request for Assignment of Incomplete Grade must be submitted to The Student Services Coordinator at the time the final grades are submitted. The student must sign the incomplete form.

V. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.