1. Program Identifier: BAIFA

2. AI 256: Workplace and Professional Ethics Fall 2016

3. Mark Robinson: mrobin54@depaul.edu; 312.362.6486

4. Course Dates: Monday evenings 9/7/16-11/22/16

5. Course Location: Loop Campus

6. Course Description
This is a four-credit-hour course open to all undergraduates at DePaul University. AI 256 provides a thorough grounding in the theoretical and applied nature of work-based ethics. We engage the tenets and assumptions of four major ethical perspectives, using them to examine the meanings and implications of morality in professional life. Using the tools of reason, we investigate obstacles to ethical decision-making in one's and others' professional behavior, and apply our learning in the writing of a personal ethical code. There is no formal pre-requisite scholarly knowledge for success in this course, although familiarity with philosophy will be very useful. All students must show proficiency in college-level reading and writing while participating in this course.

7. Learning Outcomes, Competencies, and/or Objectives

COURSE LEARNING GOALS
After completing this course, students will be able to:
◦ Explain the meaning of "ethics"
◦ Illustrate the assumptions of four ethical paradigms
◦ Examine and critically express the role individual and social action in all ethical expression
◦ Review and describe the ethical foundations of common business and professional practices
◦ Describe and evaluate the role of rationalization in ethical decision-making
◦ Identify and express in writing and orally the central components of one's personal code of ethics

COURSE COMPETENCES
This course includes learning pertinent to the following outcomes or "competencies," and each student receives graded assessments in two of them (per individualized learning plan):

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement and Criteria</th>
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<tbody>
<tr>
<td>A-3-F</td>
<td>Can compare two of more philosophical perspectives on the relationship of the individual to the community.</td>
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<tr>
<td>A-4</td>
<td>Can analyze a problem using at least two different ethical systems.</td>
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<tr>
<td>H-2-X</td>
<td>Can examine organizational and institutional effects on ethical choices and decision-making</td>
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<tr>
<td>H-3-X</td>
<td>Can analyze one's perception of ethical problems and the context of personal decision-making.</td>
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8. Learning Strategies & Resources
Two texts are required for this course:
To buy your books, go to [http://depaul.bncollege.com/](http://depaul.bncollege.com/)

*Additional reading may be assigned.*

9. Learning Deliverables
AI 256 is a hybrid course comprised of 10 modules spread across a full academic quarter. The time to complete each module is one week. We will transition back-and-forth from a face-to-face (on-ground) classroom to an online learning environment throughout the 10-week term.

TIME MANAGEMENT AND ATTENDANCE
SNL's online courses are not self-paced and require a regular time commitment each week throughout the quarter. You are required to **log in to your course at least four times a week** so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than face-to-face courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four-credit-hour face-to-face course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week. As this is a hybrid course, you will need to be online and in the classroom in a scheduled rotation; both types of learning are crafted to complement each other, to "flow into" each other (rather than be kept as two separate venues). This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer. **If you find yourself getting behind, please contact the instructor immediately.**

YOUR INSTRUCTOR'S ROLE
Your instructor's role in this course is that of a discussion facilitator and learning advisor/supervisor. It is not his or her responsibility to make sure you log in regularly and submit your assignments. The instructor will read all postings to the general discussion forum on a daily basis but may not choose to respond to each posting. You will receive timely and written feedback on assignments. The instructor will ensure that all assignments are assessed within a week's time of posting, relative to the stated due dates.

The instructor may choose to designate "office hours" when she or he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.
YOUR ROLE AS A STUDENT
As an online and an on-ground student, you will be taking an active, deliberate approach to your learning. As the course instructor’s role is that of a learning guide and supervisor, your role is that of the leader in your own learning.
You will be managing your own time so that you can complete the required readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning. While there is one "extra credit" activity, all other reading and writing assignments are required (i.e., not optional).

10. Assessment of Student Learning
ASSESSMENT OF LEARNING
Each assignment is graded using a point range of 0-3. You will submit all assignments for AI 256 via Desire to Learn (D2L). There will be a dropbox on D2L for each assignment. Students may review their grades via the D2L site at any time during the term, and are invited to communicate with the instructor regarding them.

ASSESSMENT CRITERIA FOR ONLINE DISCUSSION PARTICIPATION
All postings to Discussion Boards should be clear and substantive. Writing directly to the prompt, students must post at least (5) sentences for the initial posting. Discussion postings are graded on a 0-3 points basis (see above).

MORE ABOUT DISCUSSION BOARDS & ABOUT "ETIQUETTE"
Discussion Boards are a forum for discussion and sharing information. All posts must be communicated respectfully, following the same standards for behavior we accept in day-to-day life. The online classroom remains a classroom, and students are required to engage each other, and the instructor, using the rules of common courtesy and care we all follow in "real" life.
Your instructor may create one or more discussions boards related to the topics you are studying each week.
At the beginning of the quarter, your instructor will set up two discussion boards: "Introductions," and "Course Q & A." These two (optional) discussion forums will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. The Q&A discussion is where the management and administrative tasks of the course are conducted, and where you ask procedural questions and receive answers. Your instructor may add additional discussion boards as you move through the modules.

11. Grading Criteria & Scale
WRITING ASSIGNMENTS
All writing assignments are expected to conform to college-level standards in syntax, lexicon, and punctuation. As writing is a form of thinking, your assignments must show consistency in logical argument in order to achieve full marks.

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<th>Points Awarded (0-3)</th>
<th>Description</th>
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0  No credit awarded. Assignment is missing or tardy, incomplete or incoherently written.

1  Partial credit awarded. Assignment is tardy and/or poorly written and misaligned with prompt.

2  Partial credit awarded. Assignment demonstrates fairly coherent thinking, and a basic grasp of assignment prompt, though the quality of academic writing is insufficient.

3  Full credit awarded. Assignment reflects coherent and substantive thinking. Full alignment with prompt demonstrated by high-quality academic writing.

To complete the course, you must complete each of the assignments and submit them to your instructor by the established deadline. You must also fully participate, as directed in each online discussion. Points will be deducted for work that is turned in after the established deadline.

GRADE SCALE

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<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>75 - 66 points</td>
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<tr>
<td>B</td>
<td>65 - 57 points</td>
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<tr>
<td>C</td>
<td>56 - 49 points</td>
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<tr>
<td>D</td>
<td>48 - 41 points</td>
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<tr>
<td>F</td>
<td>41 - 0 points</td>
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Students wishing to take the course on a Pass/Fail grading basis, should notify the instructor via email by the end of the third full week of the term. The choice of this option is irrevocable.

12. Course Schedule

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<th>Class Meeting Information</th>
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<td><strong>On-Ground meetings:</strong> 3/31, 4/7, 4/21, 5/5, 6/2, &amp; 6/9</td>
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<tr>
<td><strong>Online study weeks (asynchronous):</strong> 4/14, 4/28, 5/12, 5/19</td>
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<td><strong>Note:</strong> Memorial Day is on May 26th. The week of 5/26-6/1 is an online study week.</td>
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**Module 1**  Introduction to Ethical Thinking (on-ground)
**Module 2**  Discovering Analytical Frameworks (on-ground)
**Module 3**  Explaining and Applying the Tenets of Categorical, or "Deontological" Ethics (online)
**Module 4**  Explaining and Applying the Tenets of Consequential, or "Teleological" Ethics (on-ground)
**Module 5**  Explaining and Applying the Tenets of Consequential, or "Teleological" Ethics (online)
**Module 6**  Explaining and Applying the Tenets of Virtue, or "Situational" Ethics (on-ground)
**Module 7**  Applying Ethical Models to the Workplace (online)
**Module 8**  Practicing the Value of Ethical Rhetoric and Persuasion (online)

**Memorial Day** is May 26th. The week of May 26-June 1st will be an online study week.
Module 9  Developing and Articulating a Personal Ethical Code (on-ground)
Module 10  Engaging in Measurable Self-Assessment of Learning (on-ground)

13. Course Policies

ACADEMIC INTEGRITY
DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook for further details.

PLAGIARISM:
Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

◦ The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.

◦ Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgment.

◦ Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

◦ Resubmitting one's own previous work from a different course or college, without permission from the current instructor.

◦ The paraphrasing of another's work or ideas without proper acknowledgment. Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

FOR STUDENTS WHO NEED ACCOMMODATIONS BASED ON THE IMPACT OF A DISABILITY
Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu.

Center for Students with Disabilities
Loop Campus - Lewis Center #1420 - (312) 362-8002
Lincoln Park Campus - Student Center #370 - (773) 325-1677
Students are also invited to contact me privately to discuss your challenges and how I may
assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

INCOMPLETE GRADES
The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.
You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.
If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.
Note: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

PROTECTION OF HUMAN SUBJECTS
For more information see: http://research.depaul.edu/
Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:
◦ The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
◦ You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
◦ The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, http://www.research.umn.edu/consent

14. Course Resources
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

15. Instructor Brief Bio
Mark Robinson is a member of the SNL faculty and a Wicklander Fellow. His research interests include biomedical ethics.