



# MOTT COMMUNITY COLLEGE

## PHIL 295- Ethics Syllabus

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### **Course Information**

**Course #:** PHIL 295-WWW-TBD

**Course Name:** Ethics

**Semester:** TBD

**Credit Hours:** 3

**Division:** Humanities

**Division Phone:** (810) 762-0470

**Instructor:** Dr. Tyler Klaskow

**Email:** tyler.klaskow@mcc.edu

**Office:** CM 1101D

**Office Phone:** (810) 762-0547

**Online Office Hours:** TBD

### **Required Texts and Materials**

- *The Ethical Life* 4<sup>th</sup>ed. Edited by Russ Shafer-Landau. ISBN: 0190631317
- *The Fundamentals of Ethics* 4<sup>th</sup>ed. By Russ Shafer-Landau. ISBN: 190631392
- pdf documents from Blackboard

### **Computer Requirements**

The Information Technology Services Department recommends using a modern PC running Microsoft Windows 7 or later, with a current version of the Mozilla Firefox or Google Chrome web browser. Other computers / devices (macOS, iOS, Android, etc.) may in-fact work with MCC services, however, some of these platforms may not function properly due to incompatibilities.

### **Course Description**

A study of the fundamental philosophical issues and problems concerning morality and moral reasoning. Emphasis will be placed on the examination of traditional and contemporary attempts to distinguish morally good from morally bad actions. Other topics may include issues in political philosophy, ethical relativism and objectivity, the nature of the good, and contemporary moral issues such as abortion, affirmative action, and capital punishment. Works from both historical and contemporary philosophers are discussed.

### **Student Learning Outcomes**

Students who successfully complete the course should be able to:

- Describe the basic concepts of ethical theories.
- Explain the meaning of basic ethical concepts.
- Apply basic ethical concepts to concrete situations.
- Differentiate between ethical theories.
- Infer implications of basic ethical concepts.
- Deduce conclusions of ethical arguments.
- Create an argument using ethical theories.
- Evaluate actions using ethical theories.
- Interpret morally salient features of concrete situations using ethical theories.

- Integrate ethical theories into thinking critically about morality.

### **Academic Integrity**

From Mott Community College's website:

"In an academic institution, every member of the community must demonstrate the highest standard of academic honesty; one must produce work that is wholly one's own, whether it is in the form of taking a test, writing an essay or report, conducting an experiment, or completing an assignment.

Taking another's work and presenting it as one's own, falsifying data or other information, helping others to cheat, depriving others of the resources they need to complete their work, or presenting work from a previous course to fulfill the requirements of another course, violate MCC's Academic Honesty Policy.

Individual faculty members may have different guidelines for their course, and it is the student's responsibility to clarify each instructor's expectations for the course. For example, some instructors may allow students to collaborate or to present previously submitted work to fulfill a course requirement. Students must read, understand, and follow the syllabi, test directions, and any other instructor policies pertaining to academic honesty."

Violations of Mott's academic integrity policy include the following:

- cheating
- fabrication
- facilitating academic dishonesty
- plagiarism
- denying others access to information or material
- unauthorized use of electronic devices
- multiple submissions
- misrepresentation of academic records.

For more information or if you have any questions please go to this link: [Academic Integrity](#)

Academic dishonesty will not be tolerated in this course. Students are responsible for knowing what constitutes a violation of academic integrity. Ignorance of the rules will not be accepted as an excuse. If you do not know the rules, please ask the instructor or consult the link above. A violation of academic integrity will result in a penalty proportionate to the seriousness of the offense. This will be determined at the discretion of the instructor. Possible penalties include, but are not limited to, a grade of zero for the assignment, or failing grade for the course. All violations of academic integrity will result in a Report of Academic Dishonesty to the MCC Registrar.

## **Civility Policy**

From Mott Community College's website:

"As an institution of higher education, providing an environment that is optimal for learning is of the highest importance. To help create that environment, Mott Community College has adopted the following civility statement: 'Mott Community College is committed to the highest standards of academic and ethical integrity, acknowledging that civility and respect of self – and others – are the foundation of educational excellence.'

Mott Community College encourages and promotes an environment of civility and mutual respect among its diverse employees and student body. Faculty, staff, and students should treat one another in a respectful manner with civility, honesty, and courtesy. Each individual is expected to have regard for the dignity and needs of the people with whom they work and interact. Employees and students are reminded that freedom of expression comes with a responsibility to respect the rights and reputations of others.

College employees and students are expected to avoid behavior on or off campus or during College activities that substantially interferes with and creates an intimidating, hostile college environment (including the use of technology). Examples of these behaviors may include but are not limited to:

1. Bullying or harassment—any conduct reasonably perceived as being malicious, intimidating, hostile, humiliating, threatening, disparaging, likely to evoke fear of physical harm or is motivated by bias or prejudice based upon any actual/perceived characteristic. This includes comments, gestures, graphics, written statements, or physical acts (including, but not limited to, the use of electronically transmitted acts to cyberbully by way of cell phone, computer, or wireless handheld device).
2. Screaming and yelling with an intent to humiliate or intimidate.
3. Insubordination
4. Retaliatory actions"

For more information, or if you have any questions please go to this link: [Civility](#)

## **Netiquette**

### **General**

The following policy is consistent with Mott Community College's Civility Policy:

When posting and communicating online, consider the conversations as having the same norms of politeness and etiquette as any real-life interactions. This means no **trolling**, **baiting**, or **bullying**. In online interactions you are expected to be **prepared**, offer **support** and **encouragement** to your classmates, treat all class participants (including yourself) with **respect**, read and think **carefully** before offering your position, contact me separately if anything bothers you. Within these guidelines, our online interactions should be an enjoyable and productive. For more guidance please refer to Mott's [Civility Policy](#).

### Email

**Students are responsible for checking their Mott email account at least once a day.** The subject line of your emails to me should contain the course and section # (PHIL 295-01). All emails sent should begin by addressing the person to whom it is sent (e.g., "Hi Professor Klaskow") and close with your first and last name. Use complete sentences, employ appropriate grammar and punctuation in your emails. Email received outside of business hours (M-F 8-5) may not receive a response before the next business day. For questions about your grade please check Blackboard before emailing me.

### Blackboard

Please familiarize yourself with how to use Blackboard. Blackboard is a resource for viewing/listening to lessons, completing discussion board posts, completing quizzes, uploading your papers, checking your grade, communicating with other students, locating the syllabus and course schedule, and locating other course materials. If the course schedule changes during the semester I will notify you (either in class, by email, or both) and the new schedule will be posted on Blackboard. You are responsible for following new versions of the schedule when it is posted.

### Grading

Grading in this course follows official MCC policy:

4.0 Superior (90%-100%)	2.0 Average (70%-75%)
3.5 Very good (86%-89%)	1.5 Below Average (66%-69%)
3.0 Good (80%-85%)	1.0 Poor (60%-65%)
2.5 Above Average (76%-79%)	0.0 Failure (less than 60%)

I- Incomplete: Credit and final grade delayed for up to one year.

S- Satisfactory: Credit toward graduation but not GPA.

U- Unsatisfactory: No credit toward graduation or GPA.

W- Withdrawal: No credit. Student must withdraw at Registration Office

N- Audit: No credit.

X- Non-attendance (given at mid semester only)

M- Missed Grade: No credit.

NS- No Show: No credit. Not sufficient instructor contact

### Grade Components

Midterm Exam= 20%

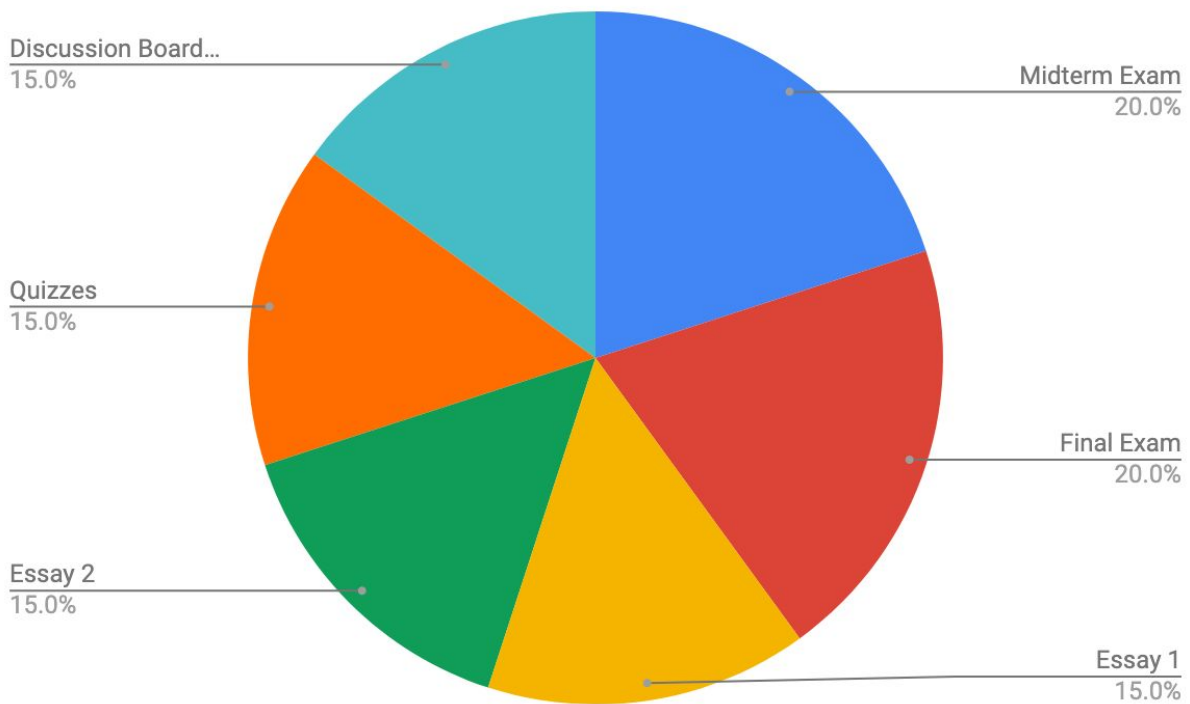
Final Exam= 20%

Essay 1= 15%

Essay 2= 15%

Quizzes= 15%

Discussion Board Posts= 15%



#### Exams= 40%

Exams will consist of multiple-choice questions and will be completed on Blackboard. Students may use course textbooks and notes during exams. However, exams are time-limited so students should prepare in advance of taking exams. No other resources, e.g., websites, podcasts, etc., are permitted on exams. See course schedule (below) for exam due dates.

#### Quizzes= 15%

Quizzes are to be completed on Blackboard. Students must complete a quiz once they have started. Quiz duration is 60 minutes. After 60 minutes the quiz will automatically submit. Each quiz will be due by 11:59 PM on its respective due date. Students are required to complete quizzes without help from others but may use textbooks and notes. **Quizzes cannot be attempted late. Quizzes cannot be made up. Your lowest quiz grade will be dropped** (will not be used to calculate your average). See course schedule (below) for quiz due dates.

#### Discussion Board Posts= 15%

For each discussion board post quote-reply to the thread (prompt) posted by the instructor or to a classmate's post. Each post should be 100-250 words (5-10 sentences) long. Posts should be written with proper grammar, spelling, and punctuation. Posts containing excessive errors will be penalized. Posts that the instructor finds to be in violation of civility/netiquette policy will be penalized. **Discussion Board Posts cannot be attempted late or made up. Your lowest Discussion Board Post grade will be dropped** (will not be used to calculate your average). See course schedule (below) for discussion board post due dates.

### Discussion Board Rubric<sup>1</sup>

Points	Achievement	Description
9-10	Provocative	Response goes beyond simply answering the prompt; attempts to stimulate further thought & discussion.
7-8	Substantial	Response provides most of the content required by the prompt, but does not give further analysis of the subject
5-6	Superficial	Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning.
3-4	Incorrect	Response does not accurately address the prompt; rambling and/or without consistency.
1-2	Inadequate	Response displays minimal effort and makes little or no contribution to the discussion.
0	None	No response provided to the prompt within the required timeframe.

### Essays= 30%

As a way to develop your skills in philosophical writing, this course requires two essays. The first essay is an argumentative essay. You will be required to make an argument regarding the concept of the good life. The second essay focuses more on analysis/application. You will be required to analyze a short story in terms of the major concepts in normative ethics. Essays will be 650-1300 words in length. Prompts and instructions will be posted on Blackboard. See below for a rubric and grading key. See course schedule (below) for essay due dates.

### PHIL Essay Rubric

Essays in this course are evaluated based upon 9 general criteria (Claim, Reasons, Accuracy and Completeness, Synthesis, Analysis, Counterargument, Organization, Style, and Format). The rubric below describes the various levels of achievement in each of these criteria and specifies the points-earned based upon that level of achievement. Use this rubric as a guide in preparing your essays and reflecting upon areas needing improvement.

### **Claim (0-15 points)**

Points	Achievement	Description
15	Superior	Claim is easily discernible, clearly stated, and takes a position on the issue.
13.5	Very Good	Claim fails to do one of three things: be obvious, be clear, or stake out a position on the issue

<sup>1</sup> Adopted from rubric by Dr. Denise Lowe, Instructional Designer at UCF's Center for Distributed Learning.



12	Good	Claim fails to do two of three things: be obvious, be clear, or stake out a position on the issue.
10.5	Competent	Claim is present but is not obvious, is unclear, and does not take a position.
9	Average	Claim must be uncovered and/or reconstructed from the text.
7.5	Below Average	The paper may have a claim, but it is indiscernible.
3	Poor	This paper may have a claim have a claim, but it is indiscernible.
0	Unacceptable	There is no claim. This paper is about nothing.

### Reasons (0-15 points)

Points	Achievement	Description
15	Superior	Reasons are easily discernible, clearly stated, support the claim, and the nature of the support is explicit.
13.5	Very Good	Reasons are easily discernible, clearly stated, do not actually support the claim, but the nature of the purported support is explicit.
12	Good	Reasons are easily discernible, clearly stated, do not actually support the claim, and the nature of the purported support is not explicit.
10.5	Competent	Reasons are present but not obvious, and may not support the claim.
9	Average	Reasons are present but not obvious, and do not support the claim. Reasons may be irrelevant, or make logical errors such as circularity or question begging.
7.5	Below Average	Reasons must be uncovered and/or reconstructed from the text. Even with a charitable interpretation, reasons do not support the claim.
3	Poor	Reasons? What reasons? Arguments don't need reasons!
0	Unacceptable	Paper is openly hostile to the possibility of well-reasoned discourse.

### Accuracy and Completeness (0-15 points)

Points	Achievement	Description
15	Superior	Paper presents all relevant ideas, concepts, or arguments, with a high degree of accuracy.

13.5	Very Good	Paper presents all relevant ideas, concepts, or arguments, but with a diminished degree of accuracy compared to a superior paper.
12	Good	Paper presents most relevant ideas concepts, or arguments, but with gaps, obvious inaccuracies, or mischaracterizations.
10.5	Competent	Paper presents some relevant ideas concepts, or arguments, but with a diminished degree of accuracy compared to a good paper.
9	Average	Paper neglects major ideas, concepts, and/or arguments. Some general accuracy is apparent.
7.5	Below Average	Paper neglects major ideas, concepts, and/or arguments. Little to no accuracy is apparent.
3	Poor	It is unclear that this paper is ever on topic.
0	Unacceptable	This paper makes no attempt to deal with the relevant ideas, concepts, and arguments.

#### Synthesis (0-7.5 points)

Points	Achievement	Description
7.5	Superior	Paper successfully integrates all relevant ideas, concepts, or arguments from various sources into a coherent whole. The connections are clear and the paper adds insights not discussed in class.
6.75	Very Good	Paper successfully integrates all relevant ideas, concepts, or arguments from various sources into a coherent whole. The connections are clear but the paper adds no insights to what was discussed in class.
6	Good	Paper integrates most of the relevant ideas, concepts, or arguments from various sources into a coherent whole. The connections are stated but the paper may mischaracterize the nature or strength of the connection.
5.25	Competent	Paper integrates some of the relevant ideas, concepts, or arguments from various sources. Presentation may lack coherence. The connections are stated but the paper may mischaracterize the nature or strength of the connection.
4.5	Average	Paper integrates few of the relevant ideas, concepts, or arguments from various sources. Paper may misidentify which ideas, concepts, or arguments are relevant. The connections are generally unstated or mischaracterized.

3.75	Below Average	Paper misidentifies which ideas, concepts, or arguments are relevant. The connections are generally unstated or mischaracterized.
1.5	Poor	This paper vaguely but unsuccessfully attempts synthesis.
0	Unacceptable	This paper makes no attempt at synthesizing ideas, concepts, or arguments.

**Analysis (0-7.5 points)**

Points	Achievement	Description
7.5	Superior	Paper fully breaks down and identifies the relevant parts of the issue or problem. Major terms are defined and clearly connected.
6.75	Very Good	Paper breaks down and identifies the relevant parts of the issue or problem. But some parts may be missing or unclear.
6	Good	Paper breaks down and identifies the relevant parts of the issue or problem. But some parts may be missing or unclear. Definitions or connections may be inadequate.
5.25	Competent	Paper breaks down and identifies the relevant parts of the issue or problem. But adds little or nothing to what was discussed in class.
4.5	Average	Analysis is attempted, but underdeveloped.
3.75	Below Average	Analysis is attempted, but underdeveloped and blatantly incorrect or inaccurate.
1.5	Poor	Little analysis is attempted.
0	Unacceptable	Paper contains no analysis.

**Counterargument (0-15 points)**

<b>Points</b>	<b>Achievement</b>	<b>Description</b>
15	Superior	Paper presents obvious and non-obvious counter-examples and/or counter-arguments, and provides thoughtful responses.
13.5	Very Good	Paper presents obvious and non-obvious counter-examples and/or counter-arguments, and provides the obvious responses.
12	Good	Paper presents obvious counter-examples, and/or counter-arguments, and provides responses.
10.5	Competent	Paper presents some obvious counter-examples, and/or counter-arguments. Responses purport to refute the counter argument, but may fail to do so.
9	Average	Paper presents some obvious counter-examples, and/or counter-arguments, but some obvious ones are missed. Responses purport to refute the counter argument, but may fail to do so.
7.5	Below Average	Paper presents some obvious counter-examples, and/or counter-arguments, but some obvious ones are missed. Responses are non-existent or mere gestures of refutation.
3	Poor	Paper misidentifies obvious counter-examples or counter-arguments and attempted refutations may be inadequate.
0	Unacceptable	No counter-examples, counter-arguments, or opposing positions are considered.

**Organization (0-15 points)**

<b>Points</b>	<b>Achievement</b>	<b>Description</b>
15	Superior	Paper contains an introduction and conclusion. Each paragraph stays on topic. Author makes smooth transitions between paragraphs. Organization is logical.
13.5	Very Good	Paper contains an introduction and conclusion. Each paragraph stays mostly on topic. Author makes smooth transitions between paragraphs. Organization is logical.
12	Good	Paper contains an introduction and conclusion. Each paragraph stays mostly on topic. Author attempts transitions between paragraphs. Organization may be confusing.

10.5	Competent	Paper contains an introduction and conclusion. Paragraphs frequently get off topic. Author attempts transitions between paragraphs. Organization may be confusing.
9	Average	Paper contains an introduction and conclusion. Paragraphs frequently get off topic. No attempts at transitions between paragraphs. Organization is confusing.
7.5	Below Average	No logic in the organization of the paper.
3	Poor	Paragraphs are undifferentiated.
0	Unacceptable	No attempt at organization.

#### Style (0-5 points)

Points	Achievement	Description
5	Superior	Paper contains no errors in spelling, grammar, or punctuation.
4.5	Very Good	Paper contains very few errors in spelling, grammar, or punctuation.
4	Good	Paper contains some minor errors in spelling, grammar, or punctuation. This generally indicates failure to proofread.
3.5	Competent	Paper makes frequent mistakes in one area: spelling, grammar, punctuation.
3	Average	Paper makes frequent mistakes in two or more areas: spelling, grammar, punctuation.
2	Below Average	Paper makes systematic mistakes in one area: spelling, grammar, punctuation.
1	Poor	Paper makes systematic mistakes in two areas: spelling, grammar, punctuation.
0	Unacceptable	Paper makes systematic errors in spelling, grammar, and punctuation.

#### Format (0-5 points)

Points	Achievement	Description
5	Superior	Paper is formatted in MLA style and submitted as a .pdf.

0	Unacceptable	Paper is not formatted in MLA style or is not submitted as a .pdf.
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PHIL Essay Grading Key

The following key describes the shorthand notation I use to make comments on your essays. Please refer to this when reading my comments on your essays.

symbol	What it means...
t	<b>Thesis.</b> This seems to be your thesis. This thesis should be the conclusion/claim of your argument. Every part of your paper should be dedicated to: <ol style="list-style-type: none"> <li>1. Developing and presenting and the premises of this argument.</li> <li>2. Explaining how your conclusion/claim follows from your premises/reasons.</li> <li>3. Responding to objections to the premises and/or thesis.</li> </ol> <b>Tip:</b> clearly articulate your claim in the introduction & conclusion of your paper.
✓	✓ = good, ✓ ✓ ✓ = very good, ✓ ✓ ✓ ✓ = excellent
dev	<b>Develop.</b> Ooo! This is interesting. Say more, provide more detail, offer more support, consider objections, etc.
up	<b>Upshot.</b> You've started making a point, but you haven't finished. What's the upshot? Signpost the upshot, i.e., "This means that..."
sup	<b>Support.</b> This claim is not well-supported. Try showing: <ol style="list-style-type: none"> <li>1. How your claim is supported by your evidence.</li> <li>2. How the opposite of your claim is impossible or implausible</li> <li>3. How the claim follows from intuitively plausible (i.e., uncontroversial) principle(s).</li> <li>4. I'm How your claim jibes with the accepted meaning of the relevant concept(s)</li> </ol>
exp	Make the connection to your claim more <b>explicit</b> . Why/how does what you say here support your claim. It is ok to be obvious.
nq	Not quite, but sort of. Either you're misunderstanding this or you understand it, but you're not writing clearly enough.
??	Confusing or <b>awkward</b> . I've read this multiple times to figure out what you mean and I still don't know. Proofreading tip: would e.g., your grandmother understand what you're saying? If not, look for ways to be more clear.
df	<b>Definition.</b> Given the nature of this assignment, you should define this term. Don't refer to the dictionary. Define it based upon how it was used in class or the readings.
wc	<b>Word Choice.</b> This probably isn't the best word or phrase for this.
dis/rel	<b>Disconnect.</b> It seems like you think these things are related in a way that they are not. If I am wrong, then this means that you need to make your point more clearly (see also "?").
rq	<b>Rhetorical Question.</b> Assert instead of ask.
ex	Give and <b>example</b> to illustrate your point.

!	This claim (or its implication) is <b>too strong</b> . Strong claims do not always make for strong arguments. The stronger the claim (or its implication), the harder it is to defend. Don't make a claim that you cannot defend.
arg	Problem with your characterization of the <b>argument</b> . This error was discussed in the reading or in class
x	This is <b>incorrect</b> .
ddt	<b>Don't do this</b> . Common mistakes: <ol style="list-style-type: none"> <li>1. "The dictionary defines X as..."</li> <li>2. Science proves/disproves ..., "</li> <li>3. Since the beginning of ..., "</li> <li>4. [So-and-so] was born in such and such ..." etc.</li> </ol>
trans.	<b>Transition</b> . Guide your reader through your thought process by explicitly transitioning between your points. e.g. "X relates to Y because of Z" or "I think X because Y" or "After considering X we have to consider Y because Z."
cite	This needs to be <b>cited</b> . Use in-text parenthetical citations. If necessary accompany with a works cited list.
err	<b>Writing error</b> . Common errors that should not occur in your papers: <ol style="list-style-type: none"> <li>1. Spelling</li> <li>2. Grammar (<a href="#">subject-verb agreement</a>, <a href="#">possessives/apostrophes</a>, <a href="#">subjunctive</a>).</li> <li>3. Syntax (<a href="#">run on sentence</a>, incomplete sentence, <a href="#">comma splice</a>).</li> <li>4. <a href="#">Informal style</a> (e.g. lol, imho, wtf, expletive).</li> <li>5. Missing/repeated word.</li> </ol>
fluff	<b>Fluff</b> . Every sentence in your essay should be doing work for your claim/thesis. If you're not (1) describing a premise/conclusion, (2) explaining how premises lead to a conclusion, (3) supporting a premise, (4) objecting to a premise/conclusion, (5) explaining the upshot of something, or (6) or responding to an objection, then you're adding fluff.
para	New <b>paragraph</b> here. Including multiple (slightly related) points in a paragraph makes for difficult reading. Paragraph breaks help your reader transition between each part of your thought process.

### **Attendance and Participation**

Philosophy is done in conversation. In order to fully engage in a philosophy course such as ours, you must participate in the conversation. A necessary, though not sufficient, condition of this is attending class. Students who are disruptive to class by, e.g., arriving late, leaving early, not being prepared to answer questions when called upon, not attentively listening to lecture or discussion, being disrespectful to other students, being off task during group activities or class discussion, not bringing materials to class, etc. harm others' learning opportunities. Excessive disruptions to class may constitute a violation of academic integrity. Students who contribute to class discussion by asking or answering questions,

attentively listening to lecture and discussion, staying on task during activities, etc. facilitate others' opportunity to learn.

Attendance will be taken at the beginning of each class meeting. If you are late to class it is your responsibility to remind the instructor to mark you as present on the roll at the end of class. Classroom doors at MCC lock automatically. Students who arrive to class late will be permitted to enter at the instructor's discretion. Please refer to the Title IV Policy below for more information.

### **Other Grading Policies**

Make up/late work policy: Students may make-up or submit assignments late only if they have a legitimate reason for missing the assignment. The legitimacy of the reason for the student's reason will be determined by the instructor's discretion. Make ups/ late submissions will occur at the instructor's discretion and must be scheduled as soon as possible. Late submissions—when permitted— may be subject to a grade deduction penalty. Extra credit: No extra credit opportunities will be offered in this course.

### **College Policies**

#### **Withdrawal Policy**

Students who withdraw from college are recommended to see a counselor in the Counseling Center, PCC2030. Students are still required to complete a [class schedule worksheet](#) form listing the classes from which they are withdrawing.

#### **Title IV Policy**

Students who drop or withdraw from their classes will have their student accounts adjusted according to Mott's [tuition refund policy](#). If a student finds it necessary to drop/withdraw during a semester, they must notify the [Registration Office](#) to complete the necessary drop/withdrawal paperwork. For more information see: [Financial Aid- Withdraw From Classes](#)

#### **Emergency College Closing**

##### [Public Safety- Closings](#)

Phone: 810.232.8989

#### **Disability Services**

Mott Community College is committed to providing equal opportunity for participation in all programs, services, and activities and adheres to Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act, as amended (2008) to provide effective auxiliary aids and services for qualified students with documented disabilities. Requests for accommodations by students with disabilities may be made by contacting Disability Services at 810-232-9181 or on the website at [disabilityservices@mcc.edu](mailto:disabilityservices@mcc.edu). Once your eligibility for an accommodation has been determined, you will be issued an Instructor Notification Letter. Please present Instructor Notification Letters to instructors at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.



### MCC Title IX Policy

Consistent with Title IX of the Education Amendments of 1972, Mott Community College will provide appropriate adjustments and/or support to pregnant and parenting students. With medical documentation from a physician, the adjustments and accommodations may include providing a larger classroom desk or a designated lactation room, allowing frequent trips to the restroom, permitting temporary access to elevators, providing opportunities for making up missed work, allowing the student to submit work after a missed deadline due to absences related to pregnancy or childbirth, or providing a leave of absence for a period of time.

For questions about your rights pursuant to Title IX and other non-discrimination related compliance matters, contact the Title IX Coordinator – Chris Engle, Dean of Enrollment, Retention and Registrar/Title IX Coordinator at 810-762-0024 or at [titleix@mcc.edu](mailto:titleix@mcc.edu).

### Care Team

[careteam@mcc.edu](mailto:careteam@mcc.edu)

Phone: 810.762.0439

If you or someone you know needs support, is distressed, or exhibits concerning behavior, help by making a referral to the Care Team. The Mott Community College Care Team is committed to improving the safety and well-being of the college community through proactive and supportive interventions. As your instructor, I may contact the Care Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. You may contact the Care Team by filling out a referral at [www.mcc.edu/care](http://www.mcc.edu/care). In case of an emergency, please call 9-1-1.

### **Additional College Resources**

ITS Help Desk

810.762.4357

[eSupport.mcc.edu](http://eSupport.mcc.edu)

Website: [E-support](#)

Writing Center

Phone: 810.762.0229

Website: [Writing Center](#)

Math Empowerment Center

Phone: 810.762.0178

Website: [Math Empowerment Center](#)

Library

Website: [Mott Community College Library](#)

Computer Labs

Website: [Computer Labs](#)

Tutoring

Phone: 810.232.4697

Website: [Tutoring](#)

Learning Center

Phone: 810.762.0399

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Testing Center

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## **Phil 295 Schedule Fall 2019**

### Week 1 (September 1-7)

watch Course Intro Video on Bb  
in class Course Introduction  
read Introduction FE pgs. 1-19  
watch Week 1 Videos on Bb

### Week 2 (September 8-14)

due Course Questions Discussion Board on Bb  
due Quiz 1 on Bb by Sunday @ 11:59 PM  
due DB 1 on Bb by Sunday @ 11:59 PM  
read Hedonism EL pgs. 11-20  
read Hedonism: Its Powerful Appeal FE pgs. 23-31  
watch Week 2 Videos on Bb

### Week 3 (September 15-21)

due Quiz 2 on Bb by Sunday @ 11:59 PM  
post DB 2 on Bb by Sunday @ 11:59 PM  
read The Experience Machine EL pgs. 21-24  
read Is Happiness All That Matters? FE pgs. 32-43  
watch Week 3 Videos on Bb

### Week 4 (September 22-28)

due Quiz 3 on Bb by Sunday @ 11:59 PM  
post DB 3 on Bb by Sunday @ 11:59 PM  
read Faring Well and Getting What You Want EL pgs. 25-36  
read The Elements of Well Being EL pgs. 37-52  
read Happiness and Meaning EL pgs. 53-71  
watch Week 4 Videos on Bb

### Week 5 (September 29- October 5)

due Quiz 4 on Bb by Sunday @ 11:59 PM  
post DB 4 on Bb by Sunday @ 11:59 PM  
in class Essay 1 Prep Guide  
in class Exam 1 Practice Test

### Week 6 (October 6-12)

due Essay 1 on Bb by Sunday @ 11:59PM  
due Exam 1 on Bb by Sunday @ 11:59PM  
read Euthyphro EL pgs. 75-83  
read Psychological & Ethical Egoism FE pgs. 91-119

Week 7 (October 13-19)

due Quiz 5 on Bb by Sunday @ 11:59PM  
due DB 5 on Bb by Sunday @ 11:59PM  
read Utilitarianism EL pgs. 97-106  
read Consequentialism FE pgs. 120-159  
watch Week 7 Videos on Bb

Week 8 (October 20-26)

due Quiz 6 on Bb by Sunday @ 11:59PM  
due DB 6 on Bb by Sunday @ 11:59PM  
read The Good Will and The Categorical Imperative EL pgs. 107-119  
read The Kantian Perspective FE pgs. 160-193  
watch Week 8 Videos on Bb

Week 9 (October 27- November 2)

due Quiz 7 on Bb by Sunday @ 11:59PM  
due DB 7 on Bb by Sunday @ 11:59PM  
read Leviathan EL pgs. 120-130  
read Social Contract Tradition FE pgs. 194-220  
watch Week 9 Videos on Bb

Week 10 (November 3-9)

due Quiz 8 on Bb by Sunday @ 11:59PM  
due DB 8 on Bb by Sunday @ 11:59PM  
read Nicomachean Ethics EL pgs. 143-154  
read Virtue Ethics FE pgs. 256-275  
watch Week 10 Videos

Week 11 (November 10-16)

due Quiz 9 on Bb by Sunday @ 11:59PM  
due DB 9 on Bb by Sunday @ 11:59PM  
in class *Crimes and Misdemeanors*

Week 12 (November 17-23)

read The Ones Who Walk Away from Omelas pdf on Bb  
in class Essay 2 Prep Guide  
watch Week 12 Videos on Bb

Week 13 (November 24-30)

due Essay 2 on Bb by Sunday @ 11:59PM  
read Integrity 1 pdf on Bb  
read Integrity 2 pdf on Bb  
watch Week 13 Videos on Bb

Week 14 (December 1-7)

due Quiz 10 on Bb by Sunday @ 11:59PM  
due DB 10 on Bb by Sunday @ 11:59PM  
read TBD  
read TBD  
watch Week 14 Videos on Bb

Week 15 (December 8-14)

in class Exam 2 Practice Test

Week 16 (December 15-21)

due Exam 2 on Bb by Sunday @ 11:59PM  
in class TBD

