HU2740
Ethics in Society
[Onsite]

Course Description:

This course introduces theories and principles of moral philosophy dealing with values related to human motivations and conduct, individually and in groups. Students will explore major ethical issues of modern society.

Prerequisite(s) and/or Corequisite(s):

Prerequisites: EN1320 Composition I or equivalent

Credit hours: 4.5

Contact hours: 45 (45 Theory Hours)

Where Does This Course Belong?

Program Scope and Core Content Areas

General Education courses include courses in the humanities, composition, mathematics, the sciences, and the social sciences.

Program Goals and Objectives

General Education courses are designed to provide ITT Tech students with a well-rounded education in the context of their technical programs. Each course emphasizes one or more of ITT Tech's General Education Student Learning Outcomes.

1. The student will be able to demonstrate personal responsibility.

2. The student will be able to analyze information.

3. The student will be able to solve complex problems.

4. The student will be able to communicate effectively in oral, written, and visual forms.

5. The student will be able to contribute as a member of a team.

6. The student will be able to pursue lifelong learning opportunities.

Course Summary

Major Instructional Areas

1. Critical thinking and the definition of ethics

2. Analysis of societal ethical dilemmas

3. Theoretical ethical approaches to contemporary dilemmas

4. Personal code of ethics to develop social responsibility in the 21st century

Detailed Topical Outline

1. Critical thinking on ethics and the concepts of egoism and relativism

    1.1   Basic principles of ethics, morality, and critical thinking

    1.2   Fallacies in critical thinking in ethics

    1.3   Relationship between religious values and ethics

    1.4   Impact of theological voluntarism on ethical decision making

    1.5   Types and foundations of egoism

    1.6   Types and foundations of relativism

    1.7   The benefits and criticisms of psychological egoism and cultural relativism

    1.8   Application of morality, critical thinking, egoism and relativism to practical exercises

2. Ethics, emotions, human conscience, and intuition

    2.1   Ethical approaches to reason and emotion

    2.2   Conflict in religious traditions

    2.3   Viewpoints of David Hume on roles of reasoning and feelings in ethical decision making

    2.4   Viewpoints of Immanuel Kant on the roles of reasoning and feelings in ethical decision making

    2.5   Objective and subjective feelings in regard to ethics

    2.6   Sentimentalism and institutionalism

    2.7   Application of sentimentalism and institutionalism to practical exercises

2.8   Introduction of course project on ethical topic

3. Ethics – reason and utilitarianism

3.1   Reasoning and ethics

3.2   Immanuel Kant -- reasoning and categorical principles in ethics

3.3   Utilitarian ethics

3.4   Pleasures and utilitarianism

3.5   Consequentialism and utilitarianism

3.6   Criticisms of utilitarianism

3.7   Application of Kantian ethics and utilitarianism to practical exercises

4. Pluralism, pragmatism, and moral realism

4.1   Value pluralism

4.2   Ethical obligations and value pluralism

4.3   Moral pluralism and moral pragmatism

4.4   Moral realism

4.5   Moral facts and the effects of science on moral realism

4.6   Challenges to moral realism

4.7   Application of pluralism, pragmatism, and moral realism to practical exercises

5. Virtue ethics and care ethics

5.1   Neglect of women in regard to ethical thinking

5.2   Virtue ethics – strengths and criticisms

5.3   Virtue ethics and medicine

5.4   Nicomachean Ethics and Aristotle

5.5   Care perspectives tied to ethics

5.6   Values and virtues of feminist ethics

5.7   Differences in analysis of ethics by men and women

5.8   Application of principles of virtue and care ethics to practical exercises

5.9   Explore how moral courage and moral distress impact health care

6. Free will and moral responsibility in ethics

    6.1   Determinism and fatalism in ethics

    6.2   Free will and impact of determinism

    6.3   Simple compatibilism, deep compatibilism , rationalist compatibilism, and impact on free will

    6.4   Libertarian free will

    6.5   Moral responsibility and freedom

    6.6   Punishment and moral responsibility

    6.7   Strawson's theory of social justification and moral responsibility

    6.8   Application of concepts of free will and moral responsibility to practical exercises

7. Ethical principles in relationship to the business environment

    7.1   Ethical issues in business and industry

    7.2   Ethical values in the business setting

    7.3   Conflicts of interest, whistle blowers, and breach of fiduciary obligations in business, criminal justice, and health care

    7.4   Ethics codes in the workplace

    7.5   Cultural differences complicating business ethics

    7.6   Corporate social responsibility

    7.7 Application of principles of business ethics to practical exercises

8. Ethical issues of life and death -- death penalty and abortion

    8.1   Current issues regarding abortion and death penalty

    8.2   Ethical positions for the arguments in favor of and opposition to death penalty

    8.3   Ethical positions for the arguments in favor of and in opposition to abortion

    8.4   Ethical viewpoints of capital punishment from the perspective of the criminal, the victim, or victim's family and society

    8.5   Ethical viewpoints on abortion from the perspective of the mother, the fetus, and society

            8.5.1   Application of the concepts of ethics regarding death penalty and abortion to practical exercises

        8.5.2   Strengths and weaknesses of opposition to abortion, the death penalty, and euthanasia rooted in the ethical principle of a "seamless garment"

9. **Part 1:** Ethical issues relating to law enforcement and use of deceit

   9.1   Ethical issues in obtaining evidence in criminal investigations

   9.2   Moral and ethical issues regarding use of deceit during criminal investigations and interrogations

   9.3   Justifications for lying in law enforcement

       9.3.1   The work of Sissela Bok

       9.3.2   Moral opposition to use of deceit by law enforcement

       Part 2: Same-sex relationships

   9.4   Is homosexual sex morally wrong? Opposing viewpoints

   9.5   Homosexuality and natural law ethics

   9.6   Homosexuality and society

   9.7   Homosexuality and interference into private lives of citizens

   9.8   Application of ethics regarding deceit in law enforcement and same-sex relationships to practical exercises

10. **Part 1:** Issues regarding use of performance-enhancing drugs

   10.1   Arguments related to banning of performance-enhancing drugs from athletics

   10.2   Ethical views on banning of performance enhancing drugs in athletics

   10.3   Ethical views on allowing performance-enhancing drugs in athletics

   Part 2: Terrorism in society

   10.4   Just war theory and relationship to terrorism

   10.5   Are citizens morally responsible for their government's actions?

   10.6   Moral and ethical arguments justifying use of terrorism

   10.7   Moral and ethical arguments opposing use of terrorism

   10.8   Application of ethical principles on use of performance-enhancing drugs in athletics and terrorism

Course Objectives

1. Evaluate theories that provide a practical framework for everyday moral reasoning and critical decision making.

2. Apply the various theories of ethics and morality to the cultural issues of modern society.

3. Interpret ethical issues relating to freedom, choice and responsibility, and the impact on morality.

4. Compare and contrast the various ethical principles relating to ethics in the business environment.

5. Practice concepts of ethical principles and theories in situations applicable to our contemporary society.

6. Apply various ethical concepts in the formation of an individualized code of ethics.

7. Make a written, oral, and visual presentation of research findings on a topic related to ethics in society.

8. Use the ITT Tech Virtual Library to research various topics related to ethics in society.

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Waller, B. N. (2011). *Consider ethics (3rd ed.). Upper Saddle River: NJ. Prentice Hall.*	■		■

Technology Requirements

▪ A computer or access to a computer with Microsoft Word and PowerPoint

▪ Internet access

Recommended Resources

Internal

▪ ITT Tech Virtual Library: http://myportal.itt-tech.edu/library/Pages/HomePage.aspx

Reference:

    o Ethics> Ethics Resource Center: National Surveys

    o Opposing Viewpoints in Context

    o Gale Virtual Reference Encyclopedias> Science> Encyclopedia of Science, Technology, and Ethics, 4v, 2005

    o Gale Virtual Reference Collection> Social Science> Encyclopedia of Bioethics, 3rd ed., 5v, 2004

    o Gale Virtual Reference Collection> Social Science> Ethics, Rev. ed., 3v, 2005

Other References

Books

▪ Aristotle. (2000). *Nicomachean ethics. trans. Roger Crisp. New York, NY: Cambridge University Press.*

- Audi, R. (2009). *Business ethics and ethical business. New York, NY: Oxford University Press.*

- Boylan, M. (2009). *Basic ethics. Upper Saddle River, NJ: Pearson Prentice Hall.*

- Clark, S. R. L. (2000). *Biology & Christian ethics. New York, NY: Cambridge University Press.*

- Cohen, H. (2003). *Ethics of Maimonides. trans. Almut S. Bruckstein. Madison, WI: University of Wisconsin Press.*

- Day, R. B., & Masciulli, J. (2006). *Globalization and political ethics. Boston, MA: Brill Academic Publishers.*

- Gini, A., & Marcoux, A. M. (2009). *Case studies in business ethics. Upper Saddle River, NJ: Pearson Prentice Hall.*

- Harvey, P. (2000). *Introduction to Buddhist ethics: Foundations, values and issues. New York, NY: Cambridge University Press.*

- Herring, J. (2008). *Medical law and ethics (2nd ed.). New York, NY: Oxford University Press.*

- Hongladaram, S., ed. (2006). *Information technology ethics: Cultural perspectives. Hershey, PA: IGI Global.*

- McNeill, D. (2009). *Global poverty, ethics and human rights: The role of multilateral organizations. London, UK: Routledge.*

- Mitchell, C. B. (2007). *Biotechnology and the human good. Washington, DC: Georgetown University Press.*

- Novak, D. (2007). *Sanctity of human life. Washington, DC: Georgetown University Press.*

- Pojman, L. P. (2008). *Environmental ethics: Readings in theory and application. Belmont, CA: Thomson Wadsworth.*

- Reed, E. D. (2007). *Ethics of human rights: Contested doctrinal and moral issues. Waco, TX: Baylor University Press.*

- Robinson, D., & Garratt, C. (2005). *Introducing ethics. London, UK: Totem Books.*

- Schultz, R. A. (2005). *Contemporary issues in ethics and information technology. Hershey, PA: IGI Global.*

- Shaw, W. H. (2008). *Social and personal ethics (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.*

- Sterba, J. P., ed. (2009). *Ethics: The big questions. Malden, MA: Wiley-Blackwell.*

- Whisnant, R., & DesAutels, P. eds. (2008). *Global feminist ethics. Lanham, MD: Rowman and Littlefield.*

Web References

- Ethics Matters
  http://ethics.sandiego.edu/
  For ethics students and their instructors, this site has information on ethics resources, as well as updates on current literature, both popular and professional, that relate to ethics.

NOTE: All links to Web references are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

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- Personal ethics
- Moral pluralism
- Moral abolitionism
- Moral realism
- Business ethics
- Death penalty
- Abortion
- Utilitarianism
- Determinism
- Virtue ethics
- Care ethics
- Sexuality ethics
- Terrorism
- Ethics in law enforcement
- Performance-enhancing drugs
- Pragmaticism
- Intuition
- Ethics

Course Plan

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
- Do take a proactive learning approach. - Do share your thoughts on critical issues and potential problem solutions. - Do plan your course work in advance. - Do explore a variety of learning resources in addition to the textbook. - Do offer relevant examples from your experience. - Do make an effort to understand different points of view. - Do connect concepts explored in this course to real-life professional situations and your own experiences.	- Don't assume there is only one correct answer to a question. - Don't be afraid to share your perspective on the issues analyzed in the course. - Don't be negative about the points of view that are different from yours. - Don't underestimate the impact of collaboration on your learning. - Don't limit your course experience to reading the textbook. - Don't postpone your work on the course deliverables – work on small assignment components every day.

Course Outline

Unit 1: CRITICAL THINKING ON ETHICS AND THE CONCEPTS OF EGOISM AND RELATIVISM

Out-of-class work:

9 hours

Upon completion of this unit, students are expected to:

- Identify the basic principles of ethics, morality, and critical thinking.

- Identify the various fallacies in critical thinking in regard to ethics.

- Describe the relationship between religious values and ethics.

- Analyze the problems with theological voluntarism.

- Identify the types and foundations of egoism and relativism.

- Comprehend the benefits and criticisms of psychological egoism and cultu relativism.

- Apply the principles of morality, critical thinking, egoism, and relativism to practical exercises.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Waller, Chapters 1 & 2	Exercises	Unit 1 Exercise 1: Egoism and Relativism	2.5%
	Assignments	Unit 1 Assignment 1: Egoism and Relativism	5%

Unit 2: ETHICS, EMOTIONS, HUMAN CONSCIENCE, AND INTUITION

Out-of-class work:

9 hours

Upon completion of this unit, students are expected to:
- Compare and contrast ethical approaches regarding reason and emotions.

- Describe how conflict can be traced to religious traditions.

- Compare and contrast the viewpoints of David Hume and Immanuel Kant on the roles of reasoning and feelings in ethical decision-making.

- Distinguish between the concepts of objective and subjective feelings in

regard to ethics.

- Analyze the concepts of sentimentalism and intuitionism in ethics.

- Apply the concepts of sentimentalism and intuitionism to practical exercises.

- Undertake the development of a written and visual presentation of research findings on an ethical topic.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Waller, Chapter 3 • Supplemental Reading: ITT Tech Virtual Library> Periodicals> ProQuest (all): The Left Hand of Darkness; THE SCALPEL AND THE BUTTERFLY. The War between Animal Research and Animal Protection by Deborah Rudacille	Exercise	Unit 2 Exercise 1: Sentimentalism and the Issue of Animal Testing	2.5%
	Project	Unit 2 Final Project Part 1: Selection of Project Topic with Rationale (Assigned)	

Unit 3: ETHICS: REASON AND UTILITARIANISM

Upon completion of this unit, students are expected to:

Out-of-class work:

- Describe the use of reasoning on ethical issues.

9 hours

- Explore the work of Immanuel Kant concerning reason and categorical principles.

- Analyze the elements of Kantian ethics.

- Identify the various criticisms of Kantian ethics.

- Describe the concepts of utilitarian ethics.

- Identify how pleasures interact with the concepts of utilitarianism.

- Analyze how consequentialism interacts with utilitarianism.

- Analyze the various challenges and criticisms to the concept of

utilitarianism.

- Apply the principles of Kantian ethics and utilitarianism to practical exercises.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Waller, Chapters 4 & 5	Exercise	Unit 3 Exercise 1: Kantian Ethics and the Movie "Lord of War"	2.5%
	Assignments	Unit 3 Assignment 1: Professor Zeno	5%
	Project	Unit 3 Final Project Part 1: Selection of Project Topic with Rationale (Due)	5%

Unit 4: PLURALISM, PRAGMATISM, AND MORAL REALISM

Out-of-class work:

9 hours

Upon completion of this unit, students are expected to:

- Define the concept of value pluralism.

- Analyze how ethical obligations affect value pluralism.

- Distinguish moral pluralism from moral pragmatism.

- Define the concept of moral realism.

- Analyze how moral facts and science affect the theory of moral realism.

- Discuss the challenges to the theory of moral realism.

- Apply the principle of pluralism, pragmatism, and moral realism to practical exercises.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)

• Waller, Chapters 6 and 11	Exercise	Unit 4 Exercise 1: Proof of Moral Facts?	2.5%
	Project	Unit 4 Final Project Part 2: Project Outline (Assigned)	

Unit 5: VIRTUE ETHICS AND CARE ETHICS

Upon completion of this unit, students are expected to:

- Describe the neglect of women in regard to ethical perspectives.

- Identify the focus and strengths of virtue ethics.

- Describe the criticisms of virtue ethics.

- Analyze how virtue ethics is interrelated to the field of medicine.

- Explore the concepts of Nicomachean ethics by Aristotle.

- Describe the care perspective on ethics.

- Describe the values and virtues of feminist ethics.

- Explore the implications of the differences Carol Gilligan noted in how men and women analyzed ethical issues.

- Apply the principles of virtue ethics and care ethics to practical exercises.

- Explore how moral courage and moral distress impact health care.

Out-of-class work:

9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
- Waller, Chapters 8 and 9	Exercise	Unit 5 Exercise 1: The Jury, Your Mother, and the Medical Lab	2.5%
	Project	Unit 5 Final Project Part 2: Project Outline (Due)	5%

Unit 6: FREE WILL AND MORAL RESPONSIBILITY IN ETHICS

Out-of-class work:

9 hours

Upon completion of this unit, students are expected to:

- Describe the concepts of determinism and fatalism in regard to ethics.

- Distinguish the ethical concepts of determinism and fatalism.

- Identify how determinism impacts the concept of free will.

- Compare and contrast the concepts of simple compatibilism, deep compatibilism, and rationalist compatibilism in relationship to free will.

- Discuss the concept of libertarian free will.

- Describe how moral responsibility impacts freedom.

- Discuss the utility of punishment in relation to moral responsibility.

- Analyze how Strawson's theory of social justification effects impacts moral responsibility.

- Apply the principles of free will and moral responsibility to practical exercises.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Waller, Chapters 13 and 14	Exercise	Unit 6 Exercise 1: Free Will Thinking?	2.5%
	Presentation	Unit 6 Oral Presentation 1: Three-Person Panels (**Assigned**)	
	Assignment	Unit 6 Assignment 1: Freedom, Moral Responsibility, and Punishment	5%

Unit 7: ETHICAL PRINCIPLES IN RELATIONSHIP TO THE BUSINESS ENVIRONMENT

Out-of-class work:

9 hours

Upon completion of this unit, students are expected to:

- Identify ethical issues related to business and industry.

- Describe good ethical values in the business setting.

- Apply concepts of conflict of interest, whistle blowers and breach of fiduciary obligations in business, criminal justice, and health care.

- Explain the development of ethics codes in the workplace.

- Explore cultural differences that can complicate business ethics.

- Describe the concept of corporate social responsibility.

- Apply the principles of ethics in the business setting to practical exercises.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Supplemental readings: ITT Tech Virtual Library> Periodicals> EbscoHost (all): - "Stakeholder Theory and A Principle of Fairness," Robert A. Phillips, 1997 Business Ethics Quarterly, Volume 7, Issue 1. - "The Corporate Social Policy Process: Beyond Business Ethics, Corporate Social Responsibility and Corporate Social Responsiveness," Edwin M. Epstein, California Management Review, Volume XXXIX, Number 3, Spring 1987. - "Is Business Ethics Getting Better? A Historical Perspective," Joanne B. Ciulla, Business Ethics Quarterly, 21:2 (April 2011).	Presentation	Unit 7 Oral Presentation 1: Three-Person Panels (Due)	5%
	Exercise	Unit 7 Exercise 1: Building Better Business Ethics	2.5%
	Project	Unit 7 Final Project Part 3: Final Project Draft (Assigned)	
	Presentatio	Unit 7 Oral Presentation 2: Abortion Position Statements	

	n	(Assigned)	

Unit 8: ETHICAL ISSUES OF LIFE AND DEATH: DEATH PENALTY AND ABORTION

Out-of-class work:

-9 hours

Upon completion of this unit, students are expected to:

- Articulate what the current issues are regarding abortion and the death penalty.

- Identify and articulate the ethical positions that form the bases of arguments in favor of and in opposition to the death penalty.

- Identify the ethical positions that form arguments in favor of and in opposition to abortion.

- Analyze the ethical viewpoints on capital punishment from the perspective of the criminal, the victim (or victim's family), and society.

- Analyze the ethical viewpoints on abortion from the point of view of the mother (woman), the fetus, and society.

- Apply the concepts of ethics to practical exercises regarding the death penalty, abortion, and life and death activities.

- Discuss the strengths and weaknesses of opposition to abortion, the death penalty, and euthanasia rooted in the ethical principle of a "seamless garment."

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
- Waller, Chapters 15 & 16	Presentation	Unit 8 Oral Presentation 1: Abortion Position Statements (*Due)*	5%
	Exercise	Unit 8 Exercise 1: Abortion, Death Penalty, and the Seamless Garment Principle	2.5%
	Assignment	Unit 8 Assignment 1: Abortion Theories and Arguments of Marquis and Steinbock	5%
	Project	Unit 8 Final Project Part 3: Final	5%

		Project Draft (**Due**)	

Unit 9:

Part 1: ETHICAL ISSUES REGARDING LAW ENFORCEMENT AND USE OF DECEIT

Part 2: SAME-SEX RELATIONSHIPS

Out-of-class work:

9 hours

Upon completion of this unit, students are expected to:

- Identify the ethical issues in obtaining evidence and/or information in criminal investigations.

- Discuss the moral and ethical issues of using deceit as an investigative or interrogative tool in criminal investigations.

- Discuss the conditions when lying is justified in law enforcement settings according to Sissela Bok.

- Describe the moral opposition to the use of deceit on the part of law enforcement.

- Compare and contrast the views regarding the issue of whether homosexual sex is morally wrong.

- Explore the issues relating to homosexuality through natural law ethics.

- Discuss the issues relating to homosexuality through concepts of society and interference into private lives of citizens.

- Apply the concepts of ethics to practical exercises regarding deceit by law enforcement and same-sex relationships.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Waller, Chapters 17 & 18	Exercise	Unit 9 Exercise 1: The Controversy and Discord over Homosexuality and Same-Sex Relationships	2.5%
	Assignment	Unit 9 Assignment 1: Write an Interrogation Policy	5%
		Unit 9 Assignment 2: Prepare for Oral Presentation 3: Debate	5%

		on Counterterrorism (**Assigned**)	
	Project	Unit 9 Final Project Part 4: Prepare Final Draft and Presentations (Assigned)	

Unit 10:

Part 1: USE OF PERFORMANCE-ENHANCING DRUGS IN ATHLETICS
Part 2: THE JUSTIFICATION OF THE USE OF TERRORISM AND TORURE

Out-of-class work:

9 hours

Upon completion of this unit, students are expected to:

- Identify the arguments related to the banning of use of performance-enhancing drugs from athletics.

- Describe the ethical reasons why performance-enhancing drugs should be banned from athletics.

- Describe the ethical reasons why performance-enhancing drugs should be allowed in athletics.

- Explain the concepts of terrorism.

- Discuss the 'just war theory' and how it helps to define terrorism.

- Explore whether citizens are morally responsible for their government's actions.

- Identify the moral and ethical arguments used to justify terrorism and those that assert that terrorism is never justified.

- Apply ethical principles to practical exercises regarding the use of performance enhancing drugs and terrorism.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
- Waller, Chapters 19 & 20	Presentation	Unit 10 Oral Presentation 3: The Debate on Counterterrorism and Use of Torture (Due)	5%

	Exercise	Unit 10 Exercise 1: Is There Really "Just" Terrorism? Does the End Always Justify the Means?	2.5%

Unit 11: COURSE REVIEW, PROJECT PRESENTATIONS, AND FINAL EXAM

Out-of-class work:

Upon completion of this unit, students are expected to:

- Master the final examination.

- Submit the final projects.

- Conduct oral and visual presentation of final project.

	GRADED ACTIVITIES / DELIVERABLES		
READING ASSIGNMENT	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation** (% of all graded work)
• No reading assignment	Project	Unit 11 Final Project Part 4: Project Submission and Oral and Visual Presentation (Due)	5%
	Exam	Final Exam	10%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	30%
Exercise	25%
Project	20%
Presentation	15%
Exam	10%
TOTAL	**100%**

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0

C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)