Palo Verde College

One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000606346		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	5/23/19	6/11/19
Correspondence Ed.	5/23/19	6/11/19
Distance Ed.	5/23/19	6/11/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: R.M. Robertson
CB01 - Subject and Course #: PHI 120
CB02 - Course Title: Introduction to Ethics

New Course: ☒	Non-Substantial: ☐	Substantial: ☐

Articulation Request:	☒ UC	☒ CSU	☒ CSU-GE	☒ IGETC

Lecture Hours: 54	Laboratory Hours:	Clinical/Field Hours:

CB06/CB07: Course Units: 3.0
Prerequisites: English 100, Philosophy 100, or equivalent.
Co-requisites:
Advisories:

CB03 - TOP Code:	1509.00 - Philosophy
CB04 - Credit Status:	D - Credit - Degree Applicable
CB05 - Transfer Status:	B - Transferable to CSU only
CB08 - Basic Skills Status:	N - Course is not a basic skills course
CB09 - SAM Priority Code:	E - Non-Occupational
CB10 - Cooperative Work:	N - Is not part of Cooperative Work Experience Education Program
CB11 - Course Classification:	Y - Credit Course
CB13 - Approved Special:	N - Course is not a special class
CB21 - Prior Transfer Level:	Y - Not Applicable
CB22 - Noncredit Category:	Y - Credit Course
CB23 - Funding Agency:	Y - Not Applicable
CB24- Program Status:	1 - Program Applicable
Transfer Request:	A= UC and CSU

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

☒ Face-to-Face – Section B
☒ Correspondence Education – Section C
☒ Distance Education – Section D

JUSTIFICATION OF NEED:

PHI 120 is to be offered as a) a requirement for a proposed Associate degree for Transfer (ADT) in Law, Public Policy and Society; b) as a new option for the AA degree's humanities requirement; c) as a requirement for any future major in philosophy.

CATALOG DESCRIPTION:

PHI 120, "Introduction to Ethics," examines the historical developments of morality and values, representative ethical theories, and their possible applications to moral problems, with a focus on contemporary ethical dilemmas in business, the military, politics, mass media, and everyday life in contemporary society.

COURSE OBJECTIVES:

1. Transmit an understanding of basic ethical questions, themes and approaches.
2. Convey the history of ethics in world philosophy.
3. Apply the learned analyses and histories of ethics to contemporary issues.
4. Develop the student's recognitions of ethical issues and their possible resolutions in contemporary settings.

STUDENT LEARNING OUTCOMES:

1. Identify fundamental ethical questions, themes and approaches.
2. Identify various approaches to ethics as developed in world history.
3. Apply specific ethical theories to contemporary ethical dilemmas.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

Useful topics or content should include, but not be limited to:

1. The origins of ethical thought.
2. Idealist and materialist approaches to ethics in ancient world societies.
3. The creation of early religious approaches to ethics.
4. Ethical questions in medieval Europe.
5. Ethics and the rise of modern government, technology and warfare.
6. Colonialism, racisms, and ethics.
7. Utilitarianism and beyond: fundamental ethical questions in regard to modern science.
8. The ethics of capitalism and communism.
9. The ethics of abolitionism, suffragetism, anti-colonialism, and national liberation.
10. Fundamental ethical questions of modern warfare.
11. Fundamental ethical questions of modern biology.
12. Privacy, mass media, and ethics.
13. Ethics in contemporary business settings.
14. Ethics, humanism, and religious life.
15. Ethics and education.
16. The ethics of contemporary politics.
17. The ethics of everyday life in a globalizing world.

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

Reading assignments may include, but not be limited to:
1. Textbook chapters.
2. Guides to methods of research and writing in the field of ethics.
3. Relevant case studies.
4. Selected editorials on vital ethical issues.
5. Case studies in ethics.

4. Examples of writing assignments:

Writing assignments may include, but not be limited to:
1. Journal entries concerned with textbook readings.
2. Midterm and final exams.
3. Short, focused papers on particular ethical issues.
4. An extended research paper on an identifiable, particular ethical question.
5. Ethics case studies.

5. Appropriate assignments to be completed outside of class:

1. Journal entries.
2. Brief essays on particular ethical questions.
3. Research papers.
4. Interviews and case studies.

6. Appropriate assignments that demonstrate critical thinking:

1. Textbook reading and analysis via journal entries.
2. Class discussion.
3. Exams.
4. Short essays.
5. Extended research paper.

7. Other assignments (if applicable):

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☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education
Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

Methods of instruction should include, but not be limited to:
1. Analyses of textbooks and other readings.
2. Lecture.
3. Discussion.
4. Video and film presentations.
5. Directed research.

2. Describe the methods of evaluating of student performance.

Methods of evaluation may include, but not be limited to:
1. Criticism and grading of Journal entries.

2. Criticism and grading of brief student essays.
3. Criticism and grading of exams.
4. Criticism and grading of research paper project.
5. Evaluation of class participation.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make all reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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☐ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education
is a mode of delivery in which instructional materials are delivered by mail,
courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.
Hybrid correspondence education
 is the combination of correspondence and face-to-face interaction
between instructor and student.

1. Describe the methods of instruction.

Methods of instruction may include, but not be limited to:
1. Analyses of textbooks and other readings.
2. Regular, written lectures delivered via text.
3. Evaluation and commentary in regard to journal entries, short essays, and research paper project.
4. Video and film presentations to extent possible.
5. Directed research.
6. Regular, effective feedback to correspondents.

2. Describe the methods of evaluating student performance.

Methods of evaluation may include, but not be limited to:
1. Criticism and grading of Journal entries.
2. Criticism and grading of brief student essays.
3. Criticism and grading of exams.
4. Criticism and grading of research paper project.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, as well as appropriate e-mails, letters, notes, phone calls, or exchanges on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education
is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)
is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction
is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Methods of instruction may include, but not be limited to:
1. Analyses of textbooks and other readings.
2. Regular spoken, textual, or video lectures delivered via Internet, ITV, podcast or other media.
3. Evaluation and commentary in regard to journal entries, short essays, and research paper project.
4. Video and film presentations delivered via Internet, ITV, podcast or other media.
5. Directed research.
6. Participation in online discussion forums, chat rooms, and other appropriate media.

2. Describe the methods of evaluating of student performance.

Methods of evaluation may include, but not be limited to:
1. Criticism and grading of Journal entries.
2. Criticism and grading of brief student essays.
3. Criticism and grading of exams.
4. Criticism and grading of research paper project.
5. Evaluation of group chat rooms and other online discussion forums.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; and appropriate e-mails; letters; notes; phone calls, or exchanges on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

All online and hybrid sections require a compatible laptop or desktop computer with appropriate software, obtained through the student's private purchase or via a Palo Verde College instructional site.

A section with any ITV component requires access to a Palo Verde College instruction site, and may require access to a compatible private or Palo Verde College laptop or desktop computer.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:
List author, title, and current publication date of all representative materials.
Peter Catapano and Simon Critchley, "Modern Ethics in 77 Arguments: A Stone Reader." W.W. Norton & Co., 2017. ISBN-13 1631492983.
John Deigh, "An Introduction to Ethics." Cambridge University Press, 2012, or most-recent edition. ISBN 978-0521775977.
James and Stuart Rachels, "The Elements of Moral Philosophy, 9th Edition." McGraw-Hill, 2019. ISBN 1259914259.
Peter Singer, "Practical Ethics, 3rd Edition." Cambridge University Press, 2011, or most-recent edition. ISBN 978-0521707688.
Lewis Vaughan, "A Student's Guide to Writing Philosophical Essays." Cambridge University Press, 2006, or most-recent edition.. ISBN 978-0195179569.

SIGNATURES

COURSE INITIATOR: _____ **DATE:** _____

DIVISION CHAIR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____