FYS 034: Got Ethics?  
Fall 2014

Instructor: Wade Leuwerke, Ph.D.  
Drake University  
Counselor Education  
3206 University Ave  
Des Moines, IA 50311

Course Location: Meredith Hall 103  
Course Meeting: 12:30-1:45

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Office Hours: Monday 2-5  
Tuesday 12-2  
and by appointment  
Program Web Page:  
www.drake.edu/counseling/

Course Overview

What drives your decision making? How do you define right and wrong? How do you handle situations that seem to have equally negative outcomes? This seminar will explore theoretical and philosophical foundations of ethics, ethical principles, and ethical decision making models. Through readings, interactive classroom discussions, presentations, critical thinking, collaborative group work, and writing we will seek understanding of our own moral reasoning and how we respond to ethical dilemmas. Students will develop their own code of ethics and ethical decision making model. These codes and models will be put into practice to devise solutions to real world dilemmas.

Course Learning Objectives

Upon completion of the course students will:
- Demonstrate academic engagement (attend class, turn in assignments on time, study effectively).
- Demonstrate engagement with Drake University and collaboration with classmates, faculty and staff.
- Understand major ethical models and theories, theories of moral development, and the foundations of ethical behavior.
- Demonstrate critical thinking and logical reasoning as they analyze various ethical scenarios and moral dilemmas.
- Articulate greater understanding of their personal ethical and moral reasoning.
- Develop a personal Code of Ethics and model of ethical decision making.
- Increase their awareness of and sensitivity towards the ethical consequences of their actions.
- Develop research, writing, and oral presentation skills.
- Demonstrate critical thinking skills.
- Demonstrate information literacy, including the ability to locate, evaluate, analyze, interpret and apply information.
Required Readings


Optional Readings – Codes of Ethics


Counseling


Accounting


Pharmacy

http://www.pharmacist.com/code-ethics

Biology

http://www.asbmb.org/Page.aspx?id=70&terms=code%20of%20ethics

Journalism

http://www.spj.org/ethicscode.asp

Course Assignments

**Reading Checks:** Students are expected to complete assigned readings before class and come to class prepared to actively participate. The instructor may assign short reading checks (short quizzes) if it becomes evident students are not prepared for class.

**What and Why Presentations:** Students will reflect upon the reasons they are in college, their goals for attending college, and briefly present their conclusion to the class.

**This I Believe….. Paper:** Students will write a statement about their beliefs. This is an open assignment. Students can write about personal values, faith, worldview, or general statement of beliefs. Students might select an important life experience that has defined them and write about the impact on their beliefs. Approximately 2 page paper.

**This I Believe Because…..Paper:** Students will write about the source of their beliefs. Students will reflect upon and write about the life experiences, family/cultural norms, and/or personal values drive that are the source of their beliefs. Approximately 2 page paper.
Critical Evaluation of an Ethics Resource: Following the library session students will identify an ethical resource and critically evaluate the resource. The resource could be a journal article, book chapter, or code of ethics. Students will identify an appropriate information resource, evaluate the quality of the information, and communicate what they learned through a 2 page paper.

Grading Rubrics: Critical Thinking, Classroom Presentation, Written Communication and Information Literacy: Students will work in small groups to create rubrics for the course. These rubrics will be agreed upon by the class and used as part of the grading system for other class assignments.

Facilitated Class Activity: Individually or in pairs students will guide a class discussion of the ethical topics covered in your text (alternatively – if there is a topic not covered in the book but is of high interest to a student an alternative topic may be selected). Students will be responsible for leading class for 45-60 minutes that day. Class activity can include brief lecture, activities, discussion or other ideas generated by the student. The goal of this activity is to increase the class members’ understanding of the topic and to encourage critical thinking skills. After the presentation students will write a 1 page self-evaluation of their preparation, delivery, and performance in leading the class. This paper is due 1 week after the class facilitation.

Personal Ethics Code Presentation: Students will create their own personal ethics code. Students can draw upon theories from the text, professional ethics codes, their own personal values/belief systems, and additional readings. Students will incorporate at least 8 references in their code (course text can be a source but not among the minimum 8 for the assignment). Students will make a 15 minute class presentation of their code. Students will also write an annotated bibliography that documents how each of the references contributed to their code. Students will also include references in their presentation.

Participation/Professionalism: Students are expected to come to class prepared to discuss the assigned topic for the day. The course will be activity and discussion based. In addition, students will demonstrate professionalism and communicate with respect throughout the class.

Reading Checks (if required 3 pts each) tbd pts
What and Why Presentations (x2) 10 pts
This I believe paper 10 pts
This I believe because paper 10 pts
Critical Evaluation of an Ethics Resource 15 pts
Grading Rubrics 15 pts
Facilitated Class 50 pts
Personal Ethics Code (presentation and bibliography) 100 pts
Participation/Professionalism 40 pts

Total 250 pts
Written Assignments:
ALL written work that contains citations and/or references and that is to be turned in should conform to the Publication Manual of the American Psychological Association. Every student would benefit from having access to this manual. It is available in most bookstores (Barnes & Noble, Borders) and the reference for it is:


Please remember that mere submission of assignments does not necessarily constitute successful completion of them. Each piece of work submitted and/or presented will be evaluated in regard to quality factors such as cogency, clarity of presentation, adherence to APA publication and other guidelines, evidence of effort, and timeliness. All of these will be factored into your grade for each assignment.

Statement on Plagiarism:
It is expected that all work you turn in is your own original work. Plagiarism is defined as misrepresenting another’s ideas, phrases, discourse, or words as one’s own. Plagiarism includes both the *intentional* use of another person’s work (submitting a paper you didn’t write, copying, etc.) and *unintentional* use of outside sources that are not appropriately documented (failure to cite or properly quote sources). Plagiarism is a serious offense. Plagiarized work will not be made up and result a grade of **ZERO FOR THE CLASS**. Further, additional possible penalties will be discussed with the Dean. Students should note that in cases of identified plagiarism students *will not* be given the benefit of the doubt and it will be the student’s responsibility document and demonstrate that plagiarism has not taken place. Multiple mechanisms are used to evaluate papers for plagiarism, including computer based software. If you have any questions please discuss them with me.

Incompletes:
*All assignments must be completed and submitted by the assigned due date. Incompletes will not be given without consulting the instructor at least 3 weeks before the end of the semester. Assignments submitted after the due date will be reduced 5% for each day they are late.*

Accommodation Policy:
If you have a disability and require accommodation for the on-campus portion of the class, contact the Drake University Disability Resource Center at 515.271.3100.
Attendance and Inclement Weather Policy:
You are expected to attend all class meetings. If you anticipate missing more than 3 class periods contact the instructor at the beginning of the course.

*Inclement weather will be announced via the counseling program listserv and the Drake automated announcement phone line. The Drake info-line telephone number is 515-271-4545.*

Knowledge Base:
University Library Access:
To access Cowles Library:
Via the internet go to [www.lib.drake.edu](http://www.lib.drake.edu). To search for journal articles and other forms of research you should use the *Research tools/online catalogs or Databases link.*

If the article you are interested in is not available in a downloadable format you can retrieve a physical copy from Cowles or you can order it through *Interlibrary Loan.*

To access *Interlibrary Loan,* go to the [www.lib.drake.edu](http://www.lib.drake.edu) website and click on the Interlibrary Loan link. You will be asked to log in using your 9-digit ID# and password. If you do not know your ID# and/or password or if you have difficulty entering the system you should contact the Help Desk at 515-271-3001.

When your article arrives through *Interlibrary Loan,* an email will be sent to you with a link to the library login page. Log in and you will go to *View/Download Received Article.*

If you have any additional questions or problems concerning the library and its resources, please call 271-2113 or e-mail reference@drake.edu
Course Schedule
This schedule is subject to change throughout semester. All changes will be clearly communicated to students in advance.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| 8/25 | Syllabus  
*DUE: What and Why presentations* |  |
| 8/27 | Library Session – class meets in room 045 in the library (bottom floor, to the right)  
*DUE: Email preferences for facilitated class activity and personal ethics presentations* |  |
| 9/1  | NO CLASS Labor Day |  |
| 9/3  | Studying Ethics  
Set course schedule  
*DUE: Critical Evaluation of Ethics Resource* | MacKinnon Chapter 1 |
| 9/8  | Theory: Relativism and Egoism | MacKinnon Chapters 2 & 3 |
| 9/10 | Theory: Utilitarianism and Kant  
*DUE: This I believe because...paper* | MacKinnon Chapters 4 & 5 |
| 9/15 | Theory: Contractarianism and Morality  
Discuss Rubrics | MacKinnon Chapters 6 & 7 |
| 9/17 | Check in day, Discuss Rubrics – Facilitator?  
*DUE: This I believe because...paper* |  |
| 9/22 | Theory: Virtue Ethics and Ethics of Care | MacKinnon Chapters 8 & 9 |
| 9/24 | Ethical Issue: Euthanasia  
Presenter:  
*DUE: Sketch of Personal Ethics Code (half page)* | MacKinnon Chapter 10 |
| 9/29 | Ethical Issue: Abortion  
Presenter:  
*DUE: Rubrics* | MacKinnon Chapter 11 |
| 10/1 | Ethical Issue: Sexual Morality  
Presenter: | MacKinnon Chapter 12 |
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<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
<th>Additional Information</th>
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<td>10/6</td>
<td>Ethical Issue: Equality and Discrimination</td>
<td>MacKinnon Chapter 13</td>
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<td>Presenter:</td>
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<td><em>DUE: Outline of Personal Ethics Code</em></td>
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<td>10/8</td>
<td>Ethical Issue: Economic Justice</td>
<td>MacKinnon Chapter 14</td>
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<td>Presenter:</td>
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<td><em>DUE: Outline of Personal Ethics Code</em></td>
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<td>10/13</td>
<td><strong>NO CLASS Fall Break</strong></td>
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<td>10/15</td>
<td>Ethical Issue: Legal Punishment</td>
<td>MacKinnon Chapter 15</td>
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<td>Presenter:</td>
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<td><em>DUE: Draft of annotated bibliography of Personal Ethics Code (including 8+ references)</em></td>
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<td>10/20</td>
<td>TBD Check in day, <strong>Facilitator?</strong></td>
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<td>10/22</td>
<td>Ethical Issue: Environmental Ethics</td>
<td>MacKinnon Chapter 16</td>
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<td>Presenter:</td>
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<td><em>DUE: Draft of annotated bibliography of Personal Ethics Code (including 8+ references)</em></td>
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<td>10/27</td>
<td>Ethical Issue: Animal Rights</td>
<td>MacKinnon Chapter 17</td>
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<td>10/29</td>
<td>Ethical Issue: Stem Cell Research, Cloning, &amp; Genetic Engineering</td>
<td>MacKinnon Chapter 18</td>
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<td>11/3</td>
<td>Ethical Issue: Violence, Terrorism, and War</td>
<td>MacKinnon Chapter 19</td>
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<td>Presenter:</td>
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<td><em>DUE: Draft of Personal Ethics Code Presentation</em></td>
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<td>11/5</td>
<td>Ethical Issue: Global Issues and Globalization</td>
<td>MacKinnon Chapter 20</td>
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<td>11/10</td>
<td><em>DUE: Personal Ethics Presentations</em></td>
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<td>4 Presentations Each Day</td>
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<td>11/19</td>
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<td>11/24</td>
<td>DUE: Personal Ethics Presentations</td>
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<td>11/26</td>
<td>NO CLASS Thanksgiving Break</td>
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<td>12/1</td>
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<td>Finals Week</td>
<td>Class meeting time TBD</td>
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<td>DUE: Final What and Why presentations</td>
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