



PHIL 2050: Ethics and Values

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring
Course Prefix: PHIL
Course Title: PHIL

Year: 2025
Course and Section #: 2050 056
Credits: 3

Course Description

Challenges students to explore and clarify their values; critically read works of philosophy, literature, religion, and history toward understanding the basis of their ethical views; and read, study, research, discuss, and write about difficult ethical issues. Focuses on issues of good vs. evil, justice vs. injustice, equality vs. inequality, and the necessity of defining and examining happiness and values. Engages students in serious reflection on issues of ethics and values as they relate to the students' own lives.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Dan Bell

Student Learning Outcomes

1. Explain several different theories of ethics, and contemporary ethical issues.
 2. Describe the moral ethical dimensions of works of philosophy, literature, religion, and other disciplines within the humanities.
 3. Articulate their own ethical views and positions.
 4. Interrelate with a society of increasing intercultural connections.
-

Course Materials and Texts

All of the required course content (mostly reading but a few short videos as well) are available through the Canvas site for the class. We will be using the course content in class every day, so make sure you have copies of the readings for the day with you in class.

For those who think they might benefit from sharpening their learning and study skills, I have one

recommended text: Sandra Yancy McGuire, *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level* (Sterling, VA: Stylus Publishing, 2018)

Course Requirements

Course Assignments, Assessments, and Grading Policy

1. Attendance. Attendance is encouraged. Failure to attend class regularly tends to make it more difficult to meet the learning objectives and pass the class and, obviously, if you are not present you cannot participate. If you know you are going to miss a class I strongly encourage you to ask two peers to take class

notes for you. Likewise, if you miss a class, I encourage you to obtain copies of class notes from at least two

peers.

Late arrivals and early departures. The norm for this class is that people will be on time and remain until the

class is officially concluded. I understand, however, that there are legitimate reasons for late arrivals and early departures. Such should be infrequent and done with care so as not to disrupt or disturb the class. If possible, you should inform the instructor ahead of time regarding planned late arrivals and early departures.

Disrupting the class with late arrivals and early departures will adversely affect your grade.

When you arrive late, leave early or are absent it is your responsibility to check with a classmate regarding

any important announcements you may have missed.

Regarding COVID, university policy states that students who are ill and absent for more than two weeks should contact the Office of Accessibility Services to determine whether they are eligible for accommodation.

2. Informed and Active Participation: For the class to be effective, participants need to come to class prepared to actively participate in class activities, having completed the reading and other assignments and

being prepared to raise questions and discuss them.

Informed participation refers to being properly prepared for participating in the class, which includes the following:

- Having completed the reading and any other assignments prior to the start of class.
- Being adequately rested so that you can stay awake, pay attention and contribute.
- Being on time.
- When class starts, phones and any other personal electronic devices other than those being used for 4 the class are powered down and out of sight.

- Having the readings for the day out, along with the reading notes.

- Prepared with the necessary materials to take notes during the class.

Active participation refers to taking the initiative to participate in course discussions, volunteering instead

of waiting to be called upon by the professor. It includes the following:

- Taking initiative in participating in class discussions ~ plenary, groups, and pairs.

- Taking notes during class.

- Engaging in discussion with civility and respect

- Being engaged until the end of the class period. Not packing up, leaning toward the exit, and/or departing early.

Civility and Respect. Engaging the opinions and perspectives of others with civility is an important skill that

good citizens and responsible adults should master. Accordingly, while it is not expected that we will all always agree, it is expected that discussion and argument be conducted with civility and respect.

Some of the dispositions that serve discussion / engagement well include:

Hospitality ~ nurturing an atmosphere that invites all to participate, that encourages quieter ones to speak.

Mindfulness ~ paying attention to dynamics of whole conversation

Humility ~ admitting limitations and errors

Mutuality ~ caring about each other's development / learning

Deliberation ~ discussion based on evidence, logic, with care and thoughtfulness

Appreciation ~ expressing gratitude for thoughtful, insightful, helpful comments.

Courage ~ Fortitude to hold unpopular positions, risk challenging the status quo.

Note that respect for others includes respecting preferences for names and pronouns: In this classroom, we

will respect and refer to people using the names and personal pronouns that they share. Visit uvu.edu/multicultural/lgbt to learn more.

In Livestreamed sessions, please refrain from engaging in private or side-conversations via the Chat feature

in Teams. I am not able to monitor such chats while also proctoring the class conversation and such side chats can be a significant distraction / disruption of the class.

Tips for Participating. I recognize that participation in class discussion, especially around novel and sometimes emotionally charged ethical topics, does not come easily to everyone. Furthermore, some people

are by nature more introverted than others. Nevertheless, participation in discussion is an important opportunity in this course for the development of skills central to the course objectives. For those who struggle to find their voice, I offer a few suggestions (gleaned from various experts on pedagogy).

- Reflect on and formulate questions and comments for discussion before the actual classroom meeting.

- Practice ethical discussion by starting ethical discussions among friends outside of the classroom.

- Ask question or make a comment that shows you are interested in what another person has said.

- Ask question or make comment encouraging others to elaborate on something said.

- Make a comment that makes a connection with or between what others have said

- Use body language to express interest in what is being said

- Make a comment indicating you found another person's ideas interesting or useful. Be specific as to how.

- Contribute by building on something someone else said. Make the connection clear.

- Make a comment that at least partly paraphrases what someone else said. "Let me see if I

5

understand you. You said..."

- Make a summary observation.

- Ask Cause and Effect question: What will happen if...? What would this mean in X situation?

- At the appropriate moment, ask group to pause for a minute of silence to think / reflect on what was just said.

- Find a way to express appreciation for what you learned from the discussion. Try to be specific about what was helpful.

- Disagree with someone in a respectful and constructive manner. You could begin a disagreement with language like, "I may be wrong but I disagree because. . . ."

Participating in discussion pairs and groups. Experts in learning report that student-to-student interaction is a very effective tool for learning. Failure to participate in group and paired discussion diminishes your learning. Therefore, take full advantage of such opportunities to maximize your learning. Note: If you find

yourself in a group that finishes the assigned discussion while others are still discussing, create a way to utilize the group for learning. Come up with another question or issue to discuss. Ask the professor for an additional discussion point. Quiz members of the group on the main ideas and arguments from the reading.

Explain those ideas and arguments to each other. The point is take advantage of the group discussion time to optimize your learning.

Regarding cell phones and other electronic devices. I will treat all disturbances created by such devices as emergency situations. Accordingly, you may leave the class to answer the emergency call. Repeated disruptions of the course with electronic devices will adversely affect your grade. Furthermore, repeated disruptions of the class will result in your being asked to leave the class. *This is a matter of respect – respect for the classroom and one’s peers (such interruptions are profoundly disruptive) and respect for the vocation of a student.*

Please refrain from surfing the web, checking emails, messages, etc. during class. Optimal learning requires focus. When you are checking your phones/messages and/or surfing the web, you are not optimally focused on the class and you are not maximizing your utilization of the learning space/opportunity. In other words, attending to texts, social media, the web, etc. in class diminishes your learning. Additionally, studies have shown that such behavior adversely affects the learning of those around you as well. Such distracting behavior will adversely affect your grade and may result in your being asked to leave the classroom. Informed and active participation accounts for 10% of your grade. If you do not participate, or if your participation is not regularly informed and active, you will receive few, if any, of these points. In other words, if I regularly have to call on you to get you to participate in discussion, you will get few, if any of these points.

3. Assignments. This course utilizes several different kinds of assignments for the sake of accomplishing the learning goals.

Reading Unlike some classes, the assigned reading is central to this course. This is not a lecture-centered course. Therefore the core content of this course is provided primarily in the assigned readings. If you struggle with reading or if you anticipate outside demands and commitments interfering with your ability to

devote sufficient time to the reading, this course might not be a good fit for you. Experience suggests that

the easiest way to set yourself up to struggle in this course is to not do the reading. Success in this course begins with doing the reading.

You are expected to complete reading material before the beginning of class on the day the reading is assigned.

The readings assigned for each day of class are found listed in the course outline at the end of this syllabus.

All the course content – readings and a few short videos – are available on the Canvas site for the class.

The philosophical texts can be challenging to read. As an aid to reading comprehension there is a guide to reading strategies available in module 1 on Canvas. There is also a reading guide that is meant to orient your reading as part of a reading strategy. It too is available in module 1.

Although you are not required to take reading notes, you are strongly encouraged to do so. Given the potentially challenging nature of the reading as well as the novel ideas that you might be encountering, in addition to all that you are learning in other classes and all that you have going on in life, reading notes can be an important and useful learning tool. Not to mention that they can be very helpful on quizzes and tests

in this course. There is a Guide to Reading Notes, with examples, in Module 1 that might be of use..

Quizzes As an additional learning opportunity, incentive to do the reading, and aid to prepare for class discussion, there is a brief (5 question) quiz on the reading/content for each class day for which there is reading/content assigned. The quiz is available on Canvas and should be completed before class by the time

indicated on Canvas. Quizzes should never be taken during class time; any quiz taken (begun or finished)

during class time will automatically receive a “0.”

Late quizzes are subject to a 1 point reduction per class period or fraction thereof that they are late, up to midnight of the second class period after they are due, at which point they can no longer be taken. The exception to this is as follows: All quizzes must be completed before the test on the material opens.

Short Essays Shortly after the first and second tests there is a short essay (300+ words) due. These essays

are low-stakes (e.g. not worth much points-wise) opportunities for you to reflect on your ethical vision in

preparation for the final paper.

Tests There will be three tests, at the conclusion of modules 2, 3, and 4. They will be on Canvas, timed, open

book / notes and we will not meet in class on the day of the test. Take the test when it best suits you during

the window that the test is available. A word of caution: Even though they are open book / notes, if you do

not read and take good notes ahead of time, you will struggle on the tests. You will not have sufficient time

to read and look up all the answers if you have not read and taken notes previously.

Test Study Questions As an aid to your comprehension, critical thinking and test preparation, students are

invited (but not required) to submit potential study / test questions for the readings. They should be submitted on the Google Doc linked to the Test Study Guide page for the appropriate test on the Canvas site

for the class – see specific directions for this on the Test Study Guides page in module 1, as well as the Test

Study Guide pages for each of the tests in their respective modules. I will consider using submitted questions

when developing the tests, if they are submitted early enough.

Collegial Groups This is not a requirement but an opportunity. I encourage you to seek out one or two other

persons – for a total of no more than three – in the class with whom you will reflect on the content and assignments throughout the course. Discuss the written assignments with these colleagues before writing and

submitting them. In other words, while the work that you write and submit should be your own, I want you

to be in conversation with colleagues about it before writing it. I have no requirements in terms of the form

or frequency of these discussions. However, if you have problems in this course one of the things I will want

to know is if you have been making good use of these groups. I encourage you to use these groups for discussion and reflection on the content of the course as well.

Final Paper

•Main Point and Purpose: This assignment is an opportunity to integrate your work over the course of the

semester by means of synthesizing your critical reflections in each module into a coherent whole – a statement of your values and ethics with an opportunity to apply that vision to a concrete situation.

•Topic: What You Believe About Values and Ethics. The final assignment consists of a well-structured, 7

well-written essay articulating your convictions or beliefs concerning the values that should orient your life

and how you live them out (ethics) using as a foil for your reflections the course content (and only the course

content). The essay must contain the following elements.

1. It must engage the content of the course. When I read this paper, it should be obvious that you have taken this course and done the readings. You do not have to agree with or accept any particular argument or point in the readings but I expect you at least to engage them as a foil for your own reflections. It might be helpful to think of this in terms of comparing and/or contrasting your vision and ethics with that of the readings. Where are you in agreement and/or disagreement? What do you find compelling or unconvincing? Why? Elaborate.

2. Your essay should address the following questions. Indeed, your essay should be organized around these questions, with each section clearly identified in the body of your paper with subheadings.

! What is the Good Life? What Values Should Animate Life?

This is the values part of the course title, and it corresponds to module 2 in the course readings (although it is not necessarily limited to module 2). In light of the course content, how do you define the good life? What values, principles, rules, norms, virtues do you think make up a good life? What do they mean?

! What is Right? How Do You Decide What is Right and Wrong?

We examine several different ethical theories or visions, particularly in module 3. (Deontology, Utilitarianism, Virtue, Ethic of Care, etc) In light of the course content, how do you decide what is right and wrong? What do you find compelling and what problematic in the visions we studied? Why? In other words, what kind of moral vision do you embrace, and why?

! How Should We Live? What is Your Responsibility?

In module 4 we consider a variety of contemporary ethical issues. In this section of the paper I want you to apply the vision and ethic you articulated in the first two parts of the paper to one of these contemporary ethical issues. What is your moral responsibility with regard to the issue you have chosen? Be sure to engage the course content as you articulate your vision. Do you agree or disagree with the point of view or points of view expressed in the course content? Why or why not?

•Format: A well-written, well-structured essay of 1,250 - 1,500 words. Paper must meet the minimum word

count; you may exceed the upper limit by no more than 10%. Double-spaced, with a word count on top of first page.

Each of the three main sections of the paper should include at least two (properly cited) quotes from the course content. Make sure any quotes are relevant and succinct. Do not fill up the paper with long quotes that make more / different points than actually support your argument.

For citations/ references, as long as you are only citing the assigned course content, you only need to include

author's last name and page #s (or time stamp in the case of video) in parentheses. Example: (Nietzsche, 4) or ("Consequentialism," 1:42) NOTE: If there is more than one source by an author (e.g., Bell, Kant, Purnell), you will need to include an abbreviated title so the reader can tell which source you are using. For

example, (Bell, "How Live," 5). Likewise a bibliography or works cited page is only necessary if resources

other than class content are used.

8

Note: I assume that college students who have completed ENGL 1010 know what a well-written, wellstructured

essay is. Recall that there is a handout entitled "Writing Tips" linked on the Course Handouts page in module 1 on Canvas.

Note: This work is to be your own work from start to finish. You should not use any AI assistance in writing

this paper. Doing so will result in a "zero" on the paper.

This final assignment must include a written component. However, I am open to creative / artistic alternatives to a straightforward essay (plays, poetry, short stories, visual arts, music, etc.). If you are interested in this possibility, begin talking with me EARLY in the semester about it.

•Process: You should be thinking about this essay the entire semester. Each module of the course is designed

to help you think about these basic questions. Indeed, I hope/expect that the reflection you engage in around

the class discussions will provide the basis for your final essay.

• Peer Review: By the start of the 4th module you should begin to work on the final essay. Once you have

a polished draft – i.e. more than an outline or compilation of ideas — you should find a member of the class

(or your collegial group, if you have been using one) who is willing to offer you a peer review. You may have

more than one peer review, and you may use folks other than classmates to complete reviews. But one

review must be completed by a classmate and that review should be submitted to me, with the name of the peer who completed the review clearly indicated. (Peer Review guidance is provided in the intro page of the module 5 on Canvas.)

You should submit the peer review feedback you received on your paper (with the name of the person who completed the review) on Canvas not later than the time and date indicated on the syllabus.

Then, considering the peer feedback you receive, you should revise and submit the essay to me no later than

the time and date indicated on the course time line below. Sorry, but given the quick turn around time for

final grade submission in this class, no late papers will be accepted.

- Assessment Standard: See final paper rubric

- Audience: The instructor

Extra Credit

Extra credit is available by reading Michael J. Sandel, *Justice: What's the Right Thing to Do?* (NY: Farr, Straus and Giroux, 2009) and submitting reading notes on the text. Such reading notes must be at least one

single-spaced, typed page (1 inch margins, 12 pt font) of good, usable notes for each chapter. At a minimum,

I expect to see notes on every section of the chapters. (Recall that there is a Guide to Reading Notes in module 1, if you want advice on such notes.) The notes should be submitted by email attachment in Word,

Rich Text, or PDF formats prior to when the test on the module is available. Submitting adequate notes on

every chapter in accord with the schedule that follows may result in your final grade being raised 1/3 of a

letter grade (maximum of 3 points). Late submissions and revisions will not be accepted.

Chapters 1-4 due before the test opens on module 2 (see schedule below)

Chapters 5-7 due before the test opens on module 3 (see schedule below)

Chapters 8-10 due before the test opens on module 4 (see schedule below)

Better Class Bonus: Note, if you come up with an interesting way for the class to engage the course content

/ subject matter, I might add a point to your quiz score for the day. More specifically, if in your preparation

for a class, you think of an interesting way for the class to engage the course content/subject matter, write

9

it up in at least one clear and complete paragraph explaining the idea, and email it to me. If I decide the idea

is worth consideration in a future class, I will add a point to your quiz score for the day.

8. Assessment Standards

The grading rubric for this course is as follows:

A = Acknowledges excellent or outstanding work. This level of work reflects engagement with and mastery of the subject matter and/or assigned task well beyond basic proficiency.

B = Acknowledges work that reflects engagement with and grasp of the subject matter and/or assigned task above and beyond simply completing the assignment or reflecting a basic proficiency.

C = Acknowledges work that reflects a solid grasp of the course material and/or completion of the assigned task with few if any errors and no significant errors.

D = Acknowledges work that is seriously deficient in one or more areas.

E = Acknowledges work that does not meet the minimal standards for competing the course.

For more detail, see the appropriate rubric on Canvas. The numeric scale for the calculation of final grades

is the official UVU scale.

A = 94–100 B+ = 86–89.9 C+ = 76–79.9 D+ = 66–69.9

A- = 90–93.9 B = 83–85.9 C = 73–75.9 D = 63–65.9

B- = 80–82.9 C- = 70–72.9 D- = 60–62.9

E = below 60

Grades will be determined according to the following weights:

Participation = 10%

Quizzes = 5%

Three tests = 60%

Final paper = 25%

Keeping track of your grade I do NOT use Canvas's grade book function when determining grades and you

should ignore it. Keeping track of your grade is relatively simple. Your grade is the combination of the components above - in the percentages stated above.

Feedback: I use the comment function on the assignments in Canvas and the Canvas email system.

Therefore, you should make it a point to check these for feedback. Note you can use the Notification settings

in your Account in Canvas to have messages etc. pushed to your email and / text messaging

Required or Recommended Reading Assignments

Click here to enter text.

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: The Journey Begins

1/7 Introduction to Course

- Info Sheet submitted to professor on Canvas
- Introduce Yourself ~ post on Canvas site for the class
- Quiz on syllabus, class policies and procedures on Canvas

1/9 • Bell, "How Should We Live? – An Introduction to Values and Ethics." 2,458

- Quiz #1 on Canvas

Module 2: What is the Good Life? What are People For?

1/14 Aristotle, "Happiness and Moral Excellence" 3,803

Aurelius, "Be Content" 900

Epicurus, "Pleasure and the Point of Life" 1,437

- Quiz #2 on Canvas

1/16 Frankl, "Meaning, Not Happiness" 450

Lao Tzu, "The Way of Nature" 2,354

Rand, "Soul of an Individualist" 3,060

Camus, "Embrace the Absurdity" 1,046

- Quiz #3 on Canvas

1/21 Augustine, "Love God and Neighbor" 800

Mencius, "Four Dispositions" 1,700

Mo Tzu, "Universal Love" 800
 15
 Nietzsche, "Beyond Good and Evil" 1,400
 • Quiz #4 on Canvas
 1/23 Moral Diversity
 Bell, "Objectivism and Relativism" 700
 Bell, "Pluralism" 400
 Midgley, "Trying Out One's New Sword" 2,500
 • Quiz #5 on Canvas
 1/28 Sources of Morality
 Ethical Naturalism 600
 Kant, "Dare to Reason" 550
 Prinz, "Morality and Emotions" 1,600
 Hobbes, "Social Contract as Basis for Morality" 1,250
 Religion ~ no reading. (cf. Augustine) ---
 Self ~ no reading (cf. Camus) ----
 • Quiz #6 on Canvas
 1/30 Test #1
 2/4 No class / Essay #1 due
Module 3: What is Right? How Do We Decide?
 2/6 Duty / Rules: Deontology
 TEC Deontology video 3 min
 Kant, "On Deontology" 3,787
 • Quiz #7 on Canvas
 2/11 Divine Command Theory 1,300
 "God, Responsibility and Morality" 485
 10 Commandments (or LDS version) 450
 Quran, Sura 17 450
 Ross & Prima Facie Deontology 1,500
 • Quiz #8 on Canvas
 2/13 Consequentialism
 TEC Consequentialism video 3 min
 CCP Utilitarianism video 10 min
 Mill, "On Utilitarianism" 2,400
 Kalin, "In Defense of Egoism" 625
 • Quiz #9 on Canvas
 2/18 Virtue / Character
 CCP Aristotle & Virtue Theory video 9 min
 Aristotle, "On Moral Virtue" 3,625
 Metz, "African Ethic of Ubuntu" 1,107
 • Quiz #10 on Canvas
 2/20 Gilligan, "Ethic of Care" 3,350
 Noddings, "What Does It Mean to Care?" 3,246
 • Quiz #11 on Canvas

16

2/25 Test #2

2/27 No class / Essay #2 due

Module 4: How Should We Live? What is Our Responsibility?

3/4 Political Ethics: What Do We Own One Another?
 Boaz, “What is Libertarianism?” 2,000
 Etzioni, “Communitarianism” 1,507
 Universal Declaration of Human Rights - selection 468
 Metz, “African Ethic of Ubuntu” -----
 • Quiz #12 on Canvas
 3/6 Distributive Justice
 Rawls, “Justice as Fairness” 1,800
 Nozick, “Justice in Holdings” 1,200
 • Quiz #13 on Canvas
 3/11-13 **Spring Break**
 3/18 Economy
 Smith, “Paradoxes of the Market” 1,000
 Walzer, “What is Democratic Socialism?” 2,270
 Kimmerer, “The Serviceberry: An Economy of Abundance” 3,080
 • Quiz #14 on Canvas
 3/20 Social Responsibility
 Friedman, “Social Responsibility of Business” 1,700
 Le Guin, “The Ones Who Walked Away...” 2,800
 FEP, “Child Slavery in the Chocolate Industry” 1,730
 Chen, “Was Your Smartphone Built in a Sweatshop?” 1,100
 • Quiz #15 on Canvas
 3/25 Singer, “Famine, Affluence, & Morality” 2,103
 Hardin, “Lifeboat Ethics: Case Against Helping the Poor” 1,530
 Arthur, “World Hunger & Moral Obligation: Case Against Singer” 1,333
 • Quiz #16 on Canvas
 3/27 Levitsky & Ziblatt, “Democratizing Our Democracy” 4,855
 Thomson, “A Defense of Abortion” 2,347
 • Quiz #17 on Canvas
 4/1 Race and Privilege
 McIntosh, “White Privilege: Unpacking Invisible Knapsack” 2,400
 Kang, “Immaculate Perception” TEDx Talk 14 min
 • Quiz #18 on Canvas
 (Rec) “Parable of the Polygons” <on-line> 15 min
 (Rec) Kirwan Institute: “Mythbusters: Implicit Bias” 750
 (Rec) Implicit Association Test <on-line> 15 min
 4/3 Alexander, “On Mass Incarceration” TEDx Talk 23:32
 Purnell, “Making the Argument for Abolishing the Police” 8:53
 17
 Purnell, “How I Became a Police Abolitionist” 1,782
 Bell, “Redlining, Racism and the Wealth Gap” 1,412
 • Quiz #19 on Canvas
 4/8 Environment
 McKibben, “Eaarth: Making Life on a Tough New Planet” 11,390
 • Quiz #20 on Canvas
 4/10 Leopold, “The Land Ethic” 1,250
 Foer, “Eating Animals” 5,035
 • Quiz #21 on Canvas

4/15 International Politics / Responsibility to Protect
Wiesel, “Nobel Acceptance Speech” 970
Power, “Raising the Cost of Genocide” 5,705
ICISS, “Responsibility to Protect Core Principles” 320
• Quiz #22 on Canvas

4/17 Test #3

Module 5: Final Paper: Values and Ethics Essay

4/22 Open

4/28 **NOON**. Submit final paper and peer review of your paper via Canvas no later than **noon**.
18

0. Unofficial Course Description 1

1. Catalog Description 1

2. Learning Objectives and Rationale 1

3. Prerequisites 2

4. General Methodology 2

5. Respect for and the Value of Diversity 3

6. Required and Recommended Texts 4

7. Learning Opportunities - Expectations 4

Attendance 4

Informed and Active Participation 4

Assignments 6

Reading 6

Quizzes 7

Short Essays 7

Tests 7

Collegial Groups 7

Final Paper 7

Extra Credit 9

8. Assessment Standards 10

Keeping Track of Your Grade 10

9. Academic Encouragement - Contacting the Professor 10

10. Technology and Technology Assistance 11

11. Responsible Use of Technology in this Class 12

12. Academic Integrity 12

Regarding AI in this course 13

13. Accessibility 13

14. Title IX 13

15. Religious Accommodations 14

16. Academic Support Services 14

17. Miscellaneous Guidelines 14

18. Course Outline - Schedule of Readings, Assignments, etc. 15

19

Required Course Syllabus Statements

Generative AI

Regarding AI (artificial intelligence) Services and Applications

In today's world many institutions use AI to generate end-products (analyses, reports, products, etc). In this course, the "end-products," like papers and posts, are *not* the goal but rather opportunities to practice for the sake of and manifesting the goal, which is student learning. Producing the end-product (papers, posts, etc) without doing the learning is tantamount to not doing the assignment and so merits a "0" on the assignment. Acceptable uses of AI (noted below) function as aids to learning, not a replacement for important learning (involving critical thinking and understanding, reflection, organization and articulation of ideas, etc.). The work you submit in this course should be your own. Unless explicitly instructed otherwise by the professor, there is no legitimate reason to use AI in writing discussion posts, papers etc. in this course. Work generated or supplemented by AI, with proper citation, will be returned for revision and resubmission in line with the resubmission guidelines in this syllabus. Work generated or supplemented by AI, without proper citation, will be considered a violation of academic integrity and will be given a zero with no chance of revision or resubmission. Repeated use of AI in this manner will result in a zero for the course. FYI, although you should not need this because you should not use AI for work in this course, any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." <https://whateveraiap.com/>" Note that this prohibition on using AI to write essays and posts does not preclude other, legitimate uses of AI, for such purposes as quizzing yourself, editing work like correcting grammar and spelling, supplementary learning, etc.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.