

Term Information

Effective Term Spring 2021
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To add the option of teaching this course online.

What is the rationale for the proposed change(s)?

Our department wants to regularly offer a DL version of this class.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications as a result of this change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Philosophy
Fiscal Unit/Academic Org Philosophy - D0575
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1300
Course Title Introduction to Ethics
Transcript Abbreviation Intro to Ethics
Course Description The nature of right and wrong, good and evil; the grounds of moral choice and decision; the resolution of moral conflicts.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Recitation, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 130 or 130H.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

38.0103

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore

Requirement/Elective Designation

General Education course:

Culture and Ideas

Course Details

Course goals or learning objectives/outcomes

- Demonstrate a detailed understanding of some of the major ethical positions, and conduct a fruitful and historically informed dialogue about their strengths and weaknesses.
- Manifest good writing skills on exam essay questions and in discussion posts.

[Previous Value](#)

Content Topic List

- Ethical theories of right and wrong
- Moral motivation and decision-making
- Moral dilemmas

Sought Concurrence

No

Attachments

- PHILOS 1300 ASCTech Checklist.docx: ASC checklist
(Other Supporting Documentation. Owner: Brown, Michelle E.)
- PHILOS 1300 DL syllabus.docx: DL syllabus
(Syllabus. Owner: Brown, Michelle E.)
- PHILOS 1300 GE Assessment Rubric and Appendix.pdf: Assessment plan
(GEC Course Assessment Plan. Owner: Brown, Michelle E.)
- PHILOS 1300 in-person syllabus.pdf: In person syllabus
(Syllabus. Owner: Brown, Michelle E.)

COURSE CHANGE REQUEST
1300 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/01/2020

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Brown, Michelle E. | 07/14/2020 03:14 PM | Submitted for Approval |
| Approved | Lin, Eden | 07/14/2020 03:21 PM | Unit Approval |
| Approved | Heysel, Garrett Robert | 07/14/2020 04:39 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal | 07/14/2020 04:39 PM | ASCCAO Approval |



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: PHILOSOPHY 1300

INTRODUCTION TO ETHICS AUTUMN 2020 – 100% ONLINE

COURSE OVERVIEW

Instructor:

Glenn Hartz

Email address: hartz.1@osu.edu

Phone number: 419 755 4354

Office hours: Monday and Tuesday 11 am–12 pm (via Zoom or phone) and by appointment.

Students should email me to arrange to meet with me at other times by zoom or phone.

Office Location: 219 Ovalwood Hall, Mansfield Campus

Course description

The objective of this introductory course in ethics is to put you in a position to handle ethical decisions with a degree of sophistication made possible only by a clear grasp of the main alternative ethical theories. In terms of the GE guidelines below, these theories have been among the most powerful influences on “the norms which guide human behavior.” Whether one is a painter, a police person, or a lawyer, one faces moral dilemmas each day and can profit from studying a variety of approaches to such situations. Students are encouraged to become active participants in the art of philosophizing and in interpreting some of the major theories in the field of ethics.

The readings for the course help maintain a practical emphasis, since on the whole the authors pay close attention to concrete cases of moral decision-making which arise every day in our culture. Of course, a more lofty goal, presupposed in every philosophy course, is that you may be drawn into an appreciation of the intrinsic value of theoretical inquiry – to see the value of sound thinking and good writing as applied to ethical matters as well as to a wide range of other topics. Indeed, philosophy's greatest contribution is its ability to see individual topics in light of the whole of inquiry, and to find rich connections between these various subject areas. Thus, in lecture I will

draw on the sciences, literature, religion, and non-ethical philosophical topics in order to show you how ethical issues are intertwined with a wide range of theoretical and practical problems. Hopefully, you too will be able to make such connections along the way.

The first part of the course will be devoted to a rigorous survey of traditional ethical theory. Kant's "deontological" ethics will be compared with utilitarianism, or a "consequentialist" ethics, so that you will become familiar with two main alternative answers to the question, On what grounds do we make substantive moral decisions? Kant urges us to make this a matter purely of motive, or of the condition of the "will" which stands behind the decision and subsequent action. Utilitarians, by contrast, claim that the only satisfactory ground for justification is an appeal to the consequences of a decision or act – for example, a net gain in pleasure for the largest number of people.

After studying these two alternative approaches, we will look at a completely different tradition which accounts for certain aspects of morality which, it claims, deontological and consequentialist theories fail adequately to address. This is the "Ethics of Virtue" tradition, which sees cruelty and malice as inherently morally offensive, and courage, gratitude, and generosity as inherently worthy of praise. These attitudes and emotions are said to have moral status regardless of how they are related to duties to perform actions or to consequences of actions. Virtue theorists also recommend that one pay close attention to one's ability to tell right from wrong based on such natural feelings or sentiments as compassion and revulsion. The final section discusses two main questions. (1) Are ethical standards completely relative to the culture out of which they arise? Ethical relativism holds that this must be answered affirmatively, but there are many arguments which seem to show that there must be something objective and universal about at least some very general ethical claims. (2) Are all actions best construed as proceeding from egoism or can one sometimes act out of a genuinely altruistic motive and do something for others and not at all for yourself?

To summarize, the course is divided into three sections (here listed with a few representative theorists), with an exam at the end of each section.

1. Traditional Normative Ethical Theory (Kant, Rachels, Bentham, Mill, Smart, Williams)
2. The Virtue Tradition (Aristotle, Augustine, Wallace, Taylor, Fried, Bok)
3. Relativism and Egoism (Herodotus, Benedict, Stace, Hobbes, United Nations Charter)

Course learning outcomes

By the end of this course, students should successfully be able to:

Demonstrate a detailed understanding of some of the major ethical positions, and conduct a fruitful and historically informed dialogue about their strengths and weaknesses.

Manifest good writing skills on exam essay questions and in discussion posts.

Carmen guide for this course:

The course material is found in the “Assignments” area of the Carmen site for the course. All links to lectures, handouts referred to in lectures, study guides, discussion questions, quizzes, lectures, and exams are organized there complete with any due dates. A list of items *by due date* is in the “Syllabus” area of the Carmen page. An easy way to access the class on a phone or tablet is to get the Canvas (the management system Carmen uses) “Student” app and log in with your OSU credentials. After the first time you should be able to simply open the app. The app keeps track of what’s coming up as due and what might be missing in your record.

GE Course Information

Philosophy 1300 satisfies the Cultures & Ideas subcategory of the Arts & Humanities GE requirements (2.C.3.). The general goals and expected learning objectives of the Arts & Humanities category of the GE are as follows.

2. C. Arts & Humanities GE Goals and Expected Learning Outcomes

Goals: Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts. *[Philosophy 1300 will require you to demonstrate – in exams, quizzes, and discussions – an informed and engaged perspective on influential writings in philosophical ethics.]*
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior. *[Philosophy 1300 will require you to demonstrate – in exams, quizzes, and discussions – that you understand and are engaged with major theories of the good life and proper human behavior which been advanced in a tradition stretching from Aristotle and Augustine to Bentham, Kant, Mill, Smart and the present day.]*
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings. *[Philosophy 1300 will require you to interpret – in your exams, quizzes, and discussions – influential humanistic writings about the human condition and its values.]*

The expected learning outcomes for the Cultures & Ideas subsection are as follows.

2. C. 3. Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression. *[Philosophy 1300 will require you to analyze and interpret some major theories on how to answer ethical questions.]*
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. *[In nearly every lecture I invite you to understand how ideas and theories have influenced the nature of human behavior. For example, Hobbes' claim that every person has a "natural right" to any means necessary to protect their "life and members" was soon picked up by nations and used to justify a pre-emptive attack on an enemy.]*

Course materials

Required

Text: [Phil. 1300-Introduction to Ethics--Glenn Hartz](#)

This is a customized "course packet" or anthology of readings. You can order an online "pdf" copy for about \$30. and use this to do the readings ahead of lecture. Have it ready in a separate window or another device as you watch (references to the reading are found throughout the lectures). Link: <https://www.zipbookstore.com/university-course-materials/ohio-state-university-mansfield/phil.-1300-introduction-to-ethics--glenn-hartz>

Students are encouraged to pursue any topics they find interesting in more depth than is available in the text or lecture by searching the library and the larger web for articles in such reputable and edited resources as the Stanford Encyclopedia of Philosophy (<https://plato.stanford.edu>). You can also explore posts or videos on the topics – remembering of course that videos or unedited posts might be in various respects unreliable.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills

- Navigating Carmen

Technology skills necessary for this specific course

- Entering information on discussions, quizzes, and exams on Carmen, and streaming lectures also through Carmen.
- Buying textbook pdf.

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection or a suitable tablet or (for some parts of the class) phone
- (for optional Zoom meetings) Webcam: built-in or external webcam, fully installed
- (for optional Zoom meetings) Microphone: built-in laptop or tablet or phone mic or external microphone

Grading and faculty response

How your grade is calculated

| ASSIGNMENT CATEGORY | Percentage |
|---|-------------|
| <i>Exams (3 exams, 28 points each)</i> | 84% |
| <i>Quizzes (6 Carmen-administered quizzes, 1 point each)</i> | 6% |
| <i>Section Participation (1 point) and SEI Grades (1 point)</i> | 2% |
| <i>Discussions (jointly)</i> | 8% |
| Total | 100% |

Assignment information

DISCUSSION (8%)

Participation in the discussion components is required. Discussions are worth 8% of the grade. They are individually graded by me, worth 1 point each and that is “pro-rated” by camen to make a total of 8% of the grade. You get 1 point for posting a suitable response which is at least 3 lines. **Students are required to make a SUBSTANTIVE* POST TO THE DISCUSSION question for each assignment which includes a discussion question.**

This must be done by the due date (found for each discussion question under “Assignments”).

[*A “substantive post” is at least 3 lines long and one which raises a good question (which has not been raised by other students) or answers a course-related question or a post from a fellow-student. Examples of non-substantive posts: “Good point, Jay!” “I think Bentham’s utilitarianism stinks” (with no explanation as to why).]

NOTE: If this discussion-requirement is not met, the entire exam for that section will not be graded and it will stand as a zero. (So obviously you cannot pass the class if you don’t do the discussions.)

The purpose of the discussion room is to allow interaction between you and your fellow students and me. It functions the way discussions play out in the traditional classroom. So it is an essential element of each section.

EXAMS (84%)

There are three of them. You will have 80 minutes to complete each one. They cover only the sections they follow; the final is not cumulative. The exam’s structure is: 20 multiple choice questions worth 4 points each (total of 80 points out of 100), and an “essay” text box worth the remaining 20 points.

What I’m looking for on the “essay” is a well-organized, well thought out explanation of some problem or question. The best answers will

- (1) show a mastery of the details of those assigned readings and lecture materials which are relevant to the question asked;
- (2) bring in concrete examples to illustrate the theoretical points made;
- (3) show independence of thought and balanced judgment in putting together a rationale for one’s own position on the issue (when this is asked for);
- (4) be clearly written (writing skills will be relevant to the grade); and
- (5) make reference, when appropriate, to objections discussed in the course of covering various theories or arguments. In other words, I want, not just the theory or argument, but these discussed in the context of objections and replies. This makes the answer more objective and balanced.**

At the end of each section, you will find a link to a list of questions which will serve as a study guide for the essay part of the exam. Knowing the answers to these will help you craft your answer to the essay question.

But the essay itself will be written “on the spot” and the exact questions will not be revealed prior to the exam. Thus you will be required to “think on your feet” and put the material into a new framework. For example, the study guide will ask you to explain the causal argument and the contingency argument separately, but on the online exam you might be asked to compare the two arguments, explaining an objection to each.

Q. “How do I prepare for an exam?” You may write up sample answers to these questions and send them by message within Carmen or email (hartz.1@osu.edu) for the essay questions prior to each exam. Please follow these guidelines:

1. No matter what program you prepare them in, please **cut and paste the answers into the message area** of an email; that way I can add suggestions in caps and reply to your message.
2. Answers which arrive less than **24 hours** prior to the exam cannot be evaluated.
3. I will look at as many sample answers as I can, with the understanding that I might not be able to get to yours. Of course if you submit yours well in advance and don't hear anything for a few days, try prompting me through another email address. Thus some places block all email sent to OSU, and some students sent things and assuming I was ignoring them, whereas actually the messages were intercepted by the remote server. (Everyone should have 2 email accounts, just in case: gmail, yahoo, etc.)
4. Typically I can read only ONE draft of each answer.

You may study in groups, but you may not take exams or quizzes in groups or divulge quiz or exam content to other students. *I plan to open the exam from 12:00 AM to 11:59 PM (roughly midnight to midnight) on the day noted on the schedule. IF IT IS IMPOSSIBLE FOR YOU TO TAKE THE EXAM ON THAT DAY OR IN THAT TIME PERIOD, SPECIAL ARRANGEMENTS CAN BE MADE SO THAT YOU CAN TAKE IT ON ANOTHER DAY PROVIDING THE REASON GIVEN IS SUFFICIENTLY SERIOUS,*

QUIZZES (6%):

Quizzes are jointly worth 6%. The 6 quizzes will be worth 1 point each. All of these (except the quiz on Revenge*) will consist of 4 questions over material covered in past lectures, with particular emphasis on the immediately preceding lecture. These work this way: you watch a lecture and then you may open the quiz. You have one chance to take it (one “attempt”) and 20 minutes to complete it. All of these quizzes will be administered online through Carmen. Be careful not to take the quiz until after the lecture listed as required for that quiz (e.g., “Quiz 2 take after Lecture 4 on Mill”).

*The quiz on Revenge will be an essay reporting your findings as you research the topic of revenge prior to our discussion of the topic.

OTHER GRADES (2%)

There are two remaining items: the “Section Participation” grade (1 point) and the “SEI” grade, (1 point), both filled in by the instructor at the end. The Participation grade reflects the entire section's level of involvement in the discussion area. (Sometimes we have very little engagement there, with students posting clichés or making general points. Other times the students are interacting with each other and making specific references to their experiences. If this class shows that higher level of engagement, every active member will receive 1 point.) The “SEI” grade will be reserved for the

section's achieving 60% participation on the Student Evaluation of Instruction form (administered online) at the end of the class. When 60% (or close to that) has been reached, everyone will get 1 point.

Late assignments

There is no advance provision for late assignments. Any special circumstances (e.g., pregnancy, death in the family, illness) must be relayed to me by message or email as early as possible to see if an adjustment is justified.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

Grading and feedback

For exams with an essay question, you can generally expect feedback within a week.

E-mail

Unless otherwise noted, I will typically reply to e-mails within 24 hours on school days.

Discussion board

I typically check and reply to messages in the discussion boards every day on school days.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: DO SO REGULARLY, BUT NOTE THAT YOU MUST LOG IN AT LEAST ONCE DURING THE FIRST WEEK TO BE COUNTED AS "ATTENDING" THE CLASS FOR FEDERAL REPORTING PURPOSES.**
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
Any live, scheduled events for the course are optional. Please contact me if you would like to talk and we'll arrange it.
- **Participating in discussion forums: FOR EACH DISCUSSION TOPIC, YOU MUST POST A RESPONSE TO IT BY THE DUE DATE OR ELSE THE EXAM FOR THAT SECTION WILL NOT BE GRADED (IT WILL RECEIVE A ZERO).**

Discussion and communication guidelines

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Plagiarism is passing off the ideas or words of another as one's own without crediting the source. The university does not permit you to use someone else's work, without acknowledgment, or to use "crib notes" as a basis for writing an exam or quiz or to copy off a neighbor's paper during an exam or quiz. Please note also that you can get in trouble for "lending" your course materials to someone else if that person uses them and gets caught. As mandated by the university, all cases of suspected cheating/plagiarism will be dealt with by the Committee on Academic Misconduct, which gets to decide which of several nasty treatments should be administered to you. (These can be serious consequences.) So do not cut and paste web pages and turn them in as your own work. This is counterproductive (you're here to see what you can do) and academically illegal (as mentioned before). It's also not smart because a simple Google search of 4 words matches it to the source and you're sure to lose the case when it comes up.

Specific policies for this online course

- **Quizzes and exams:** You must complete the exams and quizzes yourself, without any external help or communication – including help from classmates or web sites.
- **Written assignments:** Your written assignments, including discussion posts, must be your own original work. Anyone turning in the work of another as their own will be open to academic misconduct charges (see Academic Integrity section below).
- **Collaboration and informal peer-review:** The course includes opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted.

Ohio State's official academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX (Recommended)

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health! (Recommended)

Everybody hurts. If it's your turn to face barriers to learning – such as Covid-19, a strained relationship, increased anxiety, an alcohol/drug problem, feeling down, difficulty concentrating and/or lack of motivation – feel free to let me know and/or contact the offices below. We do better when everyone's informed and no one feels as if they have to suffer in silence.

If you or someone you know are suffering from any of these conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Links to all lectures, handouts, discussions, and quizzes, with the due dates included, are under the “Assignments” tab in Carmen.

| Week | Dates | Topics and Assignments |
|-------------|------------------------|---|
| 1 | Aug. 25-28 | Orientation (Zoom meeting; link will be emailed) Introductory Lecture Introductory Lecture Discussion Q. (due Sept. 23) |
| 2 | Aug. 31-Sept. 4 | Lecture 1: Kantianism Lecture 1 Discussion Q. (due Sept. 21) Lecture 2: Critical Discussion of Kantianism Lecture 2 Discussion Q. (due Sept. 23) Quiz 1 (due Sept. 23) |
| 3 | Sept. 8-11 | Lecture 3: Utilitarianism: Bentham Lecture 3 Discussion Q. (due Sept. 23) Lecture 4: Utilitarianism: Mill Lecture 4 Discussion Q. (due Sept. 23) Quiz 2 (due Sept. 23) |
| 4 | Sept. 14-18 | Lecture 5: Utilitarianism: Smart Lecture 5 Discussion Q. (due Sept. 23) Short Film on Utilitarianism: Most (“Bridge”) |

| | | |
|----|-----------------|--|
| 5 | Sept. 21-25 | Review for Exam 1 Exam 1 (Sept. 24) |
| 6 | Sept. 28-Oct. 2 | Lecture 6: Aristotle Lecture 6 Discussion Q. (due Nov. 9) Lecture 7: Mayo Lecture 7 Discussion Q. (due Nov. 9) |
| 7 | Oct. 5-9 | Lecture 8: Following God (Augustine) Lecture 8 Discussion Q. (due Nov. 9) Quiz 3 (due Oct. 1) Lecture 9: Generosity (Wallace) Lecture 9 Discussion Q. (due Nov. 9) |
| 8 | Oct. 19-23 | Lecture 10: Pride (Taylor) Lecture 10 Discussion Q. (due Nov. 9) Quiz 4 (due Nov. 9) Lecture 11: Enjoying Sin (Augustine and Matthews) Lecture 11 Discussion Q. (due Nov. 9) |
| 9 | Oct. 26-30 | Students Do Research on the topic of Revenge Quiz 5: Essay on Revenge (due Oct. 27) Instructor's Discussion of Revenge |
| 10 | Nov. 2-6 | Lecture 12: Lying (Fried and Bok) Lecture 12 Discussion Q. (due Nov. 9) Review for Exam 2 |
| 11 | Nov. 9-13 | Exam 2 (Nov. 10) Lecture 13: The Case for Ethical Relativism Lecture 13 Discussion Q. (due Dec. 7) |
| | | |

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|-----------|-----------------------|--|
| 12 | Nov. 16-20 | Lecture 14: Criticism of Ethical Relativism Lecture 14 Discussion Q. (due Dec. 7) Quiz 6 (due Dec. 7) Lecture 15: The Case for Egoism Lecture 15 Discussion Q. (due Dec. 7) |
| 13 | Nov. 30-Dec. 4 | Lecture 16: The Case Against Egoism Lecture 16 Discussion Q. (due Dec. 7) Review for Exam 3 |
| 14 | Dec. 7-9 | Exam 3 (Dec. 8) |

INTRODUCTION TO ETHICS

Philosophy 1300 (TR 11:15 AM – 12:35 PM) Instructor: Glenn Hartz
Autumn 2019, Room: Ov 025 219 Ovalwood, 419 755-4354
The Ohio State University, Mansfield e-mail: hartz.1000@gmail.com or hartz.1@osu.edu

Office hours: TR 12:35 – 1:30 PM (subject to some cancellation) and by appointment.
Please try to make an appointment in all cases.

Text: Customized anthology of readings, "Introduction to Ethics," in the Mansfield Campus Bookstore (419 747 5401; or <http://www.bkstr.com/Home/10001-10647-1?demoKey=d>), \$47.95.

OR

You can order an online "pdf" copy. You can use this to do the readings and should have it ready in a separate window or another device as you listen to lectures.

Link to Zip publishing services in Columbus (\$33.95):

https://zipublishing.com/ZipBookstore/index.php?main_page=product_info&cPath=129&products_id=40&zenid=av1k0k1297penocje5pmbpkc71

Objectives and Content:

The objective of this introductory course in ethics is to put you in a position to handle ethical decisions with a degree of sophistication made possible only by a clear grasp of the main alternative ethical theories. In terms of the GE guidelines below, these theories have been among the most powerful influences on "the norms which guide human behavior." Whether one is a painter, a police person, or a lawyer, one faces moral dilemmas each day and can profit from studying a variety of approaches to such situations. Students are encouraged to become active participants in the art of philosophizing and in interpreting some of the major theories in the field of ethics.

The readings for the course help maintain a practical emphasis, since on the whole the authors pay close attention to concrete cases of moral decision-making which arise every day in our culture. Of course, a more lofty goal, presupposed in every philosophy course, is that you may be drawn into an appreciation of the intrinsic value of theoretical inquiry--to see the value of sound thinking and good writing as applied to ethical matters as well as to a wide range of other topics. Indeed, philosophy's greatest contribution is its ability to see individual topics in light of the whole of inquiry, and to find rich connections between these various subject areas. Thus, in lecture I will draw on the sciences, literature, religion, and non-ethical philosophical topics in order to show you how ethical issues are intertwined with a wide range of theoretical and practical problems. Hopefully, you too will be able to make such connections along the way.

The first part of the course will be devoted to a rigorous survey of traditional ethical theory. Kant's "deontological" ethics will be compared with utilitarianism, or a "consequentialist" ethics, so that you will become familiar with two main alternative answers to the question,

On what grounds do we make substantive moral decisions? Kant urges us to make this a matter purely of motive, or of the condition of the "will" which stands behind the decision and subsequent action. Utilitarians, by contrast, claim that the only satisfactory ground for justification is an appeal to the consequences of a decision or act--for example, a net gain in pleasure for the largest number of people.

After studying these two alternative approaches, we will look at a completely different tradition which accounts for certain aspects of morality which, it claims, deontological and consequentialist theories fail adequately to address. This is the "Ethics of Virtue" tradition, which sees cruelty and malice as inherently morally offensive, and courage, gratitude, and generosity as inherently worthy of praise. These attitudes and emotions are said to have moral status regardless of how they are related to duties to perform actions or to consequences of actions. Virtue theorists also recommend that one pay close attention to one's ability to tell right from wrong based on such natural feelings or sentiments as compassion and revulsion. Next on the agenda is a treatment of the question, Are ethical standards completely relative to the culture out of which they arise? Ethical relativism holds that this must be answered affirmatively, but there are many arguments which seem to show that there must be something objective and universal about at least some very general ethical claims. We will finish our survey of ethical theory by discussing the issue of moral motivation. In particular, we shall ask whether all actions must be construed as proceeding from egoism or whether one can sometimes act out of a genuinely altruistic motive.

[GE Information: Philosophy 1300 satisfies the Cultures & Ideas subcategory of the Arts & Humanities GE requirements (2.C.3.). The general goals and expected learning objectives of the Arts & Humanities category of the GE are as follows.

2. C. Arts & Humanities GE Goals and Expected Learning Outcomes

Goals:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

The expected learning objectives for the Cultures & Ideas subsection are as follows.

2. C. 3. Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course will introduce you to many of the most influential writers and thinkers who have sought to explain human values and the norms that should govern our lives. Your ability to analyze and explain their theories will be gauged by your performance on the exams and quizzes.

Requirements:

| | |
|--------------------|-----|
| Exam 1: | 30% |
| Exam 2: | 30% |
| Exam 3: | 30% |
| Quizzes (jointly): | 10% |

Exams

There will be three of them. They cover only the sections they follow; the final is not cumulative. Each exam consists of 20 multiple choice questions, worth 4 points each, and an essay question (20 points maximum).

What I'm looking for on the "essay" part of the exam is a well-organized, well thought out explanation of some problem or question. The best answers will

- (1) show a mastery of the details of those assigned readings and lecture materials which are relevant to the question asked;
- (2) bring in concrete examples to illustrate the theoretical points made;
- (3) show independence of thought and balanced judgment in putting together a rationale for one's own position on the issue (when this is asked for);
- (4) be clearly written (writing skills will be relevant to the grade); and
- (5) make reference, when appropriate, to AT LEAST TWO objections discussed in the course of covering a given theory or argument.

At the end of each section of handouts, you have a list of questions which will serve as a study guide for the essay part of the exam. **ONE OF THOSE QUESTIONS, CHOSEN BY ME, WILL BE THE ESSAY QUESTION** (the final 20 points) **ON THE EXAM.**

Make-up exams may be arranged only by consent of instructor when emergency situations (e.g., illness, death of close relative) arise. You must schedule any non-emergency special exam times at least two weeks in advance, and not all requests for this will be granted. You may be asked to produce a written explanation of your absence.

Sample answers to the short essay questions may be written up and sent by email (preferably to hartz.1000@gmail.com) for the short essay questions prior to each exam.

1. Very Important: just type the answers into an email or prepare them in your favorite program and cut and paste them into the body of an email rather than attaching them in a separate file. This makes it much easier to reply to it.
2. Answers which arrive within 24 hours of the exam cannot be evaluated.
3. I will look at as many sample answers as I can, with the understanding that I might not be able to get to yours. Of course if you submit yours well in advance and don't hear anything for a few days, try prompting me through another email address. Thus some places block all email sent to OSU, and some students sent things and assuming I was ignoring them, whereas actually the messages were intercepted by the remote server. (Everyone should have 2 email accounts, just in case: gmail, yahoo, etc.)
4. I can read only ONE draft of each answer. Please do not send revisions!
5. Any student unwise enough to try to cobble together snippets from web pages (confirmed by a simple Google search) and present them as their own work will be disqualified from any feedback on that answer or any other during the course. Also the 7% "quiz grade" will become zero for this class. Such behavior represents an abuse of the system, is a breach of

trust, and in this class is counted as plagiarism (defined below). (I really didn't want to write this, but 2 recent cases forced my hand. It feels too much like writing the warning on the Sears lawnmower not to use it as a hedge clipper. It should go without saying that if you're submitting drafts of answers, they're yours.)

Quizzes

Quizzes are jointly worth 10%. There will be 10 quizzes each worth 1% of the final grade. The first five quizzes will be administered on "Carmen" (the OSU online program you'll be allowed into when you register) consisting of 4 questions over material covered in past lectures, with particular emphasis on the immediately preceding lecture. The remaining quizzes will be determined by attendance at randomly selected classes, when a sign-in sheet is passed around.

All Carmen-administered quizzes are "open reading" and "open note" – as long as they're your notes! (Well, unless you had some good reason to miss class and got someone else's.) All five of these 4-question quizzes will be administered and graded automatically online through Carmen. A time frame will open during which you can take the quiz.

Plagiarism (passing off the ideas or words of another as one's own without crediting the source) and Academic Misconduct: The university does not permit you to use someone else's work, without acknowledgment, or to use "crib notes" as a basis for writing an exam or quiz or to copy off a neighbor's paper during an exam or quiz. Please note also that you can get in trouble for "lending" your course materials to someone else if that person uses them and gets caught. As mandated by the university, all cases of suspected cheating/plagiarism will be dealt with by the Committee on Academic Misconduct, which gets to decide which of several nasty treatments should be administered to you. (These can be serious consequences.) This applies to everything turned in for class, whether it is "for credit" or not. Do not cut and paste web pages and turn them in as your own work. This is counterproductive (you're here to see what you can do) and academically illegal (as mentioned before). It's also not smart because a simple Google search of 4 words matches it to the source and you're sure to lose the case when it comes up. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee via the Associate Dean's Office at the Mansfield campus. For additional information, see the Code of Student Conduct (<http://studentconduct.osu.edu>).

Student Assistance with Difficulties

Any student who has difficulty affording books, academic needs, groceries, accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Michelle McGregor, Student Support Services, 419-755-4304, for support and information on emergency grant funding. Furthermore, please also notify the professor if you are comfortable doing so. The BLIC and Conard Learning Center often have copies of books available for student use or check-out.

Disability Service Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss

options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: mcgregor.40@osu.edu; 419 755-4304; 279 Ovalwood Hall.

Drop/Withdrawal Statement

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at registrar.osu.edu/registration (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

Retention

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Darla Myers at 419-755-4036, Ovalwood 283; or your academic advisor for specific referral resources.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting newdirectionsforlife.com or calling 419-529-9941 (no cost to students). They see students on campus in Ovalwood Hall. Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling 614-292-5766 and choosing option 2 after hours, which includes weekends and holidays.

Student Conduct

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment with Dr. Donna L. Hight, Assistant Dean, Student Life & Success. As a responsible community member, do not allow others to act inappropriately and impact the community.

Discrimination

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Life & Success or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who will connect you with the appropriate Columbus Offices.

Ohio State Mansfield Diversity Statement

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self-defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Life & Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity or report via Bias Assessment and Response Team: <https://studentlife.osu.edu/bias/>.

Ohio State Mansfield Identity Affirmation Statement

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

Title IX and Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at titleix.osu.edu/.

HOW TO REPORT

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.
Assistant Dean, Student Life & Success
419-755-4317
hight.6@osu.edu

Sgt. Jeff Hoffer
Campus Police
419-755-4210
hoffer.30@osu.edu

Campus Sexual Assault Advocate
419-565-2489

Notice of an incident to the officials listed above, other than the Campus Sexual Assault Advocate, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. The Campus Sexual Assault Advocate and the New Directions Student Assistance

Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.

Bringing the kids to class: Sometimes this is unavoidable for parents, but it needs to be an emergency and not a routine practice. If you bring your child please sit in the back so you have easy access to the hallway and can minimize the noise for the rest of the class.

Outline (Readings due on the date assigned):

Aug. 20: Introduction to Ethics

22: I. Traditional Normative Ethical Theory

A. Kantianism (Deontological Ethics)

1. Theory: Kant, "Good Will..." (1st reading in anthology)

27: 2. Critical discussion of Kantianism

a. Rachels: "Kant and the Categorical Imperative"

b. Taylor: "A Critique of Kantianism"

29: B. Utilitarianism (Consequentialist Ethics)

1. Theory

a. Bentham ("The Principle of Utility") and Mill ("Utilitarianism")

Sept. 3: b. J. J. C. Smart ("Utilitarianism")

5: 2. Critical discussion

a. Williams ("A Critique of Utilitarianism")

10: Remaining issues on utilitarianism; Review for Exam 1

12: EXAM 1 (over I.)

17: II. The Virtue Tradition:

A. Introduction

B. Critique of Kantianism and Utilitarianism, Mayo ("Virtue or Duty?")

19: C. Aristotle ("The Moral Virtues" and "Habit and Virtue")

24: (continued)

26: D. Virtues:

1. Following God: Augustine ("Of the Morals of Cath. Church")

Oct. 1: 2. Generosity: Wallace ("Generosity")

4: 3. Pride: Taylor ("The Virtue of Pride")

8: 4. Euthanasia (no reading)

- 10: Autumn Break: Holiday
- 15: E. Vice
1. Enjoying Sin: Augustine (“The Depths of Vice”) and Matthews (“It is no longer I that do it”)
- 17: 2. Lying: Fried (“The Evil of Lying,”) and Bok (“Lying to Children”)
- 22: 3. Revenge (students asked to do research on this and bring ideas to class; for Quiz 7 credit)
- 24: III. The Role of Feelings in Moral Judgment
1. Feelings:
 - a. Hallie (“From Cruelty to Goodness”)
 - b. Bennett (“The Conscience of Huckleberry Finn”)
- 29: c. Hallie's reply to Bennett (“The Evil that Men Think—and Do”)
- 31: EXAM 2 (OVER II.)
- Nov. 5: IV. Ethical Relativism
- A. Arguments for relativism: Herodotus (“Morality as Custom”) and Benedict
- 7: B. Absolutism (“United Nations Charter”)
- 12: C. Criticism
1. Stace (“A Critique of Ethical Relativism”)
 2. Williams (“Vulgar Relativism”)
- 14: V. Egoism and Altruism
- A. The case for egoism
 1. Psychological egoism: Hobbes (“Of the State of Men without Society”)
- 19: B. The case against egoism
- 21: C. Varieties of altruism
- 26: VI. Select Issues in Ethics
- A. Divorce (reading, West “Divorce”)
- 28: OSU Holiday: no class
- Dec. 3: Final day of class: Review for Final Exam

Dec. 10 (Tuesday): FINAL EXAM in this room. 10:30 AM – 12:15 PM (according to initial schedule)

Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

| GE Expected Learning Outcomes | Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i> | Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i> | What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs? |
|--|--|---|--|
| ELO 1 Students analyze and interpret major forms of human thought, culture, and expression. | <u>Direct:</u> pre/post test + final exam question evaluation <u>Indirect:</u> student survey asking whether course achieved ELO 1 for students | <u>Direct measures:</u> expect "Excellent" or "Good" from 80% or more of students. <u>Indirect:</u> expect 85% or more "strongly agree" or "somewhat agree" | The instructor will meet with the chair of the Curriculum & Assessment Committee in the Philosophy Department to review the assessment data and to discuss the course. This will happen annually for the first 3 years, and then less frequently, in line with other GE assessments. Where problems appear, issues will be brought to chair + faculty of Philosophy. |
| ELO 2 Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. | <u>Direct:</u> pre/post test + final exam question evaluation <u>Indirect:</u> student survey asking whether course achieved ELO 2 for students | <u>Direct:</u> see above (same) <u>Indirect:</u> see above (same) | (This cell contains the same text as the one above, which is a continuation of the process description for the assessment review.) |

***Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

***Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of sections I and II of the "Assessment Report Requirements" in Appendix 9.

APPENDIX TO ASSESSMENT RUBRIC FOR PROPOSED PHIL 1300

Two examples of direct measures:

1. **Students will be given a pre-/post test to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* Give an example of an ethical question philosophers are interested in.
 - b. *ELO 2 example question:* How might the plausibility of Ethical Relativism be affected by the United Nations Charter on Human Rights (1948)?
2. **Questions from the final exam will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
 - a. *ELO 1 example question:* Describe Ethical Relativism and defend it against at least 2 objections described in lecture.
 - b. *ELO 2 example question:* Describe why the United Nations Charter on Human Rights (1948) presents an objection to Ethical Relativism, and how the Relativist would reply.

One example of indirect measure:

I. Students will be given a survey at the end of the semester asking them to evaluate whether they believe the course helped them to achieve the ELOs for the course. They will be given the options of: Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree.

Thus, for example:

1. This course helped me analyze and interpret major forms of human thought, culture, and expression. (ELO 1)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree
(circle one)
2. This course helped me to evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. (ELO2)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree
(circle one)

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Philosophy 1300

Instructor: Glenn Hartz

Summary: Introduction to Ethics

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/ Recomm. |
|---|-----|--------------------|----|---|
| 6.1 The tools used in the course support the learning objectives and competencies. | X | | | <ul style="list-style-type: none"> • Carmen • Office 365 |
| 6.2 Course tools promote learner engagement and active learning. | X | | | <ul style="list-style-type: none"> • Zoom • Carmen Discussion Board |
| 6.3 Technologies required in the course are readily obtainable. | X | | | All materials are available under a site license agreement. |
| 6.4 The course technologies are current. | X | | | All applications are web based tools and are updated on a regular basis. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | X | | | All applications are either under agreement with existing OSU privacy policies or do not require a login. |
| Standard - Learner Support | | | | |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. | X | | | Links to 8HELP are present |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | X | | | a |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. | X | | | b |
| 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them. | X | | | c |
| Standard – Accessibility and Usability | | | | |
| 8.1 Course navigation facilitates ease of use. | X | | | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | X | | | No external tools are used. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | X | | | Recommend that resources be developed to address any requests for alternative means of access to course materials. |
| 8.4 The course design facilitates readability | X | | | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and |

| | | | | |
|---|---|--|--|--|
| | | | | access to course content. |
| 8.5 Course multimedia facilitate ease of use. | X | | | All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser |

Reviewer Information

- Date reviewed: 7/10/20
- Reviewed by: Ian Anderson

Notes: Looks good!

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.