PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: PHIL 2306

Texas Common Course Number (TCCN Matrix): PHIL 2306

Course Title: Contemporary Moral Issues

Course Catalog Description (Copy and paste from online catalog for existing courses):
A study of major moral issues in contemporary society. Includes topics such as abortion, euthanasia, censorship, capital punishment, and other issues that confront today's society. Credit 3.

Course Prerequisites: None

Available Online?
☐ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year:  
☒ No

Number of Sections to be Offered per Academic Year: 7

Estimated Enrollment per Section: 35

Course Level (freshman, sophomore): Freshman and sophomores

Designated Contact Person (for follow-up communication purposes): Frank Fair

E-Mail Address: psy_fkf@shsu.edu

Phone: 936-294-1509

Approvals

Department Chair: 
Signature 
Date

Academic Dean: 
Signature 
Date

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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: IV. Language, Philosophy Culture

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

Philosophy 2306W: Contemporary Moral Issues, is a course in which students analyze current moral dilemmas through the lenses of various moral theories and moral principles. How to explain and justify moral decisions in response to the issues, in particular when those issues involve law and public policy, is the primary normative question driving this course. This course devotes time to the question of whether moral values are objective or whether they are culturally determined, thereby looking at differences in moral beliefs across various cultures and thus meeting the content objective of examining values in their cultural diversity. With regard to skill-based objectives, this course requires students to develop written, logically structured, well-reasoned arguments for their views, thereby fulfilling the skill-based objectives of critical thinking and written communication. In addition, students are expected to participate regularly in class discussion to the end of enhancing their abilities to orally communicate their understanding of moral theories and how they apply to specific issues. Finally, the skill based objectives of moral responsibility at social and individual levels are satisfied in this course through the primary course content. More specifically, this course is focused on having every student work through contemporary moral dilemmas (e.g., euthanasia and abortion) and how those moral dilemmas may be best dealt with in a social context of moral pluralism.
PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: This course explores ideas that foster intellectual creation in order to understand the human condition.

How will the objective be addressed (including strategies and techniques)?
Because this is a writing enhanced course, students will be engaging in a variety of writing assignments. Some of these may include assignments in which they will be asked to discuss and/or apply moral theories to contemporary moral dilemmas. These assignments fulfill this component objective, as students will think through the relevance of moral values to humanity resulting in variety of written projects.

Describe how the objective will be assessed: See the accompanying attachment with the details of a rubric for assessing (1) correct understanding and application of moral theory, (2) comprehensive discussion of moral values and their application, (3) clearly written discussion of moral values influencing the human experience, and (4) the mechanics of form: spelling, grammar, citation style (where relevant).

Objective/SLO 2: Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience

How will the objective be addressed (including strategies and techniques)?
- Students will be introduced to the different moral perspectives of different cultures on a variety of moral issues (such as euthanasia and animal ethics).
- Students will be required to express in written form what are the implications of the pluralistic variety moral beliefs for the treatment of particular issues.

Describe how the objective will be assessed: Students will be examined on their ability to explain and critically analyze different culturally-based moral norms. The following is a simplified example of one assignment on Euthanasia.

• Essay question: Euthanasia is a legal procedure in the Netherlands but it is illegal in the United States. Explain how each country is adopting a different moral standpoint towards the issue of Euthanasia and critically analyze each moral argument. I will evaluate your essay according to the rubric provided below. I would encourage you to use the rubric below as a guide to the development of your essays.

• 1. The student identified and explained in a clear and correct way the arguments that are used to defend the practice of Euthanasia and was able to apply them correctly to the approach adopted by the Netherlands. 30 points.
CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

2. The student identified and explained in a clear and correct way the arguments that are used to criticize the practice of Euthanasia and was able to apply them correctly to the approach adopted by the United States. 30 points

3. The student included a critical analysis of each position (i.e. demonstrates good use of counterarguments or counterexamples) 20 points

4. The student has a well-developed position in the debate that is informed by the critical analysis of both sides of the issue. 20 points.

Objective/SLO 3: There is a focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience

How will the objective be addressed (including strategies and techniques)?
There is agreement in the research in teaching and learning literature that active learning promotes deep learning over traditional lecture-only methods of instruction. Similarly, philosophical concepts are best understood by students “doing philosophy.” To this end, instructors ordinarily incorporate discussion in class meeting sessions. This allows students to meaningfully examine just how it is the case that moral values affect the human condition, especially where moral values are culturally diverse as in the classroom.

Describe how the objective will be assessed: See the accompanying attachment for a detailed rubric for assessing thoughtful participation and frequency of contributions.

Objective/SLO 4: Students will be introduced to the various ways in which moral issues affect and are affected by law and public policy and as a result have a variety of social implications.

How will the objective be addressed (including strategies and techniques)?
Students will be required to demonstrate awareness of these implications by developing responses to items in the news that pose moral issues.

Describe how the objective will be assessed: The following is a simplified example of this assessment:
Essay Question: Find an article in the Houston Chronicle or USA Today that poses a moral question. Develop a moral question that needs to be answered and analyze it through the moral. Then analyze if this application of the principles is sound. I will evaluate your essay according to the rubric provided below. I would encourage you to use the rubric below as a guide to the development of your essays.

1. The student identified and explained in a clear and correct way the relevant moral principles for the analysis of the chosen case. 30 points.

2. The student applied correctly the principles to the case. 30 points

3. The student included a critical analysis of each position (i.e. demonstrates good use of counterarguments or counterexamples) 20 points

4. The student has a well-developed position in the debate that is informed by the critical analysis of both sides of the issue. 20 points.

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Objective/SLO 5:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

**PART IV – THECB Skill Objectives**

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
- Students will be introduced to basic logic in the context of constructing and evaluating philosophical arguments. Their own philosophical arguments will be evaluated in short writing assignments in the course.
- Students will be asked to identify contemporary moral dilemmas in news outlets and apply moral theories from the course to resolve the dilemma. This objective will be fulfilled by students in short writing assignments for the course.
- Some writing assignments for the course will require the students to analyze philosophical arguments presented in the course text, prior to discussion of these arguments to foster a student's ability to think critically about what they have read prior to explicit instruction.

2. **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
- This is a writing enhanced course which means at least 50% of a student's grade must come from writing assignments over course material. There are a variety of writing assignments in PHIL 2306W, and assignments are evaluated on clarity and the quality of their reasoning. Clear writing will be writing that effectively communicates what the student intends to convey to her audience.
- Class discussions and student presentations address the oral aspect of communication skills.
- Relevant arguments are compared by diagramming their premises and the inferences that are supposed to lead to their conclusions. The visual presentation clarifies their logical structure.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?
- N/A
4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

N/A
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?
- Students will be required to write papers in which they develop arguments in favor of their moral perspectives. Being able to do this successfully will require students to think through the ethical implications of their moral beliefs and actions.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?
- Students will be asked to evaluate the morality of practices that have political and social dimensions (such as, for example, abortion and euthanasia). Students will be introduced to various cultural perspectives on different moral issues for example, on abortion and euthanasia, and will be asked to discuss the differences in these perspectives in the context of class discussion.

**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

| Week 1 | Introduction to class; introduction to philosophy and morality  
|        | - Students will be introduced to the course requirements and policies.  
|        | - Students will be introduced to the discipline of philosophy and the various branches of philosophy and basic philosophical methodology.  
|        | - Students will be introduced to the process of reading and writing a philosophy paper.  
|        | - Students will be introduced to ethics (i.e., the study of morality). |
| Week 2 | What is morality?  
|        | - Students will be introduced to the function of morality.  
|        | - Students will be introduced to how human nature is relevant to morality.  
|        | - Students will be introduced to the distinction between ethical objectivism and cultural relativism regarding the status of moral principles and values. |
| Week 3 | How do we construct a moral argument?  
|        | - Basic logic will be discussed in the construction of philosophical arguments.  
|        | - Good arguments vs. poor arguments will be discussed.  
|        | - Students will be required to identify good philosophical reasoning and to distinguish it from poor philosophical reasoning.  
|        | - Students will apply philosophical reasoning in thinking through a introductory survey of contemporary moral dilemmas. |
| Week 4 | Utilitarianism  
|        | - Students will study the moral theory of Utilitarianism.  
|        | - Students will be introduced to philosophical arguments in favor of Utilitarianism. |
### Week 5
**Utilitarianism**
- Students will be introduced to arguments against Utilitarianism.

### Week 6
**Euthanasia**
- Students will apply the moral theory of Utilitarianism to euthanasia.

### Week 7
**Euthanasia**
- Students will look at contemporary moral theorists on euthanasia.
- The moral beliefs of different cultures on euthanasia will be discussed.

### Week 8
**Animal Ethics**
- Students will be introduced to moral dilemmas involving animals—such as their use in research, and dietary consumption.
- Students will be asked to apply Utilitarianism to moral issues such as research utilizing animal models and use of animals for consumption and entertainment.
- The moral beliefs of different cultures on the moral status of animals will be discussed.

### Week 9
**Absolute moral values**
- Students will study moral theories such as Kant’s that advance objective moral principles.
- Discussion of culturally determined moral beliefs and objective moral beliefs will be discussed.

### Week 10
**Absolute moral values**
- Students will study additional moral theories that advance moral principles as objective.
- Problems raised by absolutist stances are discussed.

### Week 11
**Absolute moral values: The Golden Rule and a Critique of the Golden Rule**
- Students will study additional moral theories that advance moral principles as objective and the concept of moral luck will be discussed.

### Week 12
**Death Penalty**
- Students will discuss the morality of the death penalty in response to readings expressing a variety of positions and diverse stances.
- Different cultural perspectives on the death penalty will be discussed.
- Students will apply moral theories to evaluate the morality of the death penalty.

### Week 13
**Abortion**
- Students will discuss the morality of abortion in response to readings expressing a variety of positions and diverse stances.
- Different cultural perspectives on abortion will be discussed.
- Students will apply moral theories to evaluate the morality of abortion.

### Week 14
**Virtue Ethics**
- Students will look at the development of moral character as an ethical ideal.
- Students will discuss applications of virtue ethics to various moral dilemmas.
- Students will look at the question of whether virtues are culturally determined.

### Week 15
**Final Exam**

### 2. Attachments (Syllabus Required)

**Syllabus Attached?**  ☑ Yes  ☐ No

**Other Attached?**  ☑ Yes  ☐ No

If yes, specify: Example rubric for assessing written work and class participation.
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

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<th>Required Skill Objectives</th>
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<td><strong>Foundational Component Areas</strong></td>
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<td>Communication</td>
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<td>Life and Physical Sciences</td>
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PHIL 2306W Contemporary Moral Issues—Generic Syllabus
Fall 2012, 3 Credits

Location:  Day and Time:  Instructor:
Office:  Office Hours:  Email:

Course Description: A study of major moral issues in contemporary society. Includes topics
such as abortion, euthanasia, censorship, capital punishment, and other issues that confront
today's society.
Class Description: In this class we will explore some of the basic moral theories and apply
them to contemporary moral issues such as death penalty, abortion, euthanasia and animal rights.
The course involves formal lectures that will discuss crucial issues from the readings and their
relationship with the basic questions explored during the course. It also includes in-class work
where you will be required to apply the theories explored in class to contemporary moral issues.
Because this is a writing enhanced class you are expected to submit writing assignments
throughout the class, these assignments are designed to enhance your critical thinking abilities
and as such some of these assignments will not be graded.
Course Objectives: At the end of this class you will be familiar with the literature on the major
theories and contemporary debates on moral issues. Also you will learn how to apply these
theories to contemporary moral issues in ethics. In short, this class will give you the necessary
tools to be able to understand and analyze future ethical dilemmas you may encounter as a
citizen, in your profession and personal life.

York: Oxford University Press.
We will use this textbook throughout the class; the required readings are central to the course.
You are expected to do all of the assigned readings and to come to class prepared to discuss them
(this will make the class more interesting for you!)

Attendance Policy: Attendance is mandatory. In accordance with University regulations
attendance will be taken every class. If you miss more than five classes I will deduct 1
point from your final grade for each day. For example, 9 absences mean that 4 points will be
deducted from your final grade. If you earned a 73 (C) based on your work, your final grade will
be 69 (D) because of your absences.

Grading Plan
Microthemes: each microtheme will be worth 20%, for a total of 60% of your final grade.
Exploratory Writing Exercises: 25%
Final Exam 15%
Description:
• Microthemes: These are short essays in which you will critically analyze one of the
arguments covered in class. These are not just opinion papers, you need to use the theories
examined in class and presented on your readings. Failure to use these theories will result in
a non-passing grade. You will need to submit a hard copy in class and an electronic copy
through Turnitin.
• Exploratory Writing Exercises: These are short writing exercises like “Exit Cards”, “Entry
Cards” and “Reading Reviews”. Entry/Exit cards will be graded on a scale of 2 points and Reading Reviews on a scale of 5 points. These grades will be averaged. Your worst two grades on the Exit/Entry Cards will not be taken into account. Your worst Reading Review will not be taken into account. There will be no make-ups for any of these grades. If you miss one this will be eliminated at the end as your worst grade. For “Reading Reviews” you will be required to answer the questions posted on Bb.

**Illness on the day of the short paper:** If the student has a very good reason and supporting documentation (i.e. doctor’s note, death in the family), he or she can apply to the course director to submit a late paper (microtheme) within 5 days of the missed deadline. For every business day the essay is late a 1 point penalty will subtracted from the final essay mark. This could have a significant effect in your final grade, plan ahead!

**Extra Credit:** If you book an appointment with a tutor at the writing center I will give you two extra points in your microthemes. This extra credit will only be added if I receive the report from the Writing Center.

**Grading Scale:** A 90-100, B 80-89, C 70-79, D 60-69, F below 60

**Writing enhanced course:** Since this course is designated as writing enhanced, 50% or more of a student’s grade is based on written work.

**Laptop Policy:** No laptops are allowed in class.

**Standard Policies:** Students should consult the standard policies published in Blackboard. Please consult this document for a complete description. The following is a brief description of some of the main points: 1) **NOTICE TO PERSONS WITH A DISABILITY:** No accommodation can be made until you register with the Counseling Center. There will be no retroactive accommodations. However, if your paperwork is in progress please talk to me 2) **ACADEMIC DISHONESTY:** Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. (3) **CLASSROOM RULES OF CONDUCT:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. (4) **VISITORS IN THE CLASSROOM:** It is at the instructor’s discretion whether or not he/she will be allowed to remain. (5) **ABSENCE ON RELIGIOUS HOLY DAYS:** A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present in advance to each instructor involved a written statement concerning the religious holy day(s). (6) **COURSE EVALUATIONS:** In accordance with University policy, students will have an opportunity near the end of the semester on a set day and time to complete a course evaluation.

**Cell Phone Policy:** USE OF TELEPHONES AND PAGERS IN ACADEMIC CLASSROOMS AND FACILITIES

Telephones and pagers or similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or pager.
The use by students of telephone and pagers or any device that performs these functions during class-time is prohibited unless specifically permitted by the instructor. All such devices should be turned off or put in a silent or vibrate mode and should not be visible during class. At no time should students answer a call or page during class or leave the classroom to answer a call or page. Failure to comply with this policy could result in expulsion from the classroom or with three or more offenses, failure of the course.

Any use of a telephone or pager or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29).

If there is an emergency situation for a student, that student should inform the instructor and place him/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. Other arrangements for handling potential emergency situations may be granted at the discretion of the instructor.

Tentative Reading Schedule
All of the readings are from the textbook (The Moral Life) unless it is indicated otherwise. In those cases supplementary readings will be posted through Blackboard. Please keep in mind this is not a final reading schedule; changes may be incorporated during the semester. The order of the readings will remain the same; however, dates may change. Check with your classmates or the instructor if you miss class. The student is responsible for submitting assignments on the right date.

August 29 Welcome and Introduction

1. What is Morality?
   1.1. August 31, September 5
       • p. 981, Appendix: How to Read and Write a Philosophy Paper
       • p. 1, Introduction
       • Sep 5 Reading Review 1 (one for both readings, see Bb for details)
   1.2. September 7, 10, 12
       • P. 35 On the Nature and Purpose of Morality (Pojman)
       • P. 45 On the State of Nature (Hobbes)
       • September 10 Reading Review 2 (One for both readings) to be handed in at the beginning of class.
       • September 12 In class group exercise to be handed at the end of class

2. How do we construct a moral argument?
   September 14, 17, 19, 21
   • p. 213 Moral Theories and Moral Characteristics
   • September 21 Microtheme 1- peer review
3. The Happiness of the Majority as a Moral Way, Utilitarianism

3.1. For Utilitarianism

- September 24
  - p. 217 Introduction, p. 217
  - p. 220 Seaman Holmes and the Longboat of William Brown
- Sep 26, 28, October 1
  - p. 222 Classical Utilitarianism (Bentham)
  - p. 228 Utilitarianism Refined (J.S. Mill)
  - p. 233 A Defense of Utilitarianism (Nielsen)
- **Sep 26** Reading Review 3
- **Sep 28** Entry Card 1

3.2. October 3, 5 Against Utilitarianism

- P. 248 Against Utilitarianism (Williams)
- P. 261 The Ones Who Walk Away from Omelas (Le Guin)
- P. 268 The Utilitarian Social Engineer and the Savage (Huxley)
- **October 3** Entry Card 2
- **October 5** In Class exercise

4. Application to Euthanasia

October 8, 10, 12, 15

- P. 821 Chapter 13 (Brock, Williams and Rachels)
- **October 10** Exit Card 3

5. Application to Animal Ethics

October 17, 19, 22, 24

- P. 860 Chapter 18 (Orwell, Singer and Cohen)
- **October 17** Entry Card 4
- **October 26** Microtheme II – Peer Review

6. Absolute Moral Values

6.1. October 29, 31

- P. 293 The Moral Law (Kant)
- P. 313 Kant’s Theory (Frankena) P. 332
- **October 29** Entry Card 5

6.2. November 2, 5, 7

- The Deep Beauty of the Golden Rule (MacIver)
- P. 337 A Critique of the Golden Rule (Whately)

6.2. November 9, 12

- P. 340 A Horseman in the Sky
- P. 346 The Evil of Lying (Fried)
- P. 360 Moral Luck (Nagel)
7. **Application to Death Penalty**
   November 14, 16
   Readings will be posted on Bb

4.2. **Application to Abortion**
   November 19, 28
   - P. 758 Why Abortion is Immoral (Marquis)
   - P. 780 A Defense of Abortion (Judith Jarvis Thompson)
   - P. 799 Abortion is Morally Permissible (Warren)
   - **November 19** Reading Review 4
   - **November 30** Microtheme III Peer Review
   - November 21, 23 Thanksgiving, no class

8. **Virtue Ethics**
   December 3, 5
   - P. 376 The Virtues (MacIntyre)
   - P. Virtue Ethics (Aristotle)
   - Entry Card 7

December 7 Review for final exam
December 10, 5-7 pm **Final Exam.**
### Philosophy 2306: Contemporary Moral Issues—Language, Philosophy & Culture Core Curriculum Courses Rubric

**Component Area IV Standard:** Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.\(^1\)

This course explores ideas that foster intellectual creation in order to understand the human condition across cultures.\(^2\)

Because this is a writing enhanced course, students will be engaging in a variety of writing assignments. Some of these may include assignments in which they will be asked to discuss and/or apply moral theories to contemporary moral dilemmas. These assignments fulfill this component objective, as students will think through the relevance of moral values to humanity resulting in variety of written projects.

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<tr>
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<th>A-level work</th>
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<td>Correct</td>
<td>A-level work demonstrates excellent understanding and application of the moral</td>
<td>B-level work demonstrates good understanding and application of the moral</td>
<td>C-level work demonstrates adequate understanding and application of the moral</td>
<td>D-level work demonstrates marginal understanding and application of the moral</td>
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<td>Comprehensive</td>
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<td>C-level work demonstrates adequate evidence of comprehensive discussion and</td>
<td>D-level work demonstrates below average evidence of comprehensive discussion and application of moral values.</td>
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<td>influencing the</td>
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<td>human</td>
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<tr>
<td>experience</td>
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</tr>
<tr>
<td>Mechanics and</td>
<td>A-level work demonstrates no mechanical errors and no errors in form.</td>
<td>B-level work demonstrates no mechanical errors and no errors in form.</td>
<td>C-level work contains minor errors in mechanics and/or form.</td>
<td>D-level work contains considerable errors in mechanics and/or form.</td>
<td>F-level work demonstrates severe errors in mechanics and/or form; clarity of prose is negatively affected.</td>
</tr>
<tr>
<td>form: Spelling,</td>
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<td></td>
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<tr>
<td>grammar, citation</td>
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<tr>
<td>style (where</td>
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<tr>
<td>relevant)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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\(^1\) This is language directly from the core curriculum documents provided through SHSU's website.

<table>
<thead>
<tr>
<th>Thoughtful participation</th>
<th>A-level work</th>
<th>B-level work</th>
<th>C-level work</th>
<th>D-level work</th>
<th>F-level work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate excellent insight regarding discussed content.</td>
<td>Students demonstrate good insight regarding discussed content.</td>
<td>Students demonstrate average insight regarding discussed content.</td>
<td>Students demonstrate below average insight regarding discussed content.</td>
<td>Students demonstrate marginal insight regarding discussed content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency of contributions</th>
<th>A-level work</th>
<th>B-level work</th>
<th>C-level work</th>
<th>D-level work</th>
<th>F-level work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in 90% in active learning oriented discussions.</td>
<td>Students participate in 80% in active learning oriented discussions.</td>
<td>Students participate in 70% in active learning oriented discussions.</td>
<td>Students participate in 60% in active learning oriented discussions.</td>
<td>Students participate in less than 60% in active learning oriented discussions.</td>
<td></td>
</tr>
</tbody>
</table>

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3 This is language directly from the core curriculum documents provided through SHSU's website.

4 Ibid.