

Master of Arts in Applied Professional Studies

Master of Arts in Applied Technology

Master of Arts in Educating Adults

Engaging Ethical Reasoning
LLS-465

Summer 2009

Naperville Campus
DePaul University

Saturdays (9:00 am.—4:00 pm.)

June 27, July 11 and 25, 2009

Instructor: Phillip. L. Moulden, Ed.D.

Contact Information:

Mailing address: 1935 Tanglewood Drive Unit B
Glenview, IL 60025

Phone: 847-657-0771

E-mail: pmoulden@depaul.edu

Appointments: Please call or e-mail to arrange an appointment
at a mutually agreeable time and place.

CAMPUS: Naperville Campus of DePaul University. (Room to be announced.)

TIME: Three Saturdays: June 27, July 11, and 25, 2009

9:00 AM.—4:00 PM.

TEXT: Hinman, L.M. (2003) *Ethics: A Pluralistic Approach to Moral Theory*, 3rd Thompson Wadsworth, USA.

DESCRIPTION:

“This seminar provides students with an opportunity to develop the Liberal Learning facilities through engaging ethical reasoning. A variety of ethical decision-making frameworks are explored as well as the nature and impact of ethical issues and questions pertinent to organizational contexts. Case studies are used to stimulate deep reflection on individual and societal moral values. In addition, particular attention is given to designing a personal model of ethical decision-making for application within various contexts.”

GENERAL OVERVIEW:

We will center on analyzing values. “The Primary Knowledge-Base for this seminar is drawn from the fields of Ethics, Moral Philosophy, Organizational Development, Feminist Studies and the Humanities. The primary objective, in addition to providing further opportunity to develop the Liberal Learning Skills, is to provide students with a forum through which to explore ethical issues pertinent to their Focus Areas and develop a personal model of ethical decision-making to assist in the resolution of ethical dilemmas in various contexts. Specific emphases, as shaped in part by students’ interests, may include: exploration of major viewpoints regarding ethical behavior within personal and organizations contexts; examination of various models/theories of ethical decision-making; dynamics of confronting unethical behavior (personal and organizational); societal trends in ethics; sample codes of professional ethics; evaluation and refinement of ethical commitments; refinement of Competence Statements regarding ethical issues in the Focus Area; opportunity to reflect and ongoing self-assessment regarding ethical reasoning; bibliography of basic resources regarding ethics.”

Objectives: Upon completion of this seminar, learners will be able to:

- Identify ethical dilemmas in their personal and professional lives. (LL Skill: Facility in applying values-based decision making.)
- Be familiar with the essential vocabulary related to ethical reasoning. (LL Skill: Facility in critical, creative, and systemic thinking.)
- Be aware of a variety of ethical traditions and viewpoints. (LL Skill: Facility in critical, creative, and systemic thinking.)
- Demonstrate their process of ethical reasoning orally and in writing. (LL Skill: Facility in applying values-based decision making.)
- Describe their basic values structure. (LL Skill: Facility in applying values-based decision making.)

- Apply course concepts to complex ethical dilemmas and reach reasoned conclusions to guide behavior. (LL Skill: Facility in applying values-based decision making.)

Liberal Learning Skills:

While ethics is a topic that involves the entire person and his/her life, three of the liberal learning skills will be emphasized in this course. This is how I think these three specific skills relate to Engaging Ethical Reasoning.

1. **Facility in critical, creative, and systemic thinking.** Ethical Reasoning requires the identification and evaluation of underlying assumptions and values used to reach a conclusion. This means understanding one's own assumptions and values as well as those of others. Greater understanding of others is gained, even if agreement with them is not attained. Much of ethical reasoning uses the application of ethical systems to dilemmas. Understanding the strengths and weaknesses of these systems is beneficial in understanding others.

2. **Facility in applying values-based decision making.** Obviously this is the primary focus of this seminar. Application of ethical traditions to complex moral dilemmas will be practiced in face to face class sessions as well as in written assignments. Challenges to assumptions, perspectives, and values will be done in a highly respectful manner among learners.

3. **Facility in interpersonal relations.** Engaging in Ethical Reasoning is one major factor that enables human beings to live successfully together. Interpersonal relationships are built on shared values and respect for differing viewpoints and behaviors. Ethical reasoning enables greater understanding of those values, viewpoints, and behaviors. Differences can arise from gender, culture, or values. Knowing how these factors influence one's ethical reasoning is essential for self understanding and relationship building.

Strategy of the Course: This course will use a variety of approaches to enable learners to understand and apply course concepts. Some of those approaches are: Small Group Dialogues, Large Group Dialogues, Research Assignments, Oral Presentations, and Reflection Papers.

Course Schedule:

Prior to Session #1:

- Read Chapters 1—4 in Hinman Text.
- Research the Moral Development Models of Lawrence Kohlberg and Carol Gilligan
- Write a 5 to 7 page paper comparing your personal moral development with either of the Kohlberg or Gilligan models. (LL Skill: Facility in critical, creative, and systemic thinking.)

Session #1:

June 27, 2009 (9:00 am.—4:00 pm.)

- Orientation and Introductions
- Clarification of course expectations
- Turn in Moral Development Paper
- Large Group Dialogue related to Hinman Text. (LL Skill: Facility in critical, creative, and systemic thinking.)
- Small Group Dialogues practicing with ethical traditions. (LL Skill: Facility in applying values-based decision making.) And (LL Skill: Facility in interpersonal relations.)
- Values Clarification Exercise

Prior to Session #2:

- Read Chapters 5—9 in Hinman Text.
- Research and find a professional or corporate code of conduct.
- Write a 5 to 7 page paper critiquing the code of conduct. The critique should include identification of underlying values and assumptions; type of approach (compliance or character); what you would change and the rationale for that change; what you would leave the same and the rationale for that decision, and an assessment of which ethical tradition the code most closely follows. (LL Skill: Facility in critical, creative, and systemic thinking.)

Session #2:

July 11, 2009 (9:00 am.—4:00 pm.)

- Return Moral Development Papers
- Turn in Code of Conduct Critique Papers
- Large Group Dialogue related to Hinman Text. (LL Skill: Facility in critical, creative, and systemic thinking.)
- Small Group Dialogues practicing with ethical traditions. (LL Skill: Facility in applying values-based decision making.) And (LL Skill: Facility in interpersonal relations.)
- Values Clarification Exercise

Prior to Session #3:

- Read Chapters 10—12 in Hinman Text.
- Research and select a Case Study of a complex ethical dilemma in your profession or focus area.
- Prepare a 7 to 9 minute Presentation of the Case Study to persuade the class of the most appropriate ethical response to the dilemma. The Presentation should include relevant facts, identification of the ethical dilemma, values in conflict,

recommended response, demonstration of your ethical reasoning process, and identification of your underlying ethical tradition. (LL Skill: Facility in applying values-based decision making.)

Session #3:

July 25, 2009 (9:00 am.—4:00 pm.)

- Return Code of Conduct Critique Papers
- Case Study Presentations
- Large Group Dialogue related to Hinman Text. (LL Skill: Facility in critical, creative, and systemic thinking.)
- Small Group Dialogues practicing with ethical traditions. (LL Skill: Facility in applying values-based decision making.) And (LL Skill: Facility in interpersonal relations.)
- Values Clarification Exercise

Following Session #3:

Reflection Paper:

Write a Reflection Paper on how your ethical reasoning was affected by this seminar. It is expected that insights developed from reading the text, class dialogues, and personal research will be demonstrated. Also demonstrate familiarity with course concepts; application of course concepts to your life and profession; assessment of moral development; and areas where further growth is desired. This paper should be seven to ten pages in length, double spaced, with the course name, your name and the date of submission on a title page.

This assignment is **due two weeks following the final class session**. This paper should be submitted to the instructor **via e-mail** to facilitate comment and return.

Assessment:

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| • Course Participation (Peer evaluation) | 10 points |
| • Moral Development Paper | 20 points |
| • Code of Conduct Paper | 20 points |
| • Case Study Presentation | 20 points |
| • Reflection Paper | 30 points |
| • Total | 100 points |

Grading Approach:

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|-----------------|---|---|
| 90—100 points | = | A |
| 80—89 points | = | B |
| 70—79 points | = | C |
| 60—69 points | = | D |
| Below 60 points | = | F |

A	Exceptional ability to describe and apply six different ethical traditions (as well as the individual's personal ethical approach) to complex and contemporary moral issues. This will be demonstrated through a variety of oral and written assignments as well as participation in course dialogues with colleagues.
B	Strong ability to describe and apply four or five different ethical traditions (as well as the individual's personal ethical approach) to complex and contemporary moral issues. This will be demonstrated through a variety of oral and written assignments as well as participation in course dialogues with colleagues.
C	Acceptable ability to describe and apply three or four different ethical traditions (as well as the individual's personal ethical approach) to complex and contemporary moral issues. This will be demonstrated through a variety of oral and written assignments as well as participation in course dialogues with colleagues.
D/F	Unsatisfactory ability to describe and apply three different ethical traditions (as well as the individual's personal ethical approach) to complex and contemporary moral issues. This will be demonstrated through a variety of oral and written assignments as well as participation in course dialogues with colleagues. (Seminar must be retaken.)
IN	Incomplete—rarely given and contingent upon the existence of special or unusual circumstances as negotiated with the instructor prior to the end of the course. (If “incomplete” is granted, all work must be completed by the end of the following quarter.)

Course Participation:

Graduate seminar standards assume active participation, based on completion of assignments prior to the scheduled sessions. Consistent with SNL policies, attendance is expected at all sessions. Absence from more than one session is at the discretion of the instructor.

Feedback:

Written feedback will be given on all papers submitted and the Case Study Presentation. If additional feedback is needed, please contact the instructor by phone or e-mail to schedule an appointment.

Agreement or disagreement with any views expressed by the instructor will have no bearing on a learner's grade in this course.

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for

oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.