



COURSE: Coronado IB Prep Ethics
INSTRUCTOR: Gary Berglund
ACADEMIC DAY: 8:00 – 4:00
CONFERENCE: 8th period
PH# 915-236-2000
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BE GOOD

ETHICS for the Coronado IB Program

How can the solution be honest when the conversation is not?

Ethics allows us to explore and reflect on the nature and meaning of being human. By doing this, ethics helps us to understand ourselves, analyze and assess our relations with others, and evaluate our patterns of behavior. Ethics raises specific questions and invites ways of exploring these questions as they relate to the human condition. This involves a consideration of the ways that knowledge claims could be formulated and the role that knowledge plays within the area of reflecting on human activity.

Aims

The aims of the Ethics course are to enable students to:

- develop an intellectually independent and creative way of thinking
- relate their ethical understanding to other disciplines and to personal, social and civic life
- formulate arguments in a sound and purposeful way
- examine critically their own experience and their ideological and cultural perspectives
- appreciate the diversity of ethical thinking
- appreciate the impact of cultural diversity upon ethical thinking.

Objective

Students will be expected to:

- express ideas and develop arguments clearly and coherently, using language appropriate to philosophy
- demonstrate knowledge and understanding of philosophical concepts and arguments
- demonstrate familiarity with, along with knowledge and understanding of, the language, concepts and arguments of philosophical texts
- identify and analyze relevant material and supporting examples
- critically evaluate philosophical ideas and arguments.
- formulate and demonstrate an understanding of doing philosophy as an activity.

Transform the learning Culture:

The objective is to arouse curiosity in the students. “The initial task of education,

necessary if it is to be successful, is to wake up those students who have fallen asleep, to make them truly active and concerned and to ensure that every student feels as if they are masters of their learning, their school and their life.” – Mikhail Gorbachev

Theories and problems of ethics

This deals with ethical questions from a variety of perspectives. It is concerned with practical decision-making and the way people think they ought to lead their lives. Ethics explores the possible grounds for making moral decisions and examines notions such as freedom, values, responsibility and virtue.

Our study allows students to explore philosophically such questions as:

Are there fundamental moral principles that apply in every situation?

How do we decide if a particular action is right or wrong?

How should we treat people? Are moral decisions culturally influenced? What do we mean when we say something is right or wrong?

REQUIREMENTS

Readings: Many of the readings ask you to stretch your mind in what might be an unaccustomed way. The challenge is worthwhile. Serious discussion about questions in ethics requires at least some exposure to serious writings, both to build a conceptual vocabulary and to see examples of good moral reasoning. The readings have been selected not only for their importance, but also for their accessibility. Still, you will find some passages hard-going. It is assumed that reading and reviewing of assigned material is an ongoing process. Do not convince yourself that the readings are of little value. You will be held accountable for all assigned material, some of which may not be covered in class. You can expect to read one chapter a week from the textbook in addition to outside readings.

Readings will also be posted on my web page under Honest Conversation on my website. <http://jessbcuzz.weebly.com/honest-conversation> The section of the site is password protected. The password is youknowit2.

EVALUATION/GRADES:

Participation: You are expected to come to each session prepared to discuss the day’s assignment, study questions, readings and cases, and to make contributions to the class. Class and discussion group participation count for 20% of your six weeks grade. A student must at all times be prepared to participate. It is an essential part of the course.

Class participation creates a collective / collaborative learning environment. If you don’t participate at your fullest ability or you take short cut or even BS (Blow Snow), you are part of the problem not part of the solution. When everyone gives their best everyone benefits.

Essays: We will generally have 2-3 essays each nine weeks. Tests will be

subjective (essay). Tests will cover all material assigned. The test grades will be approximately 40% of your six weeks grade

Daily Work / Home work: Graded work is frequent and will be approximately 30% of your six weeks grade

Unknown Knowns:

The problem: Most students have been trained that homework is an assignment you are given to do at night, one which has a due date attached. The problem with this is it is difficult to assign a daily assignment that has any value. Furthermore, most students today are not taught HOW to learn, how to study and how to move beyond rote memorization. They are no longer taught what to do with the notes they take in class.

As for teachers, especially when teaching classes like Ethics the concepts are confusing and what is discussed in class may not be totally understood. Thus, rather than reinforce what is being taught, teachers simply move on.

The solution:

Implementation of a daily blog with summarizing questions serves two purposes. First, it forces students to go back and review their notes for the day. This helps to reinforce the points that were made during the day, but it also allows them to come up with areas which need clarification. Second, this allows teachers to assign an assignment each day which has value, but does not overload them with hundreds of items which now need to be assessed.

Procedure:

1. Each Monday the teacher creates a blog post on his/her website. The post will have the following questions:

What did you learn and how does it relate to the problem? Student should identify 3 main points. They should also identify that which causes confusion and identify and question they may have. Please take no more than 15 minutes on this assignment. This assignment should be done Monday through Friday.

2. Each student will post on Monday, and then each following day will simply reply to their previous post, thus creating a thread which can then be used in the future for studying for in class essays. Each post should take no more than 15 minutes.

3. The teacher will grade only one response. The teacher is simply looking to discover whether the student took the assignment seriously and tried. If so, the grade will be a 95. If not the grade will be a 75. Failure to do the assignment will result in a 50.

Nine Weeks Test: The nine weeks test will be 10% of your nine weeks grade.

Final Exam: The final exam will be 10 % of your semester grade. During the second nine weeks the students will develop a picture book.

*Student work which receives a grade below a 70% may be redone for a grade up to but not exceeded a 70%. This work must be redone within 5 school days after it has been graded.

Reviewing Assessments:

Obviously there will be times throughout the year when a student's view of his /her work and my assessment of that work will not be in harmony. This is quite to be expected. However, there is a process that needs to be engaged if a student would like a review of his assessment. The issue should NOT be that the grade is too low. Rather, it should be about reconciling what the student believes he said to what the instructor believes he read. Students should have a particular point in mind when asking for a review of an assessment. Be clear about what you are asking and understand that I review the entire paper not just one section. I try to approach all such reviews with an open mind. Reviews of assessments will not be conducted during class time or transition.

Academic Honesty

Any behavior that gains unfair advantage for a student or that effect's the result of another student will be deemed unacceptable

Academic integrity is taken very seriously. Any student caught cheating will receive a zero. The mark of a "CH" will be recorded as a grade in my grade book, which has a value of zero to document the offence.

The Coronado IB Community will be followed and enforced. All violations will be report to the IB Coordinator and subject to an IB Honor Board

TEAMS Parent Portal: I highly recommend that your parents register for the Parent Portal at http://www.episd.org/_parents/. Once registered you and your parents will be able to check the status of your grades.

Communication

Communication is essential in all aspects of aspects of life. The student / teacher relation is not adversarial. The teacher is there to promote the student's interest, in understanding of the material. The student should use the teacher as a resource to promote their self-interest, a clearer understanding of the material.

The parent / teacher relation is not adversarial. Both are advocates of the students. It seems at times situations may occur in which things may become unclear. To avoid any stumble blocks communication between parent and teacher must be maintain. If an email cannot provide clarity I will send you the following message: "Please feel free to call the

school at 236-2000 to set up a time for you and I to meet to discussperformance. I look forward to meeting with you.”

MAKE UP WORK

The student will be given one day for each day missed to make up work for any excused absence.

Electronic Use Policy: EPID “Power UP will be implemented in some elements of class time. It is apparent that electronic devices are frequently abused. They are not used to enhance learning but more often used to deter learning. Perhaps at times the best policy will be a zero tolerance policy. Electronic devices will be closely monitored.

CLASS RULES

- Do unto others, as you would have others do unto you.
- Earn your way.
- Think.
- Be socially, economically and politically correct.
- No amorous ogling.
- No food or out of class passes.

DISCIPLINE:

Any problems will be handled using the process established by the school district.

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CRITICAL THINKING

Academic freedom and dealing with controversial issues are an important part of learning. One must realize that academic freedom requires academic responsibility. This responsibility is guided by basic values and goals established by the community. Controversial issues will not be avoided. They will be handled with materials that are relevant to the level and maturity of the students. It is important to maintain a classroom environment that is conducive to the free exchange and examination of ideas allowing students to hold divergent ideas as long as the expression of their dissent is done within the guidelines of debate.

FINAL THOUGHT

“ You forfeit your chance for a life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning you receive only the minimum in return. Even with your parents’ best example and your teachers’ best efforts, in the end it is your work that determines how much and how well you will learn.

When you work to your full capacity, you can hope to attain the knowledge and the skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust upon you by others. Take hold of your life, apply your gifts and talents, work with dedication and self-discipline. Have high expectations for yourself, and convert every challenge into an opportunity.” -- Report to the Commission on Excellence in Education, a note to students

IBO mission statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PLEASE SIGN AND RETURN

I have received the syllabus for the Ethics course syllabus for the 2017- 2018 school year.

Parents of _____
(Print students Name)

(Student Signature)

Date

(Parent Signature)

Date