

Scientific and Professional Ethics[Mgt., Biol., Chem. 326]

Tuesday and Thursday:3:00-4:15 p.m.-Spring 2010

Instructor: Dennis L. Slivinski, Ph.D., J.D.

Course Catalog Description: Discussion of ethical issues and societal challenges derived from scientific research and professional activities; Examination of the sources, fundamental principles, and applications of ethical behavior; the relationship between personal ethics and social responsibility of organizations, and the stakeholder management concept; Application of ethical principles to different types of organizations: business, non-profits, government, health care, science/technology, and other professional groups. Topics also include integrity of scientific research and literature and responsibilities of scientists to society, intellectual property, ethical practices in professional fields, ethical dilemmas in using animal or human subjects in experimentation, gene cloning, animal cloning, gene manipulation, genetic engineering, genetic counseling, and ethical issues of applying biotechnology in agricultural fields.

Course Learning Objectives:

1. Students will learn to recognize and analyze ethical issues in their business, personal and professional lives, appreciate various viewpoints, and develop an argument for an ethical position.
2. Students will learn the basic theories of ethics.
3. Students will be able to articulate, clarify, and resolve moral dilemmas.
4. Students will be able to read and analyze case studies on various topics in ethics.
5. Students will be able to discern different ethical points of view.
6. Students will learn how to research and write about a particular topic in ethics.

Required Text:

Moral Issues in Business Eleventh Edition (William H. Shaw, Vincent Barry) with BlackBoard passcode for on line materials.

Schedule of Readings and Class Analysis:

Please read the chapter before the first class date noted for each chapter

January 19,21,26 ,28: Chapter 1, and Steinbock article posted on Blackboard.

February 2, 4, 9: Chapter 2

February 11: Test on chapters 1 and 2 and Steinbock article

February 16,18: Chapter 3

February 23, 25: Chapter 4

March 2,4,9: Chapter 5

March 11: Test No. 2 (based on Chapters 3,4,5)

March 16, 18: Chapter 6

March 22-26- Spring Recess

March 30, April 1: Chapter 7

April 6, 8, 13: Chapter 8

April 15: Test No. 3 (Chapter 6, 7,8)

April 20, 22: Chapter 9

April 27,29: Chapter 10

May 4, 6: Chapter 11

Test no. 4-Final Examination May 13, 4:00-6:00 p.m. (Chapter 9, 10, 11)

On line test due dates:

Chapters 1 and 2: no later than **9:00 p.m. on February 10** (posted 2/5)

Chapters 3 and 4: no later than **9:00 p.m. on March 2** (posted 2/24)

Chapters 5 and 6: no later than **9:00 p.m. on March 19** (posted 3/14)

Chapters 7, 8 and 9: no later than **9:00 p.m. on April 23** (posted 4/18)

Chapters 10 and 11: no later than **9:00 p.m. on May 7** (posted 5/2)

These due dates should be noted in the individual student's calendar of tasks so that they are completed at the student's convenience before the due date. Two attempts (65 minutes each) are allowed for each on line test, the latest score counts for the test grade. The due dates cannot be changed. Some students experience problems with campus computers and Microsoft Explorer. So allow enough time to change computers if necessary or to use alternative browsers. DO NOT wait until the last few hours to take the test and expect extensions of the deadline if you experience computer problems. You have five days after posting to take the on line tests. Do them early.

Study method:

Each student should develop an individual analysis notebook stating the various ethical issues, arguments, and resolutions presented in the reading materials. Read and study the material and summarize the basic arguments presented, the support provided and the conclusions derived. The most efficient way to develop consistent and complete arguments in ethics or any other area of study is to write and revise arguments and statements until they express precisely what is intended.

The notebooks will not be submitted to the instructor or graded but they are important study tools to prepare for both class discussions and examinations.

Grading:

The final grade will be based on three of the four in class tests and the five on line tests posted in the ASSIGNMENT section of Blackboard for this course. The three highest in class test grades will count as 75% of the final grade. The lowest of the four in class test scores will not be considered. No makeup tests will be provided under any circumstances. A missed test will be assigned a grade zero.

The five on line tests will each count as 5% of grade, a combined total of 25%.

The final letter grade will be based on the final weighted percentage. An A grade will represent 87+%, a B 77-86%, a C 65-76%, a D 57-64% , and F <57%, WU(five or more absences beginning with January 28, 2010)

Each of the in class tests consists of a multiple choice section (**a pink scantron From F-1712-PAR-L is required**) a short answer written analysis portion and an essay portion. The essay questions will be posted on Blackboard Course Documents in Advance of the in class tests to allow for study and reflection. Each test is structured to assess critical thinking and analysis of selected value/ethical issues.

The Multiple Choice portion of each test as well as the on line tests are also designed to test comprehension of the assigned readings in the Chapters of the Shaw/Barry text and any supplemental readings. Students will be expected to demonstrate understanding of the substantive content, analysis, arguments and distinctions presented in the readings by choosing the correct answer from several choices, usually four.

The instructor does not “teach to the test” In the sense that the lectures are not designed to present what is on the test. Therefore, students should not expect that they will be fully prepared for the tests merely by reviewing class notes. The lectures will focus on concepts from the readings to assist students with critical thinking and analysis procedures that students may apply to portions of the assigned readings not specifically addressed in class and other ethical or value issues. The most efficient way to prepare for the multiple choice tests is to read the assigned chapter **before** the first class scheduled for the specific chapter, outline the fundamental points and prepare thoughtful questions concerning the issues. This method will result in a detailed notebook that will serve as a useful test preparation manual.

The essay portion of the tests is meant to assess the student’s ability to formulate value theory/ethical issues and analyze them from different perspectives and viewpoints. Each student is expected to invest quality time thinking about the issues before the test.

The instructor may add up to three points to the total weighted score for class participation. Class participation is demonstrated by making thoughtful contributions to the development of the value theory analysis during the course of the semester. For example, students may submit written questions by e mail to the instructor before the scheduled class discussion. Students will also be asked questions in class and are strongly encouraged to participate in class discussions.

Class Attendance: University Policy provides that students are expected to attend class regularly. The ability to understand and articulate the ethical reasoning presented in the written materials is enhanced by class discussions conducted by well prepared students. **In the interest of avoiding distractions Students are requested not to use computers during class and to be in class on time.**

Any student who is absent for five or more classes starting with class on January 28 will be assigned a WU(Withdrawal Unauthorized) grade.

Academic Ethics: This course is governed by the University policy on Academic Dishonesty. In particular, each student should realize that the assignments and exams should be each student's own work product in the sense that the assignments are not prepared by another or essentially copied from the work of another. However, students are encouraged to build on the ideas presented in the readings and to discuss the issues with fellow students as they develop their own work product.

Blackboard: Blackboard will be used for course announcements, grade posting, and material supplemental to the text.

Add/Drop: Students should read the Add-Drop rules in the Change of Program section of the Schedule of Classes booklet. A student may drop a course after the third week only for serious and compelling reasons. Since there is often a waiting list for this course the instructor will drop any student who is absent without written notice during the add/drop period.

Office Hours:

Tuesday/Thursday 10:00-12:00 a.m. Sage 1115 and by appointment.

Email: dennis.slivinski@csuci.edu. It is requested that students provide advance notice of an office appointment

Students with special needs:

Students with physical or learning disabilities are encouraged to contact the Student Services office (437-8510) for personal assistance.