

ETHICS (PH 105-90-1)

Fall 2022

COURSE SYLLABUS

Day/Time/Place	online
Instructor:	Dr. Lilia Castle
Office Hours:	online by an appointment
Office location:	individual zoom meetings
Phone:	739-4628 (office)
e-mail	lcastle@chaminade.edu
skype:	lilia.castle

COURSE DESCRIPTION (CATALOG):

The study of the concepts of good and bad, right and wrong has a long history. This course will study the religious origins and legitimacy of our standards of conduct and character and will discuss modern studies which consider the compelling and unconditional overtones of ethical demands. The course will discuss the ways in which we talk to children and young people about what is right and wrong.

Additional: The aim of the course is to engage students in the arts of thinking applying critical thought to contemporary ethical issues. Critical reflective thinking is essentially related to this course responding to Socrates call that “The unexamined life is not worth living.” They will acquire an ability of justified, precise and responsive reasoning thus learning not just what to think but how to think.

In this course students will critically assess main ethical theories, views and arguments, identify, compare, contrast, and evaluate their strengths and weaknesses. Students examine moral problems of modernity applying ethical principles, rules and guidelines and construct and defend their own ethical judgements.

The course format is a combination of lecture and discussions designed to give students the opportunity to evaluate controversial ethical issues in light of the Catholic Intellectual Tradition.

TEACHING GOALS:

To familiarize students to the key issues of philosophical ethics from a historical and systematic points of view; to enable students to **systematically acknowledge and challenge diverse ethical evidences, concepts, assumptions and viewpoints**; to enhance students’ ability to recognize and explore ethical issues in a variety of settings considering the ramifications of alternative actions. To develop students’ ability **to define, identify, locate, evaluate, synthesize and present or demonstrate relevant to ethical problems information.**

GENERAL EDUCATION LEARNING OUTCOMES FOR CRITICAL THINKING IN PH 105:

Students who successfully complete PH 105 will fulfill the General Education Learning Outcome for CRITICAL THINKING, which states:

“Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions and viewpoints.”

In Philosophy 105, this learning outcome means that upon successfully completing this course students will

1. Systematically **acknowledge** the major Ethical **concepts**;
2. Compare, contrast and **challenge** diverse moral **assumptions and viewpoints**;
3. Construct and defend their own ethical judgements based on what they learned in the course as well as on their own thinking and experience.

GENERAL EDUCATION OUTCOME: INFORMATION LITERACY

Students who successfully complete PH 105 will fulfill the General Education Learning Outcome for INFORMATION LITERACY which states: **Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.** In PH 105, students will read primary sources of the great western ethical tradition; they will identify, evaluate and synthesize materials in their reflection essays and written dialogue; also, they will identify and locate the participants and the materials for their creative project (interview) as a part of their coursework and assessment.

MARIANIST LEARNING OUTCOME OF THE COURSE: Upon successfully completing this course students will systematically **acknowledge** the essential role of Catholic intellectual Tradition in the formation of **ethical concepts and viewpoints** vital for man’s spiritual development.

ORGANIZATIONAL THEME: MARIANIST EDUCATIONAL PHILOSOPHY

The choice of content, the pedagogy selected, and the fulfillment of the course objectives rely on the organizational theme. The organizational theme around which the course is constructed is derived from the document, “Characteristics of Marianist Universities.”

1. **Educate for formation in faith;**
2. **Provide for an integral quality education;**
3. **Educate for family spirit;**
4. **Educate for service, justice and peace; and,**
5. **Educate for adaptation and change.**

1.Educate for formation in faith

PH 105 aims to study the principles of right and wrong in the light of Marianist educational philosophy. Every ethical theme is connected with the meaning of man’s existence and his search for God. From the best examples of religious and philosophical literature, students will come to realization that faith is the main impulse for man’s moral life, and that virtue is intrinsically connected with faith.

Establishing the religious foundations of morality, the course aims to solve “a two-fold educational purpose: the acquisition of knowledge and the formation of character critical to preparing for and living out one’s vocation; the course increases graduates’ capacity to respond

with understanding and practical wisdom to the challenging questions of contemporary living” (from Marianist philosophy of education).

PH 105 teacher students that Ethics is faith translated into actions. It is living according to religious principles, not just knowledge of them. The course ‘imparts the principle that each person has an ethical and moral responsibility for his or her personal and social world’. The course intends to increase for students the validity of faith, help them to apprehend that the development of man means the development of his spiritual self.

2. Educate for family spirit:

Throughout the course assignments, students will realize that with every moral choice man strengthens his family, community becoming a co-creator of the Universal unity.

3. Educate for adaptation and change.

The fear of changes is ever present in man life. Where to look for the guidance and who has to be the Guide? The course proves that only religious worldview provides compelling answers to these questions empowering students to withstand the challenges of time.

4. Educate for service, justice and peace:

Service to others is the essence of Marianist philosophy of education and the highest value in our global era. By examining a phenomenon of choice from theoretical and the real-world perspectives, students of PH 105 (Ethics) class choose to serve others understanding that it is through by serving people they grow morally and spiritually. Catholic intellectual Tradition in the core of PH 105 (Ethics) course, inspires students’ passionate attitude toward serving people through their Service Learning projects. In PH 105 (Ethics) class students apply their creativity and dedication to SL real-world projects they work on during the semester. By participating in SL projects, students help underprivileged people of the community thus serving justice, a well. Students’ projects include the assistance to schoolchildren, disabled and homeless people. At the end of the semester students submit the evaluation of their work and essays related their SL work for the community. In addition, students produce their own videos trying to bring to the attention of the society the necessity to improve the conditions of the poor.

ASSESSMENT OF THE LEARNING OUTCOMES OF THE COURSE:

Students’ work will be evaluated for their acknowledgment of the **diverse moral evidence, concepts, assumptions and viewpoints and for** their ability to apply and **challenge** these concepts during the examination of one or another moral issue.

Students are expected to attend all the classes, to be prepared, and participate in all class discussions. All class activities and discussions are graded; attendance and participation are essential for a full credit for the course. For missing more than four classes or irrelevant conversations during the class points will be deducted up to one letter grade.

Grading will be based on four quizzes, reflection essays, discussions and Service Learning project.

COURSE GRADING:

All assigned activities will be given specific number grades, and will count for a percentage of the total grade, as follows:

Four quizzes-	40%
Service Learning	20%
Discussions	20%
Essays	20%

Letter grade	Percentage score	Demonstrates the following:
A	90-100% of points possible	Outstanding scholarship and an unusual degree of intellectual initiative
B	80-100% of points possible and	Superior work done in a consistent and intellectual manner.
C	70-100% of points possible and	Average grade indicating competent grasp of subject matter.
D	63% -100% of points possible and	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F	62% or lower of points possible regardless of attendance	

Tests: To enable students to fully demonstrate their knowledge and critical thinking skills, each test will contain several types of questions -short answer, multiple choice, true-false, short essay and critical thinking questions. The detailed study guide for each test is provided on Canvas. The quizzes will be offered on Canvas.

Discussions: The aim of the discussions is to sharpen students' critical thinking abilities, to enable them to make differentiated and well-founded judgments of moral issues. Various dialogical forms of the discussions and students' interactions (written and oral dialogues of two students; small group discussion, competitive activities between groups, debates, interpretive dialogue, 'healing' dialogue, dialogue –confession, etc.) intend to develop student's awareness about the circumstances of the decision-making process.

During the interactive discussion students will have to identify the main ethical problem of the real-life situation, analyse and compare alternative approaches of moral concepts they studied, and define their own solution of the problem. Success of such assessments goes along with General Education Core Learning Outcome for critical thinking: **Students will systematically**

acknowledge and challenge diverse evidence, concepts, assumptions and viewpoints. Each discussion will be evaluated with the points totaling in 10% of the final grade

In order to succeed in discussions, students have to:

- Read and **examine** the case (moral dilemma) thoroughly;
- Take notes, highlight relevant facts, underline key problems.
- Focus on its essential characteristics of the case so that your arguments will be relevant.
- **Evaluate** possible solutions offered by **various** moral
- Select the best solution and **explain why** did you choose it.

Assessment rubric for the discussions:

Student is able to...	Mastering	Advancing	Developing	Beginning
Articulate the main Ethical issue/notion	4 Discusses in detail and analyzes ethical issue/notion with depth and clarity. Engages in discussions while respecting other viewpoints.	3 Discusses in detail and analyzes ethical issue/notion.	2 Articulates in general ethical issue/notion	1 Student is unable to articulate ethical issue/notion or does so with little substance.
Compare & Evaluate Different Ethical Perspectives/ Concepts applicable to the case/issue	Compare and evaluate arguments of different ethical perspectives on the issue/notion discussed;	respond to the objections and implications of different ethical perspectives on ethical issue/notion discussed	identifies the objections and implications of different ethical perspectives on issue/notion	Cannot discuss the other perspectives relevant to the case/notion.
Defend his position against other ethical concepts/perspectives.	defend his position against the views of other ethical concepts; student's defense is adequate and effective.	State his position but the student's response is inadequate.	but does not provide his respond to other ethical concepts when formulating his position.	Formulates his position.
Actively discuss ethical issue	Engages in and leads conversations about the complexity of the issue/case providing original ideas and approaches to the case.	Engages in active conversations about the complexity of the case/issue	Discusses with a limited perspective on the complexities of the issue/case.	Does not actively participate in the discussion

REFLECTION ESSAYS: The aim of this assignment is to explain and critically engage with argument from a reading we discuss in class. Student is not required to explain the entire reading; rather, focus on identifying and explaining a specific argument. Student has to reconstruct his/her argument in a clear, simple premise-conclusion form, explain and defend each of the premises as completely and precisely as possible. When **critically engaging with an argument**, student's goal is to pick out an argument the philosopher uses to support his **views** and to **challenge** it.

Assessment rubric for essays:

Categories	1	2	3
Define ethical issue	Central ethical issue is not defined appropriately or completely. Misunderstanding of the issues related to the case	Central issue is identified, but not clearly explained. Peripheral issues not identified	Central issue is identified and used as basis for ethical evaluation; peripheral issues are identified.
Identify the consequences of each moral decision	Critical consequences of actions are missing. Relative weights of the consequences are not identified.	All critical consequences are identified, but some minor consequences are missed. Relative weights are not clearly articulated.	All critical consequences are identified. More minor consequences are also considered. Relative weights of the various consequences explicitly articulated with critical approach.
Identify the relating concepts influenced ethical analysis	Relating concepts that influence the ethical analysis have not been identified.	Some relating concepts that influence the ethical analysis have been identified.	Most of the relating concepts that influence the ethical analysis have been identified.
Decision on the proper ethical solution and critical evaluation of the opposing arguments	Analysis was not carried out sufficiently and is fundamentally flawed. Solution may be trivial or illogical.	Solution and ethical analysis are logical and clear, but does not show great reflection or insight. The analysis may be superficial at some level.	Solution and ethical analysis are logical and clearly presented at a level that reflects extensive critical insight and reflection.

Organization of the paper	Some evidence of a beginning, middle, and end. Sequencing is attempted	Attempts an adequate introduction and ending. Evidence of logical sequencing	Establishes a strong beginning, middle, and end. Demonstrates an orderly flow of ideas
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SERVICE-LEARNING: X-Factor Service Learning long-term projects for PH 105 Ethics

Service to others is the essence of Marianist philosophy of education and the highest value in our global era. By examining a phenomenon of choice from theoretical and the real-world perspectives, students of PH 105 (Ethics) class choose to serve others understanding that it is through by serving people they grow morally and spiritually. Catholic intellectual Tradition in the core of PH 105 (Ethics) course, inspires students’ passionate attitude toward serving people through their Service Learning projects. In PH 105 (Ethics) class students apply their creativity and dedication to SL real-world projects they work on during the semester. By participating in SL projects, students help underprivileged people of the community thus serving justice, a well.

Students’ projects include the assistance to schoolchildren, disabled and homeless people. At the end of the semester students submit the evaluation of their work and essays related their SL work for the community. In addition, students produce their own videos trying to bring to the attention of the society the necessity to improve the conditions of the poor.

An example of one of the X-Factor Service Learning long-term projects for PH 105 Ethics class:

The goal of this project is to bring public attention to the problems of growing amount of homeless people by interviewing them and producing the video. In this project, students work in small groups using media tools to record interviews with members of the homeless community, as well as public officials, on various problems of being homeless.

Students then edit shorter videos into a larger film that incorporates students’ commentary, drawing on material from a course. Students then distribute the film through various social platforms, getting feedback on their project. Such students-created media involves a high degree of engagement; promotes their individual learning, social interaction and immersion. It is an alternative to traditional undergraduate research and serves the community.

This is a semester long project, so before the video interview students have to:

- undertake a preliminary research on the problem of homelessness and related moral issues including the main ethical concepts and the data related to the problem of homelessness;
- research and analyze the materials on the public attitudes toward the problem of the homeless.
- build the questionnaire for the interviews;

- select the groups of homeless people as well as public representatives they you will interview.

After the interview students write an introduction and a conclusion where they discuss the main ethical concepts and data connected with the problem of homelessness.

This **X-Factor Service Learning Project will be assessed by**

- the quality of the video-interview produced;
- whether the questions of the interview were essential, focused and clearly contained the moral aspect;
- the successful presentation of this video through media with obvious effect it had on the public.

The detailed requirements and assessment of the project see in the attachment (and also re provided on Canvas).

REQUIRED TECHNOLOGY:

ZOOM:

If necessary, we will use Zoom teleconferencing for class sessions i

Before our Zoom meetings I will post a link on the ‘Announcement’ page and also send it you by email.

PADLETS:

We will use Padlets periodically for some of the short discussions and seminars.

Here is a link to the instructions on how to use

Padlet: https://padlet.com/support/padlets_howtopost

If you want to create your own account, here is a Padlet guide:

<https://padlet.com/support/tour>

For additional information go to these sites:

[Padlet Tutorial for Students - How to Join and Participate](#)

<https://jn.padlet.com/category/38-getting-started>

There is no cost involved as we will use **free** version of Padlets.

TECHNICAL ASSISTANCE FOR CANVAS USERS:

- Search for help on specific topics at instructure.com
- [Chat live with Canvas Support 24/7/365](#)

- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

THE 'PRESENTATION ZEN' site with the instructions on how to do a good PowerPoint presentation utilizing design principles:

<https://www.peachpit.com/store/presentation-zen-the-video-dvd-9780321647047>

UNIVERSITY POLICY:

Disability Access:

Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or by email at counselingcenter@chaminade.edu. It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations. Instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

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Academic Conduct Policy:

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook \(Links to an external site.\)](#).

Plagiarism:

Avoid plagiarism by citing your sources properly. In the case of plagiarism, it is up to the instructor how to handle the incident. Instructor can:

Report you to administration which may lead to expulsion;

- Give you a failing grade for the course;
- Give you a failing score for the assignment;
- Work with you on redoing the assignment

Writing Standards:

All work submitted by Chaminade University students must meet the following writing standards:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).
6. **Please, use the APA style for your writings.**

For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

Required Course Text:

Great Traditions in Ethics, by T.C. Denis, 12th Edition, 2008.

Additional reading :

Reciprocity in Ancient Greece, Edited by: Christopher Gill Norman, Postleth Waite and Richard Seaford, Oxford University Press 1998.

Other reading and visual materials will be provided on Canvas.

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COURSE SCHEDULE

All page numbers refer to the course text.

Module 1 INTRODUCTION.

Themes:

- The origin and the nature of morality.
- Moral facts and moral knowledge.
- Morality and tradition.
- The major Ethical Theories.

Read and study: Great Traditions (GT)- Ch.2 (pp.2-6); Handouts

Complete this assignment: The best choice I ever made

Module 2 MORAL KNOWLEDGE

Themes:

- The idea of Good in Plato's ethics.
- Virtue and Knowledge. Virtue and happiness.
- Justice in Plato's The Republic.

Read and study: Ch.2 in GT (pp.7-20); handouts on the Allegory of the Cave

Participate in this DISCUSSION: Morality and Immortality

Module 3 THE LADDER OF KNOWLEDGE

Themes:

- The Ladder of Knowledge and Love in Plato ‘Symposium’
- Transfigured Eros in Christian philosophy.

Read:

- 2, Selections from Plato,
- The Republic, Bks i-ii, iv, vi-vii, ix.
- Handouts o Symposium
- Study Guide on Plato

Complete this assignment:

REFLECTION PAPER on Love in Tertium Organum.

Take this Quiz: Morality and Love in Plato

Module 4 MORAL CHARACTER

Themes:

- The Meaning of Choice.
- Good Life.

Read:

- 3 in GT (pp.21-34);
- Selections from Aristotle, Nicomachean Ethics, Books I, ii, vi,
- Good life (PowerPoint)

Complete this assignment:

- Happiness and Good Life

Module 5 THE PLEASANT LIFE: HEDONISM.

Themes:

- Pleasure and virtues
- Ethical theory of Epicurus
- Fear of Death

Read:

- GT 4. (pp.35-46);

- Selections from Epicurus, *The Letters to Herodotus; The Principle Doctrines*
- PowerPoint on Epicurus

Participate in this discussion:

- Epicurus on friendship

Module 6 SELF-DISCIPLINE

Themes:

- Epictetus on Self-Discipline
- Marc Aurelius and his 'Meditations'.

Read:

- GT5 (pp.47-58),
- Selections from Epictetus, *Discourses and Fragments*
- PowerPoint on Stoicism
- Study Guide n Epicurus and Stoics

Take this quiz:

Quiz on Epicurus, Stoics & Good Life

Module 7 THE LOVE OF GOD

Themes:

- Christian Ethics.
- Augustine, The City of God.

Read:

- GT Ch.6 (pp.59-73);
- Selections from Augustine, *'The City of God', Books v, xii, xiv, xix-xxii.*
- Augustine, the Free Choice of the Will, PDF
- The questions on the Free Will discussion

Participate in this DISCUSSION

The choice of the Free Will.

Module 8 CHRISTIAN VIEWS ON MORALITY AND NATURAL LAW

Theme: Christian Ethical of Saint Thomas Aquinas.

Read:

GT Ch.7 (pp.75-87);

Selections from the “*Summa Contra Gentiles*”, bk.3, *Summa Theologica*, i-iii and v-viii.

Complete this assignment:

Christian values in your life.

Participate in this discussion:

The Christian Meaning of Love

Module 9. SOCIAL CONTRACT ETHICS**Themes:**

- Human Nature.
- Conscience in Morality

Read:

- GT Ch. 8,
- Selections from Thomas Hobbs, *Leviathan*, vi, xiii-xv, xxix-xxx

Complete this assignment

- Human nature and the Destiny of Man

Module 10. DUTY AND REASON**Themes:**

- Principles of Moral
- Duty and Reason
- Categorical Imperative

Read:

- GT Ch.12 (pp.142-155),
- Selections from the Immanuel Kant, ‘*Fundamental Principles of the Metaphysics of Morals*’

Watch the video provided on Canvas

Module 11. CHRISTIAN EXISTENTIALISM

Themes:

- The Leap of Faith;
- The Theological suspension

Read:

- GT Ch. 14 (pp.172-185);
- Selections from Soren Kierkegaard, *Either/Or* and *Fear and Trembling*.
- Watch the educational video provided on Canvas.

Take this quiz:

- Quiz on Kant and Kierkegaard

Module 12. UTILITARIANISM**Theme**

- The Greatest Happiness Principle

Read:

- GT Ch. 13 (pp.156-169),
- Selections from John Stuart Mill, *Utilitarianism*, ii-iii

Module 13. THE TRANSVALUATION OF VALUES.**Themes:**

- COMPASSION Ethics
- The Eternal JUSTICE.
- The Origin of Sin.
- Beyond Good and Evil

_Read:

- GT Ch.17 (pp.211-226);
- Selections from Schopenhauer, 'On the basis of Morality', 'The World as Will and Representation;
- Selections from Nietzsche, "The Genealogy of Morals" & "The Will to Power"
- **PowerPoints** on Schopenhauer and German Idealism
- **Study Guide** for the final quiz

Take this quiz

- FINAL QUIZ

Module 14. SOCIAL JUSTICE

Theme:

- Justice as Reciprocity

Read:

- GT Ch. 23 (pp. 331-344);

Complete this Assignment:

- A final project on the problems of Social Justice in Modern Society

Module 15: X-FACTOR SERVICE LEARNING

Complete this assignment

Submit your Service Learning projects including your essay, video and grades from the SL center

ATTACHMENT TO THE SYLLABUS ETHICS PH 105

How to write a Final dialogue

In this assignment students will use the method of dialectical inquiry in written argumentative dialogue between two interlocutors where they will be asking and answering questions and draw out underlying presumptions on one of the controversial moral issues or concepts. The dialogical forms of the most of class activities during the semester prepare students for this final assignment. Students will clearly articulate two different ethical positions providing reasons for the defending of a particular decision about a controversial moral issue. Students will prepare by closely reading/researching the relevant texts.

LEARNING OUTCOME: Student will summarize the main problem of the case/issue; investigate, compare, and evaluate alternative arguments of two opposing ethical concepts; identify issues related to the main problem of the case; construct and evaluate the ethical arguments; reach decision justified by ethical arguments in responding to reasonable counter-arguments. (The assessment rubric is below).

To write a good dialogue, students will have to:

1. **Choose carefully the moral dilemma of your dialogue.**

- Think about the topic of your dialogue; try to make imaginary arguments in order to see, if you have enough ideas to develop it. Explore arguments on all sides of the issue you address. Think not only about the reasoning that supports your thesis, but also, consider likely objections and how you will respond with counter-arguments.
- Do some research to contribute to your dialogue. Your theoretical position has to be clear.
- “Try” your dialogue with your partner discussing the issue you plan to write about. You can record your conversation to analyze the arguments you provided.

2. **Identify the Issues**

- What are the major moral or ethical issues raised by this case?
- What are the major factual issues raised by this case?
- What are the major conceptual issues raised by this case?
- Who are the individuals whose interest could be affected by the decision made in the case?

3. **Outline the Options**

- What are the main alternative actions or policies that might be followed in responding to the ethical issues in this case?
- What are the major views on the conceptual issues raised by this case?
- What facts are unknown or controverted that might be relevant to deciding this case (may require research to determine some facts).

4. **Construct ethical arguments**

- Determine which of the moral values (Christian, natural law, utilitarianism, etc.) apply to this case?
- Identify the moral principles or high-level rules that can be invoked to support a conclusion as to what ought to be done ethically in this case or similar cases?
- Determine whether the different moral standards yield converging or diverging judgments about what ought to be done?

5. **Evaluate ethical arguments**

- Weigh the ethical reasons and arguments for each option in terms of their relative importance, assigning weights to each consideration (*very important consideration- somewhat important consideration- a consideration of only minor importance*).
- Determine whether there are any unwarranted factual assumptions that need to be examined in each argument.
- Determine whether there are any unresolved conceptual issues in each argument.
- Determine whether any of the arguments involve fallacies or logical errors.

6. **Decide**

- which of the identified options you would recommend or judge to be the ethically best way to deal with the issue presented in this case based upon which option has the strongest ethical reasons behind it.
- Determine how a critic of your position might try to argue against it using other ethical reasons, and present a rebuttal or counter-argument in defense of your judgment.

7. **Additional instructions:**

- Remember, each interlocutor has to explicitly state and defend his position on the chosen issue. The goal of a dialogue is not to defeat your interlocutor, but to obtain the truth.
- Do not lose the main question you address; be clear about your answers; do not repeat the same arguments; take advantage of the non-linear potential of dialogue structure; points have to be woven together in a flexible fashion;
- Focus on the sufficiency of the arguments to support your thesis; try to choose statements that you can prove supporting them with evidence and argument.
- You can use examples and quotations but be sure that they directly and uniquely support your thesis.
- Originality and **variety of persuasive technique (your own ideas, examples of common experience, appeal to other authorities)** add significant values to you work.
- **Do not forget about the accuracy and choice of language.**

Rubric for the assessment of the final dialogue:

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Rating criteria	4	3	2	1
Summarizes the main problem of the case/issue	Clearly identifies the challenge and embedded aspects of the issue.	Identifies the issue, though some aspects are incorrect or confused.	Nuances and key details of the issue are missing.	Does not the complexity of the issue.
Investigates, compares, and evaluates alternative arguments both ethical concepts.	Evaluates the relevant facts and assumptions and explores debatable conceptual issues Weights ethical reasoning and arguments.	Evaluates the relevant facts and assumptions and explores debatable conceptual issues.	Has difficulty to identify relevant facts and assumptions; repetitive in providing alternative arguments.	Unable to identify evaluate relevant facts and assumptions.
Identify issues related to the main problem of the case	Identified all major factual and conceptual issues	Identified most but not all of the major factual and conceptual issues	Identified some of the major factual and conceptual issues	Failed to identify all major factual and conceptual issues.

Construction of Ethical Arguments	Correctly applies all of the relevant moral standards and ethical principles that are relevant to the case.	Correctly applies most of the relevant moral standards and ethical principles that are relevant to the case	Applies some moral standards and principles correctly, but overlooks others that are also relevant or misapplies some ethical principles	Fails to apply moral standards and principles correctly
Evaluation of Ethical Arguments	Provides appropriate and defensible evaluations for all relevant arguments noting wherever necessary factual assumptions, logical errors, or conceptual confusions	Provides appropriate and defensible evaluations for most relevant arguments	Provides some evaluation of reasons and arguments, but overlooks important logical errors in some reasons	Fails to provide weightings of various ethical arguments and reasons.
Moral Decision	Decisions reached is justified by ethical arguments and reasons used and care is taken in responding to reasonable counter-arguments	Decision reached is justified by ethical arguments but failed to evaluate some of ethical counter-arguments	Decision reached is justified by some ethical arguments but failed to identify and respond to reasonable ethical counter-arguments	Decision reached is not justified by the arguments and reasons used is taken in responding to reasonable counter-argument