



## Wisconsin Indianhead Technical College Syllabus

### Instructor and Class Information

<b>Instructor Name</b>	Damian Von Frank
<b>Email</b>	Damian.VonFrank@witc.edu
<b>Phone</b>	715-682-4591 ext. 3182
<b>Office Location</b>	Online
<b>Instructor Office Hours</b>	Via email and Skype

### Instructor Information

Due to the traveling nature of my position, I am far more accessible via email. I will try to respond to all emails within 48 business hours. When leaving a voicemail, please speak slowly, include your name, return number, and reason for calling.

<b>Start Date</b>	6/2/2014
<b>End Date</b>	7/25/2014
<b>Meeting Location</b>	Online

### Textbooks

Ethics Theory and Practice, 10th ed.; Thiroux & Krasemann; Prentice Hall, 2009; ISBN 9780205672361 OR  
Ethics Theory and Practice, 11th ed.; Thiroux & Krasemann; Prentice Hall, 2012; ISBN 9780205053148

### Instructor Grading Information

#### Grading Procedures

1. Your grade is a percentage earned of the total points possible. Points will be derived from chapter reading quizzes, class participation on the course discussion board, course activities, and case studies.
2. Assignments must be completed via Blackboard. Due dates and times will be clearly identified on the Blackboard website as well as at the end of this syllabus. After the date and time have lapsed, the folder will close and it will no longer be possible to submit work for credit.
3. All assignments are due no later than 11:00 pm the night of the listed due date.
4. Late work will not generally be accepted for credit. I reserve the right to make judgment calls regarding acceptance of late work with documented reasons for absence – including but not limited to family and medical emergencies.
5. Do your own work. Plagiarism is academic fraud, is illegal, and may result in failing the assignment, the course, and possibly expulsion from school. Cheating will result in an automatic zero for all applicable assignments. Multiple occurrences of cheating will automatically result in an F in the course.
6. There are no incompletes for this course. I am available if you need help. Your grade will reflect the work turned in by the end of the semester.
7. Please see the student handbook regarding course drops. College policy prohibits me from signing off on a

class after eighty percent (80%) of the class has been completed.

8. All scores and grades will be available on Blackboard.

9. The only exception to the above rules is regarding week 1 assignments. Since students may still be adding this class during week 1, all week 1 assignments will be accepted until week 2 without penalty.

### Reading Quiz Instructions

Chapter reading quizzes consist of ten multiple choice and true false questions for each assigned chapter. They are located within their respective learning module under the Assignments section of your Blackboard website. You must complete the assigned reading quizzes on Blackboard no later than 11:00 p.m. Sunday night of each week. Point values and due dates can be found at the end of the syllabus.

### Discussion Board Instructions

You are required to post two comments on the Course Discussion Board on your Blackboard website for each topic. The first comment is a direct response to the topic I post and is due no later than 11:00 p.m. Thursday night each week. The second comment is a reply to one of your fellow student's comments and is due no later than 11:00 p.m. Sunday night each week. For full credit, your comments should be at least three to four sentences and fully developed. Remember be polite and open. Derogatory comments and personal attacks are prohibited and will be dealt with. This may include sensitive topics, so we must all be open and receptive to each other's feelings and comments. Directions for using the Discussion Board can be found under the Getting Started section of your Blackboard website. Point values and due dates can be found at the end of the syllabus.

### Activities Instructions

Activities will be ten simple straight forward assignments intended to help you better incorporate the course material. Since they will all be different due to their nature, each activity will contain its own directions. These activities are due no later than 11:00 p.m. Sunday night on assigned weeks and must be submitted through Blackboard. Course activities can be found under the assignments section of your Blackboard website. Point values and due dates can be found at the end of the syllabus.

### Case Study Instructions

You are required to prepare and submit a case analysis for five different case studies regarding ethical dilemmas. The case analyses are due no later than 11:00 p.m. every Sunday night during the last five weeks and must be submitted through Blackboard. Case studies can be found under the assignments section of your Blackboard website. Point values and due dates can be found at the end of the syllabus.

For each Case Study, begin by reading the case and writing down notes and your thoughts regarding the ethical dilemmas found in the case. Feel free to discuss the case with as many other people as you desire. This will often help you better understand your own thoughts and feelings regarding the issues raised in the case. After discussing and reviewing the case, you are required to prepare a short analysis of the case addressing the ethical issues raised, optional courses of action, evaluations of actions, and finally determining and defending your position.

The purpose of preparing case analyses for the case studies is to provide you the opportunity to work through your own views about the issues raised in the cases and practice the procedure for analyzing ethical dilemmas. You need to address the required components of the case analysis. Remember this is a professional presentation, so it must be constructed as such. It should be essay in nature using a paragraph format and proper spelling and grammar. An average analysis should be roughly one to two pages in length.

When preparing your case analysis, utilize the following outline:

1. Identify the Ethical Dilemma
  - a. Identify all major moral or ethical issues

- b. Identify all stakeholders affected
  - c. Describe all potential impacts
2. Apply Ethical Theories
    - a. Form alternative actions based on relevant ethical theory
    - b. Use multiple but contrasting theories
    - c. Describe each ethical theory used
  3. Evaluate Alternative Options
    - a. Compare and contrast optional actions
    - b. Describe logical reasoning
    - c. Provide ramifications of each action
  4. Determine and Defend a Decision
    - a. Make a decision
    - b. Justify ethical reasoning
    - c. Respond to reasonable counter-arguments

Grade Calculation:

Reading Quizzes (30%)  
10 Quizzes @ 10 points each

Participation (20%)  
16 Discussion topics @ 4 points each

Activities (25%)  
10 Activities @ 8 points each

Case Studies (25%)  
5 Case studies @ 16 points each

Total Points = 324

**Tentative Course Schedule:** The schedule below is a tentative outline of the course content and important due dates. Dates and assignments are subject to change.

**Due Dates:**

**All assignments are due by 11:00 p.m.**

<b>Week 1</b>	Thursday, June 5 <sup>th</sup>	Introduction Discussion Post Chapter 1 Discussion Post Chapter 2 Discussion Post
	Sunday, June 8 <sup>th</sup>	Introduction Discussion Response Chapter 1 Discussion Response Chapter 2 Discussion Response Chapter 1 Reading Quiz Chapter 2 Reading Quiz Activity 1 Activity 2
<b>Week 2</b>	Thursday, June 12 <sup>th</sup>	Chapter 3 Discussion Post Chapter 4 Discussion Post
	Sunday, June 15 <sup>th</sup>	Chapter 3 Discussion Response Chapter 4 Discussion Response Chapter 3 Reading Quiz Chapter 4 Reading Quiz Activity 3 Activity 4

<b>Week 3</b>	Thursday, June 19 <sup>th</sup>	Chapter 8 Discussion Post Chapter 12 Discussion Post
	Sunday, June 22 <sup>nd</sup>	Chapter 8 Discussion Response Chapter 12 Discussion Response Chapter 8 Reading Quiz Chapter 12 Reading Quiz Activity 5 Activity 6
<b>Week 4</b>	Thursday, June 26 <sup>th</sup>	Chapter 13 Discussion Post Chapter 14 Discussion Post
	Sunday, June 29 <sup>th</sup>	Chapter 13 Discussion Response Chapter 14 Discussion Response Chapter 13 Reading Quiz Chapter 14 Reading Quiz Activity 7
<b>Week 5</b>	Thursday, July 3 <sup>rd</sup>	Chapter 15 Discussion Post Chapter 16 Discussion Post
	Sunday, July 6 <sup>th</sup>	Chapter 15 Discussion Response Chapter 16 Discussion Response Chapter 15 Reading Quiz Chapter 16 Reading Quiz Activity 8
<b>Week 6</b>	Thursday, July 10 <sup>th</sup>	Case #1 Discussion Post Case #2 Discussion Post
	Sunday, July 13 <sup>th</sup>	Case #1 Discussion Response Case #2 Discussion Response Case Analysis #1 Case Analysis #2 Activity 9
<b>Week 7</b>	Thursday, July 17 <sup>th</sup>	Case #3 Discussion Post Case #4 Discussion Post
	Sunday, July 20 <sup>th</sup>	Case #3 Discussion Response Case #4 Discussion Response Case Analysis #3 Case Analysis #4 Activity 10
<b>Week 8</b>	Thursday, July 24 <sup>th</sup>	Final Discussion Post
	Sunday, July 27 <sup>th</sup>	Final Discussion Response Case analysis #5
<b>END OF SEMESTER</b>		You're done!!! Congratulations!!!

### WITC Grading Information

Letter Grade	Description	Grades Scored Between	Grade Points/Credit
A	Excellent	94.5 – 100%	4.00
A-		92.5 – 94.4%	3.67
B+		90.5 – 92.4%	3.33
B	Above Average	86.5 – 90.4%	3.00
B-		84.5 – 86.4%	2.67
C+		82.5 – 84.4%	2.33
C	Average	79.5 – 82.4%	2.00
C-		77.5 – 79.4 %	1.67
D+		75.5 – 77.4%	1.33
D	Below Average	71.5 – 75.4%	1.00
D-		69.5 – 71.4%	0.67
F	Failure	0 – 69.4%	0.00

• **Withdrawals and Dropping Courses** – Students are responsible for officially dropping classes or withdrawing from WITC if they stop attending. Refunds are issued in accordance with guidelines established by the Wisconsin Technical College System. Contact Student Services for information on how dropping/withdrawing from classes eligibility for financial aid, veteran’s benefits, academic standing, and tuition refund.

• **Final grades**—available at MyWITC – personal student portal approximately 1 week after class ends.

## **College Policies:**

College policies are in place to provide an equitable and positive learning experience for all students. College policies that specifically address classroom issues can be found in the WITC Student Handbook on the pages listed or on the web at the site: <http://www.witc.edu/academics/stuhndbk.htm>. Please familiarize yourself with the following policies and how they may impact your learning experience at WITC.

- *Accommodations for Persons with Disabilities – p. 133*
- *Accommodations for Religious Beliefs – p. 133*
- *Academic Support Services (Student Success Center) – p. 133*
- *WITC Student E-mail – p. 135*
- *Equal Opportunity Policies – p. 136*
- *Learning Commons – p. 139*
- *Safety Policies – pp. 142-143*
- *Credit for Prior Learning – p. 150*
- *Incompletes – p. 155*
- *Withdrawals and Dropping Courses – p. 156*
- *Attendance Policy – p. 165*
- *Cell Phone Policy – p. 166*
- *Student Code of Conduct – pp. 176 – 180 (esp. 1.a. on p. 177 and 24 on p. 178)*
- *Student Outside Expectations – p.*

## **Academic Integrity--Student Code of Conduct**

When students enter college, they take upon themselves certain responsibilities and obligations, including satisfactory academic performance and social behavior consistent with the lawful purposes of the college. Student conduct, therefore, is not considered in isolation within the college community but as an integral part of the education process. All students are expected to know and abide by this code of student conduct. Any student found to have committed or to have attempted to commit misconduct, as outlined in the WITC student handbook, is subject to disciplinary sanctions. Details on sanctions, appeal process, and procedures if a student violates this code are available in the student handbook and through the Student Services office.

## **Accommodations for Persons with Disabilities**

Reasonable accommodations for persons with disabilities will be made to ensure access to academic programs, activities, services, and employment in accordance with 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, and the Americans with Disabilities Act (ADA) Amendments Act of 2008. If accommodations are needed, the student should contact the campus Accommodations Specialist or WITC Affirmative Action Officer/Title IX, Section 504, and Title VII Coordinator, at 715.468.2815, 30 days in advance of needed assistance. Services available:

- Alternative testing
- Extended time
- Alternative Text
- Quiet room
- Audio Support
- Note-taking assistance
- Physical and/or mobility accommodations to classrooms

- Admissions coordination
- Assistive Technology Support
- Tutoring Coordination
- Transitioning Support

Supports and Services will be determined based off of documentation provided.

### **Netiquette**

Each member of our cyber community should expect courtesy and respect from all other members. Because it's a new and different kind of class for some of us, we may not realize it when we are rude or inconsiderate on line. There are some dos and don'ts of courteous behavior on line, called "netiquette."

Please visit the Albion Netiquette Web Site at <http://www.albion.com/netiquette/corerules.html>. Read details about "The Core Rules of Netiquette:"

- 1 Remember the human.
- 2 Adhere to the same standards of behavior online that you follow in real life.
- 3 Know where you are in cyberspace. (Adjust your behavior to fit the site or "lurk before you leap.")
- 4 Respect other people's time and bandwidth.
- 5 Make yourself look good online.
- 6 Share expert knowledge.
- 7 Help keep flame wars under control.
- 8 Respect other people's privacy.
- 9 Don't abuse your power.
- 10 Be forgiving of other people's mistakes.

The "Core Rules of Netiquette" quoted from NETIQUETTE by Virginia Shea as presented at <http://www.albion.com/netiquette/corerules.html>. Test your netiquette knowledge by completing the ten-question netiquiz. <http://www.albion.com/netiquette/netiquiz.html>

### **Online - Academic Support**

Students in online courses have access to academic support through a wide variety of services at WITC such as the Educational Technology Center (ETC), Learning Resource Center (LRC), Student Success Center, and tutoring services. Support may be accessed on the Blackboard "My Institution" page by clicking on the "Student Resources" tab in the upper right-hand corner. Access to technical support is also available on the WITC website at <http://www.witc.edu/online/resources.htm>.

### **Online - Communication**

In a cyber community, you present yourself and learn about others through written words. You don't need to be a prize-winning author or poet to successfully communicate in an online community, however you do want to present yourself in a positive light and to communicate your thoughts and ideas effectively.

The following guidelines will help you ensure that you are properly understood, get your points across effectively, avoid getting anybody annoyed, and avoid looking like a "beginner" on the net.

1. Format your posting so that it is easy to read. Use short paragraphs separated by blank lines. Don't write everything in uppercase (capital) letters. It is more difficult to read and, even worse, in an online environment it means you are SHOUTING.
2. Be brief. Plan your messages ahead so that you don't ramble.
3. Be clear. Don't use abbreviations or acronyms that others may not understand. Read your messages over before sending them.
4. Check your spelling. People will not take you seriously, no matter how brilliant your ideas, if your writing

is full of misspellings. Use your computer's Spell Check features; then read over what you have written to catch errors that Spell Check misses.

5. When you are interacting with others online, remember that things may "sound" harsh or less friendly when the reader cannot see your smile or the twinkle in your eye. Read your messages over to be sure they are diplomatic and polite.

### **Online - Creating a Learning Environment at Home**

What makes a particular setting or space a good place to learn? Think about classrooms or training rooms that have worked well for you. Chances are they provided good lighting, comfortable seating, ample workspace, good ventilation and a comfortable temperature, minimal distractions, and content-related visual or audio cues.

When you attend class in a classroom, the school and your instructor create a good learning environment. When attend class online, you need to create a good learning environment for yourself-most likely in your home. Don't underestimate the importance of your study surroundings. The time you spend creating surroundings that support learning will be well invested.

Here are some tips to help you get started:

- Select a space in which you can set up your computer (with access to your internet connection) and your tools for learning (books, papers, pencils and pens, calendar) and (if possible) leave them undisturbed between sessions.
- Keep the area well ventilated and at a temperature that works for you-cool enough so that you don't feel sleepy, but warm enough so that you are comfortable.
- Provide yourself with a comfortable desk or work chair (preferably adjustable; not an easy chair) and ample work surface (table space) at a comfortable height.
- Ensure that you have good lighting that does not cause a glare on your computer screen, but still allows you to read comfortably.
- Keep your study space as free from distractions as possible (television, distracting music, conversations, ringing phones).
- Add props to make your learning space more interesting and to help you focus on the subject matter. You might use posters, pictures, mind maps, geographic maps, drawings, charts, etc. that are related to the subject matter you are studying.
- Play music that enhances learning. Research shows that classical music written by classical composers such as Bach, Brahms, Handel, Mozart, Vivaldi, Mendelssohn, Haydn, Tchaikovsky, and Corelli, can enhance the ability of many students to concentrate and think. You can purchase classical music CDs or tapes very reasonably at any music store, many book story chains, and online.
- Have fresh drinking water and nutritious snacks nearby.

### **Online - Student Support Services**

Students in online courses have access to complete student support services. Support may be accessed on the Blackboard "My Institution" page by clicking on either the "Help" or "Student Resources" tab in the upper right-hand corner. Access to student support services is also available on the WITC website at <http://www.witc.edu/online/sos.htm>.

### **Online - Technical Expectations**

As an online student, you are expected to execute the technical skills needed to succeed in the online learning environment which include but are not limited to

1. Navigating the Blackboard management system
2. Using email with attachments
3. Creating and submitting files

### **Online - Technical Support**

Students in online courses have access to technical support 24/7. Support may be accessed on the Blackboard "My Institution" page by clicking on the "Help" tab in the upper right-hand corner. Access to technical support is also available on the WITC website at <http://www.witc.edu/currentstudents/blackboard.htm>.

### **WITC Learning Commons**

All WITC students can get help improving their grades and technology skills by visiting The Learning Commons. The Learning Commons is your one-stop shop that connects the Learning Resource Center, the Educational Technology Center, and the Student Success Center.

- The Student Success Center offers academic support services such as free peer tutoring, workshops, and faculty assistance in improving basic skills in reading, writing, and math.
- The Educational Technology Center offers staffed open computer labs where you can access not only the hardware and software, but also the expertise you need to succeed.
- The Learning Resource Center is your answer place containing books, journals/magazine and audio visual materials. Ask one of the friendly LRC staff which center will provide you with the support you need.
- Find hours and contact information for the Learning Commons at [www.witc.edu/commons](http://www.witc.edu/commons)