# **Facilitator’s Guide for PHIL 210**

This guide will give you an overview of the course, including the syllabus, suggested facilitation strategies for synchronous sessions, and instructor notes. Please also review the course contents in Moodle. All assignments and learning activities for each unit are explained in detail, and this guide is meant to supplement the information found in the Moodle course.

Before you begin, read through the Course Introduction in Moodle, including the course description, learning outcomes, and assessment overview.

# **Course Format**

PHIL 210 is a self-paced, asynchronous course, which means the entire course content will be delivered through the Moodle site. In a self-paced course, learners must experience, reflect, theorise and test new knowledge in order to learn, and then practice evaluative judgement, in which they assess the quality of their own work. Learners need to engage critically with course content and build research skills and writing skills in order to successfully complete the assessment in this course. Learners are encouraged to submit assignments by weeks 2, 4, and 6, as well as participate in ungraded discussion forums and self-check quizzes. The online setting is well designed for the self-motivated learner who can manage their own time effectively. Students are also encouraged to participate in the Online Learning Hub led by TWU Facilitators. These are key sessions that will involve learning activities in preparation for the assessment in GX courses.

# **Assessment**

# **Graded Assignments**

**Please see the Assessment tab for more details.** Here is a brief overview:

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| **Assignment** | **Value** | **Connection to SLOs** |
| Reflective Journal | 30% | 1, 5, 6 |
| Ethics Committee Responses | 30% | 1, 2, 3, 5 |
| Partner Project Presentation | 40% | 1, 2, 3, 4, 5 |
| Total | 100 |  |

## Assignment 1: Reflective Journal (30% of total grade)

For the reflective journal, base your comments around a few key ideas from the course text reading of Units 1 & 2 and follow these steps:

* First pick out and explain 1-2 key ideas (terms, concepts, analogies, viewpoints) expressed in the text, etc. Show you understand them.
* Second, concisely state the ethical question related to one of these concepts.
* Third, give your own reflections on them. Here are some suggestions for how to do that:
  + Which viewpoint do you agree with? Why? Give at least one reason for your view.
  + Do you find the issue especially. difficult, or quite straightforward? Why?
  + Do you have any experiences which might provide guidance for you in working through the ethical questions in the text?

**Length:** 250 – 300 words in length.

## Assignment 2: Ethics Committee Responses (15 x 2 = 30%)

Throughout this course, you will work with a group of your peers (groups of 4-5), assuming the role of an Ethics Committee. This committee will meet two times throughout the course to discuss issues and then create a summary report, for a total of 2 Ethics Committee Responses.

Group members work together to produce their report; it is one report created by each group. Read the relevant pages for the unit and then discuss as a group the issue in the reading. Then follow this basic structure for your report:

1. Begin by **stating concisely the ethical issue, question, dilemma, or case** you are addressing as a committee. A case study will be assigned to you by the course facilitator. You will respond to the question in each case study for this assignment. Suggested wording to begin your report is the following: “The issue we are addressing in this report is. . .”
2. Then give a brief **explanation of the case** to show you understand it.
3. Then state **your recommendation AS A COMMITTEE**. Do not use “I” in this report. Use “we” since the report is the recommendation of the whole committee after discussing it.
4. Concisely state **WHY you recommend this**. “We recommend this course of action because ...” If possible, connect your recommendation to one of the ethical approaches covered in the course text.

Each report is worth 15%, for a total of 30% of your course grade. You will complete an Ethics Committee Response for Units 3 and 4.

Length: 350-500 words.

## Assignment 3: Partner Presentation Project (40%)

For this presentation, you and one other student will prepare a 10–12-minute video in which you will address one of the ethical issues covered in the course.

Please note that this is an argumentative project and not simply a discussion project. Your presentation should be 12-15 minutes in length and include the following elements:

● Explanation of the ethical dilemma you will address,

● Background information to educate your audience on this issue,

● Definitions of key terms related to your issue,

● Thesis statement which sets out the viewpoint you will argue for,

● Supporting arguments for your viewpoint,

● Response to at least one objection to your viewpoint.

**Presentations are visual representations of ideas, concepts, innovations, plans, or solutions. As such they need to be appealing to keep the interest of the audience. In order to produce good presentations, the following key factors should be considered:**

1. Presentations should not be read from a paper. Writing a technical report or paper is a different medium of communication than presenting orally. The goal of a presentation is to get a few key points across to an audience, not to overwhelm people with details.
2. Presentations must be visually appealing. Interspersing pictures, video, graphics, charts, tables all help to keep the listener engaged in the presentation.
3. Presentations must be succinct. It is wise to economize your words and make each point as concisely and clearly as possible.
4. Presentations must be compelling through story. Try to present in such a way that your class colleagues will connect to the issue, problem, solution or opportunity that you are presenting.
5. Both presenters should be involved in the presentation. You are encouraged to go through your presentation one or two times before presenting it to the class.

**GRADING CRITERIA FOR PARTNER PRESENTATION**

The six required elements of the presentation mentioned above are the following:

● Explanation of the ethical dilemma you will address,

● Background information to educate your audience on this issue,

● Definitions of key terms related to your issue,

● Thesis statement which sets out the viewpoint you will argue for,

● Supporting arguments for your viewpoint,

● Response to at least one objection to your viewpoint.

**Grade A:** All 6 required elements are included and are presented with excellence.

Grade B: All 6 required elements are included and there is room for minor improvements in 2 or more of them.

Grade C: 1 required element is missing and/or there is room for substantial improvements in 2 or more of them.

Grade D: 2 or more required elements are missing and/or there is room for substantial improvements in 3 or more of them.

Grade F: 3 or more required elements are missing and/or there is room for substantial improvements in the material that is presented.

**Assignment Submission**

Partner Project will be presented on Unit 5 & 6 in the lab session

# **Units Notes**

The following pages provide key information for the units (schedules, activity instructions, etc). Anything not discussed here is explicitly written in Moodle.

## Course Schedule:

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| --- | --- | --- |
| **Unit Topics** | **Reading List** | **Assessment** |
| **Unit 1:** Foundational Moral Concepts and the Nature of Moral Inquiry | Ch.1-4: *An Introduction to Moral Philosophy*. |  |
| **Unit 2:** Why Be Moral? | Ch.6-7: *An Introduction to Moral Philosophy*. | Reflective Journal due (30%) |
| **Unit 3:** Free Speech and its Limits | Pp: 252-278: *Readings in Moral Philosophy*. | 1st Ethics Committee Report (15%) |
| **Unit 4:** Sexual Morality | Pp: 293-328: *Readings in Moral Philosophy*. | 2nd Ethics Committee Report (15%) |
| **Unit 5:** Animal Rights | Pp: 426-443: *Readings in Moral Philosophy*. | Partner Project due (40%) |
| **Unit 6:** The Ethics of Torture and Terrorism | Pp: 488-511: *Readings in Moral Philosophy*. | Partner Project due (40%) |

## For All Units:

Read the Unit overviews, unit learning outcomes, topics, activity checklists, and assessments in Moodle to familiarize yourself with student workload expectations.

|  |  |  |
| --- | --- | --- |
| **Session 1** | **PHIL 210: Setting goals for academic success** | |
| **Student Learning Outcome** | At the end of this lesson, students will be able to:   * Understand the importance of setting goals to succeed academically. * Discover their unique motivation to learn. * Develop personal goals and strategies to complete PHIL 210 course | |
| **Before the Facilitation Session** | **This facilitation session is about 90-minutes long.**   1. Welcome and introduction. 2. Ask learners to write where they are from and where they are connecting from on the chat. 3. Explain the Labs duration and one-on-one sessions. 4. Provide a brief overview of the session outline, including the lesson’s outcomes and learning activities. | |
| **Ice Breaker** | One of the ways to incorporate an inclusive facilitation approach is to integrate relationship-building activities, thus fostering the development of a sense of community among students (Samuels, 2018).  This activity allows participants to know one another by learning fascinating facts about their peers in a small-group setting. | **Activity Description**  **Truth and Lie** (Campbell, 2016):  Divide the participants into groups of four people. Instruct them to write down two truths and one lie about themselves. The lie should be believable to some extent. Then, one at a time, they will read the truths and lie in random order. When finished, the team should discuss what they think are truths and lies (5 min). |
| **Course Introduction** | 1. Show students how to access the course in Moodle (60 min). 2. Syllabus:    1. Course Schedule    2. Assignments’ rubrics and due dates    3. Assignment submission 3. 3. Group Work Sign-up Sheets    1. Ethics Committee    2. Partner Project Presentation 4. 4. Writing Center:    1. Appointments    2. Grammarly | |
| **Introduction** | How do you call a soccer game with no goals? (pointless)  What is a game with no clear directions called? (a waste of time)  How would you call a bus with no clear destination? (lost)  As you start your journey this semester, I encourage you to have clear goals to achieve your destination.  Now, (show the “journey” picture in the PPT slide) sometimes we make plans, and we wish it would look like this (smooth path). However, it looks like this (bumpy pathway). | |
| **Learning Activity 1** | Briefly explain the learning activity.  **1-2-4-All** (Lipmanowicz & McCandless, n.d.):  Show Students the “Bumpy Road Picture” on the PPT slide.   1. Start by asking the following question: W*hat strategies can you think of to help you push through amid discouraging situations, such as receiving low grades, missing an assignment due date, and so on?* 2. Each student begins by quietly reflecting on the questions (2 min). 3. Then, pair the students to build on the ideas from their self-reflection (3 min). 4. Create groups of four and allow the participants to develop ideas from the solutions discussed in pairs (5 min).   Use the “Wheel of Names” (<https://wheelofnames.com/>) to randomly select groups to give feedback on their answers and experience (5 min). Discuss the activity with the group (7 min). | |
| **Unit 1** | **Unit 1: The Nature of Moral Inquiry** | |
| **Check-in and Icebreaker** | What is your favourite Breakfast and why? | |
| **Unit 1 Introduction to Worldview** | What is a worldview?  Sire (2015) explains this relationship between our conscious and subconscious minds as follows: “We think with our worldview and because of our worldview, not about our worldview” (p. 143). Hence, a worldview is like a pair of glasses we subconsciously wear, colouring, shaping, and directing how we see and interact with the world.   * What are the elements forming our worldview? * How can a person’s worldview influence their morality? | |
| **Learning Activity 1:**  **Defining Terms** | Do an online search and find a picture, or a slide, or create a table that explains the definition of:  Group1: metaethics and normative ethics.  Group2: cultural relativism and moral objectivism.  Group3: applied ethics and moral intuition | |
| **Learning Activity 2:**  **Explain some unique features of moral discourse** | Play the Video:<https://www.youtube.com/watch?v=FOoffXFpAlU&t=9s>   * Did the Burglar do a good thing? * Is he a hero for saving the woman’s life even though he did not intend to help her? * Should he be arrested even though he did not steal anything? | |
| **Unit 2** | **Unit 2: Why Be Moral?** | |
| **Check-in and Icebreaker** | If money was not an issue, where would you be right now? | |
| **Introduction Unit 2** | Suppose you learn that a colleague at work is overcharging for certain items and pocketing the difference. You, being an honest and loyal employee, immediately take him aside and urge him to stop, reminding him that his actions are harmful to the company and against policies and immoral. To your surprise, your colleague answers, “What I’m doing is harmless. The company is big enough that no one will even notice. I agree it’s immoral, but why should I care about being moral?” **How would you respond to this pointed question?** | |
| **Activity 1**  **(Topic 1)** | Watch the [Egoism Video](https://www.youtube.com/watch?v=jpHggd-3_rM&t=4s) in Topic 1. Discuss the video (25 min)  Arrange the students into groups of 3 or 4 to discuss the “Wallet Case Study” in topic 1.  Students will present a 3-minute presentation on their conclusions. | |
| **Activity 2** | Plato’s Ring of Gyges:<https://www.youtube.com/watch?v=oZ21P2csEV0> (20 min)  Class discussion Questions:   * What would you do if you had a ring that made you invisible? * If we all had a ring of Gyges, what would happen? * Do you think Plato is right, that we are good only because we are afraid of getting caught? * Do people want to be good, or are they only good because they will get something out of it, like the approval of their parents or some other reward? * What is the difference between someone who is morally good and someone who is not? | |
| **To-Do Reminders** | Submit the Reflective Journal on Moodle by the end of week 2. | |
| **Unit 3** | **Unit 3: Free Speech and its Limits** | |
| **Check-in and Icebreaker** | Name two items you would bring if you were stranded on a desert island (10 min). | |
| **In-Class Assignment** | Unit 5 – Group discussions (25 min) | |
| **Group Activity**  **(Topic 2)** | **Activity: Controversial Speaker Case Study**  In your groups, read and analyze the following case study.  A controversial person is coming to your community planning to give a public lecture in the community hall. The event, which has been widely publicized, has drawn protests from those who are petitioning the organizers to cancel the event. They argue that this speaker’s views are offensive and should be neither tolerated nor publicly expressed. From the course readings:   1. Give examples of controversial topics. 2. How would John Stuart Mill respond if he were one of the organizers? 3. Explain why you believe he would respond this way. Do you agree with him? Why or why not? | |
| **Ethics Committee Assignment Feedback** | Submission of the **first** Ethical Committee Report. Meet with groups and give general feedback. | |
| **Unit 4** | **Unit 4: Sexual Morality** | |
| **Check-in and Icebreaker** | What is your favourite dessert? | |
| **In-Class Assignment** | Unit 6 – Group discussions (25 min) | |
| **Group Activity**  **(Topic 3)** | Group Activity: Stuck in the Middle Case Study  A long-time friend phones you and tells you she was raped on a date with another friend last night. When you call the other friend, he is shocked to hear she is using the term rape. He claims she led him on, and he thought she was “into it.” After all, they had been drinking and touching throughout the evening at her place. Even though she seemed reluctant at one point, in the end, she went along with it. It so happens that you have just completed the course reading for this unit, so that you might be thinking of the complexities of the situation and the individual perspectives of both people.  What questions arise? What questions should the people involved be asking themselves? What are bound to be the most difficult complicating factors in this discussion? | |
| **To-Do & Reminders** | Submission of the **second** Ethical Committee Report. Meet with groups and give general feedback. | |
| **Unit 5** | **Unit 5: Animal Rights** | |
| **Check-in and Icebreaker** | What is your favourite vacation spot? | |
| **In-Class Assignment** | Unit 7 – Group discussions (25 min) | |
| **Group Activity** | Group Discussion: Which theory of moral status seems more plausible to you?   1. Only humans have moral status. 2. Only sentient animals have moral status. 3. All living organisms have moral status.   Next, discuss the following: What habits and behaviours do you need to change based on your view? | |
| **To-Do & Reminders** | Partner Project Presentation (40%)   * Send me the link to the Video * Remember to follow the feedback the professor gave in the previous assignment. | |
| **Unit 6** | **Unit 6: The Ethics of Torture and Terrorism** | |
| **Check-in and Icebreaker** | If we visit your country, tell us one thing we must do. | |
| **In-Class Assignment** | Unit 9 – Presentations and group discussions (25 min) | |
| **Group Activity** | Is it right to torture someone?  Imagine you are a detective in a crowded city and just received information that a bomb was placed somewhere in the city. There is one person who knows where the bomb is located, but that person is not willing to share the information. Your superiors are pressurizing youse torture to extract the information you need.  1. What would you do?  2. Which philosophical view do you support?  3. Is there a situation where torturing someone can be morally permissible? | |
| **To-Do & Reminders** | Partner Project Presentation (40%)   * Send me the link to the Video * Remember to follow the feedback the professor gave in the previous assignment. | |