



Course:	Ethics	Pre-Requisites:	None
Instructor:	Mr. Nick Luppino		
School Year:	Fall 2021	Grade Level:	12
Length:	One Semester Only		

Contact Information and Office Hours:

Email Address: Nick.Luppino@jesuithighschool.org
Office Hours: During Tuesday's "Community" period in JG104.

Course Description:

While Ethics is the branch of philosophy and theology that focuses mainly on human acts, Ethics is incomplete if it narrows itself too tightly on human activity. Ethics is set in a greater context, a context that includes an understanding of the human person, his nature, and his final end. This course, then, is designed to introduce students to the large and nuanced vision that Ethics seeks to understand; it is a vision that has as its sources the fruits of reason and revelation. And, though Ethics belongs proximately to the discipline of philosophy, it ultimately resides in the discipline of theology, for the ethicist seeks the 'fullness of truth' so that it may enlighten all human actions, dynamically.

Major Standards: Theology Department Content Standards

- **1.6. HUMAN NATURE** Student can understand and respond to the perspective that freeing ourselves to love brings true human fulfillment and wholeness.
- **1.10. MORAL COMPASS** Student can assess his moral direction: whether his actions are directed toward self-satisfaction, darkness, slavery to sin or instead directed toward freedom, love and openness to the needs of others.
- **3.16 THE CROSS** Student can understand and respond to the reality of the suffering and death of Christ as the model of self-sacrificial love that suffers.
- **4.21 FREEDOM** Student can understand what it means to be truly free.

Textbook to Purchase:

- *In the Beginning* by Joseph Ratzinger (paperback edition only)
[ISBN: 9780802841063](https://www.amazon.com/dp/9780802841063)

Required Materials:

- 1 Composition Notebook
- A few blue or black pens, at least 1 red pen, a couple of pencils
- ½ to 1” three-ring binder
- A set of at least 4 binder dividers
- A fully charged BYOD-program-approved device (with keyboard)
- Headphones that connect to your device

Major Learning Activities:

- Freewriting, analytical/close reading of narrative and informational texts, Socratic questioning and seminars, retrieval practice, writing objective summaries/explanations, analytical and personal response essays, formal knowledge-based quizzes, peer-review, critical viewing of films, Ignatian Contemplation.

Student Responsibilities/Expectations:

- Always seek a deeper understanding.
- Ask questions in abundance.
- Be attentive and ready to work when the class begins.
- Bring the required materials with you to class every day.
- Always show respect for your classmates and instructor.
- Work only on course-related material during class.
- No eating or drinking during class. Gum is not allowed.
- *You must adhere to all rules set forth in the Student-Parent Handbook.*

Technology Policy:

No student may use any electronic device unless he has received permission from me. Such permission will be accompanied by specific instructions on the appropriate use of the technology as it relates to the class material. Therefore, at the beginning of class, do not open or use your devices until I direct you to do so; furthermore, at no time should you be using your devices to check email, look at sports scores, play games, or send messages to friends during class. Failure to adhere to these rules will result in JUG or in the confiscation of your device.

If we are ever forced to go into **Remote Learning**, additional requirements and expectations will be added to this technology policy. Policy changes will be determined based on the needs and requirements demanded by the situation, which is unknown to me now.

Course Information:

- By approximately 4pm every afternoon, I will post a reminder of the day's assignments on Google Classroom.
- Most course handouts will be accessible on *Google Classroom*.
- Additionally, students **MUST** use their school email account when corresponding with me and when accessing our course tech.

Course Binder:

Possessing a course binder is MANDATORY. You will receive a number of handouts this year, and if you are missing a document when I ask you to produce it, I will consider you unprepared for class. I suggest you organize your binder as follows: label your dividers in this order: "Course Info," "Course Readings," "Assessments," and "Misc." Date all handouts (course readings, exams/quizzes, essays ...) and file them in reversed chronological order.

Grading Policy:

Summative Assessments are high stakes assessments designed to evaluate student understanding and learning at the end of a unit. In this course, Summative Assessments will consist of a series of formal 2-page analytical essays. I will assign 2-3 essays of this kind this semester. They are to be typed and formatted strictly following specific guidelines. We will discuss the guidelines and additional requirements when I assign the first essay. Along with the semester final, these concise but extremely well-developed essays are the major assessments for the semester.

Formative Assessments are low to moderate stakes assessments that are designed to give me a minute-by-minute, day-to-day, or week-by-week insight into student understanding during instruction or within a unit. **Low Stake** Formative Assessments include daily homework assignments and your effortful engagement in daily learning activities which typically include daily freewriting, informal retrieval practice, in-class discussions, and other in-class check-ins. Low stake assessments are usually graded on a completed/not-completed grading rubrics. **Moderate Stake** Formative Assessments include formal retrieval practice ("Quizzes"), Socratic seminars, completion of mini-projects, peer-review activities, and any other activity labelled "Moderate Stake" in Google Classroom. Moderate stake assessments are graded on a standard grading rubric (see "Grade Scale" section).

<u>Graded Work</u>	<u>Value</u>	<u>Frequency (approximations)</u>
Summative Assessments	40%	2 – 3 for the semester
Formative Assessments	40%	Daily – Weekly – Bi-Weekly
Semester Final	20%	Once, at the end of the semester

Posting of Summative Assessments:

Formal essays are the *High Stake Assessments* in this course. When it is time to turn in a formal essay, you will turn it in to me in three places: 1) Submit it in Google Classroom; 2) Submit it to Turnitin.com; 3) Turn in a Hard Copy to me in class. All three mediums should have the exact same essay. See the plagiarism policy below for additional information. Plagiarism on any assignment for the course will always result in a "0" grade for the assignment and receiving a "0" on a *High Stakes Assessment* will severely harm your grade.

Grade Scale:

Description of **“B” LEVEL WORK:** You have completed your writing assignments on schedule, reflected thoughtfully on the subject and prompts, organized your thoughts, expressed your insight and reasoning clearly, and supported your ideas with good evidence. The work is sound and provides evidence of reflection and learning at a consistent, competent level.

“A” LEVEL WORK: In addition to meeting the requirements and expectations for a B, you demonstrate exceptional engagement and a deep, carefully developed insight. Beyond just answering the prompt, your engagement of the assignment demonstrates an authentic and personal desire to enhance your understanding of the material, resulting in an insight that clearly expresses your particular point-of-view. Intellectual and Spiritual excellence is evidenced by real, authentic, and honest growth.

“C” LEVEL WORK: Some element(s) have held your work back from meeting general requirements or expectations. These may include any combination of the following: persistent lateness, superficial analysis, skimpy development, unclear conclusions and/or reasons, incorrect work, sloppy work, or incomplete work. Overall, a C results from work demonstrating a lack of participation, engagement, or evidence of learning.

Below “C” LEVEL WORK: Work is missing, delinquent, or shows little to no evidence of effort or learning. Work at this level results from not engaging honestly and wholly with material and experiences at the core of this class, and as such, is not deserving of credit.

Grade Scale by Percentages:

97-100%	A+	87-89%	B+	77-79%	C+	66-69%	D+
93-96%	A	83-86%	B	73-76%	C	63-65%	D
90-92%	A-	80-82%	B-	70-72%	C-	60-62%	D-
						59-0%	F

Questions about Grades:

If at any time you have a question regarding your grade in the class, please schedule an appointment with me during office hours. Class time is not an appropriate time to discuss individual student grades. NOTE: If you do schedule an appointment with me, you must bring your composition book with you to the meeting, even if you do not think your question relates to your work in your composition book. We will reschedule the appointment if you do not have your comp-book available at our meeting.

Student Absences:

If an absence occurs due to illness, a school-related event, or personal business, you are responsible for looking up daily assignments on Google Classroom or checking with a fellow student. If you are absent for an extended time, please email me to setup a Zoom session where we will create a specific plan for you.

If a *daily homework* assignment is due on the day of your *excused* absence, the work must be turned in the next time class meets and will not be assessed a penalty. It is your responsibility to show me the work on the first day of your return. If you do not, then refer to the late work policy in this syllabus.

If you are absent on the day a *Summative Assessment* is due, turn it in electronically on Google Classroom + Turnitin.com. Turn in the hard copy at the next class meeting.

Late Work Policy:

Late work will not be accepted for full credit.

In the case of Low stake formative assessments, I typically will NOT accept late work. For instance, most daily homework assignments are timely, meaning they are meant to help you understand some idea at a specific time and place in the course in order to help you with the next class day's concepts. Once the timeliness of the assignment has past, your completion of that work may not be fruitful for you any longer. Check with me on an assignment-by-assignment basis to see if I will accept late work for partial credit.

In the case of Moderate stake formative assessments, late work that does not have a small group or timeliness requirement will OFTEN be accepted for partial credit. Check with me on an assignment-by-assignment basis to see what will be accepted.

If I allow you to turn in a Low or Moderate Stake assignment late for partial credit, it will have to be turned in before the end of a unit. Once we move to another unit, I will NO longer accept late work for partial credit. In other words, once the formal due date for the Summative Assessment of a unit has passed, no work from that unit will be accepted.

NOTE: **you must notify me, via email**, once you've submitted a late assignment; otherwise, it will not be recorded.

In the case of Summative Assessments, overdue assignments will not be accepted beyond *2 weeks* and will be ineligible to receive a grader higher than a B- (80%).

Extra Credit Policy:

Extra credit assignments will not be offered in this class.

Miscellaneous:

The course utilizes films and documentaries in order to demonstrate key course concepts. Films that we may watch will be chosen from the following: *A Serious Man* (R), *The Dark Knight* Trilogy (PG-13), *Gran Torino* (R), *I Am Not Your Negro* (PG-13), *The Tree of Life* (PG-13), *The Truman Show* (PG), and episodes from the original *Twilight Zone*. I may include additional films and short videos if the need arises. If you have any questions or concerns regarding my use of film or about anything else mentioned in the syllabus, please email me at Nick.Luppino@JesuitHighSchool.org.

COVID-Specific Note:

As a class, we need follow the school's COVID-19 mitigation rules and expectations as they are written now and including any updates that the school may be required to make in the future.

The learning activities I design will often move us outside during the class period, so we will be able to leave the room to get fresh air often. If you need additional outside air breaks, please talk with me and we will figure out how to make it so.

If you miss class because of a COVID related illness or symptom, email me when you are able and we will setup a Zoom call to create an individualized learning plan for you.

Academic Integrity:

Every Jesuit High School student is encouraged to use his intellectual talents to the best of his ability. The personal development of each student, however, is deemed more important than the achievement of academic success. Personal integrity is essential for building community and promoting social justice.

To cheat or to enable another student to cheat is to act dishonestly or in violation of established rules, procedures or codes of conduct. In an academic environment, there are three principal forms of cheating: (1) violating the procedures of a test or assignment; (2) plagiarizing; and (3) enabling another student to cheat.

The second category, plagiarizing, pertains to the rights of intellectual property, the ownership of the content and form of one's intellectual expression.

Plagiarism is the appropriation of another's ideas (content) and/or language (form), in part or in whole, without the necessary assignment of credit.

Plagiarism includes copying homework or labs and quoting, paraphrasing, or summarizing another's written work (including sources off the Internet) or oral statements without proper citation.

Students who are cheating, or enabling another to violate academic integrity (e.g., plagiarizing a paper, copying homework, violating testing procedures, or cheating on a quiz or exam) or are involved in academic dishonesty or forgery, will be referred to the Dean of Students.

Penalties may include a loss of credit for the assignment in question, a failing grade for the paper, test or examination in question, disciplinary action up to and including suspension or dismissal if the severity of the infraction is deemed by the Principal to be egregious.

The Dean will notify the student's Counselor and parents and determine appropriate punishment, which may include detention, suspension, disciplinary probation, or expulsion, depending on the severity of the offense

Class Contract for Ethics:

Students: By signing this contract, you are saying that you read the syllabus in full, you understand the expectations of this course, and you will work to the best of your abilities to achieve course objectives.

Student's Name (printed):

Student's Signature:

Parents | Guardians: By signing this syllabus, you are saying that you have read the course syllabus in full, consent to its policies and content, and understand the expectations it places on your son.

Parent's | Guardian's Name (printed):

Parent's | Guardian's Signature:

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	Office Hours:	During Tuesday's Community period in JG104.