I. Course Information

Course: PHIL 3180 - Biomedical Ethics  
Semester Credit Hours: 3.0
Course CRN and Section: 20551 - NW1
Semester and Year: Fall 2017
Course Start and End Dates: 08/21/2017 - 12/10/2017
Building and Room: Online Venue - BLACKBOARD

II. Instructor Information

Professor: Dr. Ben Mulvey
Email: mulvey@nova.edu
Phone: 954-262-8214
Office Hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF</td>
<td>11:00am - 12:00pm</td>
<td>MH 221</td>
</tr>
<tr>
<td>MWF</td>
<td>1:00pm - 2:00pm</td>
<td>MH 221</td>
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</tbody>
</table>

or by appointment.

III. Class Schedule and Location

<table>
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<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Building/Room</th>
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<tbody>
<tr>
<td></td>
<td>08/21/2017 - 12/10/2017</td>
<td>On-line Course</td>
<td>Online Venue-BLACKBOARD</td>
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IV. Course Description

This course provides an introduction to moral reasoning through a philosophical examination of major problems in biomedical ethics, such as abortion, euthanasia, allocation of resources, medical experimentation, genetic engineering, confidentiality, among others. Students will be introduced to the idea that ethical problems are largely a matter of reason; that progress toward solutions can be gained through an application of normative ethical (philosophical) theory. Prerequisite: COMP 2000, COMP 2010 or COMP 2020 or COMP 2000H. Frequency: Every Fall and Winter.
V. Learning Outcomes
1) Identify when the moral assessment of a situation is called by recognizing ethical issues specific to the context of biomedicine/health care (i.e., can distinguish claims of fact from claims of value in biomedicine/health care contexts).
2) Apply abstract concepts (normative ethical theories and principles) consistently and coherently to real-life situations.
3) Evaluate reasons used to support moral decisions.
4) Explain how one's behavior has an impact on others.
5) Demonstrate tolerance for disagreement by taking account of and respecting points of view other than their own.

VI. Materials and Resources
Book Url: NSU Book Store
Section Required Texts and Material:


VII. Course Requirements
Your performance in this course is based upon the following criteria:
Online Discussion Board: At least nine discussion questions will be posted in the discussion section of BLACKBOARD. Each discussion link will be available for your access usually for at least 4 days. Students are required to make substantial contributions to these discussions. Students' contributions to the discussion element of the course will be evaluated according to the quality of their postings. Postings will be assessed as either satisfactory or unsatisfactory. A satisfactory posting must respond to the relevant issue. Personal anecdotes are of little value. A cumulative grade (A through F) will be awarded for this portion of the final course grade. Although I may participate in these discussions, the point of the exercise is primarily the exchange of ideas among the students. Discussions should be limited to the philosophical topics at hand - this is not an occasion to promote ideas that are not related to the content of the course. In addition, students should refrain from personal attacks and remain focused on the arguments - not the authors of the arguments. Postings will not be accepted after the deadline for any reason.

If you experience problems accessing or using any part of BLACKBOARD you should contact the Help Desk at 954.262.4357, or 800-541-NOVA (ext. 4357). Please do not contact the instructor about technological problems.

Essays/Exams: There will be four essays required of about 500 words each. Specific topics will be distributed to the class approximately one week prior to each due date.

VIII. Course Schedule and Topic Outline
Class schedule subject to modification, but not without prior notification.

Course Schedule:
Note: You will not find here a schedule of readings from Vaughn's Writing Philosophy. I suggest you read this book thoroughly (from cover to cover) as soon as you can. Then keep it handy as a reference guide to consult as you write your essays. I will expect that you have mastered the writing skills and conventions (and avoid the mistakes) discussed in that book. Of course, I will address any questions about this book that you may have.

Week 1: Philosophy, Ethics, Bioethics
For the week of Monday, August 21, read:
- Chapter 1: “What is Ethics?”
Week 2: A Theoretical-Ethical Approach
For the week of Monday, August 28, read:
- Chapter 2: “Prudence and Living a Good Life”

Week 3: Hurricane

Week 4: Hurricane

Week 5: Self-Decision-Making
For the week of Monday, September 18, read:
- Chapter 3: “The Language of Health Care Ethics”
- Chapter 4: “Making Health Care Decisions”

Week 6: Other-Decision-Making
For the week of Monday, September 25, read:
- Chapter 5: “Deciding for Others”
  Essay #1 due, Sunday, October 1, 12:00 noon!

Week 7: What is Death?
For the week of Monday, October 2, read:
- Chapter 6: “Determining Life and Death”

Week 8: Mid-Term Exam Week
For the week of Monday, October 9:
  Mid-Term essay due Sunday, October 15, 12:00 noon!

Week 9: Life-Sustaining Treatments
For the week of Monday, October 16, read:
- Chapter 7: Life-Sustaining Treatments

Week 10: Resuscitation
For the week of Monday, October 23, read:
- Chapter 8: “Cardiopulmonary Resuscitation”

Week 11: Food and Water
For the week of Monday, October 30, read:
- Chapter 9: “Medical Nutrition and Hydration”

Week 12: Kids
For the week of Monday, November 6, read:
- Chapter 12: “Infants and Children”

Week 13: Euthanasia
For the week of Monday, November 13, read:
- Chapter 13: “Euthanasia and Physician-Assisted Suicide”
  Essay 2 due, Sunday, November 19, 12:00 noon!

Week 14: Research
For the week of Monday, November 20, read:
IX. Instructional Methods

Email: The instructor relies on email (i.e., NSU email, not Blackboard) as a common mode of communication with individual students and with the class as a whole. Thus, students are responsible for checking their NSU email regularly. The instructor normally addresses NSU email only during normal business hours (9:00am-5:00pm, Monday -Friday). Please see NSU email policy below.

X. Assignments

Below are the assignments required in this course as well as associated rubrics:

Online Discussion Board: At least nine discussion questions will be posted in the discussion section of BLACKBOARD. Each discussion link will be available for your access usually for at least 4 days. Students are required to make substantial contributions to these discussions. Students' contributions to the discussion element of the course will be evaluated according to the quality of their postings. Postings will be assessed as either satisfactory or unsatisfactory. A satisfactory posting must respond to the relevant issue. Personal anecdotes are of little value. A cumulative grade (A through F) will be awarded for this portion of the final course grade. Although I may participate in these discussions, the point of the exercise is primarily the exchange of ideas among the students. Discussions should be limited to the philosophical topics at hand - this is not an occasion to promote ideas that are not related to the content of the course. In addition, students should refrain from personal attacks and remain focused on the arguments - not the authors of the arguments. Postings will not be accepted after the deadline for any reason.

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Essays/Exams: There will be four essays required of about 500 words each. Specific topics will be distributed to the class approximately one week prior to each due date.

General Essay Grading Standards*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>The essay is an excellent piece of writing. It presents a focused thesis (stated succinctly) that is clearly supported throughout the essay. It is structurally sound, with smooth and apt transitions between sentences and paragraphs. The essay logically moves toward its stated purpose, and is appropriate in language and style for its audience. The writing is clear and controlled, and the language is often sophisticated, effective, and interesting. The essay is original, forceful, and compelling. It represents course-related concepts, works, and authors accurately. It is free of spelling, typographic, citation, and/or other grammatical errors.</td>
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</table>
The B essay is a good piece of writing. It clearly and adequately presents a thesis (stated succinctly) that is almost completely supported throughout the essay. The language is effective. The essay is clear, focused, and mostly free of spelling, typographic, citation, and/or grammatical errors. It generally represents course-related concepts, works, and authors accurately. It may contain shortcomings, such as occasional monotony in expression, lack of originality, ambiguity in purpose, citation errors, or some lack of precision and economy in use of words.

The C essay is a satisfactory or fair piece of writing. It meets only the minimum requirements of the assignment. If there is a thesis, it is usually not well stated, either too broad or too narrow, unclear, not easily discernible, or not adequately supported throughout the essay. There are likely transitional flaws. Language is generally adequate, but flawed with awkwardness and/or imprecision. There are likely spelling, typographic, citation, and/or grammatical errors throughout. There are likely misrepresentations of some course-related concepts, works, and authors. It may not adequately support its claims or it may rely on predictable arguments and obvious support or hasty generalization. It lacks originality, significant purpose, or development.

The D essay is a marginal piece of writing relative to college standards. It may partially address the assignment, but lacks any expected insight as to the goal of the essay. Frequently, its writer has not understood the assignment and therefore does not address or respond to a definite purpose. It may express a thesis, but it is likely inappropriate for the assignment. Paragraphs do not exhibit coherent organization or development. The language of the essay is flawed. It likely contains some of these problems: monotonous sentence patterns, imprecise use of words, rambling organization, and repetition of ideas. Sentences are poorly constructed, and spelling, typographic, citation, and/or grammatical errors appear frequently. There are likely misrepresentations of some course-related concepts, works, and authors.

The F essay is an unacceptable piece of writing. It has a multitude of flaws. It may have no thesis or support. There may be flaws of organization and development. It likely includes an unacceptable number of spelling, typographic, and/or grammatical errors. The essay shows no real understanding of the assignment. An essay that receives a failing grade does not automatically mean a failing grade in the course. It does mean, however, that performance on the particular assignment is markedly below college standards and that prompt improvement needs to be made.

*Although this may help contextualize the grades you receive on essays in this class, I caution that these standards offer very general guidelines and each essay offers unique combinations of strengths and weaknesses.

XI. Grading Criteria

Your final grade is determined by your performance on a number of different tasks:

**Final Grade:**

**Discussion Grade:** You will receive one letter grade (A, A-, B+, etc.) for the discussion board portion of this course. Grades for just the discussion board portion of the final course grade will be assessed as follows:

<table>
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<tr>
<th>8 satisfactory postings</th>
<th>A</th>
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<tr>
<td>7 satisfactory postings</td>
<td>B+</td>
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Final Course Grade: Each essay/exam in this course will receive a letter grade (A, A-, B+, etc.). In determining your final course grade, each assignment grade is weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>15%</td>
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<tr>
<td>Essay Assignment #1</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Essay Assignment #2a or #2b</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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A convenient grade calculator can be found at this link: http://www.nova.edu/undergraduatetudies/forms/2017-18_undergraduate_catalog.pdf

XII. University Policies
Students should visit http://www.nova.edu/academic-affairs/nsu-syllabus-policy.html to access additional required college-wide policies. It is your responsibility to access and carefully read these policies to ensure you are fully informed. As a student in this class, you are obligated to follow these college-wide policies in addition to the policies established by your instructor.
The following policies are described on this website:
- Academic misconduct
- Last day to withdraw
- Email policy
- Student course evaluations
- Student responsibility to register
- Student responsibility for course prerequisites

Academic Resources
Nova Southeastern University offers a variety of resources that may aid in student success. Among these resources are:

Accommodations for students with documented disabilities: For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at 954-262-7189 or visit http://www.nova.edu/disabilityservices.

Tutoring and testing center:
Students are encouraged to use the free, individualized tutoring services offered by the Tutoring and Testing Center (TTC). TTC provides a supportive atmosphere in which tutors and students work collaboratively on improving students’ writing, math and/or science skills. http://www.nova.edu/tutoring-testing/index.html

XIII. Appendix/Appendices
**Plagiarism:** "Plagiarism is theft of someone else's ideas or words, whether deliberate or accidental. (Most is accidental.) Plagiarism is a serious offense against readers, the author whose work is stolen, and the ideal of academic integrity. There are both academic and legal penalties for plagiarism, and these are usually extremely harsh.

You steal another's ideas or words when you use them in your own work without acknowledging their true source. You commit plagiarism when:

1. You do not make clear exactly what you borrow from a source.
2. You do not make clear exactly who the source is of what you borrow" (Vaughn 99).