

**SYLLABUS**

**Course:** RP341-D&DN Ethics  
**Credit:** 2 Semester Hours  
**Semester:** Fall 2022 (Cycle 1, July 11–Aug 19; Accelerate 1, Jul 18-22)  
**Class Time:** 8:00–12:00, Mon-Fri (Jul 18-22)  
**Professor:** Dr. Michel Dodds, (816) 322-5152 ext. 1348, mike.dodds@calvary.edu  
(913) 638-3291 (cell)

*\*About This Course: This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

*\*About Disabilities: Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.*

*\*About Assistance for All Course Assignments: The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.*

*\*About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**I. DESCRIPTION**

A general investigation into the major issues in ethics both on the individual and societal levels. Emphasis is upon a Christian critique of these issues in order to establish a proper biblical perspective of ethical inquiry. (Prerequisite: RP100) (BOT: 1, 2, 5, 6, & 8)

**II. OBJECTIVES**

**A. General competencies to be achieved.** You will be able to . . .

1. Articulate the philosophical and biblical foundations for ethics. (PLO: 1 / A: A, B, C, D)
2. Critically evaluate the basic approaches to ethics. (PLO: 4 / A: A, B, C, D)
3. Formulate a biblical worldview response to contemporary ethical situations. (PLO: 3 / A: B, D)

**B. Specific competencies to be achieved.** You will be able to . . .

1. Design a grid for assessing ethics models. (PLO: 1 / A: A)
2. Critically evaluate ethics models based on a biblical worldview. (PLO: 4 / A: B, C, D)
3. Practice ethical decision making for contemporary ethical issues. (PLO: 3 / A: B, C, D)

*Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

### III. REQUIREMENTS

**\*Note:** Specific instructions for each assignment are posted in Canvas.

#### A. Read textbook and articles and create a summary chart.

1. Read the course textbook and articles assigned by the instructor according to the Class Schedule in preparation for in-class discussion.
2. Develop a chart for presenting and comparing the ethical systems presented in the text.
3. Write 1-page critical reviews of the articles.

#### B. Answer discussion questions.

1. Each week of the course and after each in-class sessions, answer the corresponding study questions presented in class.
2. Each answer must be at least 250 words.

#### C. Evaluate a Biblical Case Study and make a presentation.

1. Evaluate a situation presented by another major world religion or a specific situation presented in the Bible and present a biblically ethical response to the situation in a paper and presentation to the class.
2. The paper must be at least 8 pages (approximately 2500 words) and reference Scripture passages as well as 3 sources other than the Bible.
3. Make a presentation in class of the situation and your conclusions.

#### D. Evaluate a Cultural Case Study and make a presentation.

1. Evaluate a situation presented in the contemporary cultural and present a biblically ethical response to the situation in a paper and presentation to the class.
2. The paper must be at least 10 pages (approximately 3000 words) and reference at Scripture passages as well as 5 sources other than the Bible.
3. Make a presentation in class of the situation and your conclusions.

### IV. METHODS

#### A. Presentation:

1. **In-class methods:** listening to lectures, participating in class discussions, research, writing, and making presentations.

**\*About Class Attendance:** Research consistently demonstrates that class attendance and active participation correlate to higher performance on course assessments.

**\*About Classroom Use of Media:**

-**Computing devices** are permitted during the lecture and class discussion sessions for the sole purpose of taking notes. Use of these devices to access the Internet, make telephone calls or video calls, text messaging, updating social network services, etc. is not allowed, let alone very distracting to other students.

-**Cellphones / smartphones** may only be used in an emergency, and in those situations the student may take the call but must leave the room and not return until the next break out of courtesy to fellow classmates.

\***About Note Taking:** Students are expected to take notes during each class. Significant peer reviewed studies continue to demonstrate that notes taken by hand are understood better and remembered longer than those taken with a computer. Computer use which is a distraction to others (i.e., noise, blocking the screen, displaying non-class related material, etc.) is not allowed.

2. **Out-of-class methods:** observation, evaluation, and sermon preparation.

\***About written assignments:** Unless directed otherwise, all written assignments must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition and the Calvary Style Guide, 2019 update.

## B. Grading:

\***About Late Assignments:** Assignments turned in late will be lowered **5% each class day** it is late.

\***About Plagiarism:** Plagiarism is defined as copying any part of a book or essay without identifying that source. This also includes taking another person's ideas and presenting them as your own without identifying the source. Any assignment that includes plagiarism will receive a **zero (0) grade**. (**Note:** Turn-It-In.com will be used to verify plagiarism.)

\***About course grade:** See the grading scale in the University Catalog for specific grading scale that will be used for final course grade.

1. General grading criteria:

A = completed assignment well beyond assignment criteria  
B = completed assignment as specified and very well done  
C = completed assignment with average work  
D = completed assignment but poorly  
F = did not complete assignment and/or unacceptable work

2. Possible points for each specific assignment:

\***Note:** An assignment-specific rubric will be provided for each assignment.

a. Reading summary chart (1 @ 100 pts).	.	.	100	points
b. Discussion Questions (7 @ 25 pts ea)	.	.	175	"
c. Biblical Case Study (1 @ 150 pts).	.	.	150	"
d. Cultural Case Study (1 @ 250 pts).	.	.	<u>250</u>	"
<b>Total</b>	=		675	"

## V. REQUIRED MATERIALS

### A. Bible

**The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

### B. Textbook

Wilkins, Steve. *Beyond Bumper Sticker Ethics*. IVP, 2011. Paperback ISBN 9780830839360, \$24.00, 240 pages. Kindle ISBN 0830839364, \$23.99.

## VI. TENTATIVE COURSE SCHEDULE

<b>Week</b>	<b>Weekly Activities</b>	<b>Assignments Due</b>
1	Pre-Class Reading (Text & Article)	Article #1 Review
2	In-Class Sessions (M-F)	Ethics Comparison Chart, DQ #1-5
3	Biblical CS research / Article #2	Article #2 Review, DQ #6
4	Biblical CS & Present / Article #3	Bible Case Study, Article #3 Review
5	Cultural CS research / Article #4	Article #4 Review, DQ #7
6	Cultural CS & Present / Article #5	Cultural CS, Article #5 Review