

COURSE SYLLABUS

Academic Year 2025 - 26, Semester – [Fall / Spring]

GED 324 – Ethical Reasoning for Today’s World

1. COURSE INFORMATION

Course Title:	Ethical Reasoning for Today’s World			
Course Code:	GED 324			
Course Credit:	3 Credit Hours (3 Hrs Lec and 0 Hrs Lab/Project Work)			
Contact Hours:	Lec [45 Hrs], Lab/Non-Lec [0 Hrs] Total: 45 Hrs			
Course Pre-requisite(s):	LNG 172 or LNG 182			
Course Co-requisite(s):	None			
Course Category:	University Requirement (GE):	✓	School Requirement:	
Course Type:	Compulsory:		Elective:	✓

2. FACULTY INFORMATION

Instructor Name:	This section will be filled at the time of offering of course.
Lecture/Lab Timings:	
Office Location:	
Office Hours:	
E-mail:	
Office Telephone:	
Course Website:	Course Website on Moodle

3. COURSE DETAILS

3.1 Course Description

This course includes two aspects: On the one side, it examines the theories, skills and applications of moral philosophy, including a description and a discussion of the three influential approaches to morality, namely: character ethics, consequences-based ethics, and principle based ethics. Some topics are: an introduction to ethics and morality, consequentialist and non-consequentialist ethics, character/ virtue ethics, models of justice, and being a good citizen. On the other hand, the course is devoted to developing abilities to practice ethical reasoning. The focus is set on the American Counseling Association Code of ethics, which includes explicit references to possible ethical dilemmas, and suggests, in its preamble that counsellors reflect on the process of solving such dilemmas. This is exactly related to the competences required in the field of ethical reasoning.

3.2 Course Learning Outcomes (CLOs) and Alignment to GE Learning Outcomes (GELOs)

On successful completion of this course, the student will be able to:

Course Learning Outcomes (CLOs)		GELOs
CLO 1	Compare the major ethical models, i.e., character, virtue, consequence and non-consequentialist models.	7
CLO 2	Identify the principles of ethical model, as implemented in a well-known Code of Ethics, such as the one of the American Counseling Association (ACA) through in-depth reading.	7
CLO 3	Apply a well-known ethical model articulating the moral framework to the current social, personal and professional issues.	6
CLO 4	Demonstrate an understanding of the importance of ethical principles in professional counseling practices.	7

4. TEACHING SCHEDULE

4.1 Lectures Schedule

Week No.	Topic Covered in Class	CLOs	Reference/ Course Material	Course Assessment (Please specify if the assessment is out-of-class)	
				Assignment Type	Due Date*
1	Review of curriculum; Introduction to Ethics; Absolutism/Relativism	1	<i>Living responsibly: Ethical issues in everyday life</i>	Good Deed Project begins <i>Character strengths workbook weekly activities</i>	
2	The Nature of Morality	1, 2, 3	Anderson, M., Anderson, S. L. (2018). GenEth: A general ethical dilemma analyzer	Assignment # 1: Write a short literature review on the nature of morality and its application in your personal and social context.	
3	Consequentialist Theories	1, 2, 3, 4	Crockett, M. J. (2013). Models of morality. <i>Trends in Cognitive Sciences</i> , 17(8), 363-366.		
4	Non-consequentialist Theories	1, 2, 3, 4	Crockett, M. J. (2013). Models of morality. <i>Trends in Cognitive Sciences</i> , 17(8), 363-366.	Assignment 2: Choose one theory and adopt it to highlight one ethical dilemma and write a report on it.	
5	Character and Virtue Ethics	1, 2, 3, 4	Prothmann, J. (2019). <i>Living responsibly: Ethical issues in everyday life</i> .	In-class activity: watching a youtube video or a TED Talk and analyze it.	
6-7	Models of Justice	1, 2, 3	Global Justice: What Do We Owe to the Poor? In <i>Living responsibly: Ethical Issues in Everyday Life</i> . J. Prothmann (Ed.), pp. 39-48.	In-class activity: Choose one social issue and show a model of justice and explore solutions.	
8	Models of Justice (Cont'd)	1, 2, 3	Global Justice: What Do We Owe to the Poor? In <i>Living responsibly: Ethical Issues in Everyday Life</i> .. J. Prothmann (Ed.), pp. 39-48.	Midterm	
9-11	Good Governance/ Being a good citizen (character strengths)	1, 2, 3, 4	Prothmann, J. (2019). <i>Living responsibly: Ethical issues in everyday life</i> .	In-class activity: what are the characteristics of a good, ethical citizen.	
12-15	Character Strengths	2, 4	Robinson, J., Moyerb, M., Maghsoudi,M., & Martinez-	Good deed project completion/report due	

Week No.	Topic Covered in Class	CLOs	Reference/ Course Material	Course Assessment (Please specify if the assessment is out-of-class)	
				Assignment Type	Due Date*
			Smith, C. (2020). Deconstructing ethical ambiguity: Ethical decision making when working with multiple ethical codes of conduct.		
16				Final Exam	

*Due date will be included at the time of the offering of the course.

4.2 Lab/ Non-Lecture Schedule

Not Applicable

5. TEACHING PEDAGOGY

Course is a discussion/lecture; therefore, the majority of class time is devoted to guide discussion of assigned topics. Topics are introduced by lecture, demonstration, distributed vignettes of behavioral incidents, assigned readings, and distributed materials. Students are expected to have completed required readings in advance of each class in order to be prepared for the discussions.

- Lectures
- Assignments
- Project
- Exams

6. TEXTBOOK/REFERENCE BOOK/COURSE MATERIAL

Textbooks (TB):

- American Counselling Association (ACA) Code of ethics (2014) _ Stanford Encyclopedia of Philosophy, "Moral reasoning" –
- Nadica Figar & Biljana Đorđević, (2016). Managing an ethical dilemma. *Economic Theme*, 54(3): 345-362.
- Thomson J. Ling and Jessica M. Hauck, "The ETHICS Model: Comprehensive, Ethical Decision Making", in Vistas online, proceedings of the 2016 American Counseling Association Conference, April 3, 2016, Montréal, Québec.
- Prothmann, J. (2019). *Living responsibly: Ethical issues in everyday life*. Inter-Disciplinary Press: Oxford: United Kingdom.
- Anderson, M., Anderson, S. L. (2018). GenEth: A general ethical dilemma analyzer. *Paladyn, J. Behav. Robot*, 9, p. 337–357. <https://doi.org/10.1515/pjbr-2018-0024>
- Su-Fen Tu, An-Hwa Yeh & Ming-Fen Chan. (2024). Ethical dilemmas experienced by counseling psychologists in Taiwan. *Ethics & Behavior*, 34(3), 175-188, DOI: 10.1080/10508422.2023.2177164
- Robinson, J., Moyerb, M., Maghsoudi, M., & Martinez-Smith, C. (2020). Deconstructing ethical ambiguity: Ethical decision making when working with multiple ethical codes of conduct. *Journal of Professional Counseling: Practice Theory&Research*.47(2),61-74. <https://doi.org/10.1080/15566382.2020.1799675>
- Crockett, M. J. (2013). Models of morality. *Trends in Cognitive Sciences*, 17(8), 363-366.

Reference Books (RB):

Multi-media material and supplementary reading as assigned by the instructor; library resources and databases.

7. LEARNING RESOURCES

Course website on Moodle contains class announcements, lecture notes, homework assignments, etc.

8. COURSE ASSESSMENT AND EVALUATION

The information concerning the appropriate distribution of grade weight amongst various assessment items and their corresponding linkage with the stated CLOs is provided in the following table.

Assessment Items	Grade Weight	Course Learning Outcomes (CLOs)			
		1	2	3	4
Written Assignment	20	✓	✓	✓	✓
Project (Essay using the ACA Code of Ethics and the ETHICS decision model)	20				✓
Midterm Examination	30	✓	✓	✓	
Final Examination	30	✓	✓	✓	

9. ASSESSMENT METHODOLOGY

Assignment Due Dates:

- Assignment items are due the following week of assignment declaration week
- Late assignment, no more than two days (week end inclusive) is subjected to 15% reduction in its marks
- Exceptions for late evaluation: same as in tests

Project:

- **Report:** The project in this course will be done in groups. The purpose of the group project is to allow students to write Essay using the ACA Code of Ethics and the ETHICS decision model and apply relevant skills to integrate broader ethical principles in professional counseling practices beyond personal perspectives. The project theme, team composition, due dates, and deliverables will be shared by the instructor in a separate Project Guide that is posted on Moodle at the beginning of the semester.
- **Presentation:** Toward the end of the semester, students will deliver oral presentations of their work.

Mid-Term Exam: The Midterm exam will combine essay questions and problem-solving exercises. This format will test students' analytical skills and ability to apply theoretical knowledge to practical scenarios, encouraging a deeper understanding of the material.

Final Exam: The final will be comprehensive, emphasizing the chapters covered after the midterm exam. It will consist of essay and long-form analysis questions that challenge students to think critically and holistically about the topics

10. COURSE REQUIREMENTS AND POLICIES

The students are required to fully understand and observe the following policies of the university.

10.1 Attendance Policy

Attending classes is compulsory in all courses. CUD Students will not be allowed to take the final examination if they are absent for 25% or more of the classes in a course. (Students should refer to their respective Department or School/Faculty for additional specific program-related information.)

- a. When a student has been absent for 10% of the course an absence reminder would be sent by email.
- b. When a student has been absent for 20% of the course a second absence reminder would be sent by e-mail
- c. When a student has been absent for 25% of the course a notice of Failure for Non-Attendance will be sent by email and grade "FA" with Grade Point of 0.0 will be awarded.

A student with a verifiable and legitimate reason for missing a class (e.g., hospitalization) may request his instructor not to count such an absence towards the 25%. Such excusable absences must be noted in the Course File Attendance Report.

Should an acceptable explanation for a student's absenteeism be available, the Dean/Designated Representative of the Faculty concerned may consider the student's withdrawal without penalty from the particular course. A withdrawal without penalty or any other alpha grade under these circumstances may only be considered with the consent of the Registrar.

10.2 Incomplete Work Policy

Students whose course work is at a passing level but who for verifiable reasons beyond their control are unable to finish course work by the end of a term (or the specified end of a course) may be granted a grade of "Incomplete".

The "I" is not intended to be a permanent grade. It is only a temporary acknowledgment of a legitimate reason for granting a one-time, limited extension to the time normally allowed to complete all course requirements.

Students have up to 12 calendar months after the scheduled end of the course to complete required additional work as determined by the teacher who assigned the "I", and to thereby qualify for a passing grade.

After 12 calendar months, outstanding "I" grades are converted to "F".

Thereafter, the student must repeat the course in order to achieve a passing grade.

The number of "Incomplete" courses allowed per semester is established by the School. Please contact the School for further information.

NOTE: An Incomplete grade for a pre-requisite course must be completed before the student is allowed to proceed to the higher-level course unless otherwise approved by the appropriate Academic Administrator (Dean or Designate).

10.3 Academic Integrity

Cheating refers to attempting or using unauthorized materials or obtaining unauthorized assistance in an academic activity, including all types of examinations or evaluations. This may include impersonating another student; looking at another student's materials; using unauthorized

notes/books/calculators; talking to other students; using communication devices such as mobile phones or any Bluetooth devices.

Plagiarism includes, but is not limited to, representation of others' work, lending unauthorized assistance, and using strategies or processes with the aim of attaining dishonest grades on tests or examinations. Students may not submit any material created by or acquired from another person or business. Plagiarizing any type of course work will not be tolerated. All instances of plagiarizing shall be documented, presented to the Head/Dean of the program and to the Registrar, and recorded in the student's file. The maximum permissible similarity index limit is 20% for the assignments required to be submitted through Turnitin.

Any violation of the academic integrity policy is a serious offence which will be sanctioned as per the Academic Integrity Policy published in the Student Handbook. Please refer to the Catalogue for further information on student Academic Integrity.

11. GRADING SYSTEM

The University uses the relative grading system which is based on a four-point scale. An overall grade will be assigned on the following grading scale.

The students must also read and comprehend the full version of the "Grading System" of the University which is published in the relevant Catalogue.

Percentage Score	Alpha Grade	GPA Points	Percentage Score	Alpha Grade	GPA Points
90-100	A+	4.0	60-64	C	2.0
80-89	A	3.8	55-59	D+	1.5
75-79	B+	3.5	50-54	D	1.0
70-74	B	3.0	0-49	F	0.0
65-69	C+	2.5			

12. GRADING RUBRICS FOR ASSESSED ELEMENTS

Grading Rubric for Essay on the ACA Code of Ethics

Essay on the ACA Code of Ethics, replacing the Good deed project: (20% of final grade)

The "Good Deed" project entails the participation of students in a project around the university, like a clothing drive, kindness week, or food donation drive for a local charity. This project exercises their character strengths and illustrates the concept of good citizenship in the community. Students will research why the issue exists in the first place, propose a solution, and execute their plan accordingly by contacting not-for-profit organizations as necessary. Students will also gather examples from other countries to show how this problem has been tackled and consider which ethical models should/ are involved throughout and finally, explain the concept of citizenship through this project. Students will also include their personal learning's on the topic.

Due to the exceptional situation of the CoVid-19 pandemic, the project will be adapted by the instructor. The work on the dilemmas that occur in the practice of counselors and the way in which reflecting on the ACA Code of Ethics can allow students to understand the ethical difficulties and issues related to the profession of counselors offer a high-level alternative.

	Needs Improvement 1 pt	Approaching Standards 2 pts	Good 3 pts	Excellent 4 pts
Problem Definition (what and why?)	There is no clear or specific problem. We are not sure what exactly is being investigated.	We understand the problem you are investigating, but are not sure why it is a problem.	We understand the problem you are investigating, and why it is a problem. You have given us 1-2 reasons for it.	We understand problem you are investigating (where, when, how, why, who); you gave many reasons why it is so.
Support for the problem; data and research	You have provided no evidence at all.	You found 1-2 references/statistics but these are irrelevant to the problem or region.	You have done some local research and found statistics (or plausible estimates if these not available).	You have local data; used statistics (or estimates if not available); compare to historical /international.
Proposed solution	None given or impractical, not realistic.	Solution provided and appropriate but no indication of how to implement.	Solution provided and appropriate; clear/practical with a way to implement.	Solution provided/appropriate; clear/practical with way to implement, considered results.
Ethical models involved	None mentioned	Mentioned, but no discussion as to how they relate to problem	Mentioned and these link well with the problem.	Discussed in depth; gave new ideas of ethical view and how it applies to problem
Participation	You did not spend time working on this Code of Ethics. 0-1 point		You spent the required time working on this Code of Ethics. (1.5- 2 points)	
Personal reflection	None; or the socially acceptable response. Some opinion but little depth. Yawn. (0-1)		You've been honest and included ethical failings. Linked to an ethical model. (1.5-2)	
Total Points	/20			

Grading Rubric for In-class Assignment

	Needs improvement 1 pt	Approaching standards 2 pts	Good 3 pts	Excellent 4 pts
Ideas and Content	There is no clear or specific explanation in answer to the question.	You thought about it, but no evidence of learning. You gave me back what I gave you. More information needed or follow directions more closely.	What you are writing about is clear. You answered the question. Some support may be lacking, or your sentences may be a bit awkward.	What you are writing about is clear/well-stated, including specific examples to demonstrate what you learned. You even included a few more ideas.
Use of terms	No terms from the lesson are used.	Only one term from the lesson is used in the answer. Try for a few more, next time.	You included several terms from lesson, showing adequate understanding of material.	Your answer included all terms that applied to question. All terms fully defined and used properly.
Sentence Fluency	Sentences are incomplete. Reading is difficult. 0 Some sentences are complete and easy to understand.		Sentences are complete and able to be understood. 1.5 Sentences complete, connect to each other. Writing 'flows.' 2	

2 in-class simulations (5% each)

Students will participate in an in-class simulation. They will be given a topic to research the week prior and will act out the character they have been given. They will make a case for their position as if they are in a court of law and the audience will judge who is right or wrong accordingly. As a class, they will then proclaim guilt or innocence and why by using various ethical models. They will take into consideration each position and consider how culture, religion, or tradition plays a role in this situation.

Examples of scenarios will include:

Abortion, sweatshop and building collapses, child-brides, wasta and jobs, smoking in cars with children, helping in university, female guardianship, with a special focus on dilemmas mentioned in the ACA Code of Ethics.

Grading Rubric for Simulations (2 - 5%)

	Needs Improvement 0	Approaching Standards 1 pt	Good 2-2.5 pts	
Prior research of stated issue	Has no idea about the topic. No research done.	Restated topic sentence only	Has good knowledge of topic and included local knowledge and/or statistics.	
Presentation of argument and defense of using ethical models	No terms from the lesson are used. No clue.	Able to state main thesis of ethical model.	Able to state thesis and supporting ideas from the model, pros and cons of this model.	

13. VERIFICATION

(i) I verify that the contents of this document are up to date.

Instructor's Name and Signature

Date

(ii) I have reviewed this course syllabus and state that it complies with CUD policies and guidelines.

 Name and Signature of Department Chair/Program
 Coordinator

 Date

Note: This page of the course syllabus is only for the purpose of documentation and therefore it should not be distributed to the students.