

# Biomedical Ethics

50:730:249

Fall 2014

Online Platform: Sakai

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## I. Rationale:

This class will examine moral issues in medicine using the application of various moral theories and philosophical concepts. Topics to be covered include abortion, end of life decisions, physical-patient relationship, human enhancement, cloning, and others.

## II. Course Aims and Objectives:

### *Aims*

In general, the course aims to teach students how to analyze and evaluate bioethical arguments, to promote the development of thoughtful reflection about the reading materials, and to encourage critical evaluation of our beliefs and values.

### *Specific Learning Objectives:*

By the end of this course, students will:

- Be able to *define* key terms deployed by authors assigned in the course.
  - Key terms include principles and concepts developed by a unique author (e.g. the “greatest happiness principle” is a key term unique to J.S. Mill, and also general terms defined in a special way by different authors (e.g. “good” or “right” will be a key term that changes under different authors).
  - Students will be expected to recall the definitions of key terms during class, and to explain key terms on take home writing assignments.
- Be able to *summarize* the main thesis of each essay assigned in the course.
  - The main thesis of an essay is the general or overarching conclusion advanced by an author. In order to summarize the thesis, students will need to be able to discriminate between different arguments advanced within an essay and evaluate which is the most general.
  - Students will be expected to propose essay thesis statements in class discussion and during in-class tests and take home assignments.
- Be able to *reconstruct* the key arguments and reasons used by the authors in support of their thesis.

- A reconstruction of an essay is similar to an outline of an essay. In a reconstruction, students take the content of an essay and organize it in terms of a thesis statement and a series of claims or reasons offered by the author in support of the thesis.
- To reconstruct an argument, students will need to identify and discriminate among a series of different reasons offered by an author to determine which ones would be most helpful in supporting an argument.
- Students will be expected to participate orally in class collective reconstructions initially, but then will be expected to be able to reconstruct an essay in writing.
- Be able to *apply* previously learned philosophical terms and principles to concrete examples.
  - The application of philosophical concepts to real world examples is an important way to test the plausibility of an author's argument. Students will practice creating counter-examples during class discussions, and will creatively apply an author's arguments to those counter-examples. Students will also be able to apply principles from one author to examples developed by another author.
  - Students will be expected to apply key principles, terms, and concepts to examples during in class tests and on take home assignments.
- Be able to *evaluate* the appropriateness and plausibility of the conclusions reached in the assigned materials, and *compare* two competing arguments about a topic, giving reasons for their positive evaluation of one over the other.
  - The evaluation of philosophical arguments involves an appreciation for a charitably interpreted version of the argument, and the development of a critical dialogue between the proponent of the view and plausible objectors. Sometimes this requires the application of objections from the perspective of other assigned authors, but other times this requires the creative development of objections from one's own perspective.
  - Students will be expected to weigh reasons for and against arguments on essay assignments.

### III. Format and Procedures:

This course will proceed as an online class. Class slides will be provided, and we will generally follow closely the content of the reading materials assigned. Students will be expected to read all assigned material before taking quizzes, and to be prepared to ask questions about the terms and arguments developed in the essays.

**IV. Tentative Course Schedule:** *\*\*This syllabus represents my current plans and objectives. As we go through the term, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

**Below you will find a schedule of class assignments throughout the 13-week term. Here are some additional notes to help guide you through each section of the schedule:**

#### Readings:

For each class module, which lasts for one week of the class, you'll be assigned required readings from our textbook. Most are short in length to allow you time to read them through more than once, as they contain condensed arguments and new terms. The textbook includes a brief overview of each essay at the beginning of the reading. I recommend that you begin each set of assignments by reading through both the introductory passage and the reading questions in the Forum on Sakai to get a feel for the content before diving in.

Reading notes: I recommend that you maintain reading notes with the following information for each essay assigned: What is the thesis, or overarching goal of the essay? What are the most important arguments advanced by the author to support his or her thesis? What are the key terms introduced by the author? Which ethical values are at stake in the essay?

**Slides:** After you've completed the required readings and have submitted the initial review quiz you must follow the link to the prezi slideshow that accompanies the readings you've completed. All slideshows become available after the deadline for the review quiz has passed, and begin with a discussion of the previous quiz answers. Slides can be advanced or paused at your own pace, and contain outlines of readings, explanations of key terms, and videos to help expand topics.

**Quizzes:** After each set of readings and slides you'll need to take a short review quiz on the Sakai site, which can be found under "Quizzes and Tests". Quizzes include 10 questions that concern material from the assigned module and questions from the reading assignment you've completed. *Quizzes are limited to 30 minutes* to encourage you to keep your answers concise and focused, and to test how well you've retained the material through your own independent reading. Quizzes will be due Wednesdays at 10:00 p.m., and the best 10 out of 12 scores will count toward your final grade (worth 30% of your course grade in total). Late submissions for quizzes will not be accepted.

**Discussion Posts:** Throughout the course all students will be required to post comments and questions on the Sakai site "Forum". While discussion posts are due each week on Friday at 10:00 p.m., students are encouraged to post at least twice each week to receive full credit. Grades will be partially based on the extent to which a student interacts with other posts, so discussion posts should be spaced out throughout the week rather than merely appearing once on Fridays. Discussion participation is worth 20% of the course grade.

**Case Studies:** At the back of your textbook you'll find an appendix with dozens of bioethical case studies, each of which develops an ethical dilemma to prompt us to think about how the readings apply in real life contexts. Details for these assignments are below:

All students are required to submit 5 case studies, which will each be worth 3% of the final course grade. In total, case studies will be worth 15% of your course grade. They are assigned on your syllabus, are due by the end of each week on Sunday night by 10:00 p.m, and correspond with our required course readings.

Due on 9/14 by 10:00 p.m.	Case Study 1	
Due on 9/28 by 10:00 p.m.	Case Study 8 or 9	*you may only submit one for credit
Due on 10/19 by 10:00 p.m.	Case Study 13	
Due on 10/24 by 10:00 p.m.	Case Study 7 or 14	*you may only submit one for credit
Due on 11/2 by 10:00 p.m.	Case Study 6	
Due on 11/16 by 10:00 p.m.	Case Study 27 or 28	*you may only submit one for credit
Due on 11/23 by 10:00 p.m.	Case Study 32 or 33	*you may only submit one for credit
Due on 11/30 by 10:00 p.m.	Case Study 36 or 37	*you may only submit one for credit

**Submissions:** Each case study must be uploaded before its deadline through the course Sakai site, under Assignments. The "Case Studies" assignment allows students to upload up to 6 case studies over the course of the Summer session.

**Format and Length:** 400-550 words, with word count listed at the top of the first page. Each case study should be written in a word processing program that can be read by the plagiarism detection software we subscribe to through Sakai. Only submissions that are readable by this software will be graded, so students need to ensure that documents are saved in one of the following formats:

- Microsoft Word™ (DOC and DOCX)
- Corel WordPerfect®
- HTML
- Adobe PostScript®
- Plain text (TXT)
- Rich Text Format (RTF)
- Portable Document Format (PDF)
- Hangul (HWP)

Case studies should be written in paragraph form, double-spaced, with a complete heading and page numbers. The total length must be between 350 and 550 words, and the word count must be listed in the header on the first page. No outside resources, print or online, may be used in researching or writing case studies.

**Double posts:** Students will not receive credit for more than one post when case studies are listed as an either/or option. On days where two case studies are listed, students must select one case study to submit. This helps space out assignments and ensures that students are interacting with a broader range of class content.

**Extra posts:** Students may submit one extra case, totaling up to six submissions instead of five. In that event I will only enter the scores for your top five case study grades.

**Case Study Content Guidelines:**

Select a case study in which you can clearly see strong arguments on both sides of the dilemma. Avoid case studies in which your personal beliefs and values will make it difficult for you to argue on behalf of the other side. For each case study listed in your text you should first complete the assigned reading that talks about the topic raised by the case, and then write a short essay in which you address the following questions:

- Paragraph 1: What are the most morally relevant features of the case? Do not repeat all the details of the case – select the most important features and explain why they are important. This should be no longer than three or four sentences.
- Paragraph 2: What is the moral dilemma presented by the case? Which core ethical values are competing in the case? Your explanation here should identify and define the two ethical values you see as most relevant in the case.
- Paragraph 3: What should the central agent(s) in the case do? Your answer should either explain what one of the relevant authors on that day would say, or should develop your own explanation drawing from ethical principles developed in the required readings. *If you do not explicate a relevant author position here you must do so in the following paragraph.* This is the most important section of the case study and should be backed up with reasons, examples, and any evidence you think helps make your position stronger (without overstating it).
- Paragraph 4: What is the best reason someone could give in opposition to this position? If you did not discuss what one of the relevant accompanying authors would say, then you must do so here. This needs to be as thoughtfully explained as the previous section. A significant component of your grade will be based on your ability to demonstrate recognition of what is difficult about the dilemma, so case studies should not be presented in one-sided tones or with asymmetrical weight on one side of the dilemma.

**9/2 – 9/5                      Module One: Moral Theories and Perspectives**

<b>Readings:</b>	1. Chapter One: General Introduction,” pages 1-50.	
<b>Slides:</b>	<i>Prezi slideshow, Course Overview</i>	(see Sakai, “Resources”)
	<i>Prezi slideshow, Module 1</i>	(see Sakai, “Resources”)
<b>Quiz:</b>	None	
<b>Discussion Posts:</b>	<b>Due 9/5 at 10:00 p.m.</b>	(see Sakai, “Forum”)
<b>Case Study:</b>	None	

**9/8 – 9/12                      Module Two (A): Patient-Physician Relationship**

<b>Readings:</b>	1. “The Professional-Patient Relationship”, 58-69. 2. “The Hippocratic Oath”, 69. 3. “The Modern Hippocratic Oath”, <i>Prezi Slideshow Module 1</i> . 4. American Nurses Association Code of Ethics <a href="#">Online</a>
<b>Slides:</b>	<i>Prezi slideshow, Module 2A</i> (see Sakai, “Resources”)
<b>Quiz 1:</b>	<b>Due 9/10 at 10:00 p.m.</b> (see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 9/12 at 10:00 p.m.</b> (see Sakai, “Forum”)
<b>Case Study:</b>	<b>Due 9/14 at 10:00 p.m.</b> Case Study 1 (see Sakai, “Assignments”)

**9/15 – 9/26      Module Two (B): Patient-Physician Relationship**

<b>Readings:</b>	1. Edmund D. Pellegrino, “The Virtuous Physician and the Ethics of Medicine”, 70-73. 2. Roger Higgs, “On Telling Patients the Truth”, 103-109. 3. James F. Childress and Mark Siegler, “Metaphors and Models of Doctor-Patient Relationships: Their Implications for Autonomy”, 74-82.
<b>Slides:</b>	<i>Prezi slideshow, Module 2B</i> (see Sakai, “Resources”) Dan Ariely’s TED Talk: “ <i>Why we think it’s OK to cheat and steal (sometimes)</i> ”
<b>Quiz 2:</b>	<b>Due 9/17 at 10:00 p.m.</b> (see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 9/19 at 10:00 p.m.</b> (see Sakai, “Forum”)
<b>Case Study:</b>	None

**9/22 – 9/26      Module Two (C): Patient-Physician Relationship**

<b>Readings:</b>	1. Lisa Newton, “In Defense of the Traditional Nurse”, 88-95. 2. Helga Khuse, “Advocacy or Subsistence for the Sake of Patients?” 95-103.
<b>Slides:</b>	<i>Prezi slideshow, Module 2C</i> (see Sakai, “Resources”)
<b>Quiz 3:</b>	<b>Due 9/24 at 10:00 p.m.</b> (see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 9/26 at 10:00 p.m.</b> (see Sakai, “Forum”)
<b>Case Study:</b>	<b>Due 9/28 at 10:00 p.m.</b> Case Study 8 or 9 (see Sakai, “Assignments”)

**9/29 – 10/3      Module Three (A): Informed Consent**

<b>Readings:</b>	1. Justice Matthew O. Tobriner, “Majority Opinion in <i>Tarasoff V. Regents of the University of California</i> ”, 109-113. 2. Justice William P. Clark, “Dissenting Opinion in <i>Tarasoff V. Regents of the University of California</i> ”, 113-116.
<b>Slides:</b>	<i>Prezi slideshow, Module 3A</i> (see Sakai, “Resources”) <i>First Take Home Exam Overview, Prezi slideshow</i>

<b>Quiz 4:</b>	<b>Due 10/1 at 10:00 p.m.</b>	(see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 10/3 at 10:00 p.m.</b>	(see Sakai, “Forum”)
<b>Case Study:</b>	None	

10/6 – 10/10

**Module Three (B): Informed Consent**

**\*Exam Week\***

<b>Readings:</b>	1. “The Values Underlying Informed Consent”, 120-125. 2. Howard Brody, “Transparency: Informed Consent in Primary Care”, 126-132. 3. Ruth Macklin, “Ethical Relativism in a Multicultural Society”, 132-141.	
<b>Slides:</b>	<i>Prezi slideshow, Module 3B</i>	(see Sakai, “Resources”)
<b>Quiz 5:</b>	<b>Due 10/8 at 10:00 p.m.</b>	(see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 10/10 at 10:00 p.m.</b>	(see Sakai, “Forum”)
<b>Case Study:</b>	None	
<b>Exam:</b>	<b>First Take Home Exam Due 10/12 at 10:00 p.m.</b>	

**Sunday, October 12<sup>th</sup>: First Take Home Exam Due at 10:00 p.m.**

The first take home exam will be submitted online via Sakai under “Assignments”. It will cover course content from Modules 1-3. Additional details are provided below, under “Course Requirements”.

Note: While you may use your textbook while writing the exam, you may not work with other students, nor may you use any outside resources, including websites or secondary reading materials. The take home exam will be submitted through turnitin.com, plagiarism software, which will detect any passages within your exam that have been taken from other resources. Failure to adhere to rules of the assignment and to the academic honesty policy listed above will result in further investigation and penalties. All content from slides has also been uploaded to the turnitin.com database, and students are not permitted to copy content from slides in their answers. The best strategy to avoid plagiarizing material is to write the take home exam without the book or slideshow open. That should prevent you from inadvertently copying too much from the language and explanation of the authors.

10/13 – 10/17

**Module Four (A): Contested Therapies and Biomedical Enhancement**

<b>Readings:</b>	1. “Contested Therapies and Biomedical Enhancement”, 144-155. 2. Robert Crouch, “Letting the Deaf be Deaf: Reconsidering the Use of Cochlear Implants in Prelinguistically Deaf Children”, 155-162. 3. Bonnie Poitras Tucker, “Deaf Culture, Cochlear Implants, and Elective Disability”, 162-167.	
<b>Slides:</b>	<i>Prezi slideshow, Module 4A</i>	(see Sakai, “Resources”)
<b>Quiz 6:</b>	<b>Due 10/15 at 10:00 p.m.</b>	(see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 10/17 at 10:00 p.m.</b>	(see Sakai, “Forum”)
<b>Case Study:</b>	<b>Due 10/19 at 10:00 p.m.</b>	Case Study 13 (see Sakai, “Assignments”)

10/20 – 10/24

**Module Four (B): Contested Therapies and Biomedical Enhancement**

<b>Readings:</b>	1. Sherri A. Groveman, “The Hanukkah Bush: Ethical Implications in the Clinical Management of Intersex”, 168-171. 2. Lisa Abelow Hedley, “The Seduction of a Surgical Fix,” 172-176. 2. Franklin G. Miller, Howard Brody, and Kevin C. Chung, “Cosmetic Surgery and the Internal Morality of Medicine”, 187-195.
<b>Slides:</b>	<i>Prezi slideshow, Module 4B</i> (see Sakai, “Resources”)
<b>Quiz 7:</b>	<b>Due 10/22 at 10:00 p.m.</b> (see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 10/24 at 10:00 p.m.</b> (see Sakai, “Forum”)
<b>Case Study:</b>	<b>Due 10/26 at 10:00 p.m.</b> Case Study 7 or 14 (see Sakai, “Assignments”)

10/27 – 10/31

**Module Four (C): Contested Therapies and Biomedical Enhancement**

<b>Readings:</b>	1. David DeGrazia, “Prozac, Enhancement, and Self-Creation”, 222-230. 2. Claudia Mills, “One Pill Makes you Smarter: An Ethical Appraisal of the Rise of Ritalin”, 230-234.
<b>Slides:</b>	<i>Prezi slideshow, Module 4C</i> (see Sakai, “Resources”) Sir Ken Robinson’s RSA Talk: “Changing Education Paradigms”
<b>Quiz 8:</b>	<b>Due 10/29 at 10:00 p.m.</b> (see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 10/31 at 10:00 p.m.</b> (see Sakai, “Forum”)
<b>Case Study:</b>	<b>Due 11/2 at 10:00 p.m.</b> Case Study 6 (see Sakai, “Assignments”)

11/3 – 11/7

**Module Five (A): The Morality of Suicide and Active Euthanasia**

<b>Readings:</b>	1. “Suicide, Physician-Assisted Suicide, and Active Euthanasia”, 376-384. 2. Immanuel Kant, “What is Suicide?” 385-387. 2. R.B. Brandt, “The Morality and Rationality of Suicide”, 388-394.
<b>Slides:</b>	<i>Prezi slideshow, Module 5A</i> (see Sakai, “Resources”)
<b>Quiz 9:</b>	<b>Due 11/5 at 10:00 p.m.</b> (see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 11/7 at 10:00 p.m.</b> (see Sakai, “Forum”)
<b>Case Study:</b>	None

11/10-11/14

**Module Five (B): The Morality of Suicide and Active Euthanasia**

<b>Readings:</b>	1. James Rachels, “Active and Passive Euthanasia”, 395-399. 2. Daniel Callahan, “Killing and Allowing to Die”, 399-401. 3. Dan W. Brock, “Voluntary Active Euthanasia”, 402-404. 4. “The Oregon Death with Dignity Act”, 421-426.
<b>Slides:</b>	<i>Prezi slideshow, Module 5B</i> (see Sakai, “Resources”) Aubrey De Grey’s TED Talk: “Undoing Reproductive Aging”

<b>Quiz 10:</b>	<b>Due 11/12 at 10:00 p.m.</b>	(see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 11/14 at 10:00 p.m.</b>	(see Sakai, “Forum”)
<b>Case Study:</b>	<b>Due 11/16 at 10:00 p.m.</b>	Case Study 27 <u>or</u> 28 (see Sakai, “Assignments”)

**11/17 – 11/21      Module Six (A): Genetics and Human Reproduction**

<b>Readings:</b>	<ol style="list-style-type: none"> <li>1. “Genetics and Human Reproduction”, 523-533.</li> <li>2. Leon R. Kass, “Implications of Prenatal Diagnosis for the Human Right to Life”, 533-537.</li> <li>3. Laura M. Purdy, “Genetics and Reproductive Risk: Can Having Children be Immoral?” 538-543.</li> <li>4. John A Robertson, “Extending Preimplantation Genetic Diagnosis: Medical and Non-medical Uses”, 589-595.</li> </ol>	
<b>Slides:</b>	<i>Prezi slideshow, Module 6A</i>	(see Sakai, “Resources”)
<b>Quiz 11:</b>	<b>Due 11/21 at 10:00 p.m.</b>	(see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 11/19 at 10:00 p.m.</b>	(see Sakai, “Forum”)
<b>Case Study:</b>	<b>Due 6/14 at 10:00 p.m.</b>	Case Study 32 <u>or</u> 33 (see Sakai, “Assignments”)

**11/24 – 11/26      Module Six (B): Genetics and Human Reproduction**

<b>Readings:</b>	<ol style="list-style-type: none"> <li>1. Leon R. Kass, “Cloning of Human Beings”, 577-579.</li> <li>2. Robert Wachbroit, “Genetic Encores: The Ethics of Human Cloning”, 583-588.</li> </ol>	
<b>Slides:</b>	<i>Prezi slideshow, Module 6B</i>	(see Sakai, “Resources”)
	Paul Root Wolpe’s TED Talk, “It’s Time to Start Questioning Bio-Engineering”	
<b>Reading Quiz:</b>	None	
<b>Discussion Posts:</b>	<b>Due 11/24 at 10:00 p.m.</b>	(see Sakai, “Forum”)
<b>Case Study:</b>	<b>Due 11/30 at 10:00 p.m.</b>	Case Study 36 <u>or</u> 37 (see Sakai, “Assignments”)

**12/1 – 12/5      Module Seven (A): Social Justice and Access to Health Care**

<b>Readings:</b>	<ol style="list-style-type: none"> <li>1. “Social Justice and Access to Health Care”, 623-636.</li> <li>2. Allen Buchanan, “Justice: A Philosophical Review”, 639-649.</li> <li>3. Kai Nielson, “Autonomy, Equality, and a Just Health Care System”, 649-655.</li> </ol>	
<b>Slides:</b>	<i>Prezi slideshow, Module 6C</i>	(see Sakai, “Resources”)
<b>Quiz 12:</b>	<b>Due 12/3 at 10:00 p.m.</b>	(see Sakai, “Tests and Quizzes”)
<b>Discussion Posts:</b>	<b>Due 12/5 at 10:00 p.m.</b>	(see Sakai, “Forum”)
<b>Case Study:</b>	None	

**12/8 – 12/10      Module Seven (B): Social Justice and Access to Health Care**



<b>Readings:</b>	1. Ezekiel Emanuel, “The Problem with Single-Payer Plans”, 686-690. 2. David DeGrazia, “Single Payer Meets Managed Competition: The Case for Public Funding and Private Delivery”, 693-703.
<b>Slides:</b>	<i>Prezi slideshow, Module 6C</i> (see Sakai, “Resources”) <i>Second Take Home Exam Overview, Prezi slideshow</i>
<b>Quiz:</b>	None
<b>Discussion Posts:</b>	<b>Due 12/10 at 10:00 p.m.</b> (see Sakai, “Forum”)
<b>Case Study:</b>	None

### **Wednesday, December 17<sup>th</sup>: Second Take Home Exam Due at 10:00 p.m.**

The second take home exam will be submitted online via Sakai under “Assignments”. It will cover course content from Modules 4-7. Additional details are provided below, under “Course Requirements”.

Note: While you may use your textbook while writing the exam, you may not work with other students, nor may you use any outside resources, including websites or secondary reading materials. The take home exam will be submitted through turnitin.com, plagiarism software, which will detect any passages within your exam that have been taken from other resources. Failure to adhere to rules of the assignment and to the academic honesty policy listed above will result in further investigation and penalties. All content from slides has also been uploaded to the turnitin.com database, and students are not permitted to copy content from slides in their answers. The best strategy to avoid plagiarizing material is to write the take home exam without the book or slideshow open. That should prevent you from inadvertently copying too much from the language and explanation of the authors.

### **V. Course Requirements:**

1. Course Readings/Materials: this text is required and must be purchased by the first day of class.

(a) 1. *Biomedical Ethics*, 7<sup>th</sup> Edition, Edited by Thomas A. Mappes and David DeGrazia (New York, NY: McGraw Hill, 2010)

(b) Students are also responsible for downloading and reading all Prezi slideshows stored under Sakai’s “Resources” pages alongside the reading materials.

2. Assignments, Assessment, and Evaluation

<b>30%</b>	<b>Reading and Slideshow Quizzes, 10 out of 12, worth 3% each</b> Due Wednesdays at 10:00 p.m. on Sakai Tests and Quizzes
	Quizzes are designed to help students keep up with the progression of readings and slideshow presentations, and to self-assess how well they understand the assigned essays on their own, <i>prior</i> to viewing instructor explanations. There will be a total of 12 quizzes offered over the term, each consisting of ten questions. The quiz will be a timed, 30-minute online quiz that students can only complete within Sakai, by clicking on the relevant quiz under “Quizzes and Tests”. Only the <u>best 10 scores out of the 12 quizzes will count</u> toward the final grade (each worth 3%). Quizzes are due on

	<p>Wednesdays by 10:00 p.m. Answers to quiz questions are graded on a 5 point scale.</p> <ul style="list-style-type: none"> <li>• 1 point: almost entirely incorrect answer, more incorrect than correct</li> <li>• 2 points: mix of correct and incorrect answer, more correct than incorrect</li> <li>• 3 points: correct answer lacking (or only superficially including) a correct explanation</li> <li>• 4 points: correct answer, includes correct explanation, doesn't successfully incorporate texts</li> <li>• 5 points: correct answer, includes correct explanation, successfully incorporates useful details from the texts</li> </ul>
<b>20%</b>	<p><b>Online Discussion and Participation</b> Due Fridays at 10:00 p.m. on Sakai Forum</p>
	<p>Ethical questions readily spark debate and prompt us to evaluate our own views about deeply difficult, controversial, and personal beliefs and values. The class online discussion accompanying each topic provides students with an opportunity to raise questions about the texts and arguments advanced in the readings, to exchange and constructively challenge one another's positions, and to consider the merits of new or foreign views expressed by peers. Students are expected to actively engage in discussion with others using the online "Forum" feature on the Sakai site. The online forum will be divided into each of the 7 modules, with sub-questions draw from the reading questions provided at the end of each essay and a separate strand for independent questions and comments. Grades will be based on two equal factors:</p> <ul style="list-style-type: none"> <li>• regularity of interaction: how frequently you post and respond to others, and how spaced out your posts are over the course of the term. Students should aim to post at least one original question or comment and at least one response to someone else for each module, and should time forum posts to appear within a day or two of the relevant reading assignments.</li> <li>• quality or helpfulness of interaction: how helpful your posts are to better understanding authors and positions assigned in the class, how much effort and thought you demonstrate in your posts, and how successful you are in prompting others to interact with your questions and comments.</li> </ul>
<b>15%</b>	<p><b>Case Studies, 5 out of 13, worth 3% each</b> Due Sundays at 10:00 p.m. on Sakai Assignments</p>
	<p>The textbook includes case studies that parallel daily readings to provide students opportunities to apply their understanding of the course concepts and critical reflection on examples of biomedical issues. Case studies are 2 page essay-formatted responses to specific dilemmas developed in coordination with the assigned readings. Students are <u>required to submit 5 out of the available 13</u> for a grade (each worth 3%). All case studies must be submitted online through the class Sakai website, under "Assignments". Deadlines and guidelines are provided below. Case Studies are due on Sundays by 10:00 p.m. Grades will be based on four equal factors:</p> <ul style="list-style-type: none"> <li>• completeness: how well you address each of the four questions provided by the case study assignment, and stay within the 400-550 word limit.</li> <li>• clarity of dilemma: how well you explain the relevant competing ethical values that bear on the case, and how clearly you explain an overview of the dilemma.</li> <li>• textual depth: how well you apply an accurate and detailed representation of one of the relevant author's positions to the dilemma.</li> <li>• tone: how well you develop strong points of view on each side of the dilemma.</li> </ul>

<b>35%</b>	<b>Two Take Home Exams, worth 15% and 20% each</b> Due 10/12 and 12/17 at 10:00 p.m. on Sakai Assignments
	There are <i>two</i> take home exams for the class. <u>The first is worth 15% of the final class grade and covers Modules 1-3, and is due Sunday, October 12<sup>th</sup> at 10:00 p.m. The second take home exam is worth 20% of the final class grade and covers Modules 4-7, and is due Wednesday, December 17<sup>th</sup> at 10:00 p.m.</u> Both are designed to prompt students to collect and organize what they've learned from the assigned readings and accompanying slideshow presentations, to draw comparisons across author positions, and to critically reflect on the extent to which they agree or disagree with core ethical arguments advanced by authors.

- (a) **Late assignment policy:** All deadlines are listed on the course schedule and are firm. Late quizzes are not accepted. Case studies and the take home exam may be submitted late, but for every 24 hours the assignment is late the grade will be subject to dropping 5% (from a B+ to a B, for instance). Late take home exams are only accepted provided that students submit for a grade extension form through the Registrar, which will result in an “IN” grade for the class until the work has been submitted. Students should make every effort to alert me in advance if a take-home exam will be late. Assignments will not be accepted more than six days after the deadline.
- (b) **Critical dates for registration changes:** Please check with the [academic calendar](#) to view last day to drop without penalty.
- (c) **Course Grades and Symbols:** Please see the [Rutgers registrar's website](#) for an explanation of the grade codes and their numerical equivalents in terms of GPA.

### 3. Use of *Sakai* in class

All class content and assignments will be processed through the platform *Sakai*—a Web-based course management system with password-protected access at <https://sakai.rutgers.edu/portal> -- to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You will need to have a working Rutgers username and password before the start of the class, and will need to ensure that your registration status allows you to successfully login to the class Sakai site for the first day of class. You can find [support](#) in using Sakai at the Help Desk at 848-445-8721, Monday through Friday, 8 a.m. to 5 p.m., or [sakai@rutgers.edu](mailto:sakai@rutgers.edu).

## VI. Tutoring and Resources

### Rutgers Learning Center

Free academic tutoring is available through the Rutgers Learning Center. For more information regarding subjects being tutored and scheduling appointments please see the [RLC website](#).

### Rutgers Student Affairs

The Division of Student Affairs works to improve the quality of student life on and off campus, and is a very good resource if you are struggling with concerns that are wider than comprehension of the material in this class. This resource can help students find help for issues concerning new, transfer, or international student questions or problems, academic advising, health concerns, and can help you address stress management. For more information regarding their resources see the [Division of Student Affairs website](#), or contact them at (856) 225-2825.

## VII. Academic Integrity

### Rutgers University Student Code of Conduct

Students are required to properly cite all materials, to only submit their own, individually produced work, and to adhere to the requirements of each assignment regarding the use of internet or print resources. Take home assignments must be submitted through the course Sakai site, which will check all assignments against the Turnitin.com database, an electronic plagiarism detection software program. The penalties for academic dishonesty are severe and strictly enforced, and can be extended to include failure of the course and University disciplinary action. Please review the University's [academic honesty policy and disciplinary procedures](#), or speak with me if you have any questions.

## VIII. Other University Notices and Policies

### Use of E-mail for Official Correspondence to Students

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are [available here](#).

### Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact the [Office of Disability Services](#) for Students at (848) 445-6800 (voice) or [dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu). Faculty are not required to provide accommodations without an official accommodation letter from ODS. Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, handouts are not readable for proper alternative text conversion, etc.).

### Audio-Visual Recording, Transmission, or Distribution

Students in this class are prohibited from recording and/or transmitting classroom slides, quizzes, and tests unless written permission from the class instructor has been obtained. Permission to allow the recording is not a transfer of any copyrights in the recording. The recording may not be reproduced or uploaded to publicly accessible web environments.

Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

The policy aims to prohibit or limit recording of classroom lectures or re-distribution of classroom materials in order to:

- respect the integrity and effectiveness of the classroom experience;
- protect students and faculty dignity and privacy;
- respect faculty and University rights in instructional materials; and
- comply with copyright law.