

# DC/GAM/IT 228|Ethics in Computer Games and Cinema

Winter 2015/2016

## Instructor Information

Instructor	Email	Office Location & Hours
C. S. DeBose MA, MFA	cdebose@cdm.depaul.edu	Tuesday: 10 AM – 2 PM Loop Campus: DC LAB: 106 Wednesday evening: 5pm – 5:45 classroom

## General Information

### Learning Domain Description

DC/GAM/IT Ethics 228 is included in the Liberal Studies program as a course with credit in the Philosophical Inquiry domain. Philosophical Inquiry examines the most basic questions of human existence. It considers the fundamental beliefs and convictions that shape what it means to be human, our relationships to others, and the nature of the world itself. Its aim is to develop our critical, imaginative, and analytical abilities, and it enables students to understand various kinds of important intellectual problems from a variety of perspectives and approaches, interpret and assess historical and contemporary texts concerned with these issues, and articulate reasoned judgments about these most basic concerns of human life. Philosophical inquiry is thus committed to the task of reflecting on ideas and events that make up the cultures, societies, and traditions within which we live and to enhancing our understanding of their significance and complexity. Courses in Philosophical Inquiry support the mission of the Liberal Studies Program by fostering deeper understanding and appreciation of the worlds of meaning and of value and of the enterprise of intellectual inquiry and social dialogue.

## Learning outcomes

- ☒ Using multiple perspectives, students will be able to address, critically think about, and analyze philosophical questions and problems
- ☒ Students will be able to evaluate philosophical questions, issues and/or problems using informed judgment. Students will be able to analyze and interpret the methods used by philosophers in addressing philosophical questions, issues, and /or problems.
- ☒ Students will be able to develop an understanding of the historical context of philosophical topics, figures, and texts.
- ☒ Students will be able to write an analytic essay treating a philosophical question, issue and /or problem that forwards an identifiable thesis, argument, and conclusion.
- ☒ Students will be able to address, critically think about, and analyze ethical issues, applying philosophical tools drawn from various ethical traditions to concrete cases pertinent to a variety of subject.

## Writing Expectations

Students will be required to complete a minimum of 10 pages of writing for this course. This writing may take the form of essays, response papers, reading journals, take-home essay exams, critical analyses, etc. AT least one assignment should involve revision, which may count (but only once, not twice) toward the 10 page minimum.

## Required Text

**The Elements of Moral Philosophy** , James Rachels

Other course readings will be provided by faculty member

## Call your shots:

Participation in this course is 25% of your earned grade. Each in class response should be guided by a philosophical framework. To that end, you must identify what type of argument you will be using in your response each week.

## Course Schedule

<b>Week 1</b>	Reading	Exercises
	Rachels Chapter 1 & 2	Movie Questionnaire
	Journal articles if applicable	1/9/2016
<b>Week 2</b>	Reading	Exercises
	Rachels Chapter 3, 4 & 5	Exam 1
	Journal articles if applicable	1/15/2016

<b>Week 3</b>	Reading	Exercises
	Rachels Chapters 6 & 7	Paper 1 (Game analysis)
	Journal articles if applicable	1/22/2016
<b>Week 4</b>	Reading	Exercises
	Rachels Chapters 8, 9 & 10	Exam 2
	Journal articles if applicable	1/29/2016
<b>Week 5</b>	Reading	Exercises
	Rachels Chapters 11 & 12	Paper 2 (Film analysis)
	Journal articles if applicable	2/5/2016
<b>Week 6</b>	Reading	Exercises
	Rachels Chapter 13 & journal article	Exam 3
	Journal articles if applicable	2/12/2015
<b>Week 7</b>	Reading	Exercises
	Journal Article	Paper 3 (Game analysis)
	Journal articles if applicable	2/19/2016
<b>Week 8</b>	Reading	Exercises
	Journal Article	Exam 4
	Journal articles if applicable	2/26/2016
<b>Week 9</b>	Reading	Exercises
	Journal Article	Paper 4 (Film analysis)
	Journal articles if applicable	3/4/2016
<b>Week 10</b>	Reading	Exercises
	No reading	Final exam preparation (cumulative exam on Rachels)

## Additional Information and Resources

### Grading:

Exams: 25%

Papers: 25%

Class participation (in class, discussion board, and attendance): 25%

Final Exam: 25%

- No late assignments will be accepted. - Assignments may only be made up in cases of emergency.
- Two unexcused absences allowed, deadlines missed due to unexcused absence are not accepted late.
- Any further absences will deduct 10% from your total score.

### **Assignments:**

Assignment sheets and lectures are posted on D2L

If you miss an assignment during the quarter there will be an opportunity to submit the work in Week 8.

All assignments are due by end of the day (Wednesday).

Exams will be taken in lab during scheduled class period

D2L-You must post your work here.

Check the date as well as the time due. The cut off time for online D2L submissions is computerized and will cut off at exactly the time posted (this may be different for different assignments). It is your responsibility to check for each assignment to be sure your work is submitted on time.

**We meet twenty times. Three misses, and you have failed the course.**

Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Three absences for any reason, whether excused or not, may constitute failure for the course

Attitude: A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. **The professor will work with the Dean of Students Office to navigate such student issues.**

Civil Discourse: DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Cell Phones/On Call: If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in a non-disruptive manner. Out of respect for fellow students and the professor. Texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

### **Email**

Email is the secondary (and less desirable) means of communication between faculty and students enrolled in this course outside of class time. Students should be sure their email listed under "demographic information" at external link <http://campusconnect.depaul.edu> is correct. I am available three days a week for office hours. I am also available before class to assist you. I prefer assisting students in person. Most issues can be resolved more efficiently in person during office hours.

You may always feel free to use email to ask questions, and if I am able to answer them I will respond to your email within 1 business day. If you don't get a response, kindly email again. Please use reason when considering the timestamp on your email. Messages sent in the middle of the night may not get a response.

### **Use Email Best Practices for this class and everyday communications:**

- Please Do use a clear and concise subject. For example: DC228 (section ###) question about settings on camera

Do Not reply to emails I send the entire class.

- Instead, make a new one, with a pertinent subject line.

- Please Do include links, and full explanation of what I can help with.

- Please Do include a screenshot or capture if you need to show me something (Mac: Command,Shift,4) draw a box around it and it will be on your desktop. (PC: Printscreen key)
- Do Not abuse email for submitting any other images, homework or assignments on time or late.

If your question cannot be effectively answered via email, I look forward to meeting during my office hours

### **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

### **Online Course Evaluations:**

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students.

### **Academic Integrity and Plagiarism**

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If

you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

### **Withdrawal**

Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

### **Retroactive Withdrawal**

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM.

The deadlines for submitting appeals are as follows:

Autumn Quarter: Last day of the last final exam of the subsequent winter quarter

Winter Quarter: Last day of the last final exam of the subsequent spring quarter

Spring Quarter: Last day of the last final exam of the subsequent autumn quarter

Summer Terms: Last day of the last final exam of the subsequent autumn quarter

### **Excused Absence:**

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/forms.html>. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

### **Incomplete:**

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course

requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.
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### **Students with Disabilities**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370

Phone number: (773)325.1677

Fax: (773)325.3720

TTY: (773)325.7296