

## Subject Description Form

<b>Subject Code</b>	APSS186																										
<b>Subject Title</b>	Understanding Ethics in Daily Life																										
<b>Credit Value</b>	3																										
<b>Level</b>	1																										
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion: APSS2815 Ethics and Daily Life																										
<b>Minimum Pass Grade</b>	D																										
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 45%;">Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1.</td> <td>Group seminar Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Individual participation in Seminar Activities discussion</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Term paper on a selected topic or quiz</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="text-align: center;">0%</td> <td>Examination</td> <td></td> <td></td> </tr> </tbody> </table>				Continuous Assessment	Individual Assessment	Group Assessment	100%				1.	Group seminar Presentation	0%	30%	2.	Individual participation in Seminar Activities discussion	10%	0%	3.	Term paper on a selected topic or quiz	60%	0%	0%	Examination		
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<b>Objectives</b>	<p>This subject attempts to help students have an elementary understanding of the significance of moral discussions in their daily lives and in their future professional practices. It also enables the students to apply moral concepts and theories to moral problems that they face in the fast changing modern society.</p>																										
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. have an elementary understanding of the nature of good life and morality;</li> <li>b. acquire the basic understanding of the concepts and frameworks pertaining to moral discussions;</li> <li>c. be aware of the current moral issues in the rapidly changing modern society; and</li> <li>d. understand the basic skills of applying the moral concepts and frameworks to the current moral issues.</li> </ol>																										

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Introduction: the Nature of Good Life <ul style="list-style-type: none"> <li>• What are good life and morality?</li> <li>• Can moral discussions provide answers?</li> <li>• How to justify moral goods?</li> </ul> </li> <li>2. Concepts, Theories, and Frameworks <ul style="list-style-type: none"> <li>• Are moral values subjective?</li> <li>• Are consequences all that matter?</li> <li>• Are there absolute moral rules?</li> <li>• The ethics of virtue and the ethics of right action</li> </ul> </li> <li>3. Moral Goods and Issues <ul style="list-style-type: none"> <li>• Why should we act morally?</li> <li>• Taking life: abortion, euthanasia, and killing</li> <li>• Sexual morality</li> <li>• Personal values and accountability in work place</li> <li>• Economic development and man’s responsibility for nature</li> <li>• Should we oppose human cloning?</li> <li>• Freedom of speech and cyber ethics</li> </ul> </li> </ol>																																														
<b>Teaching/Learning Methodology</b>	<p>The approach will be comprised of lectures and seminars. Audio and video materials will be used to engage students’ interest in the subject. Seminars are conducted in groups of about 20 students. Students are expected to pay their effort to organize presentations and small group discussions in seminars on assigned topics.</p>																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="443 1146 1469 1588"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1.Group presentation</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Seminar participation</td> <td>10</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Personal Essay</td> <td>60</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The group presentation is intended to provide opportunities for students for exchange their views and knowledge of the subject, and to develop some defensible positions on the studied moral problems, thus contributing to all of the intended learning outcomes. Participation in the seminar aims to involve other students in moral discussion, but with less emphasis on the theories and concepts. Finally, students will then be given an opportunity to develop their personal views on the moral issues, provided that the views are grounded in good understanding of the theories and concepts. This contributes to all intended learning outcomes on an individual basis.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1.Group presentation	30	✓	✓	✓	✓			2. Seminar participation	10			✓	✓			3. Personal Essay	60	✓	✓	✓	✓			Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	30 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Seminar Group Project	10 Hrs.
	▪ Seminar Participation	10 Hrs.
	▪ Personal Essay	10 Hrs.
	▪ Self Studies	33 Hrs.
	Total student study effort	105 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Rachels, James. (2002). The Elements of Moral Philosophy. 4<sup>th</sup> ed. Boston, Mass.: McGraw Hill College.</p> <p>MacKinnon, Barbara (2001). Ethics: Theory and Contemporary Issues. Wadsworth.</p> <p><b><u>Supplementary</u></b></p> <p>Almond, B. &amp; Hill, D., eds. (1991). Applied Philosophy: Moral and Metaphysics in Contemporary Debate. London: Routledge.</p> <p>Blackburn, Simon. (2003). Ethics: A Very Short Introduction. Oxford: Oxford University Press.</p> <p>Cohen, A. and C. Wellman, eds. (2005). Contemporary Debates in Applied Ethics. London: Blackwell.</p> <p>McGinn, C. (1992). Moral Literacy or How to Do the Right Thing. Indianapolis: Hackett Publishing Company.</p> <p>Olen, Jeffrey and Barry, Vincent (2002). Applying Ethics: A Text with Readings. Wadsworth.</p> <p>Singer, P., eds. (1990). Applied Ethics. Oxford: Oxford University Press.</p> <p>Singer, P., eds. (1993). A Companion to Ethics. Oxford: Blackwell.</p> <p>Teichman, J. (1996). Social Ethics: A Student's Guide. Oxford: Blackwell.</p> <p>Thiroux, Jacques P. (2004). Ethics: Theory and Practice. 8<sup>th</sup> ed. Upper Saddle River, N.J.: Pearson/Prentice Hall.</p>	