

Do the Right Thing Learning Community

“To be moral is to discover fundamentally one’s own being”

– Simone de Beauvoir

ENG 24 D17CD Prof. Janine Graziano-King	Ethics, PHI 74 D03CD, 2511 Prof. Riccardo Repetti	Integrative Seminar, BEH 82 Prof. Chris Calienes
M 10:20- 12:30 C-322 Th 10 :20-11:20 M-128 (for now)	T 10:20-12:30 T-7201 Th 11:30-12:30 M-337	W 10:20-12:30 M-223
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Learning Community Overview

In a learning community, a group of students takes two or more courses, which are thematically linked, together. This learning community links ENG 24 (Comp 2), PHI 74 (Ethics) and BEH 82 (Integrative Seminar) around the theme of “doing the right thing.” This semester we’ll be exploring this theme from a variety of perspectives – philosophical, sociological, psychological, and professional/occupational – through a variety of assignments, readings and films – most of which are shared among the courses.

Learning Community Objective

While each course has its own set of learning objectives, taken as a whole, we hope that by the end of this semester, you will be able to recognize, analyze, evaluate and articulate your own ethical codes and values in light of the major ethical theories and apply them to decision making, ethical problems, and life-plans.

Materials: For this learning community, you will need:

1. Access to a computer and the Internet
2. Copies of:
 - a. Elijah Anderson’s *Code of the Streets*
 - b. Sylvan Barnet and Hugo Bedau’s *Current Issues and Enduring Questions* 7th Edition
3. A binder or folder and, if you print at home, printer paper;
4. A flash drive (to save the work you do in class);
5. An inexpensive, marble-covered-type journal notebook;
6. A sharp pencil, for use in multiple choice exams on the scantron answer sheet form; and,
7. A notebook, as we expect you to take plenty of notes.

Instructor- Student Agreements

Do the Right Thing – Get off to a good start!

There are a few things you need to know about how this learning community works and things you'll need to do in order to be successful in it.

Goal	What we did/plan to do	What we expect you to do	When you need to do it
Integrative Thinking	We met many times over the summer to integrate these courses through shared readings and activities and shared assignments.	Look for connections among the three courses – think about how readings and discussions in one course relate to those in the other courses and try to connect these to your own life and experiences as well.	Every day – starting NOW! ☺
Community & Student Convenience	We created a learning community wiki - an online, editable, shared workspace - where we have posted class readings, materials, calendar and relevant links and through which we can get to know each other.	<ol style="list-style-type: none"> 1. Go to www.pbworks.com and create an account. 2. Go to www.therightthing.pbworks.com and request access. 3. Once you have access, go to <i>Personal Pages</i> and find your name. Click on <i>edit</i> underneath your name and answer the questions on your page. Be sure to save!! Note the two tabs on the top - View and Edit. To upload a file, such as a picture, you have to be in View mode; to add the picture to your page, you have to be in Edit mode. 4. Note: MAC users – use Mozilla, not Safari. 	NOW!
Student Convenience	We chose books that we think will be useful and interesting to you and that would not be too costly; all other readings will be available on the wiki.	<ol style="list-style-type: none"> 1. Go to the sidebar on the wiki page and click on Order Barnett and Bedau and Order Code of the Street. Buy a used version of the 7th Edition of B&B (from Amazon) and a copy of Code (from Amazon or a local bookstore). Together, the books for all three courses should about \$20. 2. Download other readings and bring them with you to class. 	NOW! As needed.
Critical Reading & Thinking	We will be doing close readings of texts and using texts to inform thinking and writing.	<ol style="list-style-type: none"> 1. Read texts carefully and critically and with pencil in hand, and mark your reactions in the margins (agreement, disagreement, confusion, contradictions, questions, objections, counter-examples of your own, etc.). 2. Come to class prepared to discuss readings and bring with you any written assignments based on readings (journals, summaries, seminar tickets). Late work will be penalized or not accepted. 	Throughout the semester.

<p style="text-align: center;">Integrative Thinking</p>	<p>We have designed writing assignments that build on each other and are shared between two or among all three courses. We have tried to schedule assignments so that you can pace yourself throughout the semester, but note that work you do in this learning community is work for <u>three</u> courses.</p>	<ol style="list-style-type: none"> 1. Do your best on each draft, keeping in mind discussions about what makes strong papers and rubrics that will be used in evaluating your work. All drafts of formal work must be typed. 2. Carefully consider and address peer and instructor comments as you revise your work. 3. Submit all drafts to Turnitin and bring in class in hardcopy on the dates due – late work will be penalized or not accepted. 	<p>Throughout the semester.</p>
<p style="text-align: center;">Community & Collaborative Learning</p>	<p>We have planned a number of learning activities that depend your working collaboratively with others, as we believe this is a good way to learn from each other as everyone has contributions to make.</p>	<ol style="list-style-type: none"> 1. Show up to class – every day – on time and committed to doing your part to make this learning community a good experience for everyone participating in it – other students and your instructors, too! 2. Give thoughtful feedback when peer reviewing each other’s writing. 3. Be respectful of everyone – please be mindful of your actions in class and minimize anything (e.g., cell phones, texting, etc.) that is in any way disruptive or disrespectful to others or to an atmosphere conducive to learning. 4. Visit each other’s wiki pages to get to know each other. 	<p>Every day – starting now!</p> <p>On peer review days</p> <p>Every day – starting now!</p> <p>Once everyone has created a page.</p>
<p style="text-align: center;">Academic Integrity</p>	<p>We decided to have you submit all drafts of formal papers to Turnitin.com, which is anti-plagiarism software so you could learn how to avoid plagiarism.</p>	<ol style="list-style-type: none"> 1. Create a student account on Turnitin.com 2. Join the class ID 2861295 3. Use the password link 4. Post all drafts on Turnitin.com by due dates. 5. Check your originality report and revise as needed. 	<p>Now and throughout the semester.</p>
<p style="text-align: center;">Mindfulness</p>	<p>Learning requires a focused mind – not easy to achieve these days. For this reason, we will be participating in mindfulness exercises - meditations – in some of the classes. Mindfulness meditation is <i>not</i> a religious form of meditation; it is a purely secular attention-control exercise, and is practiced by members of all faiths or no faith.</p>	<p>When meditating, be as still as possible, respectful of the silence and stillness around you and of others’ desire for a peaceful, quiet, reflective atmosphere.</p>	<p>Throughout the semester – you might want to try these at home or while you’re traveling – but not if you’re driving. 😊</p>

Communication	Since two of these classes meet twice a week and one just once a week, we will keep you up to date by email in the event of changes to course plans.	Check your email regularly! Notes: <ul style="list-style-type: none">• When emailing, please put “ENG 24” (for Prof. Graziano-King), “PHI 74” (for Prof. Repetti), or BEH 82 (for Prof. Calienes) in the subject line and be sure to sign your name. If do not get a response within 48 hours, please feel free to resend the email.• Unless you will be out more than once, don’t email to say you’ll be absent or to find out what you missed; it is <i>your responsibility to contact another student to find out what you missed</i>, and make sure you stay up to date. Please note the policy on attendance and how it may affect your grade.	Throughout the semester.
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English 24: Freshman Composition 2

Course Theme: In this course, we will explore moral codes and code-switching and consider the factors that influence our moral decisions.

Course Objectives (many overlap with those of PHI 74 and BEH 82): I hope that by the end of this course you will be able to:

1. Contribute in a collegial way to a community of writers.
2. Locate (through CUNY+, library databases, and the Internet), critically read, conceptually map, summarize, evaluate, and synthesize sources of various types to answer questions or to develop and support positions; and,
3. Write focused and appropriately organized research papers that present and further a clear thesis and in which major ideas are fully explored and supported with appropriately cited text-based evidence.

Grades

Final grades will be based on how well you demonstrate that you have met the course objectives above through:

- **Participation (15%)** in the form of:
 - **Contributions to class discussions** (every class!) in person and on the wiki
 - Please note that you need to be physically, mentally, and spiritually present and prepared – and show up on time! More than 20 minutes late will count as a one-hour absence.
 - More than three hours of absence (or hours when you are only physically present!) will affect your participation grade; more than six hours (15% of 36 hours) may cause you to receive a WU for the course. Note that if you are absent on a Monday, you miss 2 hours.
 - **Informal writing assignments:** These will be reading-based, and will often serve as your entry into various class activities, so late work will not be accepted.
 - **Peer Reviews:** You will be expected to review and comment on other students' work.
- **Formal writing assignments (80%)** (See breakdown on course overview) Note: Lateness will be penalized and real revision is expected.
- **Final Exam (5%)**
 - There will be an in-class, final essay exam (usually 8:30 on the first day of final exams) that builds on our work in class.
 - In writing your exam, you may refer to your notes from all of your classes as well as to the course readings themselves.

To compute your final grade, I will total the number of points you received for each type of work and convert this total to a letter grade. I reserve the right to use the above percentages/formulas simply as guidelines against which I may choose to give you a more holistic grade, all things considered.

Philosophy 74: Ethics

Course Objectives (many overlap with those of English 24)

I hope that by the end of this course you will be able to:

1. Contribute in a collegial way to a community of ethically-minded thinkers/speakers/writers;
2. Engage in mindful listening and mindful/ethical speech/discourse/communication;
3. Differentiate between the subjective, objective, descriptive, prescriptive, and theoretical elements of ethical discourse;
4. Identify, analyze and evaluate key concepts, terms, and claims, and their roles in ethical arguments;
5. Distinguish between premises and conclusions, valid and invalid arguments, and non-arguments;
6. Develop an understanding, a position, or a thesis statement on an ethical theory and/or problem;
7. Identify, analyze, and evaluate the multiple dimensions of ethical theories and problems;
8. Reflect on and re-examine your own ethical perspective, values, codes, character, habits, practices, lifestyle, and career and life plans;
9. Use meditation, reflective journaling, and related contemplative practices to create the inner calm, discipline, and focus needed to sustain the conditions for a mindful, responsible, wholesome, ethically-sensitive, enlightening, and rewarding life experience;
10. Understand and take greater responsibility for your educational experience, your character, your attitudes, your actions and omissions, your career and life plans, and your happiness; and
11. Articulate your own ethical views, both at the level of theory and in terms of personal values.

Grades

Final grades will be based on how well you demonstrate that you have met the course objectives through the following work:

- **Participation (30%)** in the form of:
 - **Journal notebook (20%)**
 - Bring journal to class daily
 - Many entries will be done in class just after a meditation.
 - Every reading assignment entails a journal entry at home.
 - Periodically, journal questions based on class discussions are assigned at random.
 - Use journals to write about your personal ethical and learning experiences in and out of class that are related to the course.
 - **Preparation for, Contributions to, and Participation in Class Activities (10%)**
 - **Class discussions**
 - Please note that you need to be physically, mentally, and emotionally/spiritually present and prepared (*i.e.*, you did the readings and wrote what you needed to write in order to be able to fruitfully contribute to the discussions) – and you obviously need to show up in order to do all the above, and to show up on time!
 - 10 minutes (or more) late will count as a one-hour absence in a one-hour class, and will also count as a two-hour absence in a two-hour class.
 - More than three hours of absence (or hours when you are only physically present!) will affect your participation grade; more than six hours (15% of 36 hours) may cause you to receive a WU or an F for the course, depending on other factors.
 - Negative participation (disruption, cell phones, coming/going, side-bar chit-chat, reactivity/attitudes, etc.) will

BEH 82: Integrative Seminar

Course Objectives:

I hope that by the end of this course you will be able to:

1. Become familiar with various career options for Liberal Arts majors in an ethical, practical and personally fulfilling way.
2. See the connections between the disciplines of Philosophy and English and apply the theories and concepts covered in those classes to everyday decision-making and life strategies.

Grades:

There will be no homework assigned in this course. All work assigned will be designed so that you will be able to complete it during class hours. You will also be allowed time to work on projects assigned to you in your Philosophy and English classes. A supplemental instructor will be available for the second hour of class and by appointment to assist you with your writing.

- Mapping Project – You will be completing one major assignment that will also count as a percentage of your grade in your English class. This project will be assigned and completed in stages throughout the semester. You will be given enough time in class to complete any written portions of this assignment. (60%)
- Other writing assignments - Throughout the semester you will also have three or four short writing assignments. You will also be given time to complete these during class. (30%)
- Class Participation – In order to be successful in any of the three courses in this learning community, attendance and participation in class activity is imperative. Since you will be completing all assigned work during class time, this is especially true of the integrative seminar. For this reason, for every class missed during the semester, 2 points will be deducted from your final grade (in addition to deductions from Class Participation grade). This includes any classes you are more than 15 minutes late for and any you leave before dismissal. (10%)

Learning Community: Shared Assignments

	English	Philosophy	Seminar
Developing a View			
Phase 1: Your View: Write a 2-3 page paper that offers your personal views on the topic you have chosen from the choices provided (i.e., abortion, reparations/affirmative action, gun control, and the legalization of drugs). As you begin your paper, think about what you have read in Ch. 6 (pp. 219-250) regarding audience, organization, tone, and thesis; remember to include a clear, explicit thesis of your view (Imagine that your thesis is attached to the following stem: “I believe, and will argue in this paper that...”). Be sure to consider and address arguments against your view.	Yes		
Phase 2: Analyzing the Arguments of Others: Choose one of the essays in the text relevant to your topic and write a 2 page analysis of the author’s argument, following the guidelines for writing an argument analysis (pp. 169-173).	Yes		
Phase 3: The Views of Others: Write a 2-3 page social science empirical research paper in APA style (see pp. 288-292) that surveys and compares views regarding your topic of participants who vary in terms of one of the following dimensions: age (young vs. old), sex (M vs. F), religion (choose two), race (choose two), ethnicity (choose two), SES (poor vs. rich), or educational level (HS vs. college grad). In choosing your variable, think about whether you think the two groups might differ on this issue and why. That is, develop a hypothesis regarding the outcome of your survey. Specific guidelines for writing this paper will be provided.	Yes		
Phase 4: Contextualizing the Issue: Write a 4-5 page humanities research paper in MLA style that contextualizes your view on the moral issue you are investigating within the context of other views. Specific guidelines for writing this paper will be provided and you must submit and have approved an Annotated Bibliography prior to writing this paper.	Yes		
Your View Revisited: Theoretical Perspectives			
Phase 1. Write a 1-2 page paper on the ethical theory you have been assigned (Utilitarianism, Kantianism, Social Contract Theory, or Virtue Ethics), applying it to the moral question you are researching.		Yes	
Phase 2. Work together in “theory groups” to explore the theory you have been assigned as it applies to the variety of issues explored by the members of your group. Revise your paper and post. Then, working with other students who are investigating the same issue as you, discuss and compare the application of the four theories to your group’s issue. Read their posted work prior to the discussion.		Yes	
Phase 3. Then write a 4-5 page position paper, on your own and in MLA style, where you apply each of the four theories to the moral question you are researching and compare the conclusions that logically follow from each theory. Finally, identify the theory you find most persuasive and discuss why.	Yes	Yes	

Mapping Assignment			
Phase One: What are the characteristics of the neighborhoods where subjects in <i>Code of the Streets</i> spend their time? Using the materials provided for you (including maps, U.S. Census Bureau data, content analysis of text, etc.) construct a profile of the neighborhoods presented in <i>Code of the Streets</i> . This should include information about demographics, socioeconomic status, race and ethnicity, education, and any other data you find interesting. How are the codes used by the subjects in <i>Code of the Streets</i> dictated or reflected by the conditions in the neighborhoods where they take place? How do these codes reflect the ambitions of the subjects?			Yes
Phase Two: What are the characteristics of the neighborhoods where you live? In the next two weeks, collect observational data about the neighborhoods where you spend your time. As you go through your daily routines, write down the addresses of the places where you spend time (home, work, school, relatives' and friends' homes, places of leisure, etc). What codes do you use as you go from place to place? Do these codes change as you navigate the different environments? What codes do other people use? What codes do you notice coming from the neighborhood itself? Are the streets overcrowded? Is there garbage? What kinds of businesses thrive? Is there an overwhelming police presence? Are criminal activities visible?			Yes
Phase Three: Collect neighborhood-level social data for the same neighborhoods from Phase Two. Using U.S. Census Bureau and other sources of data, create demographic, socioeconomic, racial and ethnic, and educational profiles of these neighborhoods. How are the codes and observations you analyzed in Phase Two reflected or dictated by the characteristics of the neighborhood in which they take place? Do the differences in codes and behaviors reflect the profile differences in the neighborhoods?			Yes
Phase Four: Using LinkedN or other job search sources, find two or three job openings (limit your choices to NYC) you would be interested in applying to upon completion of your educational goals. If you can, visit the neighborhoods where these jobs are located and conduct the same analyses as Phase Two and Phase Three. How are the codes in these neighborhoods different from the codes you analyzed in Phases Two and Three? Do you think the codes used in Phases Two and Three would serve the same purpose in these new neighborhoods? How do these new neighborhood profiles reflect and dictate the codes used there?			Yes
Phase Five: Codes are often considered by Sociologists to be strategic mechanisms meant to facilitate survival in specific environments. As environments change, codes change as well. Reflect upon how your codes change as you navigate your daily life in different environments. How do you think your codes will need to change as you move from being a student to being a professional? Have the subjects in <i>Code of the Streets</i> changed their codes to reflect their life goals? What kind of strategies can you and/or the subjects in <i>Code of the Streets</i> use to learn these new codes?	Yes	Yes	Yes