The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1A04
Subject Title	Understanding Ethics in Daily Life
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) : ☐ **Healthy Lifestyle** ☐ **AI and Data Analytics (AIDA)** ☐ **Innovation and Entrepreneurship (IE)** ☐ **Languages and Communication Requirement (LCR)** ☐ **Leadership Education and Development (LEAD)** ☐ **Service-Learning** ☒ **Cluster-Area Requirement (CAR)** 　　☒ Human Nature, Relations and Development [CAR A] 　　☐ Science, Technology and Environment [CAR D] 　　☐ Chinese History and Culture [CAR M] 　　☐ Cultures, Organizations, Societies and Globalization [CAR N] ☐ **China-Study Requirement** 　　☐ Yes or ☒ No ☐ **Writing and Reading Requirements** 　　☐ English or ☐ Chinese
Pre-requisite / Co-requisite/ Exclusion	Exclusion: APSS2815 Ethics and Daily Life
Assessment Methods	

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Quiz	30%	--
2. Participation	10%	--
3. Group Project	10%	10%
4. Term Paper	40%	--

- The grade is calculated according to the percentage assigned;

	• The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject.
Objectives	This subject aims 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 students to apply moral concepts and theories to moral problems that they face in the fast changing modern society.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: (a) Familiarize themselves with the basic concepts and theories of morality; (b) Identify the current moral issues in the rapidly changing modern society; (c) employ critical thinking skills to make moral decisions in their workplace. Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning 1. Students will be required to do substantial readings to enable their better understanding on the various ethical concepts and issues. 2. They are expected to do group projects and submit written works which reflect their critical thinking abilities in dealing with the ethical issues in daily life. 3. They are also expected to develop in the future a self-motivated pursuit of an independent critical framework on daily life ethical issues.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Introduction: What is Ethics all about? 2. Critical Thinking and Ethics: How can we determine whether or not a given moral judgment is rationally acceptable? 3. Moral Theories: What are the criteria of Right and Wrong? a) Utilitarianism b) Kant and Deontological Ethics c) Ethical Egoism and Social Contract Theory d) Virtue Ethics 4. Ethical Issues in Daily Life a) Talking life : abortion, euthanasia and capital punishment; b) Personal values, accountability in work place and whistle blowing; c) The social responsibilities of business corporations d) Economic development and our responsibility for nature; e) Love, sex and marriage; f) Privacy and the right of expression; g) Social justice; h) Cyber ethics : internet communication and moral responsibility

| Teaching/Learning Methodology

(Note 3) | The subject will be taught via lectures. Audio and video materials will be used to engage students' interest in the subject. Students are expected to pay their efforts to explore moral issues through their group projects and individual papers, as well as to participate in class discussions on assigned topics. |

| Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)							

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c			
1. Quiz	30%	✓	✓	✓			
2. Participation	10%	✓	✓	✓			
3. Group Project	20%	✓	✓	✓			
4. Term Paper	40%	✓	✓	✓			
Total	100%						

The quiz is intended to test students' general knowledge of the facts and concepts concerning ethics, as well the basic understanding of moral theories and issues. This will require them to fulfill the literacy requirements set by (a), (b) and (c).

Students may also want to develop their own views on various ethical issues through discussion and collaboration with others. For this purpose, the group project is designed to let students apply the ethical concepts and theories to practical problems in society, which enhances both (a), (b) and (c).

The term paper is intended to provide students with an opportunity to study carefully various ethical theories and their applications to contemporary moral issues, and also to develop their original views of the good life and morality. This is expected to bring about both (a), (b) and (c), as far the students' personal views on the issues are concerned.

Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Personal Essay	10 Hrs.
	▪ Group Project	10 Hrs.
	▪ Quiz Preparation	10 Hrs.
	▪ Self-studies	43 Hrs.
	Total student study effort	112 Hrs.

Reading List and References	**Recommended Textbook**

MacKinnon, B. (2012). *Ethics: Theory and Contemporary Issues*. 7th edition, Wadsworth Cengage Learning

References

Rachels, J. and S. Rachels. (2007). *The Elements of Moral Philosophy*. 5th ed. Boston, Mass.: McGraw Hill College.

Almond, B. and D. Hill, eds. (1991). *Applied Philosophy: Moral and Metaphysics in Contemporary Debate*. London: Routledge.

Blackburn, S. (2003). *Ethics: A Very Short Introduction*. Oxford: Oxford University Press.

Cohen, A. and C. Wellman, eds. (2005). *Contemporary Debates in Applied Ethics*. London: Blackwell.

Herman E. and K. Townsend (1993). *Valuing the Earth: Economics, Ecology, Ethics.* Cambridge, Mass. : MIT Press.

McGinn, C. (1992). *Moral Literacy or How to Do the Right Thing*. Indianapolis: Hackett Publishing Company.

Paola, F., R. Walker, and L. Nixon, eds. (2010). *Medical Ethics and Humanities*. Sudbury, Mass.: Jones and Bartlett Publishers.

Singer, P., eds. (1990). *Applied Ethics*. Oxford: Oxford University Press.

Singer, P., eds. (1993). *A Companion to Ethics*. Oxford: Blackwell.

Spinello, R. (2006). *Cyberethics: Morality and Law in Cyberspace, Third Edition*. Sudbury, Mass.: Jones and Bartlett Publishers.

Teichman, J. (1996). *Social Ethics: A Student's Guide*. Oxford: Blackwell.

Thiroux, J. P. (2004). *Ethics: Theory and Practice*. **8th ed.** Upper Saddle River, N.J.: Pearson/Prentice Hall.

謝仲明 (1991).《儒家與現代世界》台北：學生書局.

杜維明 (1997).《儒家思想》台北：東大.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.