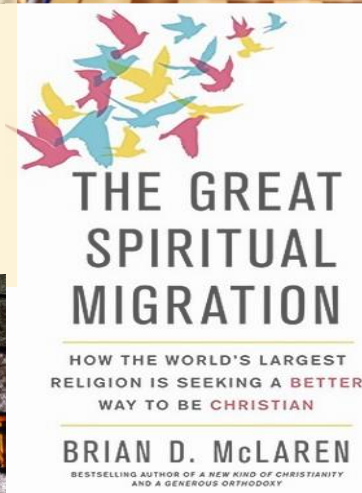
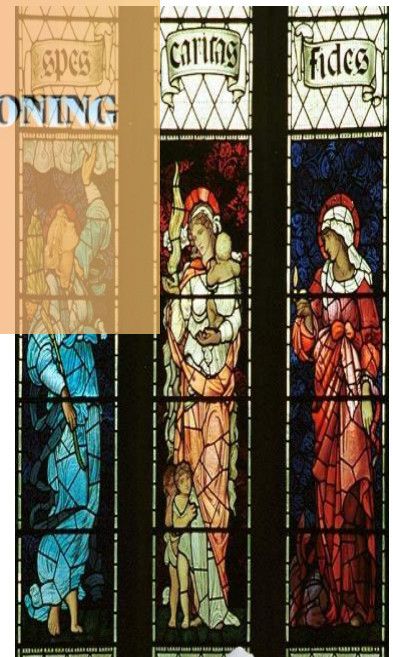
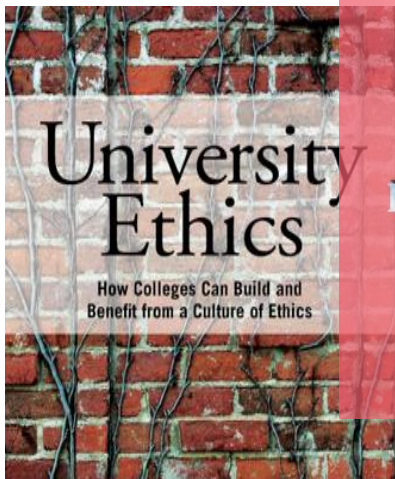


FALL 2024



BRDGS 105T-07: INTRODUCTION TO ETHICAL REASONING

Canevin Hall 201, 1:40-2:55pm, Fall 2024

Instructor: Gregory Jones, Ph.D. · **Email:** jonesg3@duq.edu · **Zoom Time for Students:** M-F, by request

1. COURSE DESCRIPTION

What is a “good life,” and how do we live it? How do I make decisions about my life and how I treat others? In our social-media-connected yet highly polarized times, where artificial intelligence is slowly but surely emerging, it is helpful to see how various religious and philosophical traditions have answered these questions in human ways. As Robin W. Lovin explains:

“[People’s] ideas about what it means to live a good life are shaped by their ideas about human nature, whether life has a purpose, and what they expect from the future. A Christian who believes that all things come from God will answer questions about living a good human life differently from a scientific materialist who believes that everything is just matter in motion...There are Buddhist ethics, existentialist ethics, free-market ethics, Muslim ethics, and even egocentric ethics alongside of Christian ethics, but there is never just plain ethics.”¹

TL;DR: everyone has their own way of defining and doing ethical reasoning! It is good to be a part of the conversation in which all of these ethical stances are in play. It is crucial to cultivate, understand, and express how one defines and lives out their own ethical “stance.” This class will help you begin to understand the way in which the Christian tradition defines and models ethics. No matter what background you come from, you can use this foundation as a launchpad for answering the questions about the good life and good treatment of others using your own thoughts, actions, and words.

2. COURSE PROCESS

What is my ethical stance? This is the question that we will think, read, watch, and talk through! Each class session involves a brief lecture and group discussions of the daily topic. There are four Units: Background, Context, Future, and Presentations.

3. COURSE GOALS

This course does not presume a religious background. Everyone will become:

Informed to Learn major concepts and ideas associated with Christian ethical reasoning,

Equipped to Adapt theological insights to examine their own choices, their lives, and their communities,

Inspired to Articulate one’s current level of ethical reasoning through improving skills in reflective reading and writing, and

Engaged to Examine a variety of questions and problems through a theologically ethical lens.

4. COURSE TEXTS / MEDIA (access to these and other readings are all found on Canvas, in the “Books” Module)

Lovin, Robin W. *An Introduction to Christian Ethics: Goals, Duties, and Virtues*. 2011.

Keenan, James F. *University Ethics: How Colleges Can Build and Benefit from a Culture of Ethics*. 2018. McLaren, Brian D. *The Great Spiritual Migration*. 2016.

5. TECHNICAL REQUIREMENTS

You need certain hardware/software for this course. Please reach out to your Advisor or contact Gumberg Library if you need help accessing...

- Devices for recording audio and video in MOV, MP4, M4V format (tablet, computer, laptop, smartphone).
- Apps for creating and recording presentations (PowerPoint, Keynote, VoiceThread, Canva, Prezi, etc.).
- A reliable Internet connection for accessing Canvas, watching lesson videos, and completing Weekly Paths and Exams.

Technical difficulties do not excuse you from completing Paths/Exams on time (see 7. Course Conduct). If tech difficulties occur, please contact the IT Service Department first, and include my email address to the ticket as well, to keep me updated as you resolve the issue.

Gumberg Library Phone: (412) 396-6130 | Gumberg Library Email: ask@duq.libanswers.com

IT Service Desk Contacts: <https://www.duq.edu/about/departments-and-offices/cts/contact-the-it-service-desk.php>

6. COURSE ACTIVITIES / GRADING

All students start at zero and build points toward their grade, rather than start with a perfect score and lose points for mistakes. This approach emphasizes the paths to successful learning, rather than emphasizing the mistakes.

¹ Robin W. Lovin, *An Introduction to Christian Ethics: Goals, Duties, and Virtues* (Nashville: Abingdon Press, 2011), vii.

Here is the list of the activities that you can do to earn points towards your final grade, followed by the grading scale. *Please note that the point totals shown for each activity are the maximum points possible; you don't automatically get all the points just for turning something in or "giving a good effort;" you have to do well to earn the maximum points!*

Activities & Points	
Attendance	= 30 pts (30 classes x 1pt)
Path 1: Quiz-Taking	= 120 pts (12 quizzes x 10pts)
Path 2: Video-Vocabbing	= 180 pts (12 video vocabs x 15pts)
Path 3: Film-Versation	= 180 pts (12 film-versations x 15pts)
Path 4: Read-Flection	= 180 pts (12 book-versations x 15pts)
Path 5: Outthinking the AI	= 216 pts (12 prompts x 18pts)
Projects and Final Exam	= 175 pts (25pt Proposal + 75pt Group Project + 75pt Final Exam)

Grading Scale / Grades Explained	
400+ points = A	Student exceeded expectations!
399-375 points = A-	
374-350 points = B+	Student met expectations skillfully and carefully.
349-325 points = B	
324-300 points = B-	
299-250 points = C+	Student met most expectations, needs to improve in some areas.
249-200 points = C	
199-175 points = D (Minimum passing grade for P/F)	Student did not meet most expectations.
174-0 points = GAME OVER	Student did not meet expectations.

*Crucial detail: When looking at your grade on Canvas, please only look at your **Total Points**, NOT the calculated grade.*

6.1 ATTENDANCE

Each time you attend class, you earn 1 point. You can earn 30 Attendance Points. You are expected to attend all classes. You will maximize your learning by attending every class. Yet, it is understood that there can be circumstances outside of one's control or extracurricular commitments which keep you from coming to class. If you have to miss class due to a university-sponsored activity (sports, band, etc.), serious family emergency, and serious illnesses/injuries which require long-term hospitalization, please let me know via email. Meanwhile, if you need to miss one day due to short-term episodes (allergies, digestion issues, temporary pains, traffic issues, tiredness due to lack of sleep, personal travel plans, routine dentist/medical appointments, home repairs, rent/job issues, etc.), please try not to be too discouraged about not being able to earn Attendance Points. Please prioritize your health and well-being, and take care of yourselves. ***Be careful: you want to do everything possible to avoid falling into the habit of missing classes!*** These Attendance points are the way that your overall Point Total is "rounded up" at the end of the course.

6.2 PATHS

Crucial Explanations About Taking Your One Path During Weeks 2-13:

- Please do not try to take all the Paths each week. Please choose one, and only one, Path each week. If you take more than one Path in one week, only the first completed Path earns points – all others will earn 0 points.
- You can take one different Path each week. For example, you can do Quiz-Taking one week, Video-Vocabbing another week, Movie-Responding the next week, Video-Outlining after that, and Outthinking the AI later on.
- Or, you can take the same Path every week. For example, you can do Quiz-Taking each week.
- You have the option to take or not take one Path each week. Each Path is optional, yet in your best interests to complete. Further, taking the one Path earns points, while not taking one Path forfeits points. Please try not to continually choose to not take one Path each week. ***The surest avenue to success is consistently striving to earn the most points possible on activities each week, as healthily and realistically as you can.***

The descriptions of each Path are listed below (remember, please choose only one each week).

PATH 1: QUIZ-TAKING

Take open book quizzes to show what you learned from the Class Discussions and Reading Material. Each week's quiz opens 12am Monday and closes 11:59pm Sunday.

Keep taking the Quiz until you earn all the points. These untimed quizzes are in each week's "Quiz-Taking" Module.

One quiz = up to 10 points. Quiz-Taking every Week 2-13 = up to 120 points over the semester.

PATH 2: VIDEO-VOCABBING

Record your own audio-and-visual explanation of the key vocabulary words for the current week's readings, in your own words. These words are displayed in each week's "Video-Vocabbing" Module. Please turn in your recordings as a 2-3 minute .MOV, .MP4, .M4V, or .WEBM by Sunday 11:59pm in each week's "Video-Vocabbing" Module.

One video vocab = up to 15 points. Video-Vocabbing every Week 2-13 = up to 180 points over the semester.

Video-Vocabbing Rubric:

Time Limit (3 pts) + Creativity (3 pts) + Clarity/Structure (3 pts) + Accuracy/Completeness (3 pts) + Humanity (3 pts) = 15 POINTS

(Note: 12 = usual score, 13-14 = above average, 15 = distinctively good)

PATH 3: FILM-VERSION

Watch a movie (see 8. Course Schedule) that features diverse depictions of ethics. Record your own 2-3 minute audio-and-visual response to this movie, which briefly states what the movie is about, and also, 1) why you relate to one person's ethics in the movie above others, 2) how a key quote from this character portrays something that connects to the class content that talks about the week's key ethical topic, 3) the traits of the character you least relate to, and 4) how you describe the key topic after watching this movie.

Please turn in a 2-3 minute .MOV, .MP4, .M4V, or .WEBM file by Sunday 11:59pm in each week's "Film-Version" Module.

One film-version = up to 15 points. Film-Versating every Week 2-13 = up to 180 points over the semester.

Film-Version Rubric:

Descriptions (3 pts) + Class Connections (3 pts) + Time Limit (3 pts) + Clarity/Structure (3 pts) + Humanity (3 pts) = 15 POINTS

(Note: 12 = usual score, 13-14 = above average, 15 = distinctively good)

PATH 4: READ-FLECTION

Record your own audio-and-visual answer that involves: 1) WHAT THEY SAY: references to what the Reading Material says about the week's key topic (with quotations and citations which include page numbers) AND 2) WHAT YOU SAY: talk about what you agree with and disagree with in the book's discussion of the topic; provide your own original definition of the topic that fills in what you think the Reading Material misses, perhaps, indicating another source who could speak more on this topic.

Please turn in a 2-3 minute .MOV, .MP4, .M4V, or .WEBM file by Sunday 11:59pm in each week's "Read-Flection" Module.

One read-flection = up to 15 points max. Read-flecting every Week 2-13 = up to 180 points over the semester.

Read-Flection Rubric:

Creativity (3 pts) + Humanity (3 pts) + Time Limit (3pts) + Structure/Format (3 pts) + Completeness/Accuracy (3 pt) = 15 POINTS

(Note: 12 = usual score, 13-14 = above average, 15 = distinctively good)

PATH 5: OUTTHINKING THE AI

Read an AI-generated answer to a prompt related to the key concept for the current week. These answers are displayed in each week's "Outthinking the AI" Module. Record your own audio-and-visual response to this AI content that not only explains 1) what do you trust about this AI content, and why, 2) what do you distrust about this AI content, and why, but also 3) uses class content to provide a superior answer to the prompt, that is more creative, better explained, non-machine-like, and more relatable to a human audience.

Please turn in a 2-3 minute .MOV, .MP4, .M4V, or .WEBM by Sunday 11:59pm in each week's "Outthinking the AI" Module.

One outthinking = up to 18 points max. Outthinking every Week 2-13 = up to 216 points over the semester.

Outthinking AI Rubric:

Explanation (3 pts) + Class Content (3 pts) + Answer (3 pts) + Time (3 pts) + Clarity/Structure (3 pts) + Humanity (3 pts) = 18 POINTS

(Note: 12-15 = usual score, 16-17 = above average, 18 = distinctively good)

6.3 GROUP PROJECT AND FINAL EXAM

Consistently attending class and completing the Paths are designed to help you complete your Group Project and Final Exam. This Project and the Final Exam are designed to guide you into answering the key course questions and meeting the course goals in a way that addresses a variety of learning styles, particularly imagination (playing with ideas – creative portrayals), memorization (being able to hold and recite ideas – textbook answers), and discernment (making sense of ideas – human explanations).

The description of the Group Project and the Final Exam are listed below.

GROUP ETHICS PROJECT PROPOSAL

The purpose of your proposal is to get you started in organizing and putting together your Group Ethics Presentation. Your proposal will be your 2+ page written explanation (PDF) of how your group will arrange and present your Group Ethics.

The guide to create your Group Proposal is available on Canvas, in the "Proposal" Module.

Please designate one member of your Group to turn in your Group Ethics Proposal by 11:59pm Friday, November 8 in the "Proposal" Module for 25 points. Proposals turned in after 11:59pm Friday, November 8 earn 10 points.

GROUP ETHICS PROJECT PRESENTATION

Students will team-up in groups of three (or four if necessary). Each member of the group gets to creatively combine their Personal Ethics into a Group Ethic that borrows from the insights of Lovin, Keenan, and McLaren that we've learned over the semester. This Group Ethic also adapts popular culture and media to express itself. Groups will have 10 minutes to present their envisioned Group Ethic during class sessions in Weeks 15-16. These presentations will be randomly ordered, so please be sure to attend class and present at any time during Weeks 15-16!

A helpful, OPTIONAL format to frame your group presentations is available on Canvas, in the "Group Ethics Module!"

Be creative in crafting your presentation. Good use of visuals, handouts, video, and/or PowerPoint or other presentation programs are encouraged and will enhance the creativity portion of your grade.

Presenters should hand in materials used during the presentation, including but not limited to: the one page handout; any prepared texts; electronic copies of presentation slides; and a works cited/used page

Group Ethics Rubric:

Thoroughness (15pts) + Creativity (15pts) + Structure (15pts) + Clarity (15pts) + Teamwork (15pts) = 75 POINTS

Note for Presentations: Please avoid envisioning an intentionally controversial belief system that encourages hate, hostility, harm, or any behavior that is not classroom or social media appropriate, endorses a political figure or movement, or deploys profanity or slurs of any kind. Overall, do not construct a project that would bring negative attention upon yourself and the rest of the class that would threaten your academic reputation or future career prospects. It is better to be safe than it is to be sorry! To this end, I will check in with each group at certain times to see how each presentation is developing (see "8. Course Schedule"). Please keep it light-hearted and informative.

FINAL EXAM

The Final Exam is the traditional in-person exam for all of the content we covered in class. Please plan to take the Final Exam on **MONDAY, DECEMBER 16, 130PM-330PM in Canevin Hall 201. There are no options to reschedule.** If you need to take the Final Exam in the Office of Disability Services, please make the request as soon as possible. A Test Request Form must be entirely completed and turned into the office at least 3 days prior to the Final Exam.

7. COURSE SUGGESTIONS

[A]ttend all class sessions to the best of your ability. Arrive on time and stay the entire class session to minimize class disruptions and maximize your learning.

[B]e attentive and participate in class. Participation includes speaking aloud in class and being prepared for class, following along in discussions, and being respectful of others' ideas and comments in class.

[C]omplete the Readings. These readings will prepare you for our class conversations, Paths, Project and Final Exam.

[D]o Paths early/on time. The Paths are avenues for presenting your ideas and understanding of the course material. You will get the most benefit out of completing all activities on time. *For serious reasons (serious sickness/injury, death of a family member, and sports, if I receive notification well before the absence) students may request an extension to turn in an activity with 48 hours or more remaining before the due time (see Late Policy).*

[E]ntreat the instructor for help. Please feel free to schedule times to meet on Zoom to talk about your course-related questions or concerns throughout the semester.

8. COURSE CONDUCT

Please pursue befitting class behaviors. Avoid behaviors unbefitting for the classroom environment.

Befitting for a University Academic Environment

- 😊 Respect the subject matter and the beliefs of others
- 😊 Complete the readings and assignments for each class
- 😊 Pay attention to anyone speaking (professor or student)
- 😊 Thoughtfully participate in class discussion
- 😊 Arrive in class on time

Unbefitting for a University Academic Environment

- 😞 Disrupting class by being disrespectful, distracting, or late
- 😞 Using electronic devices for non-educational purposes in class
- 😞 Cheating on assignments, quizzes, and exams
- 😞 Being non-responsive in class
- 😞 Texting in class

“Blank” File Policy: If a student turns in a blank/corrupted file, a video that has no audio, a video that is an audio-only blank screen, the wrong file in the wrong place, an "unreadable file type," or does not succeed in successfully uploading a difficult or slow-to-load file on Canvas or an email that was scheduled to send but did not actually get delivered, and the right file isn't turned in before the due time, the student earns a "0" as a result.

Cheating and Plagiarism Policy: Students are required to adhere to the Duquesne University Academic Integrity Policy, as explained [here](#). If you plagiarize on a paper, submit material completed for a different course, or are caught cheating on a quiz or exam, you will receive a “0” for that grade. Offenders may also be reported to appropriate University personnel, such as the Office of the Dean or the Office of Student Conduct, who may take further disciplinary action. This includes:

- *Plagiarism (copying someone else’s work) or asking someone else to do your work for you is prohibited.*
- *Using AI text generators (such as ChatGPT) to produce text/video counts as plagiarism by the standards of this course.*
- *“Spinning” existing text by running it through translation or thesaurus software also counts as plagiarism.*

Communication: The best way to contact me is by e-mail. I gently request that you follow the Email Guide on Canvas.

Grade Grubbing: Please do not do this, as explained [here](#) (from Dr. Mark Tomforde, University of Colorado at Colorado Springs).

Late Policy: Any Path turned in past the due time earns 0 points. Yet, everyone has **one extension request** to use when you cannot complete a Path before the due time. This one extension request grants 24 hours to turn in a Path past the due time. Please email the request to jonesg3@duq.edu *before – and not after* -- the due time. Extension requests are for Paths ONLY, not Projects. Please read the Project Guides on Canvas for more information on their Late Policies. Please feel free to use the format below for your own extension request, with the Subject Line: “FITER24 Extension Request.”

Dear Dr. Jones,

I am using my one extension request for 24 more hours to complete this week’s [insert Path here]. I understand that it is now due at 11:59pm on Monday. I also understand that after this, I can only ask for an extension due to important college sports events (with supporting official request from the athlete’s college supervisor), very serious health conditions (with official report from a doctor) or death in my family. I will communicate any of these reasons to you before that due time.

Thank you,
[Your Name]

Student Concerns: Students with disabilities are entitled to reasonable accommodations if needed. Please contact the Office of Special Student Services in 309 Duquesne Union (412.396.6658) to register for such accommodations. Once I receive official notification from that university office, the accommodations will be arranged. These accommodations will not be granted retrospectively.

Tying it All Together: Read through each week’s Reading Material, so that you are prepared to continue making your good contributions to the Group Discussions during our class sessions. Keep regularly attending to the class lectures and learning from your fellow classmates, so that you can engage the weekly Paths skillfully and creatively, with your unique words and ideas. The Paths (especially Paths 2, 3, 4, and 5) will help you build experience in audibly and visually presenting your knowledge in an organized way, to prepare you for your Group Project Presentation. The Paths and the Presentation will not only help you prepare for the Final Exam -- both will also ensure that you will have content (which you built for yourselves) from this class to carry with you, beyond this semester, across college, and over the diverse terrains of your lives.

9. COURSE SCHEDULE (this may slightly change as needed):

Our class sessions occur over 15 Tuesdays and 14 Thursdays, 1:40-2:55pm, from August 27 until December 10.

This covers 16 weeks and 30 class sessions (including Final Exam).

>>>>>> UNIT 1: A BACKGROUND FOR ETHICS <<<<<<<				
Week	Date	Topic(s)	Preparation	Activities
1	Tue, Aug 27	Syllabus Explained / Preface	Read SYLLABUS; Read Lovin, pgs. v-x (in class)	No Paths Due – they start Week 2!
	Thu, Aug 29	The Origins of Ethics	Read Lovin, chapter 1 (in class)	
2	Tue, Sep 3	The Good Life and the Christian Life	Read Lovin, chapter 2	Movie: Up in the Air (2009) Week 2 Paths Due Sep 8 11:59pm
	Thu, Sep 5	Variations of the Christian Stance	Read Lovin, chapter 3	
3	Tue, Sep 10	Goods, Goals, and God	Read Lovin, chapter 4	Movie: The Pursuit of Happyness (2006) Week 3 Paths Due Sep 15 11:59pm
	Thu, Sep 12	The Greatest Good for the Greatest Number?	Read Lovin, chapter 5	
4	Tue, Sep 17	Natural Law and Human Law	Read Lovin, chapter 6	Movie: Queen of Katwe (2016) Week 4 Paths Due Sep 22 11:59pm
	Thu, Sep 19	Principles, Casuistry, and Commandments	Read Lovin, chapter 7	
5	Tue, Sep 24	Virtues, Natural and Theological	Read Lovin, chapter 8	Movie: The Great Debaters (2007) Week 5 Paths Due Sep 29 11:59pm
	Thu, Sep 26	Virtue and Responsibility	Read Lovin, chapter 9	
>>>>>> UNIT 2: A CONTEXT FOR ETHICS <<<<<<<				
6	Tue, Oct 1	Introduction to University Ethics	Read Keenan, <i>University Ethics</i> chapters 1-2	Movie: Mona Lisa Smile (2003) Thurs Group Check 1: Talking w/ group? Week 6 Paths Due Oct 6 11:59pm
	Thu, Oct 3	Moral Wisdom Beyond the Manuals and Love	Read Keenan, <i>Moral Wisdom</i> Intro & ch. 1	
7	Tue, Oct 8	Landscape of the University Without Ethics / Cheating	Read Keenan, <i>University Ethics</i> chapter 5-6	Movie: Bad Genius (2017) Thurs Group Check 2: Topic developing? Week 7 Paths Due Oct 13 11:59pm
	Thu, Oct 10	Conscience	Read Keenan, <i>Moral Wisdom</i> chapter 2	
8	Tue, Oct 15	Undergraduates Acting Badly / Gender	Read Keenan, <i>University Ethics</i> chapter 7-8	Movie: Brian Banks (2018) Thurs Group Check 3: Tech Needs? Week 8 Paths Due Oct 20 11:59pm
	Thu, Oct 17	Sin	Read Keenan, <i>Moral Wisdom</i> chapter 3	
9	Tue, Oct 22	Diversity and Race / Commodification	Read Keenan, <i>University Ethics</i> chapter 9-10	Movie: Freedom Writers (2007) Thurs Group Check 4: Project Progress? Week 9 Paths Due Oct 27 11:59pm
	Thu, Oct 24	Suffering / Mercy	Read Keenan, <i>Moral Wisdom</i> chapter 4-5	
>>>>>> UNIT 3: A FUTURE FOR ETHICS <<<<<<<				
10	Tue, Oct 29	Hope and Introduction to the Spiritual Migration	Read Keenan, <i>Moral Wisdom</i> , chapter 9 Read McLaren, Preface and Introduction	Movie: Deep Impact (1998) Thurs Group Check 5: Proposal Ready? Week 10 Paths Due Nov 3 11:59pm
	Thu, Oct 31	Crisis by the Palo Verde Tree	Read McLaren, chapter 1	
11	Tue, Nov 5	A Deeper Loyalty / Learning How to Love	Read McLaren, chapter 2-3	Movie: Don't Look Up (2021) Project Proposal Due 11:59pm, Nov 8 Week 11 Paths Due Nov 10 11:59pm
	Thu, Nov 7	The Genocide Card in Your Back Pocket	Read McLaren, chapter 4	
12	Tue, Nov 12	God 5.0	Read McLaren, chapter 5	Movie: The Book of Eli (2010) Thurs Group Check 6: Proposal Review? Week 12 Paths Due Nov 17 11:59pm
	Thu, Nov 14	The Bible in Labor / That Beautiful Romance	Read McLaren, chapters 6-7	
13	Tue, Nov 19	Salvation from the Suicide Machine	Read McLaren, chapter 8	Movie: Ready Player One (2018) Thurs Group Check 7: Final Prep? Week 13 Paths Due Nov 24 11:59pm
	Thu, Nov 21	You Are Social Poets / The Broken Open Heart	Read McLaren, chapter 9-10	
14	Nov 25-30	HOLIDAY! Thanksgiving (No classes)	Enjoy Thanksgiving with friends/family!	GIVE THANKS!
>>>>>> UNIT 4: OUR PRESENTATIONS OF ETHICS <<<<<<<				
15	Tue, Dec 3	GROUP PRESENTATIONS DAY 1		
	Thu, Dec 5	GROUP PRESENTATIONS DAY 2		
16	Tue, Dec 10	GROUP PRESENTATIONS DAY 3 / FINAL EXAM REVIEW		
>>>>>> FINAL EXAM: MONDAY, DECEMBER 16, 130PM-330PM, CANEVIN HALL 201 (OUR NORMAL CLASSROOM) <<<<<<<				

10. CONCLUDING COMMENTS

Overall, this course is a launchpad for your unfolding ethical stance. You will also cultivate good habits that are good to have in any area of life – earning and keeping track of the “points” (money) that you earn, refining your abilities to undertake some projects while avoiding others, discerning what you can and cannot realistically accomplish due to time constraints, and finding ways to accomplish tasks despite unfamiliar instructions or an overwhelming amount of information.

Generally, being a student is about showing up, participation, effort, and distinguishing oneself in excellence. Many will show up for class, which is a good start. Some will participate by engaging the course material and discussions. A good amount of students will put forth a valiant effort by doing everything realistically and healthily possible to earn points toward a desired grade. The key is to understand that showing up, participation, and effort comprise the path toward earning the grade you desire, but not the guarantee. “A” students are the particular few who are willing and able to distinguish themselves by putting their personalized stamp of excellence (not perfection) on quizzes, reflections, presentations, etc. To be sure, everyone does not arrive at excellence at the same time, because everyone holds diverse strengths and weaknesses – and this is okay! As you progress through this course, please advance with this assurance – I have confidence in your abilities!

↓ BONUS SYLLABUS QUIZ TIME! ↓

FALL 2024



↑ CLICK ON THE PICTURE! ↑