I. Locator Information:
Instructor: Eric Hyman, English
Course # and Name: ETCE 200-SL1 Ethics & Civic Engagement in Action: Literature
Semester Credit Hours: 3 Credits
Office Location: Butler 133
Office hours: MWF 9-10, 11-12, 1-2, 3-5; TuTh 9:30-2
Day and Time Class Meets: MWF 2 in SBE 109
Office Phone: 672-1901
Email address: ehyman@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:
This course provides a foundation for students’ orientation to civic engagement, social action, and the relationship between learning and engaged citizenship. The course also introduces students to the context, issues, skills, and experience of citizenship and civic leadership in a democratic society. Finally, the course assists students with developing students’ readiness to accept personal and social responsibility, and their preparation for responsible citizenship.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf
Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-387  
psmith@uncfusu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfusu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfusu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbooks:


OR


➔ You MUST use only this edition. There are dozens of translations available, but we need to all use the same one, for many reasons. The main reason is that part of the course will be acting out scenes, and therefore we all need to use the same script and literally be on the same page. Other reasons are that it got the best reviews and that it is nearly the most inexpensive. It MUST be the book—downloading onto a smartphone doesn’t work.
VI. Student Learning Outcomes

This course fulfills the Ethics and Civic Engagement Core Student Learning Outcome which states: “Students will demonstrate knowledge and application of principles of ethical and civic responsibility.”

Upon completion of this course, students will be able to:

- Identify basic theories and principles of ethical responsibility
- Identify basic theories and principles of civic responsibility.
- Apply principles of civic responsibility to analyze community issues and social policies.
- Use principles of civic responsibility to construct and evaluate solutions to community concerns.

Course Student Learning Outcomes

a. Examine the importance of participation and civic engagement in local to global societies.
b. Students will be able to recognize the ethical responsibility of the individual within a larger community.
c. Explore theoretical and practical approaches to civic engagement, citizenship, and social action.
d. Identify opportunities to become more engaged and active in the University and community(ies).
e. Develop a connection between academic course work and service-learning activities.
f. Students will be able to demonstrate an informed understanding of a current public issue and/or topic from an interdisciplinary and multicultural perspective.
g. Be able to identify practical strategies to begin to create both small-scale and large-scale change in their communities.
h. Discuss and identify different ethical theories.
i. Apply basic ethical theory to practical situations.

GROUND RULES:

Service-learning is a major reason for creating ETCE 200, so you are REQUIRED to spend at least fifteen (15) hours participating in a service-learning activity. That service-learning activity will be coordinated and monitored by the Office of Civic Engagement and Service Learning, Bronco Square Suite 100. That participation will not be graded directly, but unless you keep your commitments you won’t be able to complete the pre-reflective and reflective essays, which together total 30% of the course (see section VII below).

A large component of the course will be in-class discussion of the Inquiries at the end of each chapter in Ruggiero. Sometimes the discussion will become uncomfortable. That is supposed to happen, because ethical discussions can be controversial, messy, and maybe even painful—but don’t make it worse by personal attacks. You are free to disagree with any other class member, including
(especially!) the instructor, and the written texts, but be civil when doing so. Treat ALL members of the class with civility, even those who might not have been civil themselves.

Sometimes the class discussion will be formatted in debate style. That means two things. One is that you will need to prepare two positions in advance, because you won’t know what position you will be asked to support. The other is that sometimes you will be asked to argue a position that you don’t actually agree with—that is so you can see both sides of an issue.

TURN OFF AND PUT AWAY ALL CELL PHONES, PAGERS, AND OTHER ELECTRONIC DISRUPTORS. BETTER YET, DON’T BRING THEM TO CLASS AT ALL. IF TEXTING AND OTHER SOCIAL NETWORKING BECOME TOO INTRUSIVE, THE INSTRUCTOR RESERVES THE RIGHT TO CONFISCATE THE DEVICES.

Keep up with the reading. If you haven’t done the reading, then you won’t be able to participate effectively in class discussion. Not being able to participate in class activities will result in poorer grades, both directly and indirectly, but worse, much worse, class will then become BORING.

Come to class ON TIME, please. Entering late is discourteous, disrespectful, even disruptive. On days when debates, small group work, or the peer reviews for the longer essays are scheduled, coming after everyone else has begun means you won’t be able to participate and you will lose the points.

FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Course Requirements and Evaluation Criteria

Grading Scale – The class grading scale must be consistent with the university catalog.

<table>
<thead>
<tr>
<th>Evaluation Criteria/Grading Scale:</th>
<th>Points</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reflective essay on service learning</td>
<td>50 points</td>
<td>5%</td>
</tr>
<tr>
<td>Paper on Antigone</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Paper on an Inquiry from Ruggiero Chapter 7</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Miscellaneous in-class exercises</td>
<td>50 points</td>
<td>5%</td>
</tr>
<tr>
<td>Acting in Antigone *</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Two quizzes @ 50 points each</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper on Raisin in the Sun</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Reflective essay on service learning</td>
<td>250 points</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam Monday 4 May 2 p.m.</td>
<td>100 points</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Roles in Antigone will be assigned randomly. How good your performance is cannot be graded fairly—but how seriously and thoughtfully you take it can be. It is unethical to fail to show up and do your part when it is scheduled because that hurts other people (someone else would have to step in if you don’t show). Therefore acting out your part is worth 100 points, which is 10% of the course grade and works out to a whole letter grade. This also is why it is CRUCIAL to have the assigned edition, and only the assigned edition, and bring it to class when Antigone is scheduled.

Because thoughtfulness is the most important component of this course, and ethical reasoning in general (that is why the two reflective essays count for so much of the course grade), a pre-reflection on
your assigned character will be part of the Antigone quiz. Consider his or her personality. Consider the obstacles they face. Consider how you would play or embody them (perhaps, if possible, consider alternatives to how they might be portrayed). Consider their relationships with the other people in the play. Especially consider the ethical choices they face.

Total. ....................................................... 1,000 points  100%

Writing Assignments

See the rubric for the written assignments, to be distributed later or posted to Blackboard. All papers are to be formatted according to either the MLA or the APA system. (If you don’t remember MLA or APA from ENGL 110 or 120, see the instructor for help, use (almost) any handbook, or log on to OWL.english.purdue.edu.

For the papers on Antigone and Raisin in the Sun, at least TWO editions are REQUIRED, at least a week before the final due date, for a classmate’s suggestions and input. Part of the grade will be determined by how much growth and development occur between editions. For some of the other papers (not the midterm or final examination) turning in a preliminary edition is optional, but it must be at least a week in advance to give the instructor time to make comments. (Part of the reason for requiring more than one edition, with revision, is to prevent plagiarism.)

The final versions of the papers will be read by members of the class, not just the instructor, on the assigned due date, not late, so write something you are proud enough of to have other people read.

**Paper on an Inquiry from Ruggiero Chapter 7. (10%) Midterm**
Take-home written analysis of an ethical issue presented in Thinking Critically about Ethical Issues by Ruggiero. The specific Inquiry will be announced later.

Following the procedure outlined in Ruggiero, Chapter 7:
- Step 1: Study the details of the case
- Step 2: Identify the relevant criteria
- Step 3: Determine possible courses of action
- Step 4: Decide which action is most ethical

Students will provide a written response to the assigned ethical issue from the inquiries presented at the end of Chapter 7.

**Paper on Antigone (10%):** Using the procedure outlined in Ruggiero chapters 6 and 7, write two arguments, one supporting Antigone’s position and one supporting Creon’s. Use material both from the play, including direct quotations, and from any other considerations you might come up with. Then state and defend your own position.

**Paper on A Raisin in the Sun (15%):** A Raisin in the Sun is set in Chicago in the 1950s, so its historical context is important to understanding not just the play itself but African American history, some of which is still with us. So the second major writing assignment is a research paper on one of the following topics:
• Segregated housing
• Abortion before Roe v. Wade
• African American women in the health professions
• Attitudes to alcohol among African Americans
• Yoruba (Joseph Asagai’s people in Nigeria) (BTW, FSU is one of the very few universities that offer courses in Yoruba—consider taking it!)

Part of your discussion must focus on how your chosen topic is reflected in *A Raisin in the Sun*. If you have a better idea for a research topic, you may negotiate with the instructor—but well in advance only.

What you learned in ENGL 110 and maybe 120 is expected in all your classes and required for both papers in this course. That includes the use of standard academic English.

**Reflective Essay on Service Learning (25%). The prompts will be distributed later.**

**Final Examination (15%)**

**Extra Credit:** Negotiate with the instructor—but don’t wait until the last minute.

**VI. Academic Support Resources:**

Office of Civic Engagement and Service Learning
University College Learning Center
Library
Open Use Computer Labs

**VIII. Course Outline and Assignment Schedule (This schedule is subject to change.)**

For the sake of flexibility, some dates will be by week, not specific days, and sometimes the class will get to vote on dates. That means you must keep up, on Blackboard, by checking emails, and mostly by paying attention in class.

→ Do all the assigned reading *BEFORE* the class it has been assigned for. Read it carefully—don’t be surprised if there are quizzes on it. Especially reflect on the Inquiries at the end of most chapters in Ruggiero.

Specific Inquiries at the end of each chapter in Ruggiero will be assigned on an ad hoc basis: some might be announced in advance, some might not.

Wednesday 19 August: Introduction.

Friday 21 August: Introduction to Service-Learning

Monday August 24: Representatives from Gilbert Theater, our community partner

Wednesday August 26: Pre-reflective essay due (in-class).
Friday August 28: Read Ruggiero Chapter 1 **BEFORE CLASS!**

Week beginning August 31: Ruggiero Chapters 7 and 3. **Ruggiero Chapter 7 is the backbone of the ethical component of this class. Use it to guide not just the assignments, but most importantly, how you think about ethical issues.**

Week beginning September 9: Ruggiero Chapters 2 and 4. Begin *Antigone*; roles assigned

Week beginning September 14: *Antigone*. QUIZ FRIDAY SEPTEMBER 18.


Week beginning October 12: **Paper on an Inquiry from Ruggiero Chapter 7. (10%) Midterm**

Take-home written analysis of an ethical issue presented in *Thinking Critically about Ethical Issues* by Ruggiero. The specific Inquiry will be announced Friday October 9.

Following the procedure outlined in Ruggiero, Chapter 7:

Step 1: Study the details of the case  
Step 2: Identify the relevant criteria  
Step 3: Determine possible courses of action  
Step 4: Decide which action is most ethical

Students will provide a written response to the assigned ethical issue from the inquiries presented at the end of Chapter 7. A grading rubric will be provided.

Week beginning October 19: Revised edition of *Antigone* paper DUE.

Week beginning October 26: Begin *A Raisin in the Sun*. Read Ruggiero Chapter 5.

Week beginning November 2: Continue *A Raisin in the Sun* QUIZ.

Week beginning November 9: Continue *A Raisin in the Sun*. First edition of research paper DUE (Monday or Friday—class vote)

Week beginning November 16: TBA

Week beginning November 23: Final edition of *A Raisin in the Sun* research paper DUE.

Week beginning November 30 Reflective essay on Service-learning DUE.
**Final Examination (15%)**: During the final examination period assigned by the Registrar, using the procedure outlined in Ruggiero chapters 6 and 7, write a thoughtful discussion on one of the issues in Part IV of Ruggiero. With input from the class, the instructor will choose the particular question, which will be announced in advance.

**IX. Teaching Strategies**

The teaching strategies used in the class will include a combination of lecture, discussion, in-class acting, guest speakers, in-class exercises, and service-learning activities.

**X. Bibliography**: The assigned textbooks contain appropriate bibliographies.