1. Please explain how the course SLOs align with the diversification area’s hallmarks.

DH1: Uses the terminology of historical, philosophical, language or religious studies;

SLO: Students will demonstrate in college level writing an understanding of the role of cognitive and moral values in world views, by discussing and writing about the ethical implications of modern scientific and technological results. (See syllabus; note this course is always WI.)

Explanation: As an approved E-focus course, students will learn basic philosophical ethical theories. They will learn the basic theories and terminology and apply them in writing to major ethical issues in science and technology.

SLO: Students will demonstrate in college level writing a basic understanding of the scientific
method, its modern results (astronomy, evolution, biotechnology), and its historical development. (See syllabus)

Explanation: Students will be introduced to intellectual history and world views associated with scientific change. They will demonstrate in writing the relevance of understanding this history.

DH2: involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;

SLO: Students will demonstrate in college level writing a recognition of the difference between matters of fact and matters of value, while understanding the important ways in which facts influence value assessments and how value judgments shape our vision of "the facts." (See syllabus)

Explanation: Students will be actively involved in the process of evaluating facts and scientific theories and the justification of value commitments.

DH3: Demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

SLO: Students will demonstrate in college level writing an understanding of ethical methodologies and competency in ethical deliberation on rationally applying these methodologies to contemporary ethical questions related to scientific progress and technological power. (See syllabus)

SLO: Students will demonstrate in college level writing why ethics plays an important role in science and technology. (See syllabus)

Explanation: Students will engage in philosophical reflection and argumentation. They will not just study philosophy; they will do philosophy.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

For this course I use embedded assessment, identifying specific questions on the final exam that match the SLOs. As an E-focus course I also use the E-focus knowledge survey. As a WI course I am also making weekly assessments of student progress on objectives. Over the years I have made significant changes to the course delivery based on the results of these assessments.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.
3. How have you **used the assessment findings** to modify or improve this course?

As noted above, I have made changes to course delivery. Those of us who teach E-focus courses learned early on in the assessment process that students were not making the connection well between what they were doing in class and examples of particular terminology. For instance, questions on knowledge surveys about "ethical tools" and questions on the final exam about "ethical methodologies" showed that too many students were confused on what these concepts meant. In addition, with the provided feedback one constantly learns how to provide better sequencing for understanding concepts.

*Explanatory notes. If this is a new course, enter "N/A" as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.*

**Reminder:** If this is an application for an **EXISTING or MODIFIED** course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the **Curriculum Action Proposal** for a new course.

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**DIVERSIFICATION BOARD DECISION:**

- [x] Approved
  
  Re-Certification Due: **Fall 2016**

- [ ] Not approved
  
  If not approved, reasons for disapproval:

  

Diversification Chair Signature: **Jannye J. Heyn-King** Date: **8/15/10**
Philosophy 120, Course Overview
E-focus, WI, and Diversification in Humanities

Before you enter this course, read carefully this overview, course evaluation, course assignments, course mechanics, and self-check activities.

Course Title: Science, Technology, and Values

Instructor: Professor Ronald C. Pine, Ph.D.

Course Credits: 3

Course Description: An introductory course addressing the relationship between science, technology, and human values with a focus on contemporary ethical problems posed by developments in modern science. (3 credits)

General Education area: Diversification in Humanities

Note: This course is being offered as an Ethics-focused course and a Writing-Intensive course. As of Spring 05, UH-Manoa now accepts only 300+ courses for E-focus. Hence, this course will satisfy a Manoa and HCC Diversification requirement, a Manoa and HCC WI requirement, an HCC E-focus requirement, but not a Manoa E-focus requirement.

Prerequisites: English 100 and possess basic Internet skills. As a WI course, English 100 (C grade or higher) in the UH system or an equivalent college level composition course is an absolute prerequisite.

Course Purpose: This course will focus on the many ethical and value issues generated by science and technology. The course also aims to have students appreciate the vastness of the Universe and the wonder of its parts, and the philosophical significance of this for improving the quality of human life through value clarification.

As the world culture becomes increasingly driven by developments in science and technology, and as our curriculum becomes increasingly driven by the goal of achieving technical competence in a field, there is also a complementary need for value clarification and assessment of the ethical implications of new technologies and developments in modern science. The goal will not be a complete understanding in detail of every scientific topic discussed. The course is not intended to replace introductory courses in Astronomy, Biology, and Physics. The goal is to impart a basic understanding of the scientific method and an appreciation for the scientific endeavor. It will present the world view of modern science and discuss the implications of this view for the human prospect. It is an attempt to present the Big Picture in terms of what we think we know, how we have developed this knowledge, how values affect the development of knowledge, and the ethical choices that confront us, such that we may better understand ourselves and appreciate what is truly human and valuable. Each student will be asked to participate critically in this endeavor through writing a series of short essays.

Course Objectives and Student Learning Outcomes: Students will demonstrate in college level writing

- an understanding of the role of cognitive and moral values in world views, by discussing and writing about the ethical implications of modern scientific and technological results
• a recognition of the difference between matters of fact and matters of value, while understanding the important ways in which facts influence value assessments and how value judgments shape our vision of "the facts"

• an understanding of ethical methodologies and competency in ethical deliberation on rationally applying these methodologies to contemporary ethical questions related to scientific progress and technological power

• why ethics plays an important role in science and technology

• a basic understanding of the scientific method, its modern results (astronomy, evolution, biotechnology), and its historical development

Texts and Resources:

_X__Science and the Human Prospect_, by Ronald C. Pine
_X__Brave New World_, Aldous Huxley

Handouts and Internet resources on case studies and contemporary ethical issues.

Course Content:

1. An introduction to the world view of modern science with emphasis on its relationship to ethical issues.

2. Scientific method and the philosophy of science: a sample of problems and an introduction to cognitive and moral values and problems in professional ethics.


4. Historical origins of modern science, an analysis of scientific revolutions and world views, and ethical analysis of power relationships in research.

5. An introduction to the field of Ethics, related terminology and methodology, deontological and teleological stances, instrumental naturalism, instrumental and intrinsic value questions.

6. An analysis and deliberation on selected modern ethical issues generated by advances in technology.

Qualified students with disabilities will receive appropriate accommodations in this course. Students with disabilities may obtain information on available services online at honolulu.hawaii.edu/disability. Specific inquiries may be made by contacting Student ACCESS at 844-2392, by e-mail at access@hcc.hawaii.edu, or by simply stopping by the office located in 2/409.

Schedule: Below is the 16-week schedule. For summer and SOCAD, see the Ten-Week Schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
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2 of 3 6/16/2011 11:46 AM
<table>
<thead>
<tr>
<th></th>
<th>Chapter 1: The World View of Modern Science -- Curiosity and Cognitive Values: Assignment 1</th>
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<tr>
<td>3</td>
<td>Chapter 2: Scientific Method and Cognitive Values: Assignment 2</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 3: Evolution and Philosophical Issues: Assignment 3</td>
</tr>
<tr>
<td>5</td>
<td>Ethics: lectures, Internet resources, and selected ethical issues: Assignment 4</td>
</tr>
<tr>
<td>6</td>
<td>Ethical Issues Continued: Assignment 5</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 4: The Ancient Greeks -- Cultural Roots of Science: Assignment 6</td>
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<tr>
<td>8</td>
<td>Draft of Paper</td>
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<tr>
<td>9</td>
<td>Chapter 5: The Copernican Revolution -- Cultural Roots of Science: Assignment 7</td>
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<tr>
<td>10</td>
<td>Chapter 6: Newtonianism -- Cultural Roots of Science continued: Assignment 8</td>
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<tr>
<td>11</td>
<td>Ethics and Research -- lectures and Internet Resources: Assignment 9</td>
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<td>12</td>
<td>Chapter 9: Ethics and Values in a Darwinian Universe: Assignment 10</td>
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<td>13</td>
<td>Chapter 10: The Human Prospect -- Meliorism and Nihilism: Assignment 11</td>
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<tr>
<td>14</td>
<td>Feedback and Discussion -- Reactions to Brave New World Prospects -- Assignment 12</td>
</tr>
<tr>
<td>15</td>
<td>Final Draft of Paper</td>
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<tr>
<td>16</td>
<td>Exam Preparation</td>
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<td>Final Exam</td>
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Philosophy 120: Course Evaluation

Your final grade for the course will be determined by your performance on one major paper (5 pages), ten online essays (one and a half pages each), class discussion, and an inclusive final exam (multiple choice). **Students must demonstrate a writing ability at the English 100+ level for a C grade or higher.** The weight assigned to each activity is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>Online Class Essays, Discussion and Participation</td>
<td>250 points possible</td>
</tr>
<tr>
<td>Paper</td>
<td>100 points possible</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points possible</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>450 points</td>
</tr>
</tbody>
</table>

Your final grade for the course will be assigned according to the following schedule of total points accumulated:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>405-450</td>
<td>A</td>
</tr>
<tr>
<td>360-404</td>
<td>B</td>
</tr>
<tr>
<td>297-359</td>
<td>C</td>
</tr>
<tr>
<td>248-296</td>
<td>D</td>
</tr>
<tr>
<td>Under 248</td>
<td>F or N</td>
</tr>
</tbody>
</table>

Note: A "C" grade or higher is necessary for receiving WI credit. An incomplete grade (Inc.) is given only for special circumstances, usually an inability to finish a part of the course for a very good reason. An N grade at HCC means "no grade." It is usually given in place of an F grade if a student has a very good reason for why he or she performed poorly in the course. If disasters beyond your control occur to you while you are taking this course, please feel free to discuss the N-grade possibility with me.
Philosophy 120: Course Assignments and Papers

Reading Assignments: The contents section of the overview page makes clear that we will be reading Chapters 1-6, 9-10 in the book *Science and the Human Prospect*. There will be lectures and Internet resources to read also.

Section Assignments: There will be 12 section assignment opportunities that will involve using an Laulima Discussion Forum bulletin board program to post short descriptive essays on topics that I assign and/or reactions to course topics. **No late submissions are accepted but only the 10 highest scores will be counted.** These descriptive essays or reactions will be relatively short, about one and half pages each. These posting assignments are intended to not only substitute for a classroom experience, but are also sequenced in such a way to help you develop your thoughts and the presentation of your thoughts that will be incorporated into the major paper. My advice is to do them all, even though I will only count your best 10 scores. They should all help make your paper better.

For each section assignment there will be a basic question that you must respond to with a short essay. In addition, you should make an additional comment related to the topic, reading or another student comment, or ask a good question... So for each section assignment there will be a **minimum of two posts required**. The short essay should be about 3-4 paragraphs. The additional comment and/or question should demonstrate that you have done the readings. They should be about specific concepts covered in the reading, issues raised by the reading, or issues raised by another student's comment. The additional comment or question is due **one day before** the short essay is due. For any post in the discussion forums and each short essay, in addition to content, as a WI course, grammar, spelling, and organization are important.

Thus, each section assignment is worth 25 points (20 points for the short essay; 5 points for the comment or question). So to receive the full 25 points, you will not only need to write a good essay that shows that you have done the reading, but also make an additional comment or ask good questions. The best students learn to kill two birds with one stone. They ask good questions related to the essay topic **BEFORE** they work on their short essay. Hopefully, a good question will receive a good answer from me and/or another student. **Ideally we would function as a team.**

Because this is WI course I will be giving feedback via e-mail on the short essays and via Word attachments to e-mail for the paper.

Please feel free also to e-mail me at any time if you have questions at:

pine@hawaii.edu (primary e-mail address for our course)

rncpine@yahoo.com (backup e-mail addresses)

Major Paper: You will have one, five page minimum, double-spaced paper to write. We will be using a draft/revision method of interaction. For the paper, I will be giving you the paper focus with guidelines several weeks in advance of the due date for a draft of the paper. When you hand in the first draft of the paper, I will not grade the paper at that time, but ten points will be deducted from the final draft if the first draft is not handed in on time. I will give you significant feedback. With that feedback, you will then have some time (see schedule) to polish your paper and hand in a final draft. I will then grade the final draft based on understanding of content, clear writing, organization, and grammar.
Note: For efficient interaction and WI feedback, it is preferable that you use the widely used Microsoft Word word processing program, and know how to send Word attachments via e-mail. If you don't have or use this program, and/or don't know how to send an e-mail attachment, be sure to let me know early in the semester. It is also possible to use the program OpenOffice that is almost identical to Word and is free online. If you use WordPerfect or Works, we will have problems unless you test with me various submission options. Later versions of these word processors allow saving documents in what is called “Rich Text Format” and “Word 97 Format.” But we will need to test the process. So, important, if you are using either or these word processors, let me know EARLY in the semester.

Final Exam: We will have a final exam at end of the course. The exam must be taken at an approved proctoring test location, generally at one of the public colleges in the State of Hawaii (click here) or an approved college or military testing site out of state. If you are not going to be taking the exam within the State of Hawaii, you need to let me know early in the semester and we need to arrange proctoring early.

To do well in this course you should find yourself doing a little bit of writing day by day. The total amount of writing is only about 20 pages for the whole semester (16 is the bare minimum WI requirement). Good writing takes time. You have to think about every sentence and paragraph. Proofreading every submission is essential. Furthermore, the essay and WI-method of evaluation used in this course are based on the assumption that clear, well-organized writing is a way of acquiring, analyzing, and communicating knowledge, and that the act of writing does not merely record thought or even simply reformulate it -- it generates thought. In other words, in many disciplines you don't really know what you know until you write about it. To fully understand the WI aspect of this course, please also see the WI application for this course. It will help you understand the connection between the University of Hawaii system WI hallmarks and the standards that must be applied to evaluation of your work. If you are interested in the E-focus hallmarks for HCC courses, click here.

Also, very very important. Please read the course policy on Plagiarism.
Philosophy 120: Course Mechanics

- As an online course we have lots of flexibility up to a point. Although there are deadlines for section assignments and drafts of the paper, you get to decide during the week when you participate in the course. Via e-mail and our discussion forums I will be available to you throughout each week. You can of course also call me at 845-8163. Leave a clear voice mail message if I am not in. I return calls and e-mails almost always the same day. Usually within hours. Every morning I try to answer all discussion forum questions before my on-campus courses begin. I will also be answering discussion forum questions throughout the day. Late at night and on the weekends expect me to be a little slower. I do have a family and a life.

- Following the Schedule, doing the reading in a timely manner, posting questions early in the week using the Laulima class discussion program, and posting the short essays for the section assignments are very important. The posting location (Laulima Discussion program) for the short essay section assignments will also be used for class discussion and questions. The first draft of the paper is very important. Students who put quality time into the draft, in terms of proofreading for grammatical and spelling mistakes, enable me to have more time to help them with the conceptual presentation which virtually guarantees a good grade. Late night-before-the-draft is due, last minute, it's-only-a-draft papers are obvious and are not received with much aloha by me. The secret to good writing is "revise, revise, revise," and that takes quality time.

As noted in the Assignments section, our goal is not a lot of writing but rather quality writing. So, all correspondence with me -- paper, section assignment short essays, questions, comments, even e-mails should go through a draft-revision process with careful proofreading. If you don't already know how, I will teach you how to use a word processor first to compose all your writing and then cut and paste that writing into e-mails or our Laulima Discussion Forum program (class bulletin board). Your major paper will be submitted to me via e-mail word processor attachments. Since the word processor program Word is used by 99% of the computing world, it is the best program to learn to use for this process if you don't already know how to use it. If you don't use this program (either on a Mac or PC) it will make interaction more difficult, but not impossible. Another alternative is the program OpenOffice, a virtual clone of Word. This program can be downloaded free on the Internet. Later versions of WordPerfect and Works also work well, as long as they have the save-as options of "Rich Text Format" and/or "Word 97 Format." As the Course Assignments section notes, if you are not using Word, you need to let me know early in the semester.

- The readings, class interaction, posting assignments, and the drafts of the paper should require at least 5 hours per week (16 week format) or 8 hours per week (10 week format). Please understand that for every hour you don't put in one week, you will have to add that many hours to the next week's work to catch up.

- Except for the readings for Assignments 4, 5, 9, and 12, each chapter from the textbook Science and the Human Prospect represents essentially the main lecture portion of the course. Each chapter will also have a lecture supplement that highlights and repeats important points in the chapter. Once the Main Page for the course is activated at the Laulima gateway site, the Main Page will be the gateway page for the rest of the semester. You will read supplementary lectures, post your short essays, and get further explanations (summaries) on important concepts covered in the chapters.
To access the course after registering, login at the UH Laulima site: https://laulima.hawaii.edu/portal
Use your UH e-mail login name and password.

To summarize the basic mechanics, here is how the course works. Follow the Schedule and do the appropriate reading. Next access the Main Page and read the supplement lecture for the appropriate reading. Go to the Laulima Discussion and Private Messages in Laulima, click on the appropriate section Discussion/Assignment and post any questions you have on the reading. Read the question for a short essay. Prepare a short essay via a word processor that demonstrates your understanding of the reading assignment and lecture. Post (cut and paste) your essay using the Laulima Discussion program. Be sure to ask questions, prepare a general comment, or comment on at least one other student's comment the day before the short essay is due. Following the schedule, prepare a draft for the paper on the topic I assign. Hand it in by the draft due date (noted on the Main Page) for feedback. Revise the draft after receiving my feedback and hand it in at the end of the course (due date noted on Main Page).