Gyanmanjari
Innovative University

Syllabus

Gyanmanjari Institute of Technology

Semester-2 (B. Tech)

Subject: Ethics and Professional Conduct: Navigating Workplace Challenges (BET1XX12207)

Type of course: Ability Enhancement Course (AEC)

Prerequisite:

Rationale:

This course introduces foundational ethical ideas using Simon Blackburn's authoritative introduction to ethics, helping students explore key moral concepts such as good, bad, freedom, responsibility, relativism, and moral reasoning. The book's accessible yet profound approach supports the development of ethical thinking, reflective judgment, and practical moral decision-making, essential for engineers, business learners, and scientists.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
2	0	0	2	100	50	150

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

Sr. No	Course content	Hrs.	Weightage
1	**What is Ethics? Why does it matter?** • What is ethics? • The challenge of living well • "The problem" of morality • Why be moral? • Common confusions about ethics • Ethics vs. relativism, subjectivism **Practical Activities:** • Reflection journal: "Why should I be moral?" • Debate: Is morality relative? • Ethical self-inventory **Evaluation Method:** <table><tr><td>Sr. No.</td><td>Component</td><td>SEE</td><td>CCE</td></tr><tr><td>1</td><td>Ethical Scenario Identification Test</td><td>10</td><td>-</td></tr><tr><td>2</td><td>Ethics Misconceptions Correction Task</td><td>10</td><td></td></tr><tr><td>3</td><td>Ethical Reflection Essay</td><td>-</td><td>05</td></tr><tr><td>4</td><td>Key Terms Map</td><td></td><td>05</td></tr><tr><td></td><td>Total</td><td>20</td><td>10</td></tr></table> **1. SEE–1: Ethical Scenario Identification Test** **Description:** Students are given four short real-life scenarios (e.g., found a wallet, witnessed cheating, got wrong change at a store). They must identify: 1. The ethical issue 2. Stakeholders involved 3. Why this situation is moral, not legal/customary **2. SEE–2 : Ethics Misconceptions Correction Task** **Description:** Students will receive 5 statements showing common misconceptions (based on Blackburn's "The Problem"). Example: *"Ethics is just about obeying rules."* They must correct each statement using Blackburn's viewpoint. **3. Active Learning Activity – Ethical Reflection Essay** **Description:** Students write a short reflection (200–250 words) on the prompt: "Why should I be moral?" – using ideas from Blackburn's first chapter. Upload the reflection blog link on GMIU Web Portal.	T:02 P:04	20%

4. **Active Learning Activity – Key Terms Map**

Description:

Students will prepare a concept map defining ethics, morality, values, the problem of ethics, practical reasoning. Upload the chart on GMIU Web Portal.

Ethical Ideas: Pleasure, Happiness, Freedom, and Responsibility
- Hedonism and critiques
- The meaning of happiness and the "good life"
- Freedom of the will: choice, agency, determinism
- Responsibility and accountability
- Blackburn's arguments against simplistic moral theories

Practical Activities:
- Case analysis on responsibility
- Group discussion: "What is happiness?"
- Thought experiment worksheets (determinism vs. free will)

Evaluation Method:

Sr. No.	Component	SEE	CCE
1	Responsibility Case Study	10	-
2	"Pleasure vs Happiness" Practical Comparison	10	
3	Thought Experiment Response	-	05
4	Pleasure vs. Happiness Chart	-	05
	Total	20	10

1. **SEE–1: "Responsibility Case Test"**

Description:

Students must analyze a short case:

Example: *A worker damages equipment due to rushing work.*

Students answer:
1. Was the action free or determined?
2. Is the person morally responsible?
3. What would Blackburn say?

Suggestive Evaluation Criteria:
- 10 marks: Clear application of Blackburn's arguments
- 7 marks: General understanding with partial application
- 4 marks: Limited conceptual depth
- 0 marks: Incorrect / irrelevant

2. **SEE–2: "Pleasure vs Happiness" Practical Comparison**

Students write **two real-life examples:**
- One where *pleasure* misleads someone
- One where *happiness* requires long-term choices

Then explain using Blackburn's idea of the "good life".

Upload the document on GMIU Web Portal.

Row values for section 2: T:02 P:04, 20%

3. Active Learning Activity – Thought Experiment Response

Description:

Students shall respond to a thought experiment (e.g., "If everything is determined, can anyone be blamed?") using Blackburn's position on freedom and responsibility. Upload the findings of experiments on GMIU Web Portal.

4. Active Learning Activity – Pleasure vs. Happiness Chart

Description:

Students have to create a two-column chart contrasting Blackburn's treatment of pleasure and happiness, including examples. Upload the chart on GMIU Web Portal.

Character, Virtue & Moral
- Virtue ethics and the role of character
- "The self" and moral psychology
- Moral motivation, habit, intention
- What makes a "good person"?
- Blackburn's concept of moral identity

Practical Activities:
- Role-play: moral character under pressure
- Student-designed "virtue profile"
- Mini-presentation: What shapes our moral selves?

Evaluation Method:

Sr. No.	Component	SEE	CCE
1	Character Analytical Test	20	-
2	Character Sketch	-	05
3	Moral Motivation Dialogue		05
	Total	20	10

(Row 3, sidebar: 3; T:02 P:04; 20%)

1. SEE: Character Analytical Test

Description:

Students analyse ideas from Chapters 6–7, including:
- Nature of character & virtue
- Moral habits and motivations
- The self as a moral agent
- Relationship between identity and choice

Tasks may include analysing a mini-case ethically.

	2. Active Learning Activity – Character Sketch **Description:** Students shall write a short character sketch (real or fictional) describing the person's virtues, habits and moral motivations using Blackburn's framework. Students must write a blog on this and upload the blog link on GMIU Web Portal. **3. Active Learning Activity – Moral Motivation Dialogue** **Description:** Students have to write a brief two-person dialogue explaining why people act ethically or unethically, referencing Blackburn. Write a blog on this and upload the link on GMIU Web Portal.		
4	**Critical Thinking & Ethical Reasoning in Professional Life** • What is Critical Thinking? (thinking vs opinion) • Arguments: claims, premises, conclusions • Logical reasoning in ethics (consistency, coherence, evidence) • Common fallacies in moral and professional reasoning • Bias, assumptions, and moral blind spots • Applying critical thinking to ethical dilemmas (Blackburn-aligned) **Practical Activities:** • **Fallacy Hunt:** Identify fallacies in workplace ethics cases • **Ethical Argument Breakdown:** Analyse a moral argument using claim–premise logic • **Bias Check Exercise:** Detect assumptions in a real-life decision • **Mini Case Analysis:** Apply critical thinking + ethics to a professional dilemma **Evaluation Method:**	T:02 P:04	20%

Sr. No	Component	SEE	CCE
1	Ethical Argument Analysis Test	10	-
2	Fallacy & Bias Identification Task		
3	Ethical Reasoning Worksheet	-	05
4	Critical Reflection Note		05
	Total	20	10

1. SEE-1: Critical Thinking & Ethical Reasoning Test
Description:
Students will answer structured, application-oriented questions designed to assess their ability to apply critical thinking tools to ethical reasoning. The test will evaluate:
• Identification of claims, premises, and conclusions in ethical

arguments
• Logical consistency and coherence in moral reasoning
• Detection of common logical fallacies and cognitive biases in professional contexts
• Evaluation of evidence and assumptions underlying ethical decisions
• Application of critical thinking to workplace-based ethical dilemmas
Tasks will involve analysing, deconstructing, or correcting flawed ethical arguments using principles from critical thinking and Blackburn's approach to moral reasoning.

2. SEE-2: Ethical Argument & Fallacy Analysis Test

Description:
Students will be given short ethical scenarios or written arguments related to academic or professional life. They will be required to:
• Identify implicit assumptions and biases
• Detect and name logical fallacies
• Assess the strength of reasoning and use of evidence
• Propose a revised, logically sound ethical argument
The test emphasises clarity of reasoning, structured analysis, and justified ethical judgement.

3. CCE-1: Ethical Reasoning Worksheet

Description:
Students will complete a guided worksheet based on a real-life workplace dilemma. The worksheet will require students to:
• Break down the problem into facts, values, and ethical concerns
• Apply critical thinking steps (questioning, analysis, evaluation)
• Identify alternative viewpoints and possible consequences
• Justify a reasoned ethical decision
Assessment focuses on depth of analysis, logical clarity, and ethical justification. Upload a photo of worksheet on GMIU Web Portal.

4. CCE-2: Critical Reflection Note

Description:
Students will write a short reflective note (150–200 words) on how critical thinking influences ethical decision-making in personal or professional life. The reflection should:
• Demonstrate awareness of biases and assumptions
• Connect critical thinking skills with ethical judgement
• Show reflective understanding rather than opinion-based writing
Evaluation will be based on clarity, depth of reflection, and integration of ethical reasoning principles. Upload Blog link on on GMIU Web Portal.

Ethical Disagreement, Relativism & Living an Ethical Life
- Why people disagree about ethics
- Cultural and moral relativism
- Can ethical disagreement be resolved?
- Building an ethical life
- Blackburn's conclusion: ethics as practical wisdom

Practical Activities:
- Debate: "Are all moralities equal?"
- Prepare an Ethical Action Plan
- Group presentation on any ethical dilemma using Blackburn's framework

Evaluation Method:

Sr. No	Component	SEE	CCE
1	Ethical Essay	20	-
2	Ethical Action Plan	-	05
3	Moral Disagreement Debate Notes		05
	Total	20	10

(Row Sr. No 5, T:02 P:04, 20%)

1. **SEE: Ethical Essay**

Students have to write a short essay answer on:
- Blackburn's critique of moral relativism
- Nature of moral disagreement
- Living an ethical life
- Practical wisdom in ethics

2. **CCE – Ethical Action Plan**

Students have to design a small 5–6 point "Personal Ethical Framework" inspired by Blackburn's final chapter. Upload the action plan on GMIU Web Portal.

3. **CCE Activity – Moral Disagreement Debate Notes**

Students have to prepare notes presenting both sides of a moral disagreement and conclude with Blackburn's stance. Upload note on GMIU Web Portal.

Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks					
(Revised Bloom's Taxonomy)					
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	30%	10%	20%	20%	00%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Explain core ethical concepts such as morality, happiness, freedom, and character using Blackburn's interpretations.
CO2	Analyse ethical dilemmas through moral reasoning frameworks.
CO3	Evaluate conflicting moral views and moral disagreement constructively.
CO4	Apply ethical understanding to personal, academic, and professional decisions.
CO5	Develop reflective ethical perspectives guided by Blackburn's model of "the ethical life."

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, task-based and activity-driven learning strategies, role play, Quiz, brainstorming, MOOCs etc.

Teachers will use audio-visual aids, mock simulations, lab assignments, real-life scenarios, and peer learning tools.

Platforms such as Google Forms, PPTs, Quizizz, and Google Docs may be used for assessments.

Students will engage in active learning through ALAs, peer feedback, and role-based activities.

10–15% of topics may be delivered using flipped classroom or self-learning modes (SWAYAM/NPTEL/dictionary apps).
Continuous assessment via ALAs, portfolios, peer review.

Reference Books:

[1] Blackburn, Simon. *Ethics: A Very Short Introduction*. Oxford University Press, 2001.
[2] Rachels, James, and Stuart Rachels. *The Elements of Moral Philosophy*. McGraw-Hill.
[3] Vaughn, Lewis. *Doing Ethics: Moral Reasoning and Contemporary Issues*. W.W. Norton.
[4] Velasquez, Manuel. *Business Ethics: Concepts and Cases*. Pearson.
[5] Kidder, Rushworth. *How Good People Make Tough Choices*. HarperCollins.
[6] Quinn, Michael J. *Ethics for the Information Age*. Pearson.

Suggestive Evaluation Criteria

Sr. No.	Rubric
	MODULE 1: What is Ethics? Why does it matter?
1	**SEE–1: Ethical Scenario Identification Test (10 Marks)** • **10** – Correctly identifies ethical issue, stakeholders, and clearly explains why the issue is moral (not legal/customary) using Blackburn • **7** – Correct identification with acceptable explanation • **4** – Partial identification; weak reasoning • **2** – Confused or superficial response • **0** – Not attempted **SEE–2: Ethics Misconceptions Correction Task (10 Marks)** • **10** – Accurately corrects all misconceptions using Blackburn's arguments • **7** – Mostly correct with minor conceptual gaps • **4** – Partial correction; weak explanation • **2** – Minimal understanding • **0** – Not attempted
	MODULE 2: Pleasure, Happiness, Freedom & Responsibility
2	**SEE–1: Responsibility Case Study (10 Marks)** • **10** – Clear analysis of freedom, responsibility, and Blackburn's view • **7** – General understanding with partial application • **4** – Limited conceptual depth • **2** – Weak or confused reasoning • **0** – Not attempted **SEE–2: "Pleasure vs Happiness" Practical Comparison (10 Marks)** • **10** – Strong real-life examples clearly linked to Blackburn's idea of the good life • **7** – Relevant examples with acceptable explanation • **4** – Examples present but weak linkage • **2** – Very superficial • **0** – Not attempted

	MODULE 3: Character, Virtue & Moral Self
3	**SEE: Character Analytical Test (20 Marks)** • **20** – Deep, text-based analysis of virtue, motivation, moral identity • **15** – Adequate explanation with textual grounding • **10** – Descriptive or mechanical understanding • **5** – Fragmented response • **0** – Not attempted
	MODULE 4: Critical Thinking & Ethical Reasoning in Professional Life
4	**SEE–1: Critical Thinking & Ethical Reasoning Test (10 Marks)** • **10** – Accurately analyses arguments, detects fallacies, applies Blackburn coherently • **7** – Mostly correct analysis with minor gaps • **4** – Partial application of critical thinking tools • **2** – Superficial or confused reasoning • **0** – Not attempted **SEE–2: Ethical Argument & Fallacy Analysis Test (10 Marks)** • **10** – Correctly identifies assumptions, fallacies, evaluates evidence, and revises argument • **7** – Identifies most elements with acceptable correction • **4** – Weak correction or justification • **2** – Minimal analysis • **0** – Not attempted
	MODULE 5: Ethical Disagreement & Ethical Life
5	**SEE: Ethical Essay (20 Marks)** • **20** – Strong argument with clear Blackburn-based reasoning • **15** – Good explanation with minor gaps • **10** – Limited or descriptive reasoning • **5** – Poorly developed answer • **0** – Not attempted