

	<p>School of Theology and Christian Ministry</p> <p>PHL 2011-2 - Ethics</p> <p>3 Units</p>
<p style="text-align: center;">Spring 2024</p>	

<p>Meeting days: MW</p> <p>Friday is Hybrid (NO meetings)</p>	<p>Instructor title and name: Dr. Lucia Foglia</p>
<p>Meeting times: 2:55 - 3:50 PM</p>	
<p>Meeting location: LBRT 202</p>	<p>Email: lfoglia@pointloma.edu</p>

## PLNU MISSION

### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## FOUNDATIONAL EXPLORATIONS MISSION

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major

study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

## COURSE DESCRIPTION

This course examines and evaluates theories and arguments concerning ethics and moral reasoning from a philosophical perspective. By engaging with historical and contemporary sources, students will analyze theories about the meaning, nature, and justification of ethical concepts; determine and assess how different forms of moral reasoning apply to contemporary moral issues; become more reflective and informed about their own moral beliefs, and develop their capacity for critical practical reasoning.

While learning about the ethical theories, students will draw on these theories in discussing current events and/or moral dilemmas. Throughout the course, students will be exposed to major, historical ethical approaches to the question “*how ought we live our lives?*” and will explore the way in which they arose as successive attempts to answer this question more accurately and completely.

## COURSE LEARNING OUTCOMES

- CLO #1: *describe and explain*, in outline, the history of ethics and, in detail, ethics and the ethical theories of several of its pivotal figures (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam);
- CLO #2: *analyze and criticize* ethical situations, questions, reasoning, and diverse perspectives and positions (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam);
- CLO #3: *discern* the ethical dimension of everyday life, and its invitations to ethical inquiry, (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam);
- CLO #4: *apply* your ethical inquiry and study of the history of ethics to historical and current events and your experiences and living within and beyond the academy work (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam);
- CLO #5: *express yourself orally and in writing* more clearly, meaningfully, truthfully, and philosophically (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).

# FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES

*Context #1: Learning, Informed by our Faith in Christ*

**Institutional Learning Objective (ILO) #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.**

- FELO #1a. Written: Students will be able to effectively express ideas and information to

others through written communication (Assessment: reading responses, online discussions, position paper, quizzes, final exam).

- FELO #1b. Oral: Students will be able to effectively express ideas and information to others through oral communication (Assessment: participation, in-class discussion, online discussions).
- FELO #1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).
- FELO #1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).

*Context #2: Growing, In a Christ-Centered Faith Community*

**ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments.**

- FELO #2a. Students will develop an understanding of self that fosters personal well-being (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).
- FELO #2b. Students will understand and appreciate diverse forms of artistic expression (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).
- FELO #2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).

Context #3: *Serving, In a Context of Christian Faith*

**ILO #3: Students will serve locally and/or globally in vocational and social settings.**

- FELO #3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

### Required Texts

- Rachels, J. (2010). *The Elements of Moral Philosophy*, McGraw-Hill Higher Education

Other readings will be available on Canvas.

### Recommended Study Resources (they will be provided in Canvas)

- Aristotle, *Nicomachean ethics*.

[https://www.stmarys-ca.edu/sites/default/files/attachments/files/Nicomachean\\_Ethics\\_0.pdf](https://www.stmarys-ca.edu/sites/default/files/attachments/files/Nicomachean_Ethics_0.pdf)

- Kant, Immanuel. *Groundings for the Metaphysic of Morals*.

<https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf>

- Mill, John Stuart. *Utilitarianism*. <https://www.utilitarianism.com/mill1.htm> • Lonergan,

## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes.

# ASSESSMENT AND GRADING

- In-Person Attendance & Hybrid Activities: 15%
- Written Assignments: 20%
- Research Project: 25%
- Quizzes: 15%
- Final Exam: 25%

## GRADING SCALE

A: 100-93 C+: 79-77 D-: 62-60

A-: 92-90 C: 76-73 F: 60-0

B+: 89-87 C-: 72-70

B: 86-83 D+: 69-67

B-: 82-80 D: 66-63

Students will submit their assignments through Canvas and will receive a grade within one week from submission. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class.

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the **DUE DATE**. Incompletes will only be assigned in extremely unusual circumstances.

Assignments will be accepted for credit with a 10% late penalty (per day late) up to three (3) days from the due date. Assignments will receive a ZERO after three days. If you have a medical emergency, contact your instructor ASAP to arrange a new deadline.

## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### About Academic Honesty

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Any violation of the university's commitment is a serious affront to the very nature of Point Loma's mission and purpose. Violations of academic honesty include cheating, plagiarism, falsification, identity fraud, aiding academic dishonesty, and malicious interference.

**Cheating** is the use of unauthorized assistance that results in an unfair advantage over other students. It includes but is not limited to: Bringing and/or using unauthorized notes, technology or other study aids during an examination; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; allowing another person to do one's work and submitting it as one's own; submitting work done in one class for credit in another without the instructor's permission.

**Plagiarism** is the use of an idea, phrase or other materials from a source without proper acknowledgment of that source. It includes but is not limited to: The use of an idea, phrase, or

other materials from a source without proper acknowledgment of that specific source in a work for which the student claims authorship; the misrepresentation and/or use of sources used in a work for which the student claims authorship; the use of papers purchased online as all or part of an assignment for which the student claims authorship; submitting written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

**Artificial Intelligence Use:** PLNU acknowledges the potential benefits of using Artificial Intelligence (AI) tools for learning purposes, such as generating ideas, enhancing critical thinking, refining arguments, and aiding research and writing. Students are to consult their syllabus and instructor for the specific course policy regarding AI tool use. It is important to note that using AI-generated content without proper authorization or attribution constitutes plagiarism (see above). If utilizing AI-generated content as a resource for an assignment, students must provide proper acknowledgement of the AI tool and cite the platform used. Furthermore, students should exercise caution regarding potential misinformation or inaccuracies that may arise from using AI.

**Falsification** is the alteration of information or forging of signatures on academic forms or documents. It includes but is not limited to: using improper methods of collecting or generating data and presenting them as legitimate; altering graded work and submitting it for re-grading; falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, recommendations, letters of permission, transcripts or any other university document; misrepresenting oneself or one's status in the university.

**Academic identity fraud** is the act of allowing a person to impersonate the registered student, by doing the academic work and by submitting it as if it were the work of the registered person. This encompasses both face to face and online environments. It includes, but is not limited to: having another person complete a course assignment, take an examination, respond to discussion board questions, or complete any kind of academic exercise on behalf of the registered student. In such cases, it may be considered collusion to commit fraud on the part of both parties.

**Aiding academic dishonesty** is assisting another person in violating the standards of academic honesty. It includes but is not limited to: Allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of academic honesty policies; providing false information in connection with any academic honesty inquiry.

**Malicious intent** is misuse of academic resources or interference with the legitimate academic work of other students. It includes but is not limited to: removing books, journals or pages of these from the library without formal checkout; hiding library materials; refusing to return reserve readings to the library; damaging or destroying the projects, lab or studio work or other academic product of fellow students.

A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a

valid excuse or defense. Students may not withdraw from a course as a response to a consequence.

## PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## PHL2011 Attendance Policies

Regular and punctual attendance at all classes in which a student is registered is considered **essential to optimum academic achievement**. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences (including illness) except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities. Students who become ill should contact their professor(s) in advance or as soon as possible regarding missing class. In these cases, students should consult their course syllabi and contact their professor to inquire about the possibility of a make-up policy. For chronic illness scenarios, students may contact the EAC for a consultation. Note that the Wellness Center does not provide notes to students for illness.

*When in class, restrain yourself from using your phone or indulging in any other form of technological distraction. Your full participation will increase your understanding of the material and your overall academic success.*

\*\*\* For every two instances of absence, the attendance & participation grade will decrease by .5%.

## COURSE MODALITY DEFINITIONS

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
4. **Hybrid:** Courses that meet face-to-face with required online components.

In some courses, a portion of the credit hour content will be delivered asynchronously, and attendance will be determined by submitting the assignments by the posted due dates.

## SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Life and Formation](#).

# INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “people,” “humanity,” “humans,” and “he or she” better acknowledge women as full persons.

# SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at the [Title IX Office | Get Help Now](#)

# USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

# ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

## LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#)[Links to an external site.](#)

## TENTATIVE SCHEDULE AT-A-GLANCE

The table below provides a list of topics that this course aims at covering. The schedule is tentative and slight variations might be possible due to the nature and depth of the topics and theories that will be discussed. This means that, if the situation requires, we may spend an extra class or week on the same topic. To learn more about the calendar for activities and the due dates for the assignments, you are advised to check Canvas **regularly**. Some of the readings assigned will be made available in Canvas.

## Calendar of Topics - Spring Semester 2024

**(The instructor reserves the right to change the schedule if needed. Assignments will be submitted ONLY via Canvas. No other delivery methods will be accepted).**

### WEEK TOPIC, READINGS & ASSIGNMENT

WK 1	<ul style="list-style-type: none"><li>- <u>Topic</u>: Ethics &amp; the Moral Life</li><li>- Readings<ul style="list-style-type: none"><li>- <b>Testbook</b>: Rachels (The Elements of Moral Philosophy) Chapter 1. WHAT IS MORALITY?</li></ul></li><li>- <b>Assignment</b>: Short Reflection</li></ul>
WK 2	<ul style="list-style-type: none"><li>- <u>Topic</u>: Moral Relativism</li><li>- Readings<ul style="list-style-type: none"><li>- See Rachels: Chapter 2. THE CHALLENGE OF CULTURAL RELATIVISM</li></ul></li><li>- <b>Assignment</b>: Short Paper</li></ul>
WK 3	<ul style="list-style-type: none"><li>- <u>Topic</u>: The Challenges of Moral Relativism</li><li>- Readings<ul style="list-style-type: none"><li>- See Rachels: Chapter 2. THE CHALLENGE OF CULTURAL RELATIVISM</li></ul></li><li>- <b>Assignments</b>:<ul style="list-style-type: none"><li>• Short Paper</li><li>• Paper on Ethical relativism</li></ul></li></ul>

<p>WK 4</p>	<ul style="list-style-type: none"> <li>- <u>Topics:</u> <ul style="list-style-type: none"> <li>- Divine Command Theory</li> <li>- Euthyphro</li> <li>- The Natural Law Theory</li> </ul> </li> <li>- Readings <ul style="list-style-type: none"> <li>- See Rachels: Chapter 4. DOES MORALITY DEPEND ON RELIGION?</li> <li>- <i>Euthyphro</i> by Plato</li> </ul> </li> <li>- <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Quiz (on Canvas)</li> <li>• Online Discussion on DCT</li> </ul> </li> </ul>
<p>WK 5</p>	<ul style="list-style-type: none"> <li>- <u>Topics:</u> <ul style="list-style-type: none"> <li>- Ethical Egoism</li> <li>- Ayn Rand</li> </ul> </li> <li>- Readings <ul style="list-style-type: none"> <li>- See Rachels: Chapter 5. ETHICAL EGOISM</li> <li>- <i>The Virtue of Selfishness</i> by Rand (Intro &amp; Chap 1)</li> </ul> </li> <li>- <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Short Reflection</li> <li>• Online Discussion on Ayn Rand</li> <li>• Paper on Ethical Egoism</li> </ul> </li> </ul>

<p>WK 6</p>	<ul style="list-style-type: none"> <li>- Topic: The Utilitarian Approach</li> <li>- Readings: Rachels, Chapter 7: THE UTILITARIAN APPROACH</li> <li>- Assignment: Short Paper</li> </ul>
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WK 7	<ul style="list-style-type: none"> <li>- Topic: The Debate over Utilitarianism (Act &amp; Rule)</li> <li>- Readings <ul style="list-style-type: none"> <li>- See Rachels: Chapter 8. THE DEBATE OVER UTILITARIANISM</li> <li>- <i>Utilitarianism</i> by JS Mill (Chap 2)</li> </ul> </li> <li>- <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Quiz (On Canvas)</li> <li>• Short Paper</li> </ul> </li> </ul>
WK 8	<ul style="list-style-type: none"> <li>- <u>Topic:</u> Intro to Kant's deontological approach</li> <li>- Readings: Rachels, Chapter 9. ARE THERE ABSOLUTE MORAL RULES?</li> <li>- <b>Assignment:</b> Short Paper</li> </ul>
<b>Spring Break</b>	<b>No Classes</b>
WK 9	<ul style="list-style-type: none"> <li>- <u>Topic:</u> Kantian Deontological Approach (2 formulations of the categorical imperative)</li> <li>- Readings <ul style="list-style-type: none"> <li>- See Rachels: Chapter 10. KANT AND RESPECT FOR PERSONS</li> <li>- <i>Grounding for the Metaphysics of Morals</i> by Kant (Second Sections)</li> </ul> </li> <li>- <b>Assignment:</b> Paper on Kant's Deontological Theory</li> </ul>
WK 10	<ul style="list-style-type: none"> <li>- <u>Topic:</u> Intro to Virtue Ethics</li> <li>- Readings <ul style="list-style-type: none"> <li>- See Rachels: Chapter 12. THE ETHICS OF VIRTUE</li> <li>- <i>Nichomachean Ethics</i> by Aristotle (Book 1, 2)</li> </ul> </li> <li>- <b>Assignment:</b> <ul style="list-style-type: none"> <li>• Quiz (On Canvas)</li> <li>• Online Discussion</li> </ul> </li> </ul>
WK 11	<ul style="list-style-type: none"> <li>- <u>Topic:</u> Contrast and Compare Virtue Ethics, Utilitarianism and Deontological Ethics: Scenarios and Case Studies</li> <li>- In-class meetings to prep group presentations</li> <li>- <b>Assignment:</b> Case Studies Analysis</li> </ul>

WK 12	<ul style="list-style-type: none"> <li>- <u>Topic:</u> Contrast and Compare Virtue Ethics, Utilitarianism and Deontological Ethics: Scenarios and Case Studies</li> <li>- In-class meetings to prep group presentations</li> <li>- <b>Assignment:</b> Case Studies Analysis</li> </ul>
WK 13	<ul style="list-style-type: none"> <li>- Review Course Material and Preparation for Final Exam</li> <li>- In-class meetings to prep group presentations</li> <li>- <b>Assignment:</b> Retrospectives (Short reflection)</li> </ul>

WK 14	<p style="text-align: center;"><b>Group Presentations in class</b></p> <ul style="list-style-type: none"> <li>- <b>Assignment:</b> Q&amp;A online discussion</li> </ul>
WK 15	<p style="text-align: center;"><b>Group Presentations in class</b></p> <ul style="list-style-type: none"> <li>- <b>Assignment:</b> Q&amp;A online discussion</li> </ul>

**WK 16\_ Final Exam**