

BIOETHICS

PHIL 165.002 / Summer 2026
The University of North Carolina at Chapel Hill



Art Source: [jasonweissphotography.com](https://www.jasonweissphotography.com)

COURSE INFORMATION

Credit Hours: 3

Target Audience: undergraduates

Meeting Pattern: N/A

Instructional Format: Remote, mostly asynchronous (RM)

Classroom or Location: Online via [the Course Canvas Page](#)

INSTRUCTOR INFORMATION

Name: Meredith Sheeks (she/[they](#))

Email: msheeks@unc.edu

Office Location: [Zoom](#)

Office Hours: Tuesdays and Fridays from 2 to 3pm (EDT) and by appointment (all on [zoom](#))

Teaching Philosophy: I strive to be an available, instructive, and teachable teacher.

I welcome all course-related questions and feedback, and

I operate under the assumption that each and every one of my students is

capable of not only learning the course material but of general academic success.

COURSE CONTENT

Course Description

We can think about ethics as the study of how to live. A branch within ethics, bioethics is the study of how to live insofar as life itself is concerned. In general, bioethics asks: What makes life valuable? How should we treat human life? How ought we, as humans, to approach non-human animal life? And what, if anything, do we owe to the environment at large? How are we to steward the natural world? This course offers a general, survey-style introduction to bioethics. It begins with an overview of central topics in medical ethics (broadly construed), proceeds to key questions in animal ethics, and concludes with major themes in environmental ethics. Along the way, it provides a basic introduction to philosophical reasoning and logic.

Course Texts & Materials

All required course texts and materials will be available (for free) on the course's [Canvas site](#).

Students will need ready access to Canvas alongside a personal computer throughout the summer term.

Class Expectations

Students can expect to spend at least 12 to 15 hours on course readings and assignments a week.

Students are also strongly encouraged to attend the weekly hour-long online course discussion session(s).

Course Goals & Student Learning Outcomes (SLOs)

All UNC philosophy courses aim at the acquisition and nurturing of basic philosophical skills.

One of the main goals of UNC's philosophy curriculum is to instill and enable the development of skills that are distinct to philosophy, but which are foundational to all forms of knowledge.

These **basic philosophical skills** involve the ability to:

- Think critically;
- Correctly deploy philosophical concepts and terminology, in a historical or contemporary setting;
- Clearly and accurately represent the views or arguments of particular philosophers, in either a historical or contemporary setting;
- Identify the premises and conclusion(s) of a philosophical argument and assess both its validity and soundness;
- Apply a philosophical theory or argument to a new topic, and draw and defend reasonable conclusions about that topic;
- Develop an argument for a particular solution to a philosophical problem in a historical or contemporary setting;
- Write clearly, precisely, and persuasively in defense of a philosophical thesis;
- Participate in respectful, critical, and reflexive dialogues about difficult philosophical positions;
- and
- Read, interpret, and evaluate the strengths and weaknesses of different philosophical texts and the philosophical positions presented in them.



Art source: the Washington Post

In addition, PHIL-165 satisfies the **value theory** requirement for UNC's philosophy major and minor. As such, it aims to achieve the following learning outcomes:

- familiarity with some of the leading normative theories in philosophy, such as utilitarianism, deontology, and virtue ethics;
- the ability to identify and explain the various contexts in which philosophical questions of justification arise;
- the ability to assess ethical values in terms of the philosophical and non-philosophical reasons offered;
- the ability to recognize different ethical perspectives alongside the distinctive approaches these perspectives bring to questions of value;
- the ability to evaluate ethical justifications for different ways of organizing civic and political communities; and
- the ability to analyze and evaluate the differences between personal ethical decisions and those bearing on the public and civic domains.



Art sources
Monticello Ver Practice
and Animal Fact Guide



Note: PHIL-165 can also count towards the PHIL component of UNC's PPE minor.

As part of the IDEAs in Action General Education Curriculum, this course satisfies the following Focus Capacity:

Focus Capacity—Ethical and Civic Values

Description: What does it mean to be a part of a community? How do our decisions, and those decisions of our leaders, affect those around us and society at large, not only now but in the future? Learn how different perspectives can influence our idea of what is ethical and how to think critically about how we make and justify private and public decisions and evaluate the actions of public leaders.

Student Learning Outcomes:

These are the learning outcomes that are expected of students after completing a course.

1. Explain the contexts in which questions of justification arise.
2. Assess ethical values in terms of reasons offered.
3. Recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value, evaluating ethical justifications for different ways of organizing civic and political communities.
4. Analyze the differences between personal ethical decisions and those bearing on the public and civic spheres.

Questions for Students:

These are the types of questions you should be able to answer after completing a course.

1. How can people think fruitfully, individually and together, about how they should live their lives?
2. What is required to judge a standard or value as worthy of support?
3. How should we distinguish between prejudices and reasonable grounds for value judgments?
4. What considerations—stories, reasons, testimony, documents, data, et cetera—can justify our values and commitments, whether personal or social?

Recurring Capacities

Every focus capacity course includes the following activities:

- Writing, totaling at least 10 pages in length or the intellectual equivalent;
- Presenting material to the class, smaller groups, or the public through oral presentations, webpages, or other means; and
- Collaborating in pairs or groups to learn, design, solve, create, build, or research.

These activities are designed to help students practice crucial skills for future study, life, and career success.

COURSE ASSIGNMENTS & ASSESSMENTS

Assignment Descriptions

Reading Responses and Discussion (50%)

Students will have the opportunity to substantively engage with, and respond to, course topics and readings in various online discussion forums throughout the semester. There will be a designated online discussion forum and prompt for each day in the course. Depending on the course day and topic, the forum will take place on a designated Canvas Discussion Board, Perusall, or VoiceThread. The location of each day's forum will be clearly indicated and readily accessible via [the course Canvas Page](#).

The primary purpose of each forum is to motivate participants in the class to not only engage with course materials and readings, but to engage with those materials carefully, critically and collaboratively via oral presentations and in writing. The daily discussion forums will also serve to offer inspiration for the argumentative writing assignments (see below) and to challenge students to present material to the rest of the class in an engaging and creative way.

Students are required to participate in 20 out of the 23 formally designated forums. Participation on any given day is worth a maximum of 2.5 points. Participation in 20 out of 23 of the days is worth a total of 50 points. (In terms of percentages, participation in any one formally designated forum contributes to 2.5% of a student's final grade in the course, and participation in all of the forums required contributes to 50% of a student's final grade in the course.) Participation on any given day will require first making an initial post and then making two or more posts in collaboration with others. Although it is strongly advised that students complete each day's forum on the day that it is assigned, participation in any day's forum is officially due three business days after the conclusion of the day on which the forum is assigned. For example, the first day of class is on Monday, June 22nd. Participation in the forum for that day, Monday, June 22nd, is due by the end of the day (11:55 P.M. EDT) on Thursday, June 25th. Likewise, participation in the forum on Friday, June 26th is due by the end of the day (11:55 P.M. EDT) on Wednesday, July 1st. Students who participate in more than 20 of the formally designated online discussion forums will be eligible for extra credit in the course. Students will also have the option of participating in additional, albeit informal, online discussion forums for an additional boost to their grade. An additional rubric and set of guidelines for the reading responses and discussion portion of the course is available on [the course Canvas site](#).



Art Source: Fusion Healthcare Staffing

Argumentative Writing Assignments (30%)

Students will write three short argumentative essays, one for each core unit in the course (i.e., Units 1-3). The purpose of each writing assignment is (i) to introduce students to the unique style and technique of philosophical writing and (ii) to provide students with the occasion to practice, develop, and apply critical reasoning skills on or towards a view that they themselves find worth defending. The instructor will introduce and provide detailed instructions for the first essay assignment on June 24th at 8:00 A.M. EDT, the second essay assignment on July 6th at 8:00 A.M. EDT, and the third essay assignment on July 15th at 8:00 A.M. EDT.

Each essay will count towards 10% of the final grade in the course, and each will be due at the conclusion of the course unit to which it corresponds. The first short argumentative essay will be due at the end of the day (11:55 P.M. EDT) on July 2nd, 2026; the second short argumentative essay will be due at the end of the day (11:55 P.M. EDT) on July 14th, 2026; and the third short argumentative essay will be due at the end of final exam period (6:00 P.M. EDT) on July 27th, 2026. Students will have the option of collaborating and presenting their essays to their peers via an informal peer review process. The instructor will facilitate this option via zoom a few days before each essay is due. (In accordance with the course focus capacity, each essay will require a minimum of 2 pages of standard [double-spaced, 12pt., Times New Roman font] course writing. Together, the essays will amount to at least 6 pages of writing.)

Due at the end of the final exam period, the third short argumentative essay will serve as the final assessment for the course. For interested students, the instructor will release an additional, optional writing assignment at the start of the final exam period on July 27th at 3:00 P.M. EDT. The additional, optional writing assignment must be completed by the conclusion of final exam period (by 6:00 P.M. EDT on July 27th) in order to count for credit. The bonus assignment will invite students to reflect on a course-related question and to write a 1 page minimum [double-spaced, 12pt., Times New Roman font] response to that question. Students who complete the optional writing assignment during the final exam period will be eligible for extra credit in the course.



Art Source: Thinkwood.com

Reading Quizzes (20%)

Students will sit for three quizzes in the course, one for each core course unit (i.e., Units 1-3). The purpose of each quiz is to challenge students to consolidate and retain the philosophical arguments and ideas presented in course readings.

Each quiz will be due by the end of the relevant course unit. The first quiz will be due at the end of the day (11:55 P.M. EDT) on July 2nd, 2026; the second will be due at the end of the day (11:55 P.M. EDT) on July 14th, 2026; and the third will be due at the end of the day (11:55 P.M. EDT) on July 23rd, 2026. The first and second quizzes will each contribute to 7% of the final grade. The third quiz will contribute to 6% of the final grade.

Grading Scale & Schema

Late Work

In general, late work will not be accepted.

Exceptions may be made, at the discretion of the instructor, in cases of emergency.

Grading Scale

Grades will be assigned in accordance with the following scale:

Numeric Grade (%)	Letter Grade
93.5 and above	A
89.5 – 93.4	A-
86.5 – 89.4	B+
82.5 – 86.4	B
79.5 – 82.4	B-
76.5 – 79.4	C+
72.5 – 76.4	C
69.5 – 72.4	C-
66.5 – 69.4	D+
59.5 – 66.4	D
59.4 and below	F



Art sources: iStockphoto.com

Note: The instructor will round all grades to the tenths place.

COURSE SCHEDULE

Unit 0: What is bioethics?

Days 1 & 2 – Jun. 22 nd – Jun. 23 rd	Topic(s)/Guiding Questions	Readings or Assignments Due
Monday, June 22 nd	What is philosophy? What is bioethics?	<u>Read:</u> ○ Midgley, “Trying Out One’s New Sword” ○ <u>Optional:</u> Russell, <i>The Problems of Philosophy</i>, Chapter 1 ○ <u>Optional:</u> Midgley, “Philosophical Plumbing” <u>Post</u> ○ Forum 1: VoiceThread, Virtual Meet & Greet
Tuesday, June 23 rd	Philosophical Arguments	<u>Read:</u> ○ Selections from Sinnott-Armstrong’s <i>Think Again</i> ○ Selections from Vaughn’s <i>The Power of Critical Thinking</i> <u>Watch:</u> ○ Monty Python Skit, “Argument Clinic” ○ Sinnott-Armstrong, “Identifying Arguments” <u>Post</u> ○ Forum 2: Canvas, Argumentative engagement



Art Source: happinessposts

Unit 1: Medical Ethics

Days 3 to 9– Jun. 24 th - Jul. 2 nd	Topic(s)/Guiding Questions	Readings or Assignments Due
Wednesday, June 24 th	The Promise and Peril of Genetic Engineering	<u>Read:</u> ○ Sandel, “The Case Against Perfection” ○ <u>Optional:</u> Sinsheimer, “The Prospect for Designed Genetic Change” <u>Post</u> ○ Forum 3: VoiceThread, Is perfection the point?
Thursday, June 25 th	Can having children be immoral?	<u>Read:</u> ○ Purdy, “Genetics and Reproductive Risk” ○ Benatar, “Kids? Just say no” <u>Post</u> ○ Forum 4: Perusall, More harm than good?
Friday, June 26 th	Can <i>not</i> having children be immoral?	<u>Read:</u> ○ Smilansky, “Is there a moral obligation to have children?” <u>Post</u> ○ Forum 5: Canvas, Be fruitful and multiply?
Monday, June 29 th	A Case against Abortion	<u>Read:</u> ○ Lee and George, “The wrong of abortion” <u>Post</u> ○ Forum 6: Perusall, Wrongness?
Tuesday, June 30 th	A Case in favor of (some) Abortions	<u>Read:</u> ○ Thomson, “A defense of abortion” ○ <u>Optional:</u> Davis, “Racism, Birth Control, and Reproductive Rights” <u>Post</u> ○ Forum 7: VoiceThread, People seeds & Violinists
Wednesday, July 1 st	Allocating Medical Resources in Contexts of Scarcity	<u>Read:</u> ○ Singer and Winslett, “In a pandemic should we save younger lives?” ○ <u>Optional:</u> Moss and Siegler, “Should Alcoholics compete equally for liver transplantation?” <u>Post</u> ○ Forum 8: Canvas, Save the whales, save the youth?
Thursday, July 2 nd	Is medically assisted suicide ever okay?	<u>Read:</u> ○ Hill, “The note” ○ Callahan, “When self-determination runs amok” ○ Lachs, “When abstract moralizing runs amok” <u>Post</u> ○ Forum 9: VoiceThread, Callahan or Lachs? <u>Submit</u> ○ Reading Quiz 1 ○ Argumentative Writing Assignment 1
Friday, July 3 rd	Holiday (Independence Day)—no class	

Unit 2: Animal Ethics

Days 10 to 16— Jul. 6 th - Jul. 14 th	Topic(s)/Guiding Questions	Readings or Assignments Due
Monday, July 6 th	A Case for Vegetarianism	<u>Read:</u> ○ Engel, “The Commonsense Case for Ethical Vegetarianism” <u>Post</u> ○ Forum 10: Perusall, Commonsensical vegans?
Tuesday, July 7 th	A Case against Vegetarianism	<u>Read:</u> ○ Hsiao, “In Defense of Eating Meat” <u>Post</u> Forum 11: Perusall, Commonsensical carnivores?
Wednesday, July 8 th	Should we keep pets?	<u>Read:</u> ○ Francione and Charlton, “The Case against Pets” ○ Pierce, <i>Run Spot Run</i> , pp.3-20 <u>Post</u> ○ Forum 12: VoiceThread, Pet guilt
Thursday, July 9 th	Animals in Research: a Defense	<u>Read:</u> ○ Ringach, “The Use of Nonhuman Animals in Biomedical Research” <u>Post</u> ○ Forum 13: Canvas, Using animals?
Friday, July 10 th	Animals in Research: a Critique	<u>Read:</u> ○ Nobis, “The Harmful Nontherapeutic use of Animals in Research is Morally Wrong” <u>Post</u> Forum 14: Canvas, Using humans?
Monday, July 13 th	Zoo Opposition	<u>Read:</u> ○ Marris, “Modern Zoos are not Worth the Moral Cost” <u>Post</u> ○ Forum 15: Perusall, Zoo guilt?
Tuesday, July 14 th	Zoo Advocacy	<u>Read:</u> ○ Hutchins et. al., “In defense of zoos and aquariums” <u>Post</u> ○ Forum 16: VoiceThread, Fact-checking? <u>Submit</u> ○ Reading Quiz 2 ○ Argumentative Writing Assignment 2

Unit 3: Environmental Ethics

Days 17 to 23— Jul. 15 th - Jul. 23 rd	Topic(s)/Guiding Questions	Readings or Assignments Due
Wednesday, July 15 th	Conservation v. Preservation	<u>Read:</u> ○ Muir, “The Hetch Hetchy Valley” ○ Pinchot, “Hetch Hetchy Dam Site” ○ Pinchot, “Principles of Conservation” ○ Keel, “Frenemies John Muir and Gifford Pinchot” <u>Post</u> ○ Forum 17: VoiceThread, Team Muir or Pinchot?
Thursday, July 16 th	Ecological Nativism?	<u>Read:</u> ○ Santana, “Conservation’s Prejudice” <u>Post</u> ○ Forum 18: Canvas, Stop kudzu hate?
Friday, July 17 th	Do we have individual obligations to reduce greenhouse gas emissions?	<u>Read:</u> ○ Sinnott-Armstrong, “It’s not my fault” <u>Post</u> ○ Forum 19: Perusall, Principles “Schprinciples”
Monday, July 20 th	Do we <i>not</i> have individual obligations to reduce greenhouse gas emissions?	<u>Read:</u> ○ Broome, <i>Climate Matters</i>, Chapter 5 <u>Post</u> ○ Forum 20: Canvas, Broome v. Sinnott-Armstrong
Tuesday, July 21 st	Climate Change & Global Justice, Part 1: A Collective Problem	<u>Read:</u> ○ Singer, “One Atmosphere,” pp.16-31 ○ <u>Optional:</u> AR5 Synthesis Report, Summary for Policymakers <u>Post</u> ○ Forum 21: Canvas, Devastating Diagnoses
Wednesday, July 22 nd	Climate Change & Global Justice, Part 2: Potential Solutions	<u>Read:</u> ○ Singer, “One Atmosphere,” pp.31-55 ○ <u>Optional:</u> Nozick, <i>Anarchy, State, and Utopia</i>, Chapter 7 <u>Post</u> ○ Forum 22: VoiceThread, Prefer a Solution?
Thursday, July 23 rd	Climate Change & Global Justice, Part 3: Complications, or where are we now?	<u>Read:</u> ○ Singer, “One Atmosphere,” pp.55-68 ○ <u>Optional:</u> Schulan et. al., “Distributive justice and the global emissions budget” <u>Post</u> ○ Forum 23: Perusall, Current Predicaments <u>Submit</u> ○ Reading Quiz 3

Finals

Friday, July 24 th	Reading Day—no class	
Monday, July 27 th	Final Exam Period—3 to 6 P.M.	<u>Submit</u> ○ Argumentative Writing Assignment 3 ○ <u>Optional:</u> Writing Assignment 4

Academic Policies

University Class Attendance Policy

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office \(UAAO\)](#) website provides information and [FAQs for students](#) and [FAQs for faculty](#) related to University Approved Absences
2. Disability/religious observance/pregnancy/short-term military service, as required by law and approved by the [University Compliance Office](#), or in the case of short-term military service, the Dean of Students
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [University Compliance Office](#).

Code of Conduct Statement

All students are expected to adhere to University policy and follow the guidelines of the UNC Student Code of Conduct. Additional information can be found at <https://studentconduct.unc.edu/>.

Artificial Intelligence (AI) Use Policy

All Carolina students are expected to follow these AI guidelines:

1. AI should help you think, not think for you. You may be able to use these tools to brainstorm ideas, research topics, and analyze problems, but you must decide what's appropriate and accurate.
2. Engage responsibly with AI. You must evaluate AI-generated outputs for potential biases, limitations, inaccuracies, false output, and ethical implications. Do not put personal or confidential data into these tools.
3. The use of AI must be open and documented. You should declare, explain, and cite any use of AI in the creation of your work using applicable standards (e.g., APA, MLA, course guidelines). Understand that you are ultimately 100% responsible for your final product.
4. Follow specific AI guidelines in this syllabus. If you are unsure, check with me. Guidance offered in this syllabus would be referenced should an issue be referred to Student Conduct for alleged academic misconduct.

Course-specific AI guidelines: In this course, PHIL 165.002, students are allowed to use AI tools for non-content-generating tasks, such as formatting, grammar checking, or organizing ideas, on any given course assignment. Students are, however, prohibited from using AI tools to create new intellectual content. For example, students are permitted to use AI to check their spelling and to format citations on their argumentative writing assignments, but they are not permitted to use AI to write initial drafts of their essays or online posts.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality and intellectual property. Additionally, consult the [Safe Computing at UNC](#) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Data Security & Privacy

UNC-Chapel Hill is committed to fulfilling its responsibilities of transparency as a state-sponsored institution of higher learning, protecting certain types of information, and using information Carolina collects only for appropriate purposes. Consult the [UNC-Chapel Hill Privacy Statement](#) for additional information.

Grade Appeal Process

If you have any concerns with grading or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

Services & Student Support Policies

University Compliance Office (formerly Equal Opportunity and Compliance) - Accommodations

University Compliance Office (UCO) Accommodations Team ([Accommodations - UNC Compliance](#)) receives requests for accommodations for disability, pregnancy and related conditions, and sincerely held religious beliefs and practices through the University's Policy on Accommodations. UCO Accommodations team determines eligibility and reasonable accommodations consistent with state and federal laws.

Counseling & Psychological Services (CAPS)

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to the [CAPS website](#) or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made [online to the UCO](#) or by contacting the [University's Title IX Coordinator](#), Elizabeth Hall, or the [Report and Response Managers](#) in the University Compliance Office (UCO) (formerly the Equal Opportunity and Compliance Office). Please note that I am designated as a Responsible Employee, which means I must report to the UCO any information I receive about the forms of misconduct listed in this paragraph. If you'd like to speak with a confidential resource, those include Counseling and Psychological Services, the University's Ombuds Office, and the [Gender Violence Services Coordinators](#). Additional resources are available at [safe.unc.edu](#).

Policy on Non-Discrimination

As set out in the University's [Policy Statement on Non-Discrimination](#), the University is committed to providing an environment where all members of our community can learn, work, and thrive. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's [Policy on Prohibited Discrimination, Harassment and Related Misconduct](#). No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. The University will consider only relevant factors such as individual abilities and qualifications in admissions, hiring, disciplinary action, and all other decisions and will apply consistent standards of conduct and performance.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at [safe.unc.edu](#)) or the [University Compliance Office](#). Please note that I am designated as a Responsible Employee, which means that I must report to the UCO any information I receive about harassment or discrimination. If you'd like to speak with a confidential resource, those include Counseling and Psychological Services and the University's Ombuds Office.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The Center works with instructors to proctor exams for their undergraduate students who are not registered with UCO and who do

not need testing accommodations as provided by UCO. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit the [testing center website](#).

Learning Center

Want to get the most out of this course or others this semester? Visit [UNC's Learning Center](#) to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit [UNC's Writing Center online](#).