

## EGS 4034: ENGINEERING ETHICS AND PROFESSIONALISM (ONLINE)

**Section GEN1, Tuesdays, Period 2, CANVAS/ZOOM**  
**Section GEN2, Tuesdays, Period 3, CANVAS/ZOOM**  
**Section GEN3, Tuesdays, Period 4, CANVAS/ZOOM**  
**Section GEN4 Thursdays, Period 2, CANVAS/ZOOM**  
**Section GEN5 Thursdays, Period 3, CANVAS/ZOOM**  
**Section GEN6 Thursdays, Period 4, CANVAS/ZOOM**

**Academic Term: FALL 2020**

**Credit Hours: 1**

### INSTRUCTOR

Dr. Claudio Spiguel, Professor, Engineering Leadership Institute, University of Florida Herbert Wertheim College of Engineering

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(Preferred method of contact: E-mail tool in CANVAS)
- b. Office hours: Tuesdays, from 1:00 pm to 4:00 pm, ZOOM Personal Meeting Room
- c. Web site: UF course Canvas web site
- d. Student Graders: Ariana Ortega, Haley Scites, Lia Frumentti, Patricia Sales (E-mail tool in CANVAS)

### COURSE DESCRIPTION

Provides students with an interactive study of ethical theory and the development of professionalism. Students review case studies of ethical conflicts in engineering practice. Course covers engineering codes of ethics and requires students to resolve theoretical situations through application of ethical codes.

*Albert Einstein was quoted as stating: "Relativity applies to physics, not ethics." This relates to the fact that ethics is not a "90% deal" -- you can't be "pretty ethical." You're either ethical or you're not. These statements hold great relevance and significance in understanding yourself as a Gator Engineer, and fully appreciating the role that ethics plays in your academic and professional career as an engineer.*

### COURSE PRE-REQUISITES/CO-REQUISITES

SENIOR or JUNIOR level status.

### COURSE OBJECTIVES

The engineers' primary obligation is to protect the public health, safety and welfare in performing their duties. Society places a great deal of responsibility and "silent trust" on its professionals and requires that they conduct themselves in a manner fitting to the place of prominence afforded to them.

As we should, we spend a lot of time working on our competence as engineers. However, we also need to spend time understanding and developing our character as individuals and Gator Engineers. Accordingly, studying and understanding professional ethics is as much a part of your engineering development as is the study of higher order mathematics, engineering problem solving, and technology applications and innovations. You must develop an awareness of ethical issues and challenges encountered in engineering; similar to the design process, you must understand ways to evaluate and select solutions to sometimes complex ethical problems.

You must also be able to broaden your mind and be aware of society's ever-changing character, both in the U.S. and globally. Especially when it comes to engineering ethics, it is important that you learn to share ideas and concepts and consider various perspectives, regardless of whether or not you always agree. Accordingly, you will be working in teams on some of the course assignments.

This course introduces and reinforces the concepts, theories, and practice of engineering ethics. Through assignments, videos, teamwork and online lectures, students explore the relationship between ethics and engineering, and apply classical moral theory and decision making to engineering issues that could be encountered in academic and professional careers.

The objectives of this course are to provide students of engineering with:

- an improved awareness and understanding of potential ethical issues within an engineering context;
- knowledge and tools to apply in making an informed decision when confronted with ethical issues in an engineering working environment;
- an understanding about their duties and responsibilities as practicing engineers, and the components that comprise professionalism, professional credibility and the profession of engineering;
- an understanding about some of the classic cases and outcomes, as well as contemporary issues, related to engineering ethics
- improved communications skills with regard to professional and ethical issues in engineering.

## **MATERIAL AND SUPPLY FEES**

Not applicable

## **PROFESSIONAL COMPONENT (ABET)**

This course will prepare students with fundamental knowledge to successfully handle ethical/moral situations that might be encountered in their engineering careers.

## RELATION TO PROGRAM OUTCOMES (ABET)

Outcome	Coverage*
1. An ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.	
2. An ability to apply both analysis and synthesis in the engineering design process, resulting in designs that meet desired needs.	
3. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	
4. An ability to communicate effectively with a range of audiences	medium
5. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.	high
6. An ability to recognize the ongoing need for additional knowledge and locate, evaluate, integrate, and apply this knowledge appropriately.	low
7. An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty	medium

- Students will have the improved ability to function on multidisciplinary teams.
- Students will have an understanding of professional and ethical responsibility.
- Students will have an improved ability to communicate effectively.
- Students will have the broad education necessary to better understand the impact of engineering solutions in a global/societal context.
- Students will have recognition of the need for and an ability to engage in lifelong learning.
- Students will have knowledge of contemporary issues.

## REQUIRED TEXTBOOKS AND SOFTWARE

Fleddermann, Charles B., *Engineering Ethics*, 2012, 4<sup>th</sup> Edition. ISBN: 978-013-214-5213.

This course is participating in UF All Access, which is a program designed to provide the most affordable option for materials to everyone in this course. The required course material is *Engineering Ethics* by Fleddermann, 2012, 4th Edition (ISBN: 978-013-214-5213) and can be delivered digitally through aVital Source etext. To opt in to the program, please go to <https://www.bsd.ufl.edu/G1C/bookstore/allaccess.asp>. Should you feel you need additional print support, please contact the [University Bookstore](#) located in the Reitz Union. The text is also available either in hard copy or e-version formats, available through [mypearsonstore.com](http://mypearsonstore.com). Select the appropriate country and then enter the ISBN number for options.

Students are expected to have computer and internet access. Standard software, i.e. MS Office suite, and a pdf reader are required.

## RECOMMENDED MATERIALS

The following references are recommended for additional insight on the course topic but are not required for completion of the course:

- Martin, M.W. and R. Schinzinger. *Ethics in Engineering*. 4<sup>th</sup> Edition. (McGraw-Hill, Inc., 2005).
- Harris Jr., C.E., Pritchard, M.S., Rabins, M.J., *Engineering Ethics, Concepts, and Cases*: 4<sup>th</sup> edition (California: Wadsworth Learning, 2009).
- Whitbeck, Caroline. *Ethics in Engineering – Practice and Research*: 2<sup>nd</sup> edition (Cambridge: Cambridge University Press, 2011).
- McGinn, Robert, *The Ethical Engineer*: (Princeton University Press, 2018)

Students will have additional reading assignments (4) available electronically through the Canvas course website that will be part of course completion requirements (see **Discussion Boards Policy** later in the syllabus) From time to time, the instructor may announce and assign review of other required reading materials (such as articles) that will be posted and available electronically through the Canvas course website.

## COURSE SCHEDULE

The expected course schedule is indicated in the table below. The individual CANVAS assignments and quizzes will contain specific availability and due dates. The schedule is subject to change at the course instructor’s discretion. Schedule revisions, if any, will be placed on the CANVAS course website as soon as the adjustments are known. Students will receive announcements and emails about the revised schedule availability through the CANVAS system.

**This course is delivered in an “online” format, transitioned from a “flipped” format that included live class sessions. The course Modules content in CANVAS may contain the word “class”, referring to the originally intended days and periods (starting and ending times) originally planned for the course live sessions (see this Syllabus header).**

**Students will view prescribed lectures in video format and submit assignments electronically through the CANVAS course website, in accordance with instructions provided. Quizzes will also be taken electronically through the CANVAS course website. Beyond the online lectures and corresponding materials and readings in the Modules, students will ALSO be responsible for Module-specific PowerPoint slide sets that will be published weekly in the CANVAS course website, containing concepts, case studies, and/or scenarios relevant to the study of engineering ethics.**

**The course will last 14 weeks, with 1 Module per week, and for each originally planned live session, for a total of 14 Modules. Every Module will include a short RAQ (Readiness Assessment Quiz) that will serve as a marker for the students mandatory “attendance” in the CANVAS course website, and will impact their final grade (more details later in the Syllabus).**

**The instructor will be available in his ZOOM Personal Meeting Room (ZOOM Meeting ID: 921 240 7025) during every period originally planned for course live sessions, as follows:**

**ALL SECTIONS : Tuesdays and Thursdays, from 8:30 am (starting time of Period 2) to 11:30 am (ending time of Period 4).**

This course is broken into four units. Each unit corresponds to specific sections of the textbook, supported by modules that include recorded lectures as well as completion of assignments and quizzes. Completion of one team assignment for each of the four units will assist students in grasping key concepts. Completion of one quiz for each of the four units will also confirm understandings about key content. The assigned individual Reading Insights and corresponding Discussion Boards will allow for expansion of student perspectives on ethical issues and dilemmas relevant to the engineering career. The module-specific RAQs will ensure a timely pace of study throughout the course 14 weeks / 14 Modules.

**NO EXTRA WORK FOR EXTRA OR REMEDIAL CREDIT WILL BE AVAILABLE IN THIS COURSE. PLEASE DON'T INSIST!**

The table below contains an outline of expected topics to be covered in each Unit and Modules within the Units. The actual outline is subject to change at the instructor's discretion. The CANVAS course website contains dates for submittals, activities, and quizzes.

Unit	Modules (Weeks)	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Fleddermann Text Readings for Unit	Unit Activities
1	1 (Aug 30-Sep 5)	course introduction; concept of morals and ethics; study of engineering ethics; laws and ethics; personal and professional ethics	<ul style="list-style-type: none"> <li>Identify the difference between the concepts of morals and ethics, as well as personal and professional ethics</li> <li>Understand and develop an awareness for various moral and ethical issues that exist within the practice of engineering.</li> <li>Create an awareness of the types of ethical issues and challenges that exist in engineering, and their potential implications on engineering judgment and decisions</li> <li>Develop an understanding for the concept of professions, describe the key components of professional credibility, and understand the relevance of core values</li> <li>Develop an understand for the concept of ethical cultures, and how to assess the ethical “pulse” in the workplace</li> <li>Interpret codes of ethics as standards of obligations and expected behavior of engineers</li> <li>Explain the professional and ethical responsibilities of engineers</li> <li>Create student personal dedication to exemplary conduct in their academic and professional careers as engineers</li> </ul>	Chapters 1 – 2	Discussion Board 1 Assignment 1 Quiz 1 (Unit 1) <b>RAQs 1 to 4</b>
	2 (Sep 6-12)	professional credibility			
	3 (Sep 13-19)	ethical organizational cultures; ethics in the work place; global and cultural considerations			
	4 (Sep 20-26)	the role of codes of ethics in engineering			

2	5 (Sep 27-Oct 3)	overview of ethical theories; global and cultural considerations; ethical analysis and problem-solving approaches	<ul style="list-style-type: none"> <li>Identify the common ethical theories and assess their potential engineering applications</li> </ul>	Chapters 3-4	Discussion Board 2 Assignment 2 Quiz 2 (Unit 2) <b>RAQs 5 to 7</b>
	6 (Oct 4-10)	ethical analysis and problem-solving approaches...cont.	<ul style="list-style-type: none"> <li>Develop an awareness of how ethics can vary globally</li> </ul>		
	7 (Oct 11-17)	ethical analysis and problem-solving approaches...cont.	<ul style="list-style-type: none"> <li>Understand and apply ethical decision-making approaches</li> <li>Assess potential implications of ethical issues on engineering judgment and decisions through developing an awareness of the types of related issues and challenges that exist</li> </ul>		
3	8 (Oct 18-24)	rights and responsibilities of engineers (including the concepts of the standard of care and responsible charge)	<ul style="list-style-type: none"> <li>Develop an understanding for, and interpretation of, the professional and ethical responsibilities of engineers</li> </ul>	Chapters 5-6	Discussion Board 3 Assignment 3 Quiz 3 (Unit 3) <b>RAQs 8 to 11</b>
	9 (Oct 25-31)	engineers, organizations and ethics: moral responsibilities; conflicts of interests; confidentiality	<ul style="list-style-type: none"> <li>Develop an awareness for, and appraise the implications of, the concept of the standard of care in engineering</li> <li>Assess the concept of conflicts of interests and their implications in engineering</li> </ul>		
	10 (Nov 1-7)	engineers, organizations and ethics (cont.): engineer-manager relationships; loyalty; the concept of whistleblowing	<ul style="list-style-type: none"> <li>Understand the engineer's roles in organizations and identify common ethical dilemmas that may exist</li> </ul>		
3 Cont.	11 (Nov 8-14)	risks and safety in engineering	<ul style="list-style-type: none"> <li>Interpret and describe the concept of risks, risk analysis, risk assessment and risk management</li> <li>Appraise methods to analyze, interpret and assess risks and approaches to manage risks</li> </ul>	Chapters 5-6	Discussion Board 3 Assignment 3 Quiz 3 (Unit 3) <b>RAQs 8 to 11</b>

3 Cont.			<ul style="list-style-type: none"> <li>Identify and assess the roles and responsibilities of the engineer in evaluating and managing risks in projects and technology development</li> </ul>		
4	12 (Nov 15-21)	other ethical issues and challenges in engineering	<ul style="list-style-type: none"> <li>Develop an understanding for, and interpretation of, other key topics with respect to the professional and ethical responsibilities of engineers               <ul style="list-style-type: none"> <li>innovations and ethics</li> <li>intellectual property concepts</li> <li>research misconduct</li> </ul> </li> </ul>	Chapters 7-8	Discussion Board 4 Assignment 4 <b>RAQs 12 to 14</b> Course evaluations
	<b>THANKSGIVING</b> <b>(Nov 22-28)</b>				
	13 (Nov 29-Dec 5)	other ethical issues and challenges in engineering	<ul style="list-style-type: none"> <li>Develop an understanding for, and interpretation of, other key topics with respect to the professional and ethical responsibilities of engineers               <ul style="list-style-type: none"> <li>ethics and the electronic age</li> <li>ethics, sustainability and the environment</li> </ul> </li> </ul>		
	14 (Dec 6-12)	professionalism	<ul style="list-style-type: none"> <li>Develop an awareness for, and appraise the key aspects of, the concept of professionalism in engineering</li> </ul>	none	Quiz 4 (Unit 4) <b>AFTER</b> <b>THANKSGIVING</b> Course evaluations
	15 (Dec 13-Dec 19)	Class closeout	<ul style="list-style-type: none"> <li>N/A</li> </ul>	none	<b>NO FINAL EXAM!!</b>

## POLICIES AND EXPECTATIONS

Per UF guidelines, a credit hour is the amount of work represented by time spent in the classroom, and a **minimum** of two hours (per credit hour) out of class student work, for each week of the semester.

Students are expected to fully engage in completion of the course materials in a sequential and timely manner, in accordance with the schedule for the class. More specific policies and expectations follow:

### **TEAMS**

The four main assignments (one each, for Units 1-4) are TEAM-based. Students are allowed to form their own TEAMS across sections (consisting of 4 students per team, with possibly a few TEAMS having 3 members, depending on total course enrollment) and self-assign themselves to one of the TEAMS set up by the instructor in CANVAS (see below under *Team-Based Assignments*). This must occur within the first few weeks of the course (period prescribed by the instructor). Once this prescribed period ends, the instructor will use CANVAS to randomly assign the remaining students (who opted to NOT self-assign) into TEAMS. **The TEAM structure so established is FINAL for the length of the course. NO MOVEMENT OF STUDENTS BETWEEN TEAMS WILL BE ALLOWED!**

### **Expectations for TEAMS:**

Engineering is a TEAM-based “sport” in most organizations. As such, it’s important to learn to work effectively in student TEAMS, including working through differences and issues that will likely occur, in order to create a quality submittal within a scheduled delivery date. To this end, the expectations for the assignment TEAMS in this course are summarized below:

- A different TEAM member must take on the role of task manager (TM) on each TEAM-based assignment. So, the role will shift to a different TEAM member for each assignment. Note that in some cases (e.g., when TEAMS consist of 3 members), a TEAM member will have to serve in the TM role more than once during the semester.
- The TM has the primary responsibility to coordinate with the other team members in terms of their specific contributions to the assignment, and the schedule to develop and complete the assignment. The TM also has the responsibilities for: the completeness and quality of the submittal (which may be delegated to another TEAM member); resolving conflicts with participation levels of other TEAM member(s); ensuring completion of a TEAM assessment (see below); and for making the final assignment Canvas submittal.
- Participating team members must be listed in the header file of the assignment document. (The TM for the assignment should also be identified in the header entry.) Everyone listed will receive the same grade for the assignment, subject to the TEAM assessment described below; those not listed will receive a grade of “0” for the assignment. It is up TO THE TEAM to assess and decide if an individual’s contributions and activity levels were sufficient to be considered as a participating team member as discussed more fully below.
- **TEAM ASSESSMENTS**

TEAM members are expected to actively and fully participate in the development of each assignment. There is ONE submittal per TEAM, which is graded, and the grade applies to all team members, subject to the following TEAM assessment process:

It would be unfair to TEAM members, and unacceptable to the instructor, for an individual to not meet their TEAM obligations and yet receive the same grade as the other teammates on an assignment. If an individual has valid extenuating circumstances impacting their participation, they have the obligation to communicate this to their TEAM members in a timely manner. Note that communicating issues of this nature at the “last minute”, or after

the fact, is unacceptable except in specific and documentable instances. Such documentation will be required, in case the instructor needs to get involved.

To this end, in order to receive an assignment grade, the TEAM is required to complete a TEAM performance assessment matrix. The assignment template contains such a matrix, and it is each TM's responsibility to make sure that all members complete their portion of the matrix. Every member of the TEAM must complete the assessment in order to have their names listed in the assignment header as a participating member. This means filling out the line of the matrix that has his/her name in the first column (in "matrix language", **E** is member **I**'s evaluation of member **J**), according to the following qualitative rating system:

100% – TEAM member participated in all respects during development of the assignment; and all contributions were made in a timely manner

90% – TEAM member participated in most respects during development of the assignment; and all contributions were made in a timely manner

80% – TEAM member participated to some degree during development of the assignment; or some contributions were not made in a timely manner

70% – TEAM member participated only to a limited degree during development of the assignment; or some or all contributions were not made in a timely manner

0% – TEAM member did not participate

The TM must also record the average rating for each individual, and ensure that the TEAM convenes to agree with the content of the assignment, including the content of the assessment matrix, prior to submittal. Each TEAM member will have their average percentage assessment score applied to the TEAM grade on each assignment. For example, if a TEAM member receives an average assessment score of 80% on an assignment, and the TEAM grade on that assignment is 90, then that TEAM member's score on the assignment will be recorded as 72 (90 x 0.80).

### **Quizzes and RAQs**

Quizzes and RAQs are INDIVIDUAL, will be open-book, open-note format, and UF Honor Code provisions apply. Students will be expected to complete the quizzes and RAQs electronically through the Canvas course website within prescribed periods in the course schedule. Students are encouraged to stay on top of the CANVAS course calendar, which contains all quiz dates and times. The instructor will remind students in the weekly published slide sets of upcoming such dates and times.

RAQs will be module-specific, and will be available during the week prescribed for the corresponding Module originally planned live sessions, as follows:

ALL SECTIONS: from Tuesday, starting time of Period 2 (8:30 am) to

Thursday, ending time of Period 4 (11:30 am)

**No make-up Quizzes or RAQs will be available, subject to UF attendance policies.** See [UF attendance policy](#) in the UF catalog.

## ASSIGNMENTS

### *Team-Based Assignments*

Normally, two weeks are allowed for completion of the TEAM-based assignments. The Canvas assignment pages provide general instructions for their preparation, including the release and due dates. Students should expect a minimum 10% grade penalty for failure to follow all assignment instructions.

Assignments will be evaluated objectively against rubrics available for each assignment.

In the first two weeks of the course the students will be asked to self-assign to TEAMS of 4 students. A TEAM structure of 75 TEAMS has been set up in the course CANVAS for this purpose, and students can form TEAMS across sections, in case they want to work with friends who are enrolled in different sections of the course. Students who haven't self-assigned by the end of the second week of the course will be randomly assigned to a TEAM by CANVAS.

**PLEASE NOTE: you are NOT supposed to form a Student Group or a Project Group for this purpose. You are supposed to self-assign yourselves and your TEAM mates to one of the 75 TEAMS already set up in CANVAS (“People” tab → “Groups” tab).**

**No late assignments will be accepted, subject to [UF attendance policy](#).**

Requests (to the instructor or graders who may assist the instructor) for acceptance of late submittals due to travel schedules, power outages, similar due dates for multiple class assignments, technology malfunctions, or similar issues will not be considered. If a student responsible for making a TEAM submittal believes that a CANVAS-related issue was the cause of the late submission, then it is that student's responsibility to discuss the issue with the UF HELP Desk and follow-up with the instructor upon their resolution that a CANVAS issue was in fact involved, with corroborating documentation. The instructor will make time extensions for students having other legitimate reasons (for example, a documented health issue) for a late submittal.

These TEAM-based assignments can be turned in at any point of the available period. The choice of submittal time within the available period is up to the TEAMS.

### *Reading Insights Assignments/Discussion Boards*

Each Unit includes one supplemental reading, and corresponding INDIVIDUAL PARTICIPATION Discussion Board. The articles are relatively brief, designated by Unit, and are posted on the Canvas course website (“Discussion Readings” folder under “Files” tab). ALL students are asked to, AT A MINIMUM, individually provide an original response to the question(s) in the Discussion Board instructions, as well as reply to at least one previous original response by a colleague, in each of the 4 Discussion Boards.

### *Discussion Boards Policy*

The Discussion Boards should further explore the topics covered in each Unit. Each of these Discussion Boards will be available for one week within its corresponding Unit (open on a Sunday, and close the following Sunday) with opening and closing days/times prescribed in the course CANVAS schedule. Original responses to the discussion board questions will be due on Thursday of the period in which the Discussion Board is available (**not** CANVAS-enforced, but TA-Grader enforced); replies to colleagues postings will be due on the closing Sunday. Participation will be evaluated against discussion board rubrics that will be available and will consider both the content of the postings as well as how well ideas were communicated.

**Remember to exercise courtesy and proper etiquette when responding to postings.**

## GENERAL EXPECTATIONS

Students are expected to fully engage in completion of the course materials in a sequential and timely manner, in accordance with the schedule for the class.

**No late postings on the Discussion Boards (for both the original AND the reply components) will be accepted, subject to [UF attendance policy](#).**

Requests (to the instructor or graders who may assist the instructor) for acceptance of late postings due to travel schedules, power outages, similar due dates for multiple class assignments, technology malfunctions, or similar issues will not be considered. If a student believes that a Canvas-related issue was the cause of the late posting, then it is that student's responsibility to discuss the issue with the UF HELP Desk and follow-up with the instructor upon their resolution that a Canvas issue was in fact involved, and with corroborating documentation. The instructor will make time extensions for students having other legitimate reasons (for example, a documented health issue) for a late posting.

These assignments can be turned in at any point of the open period and we encourage early submittals as feasible. Ample time is provided to complete these assignments and the choice of submittal time is yours.

### ***Instructions for ALL Written Assignments***

Effective written communications are an important part of being an engineer and professional. While students are not expected to be able to write like English majors or accomplished authors, all students are expected to take sufficient care to produce assignment submittals that reflect a collegiate level of effort in terms of compositional structure and correct grammar usage. To this end, the instructor's expectations for all assignment (team and individual) submittals are outlined below:

- ✓ **All team-based assignments will be completed using the MS Word assignment template provided (“Files” tab → “Assignment Materials” folder). Team-based Assignments submittals will be in pdf format. Reading Insights Assignments are submitted as postings in the corresponding Discussion Boards.**
- ✓ Students will take ownership of producing high-quality assignment “deliverables” that they would submit to their employer
- ✓ Submittals will reflect good, common practice in developing paragraphs and sentences (such as one topic per paragraph, complete sentences and not fragments, one thought per sentence that supports the paragraph, etc.). Responses that involve long blocks of text containing multiple topics are not considered good, common practice for this course.
- ✓ Standard resources available through MS Word will be used to search for and correct grammatical issues prior to assignment submittal.
- ✓ Team-based submittals mean that the document reflects a team compilation endorsed by **all** participating team members. In finalizing the submittal, remember that there is no “I” in “team” and submittals should reflect this concept by removing words (such as “I” or “me”) that reflect only individual perspectives. **ONLY ONE SUBMISSION PER TEAM IS REQUIRED!**
- ✓ The final draft should be reviewed carefully and often to ensure that the writing is clear and correct. The TM may choose to designate an “editor” to review the final document, but remember that this is a shared responsibility.
- ✓ To ensure that assignments are well-structured and carefully written, students are encouraged to avail themselves of the [University of Florida’s writing studio](#) that offers free online writing assistance on writing projects and is available to students of all levels. The instructor clearly understands that English may not be the first language of many students at the University of Florida. However, this fact is not an excuse for poorly structured and carelessly written assignment submittals. Online appointments with the studio staff are strongly encouraged. Call (352) 846-1138 for more information.
- ✓ **Reference listings are a normal component of team-based assignment submittals. Assignments that fail to include references, as may or may not be explicitly requested, will be considered incomplete.**

### **RAQs – Module-specific (one per week, total of 14)**

In the absence of the COVID-19 pandemic, students would have to attend mandatory class sessions where issues, case studies, and/or scenarios relevant to the study of engineering ethics would be discussed. In lieu, that content will be published in PowerPoint slide sets ahead of the corresponding period. Students will be required to perform a RAQ – Readiness Assessment Quiz covering the corresponding Module content, composed of 4 multiple-choice questions worth 5 points each, for a total of 20 points. Such RAQs are mandatory, one per week, and will both be available during the corresponding weeks as follows:

ALL SECTIONS: from Tuesday, starting time of Period 2 (8:30 am) to  
Thursday, ending time of Period 4 (11:30 am).

At the end of the course, the RAQ scores will be averaged, and will account for 20% of the final grade, according to the tables below. **NO MAKE-UP RAQs WILL BE AVAILABLE**, subject to the [UF attendance policy](#), in the undergraduate catalog.

### **Evaluation of Grades**

<b>Components</b>	<b>Points</b>	<b>Weighting Percentage of Final Grade</b>
RAQ Average (14 RAQs total – 1 per Module)	<ul style="list-style-type: none"> <li>See RAQ Average table below</li> </ul>	20%
Reading Insights Assignments / Discussion Boards (4 total - 1 article per Unit)	<ul style="list-style-type: none"> <li>20 points (maximum) for each Unit Discussion Board.</li> <li>Point adjustments will be made based on rubrics for the Reading Insights Assignments / Discussion Boards</li> </ul>	16%
Quizzes (4 total – 1 Quiz per Unit)	<ul style="list-style-type: none"> <li>4 Quizzes worth 10 points each.</li> </ul>	24%
Team-based Assignments (4 total)	<ul style="list-style-type: none"> <li>100 points (maximum) each.</li> <li>Point adjustments will be made based on rubrics for the assignments.</li> </ul>	40%
<b>Total:</b>		<b>100%</b>

### RAQs Average Table

The maximum RAQ Average points (20) will be earned by students according to the RAQ Average table below:

RAQ Average (RA)	Points
$18.5 \leq RA$	20
$17 \leq RA < 18.5$	15
$15.5 \leq RA < 17$	10
$14 \leq RA < 15.5$	5
$RA < 14$	0
<b>PLEASE NOTE: CANVAS will not consider RAQ scores in its ongoing computed grade, so throughout the semester the total grade you see in the grade book will NOT reflect the points contained in this table, which WILL BE ENFORCED when grades are finalized.</b>	

### Grading Policy

The grading scale for the course is provided below. Final course grades will be determined by summing the weighted points associated with each of the grade components. Weighted points for each component will be calculated as the ratio of the points earned to the maximum points possible, multiplied by the grade weighting percentage for the component. The cumulative weighted points will be multiplied by 100, rounded to the nearest first decimal digit, and compared against the scale:

A = 93.4 or above	C = 73.4 – 76.6
A- = 90.0 – 93.3	C- = 70.0 – 73.3
B+ = 86.7 – 89.9	D+ = 66.7 – 69.9
B = 83.4 – 86.6	D = 63.4 – 66.6
B- = 80.0 – 83.3	D- = 60.0 – 63.3
C+ = 76.7 – 79.9	E = 59.9 or below

More information may be found at [UF grading policy](#)

**Students with a question about a grade should e-mail the graders first, and if the issue is unresolved after this interaction, e-mail the instructor.**

### Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [Summary Results](#) of these assessments are available to students.

### **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or graders in this class.

### **Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity. The “Additional Materials” folder under the “Files” tab in the course CANVAS contains a file with the Privacy and Accessibility Policy Statements for the tools used in the course.

### **Student Privacy**

There are regulations protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, click on this [link](#). In this course, as in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Commitment to a safe and inclusive learning environment**

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination.

It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- Robin Bielling, Director of Human Resources, 352-392-0903, [rbielling@eng.ufl.edu](mailto:rbielling@eng.ufl.edu)
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, [taylor@eng.ufl.edu](mailto:taylor@eng.ufl.edu)
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, [nishida@ufl.edu](mailto:nishida@ufl.edu)

### ***Sexual Discrimination, Harassment, Assault, or Violence***

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, [title-ix@ufl.edu](mailto:title-ix@ufl.edu)

## **CAMPUS RESOURCES**

### ***Health and Wellness***

#### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

**Counseling and Wellness Center**: 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**: Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies)

#### **SafeZone+**

The University of Florida and the Herbert Wertheim College of Engineering are committed to fostering a diverse and inclusive environment. Many Gator Engineering students have indicated they are unaware of who they can talk to about various sensitive issues. Towards addressing this issue, several HWCOE faculty and staff have received SafeZone+ training which has prepared selected HWCOE faculty and staff to speak with students on issues involving race, sex, gender, and orientation. These trained faculty and staff supplement the existing support provided by HWCOE College and Departmental advising staff.

Students who so desire may request the name(s) of SafeZone+ trained HWCOE faculty and staff from the course instructor.

**Academic Resources**

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

**Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling.

**Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.