

# PHIL 334-007 - ENGINEERING ETHICS

## Engineering Ethics & Technological Practice: Philosophical Perspectives on Engineering SYLLABUS

(CRN 95055 3 Credit, 3 Contact Hours, FACE TO FACE)

### COURSE MEETING TIME & LOCATION

**TUESDAY & THURSDAY 4pm- 5:20Pm**

**ROOM: FMH 110**

Professor: **GARETH A. F. EDEL, PhD.** University Lecturer, Dept. Of Humanities and Social Sciences, SCLA, NJIT

**Modes of Communication-** Most reliable/quickest reply is **Course canvas Messaging**, as well as the Course **Discord** Channel (optional, see below, an invitation will be sent to all registered students on the first day of semester, course invite link will be updated regularly on the Canvas.)

Additional modes of contact:

Email: **edel@njit.edu (Preferred)** or **Garethedel@gmail.com**

**Dr. Edel will aim to reply to emails on canvas within 48 hours.**

If you have an emergency, please feel able to Text or call Personal Phone: (646) 479-3236

### COURSE DESCRIPTION (From the Course Catalogue)

A philosophical examination of the nature of engineering practice and applied technology. Considers such questions as: How do the societal functions of engineers and the practical application of technologies relate to basic moral and intellectual values? What moral obligations are implied by the uses of technology? What are the ethical duties of engineers in the practice of their careers? How are technological practice and engineering related to questions about knowledge and reality? This course satisfies the three credit 300 GER in History and Humanities.

Prerequisites **HUM 102**, and 1 History/Humanities GER 200 level course, both with a grade of C or higher.

### PROFESSOR'S SPECIFIC COURSE DESCRIPTION

As individuals and members of society, we are called on to make decisions. The study of ethics is traditionally the mechanism to reach better decisions/actions. This course presents a philosophical examination of the nature of engineering practice and applied technology as ethically loaded. This loading, that each decision has ethical ramifications, means that one must make engineering and technical decisions to the best of one's ability. The course considers such questions as: How do the societal functions of engineers and the practical application of technologies relate to basic moral and intellectual values? What moral obligations are implied by the uses and creation of technology? What are the ethical duties of engineers in the practice of their careers?

By introduction to a socially scientific perspective, and traditional philosophical ethics students will be introduced to active ethical thinking in professional settings. The course focuses on the way that professional decision making often fails to meet held ethics and are often not intentional. Thinking of 'business is business' without reference to ethical thinking means engineers and professionals may not be producing the effects and actions that they intend, nor may they be aware of the implications of their decisions and actions. The course is based on the premise that the use of humanities and social scientific observation and perspective allows improved attention and self-determination, which in turn produces better technological innovation and professional outcomes. Rather than leaving ethics to be an afterthought student learn a language and framework of attention towards both formal and informal systems of ethics placed on engineers and other professionals.

Through written work and directed readings students will work to develop ethics as a reflexive and direct mechanism so they will improve their ability at 'decision-making' and directing their actions to the goals and aims they accept by joining a professional field such as engineering. Readings of specific case studies as well as general framework seeks to develop the ability to interpret and find ethical elements and consequences within technologies and their social effects. In the end students should know 'what you are signing up for' in joining a professional body, particularly engineering, and what a profession is. Additionally, the expectation is that students will practice and develop communication, writing and researching skills which will enrich future professional and engineering practice. This is a reading and writing heavy course.

## OFFICE HOURS:

My job is to help you learn and understand and I want to help, please come- Direct communication is often the best way to help. Students from any section should come to office hours. There is no reason to feel awkward or uncomfortable about asking for support and assistance from professors in understanding and engaging with course materials and assignments. Office hours are your best mechanism of determining course standing and having questions answered in direct and one-on-one format to guarantee your progress. Students often feel 'shy' about taking up faculty time and embarrassed about not getting everything and needing help, it is a good thing to practice working past this, pre-write questions or prepare if it is more comfortable, or simply visit and say "I am confused" the meeting time is to be of use to you. It is informal to the extent that that allows open dialogue, but please maintain the standards of contact and communication you'd use when talking to anyone you aren't friends with.

Regarding Office Hours- I strongly recommend speaking to me in office hours about any trouble as soon as possible; you can ask for assistance or clarification of course material or course concepts and workload. Students are often given too little advising and explanation or orientation in starting their college experience, and faculty are willing to help, Please ask if you have any questions or issues. If I or another faculty member you speak to does not know the answers, we will usually be able to direct you to someone who can help. I want to assist you in doing well and getting the most out of your education and your time on campus.

Dr. Edel will generally be available in Drop-In Hours both in his office for in person and digitally via a Zoom meeting.

as well as in person **at Cullimore 317**, during drop in office hours you do not need an appointment to see the professor either in person or online. The Zoom will be paused/muted when students do come to 'in person' meetings if privacy is needed. **FOR IN PERSON MEETINGS I REQUEST THAT YOU BE MASKED IN THE OFFICE**, I do have masks you can put on.

Dr. Edel is available to speak about any course, student, material related issues without an appointment at the following "Drop-In" Times. **DROP IN OPEN OFFICE (Times when I will be available on zoom/in office unless announced cancellation)**

**Monday 2:40-3:40pm**

**Tuesday 1:30- 3:40**

**Thursday 1:30- 3:40**

**Additional Appointments:** Monday- Thursday in person/zoom, or on Friday zoom only( Friday zooms often available 10am- 7pm)

Most weeks I will be available in office Wednesday afternoons 3-5pm for appointments, and I am available and usually in my office for appointments before my classes from 10:30 or 11am until 11:45.

## OFFICE HOURS ZOOM:

Professor Edel- OFFICE HOURS ZOOM INVITE (recurring meeting)

<https://us02web.zoom.us/j/85793660316?pwd=MGdabjBDSzJ3Njdsak9GQVdhNWxhQT09>

Meeting ID: 857 9366 0316 Passcode: 876742

One tap mobile +16469313860,,85793660316#,,,876742# US

Dial by your location +1 646 931 3860 US

Meeting ID: 857 9366 0316 Passcode: 876742

## **"Please Ask the Instructor"**

I'm available to discuss and explain concepts, help strategize time Management or Reading/work strategies, Assist Research and Writing Development for the Class, answer about or Explain regarding Issues with course work, engage in ethical debate, I'm offering multiple communications Channels:

**Student's Discussion Forum on Canvas Drop-In and Appointment Zoom Office Hours**

**Email & Canvas Messaging Feedback- grades and comments on Submitted Work**

**Class DISCORD Channel Emergency Only text Messages?**

**THERE ARE NO BAD QUESTIONS- YOU ARE STUDENTS- ASK THE QUESTIONS, I WILL HELP!**

## FEEDBACK

The Professor will provide feedback with as much detail as possible Via Canvas on all work submitted, in the case of some assignments only a numerical or letter grade will be provided unless students request more information. You are encouraged to make appointments, send email inquiry, or participate in discussion on Canvas/Discord/Zoom.

## TEXTS/READINGS

**All readings are provided by the professor in pdf/digital format Via the CANVAS page for the class.**

**PLEASE NOTE: All readings listed are required except where marked specifically as recommended** and will be referenced and required for exams

## CANVAS LMS

**Students have responsibility to find readings, assignments and all course materials via Canvas in the scheduled timing.** All homework are due on canvas in the folders provided. Please speak to me about permission to submit late work in office hours , please speak to me about specific circumstances.

If you are aware of a student who does not have access to adequate computing equipment, or high speed internet access, please direct them to the Office of the Dean of StudentsLinks to an external site..

## DISCORD 'channel'

Strictly 'optional' this is an alternative, and extremely useful platform to both add to your discussion and participation in class, as well as to receive aid and have question answered. A link is provided on the canvas, and invitations will be sent to all students. If you don't use, or can't use Discord, please discuss an alternative if you wish to have an option for communication among students, or to ask questions outside of open discussion in class.

**Student Learning Outcomes--** By the end of the course, students will be able to

***I Know You Don't Read These Usually, But, for once, pause, if you want an A in the class, you don't just have to do the assignments- you have to demonstrate ability and improvement in these areas.***

- Identify ethical issues
- Describe different ethical decision-making approaches
- Analyze engineering ethics cases
- Apply different ethical decision-making approaches to engineering ethics cases
- Recognize the ethical responsibilities of engineers
- Evaluate the broader societal and environmental impacts of engineering
- Develop and defend positions about issues in engineering ethics
- Develop fluency with basic language of ethical evaluation and perspectives, including the STS perspective that technology is not neutral and that technical decisions are inherently ethical and important.
- Learn to use theory/concepts to allow the expansion of available choices and perspectives.
- Increase ability to recognize, evaluate, and articulate ethical aspects of technical choices and to frame how technical choices should be better made.
- Improve ethical decision-making skills through practice at intentional decisions and through familiarizing oneself with available ethical theories and established case studies.
- Generally develop reading and communication skills in the Humanities and Social Sciences through course work.

## READING LOAD

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**Readings:** There will be between 40+ pages of reading some weeks. Students should have completed the readings *prior* to the first meeting of the week and must be prepared to discuss them. **Completion of readings prior to class meeting is fundamental to understanding lecture material, and being able to participate in discussion.** All selections and readings will be made available on the course Canvas as PDF documents, some will also be ordered at the bookstore for students who prefer to buy hard copy.

## PROFESSOR'S NOTE- How To Do well in this Class:

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The purpose of assignments is to aide in learning and evaluation, even if work deadlines is past you may wish to do it- your writing and reading is an integral part of learning.

The course is not arbitrary, the pedagogy (structure and way of teaching and supporting learning) of university courses, is based on how people learn.

Please do the work. When you submit work, not just for my class, but in general. You **MUST** always include key identifying information on email subject and document titles. So ideally- your name, the class, the assignment title and or date, as well as any other detail information such as type (extra credit, late response paper, etc).

When a professor hasn't requested otherwise, submissions should be in Word or PDF Document format, they should not be submitted or sent as a link to an editable Google doc or drive document, which may prevent the work from being read. The exception is when a cooperative document for multiple people is used on google docs or another platform in which case you should also provide draft/stage versions in stable formats like PDF.

If you intend to submit/send Important work by email- the student or whoever is sending work, is responsible for 'follow up', that is you should ask in person or by email if a document was received/credited. The more important work, email, or other correspondence is to **YOU** the more you should accept responsibility for checking and confirming receipt and action based on the message.

Students who want to know standing in class, who need support, who need clarification, assistance with understanding, have access to three things, first is other students in the class, secondly the syllabus, you should know and understand the syllabi in each of your classes, and third, you should come to office hours, talk to your professors, and seek answers to your questions.

Students in college are learning many things, but I want you to understand something, nothing you learn in a math/technical class will be as important to your professional/career/life after college as working on good study & reading skills, communication skills and habits, planning & time management, scheduling and work organizing for projects.

## GRADING

### Percentage Based Grading and Self-Assessment-

It is a skill to be able to keep track of how you are doing, you are all supposed to be doing that. Practice and keep track of work, deadlines and the effect of your actions on your grade. You NEED TO KNOW, where to put your work and what is due as outlined on the canvas/syllabus.

This course uses a simple point based grading system to encourage and allow accurate self-assessment. All work is graded in fractional points out of 100% in the final semester grade. Each piece of work you turn in, and each component of the class has a set value, those values are predictable if you understand the syllabus. The biggest difficulty in self-assessment is not the professor's subjective judgment, but your own management of time and effort.

You are strongly recommended to participate more if you are uncertain if you are participating enough in the various group/collaborative elements of the class. Use the quizzes and other elements to revise your expectation of time commitment and effort, if you did a reading and didn't get a decent grade on the quiz, spend more time on readings, go back and review before the exam. Other than the reading quizzes, all semester activities are cumulative. Each offer an opportunity to show you gained the expertise you didn't show on previous work, therefore if you're grades and 'showing learning' improve it is possible (not certain) that your final grade can improve beyond the percentage value of components. The main thing is to demonstrate skill growth, and learning- aimed at mastery of the course content. No one knows everything, do your best to work through the materials. The grades posted on the Canvas gradebook are one tool to maintain your self-evaluation, but the "semester grade" it presents will never be complete without participation and other elements not scored in that grade.

The goal of this is that you can "decide" or choose what grade to get, work towards that, correct path or respond to changes, if one activity presents a barrier to desired-grade consider extra emphasis on other parts or changing your aim at desired grade. Think you need a high grade? You would need to choose to do extra credit or seek assistance in improving your scores from the professor. The syllabus offers key information on this process. This process is ongoing and you should be reconsidering and reevaluating your performance as the semester progresses.

**Regarding "subjective" grading:** the content of any argument in is based on three things: the factual/textual material used in support, the logic of the connections, and the substance of the connection between the answer and the question it refers to. In grading you are dependent on my ability to see and understand these three elements, and you should remember in considering your answers and the grade they receive that this is not arbitrary but responsive to the content of the answers you provide.

Note: These days policy at NJIT- students cannot Have Incompletes unless the Dean of Student's office has provided explanation. We are being pressured not to do change of grades for students after the semester ends, this means all work has to be in on time before the end of Exam week.

### GRADING COMPONENT PERCENTAGE BREAKDOWN

<b>Class Participation</b> (e.g. Contribute, Question/comment in Discussion )	<b>15%</b>
<b>Exams</b> (4 x BiWeekly + Final Exam, All Cumulative)	<b>20%</b>
<b>Reading Responses</b> (7 x 3pts each minimum requirement of 13 available)	<b>21%</b>
<b>Quizzes</b> (7x 1.5 pts each, minimum requirement, of 10 available)	<b>9%</b>
<b>Term Project (Cumulative all below elements in aggregate)</b>	<b>Total:</b>
30%	
<b>Proposal of Topic ~ 3</b>	
<b>3x Weekly Draft/Outline Updates ~ 3x 4</b>	
<b>10+ Annotations ~ 8</b>	
<b>Final Paper</b> - Ethical Argument (Argumentation & theory) ~ 7- 20	
- Case Study based in research properly Developed (the final produce can	
- Clear Writing/Communication (proper citation) fix some of missed)	
<b>Ethical Journal Entries</b>	<b>5%</b>
<b>Extra Credit</b> (e.g. additional responses, optional work, etc..)	<b>+ Variable</b>

### COURSE PERCENTAGE/LETTER GRADE DISTRIBUTIONS:

A= 100%-90% B+ 89-86 B= 85%-80% C+ 79- 76 C=75% -70% D+/D=69%-55% F=54% - 0%

**A: Superior B+: Excellent B: Very good C+: Good C: Acceptable D: Minimum Required F: Inadequate**

Note: pluses and minuses will be given for assignments, Final grades do not contain Minuses and will be rounded to nearest letter grade or Plus per NJIT's bizarre policies. This course does not use a curve, nor does it do student-student comparison. Student learning and progress to the learning outcomes is to be measured using the following mechanisms:

## **ASSESSMENT CATEGORIES & EXPECTATIONS**

### **ACTIVITY DESCRIPTIONS/EXPLANATIONS**

**NOTE:** The Deadlines for assignments are listed on the Course Outline Below and will be updated as we go on the folders on Canvas. The policy below describes the lateness and deadline policy, deadlines do matter, late work may not be accepted.

#### **Ethical Journal**

This is a free form assignment, can you notice decision/actions that are ethical, and apply an ethical framework or theory? Either in evaluation or asking if the theory applies? For each entry try to ask and or answer how a theory or framework in ethics says the decision should be made, and/or, how it was made. Did the person or group decide or act “rightly” and why? In ethics the why do you say that is key. You should be looking around and thinking about ethics, I don’t care if you notice ethics in the newspaper, on X/Twitter, among your friends/social contacts, or walking down the street, I’d like you to work on increasing your These may be simple observations and responses of one or two sentences, or they may be longer engagement with your observations. The completed set should demonstrate some actual thought and engagement but there is no minimum Length. You must make regular brief Entries representing different observatins. You may submit your Journal entries in a lump but that will generally cause a lower grade. Posting it multiple times, each time with additions allows me to offer some feedback, and to show you’re applying and viewing the course material in engaged ways. You may write about personal observations, or media sources, such as games, television/streaming/movies, books, comics, or whatever. But try to cover multiple different situations/contexts and actions during the term.

#### **OPTIONAL- NOTES/SUBMISSIONS**

Students need to demonstrate that they are doing what is called “synthetic” thinking/cognition, you’re looking at the material, and thinking about it, not simply looking at it. What does it say, what does it mean, how do different parts link, contradict, offer different emphasis? Over the course of the semester there are 10 units of readings and Lecture, students should attempt to compose notes, either seperatly for the lecture and reading, or combined and submit those notes. The format and style of notation is not dictated/required, do it how you will find useful, use this moment to experiment if you’re not sure how to take notes as a useful thinking process. Your notes should demonstrate some selection, engagement and thought, but otherwise the format is up to you. Consider how to represent your thinking. Your notes must be submitted in text, preferably in Pdf Format, but however you want to do it is fine.

#### **EXAMS**

Exams are a chance for you to see how you’re learning is going, and demonstrate it to the Professor. In the class there will be **5 B-Weekly exams (once every two weeks)**, each is cumulative, the first four are relatively short, but draw connections across the material in the course, as opposed to the quizzes which are reading specific. This course requires students to demonstrate their learning in the five exams, the final exam takes the form of a more traditional longer final exam, looking at learning across the whole semester.

Again all- exams are **Cumulative**, that is cover all material up to the point of the exam, including readings, lectures, and in the case of classroom meetings, all contents of class discussion.

Proctoring Policy, I don’t like the use of digital proctoring technologies, they are bad, I am required to use them, I will be breaking that rule, please do not report me.

I will have timed single attempt settings activated, so cheating is likely to lose you points for wasting time, you can take the exams at any point, decide when you’re ready with the material for that week. Then take it. NOTE- this is one of the only timed components, if you need accommodation or extra time, let me know.

**QUIZZES-** The quizzes for the class will ask simple informational, as well as more complicated conceptual questions to encourage you to complete the readings. Quizzes will be an average of 3-5 questions- provided on Canvas to be completed at the first class of the week, students will need to complete them at that time, approx. 15 min on Monday/Tuesday. Students are expected to complete 7 (of 11 possible quizzes) for full credit. Students may determine how many quizzes from the 11 weeks of available quizzes to complete, but all graded quizzes must be completed at prior to lecture in class.

**Participation-** Students are part of a discourse or dialogue in the class, and you and your peers are an important part of the learning where it is possible. If you have questions ask them, if you have interpretation or observation mention them. If you disagree with the professor, say so, but explain why. Students may fill in points for participation with extra credit, and partial credit is available for participation in the Online discussion on Discord. In-Class Activities will additionally be a component of participation credit.

**RESEARCH PROJECT-** Over the course of the semester students will write 15-20 pages, including academic article citations in a literature review of a descriptive case study. You will develop a case study to show the profile of a particular decision within a defined situation, showing both context and reasoning where possible. The goal is to answer “what happened, who did what, and were those decisions and actions ethical according to a specified system of ethics.” Students will define a system of ethics to apply in evaluation, and then apply it to the context/case they researched.

**Topic-** Every student will select one ‘subject’ interesting to them, it must a) relate to some degree to technical and professional practices, that is some people working with or creating technologies need to have made decisions and done things. Additionally, b) students will need to select a topic about that subject where they can find research materials. The Specific Subject of the project is open to student selection because the key focus of the project is three parts 1) Isolate and define a set of decisions that were carried out, 2) profile who and what is/were involved in making those decisions, and 3) define an ethical argument about what you consider the ethics of the decision and its consequences were. Because all three of these elements may be applied to almost any decision, student interest should direct focus allowing you to have more fun in the process. Please speak to the professor if you need help choosing.

**Research-** Students will use the NJIT library database and outside resources to find writings that provide factual description of events and participants. Documentation of the case as well as interpretation and evaluation needs to be cited properly. Students may choose any citation format/style but must apply it correctly. Students may use non-academic/peer-reviewed materials also, particularly in the case of recent cases, but must use/include content from a minimum of 8+ academic/Peer-reviewed or editorially reviewed sources (journal articles or books). Students will cite all issues of fact, both details of case, and claims they use to support their ethical evaluation. Students will need to make clear they demonstrate understanding of course materials, and use course terminology.

**READING RESPONSES** – Weekly response writing may include your direct response to reading & Lecture, as well as your impression and response to course concepts. Additionally you would attach any product of the in-class activities in this document.

Each week of the class a reading response may be submitted, student must Submit a minimum of 7 weekly reading responses of the possible 13 weeks. *Students who are having difficulty with participation in class are encouraged to do extra response writing as a way to make-up those missing participation points, and may complete up to the full 13.*

Reading responses must be 500-750 words, around two to three pages in length (if double Spaced). SUBMIT AS PDF Document or WORD DOCUMENT NOT AS A LINK TO AN OUTSIDE SITE. Your name must appear along with the topic or week of the class in the file name.

Student response writing may focus on any elements of the reading for the week but point grade is based on a three part heuristic.

(1) show you read completely and carefully. I must be able to see you have substantially completed the readings. The response is to all the readings, synthetic, that is linking all the readings not only responding to one reading. To demonstrate reading them all, in weeks with multiple readings, you should mention them all, even if you focus on one.

(2) Document participation in the class activities, include response to class discussion, thus recording and demonstrating active participation in the course during class meetings.

(3) Demonstrate thought and engagement, this means not only summarizing a simplified version of the readings. You need to a) show you have some understanding of the article & lectures content (note- This may be through detailed interrogation of a concept or explaining your confusion and asking questions if you do not understand.) And b) link it to course content, concepts and discussions from other days, multiple readings from the same or other weeks.

For example talking about one article, or concept as agreeing or disagreement with other week’s materials and readings.

You must mention/cite at least one reading by Author’s Name correctly. IF YOU ARE USING QUOTES or Paraphrasing, you must properly cited quotations and paraphrasing, that means using author’s names from the author. Good responses may link to outside knowledge and materials from outside the course but should still demonstrate engagement and focus on the reading. You should find commonality or disagreement between all readings for a week, and explains why you chose to focus on a particular topic.

## RESEARCH PROJECT

Over the course of the semester students will write 10-20 pages, including academic article citations in a literature review of a descriptive case study. You will develop a case study to show the profile of a particular decision within a defined situation, showing both context and reasoning where possible. The goal is to answer “what happened, who did what, and were those decisions and actions ethical according to a specified system of ethics.” Students will define a system of ethics to apply in evaluation, and then apply it to the context/case they researched.



Topic- Every student will select one 'subject' interesting to them, it must a) relate to some degree to technical and professional practices, that is some people working with or creating technologies need to have made decisions and done things. Additionally, b) students will need to select a topic about that subject where they can find research materials. The Specific Subject of the project is open to student selection because the key focus of the project is three parts 1) Isolate and define a set of decisions that were carried out, 2) profile who and what is/were involved in making those decisions, and 3) define an ethical argument about what you consider the ethics of the decision and its consequences were. Because all three of these elements may be applied to almost any decision, student interest should direct focus allowing you to have more fun in the process. Please speak to the professor if you need help choosing.

Research- Students will use the NJIT library database and outside resources to find writings that provide factual description of events and participants. Documentation of the case as well as interpretation and evaluation needs to be cited properly. Students may choose any citation format/style but must apply it correctly. Students may use non-academic/peer-reviewed materials also, particularly in the case of recent cases, but must use/include content from a minimum of 8+ academic/Peer-reviewed or editorially reviewed sources (journal articles or books). Students will cite all issues of fact, both details of case, and claims they use to support their ethical evaluation. Students will need to make clear they demonstrate understanding of course materials, and use course terminology.

Term Project is graded as a whole, but approximate values for each part are listed to be able to estimate where and how to put effort. Proposal of Topic; 3x Weekly Draft/Outline Updates; 10+ Annotations; Ethical Argument ; Final Paper

### PLEASE NOTE- RE CITATION AND ATTRIBUTION

Attribution is two things, it is ethically giving credit for other people's past contribution, and it is rhetorical/persuasive, making yourself authoritative/credible by using their work. This helps you, you need to attribute things.

Most of you will move into Technical fields, so all three elements of citation and attribution matter. This matters-like really matters, what were really minor student errors made them fire the President of Harvard the better part of twenty years later when someone noticed, see... it matters. Failure to cite sources, or even questions about source of information can cost you a patent, or a contract. Citations Matter.

What are citation- Citation is a formal system of attribution, that is- it is saying "this information" came from "this specific place." The act of giving credit in a specific way. For most people in technical fields you'll use a version of the APA (American Psychological Association) Citation Style. Why the APA, don't ask, the history isn't interesting, but it is the basis by which the journal Nature, The NPSE, and even the IEEE (who pretend theirs is different) will do citation, so using a version of it is good practice in most technical fields.

The citation "style" is a specific set of rules about what and how to do citations, including specific formats of the actual information to include to give credit. If you mess up that format you're cheating/plagiarizing= not citing properly. Citing = you are trustworthy, citing in one of the versions of APA says you are trustworthy as a scientist to many people. **I DO NOT CARE WHAT CITATION STYLE YOU USE... But you must use one, and use it correctly...** you had a teacher who taught you MLA? Great, use it. Use it right. You know Chicago Style? Use it. Use it right. You think you should use IEEE's special Electrical engineering version because that's your major, Great! Use it. Use it Right!

You can find versions of most of the style guides on The OWL website, that is the writing center of PURDUE Univ. they keep it as a wonderful resource for students. They have pages for almost all the styles you could want. If you don't know how to cite- ASK ME or ASK THE WRITING CENTER, or YOUTUBE... And look at the style guide here: The APA: APA Formatting and Style Guide (7th Edition) - Purdue OWL® - Purdue University

The reason you do citation is because you are required to use citation. But in ethics you should also be saying the style of writing matters and citing (Edel 2012), my own research, is needed because you can plagiarize yourself, you can never be careful enough.

Believe it or not the rule is- Any information that isn't "COMMON" knowledge to the whole audience, should be attributed/cited, so that it can be evaluated for reliability. When in doubt CITE IT!

## WEEKLY SCHEDULE

### **WEEK 1      September (Monday No Classes) Tues 3<sup>rd</sup> to Thurs 5<sup>th</sup>**

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#### **INTRODUCTION TO THE CLASS**

*REVIEW OF SYLLABUS & DISCUSS CLASS FORMAT AND CONTENT*

### **WEEK 2      Mon 9/9 to Thurs 9/12**

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#### **Unit 1 – SOCIAL & CONTEXT PERSPECTIVES & Technological politics**

##### **Readings:**

Mathes & gray “Engineer as Social Radical”

Winner “Do Artifacts have Politics?”;

##### **Key Concepts/Key Words:**

Power, Politics, Politics of Technology, context, Authoritarian and Democratic Design, Innate/Inbuilt Politics, long-term thinking, consequences, Unintended consequences, The “Radical” effect of technologically changing the world around you.

##### **Framing Description:**

These readings focus on the way that technology changes the world in small and large ways, and is aimed at explaining that the affecting/changing that it does is political/radical, and subject to ethical and political evaluation. There is no such thing as neutral technologies.

##### **Response Prompt Questions:**

How is technology Political? How is the technology shaped by and changing the context it is in? What may be the moral/ethical/political responsibility of designers/engineers in regard to effect?

##### **Unit Tasks**

Come to Lecture On Tuesday

Completed Reading Before Tuesday

Submitted Response Before Tuesday Afternoon

Quiz (Unit Reading) In Class On Tuesday

Participate in Discussion on Thursday

### **WEEK 3      Mon 9/16 to Thurs 9/19**

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#### **Unit 2 – Traditional Ethical theory**

##### **Readings:**

“Introduction to Ethical Reasoning’ by Donaldson & Werhane,

Optionally students may additionally read the provided Selection From Harris. “Introduction to Ethics”

##### **Key Concepts/Key Words:**

Definition of “Ethics”, Ethical Theory, Rules, Prescription, Proscription, Deontology, Duty, Consequentialism, Contractarian, Rights, Kant, Bentham, Reasoning, Action & Effect.

##### **Framing Description:**

There are many different ways to evaluate and understand what is ethical, that is the seeking doing of “right action” so this introduces the basics of the formal study of “doing right.” With different theories defining what is right, and how to consider or decide right in different ways.

##### **Response Prompt Questions:**

What are the different forms of Ethics/Ethical Thinking the reading describes? What is the relation of the system of ethics/the theory, to the rules, or evidence it considers? How does ethical theory alter the way we make decisions?

##### **Unit Tasks**

Come to Lecture On Tuesday

Completed Reading Before Tuesday

Submitted Response Before Tuesday Afternoon

Quiz (Unit Reading) In Class On Tuesday

Participate in Discussion on Thursday

**EXAM 1- Basic Theoretical Framework**



## **WEEK 4                      Mon 9/23 to Thurs 9/26**

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### **Unit 3 – Mental Models, Complexity & choice**

#### **Readings:**

- 1) Rennix & Robinson, The Trolley Problem,
- 2)- Millar - “You Should have a say in your robot Car’s Code of Ethics”,

#### **Key Concepts/Key Words:**

The tunnel problem, the Trolley problem, Informed Consent, mental models, preconceptions or learned way of thinking, Models of Choice, sovereign choice, complex choice, linear choice, choice as decision making. Selection between options, limitations of decision making. Proportional Responsibility.

#### **Framing Description:**

The action we most often see in ethics isn’t saving a person’s life, it is the basic nature of decision making and choosing, how we choose, how we think about choices or decisions, and what we do in limiting those choices matter. Here are a pair of thought experiments and they are used to show limitations in how we think about choice.

#### **Response Prompt Questions:**

How does the Trolley Problem bias towards simplified Choice? Should there be any limits to simplified choice? Do the two articles agree, one looks at a specific answer, the other a more general change?

#### **Unit Tasks**

Come to Lecture On Tuesday

Completed Reading Before Tuesday

Submitted Response Before Tuesday Afternoon

Quiz (Unit Reading) In Class On Tuesday

Participate in Discussion on Thursday

## **WEEK 5                      Mon 9/30<sup>th</sup> to Thurs 10/3**

### **UNIT 4 is split over BETWEEN WEEK 5 and SIX**

### **Unit 4 –Alternative Design & The Amish , Accepted Professional Ethics & Counter Culture**

#### **Readings:**

Rhiengold- Look Who’s talking (Amish and Cell Phones) Wired Magazine  
‘Alternative Design Scholarship: Working toward Appropriate Design’ by Nieusma

#### **Key Concepts/Key Words:**

The Amish, Culture, Ordnung, Accepted Ethics, Alternative Design, Design Attention, Appropriate Design, Agency, Governing Mentality, Technological Decision making, Ecological Design, Critical and Feminist Design, Universal Design, Appropriate Design, Participatory Design, Accessible Design, Empowering Design, Socially responsible Design, Commitments, Duty,

#### **Framing Description:**

These two readings were often separated in other semesters but link over the question of how you take-on, add or live up to responsibilities in ethical theory, the case example of The Amish, a subculture with strict technological Ethics, and the examples of Engineer/Designer theory used to do the work better by including commitments to special “attentions” both look at how selecting or accepting an ethic may change ones actions.

#### **Response Prompt Questions:**

What are the links between Appropriate and Althernative design generally and in the attentions of these theories? What is the point of comparing the Amish way of doing technology to our main/dominant societies ideas? How do these articles and the lecture suggest you should think about ethical commitments?

#### **Unit Tasks**

Come to Lecture On Tuesday

Completed AMISH Reading Before Tuesday 9/31st

Submitted Response Before Tuesday Afternoon

Quiz (Unit Reading) In Class On Tuesday

Participate in Discussion on Thursday

**COMPLETE RESEARCH PROPOSAL**, Writing/Notes to your Project, Completed Annotations, and/or Biblio.

## **WEEK 6      Mon 10/7 to Thurs 10/10**

### **UNIT 4 CONTINUED**

#### **UNIT TASKS FOR THIS WEEK:**

Come to Lecture On Tuesday

Completed ALTERNATIVE DESIGN READING Reading Before Tuesday 10/7th

Submitted Response Before Tuesday Afternoon

Quiz (Unit Reading) In Class On Tuesday

Participate in Discussion on Thursday

#### **EXAM 2- COMPLEXITY AND COMMITMENTS**

## **WEEK 7                      Mon 10/14 to Thurs 10/17**

### **Unit 5 – CASE STUDY: Cost-Benefit Analysis & The Ford Pinto Simplified Substitution for Complex Ethics,**

#### **Readings:**

Selected Chapters of 'The Ford Pinto Case- A study in applied Ethics' by Birsch & Fielder,

#### **Key Concepts/Key Words:**

Cost benefit analysis, Criminal Intent, cost of Life, Simplified Analysis, shared/Common measure of consequence, Regulation/Safety Rules, Hierarchical/Structural Decision Making.

#### **Framing Description:**

The development of the Pinto, a family car, by Ford Motors is a classic example of unethical decision making, but in the end the form of decision making that allowed them to make those choices went on to be normalized and common in our day. We look back to consider how corporate/business decisions and ethical decisions in engineering as a licensed trade may be different ethically. And particularly how the simplified use of Cost-Benefit analysis in place of more robust consequentialism is a problem. The three articles, the expose that showed the problem, an industry response, and an indepth analysis of the thinking in cost benefit offer an example of how ethical thinking is complex.

#### **Response Prompt Questions:**

What is the ethical nature of the Pinto and Ford Motors? How does this show a difficulty in doing consequentialist analysis based on outcomes? What is the most important idea for

#### **Unit Tasks**

Come to Lecture On Tuesday

Completed Reading Before Tuesday

Submitted Response Before Tuesday Afternoon

Quiz (Unit Reading) In Class On Tuesday

Participate in Discussion on Thursday

#### **COMPLETE REVISED PROPOSAL AND EXPANDED RESEARCH OUTLINE & ANNOTATION/BIBLIO -Due Sat 10/12**

## **WEEK 8                      Mon 10/21 to Thurs 10/24**

### **Unit 6 – CASE STUDY: Computers, & IBM in the Holocaust Politics embedded in Tech- Datafication,**

#### **Readings:**

Selections from Death by Design By Eric Katz, Including 'IBM & the Holocaust' by Edwin Black

#### **Key Concepts/Key Words:**

Implicit Bias, Political Milieu, Technology of Authoritarian Rule, Census, Myth of Neutrality, Myth of Progress, Datafication, Digitalization, Computerization, Process efficiency,

#### **Framing Description:**

Picking up the idea of simplification from the pinto case, here we look at how computers can shape what is included or left out of attention due to the shaping of data and process. The use of computers by the IBM company in aiding the Nazi extermination programs was a business decision they argue was ethical because it contributed to the rise of computers, how focus on one element in an ethical system can diminish attention to other aspects, and

how technology can contribute to harm is deeply troubling in the use of IBM's computers by the Nazi Party leading up to and during WWII. The role of technology in war, is an ongoing issue.

**Response Prompt Questions:**

How should we think about the conflict between IBM's multiple duties, to progress, to profit, to the world of humanity, to the Government during wartime? How do the various articles show and discuss the link between technologies (in design and use) and their context or Milieu? What Should we take away from the general discussion of computers here as able to erase unpleasant details, and make only our selected 'useful' data appear to be present?

**Unit Tasks**

Come to Lecture On Tuesday

Submitted Response Before Tuesday Afternoon

Participate in Discussion on Thursday

Completed Reading Before Tuesday

Quiz (Unit Reading) In Class On Tuesday

**EXAM 3- CASE STUDIES AND APPLIED ETHICS**

**WEEK 9** Mon 10/28 to Thurs 10/31 (Friday Nov 1<sup>st</sup>)

**Unit 7 – CASE STUDY: The Internet & Social Tech. Complexity of politics & regulation at scale-**

**Readings:**

Selection from 'Code 2.0' by Lawrence Lessig,

Introduction Chapter From Sherry Turkle's "Alone together"

**Key Concepts/Key Words:**

"the dot", Regulation, Intimacy vs Control, Social robotics, social technology, norms, architecture, economic, law & formal Regulation, complex technological systems, perceived definition and social construction.

**Framing Description:**

Following the introduction of computers last week we look now at the result of the expansion of computing, the growth of information systems and the internet, and the way that assumptions and the placement of these "neutral" and "powerful" systems into parts of our lives may change our lives. The question of the "internet" and how "social technologies" are ethical is complicated by the huge number of different uses and experiences people have. Despite that diversity there are forms of regulation and effect in broad patterns we may observe and evaluate. In particular, as we move from a single computer to a global scale, how do we wrap-our-heads around that larger scale?

**Response Prompt Questions:**

What do we take away from Lessig's concern about the failure to perceive the internet accurately and the mistakes in regulation of the internet? How do we respond to the difficult choice of how to use social technologies that Turkle suggests we must resolve? How do we look at the expanding power of computing in networked systems as ethical and changeable?

**Unit Tasks**

Come to Lecture On Tuesday

Submitted Response Before Tuesday Afternoon

Participate in Discussion on Thursday

Completed Reading Before Tuesday

Quiz (Unit Reading) In Class On Tuesday

**WEEK 10** Mon 11/4<sup>th</sup> to Thurs 11/7<sup>th</sup>

**Unit 8 – CASE STUDY: Algorithms as cemented choices. How Ethics are embedded in tech-**

**Readings:** Reading:

#1 From Emerging Technology, "AI can be made legally accountable for its decisions" MIT Tech;

#2 Knight, Will, "Is technology about to decimate white collar work?" Business Insider;

#4 Sidell, "Can computers be racist?"

#5 **Primary-** Kraemer, Overalld, & Peterson, "Is there an ethics to algorithms"

**Key Concepts/Key Words:**

The innate politics of algorithms, repeated effect, threshold setting, automation and employment, large scale implications, embedded culture, implicit bias, Structural racism, Accountability vs Responsibility,

**Framing Description:**

This week we look back from the large scale systems of many computers to an element built into those computers, and other technologies, Algorithms which are in-built decisions, produce outcomes where we often don't see decisions being made. How do we account for and consider the complex effects of these elements.

**Response Prompt Questions:**

Algorithms piled up in complex ways are recognized as "artificial intelligence" how do the readings discuss or predict the long term impact of expanded use of digital or artificial- algorithmic decision making? Can an algorithm, due to negative effects on a group, be considered 'biased' or even Racist? Algorithms are ethical, how do Kraemer Et Al suggest we understand that ethical nature?

**Unit Tasks**

Come to Lecture On Tuesday

Submitted Response Before Tuesday Afternoon

Participate in Discussion on Thursday

Completed Reading Before Tuesday

Quiz (Unit Reading) In Class On Tuesday

**EXAM 4- ETHICS AT LARGE SCALE**

**WEEK 11 Mon 11/11<sup>th</sup> to Thurs 11/14****Unit 9 – CASE STUDY: Medical Techs Conflict between engineering and medical Ethics.****Readings:**

#1 Excerpt from The Danger Within Us by Jeanne Lenzer;

# 2 Groeger, "How does the FDA monitor your medical implants"

# 3 – Fox, "Black children receive less pain meds"

# 4 – Rosenthal, "Paying till it hurts, a case study in high costs"

# 5 – "The Lesson of Epipens, why drug prices spike again and again"

**Key Concepts/Key Words:**

Medical Ethics, Nonmaleficence, beneficence, Informed Consent, Medical-Authority, Implicit Bias; Medicine vs Engineering, Exigency, Demand vs Urgency, time-scale,

**Framing Description:**

One of the key realities of design in engineering is that the obligation of the profession isn't in a rush, to do safe and excellent design may take long research, and the nature of engineering therefore doesn't stem from an innate urgency. Design a better thing this year, or next year it will still be useful. BUT in medicine, every minute is a sick person getting sicker, every day could be another death, the nature of Urgency, or exigency, the situational demand to act is different, therefore the ethical systems are different. This week we consider how the two different systems, different exigency, change how ethics works, and we'll talk about how Biomedical engineering and medical product design gets complicated as a result.

**Response Prompt Questions:**

How should engineers handle demands when there isn't real exigency, should it change the ethical evaluation of the actions of companies demand for speed? How can Biomedical Engineering and medical product design improve their ethics? What is the nature of Regulation and structural decision making around the issues this week as relayed in the articles?

**Unit Tasks**

Come to Lecture On Tuesday

Submitted Response Before Tuesday Afternoon

Participate in Discussion on Thursday

Completed Reading Before Tuesday

Quiz (Unit Reading) In Class On Tuesday

**WEEK 12 Mon 11/18 to Thurs 11/21**

**RESEARCH PROJECT DISCUSSION & WORKSHOP (NO NEW READINGS THIS SHORT WEEK) (NO CLASS MEETING THURSDAY NOV 21<sup>st</sup>- PROF AWAY AT CONFERENCE)**

**WEEK 13 Mon 11/25 to Thurs 11/28 (Sat Dec 1<sup>st</sup>)**

**NO CLASS THURSDAY FOR THANKSGIVING BREAK-**

**Unit 10 – What is “Liability”: Not Ethics, American Law and Engineering Decision making.**

**Readings**

# 1 **PRIMARY**- Moll, “Product liability law: What engineers need to know”

#2- Willats, “Death by reckless design: Need stricter criminal statutes engineering related homicides”;

#3 Vardaro & Waggoner, “Statutes of Repose: The design professional’s defense to perpetual liability”

**Key Concepts/Key Words:**

Negligence, elements of Liability, Legal Responsibility, Tests of liability, Predictability, Statute of Repose, Statute of Limitations, Cause of harm, Causal link.

**Framing Description:**

Liability isn’t ethics, it isn’t even friendly with ethics, it’s main use is to justify and permit bad ethical acts, but your boss will think it is more important than ethics in many cases so we talk about it. Liability is the system in American/Western law that says when someone is responsible to ‘fix’ or remedy harm, usually with money, and therefore it offers a formal and visible system of accountability if not responsibility- with the goal of decreasing harms, limiting bad actions, and fixing or repairing the harms that have already occurred. It doesn’t do any of that well- In part because it doesn’t actually ask what right action is, it assumes harm is wrong, and that harms can be fixed with money, just like in the Pinto case.

**Response Prompt Questions:**

Please don’t think of Liability as Ethics, right? You see the difference? What is the difference between traditional and Strict liability and why does it matter? How do you see the core issue in one of the secondary articles?

**Unit Tasks**

Come to Lecture On Tuesday

Completed Reading Before Tuesday

Submitted Response Before Tuesday Afternoon

Quiz (Unit Reading) In Class On Tuesday

Participate in Discussion on Thursday

**WEEK 14 Mon 12/2 to Thurs 12/5**

**STUDENT RESEARCH PRESENTATIONS (ATTENDANCE REQUIRED)**

**WEEK 15 Mon 12/9 to Thurs 12/12**

**FINAL CLASS SESSION IS MONDAY DECEMBER 9<sup>th</sup>**

***IN CLASS- ON PAPER FINAL EXAM IN THE FINAL SESSION ON MONDAY 9<sup>th</sup>***

***NO EXAM IN EXAM WEEK Mon 12/16 to Thurs 12/19 FINAL EXAM WEEK***

***REGISTRAR SCHEDULED FINAL EXAM IS S***

# ADDITIONAL COURSE POLICIES & APPENDICES

1. Accommodations, Disabilities & Diverse Student Needs.
2. Late Work Policy
3. Important Dates
4. Academic Integrity, Plagiarism & Class Trust
5. Classroom Etiquette Statement
6. Gender Fair and Respectful Language
7. Exam Make-Up Policy
8. Change Of Grade & Incomplete Policy
9. Professors Note

## 1. ACCOMODATIONS, Disabilities & Diverse Student Needs:

Different students need different things, more time? Extension? Different format of work? Talk to me, come before the problem becomes unmanageable, I do not require but strongly recommend seeking Student support from the campus- they have resources to meet your needs, either Technological or accommodation Please talk to the professor and or contact OAR

“The Office of Accessibility Resources and Services works in partnership with administrators, faculty, and staff to provide reasonable accommodations and support services for students with disabilities who have provided their office with medical documentation to receive services. If you are in need of accommodations due to a disability, please contact the Office of Accessibility Resources and Services to discuss your specific needs. Office of Accessibility Resources and Services | Office of Accessibility Resources and Services (njit.edu)

I don't strictly require students to conform to official policy, any student who requests extra time on exams, or a reasonable accommodation of their needs to perform or be comfortable in class, I will attempt to assist or meet your needs. To be accommodated seek to express your needs to the professor as early in the process as possible and be open about any limits or preferences that may need to be considered in your performance in class. Officially and Additionally.

- **Any student requiring accommodations due to one or more disabilities should also make sure to contact the Office of Accessibility Resources and Services** (Kupfrian Hall 201, Email at DSS@NJIT) both for themselves and to support the maintenance of good policies for other students who need support. Students who are ESL or Learning Disabled should inform the professor and will be allowed to negotiate appropriate modification to course expectations.

## 2. LATE WORK AND DEADLINES

No Unexcused Late Work will be accepted. Deadlines for all work are available on the Canvas, important deadlines are listed on the syllabus also. When the folders on Canvas Close, the assignment is over unless you have a specific approved excused lateness.

Because of the accelerated speed of the shorter summer sessions, my usual laissez-faire late work policy does not apply. DEADLINES LISTED FOR ALL WORK APPLY. AS SOON AS THE FOLDER CLOSES THE DEADLINE HAS PASSED.

Acceptance of late work will be considered based on explanation and student explanation, if you are sick, have a religious or non-work major life event that causes a delay, please inquire about acceptance. But late work based on effort and planning conflicts will not be accepted.

Unlike the regular semester, this short term's speed, and the inherent flexibility of the asynchronous & self-scheduled format requires that this class be your priority during the duration, and that you manage your time. Plan Ahead. You can always do work early, you can't do work late.

**EACH WEEK THE READING RESPONSE SUBMISSION DUE DATE IS THE MONDAY/FRIDAY OF THE WEEK**

**QUIZ DEADLINES ARE UNIT 1, 3, 5, 7, 9 MONDAY & UNIT 2, 4, 6, 8, 10 THURSDAY**

**EXAMS are cumulative but Do not Close during the weeks they are listed. All Previous Exams**

**Close Monday 6/24 and only the "FINAL, Week 5 Exam remains to be completed after that date.**

### 3. IMPORTANT DATES

#### FALL 2024 CALENDER DATES

I generally include detailed calendar days in my syllabus for two reasons. First, because it is important that you're provided with the dates and able to predict and consider the effect these dates will have on workload and attendance. You are entitled to miss classes due to holidays, but you have to predict effect and make-up for missed work and class materials you miss. Being able to consider working ahead of an absence, plan for when there will be an issue- that is a basic and vital part of self-management. Second, students may benefit from a reminder about the complexity and diversity of the class and the world, whether you or I understand the full significance of each and every holiday, they are part of our world and part of the forces shaping the class.

Sept	2	Labor Day. University Closed
Sept	3	First Day of Classes
	Sep 6	Friday Ganesh Chaturthi Hindu Holiday
Sept	9	Last Day to Add/Drop a Class
Sept	9	Last Day for 100% Refund, Full or Partial Withdrawal
Sept	10	W Grades Posted for Course Withdrawals
Sept	16	Last Day for 90% Refund, Full or Partial Withdrawal - No Refund for Partial Withdrawal after this date
	Sept 16	Monday The Prophet's Birthday (Tentative Date) Milad un Nabi - September 16, 2024
	Sept 16	Vishwakarma Puja
	Sept 17	Onam
	Sept 22	Sunday Emancipation Day
	Sept 22	Sunday September Equinox
	Sept 27	Friday Native American Day/American Indian Heritage Day/Indian Day
Sept	30	Last Day for 50% Refund, Full Withdrawal
	Oct 02	Mahalaya Amavasya
	Oct 3	Thursday Navratri -Oct 11 Navaratri ends / Maha Navami
	Oct 3	Thursday Rosh Hashana
	Oct 4	Friday Feast of St Francis of Assisi
	Oct 12	Saturday Dussehra Hindu Holiday
	Oct 12	Saturday Yom Kippur Jewish holiday
	Oct 12	Dussehra
	Oct 14	Monday Columbus Day/Native American Day/Indigenous People's Day/American Indian Heritage
	Oct 16	Sharad Purnima
	Oct 17	Thursday First Day of Sukkot Jewish holiday
	Oct 18	Friday Alaska Day State Holiday Alaska
Oct	21	Last Day for 25% Refund, Full Withdrawal
	Oct 23	Wednesday Last Day of Sukkot
	Oct 24	Thursday Shmini Atzeret
	Oct 25	Friday Simchat Torah
	Oct 31	Thursday – Nov 1 <sup>st</sup> Friday Diwali/Deepavali
	Oct 31	Thursday Halloween
	Nov 1	Friday All Saints' Day
	Nov 2	Saturday All Souls' Day
	Nov 3	Sunday New York City Marathon Sporting event Causes traffic delays
	Nov 3	Daylight Saving Time ends Clock change/Daylight Saving Time
	Nov 5	Tuesday Election Day (General Election)
	Nov 11	Monday Veterans Day
	Nov 15	Kartik Poornima
Nov	11	Last Day to Withdraw from Classes
		PROF- AAA CONFERENCE NOV 22-29
Nov	26	Thursday Classes Meet
Nov	27	Friday Classes Meet
Nov	28	Thanksgiving Recess Begins. No Classes
	Nov 28	Thursday Thanksgiving Day
Dec	1	Thanksgiving Recess Ends
	Dec 08, Sunday	Bodhi Day
Dec	11	Last Day of Classes
Dec	12	Reading Day 1
	Dec 12	Thursday Feast of Our Lady of Guadalupe
Dec	13	Reading Day 2
Dec	14	Saturday Classes Meet
Dec	15	Final Exams Begin
	Dec 15	Dhanu Sankranti
Dec	21	Final Exams End
	Dec 21	Saturday Winter Solstice
Dec	23	Final Grades Due
	Dec 25	Wednesday Christmas Day Federal Holiday
	Dec 26	Thursday Chanukah/Hanukkah (first day) Jewish holiday
	Dec 26	Thursday Kwanzaa (first day) Observance



## 4. ACADEMIC INTEGRITY, Honesty, and Plagiarism:

***“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>***Links to an external site..

***Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at [dos@njit.edu](mailto:dos@njit.edu)”***

In the words of Professor David Hess: “Student-teacher relationships are built on trust. Students must trust that teachers have made appropriate decisions about the structure and content of a course, and teachers must trust that the assignments students turn in are their own.” Additionally students are trusted to do readings, and to work to the fullness of their ability, in turn the teacher assumes the effort to explain and work with students to develop their understanding and skills. I take seriously my responsibility in this trust and require students to do so also. Along with Institute Policy, I do not tolerate any form of plagiarism: the copying of work not written by you (including cutting and pasting of e-texts). Any use of outside material must be cited in full.

Any student caught plagiarizing will **fail this course and be reported to the Dean of Students**. Note that the requirement for citation of material applies equally to paraphrasing and sourcing ideas as well as to readings assigned in the class and outside readings. You should already be aware that the relationships between students and professors--as well as those between students and their classmates are built on trust. You, as students, trust that teachers have made appropriate decisions about the structure and content of the courses, and teachers must trust that the students do their own work and make efforts to complete assigned materials.

“Acts, which violate this trust, undermine the educational process.” (Stanislawsky 2013). Suspected cheating or plagiarism will result in the incidents reporting to the Dean of Student Affairs and a temporary or permanent failing grade for this course. For example, quotation of information or inclusion of quotations of text, must be recognizably connected to a citation to the original source, even unintentional errors are plagiarism. All direct or paraphrased quotations, citations of data or content from any source must be cited. Even close paraphrases require direct citation of the original source.

All forms of academic dishonesty are violations of the trust we share with one another and the respect we should give our professors, colleagues, and ourselves. Students should be actively working to develop clear and proper citation and attribution habits as parts of all coursework, it is a basic professional and ethical skill in our information centered world today. **Students who are unfamiliar with citation and attribution practices may seek help from the professor in office hours or from the writing center and should do so as early as possible in the process. No specific citation style is required, simply that you attempt to use any one style properly (APA, MLA, Chicago, etc... any are acceptable).**

Note: Plagiarism by error should be extremely unlikely because none of the essay assignments will be research papers requiring a plethora of outside sources. You are capable of keeping track of material for the the main paper that requires a total of 7 sources over three stages outside of assigned course readings and students are expected to be able to keep track of material and information from the course readings and these outside sources.

I am now required to include the following statement:

## 5. CLASS ETTIQUETE & COMPORTMENT

“Students are expected to follow NJIT’s Code of Student Conduct. Students should be polite, active participants and respect their instructor, classmates, as well as ideas or opinions that differ from their own. While scholarly debates are encouraged, they should not become personal attacks.”

Campus policy- Community Standards & Student Conduct | Dean of Students and Campus Life ([njit.edu](http://njit.edu))

## 6. Gender Fair & respectful Language:

Students in this course are expected to use gender fair and respectful language in their writing, and in the classroom. While we all make mistakes and need to take time to learn respectful and appropriate habits of dialogue, students must make an effort, and in particular must be careful when writing when revision and review of the material allows one to be held to a higher standard. Please remember, every time you use a masculine-oriented word to refer to people in general, the implicit effect, even if unintended, is to whisper: *women don't count*.

**Please note that if the professor or a student makes you uncomfortable with their language you can speak to the professor or if more comfortable for you ask the Chairperson of the Department of Humanities to speak to the professor for you.** Concern should be towards respectful language in general, not only regarding gender, and students should try to avoid unintentionally ethnocentric, racist or biased language of other types. Intentional use of biased language, and or forms of communication that breach community norms may effect grades, both of classroom participation and of written work.

Note- **Students who have Pronoun or Name preferences should inform the professor** and should expect that their identity and preference will be respected and used.

## **7. EXAM MAKE UP POLICY:**

With the move to the online exams and the flexibility of self-scheduling I consider there to be no reason for students to be unable to take them during the allowed time may have that even if they don't have OAR certification. Students who have conflicts should see the professor but will have to document a high degree of effort to meet the original dates in order to be considered. The exception is those students with Dean of student's office approved excuses.

"When a student invokes extenuating circumstances for any reason (late withdrawal from a course, request for a make-up exam, request for an Incomplete grade) the student should be sent to the Dean of Students Office. The Dean of Students will be making the determination of whether extenuating circumstances exist or not and will be notifying the instructor accordingly. Instructors should never request or accept medical or other documents from students; such documents need to be submitted by the student to the Dean of Students. Except for cases determined by law, an instructor **is not required** to accommodate student requests even when extenuating circumstances are certified by the Dean of Students; however, all efforts should be made to ensure a student-friendly environment."

**"Late Policy and Extensions-** In an emergency situation or unplanned special circumstances that disrupt your capacity for school work, please attend to the emergency situation as a top priority! When you are ready for school work again, contact the Dean of Students through the links above to schedule an appointment where you can explain your situation. You don't need to share doctors notes or other personal information with me; my policy is the same regardless of the details of your situation. When you contact me, I'll work with you to plan out a way to make up missing assignments and recover your grade. When I hear from the Dean of Students, I will waive any late penalties that might have accrued."

"For any non-emergency events, such as athletic events, academic conferences, job fairs, military service, or busy schedules around midterms and finals, I ask that you contact me at least 2 days in advance of the event to reschedule your assignments. In other words, extensions will not be granted on the day an assignment is due. If you contact me at least 2 days ahead of an event, we can arrange some rescheduling of assignments to accommodate your event."

"Assignments approved by the Dean of Students or arranged in advance of a due date will not receive late penalties. Certain assignments cannot be made up directly, such as the group discussion. In these cases, alternative assignments might be arranged to meet certain assignment requirements. Other assignments have concrete due dates listed on Canvas. Unless otherwise stated, assignments are due at midnight according to the assignment schedule on Canvas. There is a 30 minute grace period for late assignments. Assignments submitted after a deadline will be penalized by 10%. Replies and Lesson Presentations can be submitted with a late penalty until the end of the unit. If you missed a deadline but the unit hasn't ended, you don't need to apologize or ask permission. After the Unit has concluded, no assignments from that unit will be accepted without permission. The research project will be accepted with a late penalty until the final day of class. See the schedule on Canvas for

details.”

## **8. Change Of Grade & Incomplete Policy**

## **9. PROFESSOR’S NOTE- How To Do well in this Class:**

The purpose of assignments is to aide in learning and evaluation, even if work deadlines is past you may wish to do it- your writing and reading is an integral part of learning.

The course is not arbitrary, the pedagogy (structure and way of teaching and supporting learning) of university courses, is based on how people learn.

Please do the work. When you submit work, not just for my class, but in general. You **MUST** always include key identifying information on email subject and document titles. So ideally- your name, the class, the assignment title and or date, as well as any other detail information such as type (extra credit, late response paper, etc).

When a professor hasn’t requested otherwise, submissions should be in Word or PDF Document format, they should not be submitted or sent as a link to an editable Google doc or drive document, which may prevent the work from being read. The exception is when a cooperative document for multiple people is used on google docs or another platform in which case you should also provide draft/stage versions in stable formats like PDF.

If you intend to submit/send Important work by email- the student or whoever is sending work, is responsible for ‘follow up’, that is you should ask in person or by email if a document was received/credited. The more important work, email, or other correspondence is to *YOU* the more you should accept responsibility for checking and confirming receipt and action based on the message.

Students who want to know standing in class, who need support, who need clarification, assistance with understanding, have access to three things, first is other students in the class, secondly the syllabus, you should know and understand the syllabi in each of your classes, and third, you should come to office hours, talk to your professors, and seek answers to your questions.

Students in college are learning many things, but I want you to understand something, nothing you learn in a math/technical class will be as important to your professional/career/life after college as working on good study & reading skills, communication skills and habits, planning & time management, scheduling and work organizing for projects.