

<b>EGS 4034 ENGINEERING ETHICS AND PROFESSIONALISM SPRING 2023</b> <b>SYLLABUS</b> UF ONLINE PROGRAM SECTION UFO1 (12933) SECTION CUR1 (20292) SECTION OVER (30368)	
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Student Graders	Katherine Hartley, Garrett Goodner, Jonathan Kahn, Ethan Sisouphone (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.

This course is administered entirely online through the Canvas course management system, and is primarily for students completing their undergraduate computer science degree through the HWCOE and the University of Florida Online (UFO) Program. All course lecture videos are in pre-recorded video formats available through the Canvas course website, along with assignments, quizzes and other course related materials.

**Credit Hours:** 1

**Course Pre-Requisites/Co-Requisites**

Junior or senior level status

## **Course Objectives**

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.

The engineer's primary obligation is to protect the public health, safety and welfare in performing our 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 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.

We view Gator Engineers as the leaders of the future in helping resolve the world's pressing problems. We expect Gator Engineers to change the world for the better; however, we also expect that accomplishing this will occur in an ethical manner.

## **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

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

- 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, 4th 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 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 visit 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 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.

The course is broken into four units. Each unit corresponds to specific sections of the textbook, supported by modules that include lectures as well as completion of assignments and quizzes. The learning modules are completed at a pace of 1 module per week. Completion of one team assignment for each of the four units will assist students in grasping key concepts. Completion of one quiz for each unit will also confirm understandings about key content. The four assigned individual Reading Insights and corresponding Discussion Boards (one for each unit) will allow for expansion of student perspectives on ethical issues and dilemmas relevant to the engineering career.

**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 and class activities to be included in each unit and the modules within the units. The Canvas course website contains specific dates for team assignments, activities, and quizzes.

## COURSE SCHEDULE AT A GLANCE

Unit	Modules (Weeks) <sup>1</sup> (Mon-Sun)	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Fleddermann Text Readings for Unit	Unit Activities <sup>2</sup>
1	1 (Jan 9-15) <b>Spring semester begins on Jan 9<sup>th</sup></b>	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)
	2 (Jan 16-22)	professional credibility			
	3 (Jan 23-29)	ethical organizational cultures; ethics in the work place; global and cultural considerations			
	4 (Jan 30-Feb 5)	the role of codes of ethics in engineering			

Unit	Modules (Weeks) <sup>1</sup> (Mon-Sun)	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Fleddermann Text Readings for Unit	Unit Activities <sup>2</sup>
2	5 (Feb 6-12)	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> <li>develop an awareness of how ethics can vary globally</li> <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>	Chapters 3-4	Discussion Board 2  Assignment 2  Quiz 2 (Unit 2)
	6 (Feb 13-19)	ethical analysis and problem-solving approaches...cont.			
	7 (Feb 20-26)	ethical analysis and problem-solving approaches...cont.			
3	8 (Feb 27-Mar 5)	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> <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> <li>understand the engineer's roles in organizations and identify common ethical dilemmas that may exist</li> </ul>	Chapters 5-6	Discussion Board 3  Assignment 3  Quiz 3 (Unit 3)
	9 (Mar 6-12)	engineers, organizations and ethics: moral responsibilities; conflicts of interests; confidentiality			
	10 (Mar 13-19)	Spring Break			
	11 (Mar 20-26)	engineers, organizations and ethics (cont.): engineer-manager relationships; loyalty; the concept of whistleblowing			
	12 (Mar 27-Apr 2)	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)

Unit	Modules (Weeks) <sup>1</sup> (Mon-Sun)	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Fleddermann Text Readings for Unit	Unit Activities <sup>2</sup>
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	13 (Apr 3-9)	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  Quiz 4  Course evaluations
	14 (Apr 10-16)	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>		
	15 (Apr 17-23)	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>		
	16 (Apr 24-26)  <b>Classes end on Apr 26<sup>th</sup></b>	class close-out	<ul style="list-style-type: none"> <li>N/A</li> </ul>	none	Quiz 4 (Unit 4) Course evaluations  <b>NO FINAL EXAM</b>
<sup>1</sup> Monday-Sunday schedule <sup>2</sup> Availability and due dates for activities are specified in Canvas system					

## **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.

### **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Teams**

The four main assignments (one each, for Units 1-4) are team-based. Students are allowed to form their own team (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 designated by the instructor in CANVAS. This must occur within the first weeks of the course (as prescribed by the instructor). Once this prescribed period ends, the instructor will use the Canvas system to randomly assign the remaining students (who opted to NOT self-assign) into teams. Once set, the team structure will be final for the duration of the course.

### **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 made by the TM for each assignment, 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" 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 (Canvas "Files" function=>Assignment Materials folder) 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<sub>ij</sub>** 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 calculate and record the **average** rating for each individual in the designated space in the matrix, and ensure that the team convenes to agree with the content in 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 grade on the assignment will be recorded as 72 ( $90 \times 0.80$ ).

### **Quizzes**

There will be quiz at the end of each unit of modules. Quizzes will be an open-book, open-note format and UF Honor Code provisions apply. Quizzes will use the Honorlock electronic proctoring system. (Refer to related announcements from the instructor in this regard.) Students will complete the quizzes electronically through the Canvas course website within prescribed periods in the course schedule that the quiz is available. Students are encouraged to stay on top of the Canvas course calendar, which contains all quiz dates and times. The instructor may also issue reminders about quiz dates.

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

### **Assignments**

Normally, two weeks are allowed for completion of the team-based assignments. The Canvas assignments 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.

As previously explained, 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 team grade for the assignment; individual assignment grades will be subject to the team assessment process previously described. Those not listed will receive a grade of "0" for the assignment.

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. The instructor will make time extensions for students having other legitimate reasons (for example, a documented health issue) for a late submittal.

The course assignments can be turned in at any point during the open period and early submittals are encouraged, as feasible. Ample time is provided to complete these team assignments and the choice of submittal time is up to the teams.

## Reading Insights Assignments/Discussion Boards

Each Unit includes one supplemental reading, and a 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). In each discussion board activity, students are to provide individual original response(s) to the question(s) outlined in the Discussion Board instructions, and reply to at least one response from a colleague, within the prescribed time period.

The Discussion Boards should further explore the topics covered in each Unit. Each of these Discussion Boards will be available for a full week within its corresponding Unit (opening on a Monday and closing the following Sunday) with opening and closing days/times prescribed in the course Canvas schedule.

**Original postings addressing the discussion board questions will be due by 11:59 pm on the Thursday of the period in which the discussion board is available. The Thursday date is not Canvas-enforced but is TA-Grader enforced. Replies to colleagues' postings will be due by 11:59 pm on the closing Sunday (Canvas-enforced).** Both the student's original post and a response provided within the prescribed periods are needed to be eligible for award of full points on each discussion board.

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 colleagues' postings.

No late postings on the Discussion Boards (for both the original posting 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. The instructor will make time extensions for students having other legitimate reasons (for example, a documented health issue) for a late posting. Ample time is provided to complete these discussion boards 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 must be completed using the MS Word assignment template provided. Team-based assignment submittals must be in pdf format. **Only one assignment submission per team is required (TM responsibility).** (Reading Insights assignments are submitted as postings in the corresponding Discussion Boards.)
- ✓ All team assignment submittals must include the completed team assessment matrix as previously discussed.
- ✓ 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.
- ✓ The final draft should be reviewed carefully and often by the TM 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 on-campus and 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. 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.

### DUE DATES AND GRADES AT A GLANCE

Submission	Due Date	Possible Points You can Earn
Quizzes (worth 10 points each)	<b>Orientation Quiz: 1/18</b> <b>Quiz 1: 2/6</b> <b>Quiz 2: 2/27</b> <b>Quiz 3: 4/2</b> <b>Quiz 4: 5/1</b>	40
Discussion Boards (worth 20 points each)	<b>Discussion Board 1: 1/29</b> <b>Discussion Board 2: 2/19</b> <b>Discussion Board 3: 3/12</b> <b>Discussion Board 4: 4/16</b>	80
Assignments (worth 100 points each)	<b>Assignment 1: 2/12</b> <b>Assignment 2: 3/5</b> <b>Assignment 3: 4/9</b> <b>Assignment 4: 4/23</b>	400
<b>Total</b>		<b>620</b>

## Evaluation of Grades

Components	Points	Weighting Percentage of Final Grade
Reading Insights Assignments / Discussion Boards (4 total - 1 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>	30%
Quizzes (4 total – 1 per Unit)	<ul style="list-style-type: none"> <li>10 points each (typically)</li> </ul>	30%
Team-based Assignments (4 total – 1 per Unit)	<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>

## 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 as a percentage will be multiplied by 100, rounded to the nearest first decimal digit, and compared against this scale:

A = <b>90.0 - 100.0</b>	C = <b>72.0 - 74.9</b>
A- = <b>88.0 - 89.9</b>	C- = <b>69.0 - 71.9</b>
B+ = <b>86.0 - 87.9</b>	D+ = <b>66.0 - 68.9</b>
B = <b>81.0 - 85.9</b>	D = <b>63.0 - 65.9</b>
B- = <b>78.0 - 80.9</b>	D- = <b>60.0 - 62.9</b>
C+ = <b>75.0 - 77.9</b>	E = <b>0 - 59.9</b>

More information on UF grading policies may be found at the [Undergraduate Catalog Grading Policies page](#)

Students with a question about a team assignment or discussion board grade should e-mail the graders first, and if the issue is unresolved after this interaction, e-mail the instructor. In this event, the grader(s) involved should be included in email to the instructor.

## Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **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 (<https://sccr.dso.ufl.edu/process/student-conduct-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 TAs 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.

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

### **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
- Jennifer Nappo, Director of Human Resources, 352-392-0904, [jpennacc@ufl.edu](mailto:jpennacc@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@eng.ufl.edu](mailto:nishida@eng.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:** <https://counseling.ufl.edu>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **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)

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

### Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).  
<https://lss.at.ufl.edu/help.shtml>.

**Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. 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.  
<https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers.  
<https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

**On-Line Students Complaints:** <https://distance.ufl.edu/state-authorization-status/#student-complaint>.