

EGS 4034: ENGINEERING ETHICS AND PROFESSIONALISM SPRING '23 SYLLABUS	
Instructor:	Rachel Frazier
Class Location & Hours:	Section GEN1 (12915) – Tuesdays, Period 2 Section GEN2 (12914) – Tuesdays, Period 3 Section GEN3 (12916) – Tuesdays, Period 5 Section GEN4 (12917) – Thursdays, Period 2 Section GEN5 (24319) – Thursdays, Period 3 Section GEN6 (28687) – Thursdays, Period 5
E-mail:	rmfrazier@eng.ufl.edu
Office Hours:	Wednesdays, 1:00PM to 2:30PM via Zoom: https://ufl.zoom.us/j/4394996031 OR By Appointment Using this Link: https://calendly.com/rmfrazier_gator/office_hours
Student Graders	Katherine Hartley, Garrett Goodner, Jonathan Kahn, Ethan Sisouphone (E-mail tool in CANVAS)

COURSE DESCRIPTION & OBJECTIVES

Prerequisite: Interest/passion in discovering how engineering dilemmas can be turned into opportunities to make the world better.

Goal: To build awareness of ethical dilemmas and show approaches to how ethical decisions are made.

Course description:

Engineering Ethics and Professionalism is a unique course – unlike any you have taken. You will work in teams and act as though you are facing real-world problems. This is an experiential learning course, meaning you will learn the foundations of engineering ethics and professionalism, apply concepts to real-world problems, and reflect upon your experience.

What are Engineering Ethics?

The **principles** by which **engineers ought to be guided**.

These principles are shaped by engineering leaders. **You** will participate as a **leader** during the course.

Engineering leaders are **visionaries** – they guide the course of action and make tough decisions. They are the primary people who search for the most ethical outcome. Their actions make an impact on society, the environment, and the health, safety, and welfare of people.

What does this mean for me in this class?

You will work with your team and, as leaders, will collaboratively address engineering dilemmas each week. You will **apply ethical frameworks** to **test** different approaches to real world problems. You will learn to approach engineering dilemmas with the mindset to mitigate or eliminate negative impact on people and our universe.

What is the role of the instructor?

The role of the instructor is to **guide** you on your **approach to solving ethical dilemmas**. To guide you, the instructor will **ask questions** about your **assumptions**, about your **decision-making process**, about your **expected outcomes**, about anything that may pose a barrier, or obstacle, or hole, or opportunity, or to your approach.

The instructor is **not** your team's **mentor** – the instructor will **not** tell you what to do.

The instructor is **not** a **CEO, Director, Shareholder, leader or Stakeholder** in your team – the instructor has no skin in your game and will not make decisions for your team.

Engineering Ethics and Professionalism is designed to **simulate real world dilemmas**. Engineering leaders communicate much differently than inside a classroom. It is dramatically different from the culture most of you are familiar with. At times it can feel chaotic and overwhelming, but in reality, it is focused and oriented to create **immediate action in time- and cash-constrained environments**. We have limited time and you will be **pushed, challenged, and questioned in the hope that you will learn quickly and adapt**.

Class Culture: This class is run using a “flipped classroom.” Instead of an instructor lecturing about the basics in front of the classroom, you will read lectures as homework assignments before coming to class. The beginning of the class will be devoted to reviewing topics of your homework reading assignments and answering your questions. The rest of the class will be devoted to **you**:

you will participate in activities and workshops related to engineering ethics, you will reflect upon your decisions and unexpected outcomes of real-world case examples, and you will demonstrate your ability to grasp concepts learned in Engineering Ethics & Professionalism.

Learning Objectives: You will learn concepts related to engineering ethics, both on an individual level and a team level. In addition, you will develop skills that will be valuable in future academic courses and engineering careers. Engineering Ethics and Professionalism introduces you to soft skills such as how to identify stakeholders that are most likely to be impacted by new engineering solutions, strategic thinking, active listening, and how to present a compelling case.

This is an **experiential learning opportunity**. By working on real world problems in class, you will learn to:

- critically analyze and evaluate the relationship between what you learn in class (this class and your previous courses) and real-world interactions with professionals, customers and leaders
- use academic knowledge in real-world contexts, specifically related to making ethical decisions
- identify and derive solutions to real-world engineering ethical dilemmas in ways that demonstrate awareness of the complexities of the situation

Team Organization: Most of this class is team-based. Class activities and presentations will be done in teams. The teams will be assigned by the instructor, but teams will establish individual roles on their own by allocating the tasks that need to be done.

Course Format: Engineering Ethics and Professionalism mimics an *inverted classroom*, where students read course content each week before class and participate in activities related to those concepts in class. Class time is devoted to active learning methods that deepen your understanding of concepts and advance your foundation of skills. *Read weekly concepts before class.* All course content is located on Canvas.

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)

Course Relevant Outcomes	Coverage
An ability to communicate effectively with a range of audiences	Medium
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.	Medium
An ability to recognize the ongoing need for additional knowledge and locate, evaluate, integrate, and apply this knowledge appropriately.	Medium
An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty	Medium

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

COURSE MATERIALS

Course readings provide you with the foundational concepts explored in Engineering Ethics & Professionalism.

REQUIRED BOOKS AND READINGS
LinkedIn Learning Videos from Foundations of Responsible AI by Ayodele Odubela
Fundamentals of Engineering Reference Handbook – found online by creating an account with the National Council of Examiners for Engineering and Surveying : https://ncees.org
Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. Online Readings in Psychology and Culture, 2(1). https://doi.org/10.9707/2307-0919.1116

Course Supplemental Book:

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

Suggested Readings:

The material found in the Engineering Ethics & Professionalism Canvas course serves as a one stop source for information that every engineering student should at least view before graduating. Be sure to check out the Case Studies and Deep Dives. At the instructor's discretion, you may be required to read additional materials (such as articles) that will be posted and available electronically through the Canvas course website.

ARTICLES

AI Fairness Isn't Just an Ethical Issue, Satel, Greg, Abdel-Magied, Yassmin. United States: Harvard Business School Press, Harvard Business Review, October 2020. Accessible here: <https://hbr.org/2020/10/ai-fairness-isnt-just-an-ethical-issue>

When you Feel Pressured to Do the Wrong Thing at Work, Badaracco, Joseph L. Harvard Business Review Digital Articles. 11/2/2016, p2-4. 3p. Accessible through UF's business library: <https://businesslibrary.uflib.ufl.edu/home>

How to Build a Company That (Actually) Values Integrity, Chesnut, Robert. Harvard Business Review Digital Articles. 7/30/2020, p2-6. 5p. Accessible through UF's business library: <https://businesslibrary.uflib.ufl.edu/home>

How to Speak Up About Ethical Issues at Work, Gallo, Amy. Harvard Business Review Digital Articles. 6/4/2015, p2-7. 6p. Accessible through UF's business library: <https://businesslibrary.uflib.ufl.edu/home>

BOOKS

Radical Candor. Kim Scott, 2019

Multipliers – How the Best Leaders Make Everyone Smarter. Liz Wiseman, 2017

The Five Dysfunctions of a Team, Patrick Lencioni, 2002.

The 16 Types of Business Meetings (and Why They Matter), Elise Keith, 2017. Accessible at: <https://blog.lucidmeetings.com/blog/16-types-of-business-meetings>

Harris Jr., C.E., Pritchard, M.S., Rabins, M.J., *Engineering Ethics, Concepts, and Cases*: 4th edition (California: Wadsworth Learning, 2009).

Whitbeck, Caroline. *Ethics in Engineering – Practice and Research*: 2nd edition (Cambridge: Cambridge University Press, 2011).

McGinn, Robert, *The Ethical Engineer*: (Princeton University Press, 2018)

REALLY COOL PODCASTS

Chaos reigns at Twitter as Musk manages 'by whims': Chase Newton, Fresh Air with Terry Gross, aired December 8, 2022. <https://www.npr.org/programs/fresh-air/2022/12/08/1141570283/fresh-air-for-dec-8-2022-tech-journalist-casey-newton-on-twitter?showDate=2022-12-08>

Selected Podcasts from Examining Ethics, The Janet Prindle Institute for Ethics at DePauw University. <https://www.prindleinstitute.org/examining-ethics/>

Canal Crisis with Jim Madison and Lee Hamilton. "This is a story of a failed transportation project that bankrupted the state of Indiana 200 years ago. We uncover the human suffering this canal system causes and the moral questions it raises." <https://www.prindleinstitute.org/podcast/canal-crisis/>

Thinking about Trust with C. Thi Nguyen. "Philosopher C. Thi Nguyen explores the relationship of trust we form with the technology we use." Includes transcript of podcast. <https://www.prindleinstitute.org/podcast/trust-with-c-thi-nguyen/>

Transparency is Surveillance: C. Thi Nguyen. "C. Thi Nguyen argues that while transparency might root out public corruption, it also has a sort of chilling effect on the work itself." <https://www.prindleinstitute.org/podcast/transparency-is-surveillance/>

The Ethics of Giving with Shariq Siddiqui. "Philanthropy expert Shariq Ahmed Siddiqui joins us on the show today to explain that the ethics of giving is a lot more complicated than we think." <https://www.prindleinstitute.org/podcast/ethics-of-giving/>

Kat Schrier: Using Games to Teach Ethics. "Games designer Kat Schrier joins the show to explain that ethics educators can use games to build deeply immersive and rewarding learning experiences." <https://www.prindleinstitute.org/podcast/using-games-to-teach-ethics/>

The Authentic Encounter with Beth Benedix. "Beth Benedix joins the podcast to discuss how our encounters with each other and with the stories we tell affect the way we think through ethics." <https://www.prindleinstitute.org/podcast/authentic-encounter/>

Exploring Intellectual Property Rights with Adam Moore. "We talk to philosopher Adam Moore to learn about some of the most important ethical issues related to intellectual property." <https://www.prindleinstitute.org/podcast/intellectual-property-rights/>

The Art and Ethics of Listening with Krista Tippett. "Meaningful conversations require active listeners. Krista Tippett joins us to share her insight into the ethics of listening."

<https://www.prindleinstitute.org/podcast/the-art-and-ethics-of-listening/>

Frankenstein and His Creation: Who's the Real Monster?. "Frankenstein is a horror classic that explores the ethics of scientific and technological innovation—issues that we still struggle with today."

<https://www.prindleinstitute.org/podcast/frankenstein/>

Achievement Matters with Gwen Bradford. "What are achievements and how should we talk about them? Philosopher Gwen Bradford discusses the ethics of achievement on this episode of Examining Ethics."

<https://www.prindleinstitute.org/podcast/achievement-matters/>

Individuals vs. Groups: Lori Gruen and Martin Wilkinson. "Many of the biggest issues in ethics come down to a dispute between individuals and groups. We discuss how best to balance competing needs first with Lori Gruen and then with Martin Wilkinson."

<https://www.prindleinstitute.org/podcast/individuals-vs-groups/>

COURSE ATTENDANCE & PARTICIPATION

Regular class attendance and participation in class discussions is required. If a student needs to miss a class for any reason, you should contact the instructor ahead of time. Students are responsible for completing all missed class assignments. Consequences and policies regarding late submissions are at the discretion of the instructor.

COURSE POLICIES & EXPECTATIONS

You will use your computers during class time, please be prepared to contribute to online fillable forms during regularly scheduled class meeting times. During teamwork and collaboration, you will use your computers to provide feedback to your peers and the instructor.

Mastery of Foundational Concepts: In lieu of traditional quizzes, Engineering Ethics and Professionalism provides students with competitive games to demonstrate their mastery of learning concepts. The games will be based on topics that students review online (flipped lectures and assigned readings), and students will compete both individually and in their teams.

Reflections: You will submit individual written and video recordings that give insight into your experience facing ethical decisions within the classroom. These forward- and backward-looking introspections are known as reflections. Reflections provide you an opportunity to analyze, reconsider and question your experience and decisions within a broad context of ethical issues and knowledge. This deepens your learning experience by increasing knowledge, developing skills, and clarifying perspectives related to engineering ethics and professionalism.

Extra Credit: At the discretion of the instructor, there may be opportunities for extra credit, especially relating to your engagement with resources and content outside the scope of the required readings and assignments.

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.

COURSE GRADING & ASSIGNMENTS

Grading: Your grade is predicated on your ability to *demonstrate knowledge and apply concepts* learned in Engineering Ethics & Professionalism. You will receive grades on team assignments, participation in classroom activities & games, and reflections. Each assignment serves to assess your demonstration of understanding key concepts including ethical considerations, frameworks, dilemmas, etc. Your individual grade will be determined by adding up the points you accumulate from being present and engaged in classroom games and workshops, in addition to the points that your team earns on team assignments.

All assignments and reflections are due by Fridays at 11:59PM, dates indicated below. To receive scores and earn points on classroom activities and games, you must be present and you must participate.

Assignment Due Dates and Possible Points

Assignment	Due Date	Possible Points You can Earn
Reflections (25 points each)	For All Sections - Fridays by 5PM 1/20, 2/17, 3/10, 4/27	100
Case Study Analysis (100 points each – you will get a grade if you show up and if your analysis includes your weekly learnings/contributions)	For All Sections – Fridays by 5PM 2/10, 3/3, 4/7	300
In Class Games (10 points each – you will acquire points for each game if you show up and <i>earn a score</i> , in other words, play the game)	TUESDAYS: 1/17, 1/24, 1/31, 2/7, 2/14, 2/28, 3/7, 3/21, 3/28, 4/4 OR THURSDAYS: 1/19, 1/26, 2/2, 2/9, 2/16, 3/2, 3/9, 3/23, 3/30, 4/6	100
Team-Based Jeopardy (not graded, but you will not receive benefits if you are <i>un-excusable</i> absent during any of the three rounds)	TUESDAYS: 3/7, 4/4, 4/11 OR THURSDAYS: 3/9, 4/6, 4/13	Bragging Rights
Total		500

Grading Policy:

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
88.0 - 89.9	A-	3.67
86.0 - 87.9	B+	3.33
81.0 - 85.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 77.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

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
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida and your instructor. 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 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

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.
<https://lss.at.ufl.edu/help.shtml>.

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

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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>.

COURSE SCHEDULE

Week	Date	Topic	Class Activities	Readings/Assignments
1	1/9 – 1/13	INTRO TO COURSE Ethical Theories & Motivation to Include in Engineering	(P)Reflection #1 NCEES Sign Up	Read: Engineering Ethics, pages 1-5 (P)Reflection #1 Read: NSPE Ethics Reference Guide, pages 1-7 Read: NCEES Model Rules, pages 12, 13, 21, 22
2	1/16- 1/20	INTRO TO COURSE Ethical Theories & Motivation to Include in Engineering	Ethical vs. Moral Game Ethics Research Study	DUE by Friday 5PM: (P)REFLECTION #1 Read: A Framework for Making Ethical Decisions Read: Engineering Ethics, pages 37-49
3	1/23- 1/27	ETHICS IN THE REAL WORLD	CASE STUDY #1	Read: An Overview of the Schwartz Theory of Basic Values Read: Engineering Ethics, pages 104-110 Watch: Ethical Frameworks, LinkedIn
4	1/30 – 2/3	Engineers Role in Society	CASE STUDY #2	Read: Why Being an Ethical Engineer Matters Read: Engineering Ethics, pages 124 – 137 Watch: Critical AI Incidents and Learning, LinkedIn
5	2/6 – 2/10	Ethical Considerations	Ethical Dilemma Workshop #1	DUE by Friday 5PM: CASE STUDY #1 AND GATHER ALL RELEVANT INFORMATION Read: Engineering Ethics, pages 24-28
6	2/13 – 2/17	Codes of Ethics	Ethical Dilemma Workshop #2	DUE by 5PM: REFLECTION #2 Read: NSPE Code of Ethics for Engineers Read: Engineering Ethics, pages 74-80
7	2/20 – 2/24	Regulatory Environments	Ethical Dilemma Presentations and Peer Review	Read: What Do We Do About the Biases in AI?
8	2/27 – 3/3	Most Common Ethical Violations	Ethical Dilemma Re- Workshop #3	DUE by Friday 5PM: CASE STUDY #2
9	3/6 – 3/10	ENGINEERING ETHICS REVIEW	JEOPARDY	DUE by 5PM: REFLECTION #3 Watch: Ethics in Action, Managing a Quandary
	3/11 – 3/17	SPRING BREAK – NO CLASS		

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Week	Date	Topic	Class Activities	Readings/Assignments
10	3/20 – 3/24	ENGINEERING PROFESSIONALS IN THE REAL WORLD Leadership – What does it mean? Why are some people better than others?	CASE STUDY #3	Read: How to Build a Company that (Actually) Values Integrity Read: How to Speak Up About Ethical Issues at Work
11	3/27 – 3/31	Roles of Engineers in Business (Models)	Google Search Experiment 2 Bad Choices Workshop	Read: The Big Take Read: AI Fairness Isn't Just an Ethical Issue Watch: Ethics in Action, Decision Making
12	4/3 – 4/7	Strategy: And Motivation	DOUBLE JEOPARDY	DUE by Friday 5PM: CASE STUDY #3 Read: FE Handbook Intellectual Property section, pages 11, 12
13	4/10 – 4/14	Innovation Management & Intellectual Property	FINAL JEOPARDY Ethics Research Study	
13	4/17 – 4/21	Core Principles FINAL REFLECTION	FINAL REFLECTION COURSE SURVEY	DUE by 5PM: FINAL REFLECTION #4
14	4/25 OR 4/27	READING DAYS – NO CLASSES Congratulations Tuesday sections, you will not be required to come to this week's class COURSE EVALUATIONS Please check for the course evaluations and provide candid and open feedback. Your feedback will be used to guide future Engineering Ethics & Professionalism courses.		

OFFICE HOURS AND EXTRAS

Day	Time	Location
Wednesdays	1:00PM – 2:30PM	Zoom: https://ufl.zoom.us/j/4394996031

Need to talk to the instructor outside of regular Office Hours? Sign up here:

https://calendly.com/rmfrazier_gator/office_hours