

Instructor

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Course Home Page

<http://courses.ece.uiuc.edu/ece316>

The home page has links to resources in engineering ethics on the Web.

Classes

Section E2: Tuesdays and Thursdays, 9:00–10:20 a.m., Room 170 Everitt Laboratory
Section E3: Tuesdays and Thursdays, 2:00–3:20 p.m., Room 329 Gregory Hall

Prerequisites

Junior standing and Rhetoric 105

Credit

3 hours. ECE/Philosophy 316, “Engineering Ethics,” satisfies University General Education requirements for Advanced Composition (formerly Composition II) and Humanities and the Arts (Historical and Philosophical Perspectives).

Course Objectives

- To read and think critically
- To develop moral reasoning skills
- To improve writing skills in an engineering context
- To understand multiple perspectives and to respect others of diverse persuasions
- To study the fundamental structure of human personhood, the grounding of moral action, and the development of moral character as the precondition of integral performance in a profession

Required Texts

- Charles E. Harris, Michael S. Pritchard, and Michael J. Rabins, *Engineering Ethics: Concepts and Cases*, 3rd ed. (Belmont, CA: Thompson Wadsworth, 2005)
- Kate L. Turabian, *A Manual for Writers*, 6th ed., Revised by John Grossman and Alice Bennett (Chicago: University of Chicago Press, 1996)
- Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, *The Craft of Research*, 2nd ed. (Chicago: University of Chicago Press, 2003)

- Additional required course materials for ECE/Philosophy 316 will be available through the ECE Publications Office and will include the following items: *Introduction, Principles of Effective Writing, Normative Ethical Theories*, and *Additional Readings*

Important Reference Works

A good dictionary, a thesaurus, and a grammar are highly recommended reference works that will assist you greatly in your use of the English Language. Webster's Dictionary in an unabridged form (such as the *New World Dictionary of the American Language, College Edition*) is an excellent reference work that provides clear definitions and an etymological history of each word. A copy of the *Oxford English Dictionary* can be viewed online through the University Library home page (www.library.uiuc.edu) under *Research Tools, Online Research Resources*. From this site, you can also consult the *Oxford American Thesaurus of Current English*. For a comprehensive English grammar, see Sidney Greenbaum, *Oxford English Grammar* (Oxford: Oxford University Press, 1996).

Other Sources

Two other recommended texts are *A Writer's Reference*, by Diana Hacker, for those who need to review the fundamental principles of writing, and *Style: Ten Lessons in Clarity and Grace*, 8th Edition, by Joseph Williams, for those who want to explore further the field of English composition. Both texts are available in the University bookstores.

Personal Mission Statement

A two-page statement is due on September 5 and a revised version on November 16.

Reflection Papers and Assigned Readings

To each class session, you will bring a typed, single-spaced, one-page reflection upon the readings assigned for that day. The reflection papers should be understood essentially as homework assignments. They are also like an ongoing series of journal entries, the complete set of which you will compile at the end of the semester in a folder. You are responsible for all of the assigned readings, but use your reflection papers to focus your attention on a portion of the readings that was particularly significant to you. Summarize the substance of the author's position, and then reflect upon the meaning and significance of the reading. On the daily attendance sheet, you will indicate the amount of the readings that you have completed. Your work on the reflection papers will be checked daily and together with your completion of the assigned readings will count toward a significant portion of your final course grade.

Response Papers

During the course of the semester, you will write three Response Papers, consisting of an initial draft and a final version for each paper. The draft will receive substantive comments, but only the final version will be graded. In order to receive full credit, the draft must be submitted along with the final version. A grading rubric will accompany each assignment.

All Response Papers must be double-spaced, in 12-point type, with one-inch margins. Your name and the submission date should appear on a separate title page. Papers are due at the beginning of class. All papers must be submitted on paper (hard-copy). Electronic submissions will not be accepted for credit, unless approved by the instructor. If you request a late submission for full credit, you must include appropriate written documentation.

Due Dates for Response Papers:

Response Paper #1: *Article Analysis* (5 pages)

Draft Due on September 7; Final Version Due on September 14

Response Paper #2: *Case Analysis* (5 pages)

Draft Due on September 21; Final Version Due on September 28

Response Paper #3: *Normative Ethics Theories* (5 pages)

Draft Due on October 19; Final Version Due on October 26

Research Paper

As the final writing component of the course, you will complete a substantive research paper of ten pages or more in length. You will carefully explore in your paper the ethical implications of a topic of your choice using the *Chicago Manual of Style* citation format (see *A Manual for Writers*, and also the *Manual Web* site at www.chicagomanualofstyle.org). At the end of the semester, you will give a ten-minute presentation of your research project in class. Due dates for each step of the research project are indicated below. The research paper and in-class presentation will function together as the final examination.

Due Dates for Research Paper:

Research Topic	October 3
Research Paper Bibliography	October 17
Introduction and Synopsis	October 31
Complete Draft	November 9
Final Version	November 28
Project Presentations	November 28, 30, December 5, 7, 12 [E2], 16 [E3]

Class Participation

Daily attendance is required and will be recorded each day. The synergy of the course hinges upon your presence and active participation in class throughout the semester.

Academic Integrity

See http://www2.uiuc.edu/admin_manual/code/rule_33.html. As members of the University of Illinois academic community, all of us are expected to conduct our work according to the highest ethical standards. Violations of the standards of academic integrity will result in appropriate disciplinary action.

Course Grading: Plus and Minus Scale

95% A	
90% A-	Attendance and Class Participation 10%
85% B+	Reflection Papers and Assigned Readings 25%
80% B	Response Papers 30%
75% B-	Mission Statement 5%
70% C+	Research Paper 25%
65% C	Research Project Presentation 5%
60% C-	