

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 E3: Tuesdays and Thursdays, 9:00–10:20 a.m., Room 57 Everitt Laboratory

Section E4: 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, and 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 in four separate volumes: *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. 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

Other recommended works are *A Writer's Reference*, by Diana Hacker, for those who need to review the fundamental principles of writing; *Style: Ten Lessons in Clarity and Grace*, 8th edition, by Joseph Williams, for those who want to explore further one of the best current texts in English composition; and the *Elements of Style* ([1935], 1959, 1972, 1979, 2000), by Strunk and White, for those who would like a simple, classic statement of the basic principles of English Composition. All three texts are available in the University bookstores.

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. Briefly summarize the substance of the author's position and then reflect upon the meaning and significance of the reading, developing your own position with well-reasoned argumentation in response to the author.

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 for each class period—will count toward a significant portion of your final course grade.

Personal Mission Statement

You will begin the semester by writing a substantive three-page paper in which you outline your own mission statement. A complete draft of your work is due on January 30. Your final version, along with a retrospective critical reflection, is due on April 12.

Response Papers

During the course of the semester, you will also write three Response Papers, each consisting of a complete draft and a final version. 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* (4 pages)

A complete draft is due on February 1; the final version is due on February 15.

Response Paper #2: *Case Analysis* (4 pages)

A complete draft is due on February 8; the final version is due on February 22.

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

A complete draft is due on March 8; the final version is due on March 15.

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	February 20
Research Paper Bibliography	March 13
Introduction and Synopsis	March 27
Complete Draft	April 5
Final Version	April 19
Project Presentations	April 19, 24, 26, May 1, and May 4 [E3] or May 9 [E4]

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-	