



## American International University- Bangladesh (AIUB)

### Faculty of Engineering (EEE)

<b>Course Name:</b>	Engineering Ethics	<b>Course Code:</b>	EEE 3107
<b>Semester:</b>	Spring 2019	<b>Section:</b>	
<b>Faculty:</b>			

<b>Assignment:</b>	Mid Term Presentation
<b>Presentation Title:</b>	Professional Codes of Ethics

<b>Student Name:</b>		<b>Student ID:</b>	
<b>Student's Department:</b>			

<b>Submission Date:</b>		<b>Due Date:</b>	
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#### Marking Rubrics (to be filled by Faculty)

Category	Proficient [3]	Good [2]	Acceptable [1]	Unacceptable [0]	Secured Marks
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined,	Issue/problem to be considered critically is stated without clarification or description.	
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	
<b>Student's position (perspective, thesis/ hypothesis)</b>	Specific position (perspective, hypothesis) is imaginative, considering the complexities of an issue. Limits of position (perspective, hypothesis) are acknowledged. Others' points of view and assumptions are synthesized within position (perspective, hypothesis).	Specific position (perspective, thesis/hypothesis) considers the complexities of an issue. Others' points of view and assumptions are acknowledged within position (perspective, hypothesis).	Specific position (perspective, hypothesis) acknowledges different sides of an issue.	Specific position (perspective, hypothesis) is stated, but is simplistic and obvious.	
<b>Innovative Thinking or uniqueness (of idea, claim, question etc.)</b>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.	
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are not clear.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	
<b>Comments:</b>				<b>Total Marks (Out of 15):</b>	

### *Overview*

This Mid-term presentation gives scope to improve communication skills of students. Students in groups are to study the case “Professional Codes of Ethics for CSE/EEE/CoE Engineers ” and prepare the oral presentation and report on the topic.

## **Case Analysis and Oral Presentation**

Your group is required to perform detailed analysis on the case. The information in the completed analysis should provide the base of the content for your presentation. Make sure to include as much detail as possible, including assumptions you may have made. You will be evaluated based on your ability to:

- Make in depth analysis on the ethical codes.
- Provide necessary example of applying of the codes in your professional career.
- Identify if there is any deficiency and ethical dilemma in the given codes, if so explain with necessary reasoning.

Your presentation must be 7-8 minutes long and you will be allotted an additional 2-3 minutes for questions. When giving your presentation, you should dress professional for a business casual environment. You are welcome to use notecards when presenting, but keep in mind that you should not read directly from the cards (or the screen!). Each team member should participate equally in giving the presentation. You are highly encouraged to practice ahead of time to make sure information flows well and that your group stays within the 7-8 minute time limit. Presentations will occur over one class period.

Your presentation should reflect your analysis of the case. Be sure to include background information on the case so your audience (the class) can understand your analysis. When building your presentation, make sure your slides clearly convey your information and that the audience will be able to easily read all information on the screen. You are encouraged to include visuals in your presentation. There is no required number of slides for this presentation.