American International University- Bangladesh (AIUB)
Faculty of Engineering (EEE)

Course Name:	Engineering Ethics	Course Code:	EEE 3107
Semester:	Summer 2019	Sec:	
Faculty:			

Case No:	2
Case Title:	Professional Codes of Ethics

Student Name:		Student ID:	
Department:			

Submission Date:		Due Date:	

Marking Rubrics (to be filled by Faculty)

Category	Proficient [4]	Good [3]	Acceptable [2]	Unacceptable [1]	Secured Marks
Explanation of issues	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.	
Influence of context and assumptions	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.	
Student's position (perspective, thesis/ hypothesis)	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.	
Innovative Thinking or uniqueness (of idea, claim, question etc.)	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.	
Conclusions and related outcomes (implications and consequences)	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.	
Comments:		Total Marks (Out of 20):			

1. From the Web site of an engineering professional society, select a code of ethics of interest to you, given your career plans; for example, the Association for Computing Machinery (ACM), or the Institute of Electrical and Electronics Engineers (IEEE). Compare the code with the National Society of Professional Engineers (NSPE) code, selecting three or four specific points to discuss. Do they state the same requirements with the same emphasis?

2. Regarding the same two codes you used in question 1, list three examples of responsibilities that you believe would be obligatory on engineers even if the written code did not exist, and explain why. Also, list two examples, if any, of responsibilities created (entirely or in part) because the code was written as a consensus document within the profession.