CSU Channel Islands
CALIFORNIA STATE UNIVERSITY

**Course Syllabus
MGT 326-01 – Scientific and Professional Ethics/Biology 326-01
Spring Semester 2014**

PROFESSOR INFORMATION

Name:	Silvina Bamrungpong, PhD, MBA
Phone Number:	(805) 613-7745
Office Location:	Sage Hall, #2038
Office Hours:	Mondays, 3:00-4:00 PM
Email:	Silvina.Bamrungpong@csuci.edu (Preferred method of communication)

DATE/TIME/ PLACE

Semester Dates:	January 18 through May 16, 2014
Course Sessions:	Mondays, 4:30 – 7:20 PM
Classroom/Location:	Broome Library Building, Room #2490
Last Day to Drop (online):	February 7, 2014

COURSE DESCRIPTION
AND PURPOSE

Discussion of ethical issues and societal challenges derived from scientific research and professional activities. Examines the sources, fundamental principles, and applications of ethical behavior; the relationship between personal ethics and social responsibility of organizations; and the stakeholder management concept. Applies ethical principles to different types of organizations: business, non-profits, government, health care, science/technology, and other professional groups.

This course is designed to afford students with a framework for understanding ways in which human societies alter themselves through technological/biological innovation and for considering the social and ethical issues related to technological/biological change. As new technologies encompass human powers and expand social possibilities, they also often increase unsolicited social and environmental penalties and lead to disconcerting ethical dilemmas. These general themes will be developed through course lectures, readings, classroom activities/discussions, and exercises were students explore past and present developments in diverse fields and discuss the ethical and social issues they foster.

COURSE TEXTBOOK

Author:	Morton Winston and Ralph Edelbach
Text Title:	*Society, Ethics, and Technology*
Year of publication:	2014
Edition:	5th (required)
Publisher:	Cengage
ISBN Number:	9781133943556

Selected supplemental materials will be provided in class or posted on Blackboard.

STUDENT COURSE LEARNING OBJECTIVES

At the end of this course students will be expected to:

Student Course Learning Outcomes	Program Learning Goals					
	1. Critical Thinking	2. Oral Communication	3. Written Communication	4. Collaboration	5. Conduct (Ethics)	6. Competency in Discipline
Communicate orally and in writing the fundamentals of ethics within domestic and global examples.	X	X	X		X	X
Understand and apply the principles of ethics and write analysis of cases/articles related to ethics in organizations, society, and technology.	X	X	X	X	X	X
Describe and understand ethical issues in society and technology.	X	X	X		X	X
Use critical thinking to formulate and practice ethical understanding.	X	X	X		X	X
Individually and/or in teams identify, conceptualize, and develop frameworks/models for successful ethical societal, technological, and global issues.	X	X	X	X	X	X

This course is primarily focused on worldviews and ways of knowing along with the goals and outcomes of the business program. The course textbook author, Ralph Edelbach, refers to *thinking critically about what it means to be human while exploring and interpreting our place in the universe.* As such, course activities and assignments help students towards this endeavor. After this course, students should be able to reflect on how *human beings gain knowledge past the boundaries of their personal experiences as they progress their understanding of how technology impacts the environment and society along with the decisions such technological issues have on human lives*; here again Edelbach provides us with an avenue towards reflection. Students should also be able to develop the ability to make informed judgments concerning ethical values.

TECHNOLOGY REQUIREMENTS AND INFORMATION

CSUCI utilizes Blackboard (myCI) to enhance course learning and achieve the designated student learning outcomes. Technology information for the Blackboard system can be found at the following website: http://www.csuci.edu/ats/irs/students/index.htm.

Students participating in this classroom course should download all course information and upload assignments as instructed by the professor using the Blackboard (myCI) system found here:

(https://myci.csuci.edu/cas/login?service=https%3a%2f%2fmyci.csuci.edu%2fportal). If you are new to using myCI, information can be found here: http://www.csuci.edu/tc/newtoci/index.htm.

There are a number of ways offered to receive assistance with technical issues:

- ➢ Contact the help desk at (805) 437-8552 (or dial extension 8552 from a campus phone)
- ➢ E-mail: helpdesk@csuci.edu
- ➢ Visit in person at the Broome Library 1340 (Monday-Thursday: 8:00 AM to 8:00 PM – Friday: 8:00 AM to 5:00 PM – Saturday and Sunday: closed)

Campus wireless connection information can be found here: http://www.csuci.edu/tc/wireless/index.htm.

This course will use Microsoft Office software for assignments and presentations. Students should have access to a personal computer at home or on campus.

Computer virus disclaimer: Any intentional, willful, or reckless transferring of viruses, and the result of an email message or attachment will be considered professional misconduct. CSUCI will not be liable to any affected student for any indirect, special, incidental or consequential damages that may occur because of this type of misconduct by any person.

Information technology policy and regulations information can be found on page two using this link: http://www.csuci.edu/academics/catalog/2012-2013/pdfs/sec7-policies-and-regulations.pdf.

For student protection, please take whatever precautions are necessary to safeguard and to back-up all documents and course material. Computer and printer issues are not valid excuses for late assignments.

It is the student's responsibility to understand the assignment(s) given. If a student does not understand what is expected of the assignment, please see the professor for clarification prior to leaving the class session when the assignment is given. If after class time is not feasible, students must make every effort to contact the professor through CSUCI email to discuss any assignment clarifications. *Misinformation and/or misunderstanding are not valid excuses for incorrectly submitted assignments.*

TEACHING AND METHODOLOGY

The *Socratic method* of inquiry is a teaching approach that promotes critical thinking and will be used as part of course learning. In Socratic teaching the focus is on offering students questions, not answers. The professor acts as a Socratic inquirer that assists the student to think in a disciplined and intellectually responsible manner. This aids students by posing questions that keep the discussion focused and intellectually responsible, yet stimulate the discussion with exploratory questions, while periodically summarizing what has/has not been dealt with and/or resolved, This draws as many students as possible into the discussion and makes the course much more exciting.

Lectures and Other Media

Class lectures are used to supplement the textbook. There are no lecture slides for this course, so students should take notes, as they seem necessary for their reference. All assigned material may not be covered in the lecture. It is the student's responsibility to bring up for discussion any material not completely understood. Various media, such as videos, will also be used to enhance the course material.

Textbook Chapter Readings

Weekly textbook chapter readings should be completed by the beginning of each class session. This course is reflective and thought intensive and as such REQUIRES students to keep up with the course readings.

In-Class Examinations

There will be one mid-term and one final examination for this course that will take place during a class session. Mid-term and final examinations will be given on the dates shown on the course schedule and may include, but

are not limited to: *true/false, multiple choice, short-answer, essay questions, or a combination of these.* Exam questions may come from the course textbook, class discussions, and/or any supplemental information provided by the professor, including during class lectures. All examinations are closed book. *No make-up midterm or final exams will be given and the exams cannot be dropped.* Any exam particulars will be discussed in the class session the week prior to the examination and/or provided on Blackboard. Study guides may be provided as applicable.

In-Class Activities and Exercises (individual and group)

Activities and exercises, such as case studies, videos, textbook end-of-chapter questions, or other materials will be used to supplement course learning. At the professor's discretion some of these activities and/or exercises <u>may</u> be graded. In-class activities and exercises <u>cannot</u> be made up and <u>no extra credit will be provided if a student is absent the day that the graded activity or exercise is given</u>.

Individual Class Participation

This course is ***fast*** paced and assumes students will maintain assigned readings. Please keep up with the textbook readings; don't assume that you will be able to "wing it" as the chapters require reflection and depth of understanding.

Students are expected to have read the assigned textbook chapter(s) and any other materials and have a general idea of what will be discussed during class time/lecture and discussions.

Active student participation will be expected of <u>each</u> student for successful completion of this course. Upon completion of this course students should be able to better analyze ethical issues and practices relating, but not limited to, ethical behavior, personal ethics, social responsibility, ethical practices in professional and business fields, ethical dilemmas, genetic sciences, and a full array of societal, political, and industry ethical concerns. <u>No recording devices are permitted</u>.

<div align="center">

ASSIGNMENT INFORMATION

</div>

Students will perform professionally and ethically in preparing the work required for this course. Please turn in **<u>all</u>** assignments, unless otherwise noted, using Microsoft Word (or Microsoft Word compatible software). Please make sure that the appropriate file extension of .doc (if an alternative compatible software is used, students must save the file in this format prior to submission) is used when uploading and submitting documents on Blackboard.

All assignments will be typed, using Microsoft Word (or compatible software), spell and grammar checked, and proofread prior to submission for grading. Failure to do this, will affect the assignment grade. Please read assignment instructions, questions, and so on, carefully. *Misunderstanding the assignment will receive a grade of zero points.*

All Assignments should follow these requirements:

- Use12-point Times New Roman font, one-inch margins, line spacing double-spaced format throughout the document (an exception is work submitted on Blackboard forums). A paragraph for this course consists of 3-4 sentences.
- Student(s) full name, class section, and date, on the left hand side of the top of the first page. In the case of research papers and presentations, the name of the assignment should be provided on the title page.
- Should reflect standard American English grammar and usage rules.
- Use APA 6th edition citation documentation on **<u>all</u>** sources used.
- Remember to <u>PROOFREAD</u> your work prior to submission.

<div align="center">

Not following the above requirements will result in loss of grade points.

</div>

Reading Assignments

Must be completed prior to the beginning of each class session. Please see course schedule for details.

Written Assignments

All written assignments (homework or otherwise) are due at the _beginning_ each class session on the date due and each assignment should be submitted according to the guidelines specified in class, on the syllabus, or on blackboard, unless otherwise specified.

Citation Information

Citations format for this course will use APA 6th edition. Information can be found here: http://www.apastyle.org/learn/index.aspx or here: http://owl.english.purdue.edu/owl/resource/560/01/.

When in doubt, please make an appointment with the writing center staff for assistance.

WEEKLY READINGS FORUM QUESTIONS

There will be questions on the Blackboard forum based on the textbook weekly readings. Students must post their answers prior to the _beginning_ of each class session. _Failure to complete the forum questions on time will result in loss of points for that assignment._

INDIVIDUAL MOVIE ANALYSIS

This individual student paper involves developing and weighing viable options to **three** ethical dilemmas related to a chosen movie topic. The paper should be a maximum of eight pages in length (in _addition_ to title and bibliography pages).

Students must provide a bibliography page and have proper in-text citations using APA 6th format for references used in the paper.

Please note that papers will be submitted through Turnitin software that checks for plagiarism. So, please make sure to cite properly using APA 6th citation format for sources used beyond your own work.
Any papers resulting in plagiarism will have dire consequences (see academic honesty section in this syllabus for details). If you need assistance, make an appointment with the writing center staff for help.

A list of movie titles will be provided for students to select from for their individual papers on Blackboard. Movie title selection is on a first-come-first-serve basis, meaning only one title per student, no exceptions. Once a student signs up for a movie title (topic), that topic may not be changed, so choose wisely.

RESEARCH INFORMATION

Unless otherwise approved by the professor in _advance_, all information cited and referenced in this course must come from credible sources that are no more than five (5) years old, unless the reference is deemed necessary for historical information/foundation.

One area at student disposal for credible sources is the CSUCI Broome Library. There are several library databases available for student use that can be found here: http://www.library.csuci.edu/.

Please note that resources, such as _Wikipedia_, other free encyclopedias, any student papers, and any non-credible resources, will not be accepted in course assignments/projects. When in doubt, ask the library/writing center staff or the professor about credible sources.

STANDARDS FOR GRADING

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade
>95%	A
90% to 94%	A-
87% to 89%	B+
83% to 86%	B
80% to 82%	B-
77% to 79%	C+
73% to 76%	C
70% to 72%	C-
67% to 69%	D+
63% to 66%	D
60% to 62%	D-
<59%	F

Criteria/Percentage of Grade	Points
Weekly Readings Forum Questions (9 @ 20 points each)	180
Individual Movie Analysis Paper	100
Mid-term Examination	100
Final Examination	120
Total	**500**

DEFINITION OF LETTER GRADES

The following describes the level of performance required to earn each letter grade designation. Beyond these letter grade designations, grades may be modified by plus (+) or minus (-) based on the quality of the student's work. For purposes of this course *quality* is defined as the demonstrated (+) or lack (-) of attention to detail and depth (+), or lack (-) of work in the given assignment.

Grade	Description	Performance Description
A	Outstanding Work	Demonstrates distinctive understanding of the course material. Has mastery of course concepts, tools and techniques, plus a solid understanding of implications, applications, or interrelationships for the course. Has the ability to apply, extend, and express understanding with meaningful language (oral and/or written.)
B	Very Good Work	Solid understanding of course concepts, tools and techniques, plus a knowledge of or awareness of implications, applications, or interrelationships, as may be appropriate for the course. Capability to converse effectively in the terminology of the course.
C	Good Work	Knowledge of course fundamentals. Basic understanding or awareness of finer points of course and disciplines. Meets normal expectations of course output criteria.
D	Poor Work	Barely grasps the essentials of the course with little or no understanding of the finer course output goals.
F	Unacceptable Work	Unable to communicate an understanding of the basic concepts, tools or techniques of the course. A failure to measure up to the basic course output goals.

Grading rubrics will be provided and made available to students on Blackboard as applicable.

COURSE POLICIES

Attendance

It is extremely important for students to keep up with reading to extend their understanding of course material. Since the course material builds upon the previous lesson, once lessons are missed, it is easy for students to fall behind.

Students are highly encouraged to attend all class sessions. Class sessions cannot be made up and will impact a student's course grade, since class lectures and any in-class activities will be missed. In order to fulfill course requirements and support learning outcomes students should make every effort to attend all components of this course.

More information on class attendance may be found on page 16 using this link:
http://www.csuci.edu/academics/catalog/2012-2013/pdfs/sec7-policies-and-regulations.pdf

Participation

Includes *active learning and listening* in response to contributions made by the professor, other students, or guests.

Active learning includes, but is not limited to:

➢ Asking questions about the course material
➢ Short writing exercises in which students react to lecture material or through mediated debate
➢ Involvement in complex group exercises in which students apply course material to "real life" situations and/or to new problems

Active listening includes, but is not limited to:

➢ *Hearing*: Listening attentively to make sure you understand what someone is saying
➢ *Interpretation*: Confirming your understanding of what you have heard
➢ *Evaluation*: Asking questions regarding what you have heard
➢ *Response*: Letting the person know that they have been heard, including the use of non-verbal techniques that show your interest, such as nodding your head

Students are expected to participate in all class and group discussion(s) and seek to reflect professionalism in every aspect of their class participation and interaction. Please respect speakers, peers, and the professor through non-disruptive behavior (for example, speaking to a classmate while others are speaking, not being punctual and entering the classroom late during an oral presentation or class session, and so on).

Class Absence

It is the student's responsibility to contact the professor (by phone for emergencies or email for other unforeseeable reasons) at the earliest possible opportunity in the event of an emergency (with valid documentation presented upon returning to class for the professor), or other unforeseeable circumstance in which the student is unable to attend a class session.

Electronic media

Laptops and tablets are allowed in class and encouraged for taking notes. If students chose to use a laptop or tablet, it must only be used to take notes for this course. Browsing the Internet, while class is in session, without consent of the professor, is prohibited. Using class time to work on other course work is prohibited.

Cell phones must be turned **off** before class begins and must be ***stored out of sight*** for the *entire* class session.

Texting during class is prohibited. Texting or Web surfing during class is unprofessional and disrespectful to the professor and fellow student peers.

Email and Blackboard should be checked regularly for class information/communication over the course of the semester. Students should check their CSUCI email (at least 1-2 times per day and at least one hour before class in case of important alerts or announcements) for course updates, schedules changes, reminders, and other pertinent information. This includes checking Blackboard for course and information announcements.

Late work

Late work for in-class oral presentations, activities, class sessions, or other may not be made up. The course schedule and due dates are provided in advance on this syllabus. Students should plan and manage their time accordingly. **No late work will be accepted**.

Extra Credit

Extra credit will neither be assigned nor accepted, beyond extenuating circumstances and may be given at the sole discretion of the professor. Extenuating circumstances are considered to be circumstances beyond the student's control and nothing reasonably in the student's power could be done to prevent such an event or causes serious impact on performance that may cause the student to miss or perform less well in her or his coursework than she or he might otherwise have been expected to do.

Examples that would **not** be regarded as extenuating circumstances are (but not limited to):

- Computer failure of student equipment or storage media
- Computer failure of university equipment or storage media
- Transportation problems
- Misreading assignment information and due dates
- Inadequate planning, organization, or time management

Examples of extenuating circumstances are (but are not limited to):

- *Unforeseeable* events that a student had no prior knowledge
- *Unpreventable* events or acts of God that a student could do anything *reasonably* in their power to prevent
- Events expected to have *serious impact* on a student's performance

Many things may have an impact on student performance–a poor night's sleep, minor illness (such as a cough or cold), financial worries, and so on. These often impact performance, but would not be treated as *serious impact.* An example of serious impact on student performance is regarded as a serious personal illness (not a permanent medical condition), but perhaps one that may require hospitalization or other circumstance beyond the student's control.

Students are expected to make *reasonable* plans to take into account commonly occurring circumstances (such as transport or computer problems). In most circumstances, good time management skills, contingency planning, and accountability should eliminate *most* situations.

Grade Appeals

If a student believes that an exam has been misgraded, she or he may submit a written appeal no later than one class session (one week) *after* the exam is returned. Give the relevant exam information along with a written explanation of the appeal. The professor will provide a response to the student through CSUCI email. If there is still a disagreement, arrangements can be made to meet during the professor's office hours.

<h2 style="text-align:center;color:blue;">CONFIDENTIALITY</h2>

One of the cornerstones of this course's learning model is the practical application of theoretical concepts and students are encouraged to share personal and professional experiences as a means to integrate the knowledge through reflecting on its application. However, it is important to note that we all are bound by confidentiality in this class. In order to assure that we can have a free and open discussion in which students may elect to discuss company events, policies, and procedures as they apply to the course material. It is expected that each student respect the confidentiality of what classmates are willing to share in the classroom. At the same time students should exercise good judgment in what they choose to share, avoiding non-public, competitive, and/or other sensitive information.

ACADEMIC HONESTY

To use another person's or even ones own ideas (when taken from previous works), words, expressions, or findings in writing without acknowledging the source is to plagiarize. A writer, who does not give appropriate credit when quoting, or even paraphrasing, another's writing is guilty of plagiarism and in violation of academic policy.

Regarding academic honesty, the corporate world of today places significant emphasis on **ethics**, as does CSUCI and the Martin V. Smith School of Business and Economics. Suspect papers will be checked carefully and plagiarism will be disciplined appropriately. Please review the current university policy on academic honesty (page 25) and other information using this link: http://www.csuci.edu/academics/catalog/2012-2013/pdfs/sec7-policies-and-regulations.pdf.

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

6. The Academic Appeals Board shall consist of faculty and at least one student.

7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

DISABILITY STATEMENT

CSU Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations. Please discuss approved accommodations with the professor. For further information use this link: http://www.csuci.edu/drp/index.htm.

CSUCI's LIBRARY AND WRITING CENTER

John Spoor Broome Library – (805) 437-8409 – http://www.csuci.edu/academics/advising/tutoring.htm

The Learning Resource Center offers individual and group tutoring for many general education and undergraduate courses. Trained tutors guide and assist students to develop content area knowledge and skills. Tutoring is offered for subjects such as ASL, Biology, Chemistry, Physics and Spanish. Students should contact the Learning Resource administrative assistant to obtain information regarding discipline tutoring available each semester. Students can receive extensive assistance in courses dealing with basic mathematics, geometry, statistics, calculus, as well as higher mathematics. Drop-in assistance is available throughout the semester.

University Writing Center – John Spoor Broome Library – (805) 437-8409 – http://www.csuci.edu/writingcenter/

At the University Writing Center, trained tutors are available to assist students with composing a first draft, organizing their ideas, and polishing their completed work. Students who would like to review the fundamentals of grammar, syntax, and word usage are invited to work with tutors on an individual basis or in small group sessions with the center's director. The center is also available to assist students with organizing their studies, taking notes, and using research materials.

The University Writing Center is open to talk with any student about writing -- whether it's a term paper, lab report, or employment letter. Our writing tutors are available to help with editing, organizing a paper, and improving writing skills. Tutors assist students with any step in the writing process, from brainstorming to creating a final draft. The Writing Center provides individual and group tutoring, writing workshops, and other services to meet the writing needs of undergraduate and graduate students. Appointments are at least 30 minutes and can be as long as an hour.

DISCLAIMER

This syllabus may be modified as necessary to accommodate changing circumstances. Sincere efforts will be made to alert students of the changes that occur in a timely manner through Blackboard announcement or in-class communication.

OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES

Guest speakers will be announced prior to the class session in which they are to speak <u>or</u> as soon as confirmation becomes available. *The professor reserves the right to modify the course readings and course schedule as necessary. Students are responsible for any schedule changes announced during class sessions or other channel of communication.*

Dates (2014)	Topic	Assignments
Week 1 **January 20** **Martin Luther King Holiday**	**No Class Instruction Scheduled**	
Week 2 **January 27**	Syllabus Review Introductions and basic Ethical frameworks discussed	**Read:** Perspectives on Technology, *Children of Invention Revisited* Pages: 1-26 **Assignment:** Discussion Forum Questions – *Children of Invention Revisited*
Week 3 **February 3**	Children of Invention (Pages 1-26)	Movie Analysis Paper information on Blackboard **Read:** Historical Perspectives, **Sections**: 1.1.1-1.1.4 (pages 28-66) **Assignment:** Discussion Forum Questions – Historical Perspectives
Week 4 **February 10**	Historical Perspectives, sections: 1.1.1-1.1.4	**Read:** Social/Political Perspectives, **Sections:** 1.2.1-1.2.4 (pages 69-113) **Assignment:** Discussion Forum Questions – Social/Political Perspectives

Dates	Topic	Assignments
Week 5 **February 17**	Social/Political Perspectives, Section: 1.2.1-1.2.4	**Read:** Ethical Perspectives, **Section:** 1.3.1-1.3.4 (pages116-165) **Assignment:** Discussion Forum Questions – Ethical Perspectives
Week 6 **February 24**	Ethical Perspectives, Section: 1.3.1-1.3.4	**Complete Individual Movie Analysis Paper DUE March 3, next week.**
Week 7 **March 3**	Review/Discussion for Mid-term examination	**DUE**: Individual Movie Analysis Paper **Study for Mid-term Exam** **Content on Pages: 1-165**

Dates	Topic	Assignments
Week 8 **March 10**	**Mid-Term Exam**	
Week 9 **March 24**		**SPRING BREAK**
Week 10 **March 31** **Cesar Chavez Holiday**	No class instruction is scheduled, but there is an assignment and reading! →→→→→→→→→→	**Read:** Security and Surveillance, **Sections:** 2.1.1-2.1.4 (pages 167-216) **Assignment:** Discussion Forum Questions – Security and Surveillance
Week 11 **April 7**	Security and Surveillance, Sections: 2.1.1-2.1.4	**Read:** Artificial Intelligence and Robotics, **Sections:** 2.2.1-2.2.3 (pages: 216-242) **Assignment:** Discussion Forum Questions – Artificial Intelligence and Robotics
Week 12 **April 14**	Artificial Intelligence and Robotics, Sections: 2.2.1-2.2.3	**Read:** Nanotechnology, **Sections:** 2.3.1-2.3.3 (pages: 242-274) **Assignment:** Discussion Forum Questions – Nanotechnology

Week 13 April 21	Nanotechnology, Sections: 2.3.1-2.3.3	**Read:** Internet and Social Media, **Sections:** 2.4.1-2.4.3 (pages: 276-304) **Assignment:** Discussion Forum Questions – Internet and Social Media
Week 14 April 28	Internet and Social Media, Sections: 2.4.1-2.4.3	**Read:** Biotechnology, **Sections:** 2.5.1-2.5.3 (pages: 306-354) **Assignment:** Discussion Forum Questions – Biotechnology
Week 15 May 5	Biotechnology, Sections: 2.5.1-2.5.3 Review/Discussion (as time permits)	**Study for Final Exam** **Content Pages: 167-354**
Week 16 May 12	**Final Examination** **4:00-6:00 PM**	Final exam time is set by university schedule.