

Syllabus Approval Cover Sheet

October 15, 2008

Course Title: Civic Engagement in Science

**Margaret R. McLean, Religious Studies and Markkula Center
for Applied Ethics**

**Core Area:
Civic Engagement**

**Pathway:
Applied Ethics Pathway**

Undergraduate Bulletin Description

XXXX Civic Engagement in Science

Students must be enrolled in XXXX to enroll in this civic engagement course, which seeks to develop students' capacities for and commitment to addressing major contemporary social issues raised by scientific advances. Using the course material from XXXX, this course will expand student understanding of the basis of and skills needed to effectively participate in contemporary life, including investigation, critical thinking, communication, and collaboration.

(Please note that I do not know what department would host such a wrap around course. The primary course would be a science or bioengineering course, e.g., genetics, introduction to bioengineering.)

Assessment Plan

See the syllabus for how the assignments map to the learning objectives and for student assessment of learning.

XXXX Civic Engagement in Science

Prof. Margaret R. McLean
Religious Studies and Markkula Center for Applied Ethics
Office phone: 408-554-7889
Email: mmclean@scu.edu
Office hours: TBA

Course Description:

Students must be enrolled in XXXX in order to enroll in this civic engagement course, which seeks to develop students' capacities for and commitment to addressing major contemporary social issues raised by scientific advances. Using the course material from XXXX, this course will expand student understanding of the basis of and skills needed to effectively participate in contemporary life, including investigation, critical thinking, communication, and collaboration. Particular attention will be paid to the ethical nature of public engagement and science policy formation and to the practice of responsible and effective citizenship as science professionals.

Required Text(s):

TBA as it will depend on the subject matter of the primary science course.

Learning Objectives and Assessment:

The Civic Engagement component of the core has two main learning objectives. Here is how they are met in this course.

1. Students will be able to critically evaluate, and express reasoned opinions about, the role of public organizations—governmental, non-governmental, multilateral, or international—in civic life through both oral and written work (Civic Life, Communication) including:
 - Describing the basic processes of public policy formation, e.g., legislative process, initiative process (assessed through the development of a concept map described orally in class)
 - Identifying and evaluating the role of the scientist in the public square (assessed through written examination of the value of "expert testimony" in the development of an engaged citizenry focusing on a particular issue, e.g., stem cell research, development of genetically modified crops, biofuels)
 - Applying ethical principles to and constructing ethical arguments about questions of science policy (assessed through in class discussion)
2. Students will analyze and evaluate civic issues by engaging in active and collaborative learning with peers and others through:
 - a. Working collaboratively with other students in class:

- Collaborating in small groups to develop and present "expert testimony" (i.e., reasoned opinions) on a contemporary public policy issue, e.g., stem cell research, development of genetically modified crops, biofuels (assessed through an in-class debate presentation, a written outline of testimony, a post-debate declaration and peer/self assessment of collaborative skills)
- b. Actual observation and participation in the contemporary ramifications of various types of civic life or civic discourse:
 - Observing, summarizing, and critiquing actual "expert testimony" on the same issue (assessed through attending and observing a public policy hearing (preferred) or viewing video or reading testimony of a public policy hearing and providing a written summary and evaluation of the arguments)
 - Writing an opinion article on the same issue that presents a single position, defends that position, and is supported by evidence and ethical principles (assessed through accuracy of facts, clarity, and persuasiveness of argument)

Requirements:

- Concept Map (10%)
- Paper on the role of the scientist in the public square (15%)
- Class debate (including outline, declaration, and peer assessment) (20%)
- Written summary and critique of public policy hearing/testimony (25%)
- Opinion article (15%)
- Class attendance and participation (15%)

Class Attendance and Participation:

Prompt attendance at class is required. Students are expected to have completed all assigned readings before class and to be prepared to discuss them. Attending class and being on time are integral to successful completion of this course. Failure to attend class or failure to engage in informed participation during class will negatively impact your grade. Class participation includes, but is not limited to: evidence of having read the assigned material, active listening, informed participation (written and oral), evidence of independent thinking, evidence of critical thinking, regular and punctual attendance, and prompt completion of assignments. Late assignments will receive a 20% penalty per day.

Assessment and Grading:

Grading is in accordance with University guidelines and policy. Grades are determined fairly and reflect the "meeting" of course requirements, goals, and objectives as set down in this syllabus. The grades on papers are based on the completeness and accuracy of the essay. *Each ethical term (e.g., deontology)*

must be defined in a glossary at the end of each written assignment (points will be deducted if definitions are ignored). It is expected that all written work is direct, responsive, accurate, in good form, and the student's own work. Grading rubrics will be available in advance for each assignment. A guide to expectations and associated letter grades follows: The student who does excellent work, who is engaged and participatory and surpasses course expectations, can expect a grade of A. The student who does good work, is attentive in meeting course requirements, and is prepared for class discussions can expect a grade of B. The student who meets the basic requirements of the course and does the work as required can expect a grade of C. The student who "barely" meets the most basic course requirements can expect a grade of D. The student who does not meet class expectations as set forth in this syllabus can expect a grade of F.

Students will receive regular verbal feedback during class discussion. Written feedback will be given on all written assignments. Students are encouraged to come to office hours for on-going feedback and direction throughout the quarter.

Students will be asked to assess the course at midterm (midquarter survey) and at the end of the quarter using the SALG and narrative evaluations.

Academic honesty and integrity:

Students are expected to be familiar with Santa Clara University standards for Academic Integrity. In general, students must give credit for ideas, wording and phrasing that comes from other writers. These standards are described in more detail in the Undergraduate Handbook. Each incidence of plagiarism will be reported to the Office of Student Life. Sanctions from that office can include expulsion from the University. Please ask the instructors for clarification regarding what constitutes plagiarism and how to properly document your sources. Self-plagiarism (using the same assignment for two different courses) is not usually allowed. You should not get credit twice for the same work. You must have permission from the second instructor if you wish to do this. Acts of academic dishonesty (e.g., plagiarism, cheating, etc.) will *not* be tolerated and will result in immediate and appropriate disciplinary action not limited to flunking the course and possible expulsion from the University. This is a course on ethics.

The 2008-2009 *Santa Clara University Undergraduate Bulletin* states:

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of "F" for the course. In addition, a student found guilty of a dishonest act may be subject to sanctions, up to and including dismissal from the University, as a result of the student judicial process as described in the Student Handbook

(<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>).

Inclusive language:

Students are asked to use inclusive language in all written assignments and class discussions. In many ways, language creates reality. In particular, students are being asked to avoid the use of language that limits opportunities for any group to grow fully as individual persons and members of society. Sensitivity to what is said and how it is said is expected regarding race, class, gender, etc. At root, it is an issue of justice.

Disability Accommodation Policy:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmann Center located in Kenna 101, 408-554-4318, <http://www.scu.edu/advising/index.cfm>. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

NB. The schedule of class meetings, readings, and assignments will be distributed on the first day of class. The instructor reserves the right to modify this syllabus and schedule in response to class needs.