

## COURSE CONTENT

<b>Academic Year</b>	AY2019-20	<b>Semester</b>	2
<b>Course Coordinator</b>	Dr Lum Kit Meng (CEE)		
<b>Course Code</b>	EG0001		
<b>Course Title</b>	Engineers & Society		
<b>Study Year (if applicable)</b>	All years		
<b>Pre-requisites</b>	Nil		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	Lecture: 26 hrs; Tutorial: 13 hr; Lab: 0 hr.		
<b>Proposal Date</b>	20 September 2019		

### Course Aims

This course aims to provide a general understanding of the society we live in and the engineers' roles and responsibilities towards society's well-being. The course is part of broadening education objective in the engineering curriculum. The course covers a wide range of topics including history, political, social and economic development, foreign policy and defence of Singapore and the issues confronting it, the history of engineering, engineering ethics and practices, international politics and globalization and contributions by engineers towards society. The students will have a holistic understanding of Singapore's past and present situation and on the impact of industry to the society.

### Intended Learning Outcomes (ILO)

By the end of this course, you would be able to:

1. Identify how Singapore transited from being a 3rd World to 1st country and lessons to be learnt
2. Illustrate the role engineers play in the development of Singapore and future challenges
3. Interpret the significance of professional ethics,
4. Interpret the significance of engineering practice in safety and sustainability, and
5. Evaluate the significance of globalization and impact of industry to the society

### Course Content

S/N	Topic	Lecture Hrs	Tutorial Hrs
1	Pre-independence history of Singapore	2	1
2	Social and political development issues	2	1
3	Economic and industrial development issues	2	1
4	National cohesion and total defence	2	1
5	History of engineering	2	1
6	Engineering ethics	4	2
7	Engineering practice in Singapore (WSH and sustainability)	4	2
8	Our neighbours and international relations	2	1
9	Challenges of globalization and the new economy	2	1
10	Contribution of engineers in the new economy	2	1
11	Impact of industry to the society (by external speakers)	2	1
<b>Total:</b>		<b>26</b>	<b>13</b>

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weightage	Team/ Individual	Assessment rubrics
1. Final Examination	1, 2, 3, 4, 5	EAB SLOs (f), (g), (h) and (l)	60%	Individual	Refer to Appendix 1
2 Continuous Assessment (CA): Presentation	1, 2, 3, 4, 5	EAB SLOs (f), (g), (h), (i), (j) and (l)	40%	Team and Individual	Refer to Appendices 1 and 2
Total	100%				

\* EAB Student Learning Outcomes (12 points)

(Ref: <https://www.ies.org.sg/professional/eab/EAB%20Accreditation%20Manual%20-%20Draft%20Revision%203%20full%20document%20.pdf>)

- (f) The Engineer and Society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- (g) Environment and Sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for t h e sustainable development.
- (h) Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- (i) Individual and Team Work: Function effectively as an individual, and as a team member.
- (j) Communication: Communicate effectively in writing effective reports and making effective presentations.
- (l) Life-long Learning: Recognise the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

**Formative feedback**

Upon finishing your presentation with Q&A, you will receive feedback on whether you have covered sufficiently with facts/contents, challenges faced/caused/overcome, and going forward with takeaways.

**Learning and Teaching approach**

Class meets once per week over 2 hours in lecture format and 1 hour in tutorial format for classroom presentation

Approach	How does this approach support students in achieving the learning outcomes?
Lecture	Formal lectures on the topics with in-class discussions
Team presentation	This helps you to achieve one or more of the outcomes, as you need to do self-study, research, and then make classroom presentation.  (The class is split into 6 presentation teams. Two groups will make

presentation with Q&A in each week. You will be grouped into 3-5 students per team.)
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## Reading and References

### References:

1. Singapore: Journey into Nationhood, National Heritage Board: Landmark Books, 1998. (DS610.4.S617j)
2. Singapore, a 700-year history: from early emporium to world city / Kwa Chong Guan, Derek Heng, Tan Tai Yong. National Archives of Singapore, 2009. (DS610.4.K98)
3. Johnson Stephen F, Gostelow J Paul and King W Joseph, Engineering and society: challenges of professional practice, Prentice Hall, 2000. (TA157,J73)
4. Lee Kuan Yew, From third world to first: the Singapore story: 1965:2000, memoirs of Lee Kuan Yew, Times Editions, 2000. (DSS598.S7L478f)
5. Lee Kuan Yew: hard truths to keep Singapore going / Han Fook Kwang / et al. Singapore: Straits Times. (DS610.73.L46L478KY + 1 DVD)
6. Singapore [electronic resource]: negotiating state and society, 1965-2015 / edited by Jason Lim and Terence Lee. New York: Routledge, 2016. Summary: "Critically reflects on 50 years of independence. Contributors interrogate a selected range of topics on Singapore's history, culture and society--including the constitution, education. [e-book: XX(1614719.1)]

## Course Policies and Student Responsibilities

### (1) General

Students are expected to make presentations on all assigned projects and attend all tutorial classes punctually. Students are expected to participate in the Q&A sessions of all the presentations.

### (2) Absenteeism

The course requires you to attend all tutorial classes to participate in the Q&A sessions of all the presentations. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class presentation activities.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**Course Instructors**

<b>Instructor</b>	<b>Office Location</b>	<b>Phone</b>	<b>Email</b>
Dr Lum Kit Meng	N1-01b-52	6790 5318	ckmlum@ntu.edu.sg
Prof Ting Seng Kiong	N1-01c-101	6790 5293	cskting@ntu.edu.sg
One invited speaker 2 hours total			

**Planned Weekly Schedule**

<b>Week</b>	<b>Lecture</b>	<b>Course LO</b>	<b>Tutorial</b>	<b>Course LO</b>
1	History of engineering		-	-
2	Pre-independence history of Singapore	1	Briefing on presentation	-
3	Social and political development issues	1	Consultation on presentation	-
4	Engineering ethics	3	Presentation – Series 1	1, 2, 3, 4, 5
5	Engineering ethics (examples)	3	Presentation – Series 1	1, 2, 3, 4, 5
6	Engineering practice in Singapore (WSH)	4	Presentation – Series 1	1, 2, 3, 4, 5
7	Engineering practice in Singapore (sustainability)	4	Presentation – Series 2	1, 2, 3, 4, 5
8	Economic and industrial development issues	5	Presentation – Series 2	1, 2, 3, 4, 5
9	National cohesion and total defence	1	Presentation – Series 2	1, 2, 3, 4, 5
10	Our neighbours and international relations	1	Presentation – Series 3	1, 2, 3, 4, 5
11	Challenges of globalization and the new economy	5	Presentation – Series 3	1, 2, 3, 4, 5
12	Contribution of engineers in the new economy	2	Presentation – Series 3	1, 2, 3, 4, 5
13	Impact of industry to the society (by external speakers)	5	Presentation – if needed	1, 2, 3, 4, 5

**Appendix 1: Assessment Rubric**

<b>Performance Indicators/ Course LO Tested</b>	<b>Performance Level/Criteria</b>			
	<b>Below expectations: 1</b>	<b>Average, meet expectation: 2</b>	<b>Good: 3</b>	<b>Outstanding: 4</b>
<b>Apply workplace safety measures for protection of people and property/ LO 4</b>	Unable to apply concepts applicable for workplace safety measures	Able to apply concepts applicable for workplace safety measures for one or two situations	Able to apply concepts applicable for workplace safety measures for some situations	Able to apply concepts applicable for workplace safety measures for most situations
<b>Recognise the needs and the importance of life-long learning/ LO 1, 2, 5</b>	Unable to recognise the needs and importance of life-long learning	Able to recognise the needs and importance of life-long learning one or two situations	Able to recognise the needs and importance of life-long learning for some situations	Able to recognise the needs and importance of life-long learning for most situations
<b>Adopt systems thinking for sustainable development/LO 4</b>	Unable to adopt systems thinking for sustainable development	Able to adopt systems thinking for sustainable development for one or two situations	Able to adopt systems thinking for sustainable development for some situations	Able to adopt systems thinking for sustainable development for most situations
<b>Comprehend engineering codes of ethics/ LO 3</b>	Unable to comprehend the engineering codes of ethics	Able to comprehend one or two aspects of engineering codes of ethics	Able to comprehend some aspects of engineering codes of ethics	Able to comprehend the complete spectrum of engineering codes of ethics
<b>Apply engineering codes of ethics to avoid conflicts/ LO 3</b>	Unable to apply engineering codes of ethics to working life of an engineer	Able to apply engineering codes of ethics to one or two situations in the working life of an engineer	Able to apply engineering codes of ethics to some situations in the working life of an engineer	Able to apply engineering codes of ethics to all situations in the working life of an engineer

**Appendix 2: Presentation**

<b>Criteria</b>	<b>Outstanding (8-10)</b>	<b>Good (5.5-7.5)</b>	<b>Average (3-5)</b>	<b>Below Expectation (0-2.5)</b>	<b>Remarks</b>
<b>Team (60%)</b>					
<b>Content (50%)</b>					See Appendix 1
<b>Teamwork (10%)</b>					Good coordination between the team members; Good transitions and connections between slides; Well pace and finish on time.
<b>Individual (40%)</b>					
<b>Presentation Skill (20%)</b>					Captivating, lively and engaging; smooth delivery and in sync with other team members.
<b>Question and Answer (10%)</b>					Able to understand and answer all questions; Handling of questions convey confidence and full knowledge of work presented.
<b>Participation (10%)</b>					Every session you participate in counts towards your CA scores.