

BACHELOR 'S PROGRAMME  
3<sup>rd</sup> YEAR OF STUDY, 1<sup>st</sup> SEMESTER

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| COURSE TITLE             | <b>ETHICS AND ACADEMIC INTEGRITY</b>  |
| COURSE CODE              |   |
| COURSE TYPE              | full attendance   |
| COURSE LEVEL             | 1 <sup>st</sup> cycle (bachelor's degree)   |
| YEAR OF STUDY, SEMESTER  | 3 <sup>rd</sup> year of study, 1 <sup>st</sup> semester   |
| NUMBER OF ECTS CREDITS   | 4   |
| NUMBER OF HOURS PER WEEK | 2 (1 lecture hours + 1 seminar hours)   |
| NAME OF LECTURE HOLDER   | PROF. PH. OVIDIU FLORIN CĂLȚUN  |
| NAME OF SEMINAR HOLDER   | PROF. PH. OVIDIU FLORIN CĂLȚUN  |
| PREREQUISITES            | Advanced level of English   |
| <b>A</b>                 | <b>GENERAL AND COURSE-SPECIFIC COMPETENCES</b>  |
|                          | <p><b>General competences:</b></p> <ul style="list-style-type: none"> <li>→ Performing independent work tasks and interdisciplinary approach of topics;</li> <li>→ Management of individual program and working time for respecting deadlines.</li> </ul> <p><b>Course-specific competences:</b></p> <ul style="list-style-type: none"> <li>→ Identification of IT basics use (algorithms, programming languages, specific software, numerical modeling) in the study of Physics.</li> <li>→ Correlation of statistical analysis methods on a given topic (realization of measurements/calculations, data processing, interpretation).</li> <li>→ Proper use in professional communication of the terminology specific to Physics but also to related domains (especially Mathematics)</li> <li>→ Elaboration of reports and presentations, the construction of logical and coherent arguments, the support of these arguments in front of an informed audience, on subjects of General Physics.</li> <li>→ Drafting and presenting scientific reports in the field of Physics by using of new media technologies for communication.</li> <li>→ Elaboration, drafting and presentation in Romanian and/ or in a language of international circulation of a specialty work on a current topic in the field.</li> </ul> |
| <b>B</b>                 | <b>LEARNING OUTCOMES</b>  |
|                          | <ul style="list-style-type: none"> <li>• Foster in students an understanding of the ethical standards in their academic lives and professions;</li> <li>• Identify and analyze an ethical issue in the context of science or technology;</li> <li>• Understanding the various ethical interests in a real-world situation and multicultural differences;</li> <li>• Improve students' judgment of ethical conduct and familiarizing with ethical code;</li> <li>• Articulate what makes a particular course of action ethically defensible and assess their own ethical values and the social context of problems;</li> <li>• Identify ethical concerns in bibliographic and scientific research, including academic integrity;</li> <li>• Develop student awareness of the ethical implications of their work;</li> <li>• Encourage students to put their knowledge of ethics into action academic integrity.</li> </ul>   |
| <b>C</b>                 | <b>LECTURE CONTENT</b>  |
|                          | <p>Ethics or academic integrity violations. In debate: Fresh and old cases. Readings: "Students Disciplined in Harvard Scandal" By Richard Pérez-Peña</p> <p>Basic concepts: moral and imoral, values, principles, moral rules, ethical codes, autonomy and integrity, diversity and inclusion</p> <p>Ethical problems and applying the codes. Virtue ethics. Professional deontology. Academic carta, regulation and codes. UAIC case study.</p> <p>Consequentialism / Utilitarianism. Ethical theories and their problems. The Modern Bioethics Regime. National and International legal frames and codes. Violation and punishment</p> <p>Students and academics characteristics. Microaggressions and Macroaggressions.</p> <p>Academic etiquette and university customs, cultural differences across the world and integration</p> <p>Cooperation vs. unfair competition, complicity vs. whistle-blowing. Favoritism . Nepotism. Obedience</p> <p>Authority, hierarchy, equality and equity, social justice. Modern challenges.</p>  |
| <b>D</b>                 | <b>RECOMMENDED READING FOR LECTURES</b>   |
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| <b>E</b>                 | <b>SEMINAR / LABORATORY CONTENT</b>   |
|                          | <p>Shared values. Rules of the Road. Doug Lemov's principles for building Academic Ethos. Vision and Mission. UAIC Charta and Codes.</p> <p>Reading and discussing papers on honesty and dishonesty.</p> <p>Conflicts of interest: personal, professional and financial. Favoritism. Nepotism. Case study.</p>  |

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|          | <p>Bibliografic and Lab Research. Data management. Responsible authorship of B. Sc. thesis. Publication ethics.<br/> Power of Physics. The Ethics of Invention. Technology and the Human Future. Responsible Conduct of Research.<br/> Ethical dilemmas in student day by day life.<br/> Team working. Cooperation and collaboration. Unfairness. Misconducting. Peers and profiteers.<br/> Values and Compassion. Diversity. Inclusion. Transparency.<br/> Academic Integrity. Honesty and Dishonesty. Chating and Plagiarism.<br/> Responsibility. Whistle-blowing</p>  |   |
| <b>F</b> | <b>RECOMMENDED READING FOR SEMINARS</b>   |   |
|          | <ol style="list-style-type: none"> <li>1. Readings from Science “What a massive database of retracted papers reveals about science publishing’s ‘death penalty’ By Jeffrey Brainard, Jia You Oct. 25, 2018: “A scientist’s fraudulent studies put patients at risk<br/> By Adam Marcus, Retraction Watch”, “One publisher, more than 7000 retractions” By Alison McCook, Retraction Watch</li> <li>2. UAIC Charta, UAIC regulations and codes.</li> <li>3. Handbook of Academic Integrity ed. T. Bretag (2016) Springer</li> <li>4. D. Koepsell (2017) Scientific Integrity and Research Ethics. An Approach from the Ethos of Science, Springer</li> <li>5. T. Sikka (2019) Climate Technology, Gender, and Justice. The Standpoint of the Vulnerable. Springer</li> <li>6. Practical Wisdom and Diversity Aligning Insights, Virtues and Values editors M. Stangel-Meseke, C. Boven, G. Braun, A. Habisch, N. Scherle, F. Ihlenburg Springer (2019)</li> <li>7. T. Bretag, M. Green, The Role of Virtue Ethics Principles in Academic Integrity. Breach Decision-Making Published online (2014) Springer Science and Business Media Dordrecht, J. Acad. Ethics (2014) 12:165–177</li> <li>8. E. Socaciu, C. Vică, E. Mihailov (2018) Etică și integritate academică, București, Editura Universității din București</li> <li>9. European Textbook on Ethics in Research, Studies and reports (2010) coordinator Lino Paula European Commission Documents</li> <li>10. M. Brimble (2015) Why Students Cheat. An Exploration of the Motivators of Student Academic Dishonesty in Higher Education in Handbook of Academic Integrity, edited by Tracey Ann Bretag, 1–14. Singapore Springer</li> </ol> |   |
| <b>G</b> | <b>EDUCATION STYLE</b>  |   |
|          | LEARNING AND TEACHING METHODS   | Applications, guided discovering process, debate.<br>Round table and Rol Playing. Guided discovering process.<br>Delivering Projects. |
|          | ASSESSMENT METHODS  | Written paper<br>Presentations  |
|          | LANGUAGE OF INSTRUCTION   | English   |