

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-19

Course Title: Business Ethics

(Syllabus covers both online and in-person instruction)

(3 Units)

Course Start Date: February 1, 2021

Course End Date: May 10, 2021

Time: Monday, 1530-1815 hours (3:30 pm to 6:15 pm)

Office Hour (Virtual under COVID restrictions): Monday, 1400-1500 (2:00 pm to 3:00 pm) by arrangement

Lincoln University Course Catalog Description:

The course is an introduction to basic ethical theories and value systems. Topics include moral issues, codes of ethics, conflict of interest, social and fiduciary responsibilities, the work ethics, and other situations which arise within business environment. (3 units)

Required Text, Supplemental Texts, Technology & Web Sites

Required Text (print, digital, rental)(HEOA compliant):

Marcus, A.; Hargrave, T.

2020 Managing Business Ethics: Making Ethical Decisions. Sage Publications, Thousand Oaks, CA. ISBN: 9781506388595 (paperback) (\$125.00).

E-Text: \$70.00* (* 180 day rental)

Course Digital Sites & Access:

#1 Canvas: <https://community.canvaslms.com/community/answers/guides/canvas-guide/getting-started/pages/student>

Access codes for Canvas will provide during the first class session. If you miss the first class, please e-mail the instructor to obtain the information.

#2 Turnit-In: <https://www.turnitin.com/>

Class ID: 27871655

Name: BA-19 Business Ethics

Enrollment Key: BA-19_S2021

COVID-19 Mitigation Contingency Plan

Since this spring session course follows the fall 2020 semester, I would venture that your academic studies along with your life in-general was affected by the restrictions imposed on the populace both in the U.S. and in your home country. As you know, the pandemic is not completely over so we will have to adhere to specific safety and social distancing as required by the Alameda County Health Department and CAL-OSHA, which may change during this course.

There is always a chance this course may be allowed to transition to an in-person format from an online format, which I will make as stress-free for you as I can. I have almost 40 years of experience designing and facilitating online and distance learning external to Lincoln so I can guarantee you our time together will not be limited to the solo talking head format. This course already has a built in contingency for online capability. Currently, I will be using Zoom, and require active individual and group interaction. I am letting you know so you know that it may become necessary to use a computer, tablet, or smartphone to participate in class. (Zoom works well on all three platforms). Listening to the course while driving a car, or through your ear buds while doing some other activity will not be sufficient to earn the best grade you are capable of.

If this class is allowed to return to in-person instruction, students will be able to continue to participate online from the classroom. In today's technological environment it is commonplace for instructors to have in-person and online participation just like in our work settings. So, you will have the option to remain online if you do not want to or are unable to attend in-person.

As mentioned above, the Alameda County Health Department and OSHA currently require everyone to practice social distancing requirements for a classroom-type environment, which include the following draft Lincoln infectious disease prevention requirements:

1. If a face-to-face meeting is unavoidable, minimize the meeting time, choose a large meeting room and sit at least three-feet from each other if possible; avoid person-to-person contact such as shaking hands.
2. Ensure there is at least a three-foot space between students when they are seated in the classroom, and ensure ingress and egress from the classroom is done in way to try and maintain a six-foot social distance. And, classroom capacity is 25% or less under the Red Tier or subsequent tiers while maintain social-distancing.
3. Inform all employees of our respiratory etiquette, including covering coughs and sneezes (not with your hands).
4. Instructors and students in classrooms need to comply with CDC and Alameda Co. Health Department requirements, which may include wearing masks, restricted seating (three-feet between seated students and instructors), and practicing social distancing when entering and leaving the classroom. If there is a health hazard within the classroom, the instructor and students are required to report it to the administration as soon as possible. If the immediate hazard presents an immediate safety and health issue, the classroom needs to be evacuated until the hazard is removed.

5. Employees, students, customers and visitors are prohibited from entering the building without any required PPE as required by order of the health department. The front door (main, library DI Lab buildings) receptionist position is primarily responsible for ensuring compliance.

Lincoln University Course, Program, and Institutional Learning Outcomes:

Lincoln University has established course, program, and institutional learning outcomes for our undergraduate business students, which are listed and available through the links below. You should re-familiarize yourself with all of them because our aim in this course is for you to have multiple opportunities to achieve them.

Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

Instructor's Student Learning Goal(s) & Outcomes for this Course:

I have developed student learning outcomes for this course along with the goal of this course, which are below. Students working individually and collaboratively in small learning groups will have multiple opportunities to effectively demonstrate and use their knowledge of organizational management techniques, ethics, and policy concepts in this course.

Course Learning Goal:

The instructor's goal of this course is for students to acquire an understanding of what constitutes ethical business behavior; and to act honestly, respectfully, fairly, responsibly, and compassionately when in a business setting.

Course Learning Outcomes:

1. A student will be able to define and explain the ethical issues a manager will encounter in the course of doing business.
2. A student will be able to identify and classify the involved parties in ethical dilemmas.
3. A student will be able to explain the ethical consequences of actions taken when making business decisions.
4. A student will be able to analyze the ethical consequences of a business decision that involves relationships, facts, issues, and stakeholders.
5. A student will understand the importance of having a reputation for ethical character praxis in the workplace.
6. A student will develop an "ethical awareness" as part of his or her skill set to be able to anticipate the existence of ethical issues in a work environment.
7. A student will be able to define and explain the ethical and legal responsibilities of organizations as they pursue business goals and objectives.

While I believe, from my professional experience, that my student learning goals and outcomes listed above are important for you to succeed in organizational life, Lincoln's institutional goals and program learning outcomes are a priority for our University, for you, and are my priority for this course. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

Smartphone, Tablet, Notebook Computer Technology:

Organizational, business, and social culture in most parts of the world utilize technology as if it were an additional limb or extension of our body. Think about how you feel when you forget or leave your smart phone at home. For most of us, we experience some degree of discomfort not having it with us. With that in mind, our class sessions (ground classes, and if necessary, online) will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone and routinely used for business and management.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class just as you would in the workplace. However, you need to have your devices on vibrate so that it will not distract the class or your classroom manager (me). If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Provost's office for counseling before being admitted back to class.

Using your personal devices for things that are unrelated to our coursework is not allowed unless we are on a class break. The instructor will take corrective action if this privilege is abused.

Instructor

Dr. Mike Guerra, Associate Professor of Business Administration & Leadership Studies

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

Lincoln University e-mail address: mguerra@lincolnuca.edu (you can e-mail me any time)

Course Specific Office Hour: Room 301, Monday 2:00 pm to 3:00 pm) by arrangement in advance

I've provided a brief instructor profile below because an important step in instructional design is for an instructor to establish professional credibility in the discipline he or she is teaching for students taking a course, which I am trying to accomplish below.

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. Secretary of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown/Uptown Oakland Community-Benefit Business Districts. International management consulting experience specializing in process, management audits, problem-solving, talent development and management, strategic, and organization development in

NGOs, government, and a small number of for-profit firms. Past subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, problem-based learning, talent recruitment, ethics, training and performance policies, practices, and procedures.

Has extensive professional experience in domestic procurement; operations; capital budgeting; policy development; MIS administration, needs assessment and purchasing; HR compensation; organizational training and education systems; organizational and regional strategy formulation, implementation and evaluation; managerial accounting; management audits; and both contract and labor union negotiations (as a union negotiator and as a management representative). Additionally; have designed, implemented, and managed marketing, recruitment, and hiring programs for attracting new employees.

Professional Academic Experience: Has taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. I have occasionally been a paid guest lecturer, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization development and leadership at other universities. In addition, I occasionally consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, I've been a member of academic advisory boards for the South Bay Community College Consortium (SF Bay Area region), and the University of San Francisco's School (USF) of Management (it has been over 20+ years with USF). As a professional practitioner, have been involved in designing and delivering professional training programs and courses that received lower division undergraduate course credit since 1986.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), Society for Human Resource Management (SHRM), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE) There are a few principles that we need to explain as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or group has the opportunity to learn.

Introduction

Our current globalized work setting presents a unique or a once in a lifetime (hopefully) business environment where a global pandemic probably has affected business ranging from a multinational corporation to a one-person business that ship products or provide services to overseas customers and clients. So, this will be a different learning experience for us all in this spring 2021 semester course. I will try to provide current or even real-time relevant international business situations and issues.

To be successful in this course, you need to be skilled in effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of an undergraduate business graduate. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

I have also designed this course so that you will have multiple learning opportunities to achieve each of the student learning outcomes for this course and those applicable to Lincoln's institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. You will receive feedback on your assignments that you can apply to future assignments within this course. From this syllabus, you will also see that you will receive feedback as your work toward completing and submitting a final version of your high point value assignments instead of submitting them at the end of the course for a final grade on the last day of the course with no feedback that can be used for future assignments.

Class Procedures

Before you arrive for a classroom/online session, you are responsible for reviewing the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class. It is important for you to come to class prepared just as your employer expects you to arrive at work ready to take care of business!

Instructional methodology includes: Face-to-face and/or online (COVID) lectures, class discussions, individual/team presentations, demonstrations, role-playing, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers readily available in class will enhance your ability to contribute to class exercises and discussions.

You will also need to register for this course in Turnit-In and Canvas, and I will provide you with the registration information at the first class. Why? Canvas will be used as the overall gradebook for this course. You will be able to log into Canvas to see your progress and the grades for assignments that I've graded. **YOU WILL NOT BE SUBMITTING ANY ASSIGNMENTS ON CANVAS**—it is strictly for grades.

You will be submitting a comprehensive journal and those assignments included in your journal three times (J1, J2, J3) during the course using Turnit-In. Turnit-In allows me to provide feedback on the content of your journal and assignments, feedback on your writing mechanics to improve your English writing skills, and it also allows me to check for evidence of plagiarism.

As you can imagine, university level coursework requires significant work outside of the classroom. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you study our text and course materials.

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

Classroom Management

Consider that a classroom is similar in many respects to an organization that provides a product or service. The education business, depending on your perspective, either provides a service to consumers/customers—YOU the student, or produces a product—YOU the educated graduate. So, it should be no surprise that managing the classroom is an essential element for creating a learning environment for you to succeed. It just happens that because close to over 90% of our business students are from outside the US, we might think of ourselves in this BA-19 course as being in a live management setting. As such, we need policies and procedures for conducting business or instructing in our case, which are indicated below:

- Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way that creates learning opportunities for instructors to help students learn to reason and present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to develop an Explaining of their place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.
- **Plagiarism Detection:** Lincoln University subscribes to Turnitin plagiarism prevention service, and you will need to submit written assignments to Turnitin. Student work will be used for

plagiarism detection and for no other purpose. Originality Reports WILL be available for your viewing.

- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement:** “This syllabus and schedule are subject to change in the event of extenuating circumstances.” If the syllabus is revised during the semester, all versions will remain available to you so you can track changes.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.
- **Online Netiquette:** Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].
- **Students with Disabilities:** Students in this course who have a disability that might prevent them from fully demonstrating their abilities should inform the instructor and their Program Director as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.
- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
 - Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose, Explain many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
- **Use of the LU Library:** This course requires students to complete course assignments using resources available through the Lincoln University Library.
- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) collaborating with other students to complete assignments with the instructor’s approval (f) using a commercial term paper service.

If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first

infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be “0.” If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

- **Syllabus Confirmation and Explaining:** The syllabus can be downloaded from the LU website. Once you are able to register your e-mail with Turnit-In, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me.
- **Assignments must have:** The student’s first and last name at the top of the page, and the student’s identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions without these items will not be counted and you must use your lincolnucaf account for electronic submissions.
- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA guidelines (pick one and be consistent) for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln’s library staff is there to help you locate those resources. There are also free templates at the MS Office Word website that you can download.
- **Late Assignments:** Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc. Once you reach 50% of the total point value for the assignment, you can still earn up to 50% of the point value for turning in any late assignments by the last day of class. For example, if the total points of an assignment were 5 points, you could still earn up to 2.5 points by submitting this late assignment by the last day of class.
- **Late Registration:** If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time—it is your responsibility to contact the instructor. These late registration options are not available to students who are registered at the time of the first class session.
- **Late Registration Attendance:** If you start to attend classes after a course has already started, you need to check with the Registrar’s office to verify your attendance requirements. Depending on university policy, if you’ve already missed class sessions before you even registered, the missed class sessions could count toward your university attendance record. It’s better to check to ensure you do not receive a warning letter for missing many class sessions.
- **Student Working Groups:** In many classes’ students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is essentially a

cross-cultural management class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations. However, this practice depends on the number of students in the class. If there is a small number, you may be allowed to form your own groups.

- **Group Assignments:** When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.
- The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Class Attendance Defined

You are expected to contribute to class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

Assignments that do not require group participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

You cannot make-up group assignments or in-class group activities if you are absent regardless of the reason since it is a group grade not an individual grade.

If you miss any part of a class session, it is **your responsibility** to follow-up to learn what you missed. This could mean assignment modifications, group assignments, instructional material, etc. so you may have missed something that is important for your success in this course.

In-person class attendance is taken only once for each class session at the beginning of class (first 15 minutes of in-person classes) using either coursework, textbook checks, or by a student's presence. My current practice is to have an entry ticket where you have the first 15 minutes of the class to answer a question related to the topic of the class session that should take you less than five minutes to complete. **I do not record late students after the first 15 minutes of class**, and you cannot make up the entry ticket after the first 15 minutes.

In an online or Zoom classroom, I will check on attendance throughout the online session, which will be broken up into two parts with a 15-20 minute break in-between. For Zoom, I will have you register to enter each class session, which then automatically documents attendance.

If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and on the grades of your fellow group members. For more information, please consult the LU catalog.

Assignments & Coursework

Useful Definitions:

To Explain what is required in your assignments, the following working definitions drawn from Wikipedia may be helpful (I choose Wikipedia not for academic rigor, but it is a site where you can easily look them up for yourself using "search"):

Critical Thinking: "The objective analysis of facts to form a judgement.". This can also include analysis, synthesis, evaluation, and be able to distinguish fact from opinion.

Business Analysis: "Identifying the needs and determining the solutions to business problems."

Self-Reflection: "Reflect upon, and evaluate, his or her own experiences, memories, values and opinions in relation to a specific issue or topic."

Position Paper: "A report outlining someone's attitude, opinion, or intentions regarding a particular matter."

Reflection Journal Definition Link:

https://www.niu.edu/facdev/_pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf. Northern Illinois University (2019).

Description of Assignments:

*****Note: In the Turnit-In system, I have turned on the feature so you can submit multiple versions of your assignment that will replace the previous one you uploaded until the due date. So, you can obtain feedback about your writing mechanics and plagiarism that you can use to revise your assignments and re-submit them. This feature will not work after the due date. It will only accept one late assignment submission.**

- 1) **Individual Journal:** Students will maintain a journal where they will write entries to reflect on their recent course related activities and experiences, and will include a number of homework assignments. Some homework assignments will be part of your journal instead of a separate homework assignment. These are the sections of the journal that you must include in your J1, J2, and J3 submissions in order to receive the maximum points/grade for the assignment:
 - a. **HOMEWORK:** Homework assignments (separate points) that are to be completed in the journal (J1, J2, J3).
 - b. **PERSONAL REFLECTION:** A personal reflection for each class session related to the topic/subject covered in the class that day (J1, J2, J3).
 - c. **PERSONAL ACADEMIC PROGRESS REFLECTION:** A personal academic progress reflection summarizing your progress toward achieving your personal goals for the course and the institutional, program, and course learning outcomes for this course to date (J1, J2, J3).

This journal will provide students with a structure for critical analysis during these reflections, prompting students to respond to the main questions and relevant sub-questions. There are three reasons for having this exercise, which are:

1. To demonstrate an ability to take in an experience/activity and describe it.
2. Provide insight into a student's ability to connect this experience/activity to past learning or to the text in this course.
3. Provide evidence of the student's ability to plan for the future, which is an indicator of a student's capacity for life-long learning.

Your personal reflection on a class session should consider these questions:

1. What? What happened? Was there a difference between what you expected and what happened? What did you do?
2. So What? What have you learned? Why does that matter? To you? To your classmates? To other stakeholders? Is the experience in alignment, informed by, in conflict with the class text or other activities? This builds on your answer for #1.
3. Now What? How can you apply your learning? What information can you share with others? What would you like to learn more about? This builds on your answer for #2.

Students will submit their journals using Turnit-In three times during the semester for assessment. Journal personal reflection entries (not assignment or academic progress entries) will be assessed on an A-F grade scale using the following percentage values for each class session:

- What? = 59-76% (F to C grade if you only cover "What," which is equal to a summary of the session) of the session points for the reflection assignment.

- So What? = What? + So What? = 77-89% (C+ to B+ grade) of the session points for a connection to a lecture or reading.
- Now What? = What? + So What? + Now What? = 90-100% (A- to A grade) of the session points for a concrete action plan or evidence of action taken.

In addition to the reflection component of the journal, some of the homework assignments will be included in your journal; however, they are graded separately for points. Your completed assignments are to become part of your journal entry for the class session for which they are due, and will be graded when you submit your entire journal for grading. You **will not** be submitting them independently. For example, for a class on February 1 with a homework assignment, you would have a reflection entry as indicated above and your homework assignment. Each homework assignment in the journal is valued at 2 points and is graded on an A-F grade scale. So, there would be two things for that class session. **When submitting your journal, it is a running journal so the second submission will also include what you submitted for the first submission, and what you included in the first and second submission will also be included in your third submission.**

The last entry for your first, second, and third journal submissions (J1, J2, J3) will be your personal reflection summarizing your academic progress to date. You do not need to have an academic progress reflection for each class session. Be careful that you do not confuse this with your personal reflection entry for your class session. They are two different things. This academic progress summary is graded as CR/NC/PC.

An academic progress reflection title, and your reflection on your academic progress in this course is one that is based on your earned points/grades in Turnit-In, the BSG, or any other coursework where you have received feedback from me to date. You should reflect on to what degree are you working to achieve the personal goal(s) you identified in your personal goals statement assignment, and to what degree are you achieving the course's learning outcomes and objectives.

Example of the structure for a February 1 Class Session Journal Entry:

- February 1: Personal Goals assignment.
- February 1: A journal entry for the class session required in J1 that starts with:
 - A title with the date of the class session (labeling by class session without the date will result in a reduction in 0.25 points).
 - The title of a homework assignment and your answers to any homework assignments that were due in the class session. Make sure you use the title for the homework assignment. (not using the title will result in a reduction in 0.25 points per assignment). So, February 1 followed by the title of the assignment and your answer.
 - Your personal reflection on the topic/subject directly to the coursework or class discussion of the February 1 class session. You must title your entry as a "Personal Reflection." Not using the correct title will result in a reduction in 0.25 points.

J1 Point Distribution (Due 3/1, Covers 2/1 to 2/22):

- Personal Goals Statement Assignment: 2 points (CR/NC/PC scale)
- Personal Reflection of class session topic/subject: 3 x 2 pts. = 6 points (A-F scale)
- Personal Reflection of your Academic Progress: 0.50 points (CR/NC/PC scale).
 - A personal reflection summarizing your academic progress to date. This needs to include to what degree you are achieving your personal goals for this course, and to what degree are you achieving your institutional, program, and course student learning outcomes.
- Application Case 1.3
- Application Case 2.1
- Application Case 3.1
- Total points for J1 = 20.5 points (includes 12 case points and 8.5 Journal points).

J2 Point Distribution (Due 4/5, Covers 3/1 to 3/29):

- Personal Reflection of class session topic/subject: 5 x 2 pts. = 10 points (A-F scale)
- Personal Reflection of your Academic Progress: 0.50 points (CR/NC/PC scale).
 - A personal reflection summarizing your academic progress to date. This needs to include to what degree you are achieving your personal goals for this course, and to what degree are you achieving your institutional, program, and course student learning outcomes.
- Application Case 4.3
- Application Case 5.2
- Application Case 6.1
- Application Case 7.2
- Application Case 8.5
- Total Points for J2 = 30.5 points (Not including J1 in your submission will result in a 1-point deduction)(includes 20 case points and 10.5 Journal points).

J3 Point Distribution (Due 5/10, Covers 4/5 to 5/3):

- What Have I Learned From This Course Assignment = 2 points (CR/NC/PC scale)
- Personal Reflection of class session topic/subject: 5 x 2 pts. = 10 points (A-F scale)
- Application Case 9.3
- Assigned Chapter 10 Case 4/19
- Assigned Chapter 10 Case 4/26
- Assigned Chapter 10 Case 5/3
- Assigned Chapter 10 Case 5/10
- Total Points for J3 = 44 points (Not including J1 and J2 in your submission will result in a 1-point deduction)(includes 32 case points and 12 Journal points).

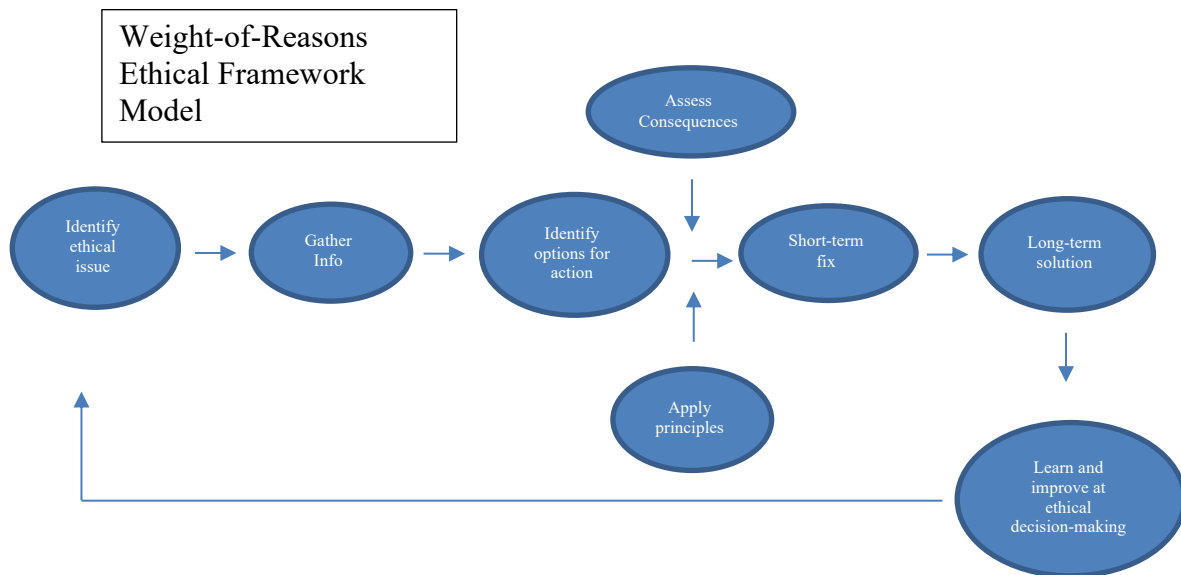
2) First Assignment: Personal Goals Statement: This introductory assignment is designed to help you think about why you are taking this course and how it connects with your overall learning goals for your degree program. Prepare a paper (at least 150-200 words) that identifies your personal goals for this course in specific and detailed terms. Include a description of how you plan to meet your goals that is specified in a weekly time schedule for this semester. If you

want, you can set weekly goals and a time schedule. (Adapted from Weimer, 4.1.15). **This assignment is part of your course journal (J1).**

- 3) Individual: Case Applications:** From the end of Chapter 1: “For each case use the weight-of-reason approach from the textbook to determine what you would do to deal with the ethical issue. Identify the ethical issue, state the facts, identify the possible ways to act, evaluate any anticipated consequences of each action, apply your ethical principles, and determine what you think is the best way to resolve the issue.” **Include in your journal.**

Use the textbook’s template for analyzing cases and answering questions contained in some of the cases:

1. Name of Case:
2. Identify the Ethical Issue:
3. Identify Options for Action:
4. Assess Consequences:
5. Apply Principles:
6. Short-term Fix:
7. Long-term Fix:



- 4) Individual: Chapter 10 Cases & Leading Class Discussion of a Chapter 10 Case:** Chapter 10 contains cases, and we will be discussing four of those cases during each class session from 4/19 to 5/10. Your homework requires that you read and analyze each case assigned for each class session. You will be required to submit a written case analysis using the Weight-of-Reasons Ethical template for one assigned case per session from 4/19 to 5/10 and include it in Journal 3. This means there should be four cases in Journal 3. In addition, you will lead class discussion of one of those four cases assigned to you that covers each part of the framework model including

how you gathered information, and what you learned from your analysis. Cases will be assigned in advance, so you have time to prepare.

5) Last Assignment: What Have You Learned From This Course: Write a self-evaluation (at least 200-300 words) where you analyze how well you met your personal goals for this course. If your goals changed, discuss how, and if unanticipated goals surfaced, describe what they were. End your paper by assigning yourself an overall grade based on your performance in the course. (Adapted from Weimer, 4.1.15). **This assignment is part of your course journal (J3).**

6) Reading Assignments: Please refer to the course schedule at the end of this syllabus. When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all of the material within the assigned textbook chapters so if there is a concept that you are having trouble Explaining, please raise the issue during our class.

Course Work Institutional (ILO), MBA Program Student Learning Outcomes (PLO) & Course SLOs

I/G Assignment (I = Individual, G = Group)	Course Grade Weighting	ILOs	UG/Business PLOs	Instructor's Course SLOs
I/Journal (x3 submissions, 31 total points) (A-F grade scale)	31%	1, 2, 6, 7	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Chapter Application Cases (x9) submitted in Journals, A-F grade	36%	1, 2, 6, 7	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Chapter 10 Case Analyses (x4) submitted in Journals, A-F grade	28%	1, 2, 6, 7	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Leading Class Discussion of one Chapter 10 case analysis	5%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7

As you review the table above, you will notice that each assignment is connected to institutional, program and course learning goals and outcomes. You should also see that you will have multiple opportunities to achieve each goal and outcome throughout the course so you can build your level of competence. In addition, when you review the schedule of assignments below, you will see that you will receive feedback on your coursework throughout our course and that you can use it to improve your competency. You will also see that you will receive feedback to improve your performance for those assignments with high point values so you have the opportunity to improve your work before a final submission.

Course Grade Weighting:

Category	Percent	Point(s)
Individual Journal (1 st submission 8.5 pts., 2 nd submission 10.5 pts., 3 rd submission 12 pts.)	31%	31
Individual: Chapter Application Cases (9 x 4 points each, graded A-F scale)	36%	36
Individual: Chapter 10 Case Analyses (4 x 7 points each, graded A-F scale)	28%	28
Individual: Chapter 10 Leading Class in One Case Discussion (Graded A-F scale)	5%	5
Total	100%	100

Grading

Turnit-In Grading System: It is important for you to review the comments section for each assignment you submit in Turnit-In. You do this by opening your assignment submission so you can view your work, then “click” the comment tab located to the right of your open document. You will then see my feedback along with your earned points/grade. I have been unable to enter points with decimal points in the point field at the top of the page so I enter “1”. Your actual grade point conversation will be in Canvas.

As you will see below, the criteria or standard for each grade is defined. This is done because you need to Explain how performance is evaluated in order to prepare for your work career, or to advance in your career. As an employee and/or manager, you will have standards of performance and your work and the work of your direct reports will be compared to performance objectives. To what degree those objectives are reached will determine if employment will continue, there will be promotions, or there will be some other form of organizational reward. There is nothing more frustrating if a student asks:” What do I need to do to earn an ‘A’ grade?” This question can be answered in this class. Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade.

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance. A superior performance. The assignment is well-written and contains an interesting and insightful analysis. The assignment has a central theme or idea and has supporting points. The analysis or argument is supported by primary academic resources. For a grade of 100%, the standard is publication quality.

A- = Excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some

interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expressed as in the “B+” category above.

B- = Above Average performance. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-” grade level above.

C = Average performance. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Schedule & Homework Assignments

<i>Session</i>	<i>Course Outline</i>
February 1	<ul style="list-style-type: none"> • Introduction to course and syllabus review. • Review of Institutional, BA Program & Course Student Learning Outcomes. • Training on completing educational learning reflection journals: https://www.niu.edu/facdev/_pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf. • Learning Group Assignment (Optional) (4-5 other students to form a learning group). • First Assignment: Personal Goals Statement (Include in Journal #1). • Individual Homework (Due at the start of class on 2/8): Read Chapter 1: A Commonsense Approach to Business Ethics. • Individual Homework (Include in Journal 1): Chapter 1 Case Application: Case 1.3: A Fleet of Autonomous Vehicles.
February 8	<ul style="list-style-type: none"> • Individual Homework (Due at the start of class on 2/22): Read Chapter 2: Using Ethical Reasoning. • Individual Homework (Include in Journal 1): Chapter 2 Application Case: Case 2.1: A Tight Schedule. • Class Session Topics: Chapter 1.
February 22	<ul style="list-style-type: none"> • Individual Homework (Due at the start of class on 3/1): Read Chapter 3: Thinking, Fast and Slow: Ethical Intuitions and Reasoning. • Individual Homework (Include in Journal 1): Chapter 3 Application Case: Case 3.1: Child Care at Atlantic Information Systems. • Class Session Topic: Chapter 2.
March 1	<ul style="list-style-type: none"> • Class Session Topic: Chapter 3. • Individual Homework (Due at the start of class on 3/8): Read Chapter 4: Managing Social Influences on Ethical Decision-Making. • Individual Homework (Include in Journal 2): Chapter 4 Application Case: Case 4.3 Down the Drain. • DUE TODAY: POST YOUR JOURNAL (J-1) ON TURNIT-IN (Covering 2/1 to 2/22 class sessions).
March 8	<ul style="list-style-type: none"> • Class Session Topics: Chapter 4. • Individual Homework (Due at the start of class on 3/15): Read Chapter 5: From Short-Term Fixes to Long-Term Solutions. • Individual Homework (Include in Journal 2): Chapter 5 Application Case: Case 5.2: Where Highways Dare Not Go.
March 15	<ul style="list-style-type: none"> • Class Session Topic: Chapter 5. • Individual Homework (Due at the start of class on 3/22): Read Chapter 6: Building Ethical Organizations. • Individual Homework (Include in Journal 2): Chapter 6 Application Case: Case 6.1: Stealing at Hawthorne Manufacturing.
March 22	<ul style="list-style-type: none"> • Class Session Topic: Chapter 6. • Individual Homework (Due at the start of class on 3/29): Read Chapter 7: Legal Compliance and Beyond.

	<ul style="list-style-type: none"> • Individual Homework (Include in Journal 2): Chapter 7 Application Case: Case 7.2 Paying Workers Under the Table.
March 29	<ul style="list-style-type: none"> • Class Session Topics: Chapter 7. • Individual Homework (Due at the start of class on 4/5): Read Chapter 8: The Role of Stakeholders in Ethical-Decision Making • Individual Homework (Include in Journal 2): Chapter 8 Application Case: Case 8.5: Slavery Chocolate.
April 5	<ul style="list-style-type: none"> • Class Session Topics: Chapters 8. • Individual Homework (Due at the start of class on 4/12): Read Chapter 9: Ethics, Strategy, and Grand Challenges. • Individual Homework (Include in Journal 3): Chapter 9 Application Case: Case 9.3 Sourcing Cashews. • <i>DUE TODAY: POST YOUR JOURNAL (J-2) ON TURNIT-IN (Covering 3/1 to 3/29 class sessions).</i>
April 12	<ul style="list-style-type: none"> • Class Session Topic: Chapter 9. • Individual Homework (Due at the start of class on 4/19): Read Chapter 10: Cases: Bayer, BP, and Dow-DuPont, Facebook. • Individual Homework (Include in Journal 3): Assigned Chapter 10 Case Analysis.
April 19	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 10 Cases. • Individual Homework (Due at the start of class on 4/26): Read Chapter 10 Cases: Ford, General Mills, Google (Doing No Harm), Google (Problems with Sexual Harassment). • Individual Homework (Include in Journal 3): Assigned Chapter 10 Case Analysis.
April 26	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 10 Cases. • Individual Homework (Due at the start of class on 5/3): Read Chapter 10 Cases: Intel, Mallinckrodt, Merck and J&J, Microsoft. • Individual Homework (Include in Journal 3): Assigned Chapter 10 Case Analysis.
May 3	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 10 Cases. • Individual Homework (Due at the start of class on 5/10): Read Chapter 10: Cases: VW, Walmart, Wells Fargo, Whole Foods. • Individual Homework (Include in Journal 3): Assigned Chapter 10 Case Analysis.
May 10	<ul style="list-style-type: none"> • Class Session Topic: Discussion of Chapter 10 Cases.
May 10	<ul style="list-style-type: none"> • <i>DUE TODAY: POST YOUR JOURNAL (J-3) ON TURNIT-IN (Covering April 5 to May 3 class sessions).</i> • Reminder: What Have You Learned Assignment is due: Include in Journal 3. • Late Assignments NOT accepted after May 15, 2021.