Instructor: Vitonio F. San Juan  
Phone: (909) 460-2023  
Email: vsanjuan@laverne.edu  
Class Dates: Monday, January 2, 2012 to Friday, March 9, 2012  
Each week begins on Monday, 12:01 a.m., and ends at midnight on Sunday  
EXCEPT for Week 10, which ends at midnight Friday, March 9

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I. COURSE DESCRIPTION

The course studies fundamental concepts underlying individual value systems as applied to practical issues of running a business or organization. It examines and analyzes the ethical issues facing the business community and business problems having ethical dimensions, with an emphasis on critical thinking, normative theories of ethics, and stakeholder considerations.

II. COURSE OBJECTIVES

The objectives of this course are to:

1. Learn different ethical approaches and theories, their relationship to business decision making, and the interrelationship of ethics, law and legality, and sound business decisions.
2. Increase awareness of each individual’s values, where they originated, the differences between those values and the values of others, and how these affect the process involved in making decisions.
3. Enhance analytical and critical thinking skills.
4. Apply analytical and critical thinking skills to business situations, cases, and problems/issues.

III. LEARNING OUTCOMES

After successful completion of this course, students will be able to identify and demonstrate their understanding of the different foundational normative theories of ethics and the relationship of those theories to business decision making. Through their work products they will identify and explain the interrelationship of ethics, law and legality, and sound business decisions, and show an increased awareness of their personal values, the values of others, the differences, and how these affect the decision-making process. Finally, through application in hypothetical problems and current issues, they will exhibit their enhanced analytical and critical thinking skills.

IV. REQUIRED TEXTS

*Beyond Feelings*
9th Edition
By Vincent Ryan Ruggiero

*Moral Issues in Business*
11th Edition
By William H. Shaw & Vincent Barry
V. COURSE CONTENT

The course will include the following topics in the assigned textbooks:

\textit{Beyond Feelings: A Guide to Critical Thinking} [hereafter BF]

- The Pitfalls (The Basic Problem: “Mine Is Better;” Errors of Perspective; Errors of Procedure; Errors of Expression; Errors of Reaction; the Errors in Combination)
- A Strategy (Knowing Yourself; Being Observant; Selecting an Issue; Conducting Inquiry; Forming a Judgment; Persuading Others)

\textit{Moral Issues in Business} [hereafter MI]

- Moral Philosophy and Business (The Nature of Morality, Normative Theories of Ethics, Justice and Economic Distribution)
- American Business and Its Basis (The Nature of Capitalism, Corporations)
- Business and Society (Consumers, The Environment)
- The Organization and the People In It (The Workplace (1): Basic Issues; The Workplace (2): Today’s Challenges; Moral Choices Facing Employees; Job Discrimination)

VI. COURSE SCHEDULE AND ACTIVITIES

WEEK 1: January 2 to January 8

- Read BF Chapters 1 to 5, pp. 1-71
- Read this Course Syllabus.
- Take Quiz No. 1 (see Appendix A)
- Do Assignment No. 1, Parts A and B (see Appendix B)
- Participate in Discussion Forum 1 (see Appendix C)
- CHECK WITH BLACKBOARD HELP/CENTER FOR TEACHING & LEARNING TO MAKE SURE THAT YOU ARE USING THE RECOMMENDED INTERNET BROWSER. USING THE WRONG INTERNET BROWSER IS NOT AN ACCEPTABLE EXCUSE FOR ANY FAILURE TO SUBMIT WORK AND/OR EXAMS IN THIS CLASS. ALWAYS READ BLACKBOARD’S SYSTEMS ANNOUNCEMENTS BEFORE LOGGING INTO BLACKBOARD FOR KNOWN ISSUES INVOLVING INTERNET EXPLORER AND MOZILLA.
- Review the list of Final Project Sample Topics (Appendix E, Part B, page 24). Assignment No. 3 is due on January 27 but topics have to be pre-approved and are first come, first served.

WEEK 2: January 9 to January 15

- Read BF Chapters 6 to 13, pp. 72-156
- Take Quiz No. 2 (see Appendix A)
- Do Assignment No. 2 (see Appendix B)

WEEK 3: January 16 to January 22

- Read BF Chapters 14 to 19, pp. 157-223
- Take Quiz No. 3 (see Appendix A)
WEEK 4: January 23 to January 29
- Read MI Chapters 1 to 2, pp. 1 – 110
- Take Quiz No. 4 (see Appendix A)
- Do Assignment No. 3 (see Appendix B)
- Participate in Discussion Forum 2 (see Appendix C)

WEEK 5: January 30 to February 5
- Read MI Chapters 3 to 4, pp. 112 – 220
- Take Quiz No. 5 (see Appendix A)
- Do Assignment No. 4 (see Appendix B)
- Participate in Discussion Forum 3 (see Appendix C)

WEEK 6: February 6 to February 12
- Review BF Chapters 1 to 19; MI Chapters 1 to 4
- Take Midterm Exam (Coverage: BF Chapters 1 to 19 and MI Chapters 1 to 4)

WEEK 7: February 13 to February 19
- Read MI Chapters 5 to 7, pp. 222 – 411
- Take Quiz No. 6 (see Appendix A)
- Do Assignment No. 5 (see Appendix B)
- Participate in Discussion Forum 4 (see Appendix C)

WEEK 8: February 20 to February 26
- Read MI Chapters 8 to 9, pp. 414 - 534
- Take Quiz No. 7 (see Appendix A)

WEEK 9: February 27 to March 4
- Read MI Chapters 10 to 11, pp. 536 - 657
- Take Quiz No. 8 (see Appendix A)
- On February 27 submit Final Project
- Participate in Discussion Forum 5 (see Appendix C)

WEEK 10: March 5 to March 9
- Review BF Chapters 1 to 19 and MI Chapters 1 to 11
- Take Final Exam (Coverage: BF Chapters 1 to 19 and MI Chapters 1 to 11)
- Submit electronic evaluation of the course

VII. ASSESSMENT AND GRADING
Your final course grade will be determined by using the following percentages:
- Quizzes ...................... 10%
- Assignments .............. 10%
- Discussion Forum ....... 25%
- Midterm Exam .......... 15%
- Final Project ........... 5%
- Final Exam .............. 35%

Your final course grade will be computed in this manner:
1. Each activity will have a certain number of maximum points assigned:
   Assignments ………………… 20 points per Assignment (except for Assignment No. 5)
   Quizzes ……………………… 20 points per Quiz
   Discussion Forums ………… 20 points per Discussion Forum
   Midterm Exam ……………… 100 points
   Final Project ………………… 100 points
   Final Exam ………………….. 160 points

2. The points a student receives in an activity will have a corresponding letter grade.
   Assignments, Quizzes, and Discussion Forums:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>19-20</td>
</tr>
<tr>
<td>A-</td>
<td>17-18</td>
</tr>
<tr>
<td>B+</td>
<td>15-16</td>
</tr>
<tr>
<td>B</td>
<td>13-14</td>
</tr>
<tr>
<td>B-</td>
<td>11-12</td>
</tr>
<tr>
<td>C+</td>
<td>9-10</td>
</tr>
<tr>
<td>C</td>
<td>7-8</td>
</tr>
<tr>
<td>C-</td>
<td>5-6</td>
</tr>
<tr>
<td>D</td>
<td>3-4</td>
</tr>
<tr>
<td>F</td>
<td>0-2</td>
</tr>
</tbody>
</table>

   Midterm Exam and Assignment No. 5:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100</td>
</tr>
<tr>
<td>A-</td>
<td>81-90</td>
</tr>
<tr>
<td>B+</td>
<td>71-80</td>
</tr>
<tr>
<td>B</td>
<td>61-70</td>
</tr>
<tr>
<td>B-</td>
<td>51-60</td>
</tr>
<tr>
<td>C+</td>
<td>41-50</td>
</tr>
<tr>
<td>C</td>
<td>31-40</td>
</tr>
<tr>
<td>C-</td>
<td>21-30</td>
</tr>
<tr>
<td>D</td>
<td>11-20</td>
</tr>
<tr>
<td>F</td>
<td>0-10</td>
</tr>
</tbody>
</table>

   Final Project:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100</td>
</tr>
<tr>
<td>A-</td>
<td>81-90</td>
</tr>
<tr>
<td>B+</td>
<td>71-80</td>
</tr>
<tr>
<td>B</td>
<td>61-70</td>
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<tr>
<td>B-</td>
<td>51-60</td>
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<tr>
<td>C+</td>
<td>41-50</td>
</tr>
<tr>
<td>C</td>
<td>31-40</td>
</tr>
<tr>
<td>C-</td>
<td>21-30</td>
</tr>
<tr>
<td>D</td>
<td>11-20</td>
</tr>
<tr>
<td>F</td>
<td>0-10</td>
</tr>
</tbody>
</table>

   Final Exam:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>145-160</td>
</tr>
<tr>
<td>A-</td>
<td>129-144</td>
</tr>
<tr>
<td>B+</td>
<td>113-128</td>
</tr>
</tbody>
</table>
3. A student’s letter grades for the Assignments, Quizzes, and Discussion Forum participation will be changed to their numerical equivalents. The University Catalog, available online (http://laverne.edu/catalog/), provides the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The student’s numerical equivalents will be added, totaled, and divided by the number of activities. For example:

Student X received the following grades for his/her Quizzes:

- Q1: F, 0.0 (numeric equivalent)
- Q2: D, 1.0
- Q3: C-, 1.7
- Q4: C, 2.0
- Q5: C+, 2.3
- Q6: B-, 2.7
- Q7: B, 3.0
- Q8: B+, 3.3

Total: 16.0

\[ 16.0 \div 8 = 2.00 \]

\[ 2.00 \times 0.10 = 0.20 \] (Quiz component of Final Course Grade)

Student X also earned the following grades for his/her Assignments:

- A1: A, 4.0
- A2: B, 3.0
- A3: C, 2.0
- A4: D, 1.0
- A5: F, 0.0

Total: 10.0

\[ 10.0 \div 5 = 2.00 \]

\[ 2.00 \times 0.10 = 0.20 \] (Assignment component of Final Course Grade)
Student X received the following grades for his/her Discussion Forum participation:

<table>
<thead>
<tr>
<th>DF</th>
<th>Grade</th>
<th>Numeric Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>3</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>4</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Total: 13.7

\[
13.7 \div 5 = 2.74
\]

\[
2.74 \times 0.25 = 0.685 \text{ (Discussion Forum component of Final Course Grade)}
\]

4. The student’s Midterm Exam score, Final Project score, and Final Exam score will determine the letter grades for those activities. See No. 2 above for the scale.

Continuing our example:

Student X’s score for the Midterm Exam is 82 or an A- (3.7).
Student X’s score for the Final Project is 75 or a B+ (3.3)
Student X’s score for the Final Exam is 130 or an A- (3.7).

Midterm Exam: \[3.7 \times 0.15 = 0.555\] (Midterm component of Final Course Grade)
Final Project: \[3.3 \times 0.05 = 0.165\] (Final Project component of Final Course Grade)
Final Exam: \[3.7 \times 0.35 = 1.295\] (Final Exam component of Final Course Grade)

5. All the Final Course Grade components will be added and the corresponding letter grade assigned:

For example:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student X’s Quiz component</td>
<td>0.20</td>
</tr>
<tr>
<td>Student X’s Assignment component</td>
<td>0.20</td>
</tr>
<tr>
<td>Student X’s Discussion Forum component</td>
<td>0.685</td>
</tr>
<tr>
<td>Student X’s Final Project component</td>
<td>0.165</td>
</tr>
<tr>
<td>Student X’s Midterm component</td>
<td>0.555</td>
</tr>
<tr>
<td>Student X’s Final Exam component</td>
<td>1.295</td>
</tr>
</tbody>
</table>

Total: 3.100

Per the University Catalog, 3.100 would be a B. Student X’s Final Course Grade is a B.

**VIII. MISSED/LATE SUBMISSIONS AND/OR EXAMS**

1. A student who misses a Quiz and/or Assignment will get no credit for the activity missed.
2. A student who does not participate in a Discussion Forum will get no credit for that activity. A student who does not follow instructions and does any of the following for a Discussion Forum will only receive a maximum of one (1) point for that activity:
   a. The student submits less than the minimum number of postings;
   b. The student is late in making the first Discussion Forum posting; i.e., after midnight Thursday of the week the Discussion Forum is due;
   c. The student’s first response is a response to a classmate’s posting instead of first answering the Discussion Forum questions the Instructor posed for that week.
3. Submission of the Final Project Topic for approval and a tentative Final Project Outline is one graded assignment. FAILURE TO SUBMIT A TOPIC FOR APPROVAL IN ASSIGNMENT NO. 3 WILL ALSO MEAN A ZERO (“F”/NO POINTS) FOR THE FINAL PROJECT.
A student who is late in submitting the Final Project will receive one letter grade lower. After March 4, no credit will be given for the late Final Project.

4. If a student misses the midterm exam and/or final exam because of an extreme medical emergency, he/she may be allowed to take the missed exam after he/she waives his/her medical confidentiality rights and submits to the Instructor whatever evidence is requested concerning the medical emergency. If a student misses the midterm exam and/or the final exam because of an extreme medical emergency that somehow does not require hospitalization/doctor’s attention, the student must still waive his/her medical confidentiality rights and submit to the Instructor all relevant evidence requested. The Instructor, based on the evidence submitted, may or may not decide to allow the student to retake the missed exam. The Instructor’s decision is final.

IX. INCOMPLETE GRADES (INC)

An Incomplete Grade (INC) is not given automatically or lightly. Anyone requesting an Incomplete shall have to do so in writing and the following conditions must be met:

1. At least 50 percent of the course activities have been completed;
2. The student is earning at least a minimum “B” grade.

Finally, the Instructor will review the Request for Incomplete, may reject or amend the contract as submitted by the student, and reserves the right to require an earlier deadline for completing the course. In all other events, students who receive an INC must complete the course by the specified deadlines set by the University.

X. ACADEMIC HONESTY

Plagiarism and cheating will not be tolerated. You are also responsible for reading and adhering to the University’s policies (as contained in the current University Catalog, http://laverne.edu/catalog) on Classroom Conduct, Academic Honesty, and Student Behavior Standards.

XI. CONTACTING THE INSTRUCTOR/FEEDBACK

The Instructor’s contact information is provided at the top of this Course Syllabus. If you send an email, please include in the subject line “BUS 343.” While all attempts will be made to respond to your queries as soon as possible, the Instructor cannot, and does not, promise immediate/same day responses. Please be patient if you do not get a response as soon as you would like. You are not being ignored; something may just have come up that delayed the response time.

The Instructor will offer you feedback as is deemed necessary or when you request it. The feedback may include advice on how to prepare for your exams, quizzes, and Final Project.

XII. TECHNICAL DIFFICULTIES

This is an online course and invariably computer-related problems may arise. If you encounter any technical difficulties please use the following contact information:

Center for Teaching & Learning Helpline Number: (909) 593-3511 ext. 4089
Email Help: (909) 593-3511 ext. 4130; help@laverne.edu
MyLaVerne Login Help: (909) 593-3511 ext. 4130
Blackboard Help: (909) 593-3511 ext. 4089; bbhelp@laverne.edu
XIII. AMENDMENTS

The Instructor reserves the right to revise this Course Syllabus at any time without notice.

APPENDIX A
QUizzes’ details

A. INSTRUCTIONS

1. Every week during the term go to Blackboard, click on the Weekly Work button, and take the quiz for that week. Every quiz has 20 True/False and/or multiple choice questions, one (1) point per question.

2. The quiz must be completed in Blackboard and within the due dates. For example, you will have from January 2 to January 8 to prepare for and take Quiz No. 1.

3. Do not email or fax the Instructor your quiz answers.

4. After you have read the assigned chapters you may want to first download/print a hard copy of the quiz. Answer the questions on the hard copy, check your answers, and go back to Blackboard to take the quiz. You only have two attempts to take the quiz on Blackboard.

5. To print a quiz prior to taking it online, follow these steps:
   a. Go to the week in question and click on the Quiz button.
   b. You have two attempts per quiz and can use the first attempt to print the page that contains all the 20 questions. If you have difficulty printing with your system, kindly contact Blackboard Help (the contact info is on page 8 of this Course Syllabus).
   c. Answer the questions off-line and then use your second and last attempt to input your answers.
   d. Submit your answers during the week the quiz is due and the system should automatically tell you how many points you got out of the twenty.

6. Complete the quizzes and save copies. Be sure to check what questions you got wrong. The Instructor will randomly select questions from the quizzes to include in the Midterm and Final Exams.

B. QUIZ COVERAGE

WEEK 1: January 2 to January 8
   • Read BF Chapters 1 to 5, pp. 1-71
   • Take Quiz No. 1

WEEK 2: January 9 to January 15
   • Read BF Chapters 6 to 13, pp. 72-156
   • Take Quiz No. 2
WEEK 3: January 16 to January 22
- Read BF Chapters 14 to 19, pp. 157-223
- Take Quiz No. 3

WEEK 4: January 23 to January 29
- Read MI Chapters 1 to 2, pp. 1 – 110
- Take Quiz No. 4

WEEK 5: January 30 to February 5
- Read MI Chapters 3 to 4, pp. 112 – 220
- Take Quiz No. 5

WEEK 6: February 6 to February 12
- Review BF Chapters 1 to 19; MI Chapters 1 to 4
- Take Midterm Exam (Coverage: BF Chapters 1 to 19 and MI Chapters 1 to 4)

WEEK 7: February 13 to February 19
- Read MI Chapters 5 to 7, pp. 222 – 411
- Take Quiz No. 6

WEEK 8: February 20 to February 26
- Read MI Chapters 8 to 9, pp. 414 - 534
- Take Quiz No. 7

WEEK 9: February 27 to March 4
- Read MI Chapters 10 to 11, pp. 536 - 657
- Take Quiz No. 8

WEEK 10: March 5 to March 9
- Review BF Chapters 1 to 19 and MI Chapters 1 to 11
- Take Final Exam (Coverage: BF Chapters 1 to 19 and MI Chapters 1 to 11)

APPENDIX B
ASSIGNMENTS’ DETAILS

A. INSTRUCTIONS

WEEK 1: January 2 to January 8
- Do Assignment No. 1, Parts A and B.
  In Part A, email the Instructor: (1) your class standing, i.e., if you are a Junior, or Senior, etc.; (2) what degree you are pursuing; e.g. Bachelor of Science in Business Management, Bachelor of Science in Organizational Management, Bachelor of Science in Public Administration, etc.; (3) if you are employed or not.

  If you are employed, where do you work and what do you do? If you also want to publicize your employment/business to your classmates, provide the appropriate contact information so
your classmates can contact you if they want to. At all times respect your classmates’ privacy and do not send them unwanted/unsolicited communications.

On the other hand, if you are currently unemployed, indicate where you last worked and what you did. (4) Finally, kindly indicate in the email if the Instructor can share any of this information with other members of the class. Clearly indicate if there is any information you do not want shared. The Instructor’s email address is at the top of the Course Syllabus.

In **Part B**, use **Blackboard** and send the Instructor your “Course Syllabus Acknowledgment.”

1. Read the Course Syllabus.
2. Submit the Course Syllabus Acknowledgment by copying all the text that appears inside the box that follows and supply the information requested. Go to Blackboard, click on the highlighted link, and then send the information to the Instructor.

---

**ACKNOWLEDGMENT OF ACCESS AND REVIEW OF THE COURSE SYLLABUS AND OF READING AND UNDERSTANDING THE POLICIES AND PROCEDURES FOR BUS 343 FOUNDATIONS OF BUSINESS ETHICS**

I have accessed and reviewed a copy of the Course Syllabus for BUS 343 FOUNDATIONS OF BUSINESS ETHICS. I have also read and understand the policies and procedures for the class contained therein (including the Course Description, Learning Outcomes, Required Texts, Course Content, Course Schedule and Activities, Assessment and Grading, Missed/Late Submissions and/or Exams, Incomplete Grades, Academic Honesty, Contacting the Instructor/Feedback, Technical Difficulties, Amendments, and the Appendices).

By sending you this text via Blackboard, I acknowledge reading and understanding the Course Syllabus, including the policies and procedures. I further understand that the material contained in the syllabus (and any amendments) and course announcements, will be binding on me while I am enrolled in BUS 343.

Name: [type your name in this space]
Date: [type the date in this space]
Student I.D. No.: [type your student I.D. number in this space]
Term: [type “Winter 2012” in this space]

Please do not send the entire Course Syllabus; just the Acknowledgment text with the information requested (your name, student number, etc.). Contact “Blackboard Help” if you need assistance with Blackboard and its features (see Part XII on page 8).

**Failure to (1) access and review the Course Syllabus, (2) read and understand the policies and procedures for the course, and (3) cut, paste, and send the relevant text, via the specified mode of communication, will affect your Assignment No. 1 grade. Moreover, if the Acknowledgment is not sent to the Instructor by Jan. 15, this will result in point deductions and/or being asked to drop the course.** For
each day, or a fraction thereof, after Jan. 15 that the Course Syllabus Acknowledgment is not submitted, 20 points (or the equivalent of one quiz) will be deducted from the student.

WEEK 2: January 9 to January 15
- Do Assignment No. 2
  In BF, page 14, answer the questions in Application No. 7.
  Ask yourself the question, Who am I? Write down ten answers to this question, each on a separate slip of paper. Use the first three paragraphs of [BF Chapter 1] to help you frame your answers. Arrange the pieces of paper in order of their importance to you. Then explain the arrangement---that is, which self-descriptions are most important to you, and why?

WEEK 3: January 16 to January 22
- No Assignment Due.

WEEK 4: January 23 to January 29
- Do Assignment No. 3.
  On or before midnight Friday, January 27, submit Assignment No. 3. Send via email your first, second, and third topic choices for the Final Project. Also submit a tentative outline of your first topic choice. Extra points will be given to students who can also provide a preliminary bibliography. See Appendix E for more information.

WEEK 5: January 30 to February 5
- Do Assignment No. 4
  Answer the following questions:
  1. Identify your principal roles/major spheres of activity (e.g., home, school, work, etc.)
  2. What relationships do you have in each of those roles/spheres?
  3. Within each relationship, identify any specific duties, rights, and obligations.
  4. In each relationship, identify any ideals (i.e., important goals, virtues, notions of excellence, etc.). Some examples: honesty, integrity, justice, fairness, efficiency, product excellence, etc.
  5. When you make a moral decision in each role/sphere, who are the interested parties? How would they be affected by your moral decision?
  6. When you make a moral decision in each role/sphere, are you an egoist, act utilitarian, Kantian, follower of Ross, rule utilitarian (Brandt), libertarian?

WEEK 6: February 6 to February 12
- Midterm Exam (Coverage: BF Chapters 1 to 19 and MI Chapters 1 to 4)
- No Assignment Due.

WEEK 7: February 13 to February 19
- Do Assignment No. 5 (Three parts: A, B, and C; total 100 points)
  **Part A (Two Sets of Questions; 40 points)**
  Examine yourself in light of the following questions that are presented in Chapter 14, *Beyond Feelings*. Don’t settle for things you already know about yourself. Rather, try to expand your self-awareness. And don’t ignore your less favorable characteristics.
FIRST SET OF QUESTIONS
a. Are you quiet or talkative?
b. Generally optimistic or pessimistic?
c. Modest or proud?
d. Competitive or noncompetitive?
e. Are you nervous or at ease with strangers?
f. Do you retain your poise and presence of mind in emergencies?
g. Are you confident in everything you do?
h. Do you resent certain types of people (for example, the most popular classmate)? If yes, which types?
i. Would you be more accurately classified as a leader or a follower?
j. How trustworthy are you?
k. Can you keep a secret, or must you reveal it to at least one or two others?
l. Are you loyal to your friends?
m. Do you ever use people?
n. How sensitive are you to the feelings of others?
o. Do you ever purposely hurt others?
p. Are you jealous of anyone?
q. Do you enjoy causing trouble?
r. Do you sow seeds of suspicion and dissension among people?
s. Do you rush to spread the latest gossip?
t. Do you talk behind friends’ backs?
u. Are your comments about others usually favorable or unfavorable?
v. Do you criticize others’ real or imagined faults as a means of boosting your own ego?
w. Do you keep your promises?
x. How tolerant are you of people’s faults and mistakes?
y. Are you truthful with other people?
z. Are you truthful with yourself?
aa. How objective are you in assessing your skills and talents?
bb. How intelligent are you?
cc. How studious are you in school?
dd. How many different roles do you play with other people?
ee. Which of those roles are authentic?
ff. Which roles are masks designed to hide aspects of yourself that you would be ashamed or embarrassed to have others see?
 gg. How reasonable are your plans for the future?
 hh. Do you work well under pressure?

SECOND SET OF QUESTIONS
a. Exactly what influences have shaped your identity? How have they done so? How has your self-image been affected? In what situations are you less an individual because of these influences?
b. In what ways are you like the good thinker (as outlined in BF Chapter 2)? In what ways like the poor thinker? What kinds of situations seem to bring out your best and worst qualities?

c. To what extent has your perspective on truth been reasonable? (Refer to BF Chapter 3 if necessary.)

d. How careful are you about separating hearsay and rumor from fact? About distinguishing the known from assumptions or guesses? How difficult is it for you to say “I don’t know”?

e. How consistent are you in taking the trouble to make your opinions informed?

f. To what extent do you think that “mine is better” (not only the personal “mine” but the ethnocentric “mine” as well)? In what ways has this kind of thinking affected your view of personal problems and public issues? To what extent does it affect your ability to listen to those who disagree with you? Your ability to control your emotions? Your willingness to change your mind and revise a judgment?

g. In what matters are you inclined to assume too much, take too much for granted?

h. To what degree do you tend to have the either/or outlook, expecting that the right answer will always be extreme and never moderate?

i. To what or to whom do you feel the strongest urge to conform? In what situations has this conformist tendency interfered with your judgment?

j. Do you tend to be an absolutist, demanding that truth be neat and simple, or a relativist, claiming that everyone creates his or her own truth? In what ways has your characteristic tendency hindered your development as a critical thinker?

k. In what matters are you most biased toward change? Are you overly accepting of change or overly resistant to it? What is the cause of this tendency and how can you best control it?

l. In what situations do you seek to confirm your biases rather than control them? In what situations do you interpret evidence in a way that flatters your bias?

m. How often do you approach issues with a double standard, overlooking flaws in arguments that agree with you and nitpicking those that disagree?

n. To what extent do you tend to jump to conclusions? Do you tend to do so more in certain areas? If so, which? Do you draw your conclusions prematurely purely for the sake of convenience? Are you motivated by the desire to sound authoritative and impress people?


p. To what extent do you oversimplify complex matters? Are you simply unwilling to take the trouble to learn the truth in its complexity? Or do you feel threatened by answers that are not neat and tidy? What has made you this way?

Which of the following errors are most characteristic of your responses to challenges and criticism of your ideas: automatic rejection? Shifting the burden of proof? Straw man? Attacking the critic rather than discussing the issue?

**Part B (50 points)**

Everyone has read or heard about mission statements. Although they are usually for corporations or businesses, what would your personal mission statement be? In a few sentences or bullet points, draft your personal mission statement. **Include an ethical statement, referencing consequentialist normative theories and/or nonconsequentialist normative theories.**

Remember: your mission statement might contain your primary goals and purposes; your distinctions (how you are unique/differ from “competitors”); your contributions; etc. and consist of several sentences (or even paragraphs). However, the mission statement must also be clear and broad enough for creative growth. Examples of one-line corporate mission statements are: Google: "We organize the world's information and make it universally accessible and useful;" Starbucks: "We inspire and nurture the human spirit — one person, one cup, and one neighborhood at a time."

**Part C (10 points)**

In addition to your personal mission statement, draft your own obituary (you do not have to put any dates). What would you like other people to read about you when you die? What would be your accomplishments? Any other information you would want to include?

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**WEEK 8:** February 20 to February 26
- No Assignment Due.

**WEEK 9:** February 27 to March 4
- No Assignment Due.

**WEEK 10:** March 5 to March 9
- No Assignment Due.

**B. ASSIGNMENTS’ SCHEDULE AT A GLANCE**

**WEEK 1:** January 2 to January 8
- Do Assignment No. 1, Parts A and B.

**WEEK 2:** January 9 to January 15
- Do Assignment No. 2

**WEEK 3:** January 16 to January 22
- No Assignment Due.

**WEEK 4:** January 23 to January 29
- Do Assignment No. 3.

**WEEK 5:** January 30 to February 5
• Do Assignment No. 4

WEEK 6: February 6 to February 12
• Midterm Exam (Coverage: BF Chapters 1 to 19 and MI Chapters 1 to 4)
• No Assignment Due.

WEEK 7: February 13 to February 19
• Do Assignment No. 5 (Three parts: A, B, and C; total 100 points)

WEEK 8: February 20 to February 26
• No Assignment Due.

WEEK 9: February 27 to March 4
• No Assignment Due.

WEEK 10: March 5 to March 9
• No Assignment Due.

APPENDIX C
DISCUSSION FORUM DETAILS

A. INSTRUCTIONS

1. During selected weeks in the term go to Blackboard, click on the Discussion Forum button, and participate in the Discussion Forum for that week. Familiarize yourself with this Blackboard feature so that you can learn how to read a contribution from a classmate and then add your own thread to the discussion.

2. Participation is interactive and you participate by making postings. Your first posting will answer the Discussion Forum question/s for that week. Your second and/or succeeding postings will be comments/critique of your classmates’ responses.

3. There must be a minimum of two (2) postings per student. Your first posting (the response answer to the week’s Discussion Forum question/s) MUST BE SUBMITTED BY THURSDAY OF THAT WEEK BECAUSE STUDENTS ARE REQUIRED TO COMMENT ON THEIR CLASSMATES’ RESPONSES. The second, and/or succeeding, posting/s must be posted before Sunday midnight.

4. You will be given points (a maximum of 20 points per Discussion Forum) based on your participation for at least the minimum number of postings and the quality of your responses/comments/critique. You will only get one (1) point for a Discussion Forum if you do not follow instructions and you do any of the following: (1) submit less than the minimum number of postings; (2) make a late first posting, i.e., after midnight Thursday of the week the Discussion Forum is due; (3) respond to a classmate’s posting instead of first answering the Discussion Forum questions the Instructor posed for that week. See the Discussion Forum Grading Rubric and Discussion Forum Response Examples.
5. One line responses are not acceptable. You must write more than “Yes” or “No” or “I agree” or “I don’t agree,” etc. After giving such an answer, you must explain and provide reasons to back up your answer. Be thoughtful when responding and recall the readings and any relevant work experience or knowledge learned in other classes to support your answers/arguments.

6. Due to the impersonal nature of the online environment, please observe proper Netiquette (Appendix G) when posting and responding. You can make a written argument without being rude or obnoxious. In fact, be extra polite; more than you would be if you were in a physical classroom setting.

7. Do not use emoticons (for example: :- ( or :-D ) or “texting” abbreviations like “LOL,” “BTW,” “IMHO,” etc.

8. When appropriate the Instructor will comment on the responses or provide additional information.

B. DISCUSSION FORUM QUESTIONS

WEEK 1: January 2 to January 8
- Participate in Discussion Forum 1
  Critical thinking is defined by Ruggiero (BF, page 19) as the “process by which we test claims and arguments and determine which have merit and which do not.” Do you think that people today, in general, engage more frequently in critical thinking than a decade ago? Less frequently? Why or why not? Explain your answers.

WEEK 2: January 9 to January 15
- No Discussion Forum Question.

WEEK 3: January 16 to January 22
- No Discussion Forum Question.

WEEK 4: January 23 to January 29
- Participate in Discussion Forum 2
  Read The Ford Pinto, Case 2.2 in MI, pp. 88 - 91. Answer these questions: Is cost-benefit analysis a legitimate tool? What role, if any, should it play in moral deliberation? What would be Kant’s response to the idea of placing a monetary value on a human life? According to Kant, is doing so ever morally legitimate?

WEEK 5: January 30 to February 5
- Participate in Discussion Forum 3
  Read Poverty in America, Case 3.3 in MI, pp. 141 - 143. Answer these questions: What moral obligation, if any, do we have individually and as a society to reduce poverty? What steps, if any, could be taken? What role should business play? Explain your answers.

WEEK 6: February 6 to February 12
- Midterm Exam (Coverage: BF Chapters 1 to 19 and MI Chapters 1 to 4)
- No Discussion Forum Question.

WEEK 7: February 13 to February 19
- Participate in Discussion Forum 4
Michael Josephson on November 15, 2011 wrote a commentary he entitled “Good Ethics Really Is Good Business.” After reading his commentary, comment on Josephson’s statement: “Good ethics is a great profit strategy.” Do you agree or disagree? Explain.

Good Ethics Really Is Good Business
“A challenge I frequently face while consulting with senior executives and boards of directors of public companies is a belief that their primary mandate is to make profits and enhance shareholder value. Thus, ethical principles like honesty, fairness, and caring are proper guides to decision making only to the extent that they can demonstrably improve profitability or incorporated into laws.

“Recently, the Wharton School of Business published a book called Firms of Endearment: How World Class Companies Profit from Passion and Purpose, making the strongest case I’ve seen that good ethics really is good business.

“The description on the inside jacket sounds like it comes from new-age, fuzzy-headed anti-capitalists rather than from professors at one of the nation’s most prestigious business schools.

“The authors claim, ‘We’re entering an Age of Transcendence, as people increasingly search for higher meaning in their lives, not just possessions. This is transforming the marketplace, the workplace, the very soul of capitalism. Increasingly, today’s most successful companies are bringing love, joy, authenticity, empathy, and soulfulness into their businesses; they are delivering emotional, experiential, and social value – not just profits.’

“What makes this book so important are the cases studies and data that demonstrate that treating customers, employees, suppliers, and the general public extremely well yields extraordinary business results. In other words, good ethics is a great profit strategy.

“This is Michael Josephson reminding you that character counts.

“What is a Firm of Endearment? All companies selected as firms of Endearment (FOEs) by the authors share a common set of core values, policies, and operating attributes which include:

“1. Aligning the interests of all stakeholder groups (customers, employees, partners, investors, and society) rather than seeking profit optimization
“2. Below-average executive compensation
“3. Open-door policies
“4. Employee compensation and benefits are above average for their industry
“5. Above-average employee training
“6. Empower employees to satisfy customers
“7. Hire employees who are passionate about the company’s purpose
“8. Humanize customer and employee experiences
“9. Enjoy below-average marketing costs
“10. Honor the spirit as well as the letter of laws
“11. Focus on corporate culture as a competitive advantage
“12. Are often innovative in their industries

“Companies identified include extensive examples drawn from Commerce Bank, Container Store, Costco, Harley-Davidson, Honda, IDEO, IKEA, jetBlue, Johnson & Johnson, Jordan’s Furniture, New Balance, Patagonia, Southwest Airlines, Starbucks, Timberland, Toyota, Trader Joe’s, UPS,
These companies are often contrasted with Wal-Mart and the Good to Great Companies identified by Jim Collins in 2001 in terms of stock price growth.

“The authors argue that there is a new level of consciousness emerging that rewards those who do good while doing well. The implication is that all firms should shift to stakeholder optimization and the cultural values identified in the example companies.

“Here is a chart demonstrating the long term superior performance of firms of endearment

<table>
<thead>
<tr>
<th>COMPOSITES</th>
<th>Total Return</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 yrs.</td>
</tr>
<tr>
<td>FoE</td>
<td>685%</td>
</tr>
<tr>
<td>Good to Great Co.</td>
<td>274%</td>
</tr>
<tr>
<td>S&amp;P 500</td>
<td>123%</td>
</tr>
</tbody>
</table>

WEEK 8: February 20 to February 26
- No Discussion Forum Question.

WEEK 9: February 27 to March 4
- Participate in Discussion Forum 5
  Read “Ethically Dubious Conduct,” Case 10.5 in MI, pp. 569-570. Answer these questions: Review each item on Brenda’s list and assess the conduct in question as (a) an egoist, (b) an act utilitarian, (c) a Kantian, (d) a follower of Ross, (e) a follower of Brandt (as a rule utilitarian), (f) a libertarian. Someone might argue that some of the things listed as ethically dubious are really employee entitlements. Assess that contention and explain.

WEEK 10: March 5 to March 9
- Final Exam (Coverage: BF Chapters 1 to 19 and MI Chapters 1 to 11)
- No Discussion Forum Question.

C. DISCUSSION FORUM GRADING RUBRIC

Student answered the question/s posed (2 points) _______
Student demonstrated understanding of the assigned materials (3 points) _______
Student gave reasons for the answer/s given (5 points) _______
Reasons given were supported by readings, personal experience, knowledge learned from other subjects, etc. (8 points) _______
Student expressed his/her views with clarity, directness, and civility; followed instructions (2 points) _______
TOTAL POINTS PER DISCUSSION FORUM 20
D. EXAMPLES OF A GOOD DISCUSSION FORUM’S FIRST AND SECOND RESPONSES

[Actual former students’ responses that have been slightly edited and identities concealed. Please note that these responses were considered “good” based on the Discussion Forum Grading Rubric and not on whatever opinion the student expressed]

Questions: Do you believe in “corporate social responsibility (sometimes also called corporate citizenship)”? Why or why not? What role, if any, should the law play if a corporation’s owners make business decisions that only consider the welfare of the firm, without considering the welfare of society as a whole?

Student X’s First Response: I believe in “corporate social responsibility” on the basis of my own personal ethics and the resulting benefit to an organization that engages in socially responsible practices. A business may choose to be socially responsible because it is a fundamental component of the organizational culture or the business may elect to be socially responsible as a marketing strategy to attract employees, clients, or customers. Regardless of the organization’s reasoning, the end result of being socially responsible may actually lead to increased performance. My ideology towards corporate social responsibility is best described by the “triple bottom line/sustainability” model which measures corporate success in terms of social, environmental, and financial performance” (McAdams, 2009, p. 101). Essentially, when a business operates in line with the good of the environment and society, financial success should follow.

A great example of social responsibility leading to financial performance is the fast food restaurant, In-N-Out Burger. The company has chosen to pay $10 per hour to new restaurant employees despite the state mandated minimum wage of $8, which is typical in many other fast food restaurants (www.in-n-out.com). The higher wage attracts more applicants, giving the organization a larger pool of candidates to select from. This in turn leads to more satisfied employees who are motivated to offer higher levels of customer service, less turnover and absenteeism, and who perhaps cook a better meal. These factors may attract more customers and give the organization an edge over their competition. I could even go as far to say that well paid employees might be more careful, resulting in less workplace injuries or less likely to file labor complaints, both of which would save the company in insurance and legal expenses. Although In-N-Out has no legal obligation to pay more than $8 per hour, the increased wage may actually increase their financial performance despite the fact that it costs more upfront.

The text provides varied evidence to support the claim that good social responsibility does lead to increased financial performance. It does give the example of companies such as Whole Foods Market and Timberland that have experienced great financial success in part to their socially responsible practices (McAdams, 2009, p. 105). Despite the lack of conclusive research in support of such culture, I believe that it is likely that socially responsibility is an effective strategy, particularly as the issue becomes more important to the public or the end consumer.

While I believe in corporate social responsibility, I also believe that an organization should be free to choose how they wish to operate their business provided they are following the law. I agree with a more laissez-faire approach. For this reason, I don’t think it is necessary for the government to enact legislation requiring social responsibility, particularly since there are already laws in place that address environmental and social concerns. If such laws do not provide sufficient protection or do not serve their intended purpose, then they should be amended. Laws requiring social responsibility would make current labor, environmental, and financial regulations redundant as these laws already consider the welfare of society as a whole.
Student X’s succeeding response to another student’s initial posting:
Wal-Mart is a very interesting organization to study in regards to corporate social responsibility. I have actually given a lot of thought to this topic because of studying it in other classes and my own curiosity. I think that it can be argued that Wal-Mart is actually a socially responsible company for more reasons than just their charitable donations. The text states that “Wal-Mart is now the largest company in America and the first service company to hold the top spot. Wal-Mart is, by a wide margin, America's number one employer with some 1.4 million domestic workers” (McAdams, 2009, p. 85). Despite the fact that they fail to provide employees with adequate benefits, and are unwilling to pay for over time, as you mention, they are still providing jobs to a very large portion of the American population. Compared to unemployment, a job with little or no benefits and no overtime is still better. Additionally, perhaps Wal-Mart is able to employ more people because they don’t pay overtime or offer large benefit packages. I recently had this conversation with a friend of mine who works for Wal-Mart. He absolutely hates working for the company but he has not been able to find work elsewhere; in the meantime, it has paid his bills while he pursues other job opportunities. Because of the low skill required for some of the company's job functions, Wal-Mart can hire people who have little work experience or competitive skills. In this respect, the company creates opportunities for people who may not have many other options.

Aside from creating jobs, the end result of Wal-Mart "outsourcing production to low pay laboring countries, like China" is lower priced goods. There are many Americans who rely on the low prices at Wal-Mart to survive. On a regular basis I drive 15 miles from my home to the nearest Wal-Mart to stock up on groceries. I have found that their food prices are significantly less than my local grocery store which allows me to stretch my budget much further. Unfortunately, the benefit to society, including employment and affordable goods, does not come without cost. I'm sure that Wal-Mart could offer better benefits, overtime, and maintain domestic production, but would it give them the financial ability to offer the same number of jobs to Americans as they do currently or to offer the same low prices as they do now? Unfortunately, it is difficult to measure an organization's social responsibility because it is both subjective and not easily quantifiable. In the case of Wal-Mart, I think one could make many arguments as to their commitment to social responsibility.

Student Y’s First Response:  Do you believe in “corporate social responsibility (sometimes also called corporate citizenship)”? Why or why not?

I do believe that corporations today should delegate appropriate internal resources and excess paid-in-capital, if available, towards an effort at participation in socially responsible behavior. In my opinion there are “levels” of involvement by a company that usually depends on the principles and philosophy of the founder(s). The first level of compliance with a “social compact” of sorts begins with a portion of its mission statement being dedicated to following all laws and regulations in terms of labor, compensation, environmental, workplace safety, benefits, etc., that are requisite to their particular industry segment. Being a good corporate citizen starts, in my view, with a minimum level of at least being both a law and regulation abiding entity.

The next “level” of social responsibility can involve unique efforts by a company in certain areas, charities, or programs that are important to that company or that represent a historical link to prior endeavors. Then a relatively new phenomenon seems to be companies that are, in part, founded on social platforms such as the shoe companies that donate a pair of shoes for every pair sold. In my own experience of working for a number of years with Union Bank in Los Angeles I experienced the benefits that came from corporate involvement in areas such as United Way, Habitat for Humanity, The Heart Foundation, etc., and the benefits always seemed to be two-fold – the targeted program benefited from the Bank’s financial and human capital involvement levels and the participating
employees also experienced great joy and satisfaction assisting those in need. Finally, these activities also seemed to build strong company culture and tended to bond an organization in important tangible ways.

What role, if any, should the law play if a corporation’s owners make business decisions that only consider the welfare of the firm, without considering the welfare of society as a whole? I feel strongly that the only role the law should play in corporate social responsibility is to enforce laws and regulations already on the books for a business or industry. In my view, a set of government regulations for an airline or health care company are, in a way, the equivalent of social responsibility norms in that existing laws force compliance with a standard of performance and safety of a good or service being sold to the public. The very same public that would not have the ability on an individual, or even a collective basis, to determine if products were safe for human consumption with their own limited personal resources.

So the "law", in these examples, tends to protect the consumer and the citizen which is a form of social responsibility. Outside of the legal and regulatory framework however, I do not feel that laws should ever mandate social giving or responsibility activities on any mandated basis. This type of onerous action would violate the sacrosanct principles of free enterprise and capitalism that are the backbone of our industrialized base.

A corporation’s owners have a responsibility to maximize shareholder, or ownership, value via profit maximization while maintaining compliance with all applicable laws and regulations. To engage in a series of strategic decisions or management plans that would specifically allocate capital or resources towards social causes at the expense of profitability or market share rests at the sole discretion of management – not the “law”. That said, as mentioned earlier, I do think that a contribution to the welfare of society is inherent for a company that adheres to all applicable laws and regulations given that their compliance ensures that the welfare of society is enhanced and protected by being a good corporate citizen.

Student Y’s succeeding response to another student’s initial posting:

Student Q -

I thought you offered a well-reasoned posting on this week's topic. I specifically appreciated your comments about the individual or "grass-roots" level of involvement that a company can put forth in a CSR initiative. Many times we think about, or comment upon, companies in terms of monolithic enterprises that are nothing more than the sum total of the huge buildings or locations they occupy or they represent faceless behemoths that only churn profits. However, every company, regardless of size, is the sum total of its employees and even one employee can generate disproportionately significant contributions in the area of CSR.

When I recall my time working for Union Bank there were examples of individuals who had an idea - such as collecting food for the homeless, recycling collection stations, and a charity fun run/walk for the Heart Foundation of America. Each of these initiatives grew from one person's idea to ultimately reach enough critical mass to garner institutional support.

You had also made the following comments: "Corporations that look to abuse their customers rarely sustain their business success for long. As we have seen recently with the demise of many banks, lenders, and other financial institutions. Their greed for profit overtook their ability to provide csr and many have failed and are no longer in business." Clearly, any company that does not preserve the
sanctity of the customer relationship is going to experience a demise; however, I thought of your comment and modified it a bit in terms of what-about-companies-that-abuse-their-employees. Much of the fraud and abuse in the financial scandal of 2008 came from mortgage companies, appraisers, and lenders conspiring under volume and profit pressures to bend and forgo sane financial practices in order to get unsound home loans approved and financed.

Student ZZ’s first response:

Yes, I do believe in corporate social responsibility. It is in the best interest of all that corporations practice strong corporate social responsibility. Corporations must comply with the law, ethical standards, and international norms. Enforcement on the other hand is an entirely different subject. A corporation should put people and the planet first not just because without them profit doesn't exist but because it is the right thing to do. My work experience brings to mind some examples of corporate social responsibility and disappointingly the lack thereof. My first example is a corporation that I worked for where some employees chose to use high pressure sales tactics, bait and switch, and other unethical sales practices. The corporation knew that this was happening through sales employee evaluations, secret shoppers, and numerous complaints. The corporation finally decided to put a stop to the situation when "Good Morning America" aired a special on these unethical sales practices. The corporation terminated some employees, re-trained sales employees, and enforced policies regarding sales practices. Example number two is my current employer. One of the examples of corporate social responsibility that is practiced at my current job is recycling. The money that is produced from recycling is used for student appreciation days and special events like graduation. We also work with EDD to help the unemployed receive career training. We host a number of community events including free tax preparation, day care, Veteran services, and career training for students.

I do believe that the law should play a part in making sure that corporations make business decisions that take into consideration the welfare of society as a whole. I think that we do see far too many examples of corporations that are using unethical sales practices. Unfortunately, letters to the corporation or the Better Business Bureau fall on deaf ears. Some corporations out there are not willing to changes if these changes could potentially affect profit. It's sad to see that these adjustments are only made when the media steps in and sheds light on some of these issues.

APPENDIX D
MIDTERM EXAM DETAILS

A. INSTRUCTIONS

1. On WEEK 6 (February 6 to February 12) go to Blackboard, click on the Weekly Work button, and take the Midterm Exam. The Midterm Exam is an open book exam and will consist of 100 True/False and/or multiple choice questions.

2. The Midterm must be completed in Blackboard and within the due dates.

3. Do not email or fax the Instructor your Midterm Exam.

4. You may only take the exam on Blackboard once. Unlike the quizzes you cannot print the Midterm Exam before taking it online. Students are solely responsible for making sure that prior to taking
the exam on Blackboard their computer hardware, software, and system connections (including their Internet connection/browser) will work during the exam and for the duration of the exam.

B. MIDTERM EXAM COVERAGE

1. The Midterm Exam will cover BF Chapters 1 to 19 and MI Chapters 1 to 4. It will be on Week 6: February 6 to February 12.

APPENDIX E
FINAL PROJECT DETAILS

A. TOPIC SELECTION AND PRE-APPROVAL INSTRUCTIONS

1. Each student is required to select a topic for a research paper and get it approved. Final Projects must concern pre-approved topics and no two students may address the same topic. Topics will be approved on a first-come, first-served basis via e-mail only.

Students are encouraged to independently identify topics relating to business ethics that are of interest to them. If you identify your own topic, be careful to frame the issue clearly as a fact-based, ethical issue arising in a business environment.

On the other hand, you may choose a topic from the list below. Whether or not you independently identify a topic or you choose from the list, as your Assignment No. 3, send via email your first, second, and third topic choices. Indicate your first choice by denoting it as number 1 on your list, your second choice as number 2, etc. If your topics are from the list, please identify your choices by number. If your first choice has not been taken, it will be yours. If your first choice has been taken, the Instructor will determine whether your second choice has been taken, and so on. For example, if your topic choices are from the list, your email to the Instructor might look like this:

   1. 17
   2. 24
   3. 3

A piece of advice: Select a topic in which you are genuinely interested! If you are interested in your subject, it will be easier to write and it will probably turn out to be a better paper overall. If you are bored by your topic, writing it will be painful and the result may be less than stellar.

2. In addition to submitting your Final Project topic for pre-approval, in the same assignment (Assignment No. 3; due on or before midnight January 27), submit a tentative outline of the project. Extra points will be given to students who can also provide a preliminary bibliography.

3. The Final Project will be five percent (5%) of your Final Course grade. On Monday, February 27 the Final Project paper is due. Submit it via Blackboard.

B. FINAL PROJECT LIST OF SAMPLE TOPICS

1. Is it ethical to do business as a nuclear power company?
2. Is it ethical to sell a product that uses the internal combustion engine (e.g., automobiles, lawn mowers)?
3. Are the current methods of coffee harvesting and production ethical?
4. Is it ethical for a company to use public lands in its logging or ranching or mining operations? (Choose one)
5. Is it ethical to produce beef (or chicken or pork) using current methods and practices? (Choose one)
6. Is it ethical for an agricultural business to accept government subsidies?
7. Is it ethical for a food manufacturer to promote sales of irradiated foods?
8. Is it ethical for a company to produce genetically modified crops (or animals)?
9. Is it ethical to sell foods containing genetically modified organisms (GMOs) without full disclosure on the packaging or label?
10. Are American pharmaceutical companies ethical in their pricing policies?
11. Is it ethical to be in the business of selling tobacco (or, alcohol)? (Choose one)
12. Is it ethical to shift a company's manufacturing offshore?
13. Is it ethical for a company to engage in offshore banking?
14. Is it ethical for an American company to operate a sweatshop in the U.S.? In a foreign country? (Choose one)
15. Is it ethical for a cosmetics company to use animals in the testing of potential products?
16. Is it ethical for a biotechnology company to use humans in the testing of potential products?
17. Is it ethical for a company to use sex in advertising and promotion (e.g., Hooters, Hawaiian Tropic)?
18. Is running an in-vitro fertilization clinic (business) ethical?
19. Is it ethical to clear-cut timber on private land? On public land? (Choose one)
20. Is it ethical for an investment fund to hold shares in companies that make and sell weapons or munitions?
21. Is it ethical for U.S. companies to import goods or materials from Second or Third World countries when the goods or materials are produced with slave labor?
22. Is it ethical for U.S. companies to import goods or materials from Second or Third World countries when the workers who produced the goods or materials were paid less than the minimum wage established by law in the U.S.?
23. Is it ethical for a company to engage in "loss leader marketing?"
24. Is it ethical to buy or sell goods (e.g., cigarettes, music disks, firearms, etc.) on the black market?
25. Is price discrimination ethical?
26. Is product churning ethical?
27. Should corporations be allowed to make unlimited political campaign contributions?
28. Is it ethical for a company to engage in "union busting" (i.e., trying to keep workers from joining or continuing to hold membership in the union)?
29. Is it ethical to test company employees for illegal drug use?
30. Is it ethical to intentionally misrepresent the truth during business negotiations?
31. Should doctors accept gifts (e.g., lunches or dinners at restaurants, office supplies, drug samples) from drug company sales representatives?
32. Is it ethical for a business to knowingly employ illegal aliens?
33. Is it ethical to sell diamond rings?
34. Is it ethical to post-date stock options?
35. Is it ethical for an employer to adopt a policy that prohibits employees from accessing YouTube/Facebook and other Internet video sites? A policy that prohibits employees from bringing personal cell phones onto the premises?
C. FINAL PROJECT FORMAT AND REQUIREMENTS

1. The topic must (1) concern business ethics, (2) be approved in advance by the Instructor, and (3) the topic must be submitted as part of Assignment No. 3 on or before midnight January 27, 2012.

2. The paper must be original (i.e., original to this course; not previously submitted in a different course; not generated by some other student or Internet vendor, etc.)

3. The Final Project, consisting of cover page (optional), text (required), bibliography (required), etc., must be between five to eight pages, typed, and formatted as follows:
   • 12-point font
   • One-inch margins
   • 1 ½ or double-spaced

4. The Final Project must include, at a minimum, the following specific headings and content:
   • Ethics Issue(s): Precisely identify the ethical question(s) that will be addressed in the paper.
   • Facts: Should include all facts that should be considered in reaching a sound ethical judgment on the issue.
   • Options and Analysis: In this section, the student reasons toward moral judgments on the ethical issue which is the subject of the paper. The section must include consideration of the approaches (i.e., analysis and judgment upon the defined ethical issue) that might be generated using three (three; no more and no less) major ethical principles (e.g., Egoism, Act Utilitarianism, Kant, Ross, Brandt/ Rule Utilitarianism, Libertarian, fairness or distributive justice ethics, etc.).
   • Best Option: Must include a brief explanation of why the student considers this the best option.)

Note: THESE EXACT WORDS (“ETHICS ISSUE,” “FACTS,” “OPTIONS AND ANALYSIS,” “BEST OPTION”) MUST BE USED AS HEADINGS IN THE ABOVE ORDER IN ALL PAPERS.

5. The Final Project must use at least three credible or scholarly articles, three books or three reported, appellate cases, or some combination thereof as page-specific, footnoted references* in the paper and these references must demonstrate that the cited articles and/or cases were read, in their entireties, by the student.

Note: Wikipedia is not a credible or scholarly source in this class.

* Citations and footnoting. There are several different approaches to proper citation and footnote form including APA, MLA, Chicago Manual of Style, or Turabian. The differences between these approaches are stylistic in nature and not substantive. You may use any of these approaches. You may use numbered footnotes with the full citation presented at the bottom of the page OR you may use numbered footnotes with the full citation presented on a "Footnotes" page attached to the end of your paper OR you may embed the full citation within the text. The Instructor’s requirements concerning citations are that 1) you must consistently follow some standard form (e.g., MLA, APA, etc.) and 2) each citation must present full documentation, including the page of the book, magazine, credible Internet source, etc. on which the quotation or fact was found. Kindly remember that the purpose of providing a citation is to allow the reader to locate and verify that which you have cited as authority.

Here are some web sites that you may find helpful: http://www.aresearchguide.com/,

Additionally, the Purdue Online Writing Lab offers a wealth of helpful information re: writing papers: http://owl.english.purdue.edu/owl/resource/679/01/

6. A bibliography (i.e., a list of the books, articles, etc. used by the author in preparing the paper) must be attached as the last page to each Final Project.

Thus, the materials submitted with the paper are to be assembled in this order: 1) Text of paper and 2) Bibliography. A separate cover page is optional.

7. Before submitting your Final Project on Blackboard, please save it as a Microsoft Word document.

D. FINAL PROJECT GRADING QUESTIONS/FACTORS/CONSIDERATIONS

The Final Project is worth 5% of your final course grade. Your Instructor will grade your Final Project (total of 100 points) by using these questions/factors:

1. Form (i.e., the student’s ability to follow the requirements listed above; 25 points)
   - Did the student follow the Final Project format and requirements?
   - Were the total number of pages from five to eight?
   - Were 12-point font, one-inch margins, 1 ½ or double-spacing utilized?
   - Did the student use the required exact words for headings?

2. Content (55 points)
   - Under Ethical Issue(s), were the ethical question(s) that will be addressed in the paper precisely identified?
   - In the Facts section, were all facts that should be considered in reaching a sound ethical judgment on the issue(s) included?
   - Under Options and Analysis, did the student reason toward moral judgments on the ethical issue which is the subject of the paper? The section must include consideration of the approaches (i.e., analysis and judgment upon the defined ethical issue) that might be generated using three (three; no more and no less) major ethical principles (e.g., Egoism, Act Utilitarianism, Kant, Ross, Brandt/ Rule Utilitarianism, Libertarian, fairness or distributive justice ethics, etc.).
   - In the Best Option section, did the student indicate what he/she thought is the best option? Was a brief explanation included explaining why the student considers his/her choice to be the best option?
   - Were at least three credible or scholarly articles, three books or three reported, appellate cases, or some combination thereof used as page-specific, footnoted references in the paper?
   - Did the page-specific, footnoted references demonstrate that the cited articles and/or cases were read, in their entireties, by the student?
   - Did the student consistently follow some standard form of citation/footnoting (e.g., MLA, APA, etc.)? Did each citation present full documentation, including the page of the book, magazine, credible Internet source, etc. on which the quotation or fact was found? Could the Instructor locate and verify whatever was cited as authority based on the citation provided?
   - Was a bibliography attached to the Final Project? Was the bibliographic information consistent and complete?
Considering the entire paper, did the student demonstrate (a) the ability to define and explain ethical principles, (b) the ability to apply ethical principles and (c) the ability to compare and contrast different judgments, decisions, or outcomes that may be generated through the application of different ethical principles.

Was the paper assembled in the specified order?

3. Effective communication (20 points)
   - Did the student effectively communicate his/her ideas and research by using correct grammar, spelling, language, style, etc.?
   - Was the research/information conveyed in an orderly and logical manner?

APPENDIX F
FINAL EXAM DETAILS

A. INSTRUCTIONS

1. On Week 10 (March 5 to March 9) go to Blackboard, click on the Weekly Work button, and take the Final Exam. The Final Exam is an open book exam and will consist of 160 True/False and/or multiple choice questions.

2. The Final Exam must be completed in Blackboard and within the due dates and no later than midnight Friday, March 9.

3. Do not email or fax the Instructor your Final Exam.

4. You may only take the exam on Blackboard once. Unlike the quizzes you cannot print the Final Exam before taking it online. Students are solely responsible for making sure that prior to taking the exam on Blackboard their computer hardware, software, and system connections (including their Internet connection/browser) will work during the exam and for the duration of the exam.

B. FINAL EXAM COVERAGE

1. The Final Exam will cover BF Chapters 1 to 19 and MI Chapters 1 to 11). It will be on Week 10: March 5 to March 9.

APPENDIX G
NETIQUETTE

There are many sources that you can consult about netiquette (or network etiquette). The following is from the University of Minnesota:

(http://webct.umn.edu/students/tips/tips_5.shtml)

Practicing Good Netiquette

“Over the past several years, a few guidelines regarding the polite, constructive conduct of online communication have become widely accepted. These guidelines are commonly referred to as ‘netiquette.’ Netiquette helps to make electronic messages easier to understand by suggesting some conventions for language and usage.
“Be Respectful

“Someone in the online discussion will say something you don't like. Regardless, always keep your responses constructive.

- Never resort to ‘flaming’ (insults and/or personal attacks). Avoid broad judgments and generalizations.
- Just as you refrain from making personal attacks, refrain from taking challenges or disagreements to your positions personally when they are not meant to be personal. A difference in opinion is not disrespect for you or for your own right to an opinion, it is simply a difference of opinion.
- Only address the content of a person's message.
- Whenever possible, support your views with evidence from readings or your own experiences.

“Keep Your Responses On-Topic

“If someone mentions something that interests you but does not relate to the discussion, send an e-mail to just that person.

- If you received the message via e-mail, use the reply function, but check to see that you are replying to only the sender's e-mail address, not the address for the class e-mail list.
- If you received the message via a threaded discussion tool, send a message to just that one person using their regular e-mail address or the e-mail feature in [Blackboard].

“Post Messages to the Appropriate Audience

“Be sure to post your questions and responses to the appropriate people using the appropriate tool.

“If you have administrative concerns, such as questions about due dates or the grading of your papers or tests, send an e-mail message to just the instructor.

“Quote Responsibly and Reply Substantially

“Include excerpts of the original message when adding your ideas to the discussion.

- When quoting others' e-mail messages, always include their names and, if possible, their e-mail addresses.
- Quote only those portions of a message that set the context for your response rather than the entire message.
- Always weigh whether your comments contribute substantially to the discussion before you post your message.
- Avoid making comments such as, "I agree" or "I disagree," without elaborating. You will frustrate your peers by not adding much to the discussion, yet adding messages to their inboxes.

“Keep Your Responses Jargon-Free

“Always define terms and acronyms fully before using them.
- The convention for defining acronyms is to spell out the term the first time you use it, then put the acronym in parentheses: for example, Academic and Distributed Computing Services (ADCS). Each additional time you mention this term, use the acronym.
- This rule applies particularly to the use of Internet-related acronyms like BTW (by the way), AFAIK (as far as I know), and IMHO (in my humble opinion). Such abbreviations confuse new Internet users, so please be polite and define these terms in parentheses the first time you use them in a message or don't use them at all.”

**APPENDIX H**

**WEEKLY WORK SUMMARY AT A GLANCE**

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Dates</th>
<th>Chapters to read</th>
<th>Quiz No.</th>
<th>Assignment No.</th>
<th>Discussion Forum No.</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 2 to Jan. 8</td>
<td>BF 1 to 5</td>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
<td>Jan. 9 to Jan. 15</td>
<td>BF 6 to 13</td>
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<td>2</td>
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<td></td>
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<tr>
<td>3</td>
<td>Jan. 16 to Jan. 22</td>
<td>BF 14 to 19</td>
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<td>4</td>
<td>Jan. 23 to Jan. 29</td>
<td>MI 1 to 2</td>
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<td>3</td>
<td>2</td>
<td>FP Topic due 1/27</td>
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<td>5</td>
<td>Jan. 30 to Feb. 5</td>
<td>MI 3 to 4</td>
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<td>4</td>
<td>3</td>
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<td>6</td>
<td>Feb. 6 to Feb. 12</td>
<td>BF 1 to 19</td>
<td></td>
<td>5</td>
<td>4</td>
<td>MT</td>
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<td>Feb. 13 to Feb. 19</td>
<td>MI 1 to 4</td>
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<td>5</td>
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<td>MI 5 to 7</td>
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<td>Feb. 27 to Mar. 4</td>
<td>MI 10 to 11</td>
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<td>5</td>
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<td>Mar. 5 to Mar. 9</td>
<td>BF 1 to 19</td>
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<td></td>
<td>FE</td>
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</tbody>
</table>

Legend:
- BF  *Beyond Feelings* by Ruggiero
- FE  Final Exam
- FP  Final Project
- MI  *Moral Issues in Business* by Shaw & Barry
- MT  Midterm Exam