Overview:

This syllabus is intended as a guidepost for our activities during the semester. It is not and does not fit any of the legal requirements necessary to any form of contract.

Ethical judgment is a foundation of your management activities. In our professional lives, ethical decisions are pervasive and inescapable. Managers in this new century are going to be scrutinized closely by the investing public to see if we can earn their trust when issuing financial statement information. As such, we must earn both the perception and the reality of having achieved core values necessary to perform quality professional services.

But trust can only be earned through actions that demonstrate high ethical standards. Ethics themselves come in many flavors. For instance, managers in corporations or through professional organizations may have written Codes of Ethics that represent sets of external minimums to be able to practice as managers. As external criteria, they carry with them penalties for violation. Separately, we are subject to our individual ethical standards that we carry with us throughout our career and our lives.

We have to be able to recognize the ethical dilemmas that we will encounter and then have adequate tools to evaluate and then address those dilemmas as well as the consequences of our choices to ourselves and other interested groups. This course is intended to provide the foundations upon which each of you will use in making ethical judgments throughout your professional career. As such, it will introduce you to the concepts of ethical reasoning, integrity, objectivity, independence, professionalism and other core values. This course will be taught in a different format than normal. It will include less lecture and more participation and evaluation through case studies by you. I will often ask you to take a “role” in the case study as a part of the grade.

Course Objective

At the end of this course, students should: (1) be able to demonstrate a knowledge of the impact of a manager’s ethical behavior on the economy and financial markets; and (2) be able to exhibit an ability to assess ethical issues within factual situations, examine the potential impact of their ethical decisions to the results of the particular circumstances; (3) be able to effectively and professionally communicate, both orally and in writing, the results of their ethical assessments; and (4) exhibit professional attitude, attire and behavior in business ethics situations presented through case studies.

Some Considerations for You:

✓ WHEN YOU (OR SOMEONE) PAID FOR THIS COURSE, THEY/YOU JUST MADE AN INVESTMENT IN YOURSELF/YOU. ASK ONE QUESTION – IF YOU OFFERED SOMEONE A CHANCE TO INVEST IN YOU BASED ON YOUR TIME, EFFORT AND PERFORMANCE IN THIS COURSE, WOULD YOU MAKE A GOOD INVESTMENT?

✓ Remember also that the reason you’re here (in school) is that you recognize that information is valuable and that those that have mastered the difficult information will be more valuable and be paid better. You’re here in class so you can add that extra value to your earnings over your lifetime. Don’t waste that opportunity!

Text:


Seminar Approach/Socratic Discussion:

This course relies heavily on class participation and discussion, either individually or in teams and only minimally on lecture. As graduates who are or hope to be professionals, I would expect you to read all of the assignments in advance of each class and be prepared to discuss this material in class.

ATTENDANCE: The University of Texas at Arlington does not take attendance. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. Because of the subject matter and the nature of the course, as the instructor of this section, I have decided that attendance at class meetings is required. Regular attendance and class preparation are essential elements for your success in this course. To fully understand this material, you should avail yourself of all of the text resources, as well as class discussions. My lectures will be limited to the material from the text that I believe needs additional clarification and material that you have asked to have clarified. As a courtesy to me and to your classmates, I appreciate you having your cellular phone turned off. Announcements may be made and supplemental material will be provided in class, and students are responsible for these, irrespective of attendance or nonattendance at the time of announcement.
CLASS PREPARATION: At a minimum you should read the assigned material before the associated class meeting as thoroughly and carefully as you would any other coursebook. Reading the text material and using the textbook resources prior to the relevant class meeting in which the material is discussed will aid in understanding the context of the discussion.

Please come to class prepared to ask questions regarding any concepts from the assigned reading material that you do not understand. Rather than spend class time lecturing about all of the concepts within the assigned reading material, my expectation will be that you have carefully read the text material so that class time can be spent discussing the material and working cases and problems.

I will NOT answer questions that clearly indicate that you have not fulfilled your obligation to read the assigned material and cannot keep up with the discussion in class. Doing so interferes with the learning environment for the class.

Academic Integrity, Participation, Professionalism and Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. As with most of your upper-division classes, participation and attendance are critical to fully understanding concepts and applications. Your attendance alone is not sufficient to receive full credit in this category. You must also come to class prepared to discuss the topics, cases and participate in the events scheduled. Participation will be noted throughout the semester. If you miss a class period, you are responsible for finding out what you missed from a classmate. Please do not contact me for an update on what you missed or to “clear” your absence.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Academic dishonesty of any sort will not be tolerated. This includes, but is not limited to, plagiarism (copying other’s work as you own without appropriate citations) and copying others responses during exams. Classroom professionalism is to be maintained at all times. This means that when the professor is speaking or when students are presenting their work, the classroom should be silent, with the exception of invited questions. As in any academic environment, questions are, at the appropriate time and place, always welcome, but informal chatter or communication among class members becomes a distraction for all in attendance. If that happens, I will ask you to take your conversation(s) outside of the classroom and return when they are completed.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Group Presentations

Group Presentations (assigned throughout the semester): Early in the semester, I will divide you into groups. There will be at least 2 to 3 group assignments throughout the semester that will require an in-class group presentation.

Missed Assignments:

Any unexcused absence from an assignment or presentation will be put into my grade book as a zero (0). If you can’t be present at the time because of medical or severe family emergencies, please let me know about those events as early as possible before the relevant exam/assignment/presentation. I may ask you give me more written documents or information about your request or situation. I will review those circumstances and discuss my decision with you. UNDOCUMENTED ABSENCES WILL NOT BE ACCEPTED.

Reasons other than death in the family, medical emergencies to yourself or a close family member are most likely unacceptable. The fact that you could not reach me by phone or other electronic media before the examination will not be sufficient justification. If you leave your name and a message, together with a phone number where you can be reached, I will get in touch with you. You have both my e-mail, my phone number (with voice mail) listed on this page of the Syllabus.

I realize that you have outside activities that impact your attendance on any particular class day. Other than the medical and
death situations discussed above, I have not found any appropriate process to evaluate which of those other activities are more important than others. Consequently, social or work-related activities that cause you to be absent from an assignment will usually not be a valid basis for missing the exam/assignment/presentation.

A student who misses an examination, work assignment, or other project due to the observance of a religious holy day will be given the opportunity to complete the work missed within 15 days following the due date of the assignment, test, or other project missed. To be eligible for such a make-up, the student must notify me in writing of classes scheduled on dates he or she will be absent to observe a religious holy day. Notification must be made within the first 15 (fifteen) class days through either a written correspondence, personal delivered, acknowledged and dated by me or written correspondence sent certified mail, return receipt requested to me. Failure to follow the rules provided above within the time frames listed will result in the absence being considered unexcused.

Except for religious reasons, I do not allow you to “make-up” the assignment. Instead, if you have an acceptable reason for missing, your grade will be based upon a comparison of the total points still available to you through the remaining assignments compared to your total available points. For example, if you miss one exam and I accept the justification for such absence, your final grade will then be based upon your total points earned on the exams you complete (the numerator of your grade fraction) compared to the number of points available on the exams you did take (the denominator of your grade fraction).

Grading:

Keep in mind that there is a degree of subjectivity built into all of the rubrics which will translate into my evaluation of your participation as well as oral or written case studies, presentations and group activities. Your course grade will be based on the numerical grades consisting of your weekly participation, group presentation and quizzes. Grading will be based on the appropriate rubric(s), copies of which are available for download on Blackboard and also provided at the end of this syllabus.

After reviewing the class averages and taking into account trends in performance and consistency I will form an opinion as to your success in this course. Keep in mind that there is a degree of subjectivity built into all of the rubrics which will translate into my evaluation of your participation as well as oral or written case studies, presentations and group activities. I make every effort to be consistent in my grading.

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<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points</th>
<th>Max Total Points</th>
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<tbody>
<tr>
<td>Group Presentations</td>
<td>200 points for each presentation [100 group points and 100 individual points]</td>
<td>400</td>
</tr>
<tr>
<td>Readings Quiz (5 currently anticipated)</td>
<td>100 per quiz</td>
<td>500</td>
</tr>
<tr>
<td>Participation Points (6 currently anticipated)</td>
<td>50 per assignment</td>
<td>300</td>
</tr>
<tr>
<td>Final Case Study</td>
<td>200</td>
<td>200</td>
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<tr>
<td><strong>Maximum Total</strong></td>
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<td><strong>1,400</strong></td>
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</tbody>
</table>

*Readings Quizzes will be initially graded based on total points available and converted to a 100 point scale.

As a general rule the percentage of points to achieve a certain letter grade will be as follows:

- 89.5% or more = A; 79.5% - 89.4% = B; 69.5% - 79.4% = C; 59.5% - 69.4% = D; less than 59.5% = F

After reviewing the class averages and taking into account trends in performance and consistency, I will form a judgment as to each student’s mastery of the course subject matter and assign a letter grade consistent with the standards discussed above.

Peer Evaluation: A peer evaluation will be used as part of the grading process for all group projects. A copy of the evaluation rubric is attached to this syllabus. All members of the group will receive the same grade, adjusted as discussed below. In addition, members’ participation within the group must be ranked between group members. If you fail to turn in your evaluation of other group members on or before the presentation for your group, you will lose ALL of individual grade for the project associated.

Any member receiving an average evaluation (from their group members) that is less than the group’s overall average will have their grade adjusted by 5% for each 0.1% difference between their average and the group average. For instance, if the group average is 4.1 and a member’s overall average from other group members is 3.7, then that group member will receive a group grade equal to 80% (4.1 – 3.7 times 5%) of the team’s grade. Any group member who has an average below a 2.5 on the project will not be given any credit for the project.

Peer evaluations are a formal academic document. Any reporting of false information on the peer evaluations will be considered a case of academic dishonesty and penalties will be applied accordingly.

Office and Office Hours:

Office: 418 Business Building, 817-272-3059. E-Mail: richmark@uta.edu. Web Page: Blackboard. You will need your student ID and password to log into the site. Office hours will be on Wednesday before class. I am teaching other classes, so check with me about other available times. Please try to schedule visits with me if you can since I often am in meetings and not necessarily in my office although at the University.
Disabilities

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. I will make every effort to assure that all conversations and other communications will be kept protected and confidential and disclosed only on a need-to-know basis.

Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364. If you are a student who requires accommodations in compliance with the ADA, please consult with me during the first week of the semester.

Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting the Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

College of Business Bomb Policy

Section 22.07 of the Texas Criminal Law states that a Class A misdemeanor is punishable by (1) a fine not to exceed $4,000, (2) a jail term of not more than one year, or (3) both such a fine and confinement. If anyone is tempted to call in a bomb threat, be aware that UTA has the technology to trace phone calls.

Every effort will be made to avoid cancellation of presentation/tests caused by bomb threats to the Business Building. Unannounced alternate sites will be available for these classes. If a student who has a class with a scheduled test or presentation arrives and the building has been closed due to a bomb threat, the student should immediately check for the alternate class site notice which will be posted on/near the main doors on the south side of the Business building. If the bomb threat is received while class is in session, your instructor will ask you to leave the building and reconvene at another location.

Students who provide information leading to the successful prosecution of anyone making a bomb threat will receive one semester’s free parking in the Maverick Garage across from the Business Building. UTA’s Crimestoppers will provide a reward to anyone providing information leading to an arrest. To make an anonymous report, call 817-272-5245.
College of Business Evacuation Procedures

In the event of an evacuation of the College of Business building, when the fire alarm sounds, everyone must leave the building by the stairs. With the fire alarm system we now have, the elevators will all go to the first floor and stay there until the system is turned off.

All those in the North tower side of the building should proceed to the fire escape stairs located on the East and West sides of that wing.

For Disabled Persons…..please go to the Northeast fire stairs. We have an evacu-track chair located on the 6th floor stairwell. We have people trained in the use of this chair and there will be someone that will go to the 6th floor to get the chair and bring it to any lower floor stairwell to assist disabled persons.

The Arlington Fire Department and UTA Police will also be here to help.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

College of Business Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session (see above). It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/fao/).

It is the policy of the University that students who have not paid by the census date and are dropped for non-payment cannot receive a grade for the course in any circumstance. Therefore, a student dropped for non-payment who continues to attend the course will not receive a grade for the course. Emergency loans are available to help students pay tuition and fees. Students can apply for emergency loans by going to the Emergency Tuition Loan Distribution Center at E.H. Hereford University Center (near the southwest entrance).

Neither a faculty member nor the departmental staff can process a student's drop. Only the Academic Advisor for their major (or designee) can complete the drop. This is done in the Advising Center on the 1st floor. No student may be dropped after the Drop Date. The administrative staff at the Department of Accounting office have my authorization to sign drop slips on my behalf. Under no circumstances should you expect to be able to call me and get my signature on the same day. The full-time administrative staff at the Departmental office has authority to sign drop slips on my behalf.

Grade Grievances and Appeals

All students must first discuss the grade or academic grievance with the instructor. If unsuccessful at reaching an agreement:

- The students' appeal must be submitted in writing on an Academic Grievance Form available in Department of Accounting offices.
- The department chair or program director will refer the issue to a departmental or program committee of graduate faculty. The committee will make a recommendation to the academic chair.
- If the student is dissatisfied with the chair or director's decision, they may appeal the case to the academic dean. The dean’s decision is final.
Students have one year from the day grades are posted to initiate a grievance concerning a grade including presenting evidence of differential treatment and/or procedural irregularities. Undergraduate and Graduate Grade Policies and Procedure are available in the university catalog. You can download the College of Business Grade Appeal Process at http://wweb.uta.edu/business/gradbiz/newgradbiz/gradforms/grade_appeal_form_2014_093015.pdf.

### Student Support Services and Writing Lab

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The **IDEAS Center** (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The **English Writing Center (411LIBR)**: [Optional.] The Writing Center offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

### Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

I communicate with students using only their MavMail accounts. Please monitor your UTA email account for all course announcements.

### Student Feedback Survey

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

### Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus.

During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Readings &amp; Assignment(s)</th>
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</table>
| Week 1   | 31-Aug  | Syllabus and General Ethics Discussion | **Before the Next Class, Read and Be Prepared to Discuss:**  
* Read: Forbes: "How Moral is Capitalism?" on Blackboard.  
* Read: Treveno -  
  * Chapter 1, Pg. 14 (starting at "Can Business Ethics be Taught") to 19 (before "This Book is About..."); 21 to end. Review and be prepared to discuss Chapter 1 Exercise (pg. 33),  
  * Chapter 2, Pg. 51 (starting at "The Burning Building") to 58 (before "Practical Preventive Medicine"). |
| Week 2   | 7-Sep   | Recognizing & Analyzing An Ethical Dilemma | **Before Next Class:**  
* Read Treveño:  
  - Chapter 2, Pg. 38-51, 58 - end.  
  - Chapter 7, Pg. 256 (starting at "Rewards and Discipline") - 275 (before "Responsibility is Diffused..."). |
|          |         | - Readings Quiz               |                                                                                                                                                                                                                  |
|          |         | - Ethical Case Studies - Fact and Issue Identification. |                                                                                                                                                                                                                  |
|          |         | - Participation points assigned. |                                                                                                                                                                                                                  |
| Week 3   | 14-Sep  | Ethical Philosophies          | **Week 3**  
* Read Treveño:  
  - Chapter 2, Pg. 38-51, 58 - end.  
  - Chapter 7, Pg. 256 (starting at "Rewards and Discipline") - 275 (before "Responsibility is Diffused..."). |
|          |         | - Readings Quiz               |                                                                                                                                                                                                                  |
|          |         | - Ethical Philosophies Lecture and Slides  
  * Forsythe Ethical Dimension Quiz. |                                                                                                                                                                                                                  |
|          |         | - Behavior: Obedience and Power;  
  - Video - Milgram Experiment;  
  - Video - Stanford Prison Experiment;  
  - Discussion and Cases. |                                                                                                                                                                                                                  |
|          |         | On-Line research. find and download either a news article or a video clip (please remember that this is an ethics class, so don't violate any copyright or other rights on the download) that illustrates one or more of the ethical philosophies that we discussed last week. The video clip can be either of a recent news event or from a movie (PG-rated or at least less than R for language) and should be no more than 5 minutes long. Be prepared to bring the article or video clip to next week's class for review and discussion. Plan on leading the discussion. |                                                                                                                                                                                                                  |
| Week 4   | 21-Sep  | On-Line Research              | **Before Next Class:**  
* Chapter 1, Pg. 13 - end. Be prepared to answer the Discussion Questions. Do the "Your Cynicism Quotient" before you come to class.  
* Chapter 7, Pgs. 251-256; 275 (starting at "responsibility is Diffused...") - end. Be prepared to discuss Discussion Questions 1, 2, 4 and the Sears Case at the end of the Chapter;  
* Chapter 8, Pg. 291 - 3040(before "Managing a Diverse Workforce). Be prepared to discuss "Employment Basics" (short case) and "Managing Up and Across" (short case);  
* Chapter 10, Pg. 391 Cases to Discuss - "Product Safety" & "Advertising", "Community". |
|          |         | - Article and/or Video Review and Discussion  
  - Participation points assigned. |                                                                                                                                                                                                                  |
<p>| Week 5   | 28-Sep  | On-Line Ethical Philosophy Review |                                                                                                                                                                                                                  |
|          |         | - Readings Quiz.               |                                                                                                                                                                                                                  |
|          |         | - Slides: Human Ethical Behavior. |                                                                                                                                                                                                                  |
|          |         | - Related Videos.              |                                                                                                                                                                                                                  |
|          |         | - Groups Assigned.              |                                                                                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>On-Line Research</th>
<th>12-Oct</th>
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<tbody>
<tr>
<td><strong>On-Line research.</strong> As a group, find and download (please remember that this is an ethics class, so don't violate any copyright or other rights on the download) a video clip from a movie (PG-rated or at least less than R for language) of no more than 5 minutes that you believe illustrates one or more of the ethical philosophies and/or human behavior that we've discussed to date. Be prepared to bring the clip to next week's class for review and discussion. Plan on your group leading the discussion.</td>
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<tr>
<th>Week 8</th>
<th>On-Line Video Review &amp; Discussion</th>
<th>19-Oct</th>
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</thead>
</table>
| **- Group Presentations;**  
**- Video Review and Discussion**  
**- Participation** points assigned. |
| **Before the next Class, Read and Be Prepared to Discuss:**  
- *Read Treveno:*  
  * Chapter 5, Pg. 151 to end. Read and be prepared to discuss “Culture Change at Texaco”;  
  * Chapter 8, be prepared to discuss the Short Case “Managing a Diverse Workforce”.  
  * Chapter 11, Pg. 418 - end. Be prepared to discuss Discussion Questions 3,5. Review and be prepared to discuss the Short Case “The Gift”.  
- Take the Hofstede Cultural Dimension Quiz on line at [http://faculty.washington.edu/jerrys/ibus/Hofstede/Hofstede.html](http://faculty.washington.edu/jerrys/ibus/Hofstede/Hofstede.html). |

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<thead>
<tr>
<th>Week 9</th>
<th>Culture and Ethical Behavior</th>
<th>26-Oct</th>
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</table>
| **- Readings Quiz.**  
**- Lecture** - Ethical Implications of Culture.  
**- Discussion - Participation** points assigned. |

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<tr>
<th>Week 10</th>
<th>On-Line Research</th>
<th>2-Nov</th>
</tr>
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</table>
| **On-Line research.** As a group, prepare and bring to class for discussion one of the following:  
* **Pick a person** from another culture and do a no more than 5 minute interview with them about how their culture and background may impact their ethical attitudes. You are responsible for picking the questions and style of the interview. Bring the results of the interview to the next class either in (1) Video or (2) Presentation format and lead the discussion.  
* **Identify a local corporation** and do an **evaluation of their ethical culture** from either:  
  - your group's on-line research of the company. Your group will have 5 minutes to present your findings to the class the following week; or  
  - through an interview with a company employee. If you choose the employee, you're responsible for setting up the interview, picking the questions and then conducting the interview. Be prepared to bring a no more than 5 minute video of that interview for class discussion. |
| Week 11 | 9-Nov | - Group Presentations;  
- Video Review and Discussion  
- Participation points assigned. |
|---|---|---|
| Before Next Class | read Treveno:  
- **Chapter 3**: Pg. 70-74 (before "Individual Differences..."), 86-end;  
- **Chapter 5**: (ALL), Pg. 196 ("Culture Change at Texaco"), 200 ("Bad to the Bone");  
- **Chapter 8**, Pg. 300 (starting at "Managing a Diverse Workforce") - end. Be prepared to discuss Discussion Questions 10 and 12.  
- **Chapter 11**: Pgs. 418 - 431. |
| Week 12 | 16-Nov | - **Readings Quiz.**  
- **Slides**: Corporate Governance and Fraud.  
- **Video**: Anatomy of a Corporate Takeover. |
| Week 13 | 23-Nov | **On-Line research.** Find and watch "The Big Short". |
| Week 14 | 30-Nov | - **Video Review and Discussion**  
- Participation points assigned. |
| Week 15 | 7-Dec | Access **Blackboard** to download the Final Case Study. Students may either work individually or in the assigned groups. If you choose to work with your group, one paper will be submitted with all of your names on the paper. Also, upload the final paper to Blackboard to be put through SafeAssign and please remember to put your group names in the filename. |

* The dates and events for this syllabus are proposed and may change based on events and circumstances that occur throughout the semester.*
# Written Communication Rubric

<table>
<thead>
<tr>
<th>What is being assessed</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and purpose</strong></td>
<td>Level of understanding of context, audience (e.g., perceptions, expectations, and assumptions) and purpose is relevant to the assigned writing task(s) and writing is adjusted to address prospective audience and material.</td>
<td>Demonstrates a thorough understanding of the appropriate audience with language and structure consistent to allow audience to completely understand document's intent and purpose.</td>
<td>Demonstrates an adequate understanding of the audience. Context, purpose, and task is evident throughout the writing.</td>
</tr>
<tr>
<td><strong>Organization and Appropriate Conventions</strong></td>
<td>Clarity and consistency of the organization of the written material. Structures written components including introduction, thesis, main points, conclusion, and transitions. Follows formal and informal rules of genre or disciplinary expectations about organization, content, presentation, formatting, and stylistic choices.</td>
<td>Thoroughly and successfully develops an organizational pattern that enhances flow and cohesiveness through the whole work. Demonstrates detailed attention to and successful execution of disciplinary and/or task conventions.</td>
<td>Develops recognizable organizational pattern(s) throughout the written material. Shows some disciplinary or task conventions consistently.</td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate and relevant content to develop ideas, place ideas in a disciplinary context, and shape the work.</td>
<td>Demonstrates a thorough mastery of the subject matter and conveys that understanding in the written material. Demonstrates compelling ideas and develops the subject through the entire work.</td>
<td>Demonstrates basic understanding of the subject matter. Shows reasonable understanding of the subject matter of the written material.</td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Uses a variety of acceptable relevant primary sources and acknowledges different views to support ideas appropriate for the discipline and genre of writing (e.g., citation styles); may use data to support observations and draw conclusions.</td>
<td>Demonstrates skillful use of high-quality, credible, diverse, and relevant sources. Analyzes and is able to interpret and extrapolate ideas from relevant sources.</td>
<td>Demonstrates some consistent use of credible, relevant sources. Has a reasonable basis for referencing sources within the document at the appropriate place within the document.</td>
</tr>
<tr>
<td><strong>Grammar: Syntax and Mechanics</strong></td>
<td>Quality of language, syntax and grammar use to communicate meaning and control errors.</td>
<td>Shows skillful use of writing to communicate meaning with clarity, fluency, and error-free.</td>
<td>Shows competent use of writing to reasonably convey meaning with few errors in grammar, syntax and/or language.</td>
</tr>
</tbody>
</table>
## Oral Communication Rubric

<table>
<thead>
<tr>
<th>Dimensions:</th>
<th>Exceeds Expectations</th>
<th>Competent</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic/Discussion Overall Understanding</strong></td>
<td>Shows a deep/robust understanding of the topic with a fully developed argument based on the categories below.</td>
<td>Shows a limited understanding of the topic, not quite a fully developed argument per the categories below</td>
<td>Shows no or a superficial understanding of the topic, argument not developed enough based on the categories below</td>
</tr>
<tr>
<td><strong>Line of Reasoning</strong></td>
<td>Clearly articulates a position or argument</td>
<td>Position or argument is reasonably understandable with major components reasonably identified</td>
<td>Position or argument is unfocused, ambiguous, incomplete and/or limited in scope.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Rationally and clearly presents a basis for their position with a position that is relevant and accurate to the discussion.</td>
<td>Presents a reasonably clear basis for their position with a position that is rational and/or mostly accurate.</td>
<td>Presents a basis that is somewhat inaccurate and/or irrelevant. May correct when prompted Does not present enough rationale to support argument, but augments when prompted.</td>
</tr>
<tr>
<td><strong>Implications</strong></td>
<td>Fully discusses the major implications of the argument or position.</td>
<td>Adequately discusses most of the major implications of the position or argument.</td>
<td>Misses the major implications of their position or argument OR does not discuss major implications adequately.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>There is logic in the progression of ideas</td>
<td>There are a few areas of disjointedness or intermittent lack of logical progression of ideas</td>
<td>Ideas are somewhat disjointed and/or do not always flow logically, making it a bit difficult to follow</td>
</tr>
</tbody>
</table>
**Presentation Evaluation Form (100 pt)**

**Group -**

**A. Group Introduction (10 pts)**

Comments:

- [ ] (0-6) Little or no introduction of group or topic, failed to establish purpose and agenda for presentation.
- [ ] (7-8) Introduction provided and established the presentation's purpose and agenda.
- [ ] (9-10) Fulfilled item 2 above and opened presentation in a particularly effective manner that captured the interest of the audience and generated questions.

**B. Group Presentation Content (30)**

Comments:

- [x] (0-20) Content either lacked substance or was inappropriate,
  - too many or few irrelevant facts,
  - does not identify and offer insight into the issue(s).
  - Presentation sequence was random and confusing and did not fully integrate proposed concept/theory into content.
  - Audience was unable to understand sequence or ideas/concepts.
- [ ] (21-26) Content appropriate, topic researched, most key issues identified and adequately considered.
  - Coverage was adequate to understand the ideas/topic chosen.
  - Topical areas were adequately researched and integrated into the presentation.
  - Audience seemed able to follow ideas/concepts after questions/discussion. Transitions were made between topics.
- [x] (27-30) Fulfilled presentation in a thorough and effective manner
  - Integrated concept/theory from other disciplines as well.
  - Topic is thoroughly researched, original data gathered and all key areas covered in a strong and convincing manner.
  - Ideas were sound and most were conveyed in an effective and balanced manner to the audience.
  - Logical sequence with strong internal summaries to link sections and relationships.

**C. Group Presentation Style (30)**

Comments:

- [ ] (0-20) Slides or other presentation medium contained too much/little relevant information.
  - Grammar, spelling, or issues in presentation medium distracted from presentation. Presentation medium hard to follow.
  - Information was detailed rather than on-point, adequately summarized and pertinent.
  - Logic and organization was uneven, ineffective, unclear to topic/issue/idea.
- [ ] (21-26) Slides or other presentation medium were readable, appropriate sequence and format. Adequate logic and organization.
  - No grammar, spelling, or issues in presentation medium that distracted from presentation.
  - Develops, unifies and presents components of topic/idea/issue adequately for audience comprehension.
- [ ] (27-30) Slides or other presentation medium were identified.
  - All major issues/topics and were easy to follow.
  - Issues were identified and addressed in appropriate sequence.
  - All audience questions were addressed and resolved with added pertinent information provided.

**D. Group Conclusions/recommendations (10)**

Comments:

- [ ] (0-6) Recommendations/conclusions unrelated to stated relevant facts and concepts/theories and superficial.
- [x] (7-8) Most key recommendations/conclusions were accurate and were related to stated relevant facts and concepts/theories.
- [ ] (9-10) Viable, specific, actionable recommendations provided that were creative and innovative.

**E. Audience Questions/Discussion (20)**

Comments:

- [ ] (0-13) Minimal evidence of teamwork during audience interaction.
  - Answers not responding to question (either long, incomplete or rambling) or were defensive/unprofessional.
  - Answers showing a poor understanding of topics/issues.
- [ ] (14-17) Adequate handling by team of presentation and of questions/discussion afterwards.
- [x] (18-20) Fulfilled above and, in addition, all questions were addressed professionally and confidently with concise responses showing a good understanding of topic/issues.
## Individual presentation skills and speaking ability (100)
### Group -

<table>
<thead>
<tr>
<th>Name</th>
<th>Exceeds Expectations (85-100)</th>
<th>Meets Expectations (70-84)</th>
<th>Needs Improvement (&lt; 70)</th>
</tr>
</thead>
</table>

### Verbal:
- Understandable
- Clarity of speech
- Enthusiasm for topic
- Shows good grasp and understanding of topic
- Audience: Engagement

### Non-Verbal:
- Eye contact
- Body language during presentation
- Pose when presenting and addressing questions
- Professional attitude when addressing audience questions**

### Organization:
- Topic development and organization
- Slides: quality and relevance*
- Time: pace and time management
- Logical Transition between discussion components

### Content:
- Does **not lose focus** in discussion
- Legitimate Sources Cited and Used Appropriately
- Presentation integrated and analyzed wrt Group Topic

* Slides are appropriate to topic, uncluttered and did not distract from topic.
** Person is able to answer most all of the questions with appropriate authoritative references and clear understanding of both the question and topic.
Peer Evaluation – Group Projects

Name of Evaluator ________________________________ Group # _______ Topic:__________________________

This is an opportunity to evaluate the contributions of your teammates to your semester group project. Please write the names of your teammates in the spaces below and give them the scores you believe they earned. Don’t evaluate yourself.

RETURN THIS DOCUMENT (FOLDED) ONLY TO ME ON THE DAY OF THE PRESENTATION.

Use the table on the right to rank the relative contribution of each group member other than yourself to the project. For instance, the group member you believe contributed the most to the group would be ranked "1", and so on. There can be no duplication of numbers and DON’T RANK YOURSELF.

Use the Table below to evaluate your other group member. Use only one check (x) or “x” per characteristic. Review the Standards below the table to determine how to make your evaluation. As you’re doing this evaluation, remember that as you progress through your career, you’ll be continually asked to review those you work with, those who work for you and those who you have worked for. Start now trying to be objective, rather than worry about “being nice” in your evaluations. Being “nice” in an evaluation may cost you your career!

<table>
<thead>
<tr>
<th>Group Member</th>
<th>Rank</th>
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<thead>
<tr>
<th>Group Member:</th>
<th>Less than other members</th>
<th>Met Expectations</th>
<th>Exceeded Expectations</th>
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<th>Met Expectations</th>
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<th>Less than other members</th>
<th>Met Expectations</th>
<th>Exceeded Expectations</th>
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<tr>
<td>Attended (in person or by electronic means) team meetings*</td>
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<td>Was Prepared for all meetings with assigned topic(s) researched**</td>
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<td>Made positive contributions during meetings</td>
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<td>Listened and respected others’ contributions</td>
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<td>Offered to take responsibility for group tasks</td>
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<td>Fulfilled assigned group role</td>
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<td>Met all deadlines</td>
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<td>Produced a professional and deliverable product for the team</td>
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* If any group member missed less than 0-10% of the meetings, they exceeded expectations. If they missed between 10 and 35% of the meetings, they met expectations.

** If any group member did not complete their readings, provide necessary notes and timely provided their assigned task, they should be marked as less than other group members. If the group member did all their reading in advance of the meeting, completed their assigned duties and provided adequate notes, they met expectations. If a group member did all necessary to meet expectations and in addition made positive contributions to the success of the group project, they exceed expectations.