

Course Syllabus

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Course Description

Ethical Business Behavior explores the ethical issues that business decision-makers face and examines the moral principles that can be used to help resolve these issues. Decisions with ethical dimensions can be the most important and memorable of those that are made.

Ethical decisions in the workplace can have tremendous influence on the individuals and the corporations involved. The outcomes of unethical behavior can affect reputations, trust and career path. Results have been as severe as loss of employment, physical harm to individuals, corporate bankruptcy and even impacts to the economy.

The scandals of 2002, including Enron and Worldcom, and resulting regulations have created a cultural shift particularly in financial fields that has renewed emphasis on ethical business behavior. We will evaluate business situations involving financial scandals, harm from poor product safety, truth and deception in advertising, affirmative action, sexual harassment, whistle-blowing, dangerous work environments and international ethics.

Theories that frame ethical decision-making are learned and applied in this course. These include ethical relativism, utilitarianism, Kantianism, rights, justice, virtue and care. Methodologies are applied to help evaluate ethical considerations based on alternative theories and to make moral decisions.

Students are placed in decision-making roles through exercises, case studies and role-playing. Reasoning skills are honed through identification of ethical issues and alternative means to analyze these issues. Ethical behavior is evaluated using analytical skills to apply ethical concepts to business situations.

Course Learning Goals

After completing this course, you will be able to:

- Understand major ethical theories and the role that ethics plays in business situations.
- Identify ethical business issues, analyze them using at least two different ethical principles and apply ethical principles to create recommendations.
- Describe characteristics of ethical business behavior and how individuals interact with organizations to make ethical business decisions.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
A4	Can analyze a problem using at least two different ethical systems.
H2X	Can demonstrate an understanding of how individuals interact with organizations in making ethical business decisions.
FX	Can apply ethical theories to assess and make recommendations regarding ethical business behavior.

Students may contact the instructor to discuss development of a customized FX statement, though this is not necessary.

Course Resources

To buy your books, go to <http://www.mbsdirect.net> .

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading:

Boatright, J. R. (2009). *Ethics and the Conduct of Business Sixth Edition*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Course Structure

This course will explore ethical business behavior and various theories for evaluating

ethical issues using one collaborative learning exercise (role-playing and report development), multiple case analyses, evaluation of various advertisements, discussions identifying real-world applications of issues, and internet resources.

The course consists of 5 modules, which include multiple units. Assignments and readings will be provided for each module. Ideas will also be exchanged with other students in structured discussions. Assignment deadlines will be based on estimated time for completion of each subject area.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

Student learning will be assessed based on participation in discussion forums, a research report, case/scenario analyses, one collaborative role-play, a summary perspective statement and personal credo statement.

Ethical Business Behavior is a graded course. Your final grade will be based on performance and completion of the assignments described below. Weighting for each assignment is provided below.

The learning outcomes for each module will be used to assess achievement of the competencies that you are fulfilling.

Evaluation Weighting

Category	Percent of Grade	# of Deliverables
Research Case Analysis	20%	1
Participation in Discussions	17%	Throughout the course
Case Studies	58% (4x14%, 1x2%)	5
Collaborative Role Play	3%	1
Personal Credo Statement	1%	1
Learning Reflection	1%	1

Research Case Analysis Guidelines

Everyone in the class will submit one paper that applies two ethical theories to a business ethics issue of their choice. Please navigate to the "Research Case Analysis" content area in the course menu to read the guidelines and assessment criteria for the analysis.

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive.

Quick Links:

- To schedule Real-time conversations with IM and/or webcam:
<http://condor.depaul.edu/writing/appointments/im.html>
- To request Feedback by Email:
<http://condor.depaul.edu/writing/appointments/fbe.html>
- For more information, visit:
<http://condor.depaul.edu/writing/>

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Online Discussion

Discussion Boards

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more discussion boards related to the topics you are studying each week.

At the beginning of the quarter, your instructor will set up two discussion boards. These two discussions will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These discussions are:

- Introductions
- Course Q&A

The Q&A discussion is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. Your instructor will add additional discussion boards as you move through the modules.

Online Participation Guidelines

Each student is expected to make at minimum one contribution per discussion in the forum. To maximize your participation grade, address each question in each topic in an insightful manner that builds on the input of others. Your responses to both instructor questions and to other students' comments will enhance the learning experience for all students.

Your contributions to discussions should include a supporting statement(s). Draw from your text readings, magazines, work or any personal experiences, etc. to explain why you agree/disagree with another student or why you have the perspective that you have.

Text does not carry the tone and nuances of face-to-face conversations. Students read messages through their own perceptions, so misinterpretation is both easy and common. Congenial interaction in online conversations facilitates the learning process. Extra attention is needed in online dialogue for these reasons.

These discussions are a place for you to exchange ideas with the others in the class related to specific topics on a weekly basis.

A Q&A discussion forum will be available for you to ask questions about the course. In this way, everyone can benefit from the questions that you have. Contact the instructor by email with any concerns about course performance, personal reasons for late assignments, advising issues or with any matters that should be private from other students.

In on-line courses, the student is an interactive learner with the instructor providing guidance and mentoring.

Electronic Submissions and Communications

Work must be submitted in the Dropbox area of D2L. Microsoft Word is the supported word processing software. Word revision tools will be used to correct student work. E-mail communications with the instructor are the preferred and primary format. Graded work will not be faxed to students. Students can check grades via the Grades feature in D2L.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such,

these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Ms. Halina Cowin and staff at SNL Online of the School for New Learning of DePaul University.

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