LAS POSITAS COLLEGE, LIVERMORE  
BUSINESS DEPARTMENT  

BUSINESS ETHICS AND SOCIETY Spring 2012  
BUSN 30, CRN 31300  
Tuesday, Thursday 9:30 a.m.– 10:45 a.m.  
Location L200: Room 201  

INSTRUCTOR CONTACT INFORMATION  
JULIE STEIN  
E-mail: jstein@laspositascollege.edu  
Phone: 925.424.1000 ext. 2426  
Office hours Tuesday, 11:00 a.m.- noon. Bldg. 2100 (Faculty offices) Room #2146 and by appt.  

COURSE CATALOGUE DESCRIPTION  
This is an introductory course that surveys the past and current behavior of business in American society. Ethical, social, and political issues confronting organizations are examined as well as organizations’ responsibilities and obligations in responding to them. The responsibility of business towards customers, employees, stockholders, competitors, suppliers, the government and community at large are explored.  

LEARNING OUTCOMES  
The objective of this course is to introduce you to basic concepts and theories in philosophical ethics and to apply those concepts and theories to concrete issues and cases in the areas of business.  
At the conclusion of the course, you will be able to:  
• Having identified and analyzed your own values, make clear connections between your values and ethical choices in business;  
• Analyze and evaluate various ethical theories as they relate to business and societal issues;  
• Apply ethical theories and concepts to concrete issues and cases in the areas of business including utilitarianism, rights, ethics of care, and universal ethics;  
• Explain how corporate social responsibility impacts you and your community  
• Research, discuss, outline, present, and debate current ethical issues using relevant ethical arguments, statistics, facts, and information.  
• Increase ability and confidence to recognize and solve ethical dilemmas.  
• Correctly identify key terms associated with business ethics;  

REQUIRED TEXTBOOK  
Andrew W. Ghillyer, Business Ethics Now. Publisher - McGraw Hill. ISBN: 978-0-07-352469-6. Do not use the previous edition. The cover graphic includes a photograph of a light bulb, a lock, and a bull. You are expected to read the assigned sections prior to class and be prepared to discuss the material. Bring the textbook to every class. We will be reviewing case studies, terms, and other content in many class sessions.
SUPPLIES REQUIRED FOR THE COURSE
You will need a computer, printer, and Internet access. You will also need the following supplies and should bring them to every class session: (1) course textbook; (2) notebook - either spiral bound or 3-ring binder; (3) pen; (4) two #2 pencils; (5) highlighter (optional); (2) Two 882E Scantrons (green).

METHODS OF INSTRUCTION
Methods of instruction include short lectures, exercises, analysis of case studies and videos, self assessments, individual presentations of "Business Ethics Briefs," in-class and out-of-class group work, small and large group discussions and debates, in-class writing and reading, and multiple choice/true false exams.

SYLLABUS
The syllabus is a guide to the semester’s expectations, activities, exams, and detail for each assignment. Please bring the syllabus to every class along with the textbook as they both will be referred to and used each class. Please also check the syllabus for answers before asking me for information about assignments or exam due dates. I retain the right to make changes to the materials or assignments, and all other aspects of the course. If changes are made, they will be distributed to you and posted on Blackboard.

COMMUNICATING PROFESSIONALLY WITH ME AND YOUR GROUP
There is a high level of formality and professionalism expected when communicating in educational and work settings as compared to more casual settings.

Emails at this college should be written as professional business communications. This means they should be written in grammatically correct and complete sentences using more formal language. Abbreviating words, using slang, writing in incomplete sentences, eliminating punctuation, and addressing the receiver informally, acceptable when social networking is inappropriate in a college or business communication.

I can be reached at the email address and phone number on page one (1) of the syllabus. Email sent to me should clearly identify the course name and number, list the subject you are writing about on the subject line, address me by Ms. and include your full name.

Sample email:
Subject line: BUSN 30 May I Schedule a Meeting With You?

Hello Ms. Stein,

May I schedule a time to meet with you during your office hours to discuss how I am doing in this class? I would like to make sure I am doing well, and I have some questions about one of the assignments that I would like to talk to you about.

Thank you, Mei Lee

Emails received not following these guidelines may be returned unanswered along with this message. I will usually respond to your e-mail message within 48 hours. Please use office hours that have been set aside for your benefit to discuss any issues you have about the course. If you have a scheduling conflict, I am happy to find another time to meet.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics/Chapters, Assignments, Exams</th>
</tr>
</thead>
</table>
| 1    | 1/17    | • Course Introduction: Overview of the class and the nature of ethics  
• Chapter 1: Understanding Ethics p. 1-13  
• 1/17 Meet our library partners and complete library pre-test (not-graded)                                                                                                                     |
|      | 1/19    |                                                                                                                                                                                                                                |
| 2    | 1/24    | • Chapter 1: Understanding Ethics (continued)  
• 1/26 In class personal values and ethics analysis and peer-to-peer discussion                                                                                                           |
|      | 1/26    |                                                                                                                                                                                                                                |
| 3    | 1/31    | • Chapter 2: Defining Business Ethics p. 21-31  
• 1/31 Class vote for debate topics  
• 2/2 "Business Ethics Briefs begin: 2-3 each class until 4/24  
• 2/2 All students signed up for a business ethics brief presentation date with 2-3 possible topics listed in their sign-up (-5 from brief if not signed up with possible topic by due date)  
• 2/3 Last Day to ADD/DROP with No-Grade-of-Record in person  
• 2/5 Last Day to ADD/DROP with No-Grade-of-Record online                                                                                                                      |
|      | 2/2     |                                                                                                                                                                                                                                |
| 4    | 2/7     | • 2/7 Sign up for Business Ethics debate team  
• 2/9 Academic Integrity library presentation - Angela Amaya                                                                                                                     |
|      | 2/9     |                                                                                                                                                                                                                                |
| 5    | 2/14    | • Chapter 3: Organizational Ethics p.43-55  
• 2/14 Debate team meeting #1  
• 2/16 Last Day to Apply for Pass/No Pass option                                                                                                                                  |
|      | 2/16    |                                                                                                                                                                                                                                |
| 6    | 2/21    | • Chapter 3: Organizational Ethics (continued)  
• 2/21 Search Strategies for Library Research workshop: Angela Amaya  
• 2/21 Debate team meeting #2: prepare for library research workshop  
• 2/23 Library Research Workshop: Meet in Las Positas College Library with debate team and bring your laptop if you have one                                                                                             |
|      | 2/23    |                                                                                                                                                                                                                                |
| 7    | 2/28    | • Chapter 4: Corporate Social Responsibility p. 65-77                                                                                                                                           |
|      | 3/1     |                                                                                                                                                                                                                                |
| 8    | 3/6     | • Chapter 4: Corporate Social Responsibility (continued)  
3/6 NoodleBib and Citing in an Outline and Debate Workshop Meet in Las Positas College Library with debate team and bring your laptop if you have one                                                                 |
|      | 3/8     | • 3/8 Deadline for requesting Exam#2 early  
• 3/8 (Typed)One page list of debate arguments due  
• Chapter 5: Corporate Governance p. 87-98                                                                                                                                         |
| 9    | 3/13    | • 3/13 Exam #1 Chapters 1, 2, 3, 4, 5 and lectures  
• 3/15 Chapter 6: The Role of Government p. 109-121                                                                                                                                     |
|      | 3/15    |                                                                                                                                                                                                                                |
| 10   | 3/20    | • Chapter 7: Blowing the Whistle p. 133-142  
• 3/22 Debate team and library conference due: alphanumeric outline with in-text citations and citation page reviewed with written feedback                                                                                   |
|      | 3/22    |                                                                                                                                                                                                                                |
### Course Calendar: Class Topics, Test Dates, and College Deadlines

*Complete the assigned reading prior to coming to class.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>3/27</td>
<td>3/29</td>
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<tr>
<td>12</td>
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<td>14</td>
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<tr>
<td>16</td>
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<tr>
<td>17</td>
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<td>5/15</td>
<td>5/17</td>
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<tr>
<td>19</td>
<td>5/___</td>
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## Summary of Assignments and Assignment Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Points</th>
<th>Due Date</th>
<th>Your score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance</td>
<td>20</td>
<td>200</td>
<td>Each Class</td>
<td></td>
</tr>
<tr>
<td>2. Active Participation</td>
<td>10</td>
<td>100</td>
<td>Each Class</td>
<td></td>
</tr>
<tr>
<td>3. Exam #1, Chapters 1, 2, 3, 4, 5 and lectures: Open notes, open textbook</td>
<td>10</td>
<td>100</td>
<td>3/13</td>
<td></td>
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<tr>
<td>4. Business Ethics Briefs</td>
<td>7.5</td>
<td>75</td>
<td>2/2 sign-up due</td>
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<td></td>
<td></td>
<td></td>
<td>2/2 - 4/24 Present</td>
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<tr>
<td>5. My Perspective: In-class writing including peer-to-peer discussion</td>
<td>7.5</td>
<td>75</td>
<td>4/5</td>
<td></td>
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<tr>
<td>6. Debate Preparation</td>
<td>17.5</td>
<td>175</td>
<td></td>
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<tr>
<td></td>
<td>20</td>
<td>20</td>
<td>2/23</td>
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<tr>
<td></td>
<td>40</td>
<td>40</td>
<td>3/22</td>
<td></td>
</tr>
<tr>
<td>Final Outline</td>
<td></td>
<td></td>
<td></td>
<td>3/29</td>
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<tr>
<td>7. Business Ethics Team Debates</td>
<td>12.5</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate Rehearsal (ALL students present)</td>
<td>25</td>
<td>25</td>
<td>4/26</td>
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<tr>
<td>Debate #1</td>
<td>100</td>
<td>100</td>
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<td>Debate #2</td>
<td></td>
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<td>Debate #4</td>
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<tr>
<td>Debate #5</td>
<td></td>
<td></td>
<td>5/15</td>
<td></td>
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<tr>
<td>8. Debate Peer Evaluations</td>
<td>5</td>
<td>50</td>
<td>5/17</td>
<td></td>
</tr>
<tr>
<td>9. Exam #2, Chapters 6, 7, 8, 9 and lectures</td>
<td>10</td>
<td>100</td>
<td>5/17</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>1000</td>
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### Grading Scale

A = 900-1000  
B = 800 –899  
C = 700-799  
D = 600-699  
F = 599 and below

Final grades will be calculated by dividing the total number of points earned by the total number of points possible. Grades are based on a 1,000 point scale. Extra credit points add to your point total but do not change the 1,000 point grading scale.

### Grading Guidelines for all Assignments

Every effort is made to return work within one week of the assignment being submitted. You must be in class to turn in assignments. Assignments are always due at the beginning of class on the due date provided on the syllabus. Assignments turned in on the due date after the assignment has been
collected are late. A late assignment will receive a 10% reduction in points for each class day it is late. (Late for one class session would be 10% reduction in points, and late for two class sessions would be 20% reduction in points, etc.). Late assignments will be accepted up to three class sessions after the due date and will not be accepted afterwards. Once an assignment is graded and returned, keep a copy of the graded assignment for verification in the event of a grade dispute. Assignments and exams are graded and returned within the week following the due date.

**DESCRIPTION OF ASSIGNMENTS**

1. **ATTENDANCE (200 POINTS)**

Class activities, discussions, and individual and group exercises constitute a major portion of the learning experience in this course. Missed classes cannot be completely "recovered" by reading the texts, borrowing class notes, or completing other assignments. Your absence interferes with your learning. This is why attendance and participation are expected for all class days.

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend all sessions</td>
<td>200</td>
</tr>
<tr>
<td>Miss one class session</td>
<td>195 (-5)</td>
</tr>
<tr>
<td>Miss two class session</td>
<td>190 (-10)</td>
</tr>
<tr>
<td>Miss three class sessions</td>
<td>180 (-20)</td>
</tr>
<tr>
<td>Miss four class sessions</td>
<td>165 (-35)</td>
</tr>
<tr>
<td>Miss five class sessions</td>
<td>140 (-60)</td>
</tr>
<tr>
<td>Miss six class sessions</td>
<td>115 (-85)</td>
</tr>
<tr>
<td>Miss seven class sessions</td>
<td>80 (-120)</td>
</tr>
<tr>
<td>Miss eight class sessions</td>
<td>50 (-150)</td>
</tr>
<tr>
<td>Miss nine class sessions</td>
<td>0 (-200)</td>
</tr>
<tr>
<td>Miss ten or more class sessions</td>
<td>F IN COURSE</td>
</tr>
</tbody>
</table>

- Classes will begin on time. You are expected to be punctual and to stay the entire class period. You must sign in to receive credit for attending class. **Signing in or being signed in by another student will result in a (0 out of 200) score for all attendance. Additionally, you will be reported to the college dean for review of additional disciplinary action.**
- Five (5) points will be deducted for each thirty minutes or fraction that you arrive late, leave early, or return late from break. For example, if you arrive 10 minutes late to class or leave 10 minutes early, five (5) points will be deducted.
- Each absence will result in a reduction of points, and extra credit activities can be used to make up missed attendance. The only “excused” absences are for court ordered attendance, military duty, and jury duty. In these cases, original documentation is required. Other absences such as travel, work commitments, illness, doctor’s appointments, family priorities, and car troubles are not excused.
- If you miss a session, please review the powerpoint slides posted on Blackboard and arrange with another student to review what was covered. Thank you for not asking me what you missed.
- **IMPORTANT:** If you do not plan to attend class or complete the course requirements you should protect your academic standing and drop the class. **It is your responsibility to drop the class, not mine.** However I may drop you from the class without notice and without the option of reinstatement if you have four consecutive absences without being in a two-way communication with me.
2. **Active Participation (100 points, Due Each Class)**

<table>
<thead>
<tr>
<th>Frequency of participation: contributes readily, but does not dominate discussions and debates; offers ideas; presents small group work; volunteers to summarize discussions or record ideas; asks and answers questions; participates in writing and group exercises; discusses case studies. (25)</th>
<th>Each class (22-25)</th>
<th>Most classes (18-21)</th>
<th>Some classes (15-17)</th>
<th>Few or no classes (0-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of participation: elaborates beyond one sentence; builds off of others ideas; discusses ideas critically, and creatively; shares opinions, reactions, and experiences; takes small risks; follows the thread of the discussion. (25)</td>
<td>High Level (22-25)</td>
<td>Medium level (18-21)</td>
<td>Low level (15-17)</td>
<td>None (0-14)</td>
</tr>
<tr>
<td>Class Preparation: Arrives fully prepared to discuss scheduled topic having read assigned readings and case studies; brings syllabus and textbook to each class. (25)</td>
<td>Each class (22-25)</td>
<td>Most classes (12-21)</td>
<td>Some classes (1-11)</td>
<td>Few or no classes (0)</td>
</tr>
<tr>
<td>Behavior: Demonstrates respect to other students; does not display disruptive behaviors such as side conversations, texting during class, or doing work or reading for other classes (25)</td>
<td>Is never disruptive (22-25)</td>
<td>Is rarely disruptive (15-21)</td>
<td>Is sometimes disruptive (1-14)</td>
<td>Is often disruptive (0)</td>
</tr>
</tbody>
</table>

3. & 9. **Exam #1: March 13; Exam #2: May __ (100 Points Each / 200 Points Total)**

- There will be two in-class multiple choice and true/false exams given during the semester. Exam #1 will have 50 questions and exam #2 will have 40 questions covering all the assigned material from the textbook plus any information covered in class lectures. For each of the two exams, you must bring an 882E Scantron (green - available from the Las Positas bookstore) and a #2 pencil.
- **Exam #1** on March 13 is open notes and open book. It may not be taken early. If you miss Exam #1, you may schedule a make-up exam with me during my office hour. A make-up exam will not be scored higher than 70% of the total available points. The make-up exam must be completed within two weeks of the exam and no later than March 27th to receive credit.
- **Exam #2:** Exam #2 on May __ is also open notes and open book. It is college policy for finals to be taken during finals week at the scheduled time. Exceptions are for court ordered attendance, military duty, jury duty, and witness duty. Travel plans are not considered a valid reason for a request. If you miss the final, no make-up exam is available.
- For a court-order that conflicts with the final date and time, you must submit a written request for an early exam by March 8 including 1) the reason the request is being made, 2) a copy of the documentation substantiating the request 3) the date the exam is being requested, and 4) a phone number to contact you. If requested, the original documents must be made available for review. The Division Dean must approve requests.
- The exam will not be the same exam as given to the class, but there are no points deducted from the point total as with make-up exam #1.
- Requests received after March 8 will only be considered if the conflict did not exist prior to that date (military duty and jury duty).
4. **BUSINESS ETHICS BRIEF** SUMMARY AND PRESENTATION (2/2 – 4/24/75 POINTS)

To help make the connections between business ethics concepts and real-world application, you will select and research (from highly credible sources) a business ethics related topic of interest to you, sign up for a presentation date, write a paper, attach a certificate of original work statement, and make a short 2-3 minute presentation at the beginning of class on your scheduled date. Your voice about current ethical issues is important, and other students find this to be a particularly interesting part of the course. Links on Blackboard include the LPC Library, local and national news organizations, relevant government sites, and ethics related websites such as: Corporate Social Responsibility, Ethics World, Corporate Responsibility, Change.org, Amnesty International, Human Rights Watch, National Whistleblowers Center, and Ethisphere.

1. **Select and research a topic, and list it by 2/2.** (-5 if no topics identified by 2/2)

   Possible topics include but are not limited to:

   - Organizations and individuals doing “the right thing” or practicing poor ethics.
   - Social responsibility; employment discrimination, harassment.
   - Current business scandals; corporate codes of ethics; CEO compensation.
   - Corporate ethics: i.e. insider trading; whistle-blower investigation; criminal fraud
   - Privacy issues: consumer privacy; workplace surveillance issues
   - Environmental abuses by corporations; product dumping.
   - Outsourcing, employment abuses such as wages, working conditions, child labor

   **Example "Positive" Topics**

   - The most ethical Bay Area companies to work for
   - The Occupy Movement in the US and abroad : economic and social inequality
   - Corporate Responsibilities 100 Best Corporate Citizens in 2011 ranked in 7 areas - including environment, climate change, human rights, employee relations, and financial. (See CRO link on Blackboard)
   - Corporate Responsibilities list ethical CEO’s of the year
   - Biofuels slowly become more popular with the airline industry
   - Corporations who are responsive and effective when disaster strikes
   - Fortune’s 100 Best Companies to work for (see link on Blackboard)
   - Review the corporate social responsibilities or environmentally ethical practices of a company of your choice
   - National Whistleblowers Center (link on Blackboard) Meet the whistleblowers such as Jane Turner FBI/911 Whistleblower and 25 Year Veteran Agent

   **Example "Negative" Topics**

   - Jon Corzine, previous CEO of MF Global Holdings has been sued for making false statements about the MF Global's financial situation before the commodity brokerage filed bankruptcy in October 2011 impacting 41 billion in assets with 1.2 billion "missing" of clients money.
   - The Kardashian family are accused of using "sweatshop" labor in China for several of their products including ShoeDazzle, K-Dash with workers pay at $1 day.
   - EthicsWorld.org (link on Blackboard) rates the countries evaluated as the most corrupt including Sudan, North Korea, and Somalia with North Korea as the most corrupt.
   - Review Change.org's petitions for change (link on Blackboard) B of A - drop $5 month banking fee.; Petland USA stop selling pets from puppy mills
   - A former executive at China Mobile Ltd., the world’s biggest mobile carrier, was found guilty of taking 1.15 million in bribes.
   - A jury convicted Rod R. Blagojevich, the former governor of Illinois, of a broad pattern of corruption, including charges that he tried to personally benefit from his role in selecting a replacement for President Obama in the United States Senate.
2. **Research and Cite a minimum of two high credible sources**: Research sources published ideally in the last three to six months, but they can also be from any time in 2011. Because you already know how to use commonly used search engines, and an important aspect of providing information is using highly credible sources, use the links on Blackboard or the Las Positas Library instead of Google, Yahoo, Bing, Ask, and AOL Search for the two primary articles you research. Google Scholar can be used to search one of the sources. Use respected, recognized national or international news sources such as *The Wall Street Journal, The New York Times, Washington Post, Business Week, or Forbes*. You may also use a local publication such as *The San Francisco Chronicle* or *The San Jose Mercury News, or The Valley Times*. (Wikipedia or Ask.com are examples sources not acceptable for any assignment in this course). Online links to numerous credible sources including business ethics and national news sources are available through this course on Blackboard and through the Las Positas Library site.

3. **Write/type a one (1) page paper following the format for writing assignments single-spaced on page20.** Work not following these guidelines will receive a reduced grade. On the first sheet of paper, write your name, the date, and the title of the assignment: Business Ethics Brief on the upper right side of the page. Then provide a title describing the topic you are covering and a summary of the article in your own words. Include:
   a. **What is the Reason you selected the topic?** Why does this topic interest you
   b. **Why is the topic important?** This can be the importance to you as well as others.
   c. **Summary:** Summarize the articles in 3 to 4 paragraphs in your own words without plagiarizing (copying word-for-word) or paraphrasing (changing a few words).
   d. **Ethical Concepts Raised:** Provide analysis of at least four ethical concepts raised that have been or will be discussed in this course, and clearly explain how these ethical concepts relate to your topic. Ethical concepts include ethical theories in chapter 1 (utilitarianism or ethics for the greater good, ethics of care, virtue ethics, rights principle) as well as ethical relativism, value conflicts, and ethical resolution principles (ends-based, rules-based, the golden rule).
   e. **Your opinion:** Give your personal opinions and explain why. This could include the relevance of the topic to your life and/or education.

4. Include at the end of your paper a signed certificate of original work. "I agree that the above information is accurate and complete. I also affirm that I have identified the sources of all of the information whether quoted verbatim or paraphrased, that I have used quotation marks for all quotations, that I have cited all sources in MLA format, and that I have not violated copyright, trademark, or other intellectual property laws."

5. **Attach a copy** of the two articles with a citation in correct MLA format. Instructions for citing are on Blackboard. Articles not attached will receive a 10 point reduction and will not be graded until a copy of the article is received. Articles not cited or not cited in correct MLA format will receive a 10 point reduction in points.
4. "**Business Ethics Brief**" Summary and Presentation (2/2 – 4/24 /75 Points) Continued

- Prepare for your presentation in advance by making notes on note cards and practicing what you are going to say within the 2-3 minute time frame.
- Provide a 2-3 minute presentation to the class at the beginning of the class period on the day you signed up. Present 1) The reason you selected the topic and why the topic is important, 2) sources you researched 3) a summary of the article in your words, 4) the ethical issues raised, and 5) your opinion. If you miss your presentation date and there is room for your presentation on another day, you can sign up for a second time, but a missed presentation results in -20 point loss. The second missed presentation results in 0 points for the assignment.
- The paper and presentation will be graded using the standards (rubrics) identified below.

<table>
<thead>
<tr>
<th>1. Paper: Integration of Course Topics: The degree to which a minimum of 4 ethical course concepts are analyzed as they relate to the topic (example: ethical theories - utilitarianism, ethics of care, virtue ethics, and rights principle ethical relativism, value conflicts, and ethical resolution principles (ends-based, rules-based, the golden rule) (20)</th>
<th>High Level (18-20)</th>
<th>Medium Level (13-17)</th>
<th>Moderate Level (10-12)</th>
<th>Low or None (0-9)</th>
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<td>4 or more</td>
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<td>1-2</td>
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</tbody>
</table>

| 2. Paper: Organization and Development of ideas The degree to which the topic, summary, analysis, and your opinion are clear and specific, well thought out, and well organized. Paper cited correct MLA format and includes a certificate of original work (Not accepted without certificate). (15) | (14-15) | (11-13) | (6-11) | (0-5) |

<table>
<thead>
<tr>
<th>3. Presentation Content: Degree to which the presentation covered 1) reason you selected the topic, 2) Sources you researched; 3) a summary of the articles in your words (do not read your paper); 4) overview of how a minimum of 4 four ethical course concepts relate to the topic, 5) your opinion (20)</th>
<th>(18-20)</th>
<th>(13-17)</th>
<th>(10-12)</th>
<th>(0-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Course Ethical Concepts</td>
<td>3</td>
<td>1-2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Presentation practice and length: The degree to which the presentation was within the assigned time frame. The degree to which presentation showed evidence of practice. Used note cards, and did not read paper or present from memory. (20)</th>
<th>(18-20)</th>
<th>(13-17)</th>
<th>(10-12)</th>
<th>(0-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 to 3 mins</td>
<td>1.75 to 2 or 3 to 3.5</td>
<td>Less than 1.5 or more than 3.5 to 5</td>
<td>Less than 1.5 or over 5 (0-7)</td>
<td></td>
</tr>
</tbody>
</table>
5. **My Perspective: (Up to 75 Points Due 4/5)**

To analyze and apply the ethical theories and issues, during class, you will keep a hand-written record of your views, ethical choices, and reactions to concepts covered in class. Keep this separate from your other work in this course. Label each in-class entry with a title given by the instructor and the date of the entry. On/by the due date, staple your work and put your name on the first page before handing in your work, and do not include other class notes or work.

<table>
<thead>
<tr>
<th>1. <strong>Paper: Understanding and Integration of Course Topics:</strong> The degree to which entries integrated and demonstrated an understanding and thoughtful application of course concepts. (25)</th>
<th>High Level (22-25)</th>
<th>Medium Level (17-21)</th>
<th>Moderate Level (10-16)</th>
<th>Low or None (0-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>Portfolio Entries Thorough and Specific to Task:</strong> The degree to which the entries were thorough, well developed, and answered all of the prompts or questions (25)</td>
<td>(22-25)</td>
<td>(17-21)</td>
<td>(10-16)</td>
<td>(0-9)</td>
</tr>
<tr>
<td>3. <strong>Number Of Entries:</strong> (25)</td>
<td>(22-25) Entries for all classes</td>
<td>(13-21) Entries for most classes</td>
<td>(0-12) Some Entries</td>
<td>Few (less than 40%) or no entries (0) for entire assignment</td>
</tr>
</tbody>
</table>

6. **Business Ethics Team Debate Preparation (Up to 175 Pts. Due Various Dates)**

Because one of the most effective ways to apply business ethics is through active debate, working in teams, you will prepare for and conduct a debate on a business ethics issue selecting a pro/agree/or con/disagree/against side. Each pro or con team will have 4-6 people for a total of 8-12 total for a pro/or/for/agree and con/against/disagree team. In your group, you will research the topic, create an outline for the debate, conduct a debate, and evaluate your group.

<table>
<thead>
<tr>
<th>Summary of Assignment</th>
<th>Date Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Library research workshop in library</td>
<td>2/23</td>
<td>20</td>
</tr>
<tr>
<td>Attend Noodlebib and Citing in an Outline and Debate Workshop in library</td>
<td>3/6</td>
<td>20</td>
</tr>
<tr>
<td>Submit one page list of arguments</td>
<td>3/8</td>
<td>20</td>
</tr>
<tr>
<td>Hold pre-scheduled conference between librarian and debate team</td>
<td>3/8-3/21 (Due 3/22)</td>
<td>40</td>
</tr>
<tr>
<td>Submit outline, citation page, and statement of responsibility</td>
<td>3/29</td>
<td>75</td>
</tr>
</tbody>
</table>

1. **Select debate team:** The class will vote on 5 debate topics, and you will sign up for one of the debate teams on the pro or con side.

- Do corporations have a responsibility to take care of the environment or to support social causes?
- Is the media morally obliged to report the accurately with the facts?
- Is it ethical for corporations to monitor your computer and phone use, and to track your behavior through video surveillance?
- Does cheating in college lead to unethical behavior in business?
- Should companies have the right to fire whistleblowers?
- Are business ethics more important than profits?
- Are CEO’s paid too much?
- Do organizations have a responsibility to behave ethically by US standards when doing business internationally?
- Is it ethical to drug test people on welfare benefits?
2. **Research topic:** In addition to the textbook, you must research and use a minimum of at least 12-16 highly credible sources with a minimum of 6 articles and 1 book to help prepare the debate topic.

- **Library Research workshop in Library (Due 2/23 Up to 20 points)** On 2/23, the class will meet in the library for a Library Research workshop. You will meet with your team and research and load onto Blackboard a minimum of eight articles (minimum one article per person to receive credit for Workshop).  
- **Noodlebib/Citation Workshop in Library (Due 3/6 Up to 20 points)** on 3/6 the class will meet again in the library for a Noodlebib and Citation workshop in the library. To receive credit, each team member needs to create a Works Cited page in Noodlebib using the articles your team has loaded onto Blackboard.
- **List of Debate Arguments (Due 3/8 Up to 20 Points)** As part of the development of your debate outline, your group will create a minimum of 1-2 pages single-spaced typed list of arguments either pro or con for your debate. This list of arguments should include all of the ethical and other reasons that support your side of the debate. This can be in alphanumeric outline format or in bullet point or list format.

3. **Create Outline:** Write/type a single-spaced three (3) to four (4) page outline (not including your Record of Responsibilities) describing your plan for the debate using the alphanumeric outline format on Blackboard and on page 13 of the syllabus.

- **Follow the Format for all Written Assignments on page 18 of the syllabus. Work not meeting these guidelines will receive a reduce grade.**
- Each group member must participate to receive credit. Team members will receive the same grade. The exception is any team member who does not participate in the preparation or participates very little, or who does not remain in regular contact with his/her team will receive very few or zero (0) points for the assignment. You may make a change in your debate following completion of the outline.

4. **Hold Library Conference (Up to 40 points. Meeting Due between March 8 and March 21 by appointment. Work Due March 22 in class)** Between March 8 and March 21, your team will schedule and attend a conference with Tina Inzerilla or Angela Amaya to review and receive feedback on your outline and Works Cited page as it relates to the quality and credibility of your research and your correct use of citations. To receive credit, attach a draft of your outline and Works cited page with their hand-written comments as well as the completed "Debate Team and Library Conference Assignment" sheet available for you to print on Blackboard. Points are not deducted if everyone from the team cannot attend, but it is important that everyone on the team conduct a "fair share" of the work.

5. **Turn in Outline, Citation page, and Record of Responsibilities (Due March 29, Up to 75 points).** On March 29, turn in 10-14 copies of the 3-4 page outline and 1-2 page Citation page at the beginning of class, two for me, and one for each member of the pro and con team. Also turn in one copy of the completed Record of Responsibilities page. One point will be deducted for each minute late after 9:30 a.m.
### Business Ethics Debate Outline Format

<table>
<thead>
<tr>
<th>Team Name</th>
<th>It’s O.K. to select a fun name!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debate Topic</td>
<td>Identify your topic</td>
</tr>
</tbody>
</table>
| Debate Outline Follow the guidelines for an alphanumeric outline format on Blackboard | 1. State your team’s position: pro/for/agree or con/against/disagree.  
2. Provide an introduction identifying at least 3-5 central ethical issue(s) you believe are at stake.  
3. Provide reasons or arguments for each of the 3-5 issues with facts, statistics, ethical principles, and examples collected from your research, and explore ethical principles (e.g. utilitarianism, ethics of care, virtue ethics, rights principle).  
4. Summarize with your team’s position giving at least three solid reasons for your conclusion. |
| Cite MLA format | Cite the sources being used using MLA Format. Citation guidelines can be found on Blackboard and through the Las Positas Library |
| Record of Responsibilities | Complete, sign, and turn in the Record of Responsibilities with the outline. Record of Responsibilities not submitted along with the outlines will be considered late assignments. |

6. **Business Ethics Team Debate Outline and Record of Responsibility (Continued)**

### Sample Alphanumeric Outline

**The College Application Process**

I. Choose Desired Colleges
   - A. Visit and evaluate college campuses
   - B. Visit and evaluate college websites
     1. look for interesting classes
     2. note important statistics
        a. student/faculty ratio
        b. retention rate

II. Prepare Application
   - A. Write Personal Statement
     1. Choose interesting topic
        a. describe an influential person in your life
           (1) favorite high school teacher
           (2) grandparent
        2. Include important personal details
           a. volunteer work
           b. participation in varsity sports
   - B. Revise personal statement

III. Compile resume
   - A. List relevant coursework
   - B. List work experience
   - C. List volunteer experience
     1. tutor at foreign language summer camp
     2. counselor for suicide prevention hotline

HTTP://OWL.ENGLISH.PURDUE.EDU/MEDIA/PDF/20081113013048_544.PDF

The debate outline will be graded using the standards (rubrics) identified below.
**DEBATE OUTLINE GRADING GUIDELINES**

<table>
<thead>
<tr>
<th>1. Follows Debate Format: The degree to which the outline follows the correct alphanumeric outline format outlined on Blackboard. (10)</th>
<th>High Level (8-10)</th>
<th>Medium Level (5-7)</th>
<th>Moderate Level (1-4)</th>
<th>Low or None (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Understanding and Integration of Course Topics: The degree to which an understanding of the topic is demonstrated and a <strong>minimum of four</strong> ethical principles are reviewed (utilitarianism, ethics of care, virtue ethics, rights principle) are thoughtfully integrated. (25)</td>
<td>(18-25) 4+</td>
<td>(12-17) 2-3</td>
<td>(1-11) 1</td>
<td>(0) 0</td>
</tr>
<tr>
<td>3. Arguments supported: The degree that arguments are supported with facts, statistics, ethical principles, logic, and examples; reasons for conclusions stated. (20)</td>
<td>(18-20)</td>
<td>(18-21)</td>
<td>(12-17)</td>
<td>(0-11)</td>
</tr>
<tr>
<td>4. Research: The degree to which research has been cited in the outline, at least 12 highly credible sources are used with a minimum of 6 articles and 1 book; correct MLA citations are included in a separate Work Cited page the end of the outline. (20)</td>
<td>(22-25)</td>
<td>(18-21)</td>
<td>(12-17)</td>
<td>(0-11)</td>
</tr>
</tbody>
</table>
Debate Team and Library Conference Assignment

Bring your 3-4 page outline, MLA citation page and questions to your library conference meeting at the date and time you scheduled your meeting. One changed meeting will result in a 20% reduction in possible points. A second re-scheduled meeting will result in a 40% reduction in possible points. Showing up without the documents will result in a 75% reduction in point. A no-show without contacting the librarian before the meeting to re-schedule will result in 0 points for the assignment. A late appointment will either be re-scheduled or result in a 10-20% deduction of possible points.

Date and Time of Original Appointment

__________________________

Date and time of Actual Appointment

__________________________

Librarian name, phone # and email address

______________________________________________________________________________

Full names of team members present during meeting

______________________________________________________________________________

Name of Librarian ____________________________________________

Length of meeting ______

<table>
<thead>
<tr>
<th>Area Scored</th>
<th>Possible Score</th>
<th>Librarian Feedback</th>
<th>Team self-score and comments</th>
<th>Instructor Score and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline 3-4 pages typed</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facts, statistics, and sources cited in-outline in MLA format</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 8-15 Citations listed in MLA format</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Credible Sources Cited</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
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</tbody>
</table>

Write a 2-3 sentence summary of discussion and feedback

Librarian signature and date____________________________________________________

Name and signature of team member turning in form with outline and MLA citation page to instructor______________________________________________

Attach outline and MLA Citation page that includes comments written by the librarian.
Completed meeting with notes are due at beginning of class at 9:30 am on March 22.
**Business Ethics Debate Preparation Record of Responsibilities**

Complete this with the name(s) of team members who completed each task listed and turn this along with the debate outline on 3/29. Group members will receive the same grade on the outline with the exception of any team member who helped very little or not at all and/or who did not stay in communication with debate team members will receive significantly fewer or 0 points for the debate preparation.

Debate Topic: ____________________________  ____ Yes/Agree  ____ No/Disagree

<table>
<thead>
<tr>
<th>Team member full name</th>
<th>Number of meetings attended outside class</th>
<th>Number of research sources contributed</th>
<th>Overall level of contribution high, medium, low, none</th>
<th>Role in debate - What points will you make?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contributed research including citations________________________________________

Brought in articles and list of citations _________________________________________

Met with librarian _____________________________________________________________

Worked on outline _____________________________________________________________

Completed final outline _________________________________________________________

Created list of sources using MLA format _________________________________________

Printed 10-14 copies of outline ________________________________________________

Other contributions not listed___________________________________________________

_I agree that the above information is accurate and complete. I also affirm that I have identified the sources of all of the information whether quoted verbatim or paraphrased, that I have used quotation marks for all quotations, that I have cited all sources, and that I have not violated copyright, trademark, or other intellectual property laws. Please sign below to indicate agreement._

__________________________________  ______________________________________
__________________________________  ______________________________________
__________________________________  ______________________________________
Date ______  Date and time final outlines submitted to instructor in person ______
7. Business Ethics Team Debates (5/1, 5/3, 5/8, 5/10, OR 5/15 /125 Points)

- Two groups will participate in each debate on a business ethics case/issue reviewed in advance in the class. One team will be “for” the issue, and the other team will be “against” the issue.
- There will be a debate rehearsal for the entire class in advance on 4/26 worth 25 points.
- Preparation:
  - Conduct and share research around your main position. Carefully review, track, and cite your sources.
  - Know what you are talking about and understand both sides of the issue to help with a strong rebuttal and to be able to answer questions from the audience.
  - Have prepared notes in your own words with citations of your sources. You may reference but cannot read sources pulled from the Internet word-for-word which is plagiarism.
  - In addition to the debate rehearsal, practice individually and in your team.
  - Like an essay, a debate has an introduction, evidence, and a conclusion.
  - Dress business-casual. (We will discuss in class).

1. Format

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Minutes</td>
<td>Opening Statements</td>
<td>State your team's position: pro or con Identify at least 3-4 central ethical issues related to your topic's position. Through logic, facts, rules, statistics, principles, examples and emotional appeal, analyze arguments showing reasons for your position. Argue the ethical issues and principles involved including the ethical theories of utilitarianism, ethics of care, virtue ethics, and the rights principle. Close with a summary of your team's position giving at least 3 of the strongest reasons for your position.</td>
</tr>
<tr>
<td>3 minutes</td>
<td>Plan Rebuttal</td>
<td>Both teams plan a rebuttal pointing out the flaws in the other side’s argument.</td>
</tr>
<tr>
<td>10 Minutes</td>
<td>Rebuttal</td>
<td>Pro and Con teams each have five minutes to point out the flaws in the other side’s argument and defend their position.</td>
</tr>
<tr>
<td>Remainder of class</td>
<td>Audience Questions</td>
<td>Questions from audience</td>
</tr>
</tbody>
</table>

2. More on format:
- You may express your own views about the issues after – but not during the debates.
- Remain respectful in tone, words, and body language.
- Listen carefully to the opponent and be prepared to answer any questions s/he may pose. Research the opposing argument to know what to expect and deconstruct major points.
- A fair "division of labor" should be established prior to the debate. Each group member must be present and must speak during the debate to receive credit. Group member must be present and must participate in some way to receive credit. All team members will receive the same grade. The exception is any absent team member, or team member who helped very little or not at all, or did not communicate with his/her team will receive fewer or 0 points for the debate. There are no exceptions. On the day of the debate, if a team member arrives after class starts, s/he will receive a reduced grade. If the debate has started, the team member cannot participate and will receive 0 for the debate grade.
### Debate Grading Guidelines

<table>
<thead>
<tr>
<th>Requirement</th>
<th>High Level (23-25)</th>
<th>Medium Level (20-22)</th>
<th>Moderate Level (17-19)</th>
<th>Low or None (0-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Understanding of topic and issues. Degree to which EACH of the ethical issues and theories (utilitarianism, ethics of care, virtue ethics, rights principle) are understood, argued and team members are reasonably able to answer questions. (25)</td>
<td>(23-25)</td>
<td>(20-22)</td>
<td>(17-19)</td>
<td>(0-16)</td>
</tr>
<tr>
<td>3. Development of ideas: The degree to which summary, analysis, and response are coherent, logical, clear, well thought out, specific, and well organized. (25)</td>
<td>(23-25)</td>
<td>(20-22)</td>
<td>(17-19)</td>
<td>(0-16)</td>
</tr>
<tr>
<td>4. Arguments supported: The degree that arguments are supported with facts, statistics, principles, logic, and examples and include oral citations providing source of information. (25)</td>
<td>(23-25)</td>
<td>(20-22)</td>
<td>(17-19)</td>
<td>(0-16)</td>
</tr>
<tr>
<td>5. Attendance to Debate Rehearsal: The degree to which arrived to class on time and fully participation in debate rehearsal and de-brief discussion. (25)</td>
<td>(23-25) On time Full Participation</td>
<td>(20-22) On time Some Participation</td>
<td>(1-19) Late Some participation</td>
<td>0 Not present</td>
</tr>
</tbody>
</table>

### 8. Team Debate Peer Evaluations (50 Points Due 5/17)

Following the completion of the team project and debates, you will complete an evaluation of each team member's contribution on the project and in the team. This will include their attendance at meetings, contribution during planning discussions, completion of tasks, dependability, amount and quality of research and writing, professional interpersonal behavior, staying in regular communication with the team, preparation for the outline and debate, and participation during the debate.

### Extra Credit (Up to 100 Points Due 5/1) No Extra Credit Accepted After Start of Class

You can complete up to a maximum of 100 points of “Extra Credit” work to earn more points or make up for class(es) you were absent or late. This option also provides you the opportunity to further explore an area of interest. Extra Credit work may be turned in at any time. It is due by December 1 at the beginning of class and will not be accepted after the start of class on December 1. **Write a 1.5 to 2 pages single-spaced paper following the format for written assignments on page 20.** Work not meeting these guidelines will receive a reduced or zero (0) grade.
Extra Credit 1: Chapters 1 and 2 (Up to 25 points)
1. How would you define ethics in your own words?
2. Explain the role of values in ethical decision-making.
3. Explain our own words what an ethical dilemma is.
4. In your own words, define business ethics.
5. List three principles available to you in resolving an ethical dilemma.
6. Read case study 1.2 on page 18, *The Man Who Shocked the World*, and answer the six questions.

Extra Credit #2: Chapters 3 and 4 (Up to 25 points)
1. Explain the term organizational culture in your own words.
2. Describe the ethical issues that might arise for a human resource professional when privy to an employee's personal and professional history?
3. Provide three examples of creative bookkeeping techniques.
4. Define corporate social responsibility in your own words?
5. Read Thinking Critically case study 3.3 on *Johnson & Johnson and the Tylenol Poisonings* on pages 62-63, and answer the six questions.
6. Locate the website for Business for Social Responsibility (BSR). What is their stated mission, and what do they do? List four well known companies that are members of the BSR.

Extra Credit #3: Chapters 5 and 6 (Up to 25 points)
1. Explain the roles of the Chief Executive Officer (CEO), Chief Financial Officer (CFO), and Chief Operating Officer (COO).
2. Is it unethical to populate the board of directors with friends and business acquaintances? Why or why not?
3. Provide three examples of how good corporate governance can pay off for organizations.
4. List four examples of routine governmental action.
5. Read Frontline Focus, *Too Much Trouble* – on pages 109 and 122, and answer the 3 questions.
6. Complete the Internet Exercise for Transparency International on page 150.

Extra Credit #4: Chapters 7 and 8 (Up to 25 points)
1. Under what conditions could blowing the whistle be considered unethical?
2. Read Thinking Critically Case 8.2, *Reverb Communications*, on pages 169-170 and answer the four questions.
3. If an employee blows the whistle on an organization on the basis of rumor, is this ethical?
4. Summarize the employer position on privacy at work.
5. Define the term cyberliability in your own words.
6. Which of the 10 commandments of computer ethics carry the strongest ethical message? Why?

Grading Guidelines

<table>
<thead>
<tr>
<th>Grading Guidelines</th>
<th>High Level (10-13)</th>
<th>Medium Level (7-9)</th>
<th>Moderate Level (5-6)</th>
<th>Low or None (0-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding and Integration of Course Topics:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The degree to which an understanding of the topic is</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrated and course concepts are thoughtfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>integrated. (8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Answer to Questions: The degree to which</td>
<td>(10-12)</td>
<td>(7-9)</td>
<td>(5-6)</td>
<td>(0-4)</td>
</tr>
<tr>
<td>questions are answered accurately and completely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FORMAT FOR ALL WRITTEN ASSIGNMENTS

- Work not meeting these guidelines will receive a reduced grade.
- Work not written at college level will receive up to a 15% reduction in points.
- Assignments must be typed on 8 ½ X 11” paper using 12 point Arial, Times New Roman, or Cambria font size and a 1” margin space along borders. Other than the in-class case study, hand-written work will be discounted 50% of the possible points.
- Single-space within each paragraph, and double space between paragraphs. Margins may not be wider than 1” on any of the four sides.
- One page = one full page, not ¼, or ½ page. A 4 page paper that is 3 1/4 pages will receive a reduced grade. Each 1/4 less than the assigned length will receive up to a 15% reduction per quarter page less than the assigned length.
- Each paper should start with an introduction of 1-3 sentences that explains what you are going to cover and the order the information will be covered. The body of the paper should provide support and development of ideas. End your paper with a brief conclusion, a 1-3 sentence summarizing your main points (not the introduction copied).
- DO NOT TURN IN YOUR FIRST DRAFT. 75% of your time writing should be spent first revising your first draft for organization and clarity and then proofreading your second draft for grammar and punctuation. Plan to review the paper 3-4 times before submitting a college level paper free of spelling and grammatical errors.
- Reference all the material in your work using MLA format. This includes the textbook, websites, articles, books, manuals, emails, or interviews. These citations should be made at the conclusion of the document (usually on a separate page) with a new heading titled “References,” “Bibliography” or “Works Cited.”
- Each out-of-class written assignment must have the title of the paper, your first and last name(s), the name of this course, and the date the assignment is due in the upper right corner.
- Staple the pages of your assignments before entering the classroom.
- Written work will not be accepted by e-mail, disk, or any other circumstances unless approved in advance by the me.
- Please work with the Las Positas Writing Center if your writing is not at college level.

BLACKBOARD AND EMAIL

Throughout the semester, important materials, announcements, and grades for the course will be posted on Blackboard. Access Blackboard by going to http://clpccd.blackboard.com and enter your student “W” number and your password. When you access Blackboard for the first time, change your password. It is a course requirement that your e-mail address is current and that you check it on a regular basis to receive important emails from me and your project group members. Copies of my powerpoint slides will also be posted on Blackboard by Sunday evening. In most cases, they will be similar but not exactly the same as the ones used in class.

PLAGIARISM AND CHEATING

Plagiarism consists of copying work from another source in whole or in part, without citing the source or presenting information in a debate without citing the source. Plagiarizing material, cheating on exams, or signing in another student who is not present, is unacceptable. Plagiarized materials or cheating will receive a zero score for that assignment. In addition, you will be reported to the Dean of Business, Computing and Applied Technology for further investigation, review and further disciplinary action by the college. You must also meet with the dean. If you have questions on what constitutes cheating, plagiarism, inadequate citation of sources, or inappropriate collaboration with other students, do not hesitate to ask.
CERTIFICATE OF ORIGINAL WORK
For your Business Ethics Brief and debate outline, you will complete a certificate of originality: "This affirms I acknowledge my responsibility for academic integrity, that the work has not been submitted by someone else, that I have identified the sources of all of the information either whether quoted verbatim or paraphrased, that I have used quotation marks for all quotations and cited all sources, and that I have not violated copyright, trademark, or other intellectual property laws."

CLASSROOM BEHAVIOR
• Behavior in a college class should assist you and your peers to maximize your learning potential and reach important academic goals.
• You have the right to be treated in a courteous, professional, and appropriate manner by faculty, staff, and other students. You are expected to demonstrate a level of maturity and mutual respect that will allow open discussion about diverse ideas with an open mind.
• Electronic devices including mobile phones, headphones, pagers, I-Pods, PDA’s, CD/DVD players and other communication and noise producing devices (with or without earphones) are to be turned OFF before entering the classroom and PUT AWAY once class begins.
• Laptops are to be closed when not taking notes on current class topics.
• It is important to demonstrate respect to yourself, your peers, and your instructor. Arriving late, leaving and returning, and leaving class early is disrespectful and disruptive. If you arrive late or leave early sit close to the door to minimize disruption to the class.
• Respecting others also means not having side-discussions during class.
• During large and small group discussions, conflict occasionally arises. You and I are expected to handle conflicts with respect, courtesy, and professionalism with the realization that you can disagree without being disagreeable. All in-class discussions, behavior, e-mails, and voicemails between you, your classmates and me are to be professional and free of direct or indirect insults targeted towards any individual or group. This includes derogatory language, demands, profanity, demeaning comments, threats, slurs, and sexual connotations. If you feel uncomfortable in class for any reason please see me or contact Student Services.

INSTRUCTOR’S RESPONSIBILITIES
It is my goal to provide you with high quality course instruction to help you reach important academic goals. I am committed to making this experience as relevant, interesting, and enjoyable as possible and to do everything I can to partner with you to ensure your success. I will come to class on time and prepared, treat you with respect, conduct class in an active and engaging manner, and provide real-world application to course material. I will handle any disagreements or conflict without “retribution” and with respect, courtesy, and professionalism - modeling that it is O.K. to disagree without being disagreeable. I want this course to be a good experience for you. If you have any suggestions about the course or my facilitation, I hope you will let me know.
**STUDENTS’ RESPONSIBILITIES**

- Attend class on a regular basis.
- Complete all assigned readings, exercises and assignments before coming to class.
- Arrive on time, with you textbook and syllabus.
- Come prepared to be treated respectfully and to treat others in a professional and respectful manner.
- Be familiar with all test, assignment, and debate related due dates.
- Ask me questions when concepts, class materials, or assignments are unclear.

**STUDENTS WITH DISABILITIES**

If you need course adaptations or accommodations due to a disability (learning or otherwise) you should immediately talk with me about the issue or contact Disabled Student Services and Programs (DSPS) located in Building 1500. The discussion about needed course adaptations or accommodations should occur early in the semester to minimize any impact to your academic accomplishment.
BUSINESS ETHICS DEBATE
TEAM PEER EVALUATIONS

Your name  ____________________________

Team Topic  ____________________________  ___Pro  ___Con

Instructions
Using the scale below, rate yourself and each team member for his/her overall level of contribution to your debate team. Consider attendance at meetings, contribution during discussions, completion of tasks, professional interpersonal behavior, staying in communication with the team, research and help with the outline, and preparation for and participation during the debate.

<table>
<thead>
<tr>
<th>1 = No Contribution</th>
<th>3 = Some Contribution</th>
<th>5 = High Level of Contribution</th>
</tr>
</thead>
</table>

You:

__________________________________________________________________

1 2 3 4 5

Comments:

Member #1:

__________________________________________________________________

1 2 3 4 5

Comments:

Member #2:

__________________________________________________________________

1 2 3 4 5

Comments:

Member #3:

__________________________________________________________________

1 2 3 4 5

Comments:

Member #4:

__________________________________________________________________

1 2 3 4 5

Comments:

Member #5:

__________________________________________________________________

1 2 3 4 5

Comments:
CONFIDENTIAL STUDENT INFORMATION
BUSINESS ETHICS AND SOCIETY, SPRING 2012

The information which you provide on this form is for my use only and will be kept strictly confidential. Do not answer any questions that you are not comfortable with.

Name (Please print)______________________________

Telephone #_________________________ Email address________________________
What is your current declared major or major(s) you are considering?

What is your educational goal?
☐ Transfer with an AA/AS ☐ Transfer without an AA/AS ☐ AA/AS degree only
☐ Acquire job skills ☐ Personal development ☐ Other

How many semesters have you been attending Las Positas College?
☐ Less than 2 semesters ☐ 2-3 Semesters
☐ 4-6 semesters ☐ 7 or more semesters

What areas would you like emphasized most in this course? Are there topics you hope will be addressed?

What are 5 behaviors, qualities, or attitudes you expect from me?

What are 5 behaviors, qualities, or attitudes you expect from yourself?

Answer the question, what helps me learn the best is...

Are there any difficulties you expect to encounter with the course or content? Is there any information you wish for me to know that may relate to your performance in this course? Please describe.

I have read and understood the course syllabus and understand the requirements, exam policy, and attendance policy for this course. I have read and understood the plagiarism and cheating policy and agree to not plagiarize, sign-in other students, or cheat in this course.

Signature of Acknowledgement (sign below)  Date:___

_________________________________