

**WAYLAND BAPTIST UNIVERSITY VIRTUAL CAMPUS**

SCHOOL OF BUSINESS

SYLLABUS FOR BUAD 5304 VCO1 AND VC02

Spring Term 2018

1. **Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.
2. **Course:** **BUAD 5304 VC01 and BUAD 5304 VC02**
3. **Instructor:** Steven L. Smith, Ed.D.
4. **Office Phone Number and WBU Email Address:** [steven.smith@wayland.wbu.edu](mailto:steven.smith@wayland.wbu.edu)
5. **Office Hours, Building, and Location:** I can be contacted on Monday to Friday (MST) using "*Message the Instructor*" under Course Information or via email. I will ***only*** respond to student emails that use the WBU email address. Modification to "Office Hours" will be posted under BB "Announcements."
6. **Class Meeting Time and Location:** Virtual Campus with Weekly Assignments
7. **Catalog Description:** Systematic overview of normative ethics and a comprehensive discussion of contemporary moral issues including analysis of case studies; ethical implications of employment law, diversity management and corporate sustainability.
8. **Prerequisites:** None
9. **Required Textbook and Resources:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BOOK** Business & Professional Ethics for Directors, Executive and Accountants | **AUTHOR** Brooks/Dunn | **ED** 8th | **YEAR** 2018 | **PUBLISHER** Cengage | **ISBN#**  9781-30597-1455 | **UPDATED** 5/4/17 |

1. **Optional Materials**
   1. APA 6th Edition Manual—WBU standard for writing
   2. APA guide at Purdue Owl (online)—free tool for APA use
   3. *Grammar Girl* web page is an excellent tool for grammar review and guidance
   4. *MSWord* has a grammar checking tool, but it is not flawless and requires setting the "Word Options" to the correct "Proofing" categories.
2. **Course Outcome Competencies**
   1. Identify the ethical toolbox and list the tools available to employees and employers in making business and workplace decisions.
   2. Describe historically how ethical tools, or their absence, have been used and abused.
   3. Identify ethical issues and business solutions in developing a practical decision matrix.
   4. Bring real world ethics into the classroom.
   5. To apply ethical solutions to assets and personnel in a business setting.
   6. To interact with fellow students and understand different perspectives.
   7. To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.
   8. Create, prepare, and produce an ethics program with all the components.
3. Attendance Requirements—Virtual Campus Course Requirements. *Weekly participation is mandatory and not an option*. Non-attendance is a failure to logon to BB and submit weekly assignments. If you miss more than 3 weeks of failing to logon to BB and submit weekly assignments within the 11-week term the grade received will be an "F." Additional information on Wayland's online attendance policy is located at: <http://www.edu/academics/online_programs/help%20desk/attendance.html>
4. Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per WBU policy as described in the academic catalog, all cases of academic dishonesty are reported and second offenses will result in suspension from the university. *Do not assume you know what plagiarism is—refer to the policy so you do not violate it.*
5. Disability Statement: "In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. *Documentation of a disability must accompany any request for accommodations."*
6. Course Requirements and Grading Criteria
   1. Weekly Reading Assignments—review weekly schedule included in syllabus
   2. BB Discussion Question and Response Post (10) 20 points each for 200 points
   3. Reflection Blog (5) 20 points each for 100 points
   4. Written Assignments (2) 100 points each for 200 points

500 total points possible

450 – 500 A

400 – 449 B

350 – 399 C

300 – 349 D

Below 299 F

1. Additional Guidance on Assignments—BlackBoard (BB) Post
   1. Blackboard Post
      1. Information and Submission in BB, "Discussion Board" Link
      2. NOTE: Late post does not receive any credit
   2. Discussion Question Post and Response
      1. Discussion Post are Due *Thursday not later than midnight*
      2. Response Post are Due *Sunday not later than midnight*
   3. Guidance for BB Post and Response
      1. Discuss means: to write about a topic in detail, considering different ideas, thoughts and conclusions.
      2. Critical Response means: A critical response has two tasks, to summarize a main idea and respond to the main ideas with reactions based on your synthesis. Additionally, a critical response is subjective writing because it expresses your reasoned evaluation of another piece of written work. Critical response to another student's post demonstrates thoroughness of thought, reflection, clarity, and an ability to be specific about your comments. The use of "I like" or "I agree" fail to demonstrate rigor of thought or analysis.
      3. *Derogatory or inflammatory remarks of any type are strictly prohibited and deduct from your grade.*
2. Additional Guidance on Assignments—Reflection Blog
   1. Blog responses will be based on a question or statement provided at the beginning of the week
   2. Submit on Blog Link in BB
3. Additional Guidance on Assignments—Written Paper Assignments
   1. Information in BB, "SafeAssignment" Link for Submission
   2. *Responses are to be analytical, reasoned, using critical analysis and critical thinking.*
      1. Appendix A is WBUs writing rubric
   3. Adhere to APA format 6th edition (10% of grade)
      1. Organize by "Headings" (Papers require Level 1 and maybe Level 2)
      2. Mechanics of Style (*Refer to WBU Rubric*)—Punctuation, spelling, capitalization, proper use of italics, abbreviations, numbers
      3. Crediting Sources—Proper use of Quoting and Paraphrasing; Citing References in Text
      4. Double-space papers

WBU Policy on Grades—Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

***Term Schedule—Instructor Reserves the Right to Modify Schedule and Assignments***

**Week 1, February 26 – March 4**

**Course Competencies:**

* *Identify ethical issues and business solutions in developing a practical decision matrix.*
* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*

1. BB Introductions
2. Reading Assignment
   1. Chapter 1, Brooks and Dunn, pp. 1-29
3. BB Discussion Question and Response #1
   1. Why are philosophical approaches to ethical decision making relevant to modern corporations and professional accountants?
   2. Select a student's post and comment on it
4. Reflection Blog #1

**Week 2, March 5-11**

**Course Competencies:**

* *Describe historically how ethical tools, or their absence, have been used and abused.*
* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*

1. Reading Assignment
   1. Chapter 2, Brooks and Dunn, pp. 72-106
2. BB Discussion Question and Response #2
   1. Do you think that the events recorded in this chapter are isolated instances of business malfeasance, or are they systemic throughout the business world?
      1. If they are isolated, state your justification for your conclusion (your opinion is not a justification—provide data to support conclusion)
      2. If they are systemic, state your justification for your conclusion (your opinion is not a justification—provide data to support conclusion)
   2. Select another student's submission and response as to how they addressed the question and their justification for either i. / ii.
3. Reflection Blog #2

***WBU Spring Break March 12-18***

**Week 3, March 19-25**

**Course Competencies:**

* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*
* *Describe historically how ethical tools, or their absence, have been used and abused.*

1. Reading Assignment
   1. Chapter 3, Brooks and Dunn, pp. 145-171
2. BB Discussion Question and Response #3
   1. Discuss the strengths and weakness of Adam Smith’s theory that self-interest leads to economic cooperation—refer to pages 150-152. It is imperative to note that Smith was an ethicist in addition to an economist.
   2. Select two submissions and respond to/comment on their analysis of Smith
3. Reflection Blog #3

**Week 4, March 26-April 1**

**Course Competencies:**

* *Identify the ethical toolbox and list the tools available to employees and employers in making business and workplace decisions.*
* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*

1. Reading Assignment
   1. Chapter 4, Brooks and Dunn, pp. 182-211
2. BB Discussion Question and Response #4
   1. Under what circumstances would it be best to use each of the following frameworks: (1) the philosophical set of consequentialism, deontology, and virtue Ethics; (2) the modified 5-question approach; (3) the modified moral standards approach; and (4) the modified Pastin approach?
   2. Select another student's submission and respond to/comment on their analysis of the question
3. Reflection Blog #4

**Week 5, April 2-8**

**Course Competencies:**

* *Identify the ethical toolbox and list the tools available to employees and employers in making business and workplace decisions.*
* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*

1. Reading Assignment
   1. Chapter 5, Brooks and Dunn, pp. 240-290
2. BB discussion Question and Response #5
   1. Other than a code of conduct, what aspects of a corporate culture are most important and why?
   2. Select two submissions and respond to/comment on their analysis of the question
3. Reflection Blog #5

**Week 6 and Week 7, April 9-15 and April 16-22**

**Course Competencies:**

* *Identify the ethical toolbox and list the tools available to employees and employers in making business and workplace decisions.*
* *Describe historically how ethical tools, or their absence, have been used and abused.*
* *Identify ethical issues and business solutions in developing a practical decision matrix.*
* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*

1. Reading Assignment
   1. Chapter 6, pp. 382-442
2. Written Assignment
   1. Select one Ethics Case Study that is of interest to you personally and professionally. Cases are provided on pp. 444-495
   2. Open your paper with an introductory paragraph on your decision to study this case and why
      1. BlackBoard Submission #6 — counts as Discussion Submission: By January 14, post your introductory paragraph on your decision to study the case and why
   3. Formulate your paper around the question(s) for discussion at the end of the case study
      1. Do not type out the question in your paper—Graduate level work formulates a response to a question without telling the reading what the question is they are addressing
   4. Length—6 pages
      1. Body, 4 pages, not 3 or 5, but 4 pages
      2. Included Cover Page and Reference Page, which is an additional 2 pages
   5. APA requirements
      1. Proper formatting
      2. Double Spacing
      3. Citations
      4. Levels of Heading (Probably only 1 or 2 Levels)
3. Submit Written Assignment via SafeAssignment No Later Than Thursday January 18, 2018
4. BB Discussion Post and Response #7
   1. Summarize your paper and one major insight you gained from the study
   2. Respond to another student's Post

**Week 8, April 23-29**

**Course Competencies:**

* *Identify the ethical toolbox and list the tools available to employees and employers in making business and workplace decisions.*
* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*

1. Reading Assignment
   1. Chapter 7, Brooks and Dunn, pp. 496-551
2. BB discussion Question and Response #8
   1. What would you list as the five most important ethical guidelines for dealing with North American employees
   2. Select another student's submission and respond to/comment on their analysis of the question

**Week 9, April 30-May 6**

**Course Competencies:**

* *Identify the ethical toolbox and list the tools available to employees and employers in making business and workplace decisions.*
* *Describe historically how ethical tools, or their absence, have been used and abused.*
* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*

1. Reading Assignment
   1. Chapter 8, Brooks and Dunn, pp. 593-622
2. BB Discussion Question and Response #9
   1. What were the three most important ethical failures that contributed to the subprime lending fiasco?
   2. Select another student's submission and respond to/comment on their analysis of the question

**Week 10 and 11, May 7-13 and May 14-19**

**Course Competencies:**

* *Identify the ethical toolbox and list the tools available to employees and employers in making business and workplace decisions.*
* *Describe historically how ethical tools, or their absence, have been used and abused.*
* *Bring real world ethics into the classroom.*
* *To interact with fellow students and understand different perspectives.*
* *To communicate in writing and orally, clearly and succinctly ethical decisions and the reasoning to all those who are or maybe impacted by your communication.*
* *Create, prepare, and produce an ethics program with all the components.*

1. Written Assignment
   1. This assignment requires a minimum of three (3) academic resources
   2. Select one question to address in this written assignment
      1. Is it possible for ethical leadership, a company code of conduct, and company policies governing ethical decision-making change—even transform—an individual's moral code? If so, how? If not, why?
         1. Recommendation: research the theory of "Moral Development" to assist in coming to your own conclusion
      2. Giving consideration to the theory of moral development, which influences ethical decision-making, how would you develop a training and education program to assist employees in their moral development.
         1. This question necessitates researching the theory of "Moral Development" to assist in coming to your own conclusion.
      3. How would you utilize the information in Chapter 3, "Ethical Behavior—Philosophers Contributions" to manage ethical risks and opportunities as presented in Chapter 7.
2. Refer to Writing Rubric for Assessment Criteria
3. Length—6 to 7 pages total
   1. Body, 4 to 5 pages
   2. Included Cover Page and Reference Page
   3. APA requirements
      1. Cover page and Reference page
      2. Proper formatting
      3. Double Spacing
      4. Citations
      5. Levels of Heading required for each RESOLVEDD category
4. Submit Written Assignment via SafeAssignment No Later Than Wednesday, May 16, 2018
5. BB Discussion Post and Response #10
   1. Summarize your paper in one paragraph, much like writing an abstract
   2. Due No Later Than Saturday May 19, 2018
   3. Respond to another student's post