



**VIRTUAL CAMPUS
SCHOOL OF BUSINESS
SYLLABUS FOR BUAD 4334**

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 4334** – {VC03}, Business Ethics
3. Term: Summer Term 2017
4. Instructor: Steven L. Smith, Ed.D.
5. Office Phone Number and WBU Email Address: steven.smith@wayland.wbu.edu
6. Office Hours, Building, and Location:
 - 7 a.m. to 9 a.m. CST on Blackboard (BB). I can be contacted on Monday to Friday (MST) by going to "*Message the Instructor*" under Course Information or sending an email (provided above). Please note: I will **only** respond to student emails that use the WBU email address. Any modification to "Office Hours" will be posted on BB under "Announcements."
7. Class Meeting Time and Location: Virtual Campus with Weekly Assignments
8. Catalog Description: In-depth investigation of ethical management and leadership styles, including context of a Christian worldview. Ethical reasoning for application to a variety of business situations.
9. Prerequisites: None

10. Required Textbook and Resources:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#	UPDATED
<u>Business Ethics</u>	Ferrell, Fraedrich, & Ferrell	11th	2015/2017	Cengage		
<u>Ethics on the Job</u>	Pfeiffer/Forsberg	4th	2014	Cengage		
<u>MindTap</u>	Cengage			Cengage	Requires Code	
				BUNDLED ISBN#	9781-33750-3655	7/21/16

11. Optional Materials:

- APA 6th Edition Manual—WBU standard for writing
- APA guide at Purdue Owl (online)—free tool for APA use
- *Grammar Girl* web page is a wonderful tool for grammar review and guidance
- *MSWord* has an excellent grammar checking tool, but it is not flawless and requires setting the "Word Options" to the correct "Proofing" categories.
- You Tube Videos—listed on BB

12. Course Outcome Competencies:

- Study the business ethics issues and definitions, theories, and frameworks important to organizational ethical decision making
- Use knowledge to develop boundaries of your own personal ethical boundaries

- Identify the role of stakeholder interest and recognize ethical issues in business
- Understand the interrelationship of ethics and social responsibility
- Gain confidence using oral skills to relate the issues of an ethical controversy in business to moral philosophy, work group influence, corporate culture, and social responsibility
- Identify means to resolve ethical disputes in business
- Examine the consequences of unethical/ethical business decisions
- Objectively listen and evaluate the thought process and ethical differences of others
- Understand the role of corporate governance and corporate culture in ethical decision making
- Examine the independence rules of accounting
- Understand the AICPA, SEC, and TSBPA ethics rules
- Decide what is important for you to make from this class – and then learn it

13. **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

14. **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.*

15. 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.*"

16. Course Requirements and Grading Criteria

- **Weekly Reading Assignments**—review syllabus for schedule
- **Weekly Quizzes, Activity** for Assigned Readings on MindTap (Cengage)
- **Week 1 Introduction**—BlackBoard (BB) in "Discussion Board" Link, 50 points possible
 - *Introduce yourself (500 words or less)*
 - *What you seek to attain or accomplish from this course (250 words or less)*
 - *How will you apply the course outcomes to your profession and/or life (250 words or less)?*
- **Written Paper Assignments: Due during Week 5 and 9**
 - **Information in BB, "SafeAssignment" Link**
 - 100 points each for total of 200 points
 - Submit Via *Safe Assignment* on BB
 - *Responses are to be analytical, reasoned, using critical analysis and critical thinking.*
 - Appendix A is WBU's writing rubric
 - Appendix B is amplification of terminology
 - Total words 750 to 1250—papers must list word count at the bottom of the page
 - Adhere to APA format 6th edition (10% of grade)
 - Items for APA adherence and grading
 - Writing style (Refer to WBU Rubric)
 - Organize by "Headings" (Papers require Level 1 and maybe Level 2)

- Mechanics of Style (*Refer to WBU Rubric*)—Punctuation, spelling, capitalization, proper use of italics, abbreviations, numbers
 - Crediting Sources—Proper use of Quoting and Paraphrasing; Citing References in Text
- Double-space papers
 - Cover sheet or Reference page *not* required unless additional references are used
- **Blackboard Post— Due during Week 3, 4, 6, 7, 8, and 10**
 - **Information and Submission in BB, "Discussion Board" Link**
 - *NOTE: Late post does not receive any credit*
 - *Post that do not meet the written requirement for words in Post or Response, 15 points at maximum.*
 - **Discussion Question Post and Response**
 - **Post are Due Thursday nlt midnight**
 - 300 to 350 words each—all post must list word count at the bottom of the page
 - 25 points each
 - *Critical Response* to a Discussion Post—select 1 student Post for response—*Due Sunday nlt midnight*
 - 250 to 300 words each—all post must list word count at the bottom of the page
 - 25 points each
- **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 opinion or 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.*

NOTE: Over my 11 years of teaching, I have seen the growth of students online academic Discussion Post and Responses resemble a social media comment or a comment derived from an online news story, blog, event, etc. *Your post and responses must meet academic rigor, which takes time and thoughtfulness to craft.*

- **Final Exam**
 - **Analytical and critical response to case study that will be assigned during week 10**
 - **Length: 1000 to 1250 words**
 - **Adhere to APA format 6th edition (10%) of grade**
 - **Incorporate/Use RESOLVEDD Strategy**
 - **100 points**
 - **Submit via Safe Assignment on BB**
 - **Due no later than CST on midnight Saturday at end of term**

FOR ALL WRITEN ASSIGMENTS: Pay Attention to a few of my pet peeves

1. Students who reference the *textbook* in their written work. For example, "the textbook says" or "per the textbook." A competent writer *refers to the author(s) by name*. Textbooks do not speak—the author is the speaker via their writing.
2. Use of personal pronouns in writing. This is an easy way to write but skews and weakens your analysis. Do not write, "When you understand the value of ethics you will incorporate them into your life." It is better to write, "When employees understand the value of ethics due to the

training and emphases of an organization, research demonstrates they will incorporate ethical principles into their daily life."

3. Use of colloquialism, metaphors, and idioms is discouraged because it assumes the reader will understand your use of such language. Additionally, the use of these forms of language may confuse or mislead the reader.

- **Summary of Grading Criteria**

- **BB Assignments**

- Introduction. 50 points
- Written Paper Assignments. 2@100 points each = 200 points
- Discussion Question Posts and Response. 12@25 points each = 300 points
- Final Exam = 100 points

- **Total Possible Points for BB Assignments = 650 points**

580 - 650 points = A 90% - 100%

510 - 579 points = B 80% - 89%

440 - 509 points = C 70% - 79%

370 - 439 points = D 60% - 69%

369 and below = F below 60%

- **MINDTAP Assignments**

- **Quizzes, Activities, and Video Case Study**

- Combined Total Points: 192

- *Roughly Equates to the following points and percentages—please note MindTap will calculate the total correct answer score along with an average*

173 - 192 = 90.1% - 100%

154 - 172 = 80.2% - 89.6%

135 - 153 = 70.3% - 79.7%

116 - 134 = 60.4% - 69.8%

115 and Below = 59.4%

- **Final Grade Calculation for Coursework**

- **842 - 753 = A**
- **752 - 664 = B**
- **663 - 575 = C**
- **574 - 486 = D**
- **485 - Below = F**

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.

17. Tentative Schedule: (Calendar, Topics, Assignments)

Week	Topics Covered	Assignments
1 May 30 – June 5	<ul style="list-style-type: none"> <li data-bbox="313 306 855 369">• Personal Introductions and Introduction to Course <li data-bbox="313 779 769 810">• The Importance of Business Ethics <li data-bbox="313 814 784 846">• Ethics and Ethical Decision-Making 	<p data-bbox="914 306 1429 468"><i>POST on Blackboard—Introduction—YOUR POINTS ARE BASED ON RESPONSE TO THE FOLLOWING and are to be in paragraph format—not one continuous paragraph.</i></p> <ul style="list-style-type: none"> <li data-bbox="914 472 1370 535">• Short introduction of yourself (500 words or less) <li data-bbox="914 539 1411 602">• What you seek to attain or accomplish from this course? (250 words or less) <li data-bbox="914 606 1430 705">• How are you going to <i>apply the course outcomes</i> to your profession and/or life? (250 words or less) <p data-bbox="914 743 1375 806">Chapter 1 (Ferrell, Fraedrich & Ferrell) Chapter 1 (Pfeiffer & Forsberg)</p> <p data-bbox="914 844 1373 905">Take Quiz and Complete Activity on MindTap</p>
2 June 6 – 12	<ul style="list-style-type: none"> <li data-bbox="313 921 855 984">• Stakeholder Relationships, Social Responsibility, and Corporate Governance <li data-bbox="313 989 566 1020">• Ethical Principles 	<p data-bbox="914 921 1373 953">Chapter 2 (Ferrell, Fraedrich & Ferrell)</p> <p data-bbox="914 1012 1284 1043">Chapter 2 (Pfeiffer & Forsberg)</p> <p data-bbox="914 1081 1373 1142">Take Quiz and Complete Activity on MindTap</p>
3 June 13 -19	<ul style="list-style-type: none"> <li data-bbox="313 1159 743 1190">• Emerging Business Ethics Issues <li data-bbox="313 1194 849 1257">• The “RESOLVEDD” Strategy of Making Ethical Decisions 	<p data-bbox="914 1159 1373 1222">Chapter 3 (Ferrell, Fraedrich & Ferrell) Chapter 3 (Pfeiffer & Forsberg)</p> <p data-bbox="914 1257 1373 1318">Take Quiz and Complete Activity on MindTap</p> <p data-bbox="914 1356 1390 1478">Discussion Post and Response: From Chapter 3, Ferrell, Fraedrich & Ferrell. <i>"Discuss why an ethical dilemma has no right or ethical solution."</i></p>
4 June 20 -26	<ul style="list-style-type: none"> <li data-bbox="313 1495 855 1526">• The Institutionalization of Business Ethics <li data-bbox="313 1530 826 1562">• The “RESOLVEDD” Strategy in Depth 	<p data-bbox="914 1495 1373 1558">Chapter 4 (Ferrell, Fraedrich & Ferrell) Chapter 4 (Pfeiffer & Forsberg)</p> <p data-bbox="914 1593 1373 1654">Take Quiz and Complete Activity on MindTap</p> <p data-bbox="914 1692 1373 1843">Discussion Post and Response: From Chapter 4, Ferrell, Fraedrich & Ferrell. <i>"Discuss the importance of an effective business ethics organizational practice, which requires the integration of 3</i></p>

		<i>dimensions into an ethics and compliance program."</i>
5 June 27 – July 3	<ul style="list-style-type: none"> Ethical Decision Making Individual Factors: Moral Philosophies and Values 	<p>Chapter 5 (Ferrell, Fraedrich & Ferrell) Chapter 6 (Ferrell, Fraedrich & Ferrell)</p> <p>Take Quiz and Complete Activity on MindTap for both chapters</p> <p>View Video: <i>The Seven Signs of Ethical Collapse</i> (You Tube)</p> <p>Written Paper Assignment— 1 Compare and contrast the various ethical decision-making approaches presented in Chapter 5 (Ferrell, Fraedrich, and Ferrell) and Chapter 1 (Pfeiffer & Forsberg).</p> <p>Note: A comparison shows how two subjects are similar; a contrast shows how two subjects are different.</p> <ul style="list-style-type: none"> Responses are to be analytical, reasoned, using critical analysis and critical thinking Total Words 750 to 1250 Papers are to be double-spaced <p>Adhere to APA format 6th edition (10% of grade)</p>
6 July 4 - 10	<ul style="list-style-type: none"> Organizational Factors: The Role of Ethical Culture and Relationships 	<p>Chapter 7 (Ferrell, Fraedrich & Ferrell)</p> <p>Take Quiz and Complete Video Case on MindTap</p> <p>Discussion Post and Response: From Chapter 7, Ferrell, Fraedrich & Ferrell. <i>"Discuss how an organization's culture of values, beliefs, goals, norms influence the method of solving problems."</i></p>
7 July 11 - 17	<ul style="list-style-type: none"> Developing an Effective Ethics Program Managing and Controlling Ethics Programs 	<p>Chapter 8 (Ferrell, Fraedrich & Ferrell) Chapter 9 (Ferrell, Fraedrich & Ferrell)</p> <p>Take Quiz and Complete Video Case on MindTap for both chapters</p> <p>Review on Blackboard ENRON's Ethics Manual and PerotSystems Ethical Principles of Company Governance</p> <p>Discussion Post and Response: From Chapter 8, Ferrell, Fraedrich & Ferrell.</p>

		<i>"Discuss the importance and outcomes of having an effective ethics program."</i>
8 July 18 - 24	<ul style="list-style-type: none"> Globalization of Ethical Decision Making 	<p>Chapter 10 (Ferrell, Fraedrich & Ferrell)</p> <p>Take Quiz and Complete Activity on MindTap</p> <p>Discussion Post and Response: From Chapter 10, Ferrell, Fraedrich & Ferrell. <i>"Discuss how Hofstede's 4 cultural dimensions have a profound impact on the business environment."</i></p>
9 July 25 - 31	<ul style="list-style-type: none"> Ethical Leadership 	<p>Chapter 11 (Ferrell, Fraedrich & Ferrell)</p> <p>Take Quiz and Complete Video Case on MindTap</p> <p><u>Written Paper Assignment—2</u></p> <p>Discuss how the ethical principles presented in Chapter 2 of Pfeiffer & Forsberg's "Ethics on the Job" influence ethical leadership as presented in Chapter 11 of Ferrell, Fraedrich, and Ferrell's "Business Ethics."</p> <p>Note: Discuss means to write about a topic in detail, considering different ideas, thoughts and conclusions.</p> <ul style="list-style-type: none"> Responses are to be analytical, reasoned, using critical analysis and critical thinking Total Words 750 to 1250 Papers are to be double-spaced Adhere to APA format 6th edition (10% of grade)
10 August 1 - 7	<ul style="list-style-type: none"> Sustainability: Ethical and Social Responsibility Dimensions 	<p>Chapter 12 (Ferrell, Fraedrich & Ferrell)</p> <p>Take Quiz and Complete Activity on MindTap</p> <p>Discussion Post and Response: From Chapter 12, Ferrell, Fraedrich & Ferrell. <i>"Discuss how a business can relate sustainability to ethical decision making and social responsibility."</i></p>

11 August 8 - 12	<ul style="list-style-type: none"> Final Exam 	<p><i>Final Exam—Incorporate/Use RESOLVEDD Strategy</i></p> <ul style="list-style-type: none"> <i>Response to case study</i> <i>Length: 750 to 1250 words</i> <i><u>Adhere to APA format 6th edition (10%) of grade (Use Levels of Headings for each RESOLVEDD category)</u></i> <i>Response to scenario is to be analytical, reasoned, using critical analysis and critical thinking</i>
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No assignments accepted late—Zero Credit Awarded

18. Additional information by the faculty member.

- Do your own work on assignments—do not ask another person to write your work, if they do, then they are doing your thinking.
- Proof reading of papers by another person is permitted—this often helps with how you are presenting your analysis and if you are coherent and cogent.
- Late submissions ***are not*** accepted and zero points awarded. Why are late submissions not accepted? Simply because in the global economy and workforce due dates are due dates. In my 45 years of being employed in various jobs I was given deadlines to meet or I faced termination. Therefore, plan, prepare, and meet your obligations.
- APA 6th edition is the WBU standard for all written work—yes, I have mentioned this before.
- Education is your responsibility—I facilitate, guide, and grade your work and evaluate your efforts during the term.
- Successful people carve out—even make sacred—the time they need to master a subject; therefore, set aside specific times for reading, writing, and completing all assignments
 - As an aside, I have a total of 14 years of education after high school and I worked fulltime during undergraduate, graduate, and doctoral work—not to mention during my graduate work and beyond I had three kids. Yes, life is busy and interruptions happen but decide what to cut from your life to succeed at this endeavor—often this is television or social media. It is your choice.
- I reserve the right to modify the syllabus and course assignments.
- Most of all, allow yourself to be stretched and challenged for the next eleven weeks—use the time to acquire or further refine your ethical decision-making ability.

"Learn to love the difficult." Rainer Maria Rilke, German Poet

"Find the good teacher and forget everything else." Charles Malik

Appendix A
WBU Writing Rubric
BUAD 4334

Wayland Baptist University
 QEP Writing Rubric

1

Score	Superior - 4	Competent - 3	Developing - 2	Substandard - 1	Unsatisfactory - 0
Content					
Focus on Topic	Topic is clear and well-focused; the writer stays on topic and supports the main idea with detailed information.	Topic is obvious, but writer may drift or stray from main point once, or may provide information at times that is too general or perhaps somewhat unclear.	Topic is somewhat clear, but the main idea occasionally becomes lost due to the need for further clarification or more support.	Topic is not entirely clear; two or more main ideas may have been attempted, with little supporting information.	No or several topics may have been attempted, with no resulting main idea. There is a seemingly random collection of information, resulting in no real information at all.
Support for Topic	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue may be unsupported or more predictable than others.	Supporting details and information are relevant, but one or more key issues are unsupported or fairly predictable.	Supporting details and information are somewhat relevant, but several key issues are unsupported or are all fairly predictable.	Supporting details and information are typically unclear, not related to the topic, or simply not present.
Critical Thinking	Writer demonstrates abundant evidence of evaluation and assessment of information and application of that information in drawing logical conclusions.	Writer demonstrates ample evidence of evaluation and synthesis of information in order to reach logical conclusions.	Writer demonstrates some evidence of evaluation and synthesis of information in order to reach logical conclusions.	Writer demonstrates very limited ability to understand the importance of information and to draw logical conclusions.	Writer demonstrates no evidence of the ability to understand the importance of information and to draw logical conclusions.
Structure and Organization					
Introduction	The introduction successfully fulfills these requirements, and perhaps others: clearly states the main topic, previews the structure of the paper, and engages/invites the reader.	The introduction fulfills these requirements to a moderate degree: states the main topic, previews the structure of the paper and engages the reader.	The introduction attempts to state the main topic, preview the structure of the paper, and/or engage the reader, but fails in one or more areas.	The introduction attempts, but is unable to, state the main topic, preview the structure of the paper, or engage the reader.	The introduction fails to state the main topic, preview the structure of the paper, or engage the reader in any way.
Organization and Development	Support or details are placed in a logical order, and the way they are presented effectively keeps the interest of the reader.	Support or details are placed in a logical order, but the way they are presented/introduced sometimes makes the writing less interesting.	Some support and details are in a logical/expected order, but others are not, providing little incentive for the reader.	The details are either not in a logical/expected order, or they are presented in a tedious manner.	No details are not present, or they are not in a logical or expected order; the writer demonstrates no organization or forethought.
Transitions	A variety of transitions (especially between paragraphs but also between sentences) are clearly and thoughtfully used to show how ideas are connected.	Transitions, especially between paragraphs, clearly show how ideas are connected, but more variety may be needed.	Some transitions are in use and work well, but other connections between paragraphs and sentences are weak.	Few transitions exist or work well, making most or nearly all connections between paragraphs, and even some sentences, fuzzy or unclear.	No transitions between paragraphs or sentences appear to exist; ideas are loosely strung together or have no connection at all.
Conclusion	The conclusion is strong and leaves the reader with a feeling that s/he understands what the writer is conveying.	The conclusion is recognizable and has effective closure.	The conclusion is recognizable, but it lacks effective closure.	There appears to be an attempt at a conclusion, but it does nothing to bring the topic to a close.	There is no conclusion; the paper ends abruptly.

8/7/2009

Score	Superior - 4	Competent - 3	Developing - 2	Substandard - 1	Unsatisfactory - 0
Content					
Focus on Topic	Topic is clear and well-focused; the writer stays on topic and supports the main idea with detailed information.	Topic is obvious, but writer may drift or stray from main point once, or may provide information at times that is too general or perhaps somewhat unclear.	Topic is somewhat clear, but the main idea occasionally becomes lost due to the need for further clarification or more support.	Topic is not entirely clear; two or more main ideas may have been attempted, with little supporting information.	No or several topics may have been attempted, with no resulting main idea. There is a seemingly random collection of information, resulting in no real information at all.
Support for Topic	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue may be unsupported or more predictable than others.	Supporting details and information are relevant, but one or more key issues are unsupported or fairly predictable.	Supporting details and information are somewhat relevant, but several key issues are unsupported or are all fairly predictable.	Supporting details and information are typically unclear, not related to the topic, or simply not present.
Critical Thinking	Writer demonstrates abundant evidence of evaluation and assessment of information and application of that information in drawing logical conclusions.	Writer demonstrates ample evidence of evaluation and synthesis of information in order to reach logical conclusions.	Writer demonstrates some evidence of evaluation and synthesis of information in order to reach logical conclusions.	Writer demonstrates very limited ability to understand the importance of information and to draw logical conclusions.	Writer demonstrates no evidence of the ability to understand the importance of information and to draw logical conclusions.
Structure and Organization					
Introduction	The introduction successfully fulfills these requirements, and perhaps others: clearly states the main topic, previews the structure of the paper, and engages/invites the reader.	The introduction fulfills these requirements to a moderate degree: states the main topic, previews the structure of the paper, and engages the reader.	The introduction attempts to state the main topic, preview the structure of the paper, and/or engage the reader, but fails in one or more areas.	The introduction attempts, but is unable to, state the main topic, preview the structure of the paper, or engage the reader.	The introduction fails to state the main topic, preview the structure of the paper, or engage the reader in any way.
Organization and Development	Support or details are placed in a logical order, and the way they are presented effectively keeps the interest of the reader.	Support or details are placed in a logical order, but the way they are presented/introduced sometimes makes the writing less interesting.	Some support and details are in a logical/expected order, but others are not, providing little incentive for the reader.	The details are either not in a logical/expected order, or they are presented in a tedious manner.	No details are not present, or they are not in a logical or expected order; the writer demonstrates no organization or forethought.
Transitions	A variety of transitions (especially between paragraphs but also between sentences) are clearly and thoughtfully used to show how ideas are connected.	Transitions, especially between paragraphs, clearly show how ideas are connected, but more variety may be needed.	Some transitions are in use and work well, but other connections between paragraphs and sentences are weak.	Few transitions exist or work well, making most or nearly all connections between paragraphs, and even some sentences, fuzzy or unclear.	No transitions between paragraphs or sentences appear to exist; ideas are loosely strung together or have no connection at all.
Conclusion	The conclusion is strong and leaves the reader with a feeling that s/he understands what the writer is conveying.	The conclusion is recognizable and has effective closure.	The conclusion is recognizable, but it lacks effective closure.	There appears to be an attempt at a conclusion, but it does nothing to bring the topic to a close.	There is no conclusion; the paper ends abruptly.

Appendix B
Amplification of Terminology
BUAD 4334

Analytical

The writer uses a logical method of thinking about something to understand it, especially by looking at all the parts separately.

Compare and Contrast

A comparison shows how two subjects are similar; a contrast shows how two subjects are different.

Critical Analysis

In a critical analysis, the writer uses a systematic analysis of an idea, text, or piece of literature (or discussion post) that discusses its validity and evaluates its worth.

Critical Thinking

This includes the skills—particularly as applied to one's own work—of articulating the meaning of statement, judging the truth of a statement while keeping in mind possible biases, and determining whether a conclusion is warranted by the evidence provided.

Effective Writing

Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.

Reasoned

The writer of an argument, opinion, etc., it is presented in a logical way that shows careful thought.