



**Virtual CAMPUS
SCHOOL OF BUSINESS
MGMT 6309 SYLLABUS**

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: **MGMT 6309**, Seminar in Business Ethics
3. Term: Summer, 2017
4. Instructor: Steven L. Smith, Ed.D.
5. Office Phone and email: steven.smith@wayland.wbu.edu
6. Office Hours, Building, and Location: Online via Blackboard or Email, Monday through Friday
7. Class Meeting Time and Location: Online Course Seminar Course
8. Catalog Description: examination of current issues in business ethics including stakeholders and agency theory, the link between ethical climates in an organization and organizational success, social responsibility and sustainability and business performance, case studies of ethical failures and successes by business, and other topics.
9. Prerequisites:
10. Required Textbook and Resources:

| BOOK | AUTHOR | ED | YEAR | PUBLISHER | ISBN# | REVIEW |
|--|---|-----------------|-------------|------------------|--|---------------|
| Obstacles to Ethical Decision-Making | Patricia H. Werhane, Laura Pincus Hartman, Crina Archer, Elaine E. Englehardt, Michale S. Pritchard | 1 st | 2014 | Cambridge | ISBN: 1107442052 ISBN: 978-1107442054 | 2018 |
| Intelligent Disobedience: Doing Right When What You're Told to Do Is Wrong | Ira Chaleff | 1 st | 2015 | Berrett-Koehler | ISBN: 978-1-62656-427-5 | 2018 |

11. Optional Materials: Posted on Blackboard focusing on work of Aristotle and Ethical Theories
 - APA 6th Edition Manual—WBU standard for writing
 - APA guide at Purdue Owl (online)—free tool for APA users

- *Grammar Girl* web page is an excellent site 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.

12. Course Outcome Competencies—Upon completion of this course the student should be able to:

- Critique and synthesize theories in business ethics
- Propose research projects that extend or combine research in business ethics
- Apply business ethics theories to current management problems

13. Attendance Requirements: Weekly participation that demonstrates critical thinking, reasoned analysis, and clarity in communication (via writing and oral presentations). 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 university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

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: 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.

a. Written Assignments

I don't know what I think until I write it down. —Joan Didion

I write because I don't know what I think until I read what I say. —Flanery O'Connor

Any writer worth his salt writes to please himself...It's a self-exploratory operation that is endless. An exorcism of not necessarily his demon, but of his divine discontent. —Harper Lee

When I sit down to write a book, I do not say to myself, 'I am going to produce a work of art.' I write it because there is some lie that I want to expose, some fact to which I want to draw attention, and my initial concern is to get a hearing. —George Orwell

- 1) **Discussion paper.** Four required at 50 points each. Due week 4, 5, 6, 7. Refer to class schedule for question to discuss. Two and a half to three full pages, typed, double-spaced, APA format. Discuss means to write about a topic in detail, considering all the different ideas, thoughts, and conclusions.

- 2) **Expositor Essay.** Due 8/7—100 points. 5 full pages (no more or no less), double-spaced, APA 6th edition, title page, reference page, and use of Levels of Heading (APA is 10% of grade). The *Expository Essay* will be an analysis of *Intelligent Disobedience* and *Obstacles to Ethical Decision-Making*. The expository essay is a genre of essay that requires you to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning the concepts presented in a clear and concise manner.

b. Presentation

- 1) Due Week 8—100 points possible
- 2) Develop and Post Presentation of one company with exemplary ethical programs and an ethical cultural climate
- 3) Presentation can be made either in a video production or a PowerPoint format with audio dubbing over the slides
- 4) Presentation time: 10-minute minimum and 12-minute maximum

c. Blackboard Discussion and Response Assignments

- 1) Blackboard Post— Due during Week 1, 2, 3, 5, 7, 9 and 11—total of 400 points possible
 - i. Discussion Post are due Thursday midnight (CST)
 1. 300 to 350 words each—all post must list word count at the bottom of the page
 2. 25 points each
 - ii. Critical Response to a Discussion Post is due Sunday midnight (CST)
 1. 250 to 300 words each—all post must list word count at the bottom of the page
 2. 25 points each
 - iii. No credit given for late Posts
 - iv. Post that do not meet the written requirement for words in Discussion or Response receive 15 points maximum
- 2) Guidance for BB Post and Response
 - i. Discuss means: Talk or write about a topic, question, etc., in detail, considering different ideas and opinions
 - ii. 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
 - iii. Critical response to another student's post must demonstrate thoroughness of thought, reflection, clarity, and an ability to be specific about your comments. The use of "I like" or "I agree" fails to demonstrate rigor of thought or analysis. *Your post and responses must meet academic rigor, which takes time and thoughtfulness to craft your argument.*
 - iv. *Derogatory or inflammatory remarks of any type are strictly prohibited and deduct from your grade*

d. Grading Scale

| | |
|--|----------------------------|
| 1) Personal Introduction, Resume or CV | 100 possible points |
| 2) Discussion Paper (4) | 200 possible points |
| 3) Essay Paper | 100 possible points |
| 4) BB Discussion Posts and Responses (8) | 400 possible points |
| 5) Presentation | 100 possible points |
| 6) <u>Final</u> | <u>100 possible points</u> |

Total 1000 possible points

| | | |
|-------------|---|---------|
| 1000-930 | A | 93-100% |
| 929-860 | B | 92-86% |
| 859-760 | C | 85-76% |
| 759-700 | D | 75-70% |
| 699 or less | F | 69-0% |

17. Tentative Schedule: Schedule and Assignments Subject to Modification

| Date/Week | Topic | Assignment |
|-----------------------|--|---|
| 5/29 - 6/5 Week 1 | Introduction to Seminar in Business Ethics | <p>Assigned Reading <i>Intelligent Disobedience</i> by Ira Chaleff. Preface, Forward, Introduction</p> <p>Discussion Board</p> <ol style="list-style-type: none"> 1. Student introductions, submit on Blackboard (BB) Provide background information, purpose for pursuing doctoral degree, and desired outcome(s) from course. Include resume or curriculum vitae with your introduction 2. Discuss the question: <i>Follower is a role we play at various times in an organization. Yet, as Philip Zimbardo notes there is a recognizable "power of situational norms to dominate moral reasoning" that influences our decisions. This does not bode well for followers. Discuss your initial response in reading the assigned material and if your moral awareness began to see obedience in a different perspective.</i> 3. Respond to another student's Discussion Post |
| 6/6 – 6/12 Week 2 | Ethical/Moral Awareness: Developing A <i>Moral Lens</i> | <p>Assigned Reading <i>Intelligent Disobedience</i> by Ira Chaleff. Chapter 2 through 7</p> <p>Discussion Board</p> <ol style="list-style-type: none"> 1. Discuss the question: <i>How would you summarize Chaleff's concept of a courageous follower and its relevance to Stanley Milgram's experiments?</i> 2. Respond to another student's Discussion Post |
| 6/13 – 6/19 Week 3 | Critical Thinking and Its Relation to Ethical/Moral Issues | <p>Assigned Reading <i>Intelligent Disobedience</i> by Ira Chaleff. Chapter 8 through Conclusion</p> <p>Discussion Board</p> <ol style="list-style-type: none"> 1. Discussion the question: <i>Ira states unequivocally that "We must be able to act with determined impoliteness when necessary." Based on the chapters read—and if you desire to include the whole book—how do you interpret and apply such a statement?</i> 2. Respond to another student's Discussion Post |
| 6/20 – 6/26 Week 4 | Role of Mental Models | <p>Assigned Reading Reading: <i>Obstacles to Ethical Decision-Making</i>. Chapter 1 and 2</p> <p>Writing Assignment #1 Discussion Paper Question: <i>How does the "agentic state"—as described by Milgram (p. 52) and the clustering of disobedience affect our mindsets, our decision-making, and behavior?</i></p> |
| 6/27 – 7/3 Week 5 | The Milgram Studies and Obstacles to Ethical-Decision Making | <p>Assigned Reading <i>Obstacles to Ethical Decision-Making</i>. Chapter 3 and 4</p> <p>Writing Assignment #2 Discussion Paper Question: <i>Discussion the following statement, "Mental models that distort our perception of the facts . . . may blind us to the unethical behavior of ourselves or others, just as mental models that tell us that we need not consider ethics at all</i></p> |

| | | |
|-----------------------|--|---|
| | | <p><i>are likely to discourage us from seeing unexpected data or seeking out additional information (p. 88).</i></p> <p>Discussion Board Respond to one student's written submission from week 4</p> |
| 7/4 – 7/10 Week 6 | Obstacles to Ethical-Decision Making and Management of Obstacles | <p>Assigned Reading <i>Obstacles to Ethical Decision-Making</i>. Chapter 5 and 6</p> <p>Writing Assignment #3 Discussion Paper Question: <i>Discuss the correlation of chapter 6 to chapters 4 and 5 and its importance to address "silo" thinking.</i></p> |
| 7/11 – 7/17 Week 7 | Problematic Mental Models and Conclusion | <p>Assigned Reading Reading: <i>Obstacles to Ethical Decision-Making</i>. Chapter 7 and 8</p> <p>Writing Assignment #4 Discussion Paper Question: <i>Discuss the validity and probably outcomes of the authors assertion that, "Sometimes mental models become deeply embedded and reinforced within a social structure, and flawed habits can become choices" (p. 171).</i></p> <p>Discussion Board Respond to one student's written submission from week 6</p> |
| 7/18 – 7/24 Week 8 | Ethical Programs and Ethical Climates | Develop and Post a presentation of one company with exemplary ethical standards and the ability to institute shared values (12-minute maximum and 10-minute minimum) |
| 7/25 – 7/31 Week 9 | Ethical Programs and Ethical Climates | Discussion Board Review and critique a student presentation, post comments on Blackboard—format to be provided |
| 8/1 – 8/7 Week 10 | Application | Writing Assignment Expository Essay on <i>Intelligent Disobedience</i> and <i>Obstacles to Ethical Decision-Making</i> |
| 8/8 - 12 Week 11 | Research Proposal Project | Final Develop a two-page research proposal based on <i>Intelligent Disobedience</i> and <i>Obstacles to Ethical Decision-Making</i> Additional guidance will be provided on areas to specifically address. All work due August 12, midnight |

18. Additional information as desired by the faculty member.

- a. **Course Objective.** The overall course objective, which is a seminar course, is to develop and provide critical evaluation of submitted work. It is vital to remember that *analytical thought is essential for clarity in communication*. The type of *thinking* addressed in this course combines the *critical, analytical, and a synthesis* process.
 - 1) *Critical* is the means for you to be skeptical about easy or glib arguments, whether your own or another person's. Look at any arguments advanced with the eye of a critic. The point is not for you to get the "right" answer, but instead for you to present a strong argument for whichever side you are considering. It means you examine and challenge your own assumptions—as well as other students.
 - 2) *Analyze* focuses breaking a topic into and studying the parts, being clear about premises, conclusions, and how the parts connects to the whole.
 - 3) *Synthesis* is the ability to reassemble the parts to combine the whole argument.
- b. **Seminar Course.** Discussion-based course with didactic elements, derived from assigned readings whereupon students contend in vigorous debate by forming arguments, along with supporting evidence, to demonstrate coherent communication and mutual civility. A seminar has the following characteristics:

- 1) it involves a small group of participants
- 2) it engages in advanced or intensive study, often based on self-guided study by the participants
- 3) it meets on a regular basis
- 4) it involves the exchange of information
- 5) it achieves its objectives mainly through discussions that engage all the participants

A seminar is not a scripted class where the goal is to transfer an established body of knowledge from a faculty member or a text to students. There is also no reason to expect that we will always arrive at a consensus on any issue; however, we should expect to come away with a better understanding of how and why different people might hold different opinions with respect to the issues being discussed. ***The success of any seminar, however, depends on the participants' preparation, their willingness to listen to others and to contribute ideas, and an atmosphere of open polite exchange and discussion.***

c. **Final Thoughts.**

- 1) 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
- 2) Late submissions ***are not*** accepted and zero points awarded
- 3) Education is your responsibility—I facilitate, guide, and grade your work and evaluate your efforts during the term
- 4) 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 post high school, all of which 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.
- 5) 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

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. |
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| Structure and Organization | | | | | |
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| 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

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.