GB 401 Business Ethics  
COURSE SYLLABUS:  
Summer 2016 Section, Section 401-341  
(8 Week Mon/Wed 8:00-10:45am – Founder’s Room 209)  
Professor Robin

YOUR INSTRUCTOR & CONTACT INFORMATION

Name: Ms. Jessica Robin  
Campus Office: Founders Hall 3rd Floor, Room 318, Office: 254-519-8013  
Contact: I also use the Remind (App) to communicate with my students weekly. It also allows you to communicate via text message with me. You can download “Remind” to your phone OR you can text the following to join my class:  
Text this number: 81010  
Text this message: @99h6k  
You can also use the Blackboard (Bb) Message tool on the Course Blackboard site first OR if Blackboard is down email me at (as a last resort): jrobin@tamuct.edu  
Office Hours: Monday’s: 11:00am-1:00pm (By appointment ONLY)  
Wednesday’s: 11:00am-1:00pm (By appointment ONLY)  
I encourage all students to interact with me after class and to schedule a time during my office hours to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course.  
I also have virtual hours all day long. I am readily accessible through Blackboard message, which I check daily during the week and once a day on weekends. I will get back to you within 24 hours during the week and within 36 hours on the weekend. Be sure to allow plenty of lead time prior to a due date if you are asking about an assignment.  
Management Dept. POC: Mr. Andrew McSweeney–Administrative Assistant  
Dept. of Management and Marketing, COBA  
Founders Hall, Room 318  
Phone: (254) 519-5437  
Fax: 254-501-5825  
cobainfo@tamuct.edu
UNILERT

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE OVERVIEW

This course is designed to provide an examination of contemporary organizational ethical issues and challenges. Emphasis will be placed upon stakeholder management and sustainability, meaning the manager’s corporate social responsibilities to a wide variety of stakeholders. Ethical dilemmas and decision-making frameworks and approaches at the personal, group, organizational and societal levels will be explored. Student engagement in real-world applications through case study analysis and service learning is a critical portion of the course.

Prerequisites: GBK 301, MGTK 301

METHOD OF INSTRUCTION

This course is a face-to-face class that also utilizes the TAMUCT Blackboard 9.1 platform: https://tamuct.blackboard.com/. Students will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, exams and resource links via the Course Web Site. Some class dates we will NOT meet face-to-face as online content is substituted or we will be engaging in a Service Learning Project. Please review the course schedule for these dates in the syllabus.

Face-to-face meetings for this class will be every Monday and Wednesday from 8:00am-10:45am in Founders Hall Room 209. If you must be absent from a scheduled face-to-face class for a medical reason please send me a Blackboard Message prior to the start of class.

This is a demanding course that requires students to be self-disciplined. Be sure you understand and are prepared to comply with all required class assignments and deadlines. Be prepared to spend 8-12 hours per week on readings and assignments. Note that the Service Learning requirements of the class require additional community service time during the day/evenings or Saturdays. Dates and associated assignments are provided in the Course Schedule in the last section of this syllabus and on the course Calendar on the course web site.
STUDENT LEARNING OBJECTIVES

The overall objective of this course is for each student to develop a critical thinking approach regarding many of the significant ethical concerns confronted by organizational members within the contemporary business world. The extent to which firms are responsible to society concerning such critical issues as the environment will be explored in depth. This course is required for COBA/BBA majors. This course would be a good elective for ANY students having achieved senior level status wanting a better understanding of the manager’s social and environmental responsibilities to key stakeholder groups.

Upon successful completion of this Business Ethics course, the student will be able to:

1. Demonstrate understanding of the definition of ethics and the importance and role ethical behavior serves in the business world today.
2. Demonstrate understanding of how business ethics relates to larger moral and philosophical frameworks.
3. Identify ethical dilemmas that occur in the workplace.
4. Evaluate an ethical situation by applying the steps involved in ethical decision making.
5. Evaluate the concept of Corporate Social Responsibility, and explore its relevance to ethical business activity.
6. Identify the moral obligations of businesses to the environment.
7. Comprehensively analyze in professional business caliber writing real-world business firm’s activities regarding ethical and social responsibility via written case study analyses.
8. Participate in and reflect upon at least two service learning projects in the student’s local community.
9. Formulate a particular stance on a business ethics issues and defend in professional business caliber writing that stance.
10. Apply rules of netiquette and use clear writing in web-based interactions with colleagues on issues of business ethics and social responsibility.

INSTRUCTIONAL MATERIALS & SUPPORT RESOURCES

Required Text:

Additional assigned articles, web sites, videos and cases will be provided via the course web site.

TECHNICAL REQUIREMENTS & SUPPORT
For this course, you will need reliable and frequent access to a computer and to the Internet. This course will use the TAMUCT Blackboard Learn learning management system for class communications, content distribution, and assessments. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (your email and phone number) to discuss your situation.

Logon to https://tamuct.blackboard.com to access the course.

**Username:** Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

**Initial password:** Your MyCT password

Blackboard supports the most common operating systems:
- PC: Windows 8, Windows 7, Windows Vista
- Mac: Mac OS X 10.9 (Mavericks), 10.8 (Mountain Lion), and 10.7 (Lion)

**NOTE:** Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are NO longer supported

Check browser and computer compatibility by following the “Browser Check” link on the TAMUCT Blackboard logon page. ([https://tamuct.blackboard.com](https://tamuct.blackboard.com)) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. This orientation course will help you get there. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course.

**TECHNICAL SUPPORT**

Technology issues are not an excuse for missing a course requirement. Be sure to make sure that your computer is configured correctly to support course requirements well in advance of deadlines. Checking your connections prior to beginning an Exam is especially important.

**Technology Support:** For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
WEB CHAT: http://hdc.tamu.edu
*When calling for support please let your support technician know you are a TAMUCT student.

Contact your professor via the “Course Q&A” discussion forum or Bb messages for course CONTENT issues (NOT technology issues—they should be directed to the Help Desk).

WRITING INTENSIVE (WI) COURSE

As a designated “WI” course, there are special skills and abilities that must be demonstrated and refined throughout this course. Drawing on elementary writing skills students should have acquired in their general education courses and GBK 301, this course is intended to further promote professional business level writing skills. **Students must pass, with a 70% or higher, ALL of the writing components in the WI course in order to pass the course.**

Upper division business WI courses are intended to foster the development of communication skills needed for participation in the business world, where effective communication is a highly valued and marketable skill. This course will focus on continuous improvement in written and internet-based communication. Writing skills will be tested and developed via case studies, essays, and reflection journals. Given the ever increasing reliance of the business world on the internet, email and social media, netiquette and internet communication skills-building will be integrated via active use of discussion board interaction. The instructor will provide ongoing feedback of each individual’s written communication skills. Detailed evaluation rubrics will be provided for students to understand expectations and progress. It will be the student's responsibility to make the instructional adjustments and corrections throughout the semester.

COURSE PERFORMANCE GUIDELINES/GRADING POLICIES

**Individual Performance:** It is vital that you are active in the course and complete all work in a professional fashion. One of the biggest issues with student success in online courses is simply not submitting work on time. You are expected to read the chapters as assigned in the syllabus as well as read or view any supplemental resources that may be found in the Module content folders for that period.

**Quality Work:** All work submitted for grading shall be of upper level quality: Depth of analysis, grammatical structure, etc.

**Identifying Submissions:** Submissions must clearly identify the student and the title of the assignment.

**Submission Style Requirements:** Submissions will be in accordance with The Publication Manual of the American Psychological Association, 6th ed. **All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format.**
Due Dates and Late Submissions: The assignment instructions and deadlines are clearly laid out in the syllabus. Though some assignments are fairly involved, you do not have more than one assignment due in any week. As such, it is expected that all work will be submitted on time, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know as soon as possible. It is much easier to discuss issues before due dates rather than after. Late work is not accepted.

Posting of Grades: All student grades will be posted on the Blackboard Grade book and students should monitor their grading status through this tool. I will attempt to post grades for all assignments and discussions within one week after the due date, unless I let you know otherwise. Grades on exams will be available immediately (unless essays must be graded as well).

Changes to Syllabus: This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the course of the semester to make changes to the syllabus. In such events, changes will be announced and students will receive written notice as soon as possible.

DROP POLICY

It is the student’s responsibility to be aware of University mandated drop deadlines should you find yourself needing to drop this course. The deadlines are all available via the “TAMUCT Academic Calendar” link from the Course web site left-hand menu. If you discover that you need to drop this class, you must contact the Records Office and request the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record’s office will give a deadline for which the form must be returned, completed, and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the Records Office immediately. Should you miss the deadline or fail to follow the procedure, you will receive an F in this course. Incompletes are not given except for documented medical or family emergencies, with a significant (at least 2/3) portion of the course already completed.

ACADEMIC INTEGRITY

Academic Integrity. Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to,
cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. ***If the instructor suspects plagiarism, that assignment will receive no more than half credit and could receive a zero based on the severity of the plagiarism. All students suspect of this academic dishonesty will be reported.***

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**DISABILITY SUPPORT SERVICES**

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5836 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct/disabilitysupport. Any information you provide is private and confidential and will be treated as such. Please advise Ms. Robin within the first week of class of any accommodations needed.

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**TUTORING**

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you’re interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing c.graza@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

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**The University Writing Center**

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the...
relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

**LIBRARY & RESEARCH SERVICES**

**University Library.** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: [http://tamuct.libguides.com/](http://tamuct.libguides.com/)

**WARRIOR LINK**

This online job database connects employers with students with postings of internships, part-time, full-time jobs. All students will receive an email with their username and password the first week of school with access information. Warrior Link ([http://www.tamuct.org/careerservices](http://www.tamuct.org/careerservices)) allows students up until a year after they graduate the opportunity to search for a job, post a resume and informed on any events that are taking place while they are out of the careers services area.

**COURSE REQUIREMENTS**

- **Student Profile and Course Agreement:** Students should review this Syllabus in depth and be sure they are willing to comply with all assignments and deadlines in this course. The course agreement requires students to agree to these expectations and promise that they have the computer set-up and self-
discipline needed for this course. This profile/agreement is due the end of the first week of class and is worth 15 points.

- **Exams**: There will be TWO required online exams. Each exam will cover 5 text chapters and related supplemental readings, and test students’ knowledge of the key frameworks and concepts. The test questions will be multiple choice and true/false. Exams will be available over a 4 day period online, dates are noted in the course schedule. The online exams will be timed and once started, must be completed at that time. The Chapter PowerPoint lectures, glossaries, and self-quizzes are all useful study guides for the Exams. Each Exam will be worth 80 points, with 16 questions per chapter, each worth 1 point.

- **Ethical Decision-Making Practice Case/Worksheet**: An ethics decision-making framework worksheet and “practice case” will precede the first full case analysis in conjunction with Ch. 3 in your text. Instructions on this worksheet will be provided in class. This worksheet will be worth 30 grading points.

- **Case Study Assignments**: There are two required case assignments during the semester – failure to complete these written assignments will result in not passing this course. They are a critical aspect of the Writing Intensive portion of the course. Each case will require complex analysis of real-world organizational situations using frameworks from the text and assigned discussion questions. After initial submittal it will be returned with feedback concerning both analysis and writing. If students do not receive a passing grade on their first attempt they will be required to submit a rewrite of the original analysis. Detailed instructions for these cases will be provided separately on the course web site. Each case study is worth 70 grading points. **All Case Studies must be submitted in a Microsoft Word .doc or .docx format.**

- **Essay/Exercise Assignments**: There will be assigned exercises associated with 4 units of the course. Topics for the forums will vary and could include “debates” in the text, a question exploring a portion of the text readings in-depth, a supplemental topic based on a current business press article, or issues related to Service Learning. Students are required to write up to a 2 page essay on these exercises, posting one copy to the Blackboard assignment tool, and bringing one copy to class to use for in-class discussion. A grading rubric on the course website will show the grading criteria for each exercise/essay. Each is worth 40 grading points.

- **Service Learning Projects**: Service learning is an interactive learning methodology that involves performing community service work while reflecting on that activity and linking it to course frameworks. Corporate social responsibility is a critical concept covered in this course. Most corporations and business firms now attribute a vital role to be involved in volunteer work in their local communities. We will “mimic” these types of volunteer projects via two required service projects during the semester. **Volunteer work being performed for other reasons (ie: church, student organizations, court ordered community service) does not count for Service Learning hours.**
Scheduled group project(s) in the Central Texas area will be available for students that would like to work on the required service hours as part of a university group (30 points for attending each group project). Students who do not live in the Central Texas area or who prefer to conduct their service hours individually may complete a form petitioning their professor to approve two individually selected projects (30 points each). Ideas for agencies that would have established relationships with the University can be found on the Office of Civic and Student Engagement website, link to http://www.tamuct.edu/departments/studentactivities/outreach.php

If performed individually, students must gain verification from an official staff member at their chosen agency of the volunteer hours completed (a form will be provided for student's use).

- **Reflection Journal Information:** Over the course of the semester students must complete at least 2 distinct SL projects for a total of at least 12 hours of service. A total of **15 grading points** are available for submittal of your **Service Learning Commitment Form** complete and on time; 60 grading points are available for completion of service hours. After completion of service hours, students must turn in two **required Reflection Journals** about their service (failure to complete these written assignments will result in not passing this course). Each Journal is worth 60 possible grading points.

Information about service learning, the group service projects, forms for requesting individual project approval, approval of hours, and guidelines for the reflection journal will be posted on the course web site. **All Reflection Journals must be submitted in a Microsoft Word .doc or .docx format.**

### GRADE COMPUTATION

- There are 700 grading points available in this class, assigned as follows:
  - Student Profile and Course Agreement: 15 points
  - Ethical Decision Making Worksheet: 30 points
  - Exams:
    - Exam 1 (Ch. 1-5) 80 points
    - Exam 2 (Ch. 6-10) 80 points
  - **Case Studies (2 @ 70 pts. each)** WI: 140 points
  - Service Commitment Form: 15 points
  - Completion of Service Hours (30 pts each): 60 points
  - **Service Learning Reflection Journal** WI (2 entries @ 60 points each): 120 points
  - Essay Assignments (4 @ 40 pts. each): 160 points
  - Total Points Possible: 700 points

*Writing Intensive* - As a designated Writing Intensive course, Students must also achieve a 70% or better on the WI components (noted above by *) to pass the course.
### COURSE SCHEDULE

- Grading Points available for each assignment noted in ( )
- All graded assignments & due dates are noted in bold, time for each is 11:59 p.m.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Topic / Reading</th>
<th>Assignments</th>
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</table>
| 1    | Week 1 June 6 | Ø Course Introduction  
Ø Chapter 1: Ethics and Business  
Ø Introduction to Service Learning | ✓ Be sure fully understand Syllabus & all course requirements, then complete and submit a copy of your **Student Profile and Course Agreement** via Blackboard Assignment Link, Due 6/12 (15 pts)  
✓ Read Ch. 1; Study PPT, Glossaries & Take Self Quiz  
✓ Listen to Ch. 1 & Introduction to Service Learning Video Presentation  
✓ Begin to think about where you would like to volunteer your first set of Service Learning Hours, which must be completed by 6/26. **Please note that the Group SL project information is posted in Blackboard.** |
<table>
<thead>
<tr>
<th>Week 1</th>
<th>June 8</th>
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<tbody>
<tr>
<td>✓ Chapter 2: Ethical Decision-Making: Personal and Professional Contexts</td>
<td>✓ Read Ch. 2; Study PPT, Glossaries &amp; Take Self Quiz</td>
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<tr>
<td>✓ Chapter 3: Philosophical Ethics and Business (Cont.)</td>
<td>✓ Read Chapter 3</td>
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<tr>
<td>✓ Discussion Essay 1</td>
<td>✓ Ethical Decision-Making Practice in class 1/28.</td>
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<tr>
<th>Week 2</th>
<th>June 13</th>
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<tbody>
<tr>
<td>✓ Chapter 3: Philosophical Ethics and Business (Cont.)</td>
<td>✓ Reread &amp; Study Ch. 3 and associated resource materials</td>
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<tr>
<td>✓ Complete the Ethical Decision-Making Worksheet Assignment: due 6/15 by class time (30 points). <strong>Submit 1 copy of the Worksheet to the Blackboard Assignment by class time on 6/15</strong> and bring 1 copy to class. Follow up discussion.</td>
<td></td>
</tr>
<tr>
<td>✓ Discussion Worksheet</td>
<td>✓ Case 1: Submit 1 copy of the Case Study to the Blackboard Assignment on 6/20 by class time (70 points) and bring 1 copy to class on 6/20. Follow up discussion.</td>
</tr>
</tbody>
</table>

<p>| 2 | Week 2 | June 15 |
|----|--------|
| ✓ Chapter 4: The Corporate Culture – Impact and Implications | ✓ Read instructions and grading evaluation criteria very carefully. If you do not receive a passing grade (53 points or above) – you will be required to re-write the case. |
| ✓ Discussion Worksheet | ✓ Read &amp; Study Chapter 4 and associated resource materials. |</p>
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<tr>
<th>Week 3</th>
<th><strong>June 20</strong></th>
<th><strong>June 22 (NO CLASS)</strong> Service Learning Group Project 9am-3pm</th>
</tr>
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</table>
| ✓ Chapter 5: Corporate Social Responsibility  
✓ Service Learning Project 1 | ✓ **Discussion Case 1**  
✓ Read & Study Ch. 5 and associated resource materials  
✓ Listen to Service Learning video  
✓ **Submit 1 copy of the Project Commitment Form to the Blackboard Assignment by class time 6/20** and bring 1 copy to class. (15 points). (If doing an individual project – you must submit the Individual Project Commitment form with signatures by 5/20)  
✓ **FIRST Saturday Service Learning Group Project, Ronald McDonald House - Temple, Texas 6/22: 9 a.m. – 3 p.m.** (30 points)  
*Additional information about the Group Project is posted in Blackboard.  
✓ **OR - If doing individual project, first set of volunteer hours approved by Professor: DUE 6/26 by midnight** *Upload proof of SL Hours to Blackboard Assignment (30 points) |
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<tr>
<th>Week 4</th>
<th>June 27 NO CLASS</th>
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| ✓ Service Learning & CSR Reflection Journal  
✓ Chapter 5: Corporate Social Responsibility (Cont.) | ✓ Read Reading 5-3, “The Link between Competitive Advantage and CSR”, pp. 250-256  
✓ Listen to Ch. 5 Video Presentation  
✓ Link to University of Minnesota Service Learning Center web site and reading on “Reflection in Service Learning”  
✓ **Service Learning Reflection Journal - Submit 1 copy to the Blackboard Assignment by class time on 6/29** and bring 1 copy to class. Follow up discussion (60 points)  
✓ *If you do not receive a passing grade – you will be required to re-write the assignment.* |

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<tr>
<th>Week 4</th>
<th>June 29</th>
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| ✓ Service Learning & Reflection Journal Discussion  
✓ Exam - Online | ✓ Discuss Reflection Journal  
✓ Exam Review in class  
✓ Take Exam 1, covers Chapters 1-5 and supplemental readings on service learning  
✓ **Exam 1 available online 6/30-7/3** due 7/3 by midnight. Once started online must be completed in one sitting (2 Hours) (80 points) |

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<th>5 Week 5</th>
<th>July 4 NO CLASS</th>
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<tr>
<td>✓ Chapter 6: Ethical Decision-Making: Employer Responsibilities and Employee Rights</td>
<td>✓ Read &amp; Study Ch. 6 and associated resource materials</td>
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<tr>
<td>Week 5</td>
<td>July 6</td>
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<tr>
<td>Week 6</td>
<td>July 11</td>
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<td>6</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>July 13</td>
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### Week 7
#### July 20
(NO CLASS)
2nd Service Learning Group Project
9am-3pm

- ✔ Service Learning Project 2
- ✔ Second Saturday Service Learning Group Project, Ronald McDonald House - Temple, Texas 7/20: 9 a.m. – 3 p.m. (30 points)
- ✔ OR - If doing individual project, your 2nd set of volunteer hours approved by staff member: DUE 7/24 *Upload proof of hours SL Hours 2 Assignment (30 points)

### Week 8
#### July 25

- ✔ Service Learning Wrap-Up

### Exam 2
#### July 27
(NO CLASS)
Online Exam

- ✔ Take Exam 2, which covers Chapters 6-10
- ✔ Exam available online 7/26 to 7/29 due 7/29 by midnight; once started online must be completed in one sitting (2 Hours) (80 points)

### IMPORTANT DATES (8 Wk Class)

- **June 13**: Last Day To Drop With No Record
- **July 8**: Last Day To Drop With a “Q” or Withdraw with a “W”
- **July 29**: Last Day of 8 Week Summer Courses
- **Aug 13**: Graduation Commencement - Bell County Expo Center

*This course schedule is subject to change at the discretion of the Instructor. Should it change, a new Syllabus with different date in the footer will be published on the course web site and students will be notified of the change.*