



**BUSI4301-120, Business Ethics**

**Face-to-Face 16 Week Course**

**DAY T/TH 8:00am-9:15am - Founders Hall Room 313**

Spring 2019 (January 14 – May 10, 2019)

Texas A&M University-Central Texas

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Professor Jessica Robin

**Office:** Founders Hall 3rd Floor, **Room 317A**

**Email:** I 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: **@2019eth**

You can also use **Canvas Message tool** on the Course website first OR if Canvas is down email me at (as a last resort): [jrobin@tamuct.edu](mailto:jrobin@tamuct.edu). Please provide in the subject line of each message the course information “BUSI 4301” so that I can identify your class.

**College of Business Administration Department Information:**

**POC: Ms. Melanie Mason**

COBA Department Main Phone Number: 254-519-5437

COBA Department Main Email: [cobainfo@tamuct.edu](mailto:cobainfo@tamuct.edu)

COBA Department Main Fax#: 254-501-5825

**Office Hours:**

**Tuesday & Thursday from 9:15am – 11:15am by appointment ONLY.** I encourage all students to interact with me immediately after class or to schedule a time 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 and you can message me through **Remind**.

**Mode of instruction and course access:**

- This course is a **100% Face-to-Face Class** \*Regular attendance is required for in-class discussions.
- This is a **Service-Learning course** \*SL and requires students to engage the community in a manner that support course content.
- This course uses the A&M-Central Texas **Canvas** Learning Management System [<https://tamuct.instructure.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 **Tuesday and Thursday from 8:00 am- 9:15 am in Founders Hall Room 313**. If you must be absent from a scheduled face-to-face class for a medical reason please send me a Canvas 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 requires additional community service time during the day/evenings or Saturday's.** 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-instructor interaction:**

I am readily accessible through Canvas Message, which I check daily during the week and once 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.

#### **911 Cellular:**

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

911Cellular 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 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

#### **COURSE INFORMATION**

**Course Overview and description: (Service Learning) (3 Semester Credit Hours and 12 hours of Service Learning).** This course is designed to provide an examination of contemporary organizational ethical issues and challenges. Analysis of stakeholder management and sustainability, with a strong emphasis on the manager's corporate social responsibilities to a wide variety of stakeholders. Students will study ethical dilemmas and decision-making frameworks and approaches to the personal, group, organizational and societal levels. Engage

in real-world applications through case study analysis and service learning is a critical portion of the course.

Prerequisite(s): [BUSI 3301](#) and [MGMT 3301](#).

**Course Objective:** 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.

**TAMUCT - Student Learning Outcomes:** Upon successful completion of the 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.

**TAMUCT Service-Learning Course Outcomes:**

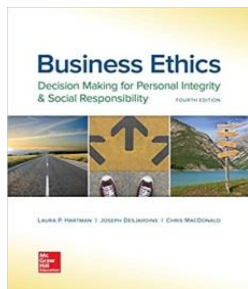
1. **Analysis of knowledge:** Students will connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
2. **Diversity of communities and cultures:** Students will reflect on how own attitudes and beliefs are different from those of other cultures and communities. Students will exhibit curiosity about what can be learned from diversity of communities and cultures.

3. **Civic action and reflection**: Students will demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
4. **Civic contexts/structures**: Students will demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

**Writing Competency Goals and Statements:** 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.

Upper division business 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.

## 2 Required Reading and Textbook(s):



**Book Title:** Business Ethics: Decision Making for Personal Integrity & Social Responsibility (**With Connect Access**)

**Authors:** Laura P. Hartman; Joseph DesJardin; Chris MacDonald

**ISBN:** 978-126-019-7198

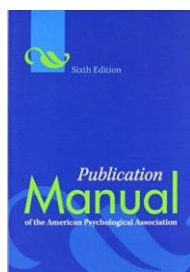
**Publication Date:** 2017

**Binding:** Loose Pages with Connect Access

**Type:** Print

**Price:** \$146.75

The TAMUCT book store has the package with "Connect/LearnSmart" which you will need.



**Publication Manual of American Psychological Association (6th ed.)**

American Psychological Association.

ISBN 1433805618

*It is highly advisable that that you keep this text following the course, as APA citations are the required citation method within the Department of Management & Marketing and will be used throughout your undergraduate*

*and, hopefully, graduate education.*

**Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.**

### **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 10 points.
- **In-Class Ethical Discussions:** Dates for these discussions are noted within the course calendar below. You must be present to receive the points, actively participate, and bring any required materials/articles (20 points).
- **Current Event Topics/In Class Discussions:** There will be several opportunities to participate in ‘in-class’ debates, discussions, exercises, and activities. Topics 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 (40 points total).
- **In-Class Essay Assignment & Discussions:** There will be 3 Essay assignments with in-class discussions that are associated with 3 units of the course. Students will be required to write up an essay on these exercises, posting one copy to the Canvas assignment link, and bring one copy to class to use for in-class discussions. A grading rubric on the course website will show the grading criteria for each exercise/essay. Each is worth 40 grading points.
- **Ethical Dilemma Analysis - Worksheets:** An ethical decision-making framework analysis worksheet (or “practice dilemma”) will precede the first Ethical Dilemma Analysis in conjunction with Ch. 3 in your text. Instructions for the first and second worksheet will be provided in class. The 2 worksheets will be worth 30 grading points each (60 points total).
- **Ethical Dilemma Analysis:** There will be 1 required Ethical Dilemma Analysis assignment during the semester. It 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. This assignment is worth 70 grading points. **\*\*All assignments must be submitted in a Microsoft Word .doc or .docx format.**

- **Quizzes:** There will be a quiz for each chapter in the textbook (10 total quizzes = 100 points). Each quiz will be 10 questions, worth 1 point per question. The quizzes will be accessed through Connect in Canvas.
- **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.
- **Two Service Learning Projects (6 hours each):** 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: religious, student organizations, or court ordered community service) does not count for Service Learning hours. Your SL hours must be in addition to any current duties, obligations, or volunteerism that is being full-filled on a weekly/monthly basis. Hours must be completed at a 501C3 non-profit organization.**
  - Students who reside in Central Texas will be required to complete **2 individual Service Learning projects (6 hours) of his/her choice (30 points).**
  - Students who do not live in the Central Texas area may complete a form petitioning their professor to approve **two individually selected Service Learning projects – 6 hours per project (30 points each).**
  - Ideas for agencies that have established relationships with the University can be found in Canvas. **It is highly recommended to complete your project hours completed at two different non-profit organizations.**
    - When performed individually, students must gain verification from an official staff member at their chosen agency that their volunteer hours were 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 **40 grading points** are available for submittal of your **Service Learning Commitment Form** (20 points for each form) completed and submitted on time; 60 grading points are available for completion of 12 service hours. After completion of service hours,

students **must** turn in two **required Reflection Journals** about each of their service experiences. 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.**

### Grading Polices/Guidelines

- **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, 6<sup>th</sup> 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.**
- **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.

### Grading Criteria Rubric and Conversion

A detailed grading rubric will be available with the assignment instructions and submission locations in Canvas. Minimum points required for a specific course grade are noted on the table

under Grade Computation in the next section. Minimum points required for a specific course grade will NOT be revised for any reason. There are 800 grading points available in this class, assigned as follows:

Course Element	Points
Student Profile and Course Agreement	10
In-Class Ethical Discussions	20
Current Event Topics/Activities	40
Ethical Dilemma Analysis – Worksheet (2 @ 30 points each)	60
10 Quizzes @ 10 points each	100
Exam 1 (Ch. 1-5)	80
Exam 2 (Ch. 6-10)	80
Ethical Dilemma Analysis (1 @ 70 points each)	70
Service Commitment Forms (2 @ 20 points each)	40
Completion of Service Hours (2 @ 30 points each)	60
Service Learning Reflection Journal (2 entries @ 60 points each)	120
In-Class Essay Assignments & Discussions ( 3 @ 40 points each)	120
<b>Total Points Possible</b>	<b>800</b>

POINTS	EQUALS	LETTER GRADE
720 – 800	=	A
640 – 719	=	B
560 – 639	=	C
480 – 559	=	D
Below 479	=	F

### Posting of Grades

- All student grades will be posted on the Canvas 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).



## COURSE OUTLINE AND CALENDAR

### Complete Course Calendar

- Grading Points available for each assignment noted in ( )
- All graded assignments are noted in bold and due prior to class on the date indicated below
- Due dates for weekly quizzes are noted in bold, time for each is 11:59 p.m.

Unit	Dates	Topic / Reading	Assignments
	<p style="text-align: center;"><b>Week 1</b></p> <p>Jan 14-20</p>	<ul style="list-style-type: none"> <li>✓ Course Introduction</li> <li>✓ Chapter 1: Ethics and Business</li> <li>✓ Introduction to Service Learning (SL)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be sure fully understand Syllabus &amp; all course requirements, then complete and submit a copy of your <b>Student Profile and Course Agreement</b> via Canvas Assignment Link, <b>Due 1/20 by midnight (10 pts)</b></li> <li>✓ Read Ch. 1; Study PPT, Glossaries</li> <li>✓ <b>Take Chapter 1 Quiz in Connect due 1/20 (10 points)</b> Listen to Ch. 1 &amp; Introduction to Service Learning Video Presentation</li> <li>✓ Begin to think about what non-profit organization you would like to complete your first set of 6 Service Learning (SL) Hours.</li> </ul>
	<p style="text-align: center;"><b>Week 2</b></p> <p>Jan 21-27</p>	<ul style="list-style-type: none"> <li>✓ Chapter 2: Ethical Decision-Making: Personal and Professional Contexts</li> <li>✓ Service Learning Introduction</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read Ch. 2; Study PPT, Glossaries</li> <li>✓ <b>Take Chapter 2 Quiz in Connect 1/27 (10 points)</b></li> <li>✓ <b>Essay Assignment 1:</b> Read “<b>Copyright</b>”, (40 points). <b>Submit 1 copy of the Essay to Canvas due: 1/27 by midnight</b> and bring 1 copy to class next week for a follow up discussion.</li> <li>✓ Listen to the Service Learning Video (10 minutes)</li> <li>✓ Explain Service Learning Options (Group vs. Individual)</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>Week 3</b></p> <p>Jan 28 – Feb 3</p>	<ul style="list-style-type: none"> <li>✓ Chapter 3: Philosophical Ethics and Business –</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Discussion Essay 1</b></li> <li>✓ Read &amp; Study Ch. 3 and associated resource materials</li> <li>✓ <b>Take Chapter 3 Quiz in Connect 2/3</b></li> </ul>

	(Discuss our SL Partner for this semester)	Introduction	<p><b>by midnight (10 points)</b></p> <ul style="list-style-type: none"> <li>✓ Complete the <b>Ethical Dilemma Analysis Worksheet: due 2/3 by midnight (30 points)</b> and bring 1 copy to class next week for a follow up discussion.</li> </ul>
	<p><b>Week 4</b></p> <p>Feb 4-10</p>	<ul style="list-style-type: none"> <li>✓ Chapter 4: The Corporate Culture – Impact and Implications</li> <li>✓ Set up your Service Learning Project (Individual) with the Agency</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion - Worksheet</li> <li>✓ Read &amp; Study Ch. 4 and associated resource materials</li> <li>✓ <b>Take Chapter 4 Quiz in Connect 2/10 by midnight (10 points)</b></li> <li>✓ <b>Ethical Dilemma Analysis: Submit 1 copy of the Case Study to the Canvas Assignment on 2/10 by midnight (70 points)</b> and bring 1 copy to class next week for a follow up discussion. <b>**Read instructions and grading evaluation criteria very carefully.</b></li> <li>✓ Go to your non-profit agency to set up your 6 Service Learning hours and get your <b>SL Commitment Form</b> signed. <b>*Individual SL Projects MUST be approved by professor.</b></li> <li>✓ Review &amp; Submit 1 copy of the <b>Individual Service Learning Project Commitment Form.</b> Individual Project Forms must be signed by the Non-Profit agency. Upload to the <b>Canvas Assignment by 2/10 (10 points).</b></li> </ul>
3	<p><b>Week 5</b></p> <p>Feb 11-17 <b>(Complete 6 Service Learning Hours)</b></p>	<ul style="list-style-type: none"> <li>✓ Chapter 5: Corporate Social Responsibility</li> <li>✓ Service Learning Project ( Individual) = (6 hours)</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Discussion Ethical Dilemma Analysis</b></li> <li>✓ Read &amp; Study Ch. 5 and associated resource materials</li> <li>✓ <b>Take Chapter 5 Quiz in Connect 2/17 by midnight (10 points)</b></li> <li>✓ Listen to Service Learning video</li> <li>✓ <b>Complete your 1st Service Learning Project.</b> This week you will complete a total of 6 Service Learning Project hours (Individually) <b>due 2/17 by midnight (30 points).</b> *Upload the</li> </ul>

			<p><b>'Verification of SL Hours' Form</b> to the Assignment link for the non-profit organization you have chosen to volunteer your time with agency signatures.</p>
4	<p><b>Week 6</b> Feb 18-24</p>	<ul style="list-style-type: none"> <li>✓ Service Learning &amp; CSR Reflection Journal</li> <li>✓ Chapter 5: Corporate Social Responsibility (Cont.)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion: SL experience &amp; feedback</li> <li>✓ Link to University of Minnesota Service Learning Center web site and reading on "Reflection in Service Learning"</li> <li>✓ <b>Service Learning Reflection Journal -Submit 1 copy to the Canvas Assignment on 2/24</b> and bring 1 copy to class next week for a follow up discussion (60 points)</li> </ul>
	<p><b>Week 7</b> Feb 25 – Mar 3 <b>Exam TBA</b></p>	<ul style="list-style-type: none"> <li>✓ Service Learning &amp; Reflection Journal Discussion</li> <li>✓ Exam – In Class</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion Reflection Journal</li> <li>✓ Exam Review in Class</li> <li>✓ Take Exam 1, covers Chapters 1-5 and supplemental readings on service learning</li> <li>✓ <b>Exam 1 (2 hours) available in class 2/28 ONLY in Room TBA from 8:00am-10:00am. Once started must be completed in one sitting (80 points)</b></li> </ul>
5	<p><b>Week 8</b> Mar 4-10</p>	<ul style="list-style-type: none"> <li>✓ Chapter 6: Ethical Decision-Making: Employer Responsibilities and Employee Rights</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read &amp; Study Ch. 6 and associated resource materials</li> <li>✓ In-Class Discussion*</li> <li>✓ <b>Take Chapter 6 Quiz in Connect 3/10 by midnight (10 points)</b></li> </ul>
	<b>SPRING BREAK March 11-17</b>		
	<p><b>Week 9</b> Mar 18-24</p>	<ul style="list-style-type: none"> <li>✓ Chapter 7: Ethical Decision-Making: Technology and Privacy in the Workplace</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain the <b>Ethical Dilemma Analysis Worksheet #2</b> (30 points) in Class. <b>Submit a copy of the Worksheet to the Canvas Assignment 3/24 by midnight</b> and bring 1 copy to class next week for a follow up discussion.</li> <li>✓ Read &amp; Study Ch. 7 and associated resource materials</li> <li>✓ <b>Take Chapter 7 Quiz in Connect</b></li> </ul>

			<b>3/24 by midnight (10 points)</b>
<b>6</b>	<b>Week 10</b> Mar 25-31	<ul style="list-style-type: none"> <li>✓ Chapter 8: Ethics and Marketing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discuss the Ethical Dilemma Analysis Worksheet</li> <li>✓ Read and Study Ch. 8 and associated resource materials</li> <li>✓ In-Class Discussion*</li> <li>✓ <b>Take Chapter 8 Quiz in Connect 3/31 by midnight (10 points)</b></li> </ul>
	<b>Week 11</b> Apr 1-7	<ul style="list-style-type: none"> <li>✓ Chapter 9: Business and Environmental Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read and Study Ch. 9 assigned supplemental readings, and associated resource materials</li> <li>✓ <b>Take Chapter 9 Quiz in Connect 4/7 by midnight (10 points)</b></li> <li>✓ <b>Essay Assignment 2: "Life Cycle Analysis" (40 points) Submit 1 copy of the Essay to the Canvas Assignment link by 4/7</b> and bring 1 copy to class next week for a follow up discussion.</li> </ul>
<b>7</b>	<b>Week 12</b> Apr 8-14  <b>(Set-up your 2<sup>nd</sup> Service Learning Project with our SL Partner)</b>	<ul style="list-style-type: none"> <li>✓ Chapter 10: Ethical Decision-Making: Corporate Governance, Accounting &amp; Finance</li> <li>✓ Set up your Service Learning Project (Individual) hours</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discuss Essay 2</li> <li>✓ Read and study Ch. 10 and associated resource materials</li> <li>✓ <b>Take Chapter 10 Quiz in Connect 4/14 by midnight (10 points)</b></li> <li>✓ <b>Essay Assignment 3: "100 Best Corporate Citizens" (40 points). Submit 1 copy of the Essay to the Canvas Assignment by midnight on 4/14</b> and bring 1 copy to class next week for a follow up discussion.</li> <li>✓ Go to your non-profit agency to set up your 6 Service Learning Project hours and get your Commitment Form signed (Individual).</li> <li>✓ <b>*Individual SL Projects MUST be approved by professor.</b></li> <li>✓ Review &amp; Submit 1 copy of the <b>2<sup>nd</sup> Service Learning Project Commitment Form (Individual) to the Canvas Assignment by 4/14 (10 points).</b></li> </ul>

	<b>Week 13</b> Apr 15-21	✓ Current Issues in Business Ethics	✓ Discuss Essay 3 ✓ <b>In-Class Discussion. Bring 2 current articles</b> about an ethical dilemma(s) and/or issue(s) that a business is facing. *The 2 articles are a <b>requirement</b> for the “In-Class” discussion this week <b>on 4/18</b> . ✓ <b>Confirm your Individual Service Learning Hours for next week.</b>
	<b>Week 14</b> Apr 22-28  <b>Service Learning Hours</b>	✓ Service Learning Project 2	✓ <b>Complete your 2nd Service Learning Project.</b> This week you will complete a total of 6 Service Learning Project hours (Individually) <b>due 4/28 by midnight (30 points)</b> . ✓ *Upload the ‘ <b>Verification of SL Hours’ Form</b> to the Assignment link for the non-profit organization you have chosen to volunteer your time with agency signatures.
<b>8</b>	<b>Week 15</b> Apr 29 – May 5	✓ Service Learning Wrap-Up	✓ <b>Service Learning Follow-up In-Class Discussion</b> ✓ <b>Service Learning Reflection Journal 2 (60 points) -Submit 1 copy to the Canvas Assignment by 5/5</b> and bring 1 copy to class next week for a follow up discussion ✓ <b>End of Course Survey</b>
	<b>Week 16</b> May 6-10 <b>Exam Room TBA</b>	✓ Exam 2	✓ Discuss Reflection Journal 2 ✓ Exam Review ✓ Take Exam 2, which covers Chapters 6-10 ✓ <b>Exam 2 (2 hours) available in class 5/9 ONLY in FH Room TBA from 8:00am-10:00am. Once started must be completed in one sitting (80 points)</b>

*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.*

**Important University Dates:**

January 11 - Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)  
January 14 - Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.  
January 14 - Classes Begin for Spring Semester  
January 16 - Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes  
January 21 - Martin L. King Jr. Day (*University Closed*)  
January 30 - Deadline to Drop 16-Week Classes with No Record  
March 1 - Deadline for Graduation Application for Spring Ceremony Participation  
March 11-15 - Spring Break – No Class (*University Open*)  
April 1 - Deadline for GRE/GMAT Scores to Office of Graduate Studies  
April 5 - Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)  
April 26 - Student End of Course Survey Opens (16- and Second 8-Week Classes)  
May 10 - Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)  
May 10 - Deadline for Degree Conferral Applications to the Registrar’s Office. \$20 Late Application Fee  
May 10 - Deadline to Withdraw from the University for 16- and Second 8-Week Classes  
May 10 - Spring Semester Ends  
May 11 - Commencement Ceremony Bell County Expo Center 7:00 p.m.  
May 12 - Student End of Course Survey Closes (16- and Second 8-Week Classes)

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements.**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

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

Password: Your MyCT password

### **Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact Professor Robin.

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **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.

### **Academic Accommodations.**

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 a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage  
[<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are

pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**Please advise Prof. Robin within the first week of class of any accommodations needed.**

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In



addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **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 85,000 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 A&M-Central Texas 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 24 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 A&M-Central Texas 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 [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

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### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence

or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

**Copyright Notice.**

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