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Fu Jen Catholic University

BUS 300 Business Ethics

Summer 2019

Class hours: Monday through Thursday, 2 hours each day

Review and Discussion: Friday, 2 hours

Office hours: Thursday/Friday, 1 hour or by appointment

Field trip: According to Professors' teaching plan

Credit: 3

Total contact hours: 54 hours

Instructor: TBA

Course Description

The objective of this course is to introduce students to the many important and diverse issues related to business ethics. Students will learn what it takes to compete in the international marketplace in an ethical manner and identify the major elements of business ethics, especially internationally. Students will learn the language of business ethics, its basic elements, while being able to identify, define, and examine ethical business behavior as it relates to corporate practices, health care, information technology, and financial reporting. Finally, students will be able to explain how business managers can compete vigorously within a socially responsible and ethical environment.

Learning Objectives

At the end of the semester, students should be able to:

- Identify and describe the basic concepts of ethics and business ethics including the different philosophies and different theories used to help explain and guide ethical behavior.
- Demonstrate how the eight underlying principles presented in the Global Business Standards Codex are interrelated as well as with the major philosophical theories related to ethics.
- Understand the history of business ethics as it relates to finite resources, and how some people will continue to try to obtain those resources by whatever means possible.
- Distinguish between legal and ethical behavior as it relates to the role of integrity in the decision making process
- Understand the logical path in the decision making process to decide what actions would be considered morally acceptable.



- Use ethical decisions to build character and understand the ability of ethical managers to create positive aspects that go beyond the net result.
- Understand how your ethical perceptions may not correspond with the perceptions of others including the role of heuristics and “rules of thumb” in making ethical decisions, and how decision makers can rationalize unethical behavior.
- Identify the direct link between the ethical activities of the company and how the company is perceived by its stakeholders including the direct financial consequences of disclosures of unethical activities by the firm.
- Define the various ethics stakeholders of the firm from employees to suppliers, customers, the government, and society as a whole, and how their ethical needs should be addressed by the firm.
- Be able to apply the standards of corporate social responsibility including the role of human rights.
- Identify and explain the ethics role of the board of directors as represented in the different board committees and overall structure of the board of directors to highlight the benefits of having a strong, ethically positive board of directors.
- Understand and explain the history, components, and impact of various laws and corporate oversight from the Sarbanes-Oxley Act, the Public Company Accounting Oversight Board, the Cadbury and Combined Code, the U.S. Federal Sentencing Guidelines for Organizations, and the U.S. Foreign Corrupt Practices Act.
- Identify the responsibilities of the firm when the financial, social, medical, technology, and natural environment is considered, and evaluate a firm’s performance based on the triple bottom line: financial, social and environmental.
- Analyze the link between a code of ethics and the firm’s stakeholders, understand the contents and benefits of having a code of ethics, and identify the steps needed to develop an effective code of ethics
- Understand the role of the corporate ethics officer, ethics enforcement, and how to establish an effective domestic and global ethics training program
- Describe the major types of national and international legal, accounting, political, and technological systems creating and governing corporate ethics, and identify ways firms can resolve international ethical issues.
- Describe the various elements of culture and provide examples of how various cultures influence ethics and ethical behavior
- Explain how international businesses manage ethical issues
- Demonstrate and improve your oral communication skills.

Required Materials

1. **Understanding Business Ethics, 1E**, Stanwick and Stanwick,(2009), Pearson Publishing, ISBN-13: 978-0-13-173542-2.
2. **Twitter Account** – Sign up for an account on Twitter at www.Twitter.com and follow me at @GetTheDisease.

Structure of the Course

Lectures and Discussions

I plan to lecture while spending the majority of our class time discussing the questions and cases that are in our text in open and free flowing discussions about them, along with additional supplemental materials that I will provide from time to time. The time we spend in class is precious, and I would rather not ‘waste’ it going through the readings in the book, except to the extent that I will go over the concepts you should be understanding from each chapter and answer any outstanding questions you have from your readings. **Ethics is not hard to learn, but it is hard to practice.** Ideally, I would like to use this



valuable resource to tap into the many thoughts and opinions of your fellow students, including their (and your own) unique perspectives on what they have read. I think this is the best use of both of our time, and will maximize learning.

Case Studies

Case studies will help reinforce ethics principles and give you an opportunity to develop your analytical skills. You should be prepared to present and defend your recommendations, as well as challenge your classmates' recommendations.

Oral Communication

I am a big believer that the better and more professionally you communicate the better the results, and the further you will get, in your business career. So I plan to provide you with several opportunities to present materials, and to present to your fellow students and me, using outlines, templates and other documents that I will provide.

Expectations and Policies

As an instructor of a college course and a 25-year business professional, I treat teaching and my other obligations to you and the rest of the class as I would any serious professional arrangement. I expect the same from any student learning to become a business professional and expecting to successfully complete this course. This includes:

- Being prepared for each class including reading any assigned material before class.
- Being to class on time.
- Being attentive and participating in class discussions.
- Being dependable to fellow classmates and the instructor.
- Only use electronic devices in class when directed by me.

Class Attendance and Participation

Class attendance is very important. Class participation will be evaluated based on demonstrating you have read any assigned materials prior to class and have prepared any assigned cases or discussion questions. The quality of your participation in discussions will also count toward your participation grade.

Personal Electronics

In order that your attention not be divided and everyone give proper respect to whomever is speaking in class at the time, I would ask that you only use your electronic devices in class when directed by me (or step outside of class if there is some type of emergency or other need to use them).

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. The University expects that all students will complete all academic assignments with fairness and honesty. Students must recognize that failure to follow rules and guidelines may constitute academic misconduct.

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and/or possession of unauthorized materials during an examination.

If I suspect that a student has committed academic misconduct in this course, I am obligated to report it. If it is determined that you have committed academic misconduct, the sanctions could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.



Evaluation

While maximum learning is the goal of this course, the ability to **DEMONSTRATE** that learning is the basis for how you will be evaluated. You can demonstrate that learning in 5 ways this semester to earn up to 1400 points (except where noted all assignments are due by 12 midnight on the due date; late submissions can only receive up to 50% credit):

Class Participation

You can earn up to 300 points for Class Participation. Given the many important discussions and cases that we will be doing during class time, including debating and learning from others opinions and thoughts, if you are absent from class or use your personal electronics for non-class purposes during class time more than **one time** (without a valid excuse or some type of prearrangement), your class participation grade will be greatly impacted for the semester.

Class Participation will be graded using the following Rubric:

Attendance	0 Points More than 1 unexcused absence	100 Points Had 1 unexcused absence	150 Points No unexcused absences
Participation	0 Points Rarely participates	50 Points Sporadically participates	100 Points Regularly participates
Quality	0 Points No comments or comments off base	25 Points Comments contributed to the discussions	50 Points Comments propelled discussions forward

Tweeting a Real World Example

You can earn 100 points by signing up for a Twitter account, if you don't already have one, following me at @GetTheDisease, and Tweeting, or Re-Tweeting, a link to an article, picture, or other real world example of a concept or tenet we are learning in class and then leading a few minute discussion in class concerning your Tweet. During the first week of the semester, please sign up on for a specific chapter/week during the semester on a different week than when you are presenting a case. (Twitter is one of the digital marketing tools of the present/future, and so it's the perfect venue to provide you supplemental materials to enhance our class discussions, while also giving all students a forum to comment on my posts, make their own posts, and comment on each other's posts/comments).

Case Presentations

You can earn up to 100 points by preparing and presenting one of the chapter cases this semester. The presentation need only last a few minutes and cover the salient facts and issues from the chapter that are represented in the case, with a tie back to the chapter teachings, and your recommendations on what to do. Then with my help (and a Class Presenter that I will designate during class), we will lead the class in a discussion about that case and the pros and cons of your approach and others that are offered from your classmates. During the first week of the semester, please sign up for the case that you want to present. The Class Presenter can earn up to 100 points for their analysis.

Quizzes

You can earn up to 400 points from quizzes given on Thursday each week to ensure that everyone is staying up with the reading, and so we can have high quality discussions in



class. Each quiz will be 30 questions in 60 minutes, and you can use one page of study notes during the quiz.

Final Exam

There will be a comprehensive final exam based on the reading assignments on the last day of the course. This exam will be worth 400 points.

Course Grades

The grading system is as follows: A is superior, B is very good, C is average, D is inferior, and F is failure.

To get an A is unusual since it means you must outperform the vast majority of the others in class. That means meeting all of the Syllabus requirements for being on time and ready for class each day and getting almost all of the points that are available to you. But you also have to be a very polished, professional person who can demonstrate your mastery of the concepts. **As are awarded a 4.0 GPA for 90-100 percent of the possible points.**

To get a B, you must do above average work in meeting the Syllabus requirements for being on time and ready for each class day, while earning a very large percentage of the points that are available to you. You must be a polished, professional person who can demonstrate your abilities in all class activities. **Bs are awarded a 3.3 GPA for 80-89 percent of the possible points.**

To get a C, you must do average work and earn most of the points that are available to you. You must show your professionalism in most of the activities we are doing in the class throughout the semester. **Cs are awarded a 2.8 GPA for 70-79 percent of the possible points.**

To get a D, you will have shown me that you are not grasping the concepts, are not acting in a professional manner, and are earning a little more than half or less of the points that are available to you. **Ds are awarded a 2.4 GPA for 60-69 percent of the possible points.**

To get an F, you will have shown me that you are not grasping the concepts and are not acting in a professional manner. **Fs are awarded a 0 GPA for less than 60 percent of the possible points.** Any plagiarism will receive an automatic 'F' grade.

I welcome discussions about any grading mistakes that you think I might have made, why you are receiving the grades you are receiving, any perceived inequity that you might feel is occurring, and generally any concerns you have about how you are doing in class; however, **I don't negotiate grades.**

Tentative Schedule/Class Assignments—ALL ASSIGNMENTS TO BE SUBMITTED ON BLACKBOARD EXCEPT WHERE NOTED

Week beginning	Topic	Assignments
Monday, Jul 8th	The Foundation of Ethical Thought	-Chapter 1 -Case Presentations -Sign up for Twitter and Follow @GetTheDisease by Wednesday
Tuesday, Jul 9th	Contemporary Issues in Business Ethics	-Chapter 2 -Case Presentations
Wednesday, Jul 10th	Contemporary Issues in Business Ethics (cont.)	-Chapter 2 (cont.) -Case Presentations and Tweets
Thursday, Jul 11th	Stakeholders and Corporate Social Responsibility	-Chapter 3 -Case Presentations and Tweets -Quiz 1 on Chapters 1 - 3
Friday, Jul 12th	Review and Discussion	-Review and Discussion



Monday, Jul 15th	Corporate Governance and Corporate Compliance	-Chapter 4 -Case Presentations and Tweets
Tuesday, Jul 16th	Corporate Governance and Corporate Compliance (cont.)	-Chapter 4 (cont.) -Case Presentations and Tweets
Wednesday, Jul 17th	Ethics and the Environment	-Chapter 5 -Case Presentations and Tweets
Thursday, Jul 18th	Ethics and the Environment (cont.)	-Chapter 5 (cont.) -Quiz 2 on Chapters 4 - 5 -Case Presentations and Tweets
Friday, Jul 19^h	Review and Discussion	-Review and Discussion
Monday, Jul 22nd	Health Care Ethics	-Chapter 6 -Case Presentations and Tweets
Tuesday, Jul 23rd	Health Care Ethics (cont.)	-Chapter 6 (cont.) -Cases Presentations and Tweets
Wednesday, Jul 24th	Ethics and Information Technology	-Chapter 7 -Case Presentations and Tweets
Thursday, Jul 25th	Ethics and Information Technology (cont.)	-Chapter 7 (cont.) -Quiz 3 on Chapters 6 - 7 -Case Presentations and Tweets
Friday, Jul 26th	Review and Discussion	-Review and Discussion
Monday, Jul 29th	Strategic Planning and Corporate Culture	-Chapter 8 -Case Presentations and Tweets
Tuesday, Jul 30th	Strategic Planning and Corporate Culture (cont.)	-Chapter 8 (cont.) -Case Presentations and Tweets
Wednesday, Jul 31st	Ethics and Financial Reporting	-Chapter 9 -Case Presentations and Tweets
Thursday, Aug 1st	Ethics and Financial Reporting (cont.)	-Chapter 9 (cont.) -Quiz 4 on Chapters 8 - 9 -Cases Presentations and Tweets
Friday, Aug 2nd	Review and Discussion	-Review and Discussion
Monday, Aug 5th	Establishing a Code of Ethics and Ethical Guidelines	-Chapter 10 -Case Presentations and Tweets
Tuesday, Aug 6th	Establishing a Code of Ethics and Ethical Guidelines (cont.)	-Chapter 10 (cont.) -Case Presentations and Tweets
Wednesday, Aug 7th	Evaluating Corporate Ethics	-Chapter 11 -Case Presentations and Tweets
Thursday, Aug 8th	Final Exam	-Final Exam

Students with Disabilities

Any student who feels they may need accommodation based on the impact of a disability should please contact me and/or the University to discuss specific needs and to coordinate reasonable accommodations. Thank you.