

Standard Course Outline

CBA 400 - Business Ethics

I. General Information

- ♦ Course number: CBA 400
- ♦ Title: Business Ethics
- ♦ Units: 3
- ♦ GE course with 2,500 word writing requirement
- ♦ Prerequisites: GE Foundation requirement, at least one Explorations course, consent of instructor.
- ♦ Course Coordinator: Marsha Cooper
- ♦ SCO Prepared by: Marsha Cooper
- ♦ Date prepared/revised: 2/27/19

II. Catalog Description

Various types of ethical dilemmas that take place in business organizations and acquire concepts and tools needed to manage these complex value conflicts for the well-being of individuals, organizations, and society.

Letter grade only (A-F). Same course as PHIL 400. Not open for credit to students with credit in PHIL 400.

III. Curriculum Justification(s)

This course enables students to determine how businesses conduct themselves and how they should do so ethically. While determining the ethics of that conduct, students will also be able to state accurately what law applies to a specific action and how the law and ethics can be enforced. CBA 400 helps the COB meet the following Learning Goals for its students.

A. General

a. Critical Thinking – Students will be able to demonstrate conceptual learning, critical thinking and problem-solving skills.

The development of critical thinking skills is at the heart of the business ethics curriculum. The purpose of the course is NOT to tell students what is the correct ethical decision, but rather to provide students with the critical thinking skills to utilize the ethical models taught, as applied to specific ethical challenges often encountered by business managers while employed in a business organization.

b. Ethics - Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and the ability to apply them in decision making in the local, regional, and global communities.

In order to closely examine some contemporary issues in business ethics and provide a principled foundation for decision-making, topics to be discussed include: the ethical justification of the free market, deontological and teleological ethical models and their advantages and disadvantages, Students should also become experienced in applying the ethical models from the perspective of all of the relevant stakeholders,

with an understanding of the rights, duties, and social responsibilities of businesses operating in local, national, and global markets. Students should also evidence competency in the application of ethical decision-making in specific contexts.

- c. **Team & Interpersonal Skills - Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.**

Twenty five percent of each student's grade is based on a group project and presentation requiring the group to analyze a complex business case with diverse others, and to address and resolve the ethical conflicts that may materialize in the group. This project will help students apply the conceptual tools learned in order to resolve the complex dilemmas involving multiple stakeholders with sometimes conflicting values.

- d. **Communication Skills - Students will be able to demonstrate effective oral and written communication skills in English.**

The significant writing requirement of this course, with ongoing feedback, demonstrates that the student must be proficient in written communication skills. Twenty per cent of the student's grade is based on their written analysis of assigned case questions. An additional twenty-five percent is based on a combination of the oral and written group presentation. Finally, the two essay and case analysis exams are worth fifty per cent of each student's grade.

B. Management Specific

- a. **Business Functions** - Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems. Students will be able to make business decision while considering both the ethical and legal aspects of a transaction. They will be able to analyze and write about why laws needed to be enacted after lapses in ethical decisions.
- b. **Domestic & Global Environment** - Students will be able to demonstrate knowledge of today's domestic and global business environment (e.g., legal, regulatory, political, cultural, and economic). Students will be able to apply the SIMAC approach and demonstrate in their writing assignments and in class discussions and presentations, their understanding of different cultures and how business decisions can affect change internationally through multinational entities.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

This course is designed to meet the GE content-based outcomes.

The larger goals of this course are:

- (1) to get students thinking critically about the ethical dimensions of business,

(2) to engage student discussion and evaluation of the moral justification of the free market, deontological and teleological ethical models and their advantages and disadvantages,

(3) to provide tools to enhance students' ability to frame business dilemmas in accordance with legal and ethical principles learned in the course in order to make informed and responsible decisions in the workplace.

These objectives are achieved through the assignments discussed above, as related to the COB learning goals. The objectives also include that:

- a. Students will develop the skills necessary to critically evaluate a decision making situation and identify the relevant stakeholders.
- b. Students will develop the skills necessary to outline the appropriate ethical models and be able to utilize the models from the perspective of each relevant stakeholder.
- c. Students will be able to assess the systemic, corporate and individual factors that affect the ethical dilemma.
- d. Students will develop the skills to examine the potential impact of each possible decision on the industry and the system in which the business functions.

A. MEASURABLE STUDENT LEARNING OUTCOME(S).

Students will write essays that include Stakeholder, Issues, Ethical Models, Application of facts, and Conclusions for legal ethical cases (SIMAC). They will discuss SIMAC individually in class, within group discussions and in their essays. Each student will be able to identify a stakeholder and will determine which models will help resolve that stakeholder's issue and then make a conclusion that includes a solution or recommendation.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS).

Assignments include but not limited to written essays, both in class and as homework, essay exams and group presentations. The group presentation helps the student in understanding the SIMAC approach to ethical dilemmas as the student must work with other students to present the outcomes for a real case. The students will also put together a power point presentation and they will be able to answer questions from their fellow students and the instructor. The students are required to do research on their presentation and in their written essays to include more current information than what is in the case or in their textbook.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT.

Each essay assignment comes after a lecture on the law to be found in the assignment and after practicing in class individually or in groups the SIMAC approach using hypotheticals. The students understand what they need to show in their essays and that they don't get points for repeating anything so that their conclusions may not just be a summing up of what they wrote. The students will be directed to tutors for any second language issues in their essays and for any remedial writing issues. The students will have to re-write papers that don't meet a college level writing. A template is provided for each essay assignments so that students see what they did or did not do correctly in their essay.

V. Outline of Subject Matter

A. SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED.

- Ethics and Business
- Ethical Principles in Business
- The Business System: Government, Markets
- Ethics in the Marketplace
- Ethics and the Environment
- The Ethics of Consumer Production and Marketing
- The Ethics of Job Discrimination
- Ethics and the Employee

Optional areas to incorporate with above topics or separately:

- Social Media and Ethics
- Privacy: Technology, Genetics, the Constitution
- Data Science Ethics: Transparency, Ownership, Consent, Algorithms
- Ethics and Journalism
- Robotic Ethics
- Ethics in International Business

Business Ethics CBA 400 will enable students to become more aware of, and skilled at, managing the ethical and legal dilemmas that they will encounter while employed in a business organization.

B. PERCENTAGE OF CLASS TIME TO BE SPENT ON REQUIRED TOPICS.

Time to cover topics varies with the class's ability to comprehend some topics quickly and while others may require more time. Instructors grouping of topics and use of various case studies will also determine the time required. A guide may be one week for many of the topics. The remaining weeks may be used for optional topics above, class group presentations and in-class writing assignments.

VI. Methods of Instruction

A. INSTRUCTION MODE.

- X Traditional

B. CLASSROOM ACTIVITIES.

This is a critical thinking course and as stated instructors will use various methods including lectures throughout the semester to actively engage students to fulfill the class requirement of participation. The class includes daily participation by the students in speaking within the class and in groups and in their class presentations. Using in-class activities and case studies, students analyze realistic business law problems. Projects include legal research, document preparation and review of recent court cases.

C. EXTENT AND NATURE OF TECHNOLOGY USE.

Power point outlines of most topics are used enabling students to use them as an outline for their lecture notes. Videos are also incorporated. For instance, the documentary *The Dark Side of Chocolate* gives the students a view into the child slavery in the cocoa fields of the Ivory Coast and how it affects Nestle and ultimately the consumer. The film is stopped at times so that the instructor can ask students questions and give students a chance to discuss issues that they just saw enabling them to understand as they watch and anticipate what outcomes they should expect from the documentary.

The instructors may utilize web resources of the state and federal courts for examples of the issues they may encounter as it relates to ethical choices in litigation and business dealings.

BeachBoard and web resources are used by all instructors to enhance their lectures, and for those not using a textbook the web and library research tools are a necessity.

VII. Information about Textbooks/Readings

Instructors should use appropriate textbooks that are consistent with the course description stated in Section II and serve the GE students learning outcomes listed in Section IV of this SCO.

Recommended textbook:

Business Ethics: Concepts and Cases, Manuel G. Velasquez (Pearson Prentice Hall).

Additional textbooks may include those that are consistent with the Objectives in this SCO and include:

Law and Ethics in the Business Environment, Halbert and Ingulli (Cengage)

Business Ethics: Case Studies and Selected Readings, Marianne Jennings (Cengage)

Optional additional reading:

The Power of Ethical Management, Kenneth Blanchard and Norman Vincent Peale (New York: William Morrow and Company, Inc., 1988).

Why Some Things Should Not Be for Sale: On the Limits of Markets, Debra Satz (2010) (Oxford University Press)

Instructors may add further readings and cases consistent as stated above.

VIII. Instructional Policies Requirements

Instructor’s syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow university policies on “Attendance,” “Course Syllabi & Standard Course Outlines,” and “Final Course Grades, Grading Procedures, and Final Assessments.” If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of university policy on Academic Technology and the Mode of Instruction. Instructors should refer to the current CSULB Catalog and to the Academic Senate website for campus guidelines and policy statements as they develop their individual course policies.

IX. Course Assessment and Grading

A. ASSESSMENT.

The exact set of course assignments will vary depending on the instructor. University policy requires that no single evaluation of student achievement may count for more than one-third of final grade. The assignments may include the following.

Assignment Description	Linked to SLO	Approximate % of Course Grade
Exam 1: multiple choice, essay, or short answer questions.	SLO a-d	25%
Exam 2: multiple choice, essay or short answer questions.	SLO a-d	25%
Four Written Homework assignments	SLO a-d	20%
Group Presentation with PowerPoints	SLO a-d	25%
Class Participation	SLO a-d	5%

B. GRADING POLICIES AND PROCEDURES.

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus and must be consistent with University policy on “Final Course Grades, Grading Procedures, and Final Assessments.” Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale such as the following:

Percent	=	Grade	Grade Description
90-100%	=	A	Mastery of the relevant course standards.
80-89%	=	B	Above average proficiency of the relevant course standards.
70-79%	=	C	Satisfactory proficiency of the relevant course standards.
60-69%	=	D	Partial proficiency of the relevant course standards.
Below 60%	=	F	Little or no proficiency of the relevant course standards.

X. The Bob Murphy Access Center (BMAC)

The Bob Murphy Access Center (BMAC) provides certification for students with disabilities and helps arrange relevant accommodations: *Bob Murphy Access Center*. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: *bmac@csulb.edu*.

XI. Assistive Technology

In compliance with university policy on “Accessibility and Faculty Responsibility for the Selection of Instructional Materials,” instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XIII. [Additional Resources for Development of Syllabi](#).