

## COURSE SYLLABUS

Term: Fall, 2016

Course: Business Ethics ( ) BSMT/PHIL 375X Bus & Prof Ethics

### Instructor Information:

<b>Instructor Name</b>	Fr. Kevin M. Scalf, C.PP.S. / Missionaries of the Precious Blood
<b>Office Number:</b>	626
<b>Phone Number:</b>	219.473.4351
<b>Email:</b>	kscalf@ccsj.edu
<b>Hours Available:</b>	Scheduled appointments preferred.
<b>Instructor Background:</b>	
<ul style="list-style-type: none"> <li>- MA, Biblical Studies, Mount St. Mary's Seminary, Cincinnati</li> <li>- MA, Theology, Xavier University, Cincinnati</li> <li>- MDiv, Divinity, Catholic Theological Union, Chicago</li> <li>- BA, Communication Arts, Mount St. Joseph University, Cincinnati</li> <li>- BA, Religious Studies, Mount St. Joseph University, Cincinnati</li> <li>- BA, Philosophy, Mount St. Joseph University, Cincinnati</li> </ul>	

<b>Course Time:</b>	Monday evenings, 7:00 – 10:00 p.m.
<b>Classroom:</b>	
<b>Prerequisites:</b>	None.
<b>Required Texts:</b>	<ol style="list-style-type: none"> <li>1. <i>Good Business: Catholic Social Teaching at Work in the Marketplace</i>, O'Brien, et al. (Winona, MN.: Anselm Academic, 2014.)</li> <li>2. <i>A Catechism for Business: Tough Ethical Questions &amp; Insights from Catholic Teaching</i>, Andrew Abele and Joseph Capizzi (Washington, DC: The Catholic University of America Press, 2014).</li> <li>3. <i>Heroic Leadership</i>, Chris Lowney (Chicago, IL.: Loyola Press, 2003).</li> </ol>
<b>Course Description:</b>	
<p>The student will understand the meaning of "business ethics" within a Catholic liberal arts tradition of higher learning.</p> <p>This course is designed to offer students an introduction to the study of business ethics from both a theological and philosophical perspective, by examining 1) foundational philosophical theories, and, 2) the principles of Catholic Social Teaching that demonstrate how each is related to ethical business activity. The focus then shifts to specific challenges concerning – but not limited to – corporate governance, socially responsible investing, product safety, truth in advertising, and conducting business in an international context. For each of these challenges, the underlying moral principles will be examined and the student will be expected to articulate appropriate philosophical and theological responses.</p> <p>This course does not assume that a student has prior knowledge of business ethics, nevertheless, various concepts and issues will be substantively analyzed. Students will be encouraged to speak from their own</p>	

convictions to enlighten others as to differing points-of-view concerning business ethics.

Also, because of the nature and mission of the Calumet College of St. Joseph, course content will proceed from the theological perspective of the Roman Catholic Church. Its purpose is to introduce students to the basic philosophical and theological foundations of a Christian business ethic, and allow them to critically reflect upon these foundations for their lives.

1. **Ethics:** Students will learn and apply basic ethical principles of the Judeo-Christian tradition as they relate to business and economics. These principles include human dignity, justice, and living as an individual within a community. This course is also interdisciplinary in that it draws upon the disciplines of philosophy and theology and their application to the study of business ethics. Students will learn to recognize the general relationship between moral philosophy and moral theology as they relate to business ethics. Students will also draw from their own backgrounds and dialogue with the material presented in order to inform their decision-making processes concerning specific business ethics issues. **Measurement:** lecture, integration papers, small and large group discussion, quizzes, presentations.

2. **Critical thinking:** Students will be empowered to critically evaluate philosophical and theological positions concerning specific business ethics issues. **Measurement:** In-class discussion, integration papers, small and large group discussion, tests, quizzes, presentations.

3. **Practical Application:** After critically examining moral foundations and responses, students will be challenged to formulate and defend their own philosophical and/or theological responses to various business ethics issues. In so doing, they will also explore how contemporary socio-cultural attitudes and norms influence society's behavior in the business world. Students will be challenged to construct an ethical framework for themselves that will act as a guide for them to live as a responsible, moral citizen in their professional lives. **Measurement:** In-class discussion, small and large group discussion, integration papers, presentations.

**Experiential Learning Opportunities:**

Since you will be in this class, you will experience learning. And that will be an opportunity.

<p><b>Quizzes:</b></p>	<p>Brief quizzes will occur at the beginning of each class. Quizzes will cover material from the previous class <b>—and—</b>the assigned material for that particular class. Content from the textbooks, lecture notes, and discussions, are all subject to assessment.</p> <p>Format: Objective and short answer. 20--30 points.</p> <p>Students who are absent for a quiz will not need to make-up the quiz; it will not hurt nor help the student's grade, thus it will not be factored into the overall grade. Graded quizzes (from the previous class) will be distributed and discussed at the beginning of each class.</p>	
<p><b>Tests:</b></p>	<p>Formal "tests" will not be given in this class, although daily "quizzes" will resemble a "mini-test." The only formal "test" will be the final examination, whose content will derive from previous quizzes taken throughout the semester.</p>	
<p><b>Weekly Papers:</b></p>	<p>Students will compose a 3-4 page "response paper" to the assigned chapter in the Lowney text, "Heroic Leadership."</p> <ul style="list-style-type: none"> <li>- Assignment: Identify <u>two</u> main ideas the author presents. Briefly explain his point for both ideas. Then thoroughly explain how you will <u>concretely</u> apply both ideas to your life.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Format: Typewritten, 12 point font, one inch margins, times/Helvetica font only, spell/grammar checked, appropriate citations, stapled. Thought development, clarity of ideas and examples. Three full pages minimum. One point deduction for each omission. Your name and date should be in a "header."</li> <li>- In teams, another student will read your paper, summarize it, then present it to the class. Clarity counts.</li> <li>- Point Value: 30 Points</li> <li>- 10 point deduction per late 24-hour period from the beginning of the specific class in question.</li> </ul>	
<b>Case Studies:</b>	<p>At the end of each assigned chapter in the O'Brien text are typically two case studies with corresponding questions. Respond to each question and submit it for a grade at the corresponding class.</p> <ul style="list-style-type: none"> <li>- Format: Typewritten, 12 point font, one inch margins, times/Helvetica font only, spell/grammar checked, appropriate citations, stapled. Thought development, clarity of ideas and examples. About one short paragraph for each question. Type the question. One point deduction for each omission. Your name and date should be in a "header."</li> <li>- Point Value: 30 Points</li> <li>- 10 point deduction per late 24-hour period from the beginning of the specific class in question.</li> </ul>	
<b>Participation:</b>	<p>Includes asking questions in class, responding to presented questions, active listening, contribution within small group discussions, focused attentiveness.</p> <p><b>One point deduction from one's semester average for sleeping in class</b>, i.e. eyes closed for more than <u>three</u> seconds; manifestation of slobber from non-emergency unconsciousness.</p>	
<b>Small Group Discussion:</b>	<p>Students will work in changing teams, each class, throughout the semester. Each team member will assess her/himself and the other members of the group each class according to a precise rubric. This assessment will be converted to a grade for each student.</p>	
<b>Presentations:</b>	<p>Students will be arranged into teams of about two. They will offer a compelling presentation an assigned chapter from the Lowney text, "Heroic Leadership."</p> <p>Requirements: 15-20 minutes. (No more, no less.) PowerPoint. Hand-out for students and instructor. Professionally dressed. Proper skills for public speaking. (A specific rubric will be distributed.)</p> <p>Assessment: Self, team, peer, instructor evaluation. Points: 50</p>	
<b>Typical Class Schedule:</b>	<p><b>7:00</b> Quiz  <b>7:20</b> Prayer and Meditation  <b>7:25</b> Distribute and Review Quizzes from Last Class  <b>8:30</b> Lecture: "Good Business"  <b>8:00</b> Small/Large Group Discussion: Case Studies</p>	

	<p><b>8:20 BREAK</b></p> <p><b>8:30</b> Team Presentation: “Heroic Leadership”</p> <p><b>8:45</b> Small Group Discussion: Application of “HL”</p> <p><b>9:00</b> Large Group Discussion: Application of “HL”</p> <p><b>9:25</b> Assessment: Presenters, Team, and Self</p> <p><b>9:30</b> “Business Catechism”: Discussion</p> <p><b>10:00</b> Class Ends</p>	
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<b>Responsibilities</b>	
<b>Professional Communication with Instructor:</b>	Email communications with the instructor must begin, “Dear Fr./Rev./Professor...” Failure to begin with that format, or the use of “text message slang” throughout the message, will result in a “deleted” email.
<b>Turning In Assignments:</b>	Quizzes will occur at the beginning of every class and cannot be made up. A student who misses a quiz, for whatever reason, will <i>not</i> be penalized for the missed grade, it simply will not be factored into the student’s cumulative average.  Major assignments will be penalized 10 points per late day, per 24 hour period, which includes weekends. At this point, all assignments must be submitted in hard copy format; electronic submissions will not be accepted, unless otherwise indicated.
<b>Using Electronic Devices:</b>	<p><u>Technology</u></p> <ul style="list-style-type: none"> <li>- <b>One point deduction from one’s semester average for each cell phone “indicator,” e.g., vibration, ring tone, noticeable illumination, etc. This would also include “checking one’s cell phone” during class.</b></li> <li>- <b>One deduction from one’s semester average for online navigation that is impertinent to the academic task, e.g., checking Facebook, etc., should laptops be used in class.</b></li> </ul>
<b>Attendance:</b>	Intellectual growth and success in college are reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Students must be on-time unless previously approved by the instructor. <b>Each student will be penalized one point from her/his semester average for each unexcused tardy. A student must drop the class after THREE late arrivals, regardless of how much time has elapsed after class has begun. A student will be required to drop the class after TWO absences, approved or not approved, without exception. This policy is non-negotiable.</b>
<b>Singing In:</b>	<b>A sign-in sheet will be distributed at the beginning of class. Students who arrive late, even one minute late, must sign the “tardy” section of this daily document in order to qualify for credit for that particular class. Failure to sign the sheet for any student will result in a missed class.</b>
<b>Statement of Plagiarism:</b>	If an instructor or other Calumet College of St. Joseph personnel discovers that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal

	<p>from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</p> <p><b>PLEASE NOTE:</b> All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.</p>
<b>Sources:</b>	<p>Certain sources can assist students in research but will <b>not</b> qualify for works cited in this class. Students will not receive credit for using the sources listed thus:</p> <ul style="list-style-type: none"> <li>- Wikipedia</li> <li>- Standard Dictionary (use only a biblical or theological dictionary)</li> <li>- Encyclopedia (use only a biblical or theological encyclopedia)</li> <li>- Any website not .edu (unless the site is accessed via a .edu; if the site is accessed via a.edu, students will need to add a footnote giving the link from the .edu)</li> </ul>
<b>Class Withdraw:</b>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>
<b>Resources</b>	
<b>Student Success Center:</b>	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
<b>Disability Services:</b>	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a "reasonable accommodation" because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>

**Appendix: Grading Rationales for Narrative Assessments:**

Students often ask how letter grades are conferred, and the criteria for letter grades. The following is an attempt to answer that question.

**"A" work** represents superior work. In the case of writing assignments and papers, this means that the assignment has been fulfilled with care, intelligence, and genuine insight. The written work displays a clear focus and method of approach, uses pertinent examples or "facts" to support its judgments, shows a distinct personal perspective which can be distinguished from others, makes a real argument, and can discern the strengths and weaknesses of other arguments. A work also displays spelling, punctuation, grammar, word usage, and syntax that is of high quality. On examinations, A work is demonstrated by an accurate and insightful knowledge of the material in question, judicious choices in the material used in essay questions, and clarity of expression.

**"B" work** represents very good work. In the case of writing assignments and papers, this means that the assignment has been fulfilled with care and intelligence. The written work displays a fairly clear focus and uses good examples. In general, B work also displays the lack of technical errors described for A work. On exams, B work is shown by a solid knowledge of the material involved, good choices used in essay questions, and clear expression. Often students ask what distinguishes B or B+ work from A work. The main difference is the distinctiveness, imagination, and ability to see the larger picture with intelligence and insight on the part of A work. A paper that follows the assignment exactly and does it well may well merit a B or B+ grade because it is very good, but it may not be superior if it does not include these further elements.

**"C" work** is satisfactory work. In the case of writing assignments and papers, this means that there is a basic, but not extensive, understanding of the assignment. Work will generally not demonstrate a clear focus (e.g., the paper may wander-around) or method of approach, but there is some attempt to do so. Its use of material to support judgments is adequate and will show some awareness of the strengths and weaknesses of other positions. C work

demonstrates that there is sufficient knowledge of the material, but that there remain some deficiencies in understanding and expression. In exams, C work shows an adequate (but not more than adequate) knowledge of the material and on essay questions, will show the same characteristics listed above for written work. C work often displays a poor technical grasp of the conventions of writing (spelling, punctuation, etc.) and often lacks good organization.

**“D” work** is barely passing work. It is generally unsatisfactory but demonstrates a bare minimum of knowledge of the subject matter. There is little to no awareness of the strengths and weaknesses of other positions, little to no organization, and poor use of technical conventions. What saves D work from failure is a barely adequate grasp of the material.

**“F” work** does not meet any of the above listed criteria.

*Syllabus is subject to change at the discretion of the instructor.*

### **COURSE CALENDAR**

1. Sept 12
  - Introduction
  - Parable of Workers in the Vineyard
  
2. Sept. 19
  - *Good Business*, Ch. 1: “Human Dignity in a Technological Age.”
  - *Heroic Leadership* Team Presentation: “Of Jesuits and J.P. Morgan”
  - *Business Catechism*: “Economic Context”: 1—12.
  
3. Sept. 26
  - *Good Business*, Ch. 2: “The Common Good and Corporate Governance.”
  - *Heroic Leadership* Team Presentation: “The Jesuits”
  - *Business Catechism*: “Applicability of Catholic Teaching to Business Issues,” 13—24.
  
4. Oct. 3
  - *Good Business*, Ch. 3: “Stewardship and the Educated Consumer.”
  - *Heroic Leadership* Team Presentation: “Leadership Role Models”
  - *Business Catechism*: “Moral Dilemmas in Business,” “Profit,” “Investing,” 25—35.
  
5. Oct. 10
  - Parable of the Dishonest Manager, Lk. 16: 1—9; Parable of the Dishonest Manager, Lk. 16: 1—9.
  - *Heroic Leadership* Team Presentation: “To Order One’s Life”
  - *Business Catechism*: “Taxes,” “Compensation,” 36—44.
  
6. Oct. 17
  - *Good Business*, Ch. 4: “In Search of a Capitalist Option for the Poor.”
  - *Heroic Leadership* Team Presentation: “The Spiritual Exercises”
  - *Business Catechism*: “Benefits,” “Working Conditions,” 45—56.
  
7. Oct. 24

- *Good Business*, Ch. 5: “And Justice for All, Not Just the 1 Percent.”
  - *Heroic Leadership* Team Presentation: “The Whole World Becomes our House”
  - *Business Catechism*: “Labor-Management Relations,” Hiring and Firing,” 57—63.
8. Oct. 31
- *Good Business*, Ch. 6: “Subsidiarity in the Midst of Globalization.”
  - *Heroic Leadership* Team Presentation: “Refuse No Talent, Nor Any Man of Quality”
  - *Business Catechism*: “Product Portfolio,” “Advertising and Sales,” 64—84.
9. Nov. 7
- Parable of the Talents, Mt. 25: 1—30; Parable of Sower of Seeds, Mt. 13: 3—23.
  - *Heroic Leadership* Team Presentation: “Of Jesuits and J.P. Morgan”
  - *Business Catechism*: “Pricing,” Sales,” “Manufacturing,” 85—96.
10. Nov. 14
- *Good Business*, Ch. 7: “The Challenge of Solidarity in a Competitive Business Environment.”
  - *Heroic Leadership* Team Presentation: “An Uninterrupted Life of Heroic Deeds”
  - *Business Catechism*: “International Business,” 97—102.
11. Nov. 21
- *Good Business*, Ch. 8: “Weighing Rights and Responsibilities.”
  - *Heroic Leadership* Team Presentation: “Exceptional Daring Was Essential”
  - *Business Catechism*: “Health Care,” 103—107.
12. Nov. 28
- Parable of the Unjust Steward, Mt. 18: 23—35; Parable of Rich Man and Lazarus, Lk. 16: 19—31.
  - *Heroic Leadership* Team Presentation: “The Way We Do Things”
  - *Business Catechism*: “Pharmaceuticals,” “Media,” 110-113.
13. Dec. 5
- *Good Business*, “Conclusion.”
  - *Heroic Leadership* Team Presentation: “Conclusion: Heroic Leadership”
  - *Business Catechism*: “Conclusion,” 114.
  - Notes: Essay question for final exam distributed.
14. Dec. 12 Exam Week
- In Class Final Examination: Content will derive from all previous quizzes. Not all previous quiz questions will be included. Students will compose one substantial essay question. Question will be given one week in advance of the final.

In Preparation for each class, students will:

1. Review class notes and content from previous class and be prepared for a quiz.
2. Read all of the assigned material for that week and be prepared for a quiz.

N.B. Notes on the whiteboard/chalkboard are essential and should be recorded in the student's notebook. Likewise, information on all hand-outs is essential, should be elaborated by the student in class, and reviewed in preparation for the next class. The content from these sources will definitely be assessed.

Rubric for Class Participation:

#### RUBRIC for PRESENTATION GUIDELINES

- Quote specific excerpts from the reading.
- Explain the quote in your own words.
- Ask meaningful follow-up questions of other students.
- Demonstrate that you are familiar with the text.
- Be actively involved in the discussion.
- Listen and respond to the ideas of others.
- Share ideas and experiences.

#### **Presentation Evaluation**

1. Never                      2. Sometimes                      4. Often                      5. Exceptional

\_\_\_ Speaks clearly and loudly enough to be heard. Voice indicates confidence in knowledge and ideas.

\_\_\_ Establishes and maintains eye contact with all participants in the room. (Consideration is granted for diverse cultural customs.)

\_\_\_ Sounds practiced but not read or memorized. Speech flows conversationally, revealing that the speaker is familiar with his/her information and confident with the content.

\_\_\_ Does not use rising inflections at the ends of sentences, thus sounding unsure.

\_\_\_ Uses some expressiveness. The speaker's unique personality shines through the presentation. There is some natural variety in pitch, rhythm, and volume. Presenter seems to have some energy and interest for the topic.

\_\_\_ Speaks in complete sentences. Avoids fragments – sentences that are missing a subject or main verb. Avoids run-ons: sentences that go on too long, confusing the listener, falling apart grammatically, and precluding conversation. Each sentence begins and ends clearly. Sentences are not linked with conjunctions, such as "and", "so", or "then."

\_\_\_ Avoids fillers, such as "ah, um, so, ya know, well, okay, like, pretty much, basically" etc.



\_\_\_ Maintains posture: does not lean on the furniture; does not slouch; does not play with anything, such as papers or a pencil. Gestures accompany words, but they are not too rapid. Avoids touching your face, hair, or clothes. Avoids folding arms. (1)

Other positive comments for the presenter:

Aspects the presenter could improve:

RUBRIC FOR TEAM DISCUSSIONS