

# The Fight Heard Around the world

## C.I.

Must Needs to be third person - tell story as narrator.

Must Use past tense.

Maybe Has this policy ever been enforced? gives insight into decision maker's ability to be flexible.

Rec Decision maker's bias comes across; present info and let students decide what's ethical.

Must Consistent info in CI and TN.

Rec How many people witnessed the incident?

Rec Was there a conflict between Shelly & Abby prior to the fight?

Rec How did fight affect work environment?

Must The decision point needs to be defined and close to beginning of CI.

Rec Provide more info about Shelly; there's lots of info about Abby.

Rec Stages of Moral Development would be a way to engage the reader.

Rec Change Jeff's name.

Must Give more citations for different models used.

Rec T.N. Some value judgment in overview - take it out.

Rec For L.O.'s, "understand" should not be used.

Rec L.O.'s should be straightforward; don't try to measure 2 at the same time (delete "and")

Answers to questions need more discussion.

Rec Q2 - Apply PADIL to alternatives (fire 1, fire both, turn over to HR, do nothing) - maybe present 4 alternatives vs. PADIL in a matrix.

Rec What would different ethical theories say you should do?

Rec Epilogue is really a summary; let ~~them~~ <sup>reader</sup> know what happened.

Rec What should Abby have done not to get fired?

Must Repeat questions in Answers

Rec Clue the student in to what they should do in Q2/Q3 - rewrite.