BUSINESS ETHICS

MARK 6330.01V - FALL MODULE 2, 2020

Syllabus

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Instructor Information:

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Course Introduction:

This online course is designed to train MBA students for ethical behavior in various areas of business including marketing, management, finance, economics, information systems, and accounting, and uses a scientific approach to the treatment of ethical problems in each discipline. The course is destined to students who want to learn and apply what they learn. The course emphasizes both the **understanding** and the **application** of concepts and practices of business ethics and corporate social responsibility.

Thus, this online course is designed to 1) analyze and solve ethical dilemmas involving both individual and group situations, 2) scrutinize the process of ethical decision-making when confronting both individual and organizational problems involving ethics, and 3) master the appropriate organizational tools to both correct and prevent ethical problems in the organization.

More specifically, the course:
- Introduces the student to ethics examination on the basis of research that has been advanced regarding people's ethical behavior, in particular their ways to arrive at ethical decision-making and solve organizational problems involving ethics.
- Reviews key ethical concepts and frameworks for the study of business ethics and the stakeholder perspectives, the central dilemmas in business (marketing, management, finance, information systems), and the process of ethical decision making and its factors.
- Examines the organizational response to ethics problems, in particular the development and implementation of codes of conduct, ethics officers and committees, ethics training and communication, control systems, and ethics audit.

Prerequisites: Graduate student status.

Course Student Learning Outcomes (SLO):

Upon completion of this course, the student will be able to:

A. Identify, analyze and solve ethical dilemmas involving both individual and group situations.

B. Evaluate his/her own ethical orientation and start working on improvements or corrections on the basis of results obtained.

C. Examine the process of ethical decision-making when confronting individual problems involving ethics

D. Critically analyzing the process of ethical decision-making when confronting organizational problems involving ethics.

E. Identify the need for corporate culture and corporate social responsibility to develop and defend an ethical environment in the organization.

F. Develop and apply organizational tools to both correct and prevent ethical problems in the organization.

G. Apply the appropriate organizational tools to a type of organization, such as financial, marketing, information technology, employer-employee relationship, or environmental sustainability.

Each goal will be realized in a week (7 goals, 7 weeks, except for week one that includes 2 goals, and goal 6 that encompass 2 weeks). Objectives, assignments, class discussions, team discussions are numbered sequentially to facilitate fulfillment and tracking.

Competency-based Learning Method:

In order to accomplish the above, this course uses pedagogical methods emphasizing competency-based learning, pedagogical repetition, and interactive delivery. Competency-based learning involves student comprehensive development including student characteristics, traits, abilities, motivations, skills, and knowledge as the critical components of integrated learning. Thus, learning in this course is not based on memory use alone and on first exposure to the subject matter. Based on scientific principles of actual learning, it is based on several human traits, abilities, motivations and skills, as many as a graduate course can

allow, and on repetition and space-out repetitions that yield long-term memories and skill development at the same time.

> "Memory may not be fixed at the moment of learning, but repetition, doled out in specifically timed intervals, is the fixative. Given its potential relevance to business and education, it is high time we talked about it." (Medina, John, *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*, 2008).

Teaching Delivery Methods:

Therefore, you are asked to analyze and discuss ethical and non-ethical concepts, frameworks, practices and cases, watch and discuss video cases illustrating human behavior involving ethical issues, analyze and solve short-cases, scenarios and problems illustrating exemplary lessons, and apply appropriate organizational tools to organizations in a chosen industry, in addition to preparing responses to chapter questions as written assignments and testing yourself using an essay exam.

To achieve the above, the pedagogy of the course combines various methods and delivery techniques for graduate teaching. The course is fully interactive, involves intense group dynamics, uses modern pedagogical methods, and assesses learning outcomes using multi-method techniques, as follows:

1. Interaction between the instructor and the student. Deliverables: Assignments, discussions, assessment.

2. Interaction between a student and another student individually and in groups. Deliverables: Group discussions.

3. Interaction between the student and the course core materials such as book chapters, company cases, video cases, ad-hoc power-point presentations, and published articles. Deliverables: Assignments, discussions, assessments.

4. Interaction between the student and up-to-date materials such as current situations and news. Deliverables: Application of current situations in group discussions.

Required Resources:

Textbook: (To be acquired by the student)

Title: *Managing Business Ethics: Straight Talk About How to Do it Right*
Author: Linda Trevino and Katherine Nelson.
ISBN: 978-1-119-19430-9
Year Published: 2017, Seventh Edition
Publisher: Wiley.

Additional Readings: (Posted in Blackboard)

Reading # 1: Why Ethical leaders Are Different? *Executive Action*. The Conference Board, May 2005.

Reading # 2: Defining the Corporate Ethics Brand. *Executive Action*. The Conference Board, November 2005.

Reading # 3: "MBA Students Lead a Campaign for a Hippocratic Oath for Managers." *The Economist* June 2009.

Reading # 4: "Ethical Decision-Making in the Light of Culture and Control" by Arturo Vásquez-Parraga, in Svensson, Goran, and Greg Wood (eds.), *Business Ethics: Through Time and Across Contexts* – 2009.

Reading # 5: Global Corporate Ethics Practices: A Developing Consensus. *Research Report*. The Conference Board 1243-99-RR.

Videos: Five video cases for group discussion and evaluation. (Posted in Blackboard)

Questionnaire: a student ethics questionnaire designed to evaluate ethical dilemmas. (Posted in Blackboard)

Power Point Sets developed by the instructor. (Posted in Blackboard)

Power Point Set 1: Understanding Ethical Dilemmas.

Power Point Set 2: Ethical Leadership.

Power Point Set 3: Implementation of Business Ethics in the Company.

Course Structure:

This course is organized in 7 weekly modules. Within each module you will find your assigned readings, learning activities, and assessments. Objectives, assignments, class discussions, and team discussions are numbered sequentially to facilitate fulfillment and tracking. Since this course seems to be short, it is critical for you to keep up with all assigned readings and tasks given.

Assessment Methods and Grading Policy:

The course assessment is multi-method in order to secure a pedagogy that is effective and, at the same time, appealing to the graduate student. At the outset, the course is assessed using standard class evaluations for seminar courses, in addition to various evaluations that are specifically designed to measure student performance in the various course components and pedagogical methods employed, including assignments, questionnaires, activities, class and team discussions of video and written cases, an essay exam, and the development of a proposal of organizational tools crafted for a specific company or organization.

Assignments: the assignments will be based on questionnaires, exercises, articles, reports, or chapters of the textbook. Students have to solve a questionnaire and perform some exercises on the basis of power point presentations and readings. In addition, students have to provide written answers to questions asked on the basis of textbook chapter content. The outcomes (solutions or responses) should be posted in the ASSIGNMENT section of Blackboard. When an assignment has to carry no-text materials such as pictures or images, such materials should be attached as separate files. The assignment is due on the day it is scheduled by 11:00 PM. Each assignment (total of 10) will be graded on the basis of 10 points following the *Rubric for Assignments* for a total of 100 points.

Activity-assignments: The activity and assignment combined will be based on the application of organizational tools to chosen companies or organizations. The organizational tools will include codes of ethics, ethical training for employees, ethical committees, and ethical audits. The activity-assignment combined is due

on the day it is scheduled by 11:00 PM. Each activity-assignment combined (except the last one) will be graded on the basis of 20 points following the *Rubric for Activity-Assignment Combined* for a total of 80 points.

Proposal of Organizational Tools: the last activity-assignment combined integrates all the organizational tools reviewed in a proposal of an ideal set of organizational tools aimed at improving, if not correcting, a chosen industry or business' approach to ethical decision making. Each student will choose an industry or business area, such as product safety, pricing, advertising and targeting, environmental protection, diversity and discrimination, international business and globalization, and propose an ideal set of organizational tools (including control systems, codes of ethics, ethical training, ethical committee, and ethical audit) aimed at improving, if not correcting, the organization's approach to ethical decision making. This activity-assignment combined will be graded on the basis of 40 points following the *Rubric for Organizational Tools*.

Class discussions: the class discussions will be based on video cases, written cases, and power point presentations in conjunction with articles and reports using the CLASS DISCUSSION BOARD. All students will, first, post answers to the provided questions asked by 11 PM Friday and, then, interact with their peers at least three times by either asking questions or posting answers to somebody else's questions during the week (not just the last day). The instructor will evaluate both the answers to the questions and the quality and quantity of the interactions as part of the grade. Each class discussion ends on Tuesday of the corresponding week and is graded on the basis of 10 points following the *Rubric for Class Discussions* for a total of 50 points.

Team discussions: the team discussions will be based on cases of the textbook and other sources. Each student will be assigned to a discussion team and all discussions will take place with a frequency of about one per week within the TEAM DISCUSSION BOARD. In order to participate in the discussion, first, each member will read the assigned case and post answers to the provided questions asked by 11 PM Friday. Then, all members will interact at least three times by either asking questions or posting answers to somebody else's questions during the remaining week (not just the last day). The instructor will evaluate both the answers to the questions and the quality and quantity of the interactions as part of the grade. Each team discussion ends on Tuesday of the corresponding week and is graded on the basis of 10 points following the *Rubric for Team discussions* for a total of 50 points.

Assessment: an essay exam will test your grasp of all materials reviewed and discussed in the course. The exam consists of four essay questions and is customized to each student on the basis of common questions that are tailored to avoid sharing. Each student will receive the exam in the morning of the exam day and return the answers in the evening of the same day. The exam is graded on the basis of 40 points.

The assessment methods used in this course demonstrably stretch student intellect, incentivize student creativity and intellectual curiosity, and develop student proficiency and fluency in written expression as well as critical thinking/analysis. In addition, the course helps students synthesize ideas, build conceptual frameworks, and develop solutions to international marketing problems.

Late work Policy:
There will be no make-up assignments or discussions, or late work accepted without serious and compelling reason and instructor approval. If justified, a late submission of an assignment will be penalized with a 20% grade deduction for each day late after the corresponding deadline. If you know you will be offline the day an assessment is due, please make sure to post it early. Anytime you feel that you might be falling behind in the course, it is best to contact me to discuss your situation. As noted, no assessments can be accepted after the final day of class.

Grading System:

The course final grade will be computed as follows:

- Assignments (10 x 10)   100 points
- Activity and assignment combined (4 x 20)   80 points
- Class Discussions (5 x 10)   50 points
- Team Discussions (5 x 10)   50 points
- Essay exam   40 points
- Proposal of Organizational Tools   40 points
- Total   360 points

A=324-360 points;
B=288–323 points;
C=252-287 points;
F=BELOW 252 points

The points earned by participating in class discussions for extra points (optional) will be added to the total.

Each deliverable is explained and scheduled on a week-by-week basis below.
We will use rubrics to evaluate and grade the assignments, activity and assignments combined, team discussions, class discussions, essay exam, and proposal of organizational tools. Each grade will be posted the following week the assignment or discussion is due. All assignments and discussions are due on Tuesday. Thus, the corresponding grades will be posted with applicable feedback provided the following week from Wednesday to Tuesday.

See Rubrics in *Blackboard* (left panel).

Week and Module	Learning Objectives To demonstrate learning students will:	Assessments. Learning Activities, and Instructional Materials
Week 1 (Oct 21 – 27): Module 1: Ethical Dilemma **Getting Started** • Become familiar with *Blackboard Learn* • Explore and navigate comfortably using this platform **Facing ethical dilemmas:** • Uncover, analyze and solve ethical dilemmas involving individual and group situations. **Facing yourself as a potential ethical dilemma** • Uncover, analyze your ethical orientation as a potential ethical dilemma.	*OBJECTIVE 0*: become familiar with *Blackboard Learn* and to explore and navigate comfortably using this platform.	• Read *Blackboard Learn* <u>Start Here</u> resource • Read the Syllabus. • Introduce yourself using the Class Discussion Board: "Let's Get to Know One Another." • Fill in the "Data Sheet" with your information and attach it as *Data Sheet_Your last name* by 11 PM Saturday, October 24.
	OBJECTIVE 1: identify, analyze and solve ethical dilemmas involving individual and group situations by 1) examining 5 short video cases in which individuals play specific roles in the making of the dilemma, and 2) answering key questions on being ethical based on Chapter 1 on the book (Alignment SLO A).	• <u>Activity # 1</u>: View the five short video cases posted as *Five Short Video Cases*. • <u>Class Discussion # 1</u>: After watching the 5 video cases, portraying and discussing opposing views of an ethical problem in different business scenarios, use your Class Discussion Board and answer the written questions provided for each case (see *Questions for Video Cases*) by 11 PM Saturday. In addition, interact with your peers regarding their answers and their questions at least 3 times by 11 PM Tuesday. Each class discussion will be graded on the basis of 10 points following the *Rubric for Discussions*. All rubrics can be found in *Course Tools – Rubrics*. • <u>Assignment # 1</u>: After going through Chapter 1 in the textbook, answer the 5 questions on being ethical in a questionable business environment (listed in Blackboard), and submit your answers in a WORD file attached as *Assignment # 1_Your last name* by 11 PM Saturday. Each assignment will be graded on the basis of 10 points following the *Rubric for Assignments*.
	OBJECTIVE 2: identify and analyze my own ethical orientation by using a tested instrument designed to reveal such orientation. Upon feedback from the	• <u>Assignment # 2</u>: After receiving a questionnaire attached to an email message, complete it, and attach it as *Assignment # 2_Your last name* by 11 PM Saturday. • <u>Assignment # 2 follow-up</u>: After receiving the instructor's feedback on the results obtained in the questionnaire, read it and implement the suggested improvements

	instructor, I will take the appropriate measures to correct such orientation if any correction is needed in my case (Alignment SLO B).	or corrections, if any, as needed in your case by answering the questionnaire again and posting your answers again by 11 PM Tuesday.
Week 2 (Oct 28 – Nov 3): Module 2: Individual Ethical Decision-Making Examining ethical decision making: • Grasp a clear understanding of how ethical decision-making takes place when confronting individual problems involving ethics. **Making the case for business:** • Make the case of why business ethics is important. **Comparing ethical decision making in 2 contexts:**	*OBJECTIVE 3*: examine the process of ethical decision-making when confronting individual problems involving ethics, in particular ethical dilemmas (Alignment SLO C).	• Assignment # 3: After going through *Power Point Set 1* and *Reading 4*, solve the 3 exercises included in the set. exercise # 1 on individual ethics, exercise # 2 on company ethics, and exercise # 3 on cross-cultural ethics. Attach your solutions as *Assignment # 3_Your last name* by 11 PM Saturday.
	OBJECTIVE 4: discuss the fundamental role of morals and the differences between deontology, utilitarianism, and other perspectives of ethics (Alignment SLO A and C).	• Class Discussion # 2: After reading the brief scenario ("Moral Versus Duty") posted in the Class Discussion Board, answer the written questions provided by 11 PM Saturday. In addition, interact with your peers regarding their answers and their questions at least 3 times by 11 PM Tuesday. Class discussions close at 11PM on Tuesdays. • Assignment # 4: After going through Chapter 2, 3 and 4 in the textbook, answer the 6 questions listed in Blackboard, and submit your answers in a WORD file attached as *Assignment # 4_Your last name* by 11 PM Saturday.
• Compare ethical decision making in both contexts, personal and professional. **Differentiating deontology from utilitarianism and virtue ethics:** • Establish the fundamental claims of and differences between deontology, utilitarianism, and other perspectives in ethics.	*OBJECTIVE 5*: compare ethical decision making in both contexts, personal and professional and argue the case for business ethics (Alignment SLO C and D).	• Team Discussion # 1: After reading the *Case Pinto Fires* (spread in several pages in the book: pp. 65-70, 99-104, and 104-109), post your answers to the 3 questions listed in Discussion Board by 11 PM Saturday and, then, interact with your peers at least three times by either asking questions or posting answers to somebody else's questions during the week (not just the last day). Team discussions close at 11PM on Tuesdays.

Week 3 (November 4 - 10): Module 3: Organizational Ethical Decision-Making **Establishing the relationship between corporate culture and ethical decision making:**	*OBJECTIVE 6*: discern and discuss ethics as organizational culture, the relationship between ethics and the law and legal compliance, and key management principles for ethical conduct (Alignment SLO D).	• Assignment # 5: After going through Chapters 5, 6 and 7 in the textbook, answer the 7 questions listed in Blackboard, and submit your answers in a WORD file attached as *Assignment # 5_Your last name* by 11 PM Tuesday. • Team Discussion # 2: After reading the 4 cases included at the end of Chapter 5 (pp. 206-213), post your answers to the 8 questions listed in Blackboard by 11 PM Saturday and, then, interact with your peers at least three times by either asking questions or posting answers to somebody else's questions during the week (not just the last day).
• Explain why and how corporate culture, including corporate ethics brand and ethical leadership, impacts ethical decision making. **Differentiating corporate ethics from corporate social responsibility:**	*OBJECTIVE 7*: explain why and how corporate culture, including corporate ethics brand and ethical leadership, impacts ethical decision making (Alignment SLO D).	• Assignment # 6: After going through *Power Point Set 2* and *Readings 1, 2, 3 and 5* (all included in Blackboard), answer the 13 questions listed in this Set, and submit your answers in a WORD file attached as *Assignment # 6_Your last name* by 11 PM Wednesday. • Class Discussion # 3: After reading the brief scenario ("Social media as habit or addiction") posted in the Class Discussion Board, answer the written questions provided by 11 PM Saturday. In addition, interact with your peers regarding their answers and their questions at least 3 times by 11 PM Tuesday.
• Differentiate between corporate ethics and corporate social responsibility.	*OBJECTIVE 8*: differentiate between corporate ethics and corporate social responsibility, and explain the specific role of the later (Alignment SLO D).	• Assignment # 7: After going through Chapters 8 and 9 in the textbook, answer the 7 questions listed in Blackboard, and submit your answers in a WORD file attached as *Assignment # 7_Your last name* by 11 PM Saturday.
Week 4 (Nov 11 – 17): Tools for Organizational Ethical Decision-Making: Control Systems and Employee Relations **Articulating the need for control systems:**	*OBJECTIVE 9*: articulate the need and type of organizational control system that can help develop and defend an ethical climate (Alignment SLO E).	• Assignment # 8: After going through *Power Point Set 3* and *Reading 4* (as needed), solve exercise # 4 included in the set. Attach your solutions as *Assignment # 8_Your last name* by 11 PM Saturday.

• Demonstrate the need and type of organizational control system that can help develop and defend an ethical climate. **Examining key ethical issues in employer-employee relations:** • Recognize some key ethical issues in employer-employee relations.	*OBJECTIVE 10*: analyze the ethical problems of key stakeholders and key ethical issues involving multiple stakeholders (Alignment SLO D and E).	• Class Discussion # 4: After viewing a You Tube video referenced here http://www.youtube.com/user/tp1murray/search?query=madoff+american+greed and using the Class Discussion Board, answer all the discussion questions posted by 11 PM Saturday. In addition, interact with your peers regarding their answers and their questions at least 3 times by 11 PM Tuesday. • Assignment # 9: After going through Chapters 10 and 11 in the textbook, answer the 8 questions listed in Blackboard, and submit your answers in a WORD file attached as *Assignment # 9_Your last name* by 11 PM Saturday.
Examining key ethical issues in technology use and workplace privacy: • Recognize some key ethical issues in the use of technology and the rights to privacy in the workplace.	*OBJECTIVE 11*: examine key issues in the use of technology and the rights to privacy in the workplace (Alignment SLO D and E).	• Team Discussion # 3: After reading the following case: *Merck and River Blindness* (pp. 355-357), post your answers to the 2 questions listed in Discussion Board by 11 PM Saturday and, then, interact with your peers at least three times by either asking questions or posting answers to somebody else's questions during the week (not just the last day).
Week 5 (Nov 18 – 24): Tools for Organizational Ethical Decision-Making: Codes of Ethics **Analyzing exemplary codes of ethics:** • Analyze the need and the necessary components of exemplary codes of ethics.	*OBJECTIVE 12*: identify the need and the necessary components of exemplary codes of ethics for organizations in a global business environment (Alignment SLO F).	• Assignment # 10: After going through *Power Point Set 3* and *Reading 5* (as needed), solve exercise # 5 included in the set. Attach your solutions as *Assignment # 10_Your last name* by 11 PM Saturday. • Class Discussion # 5: After watching a video on "*Faking the Grade: Classroom Cheaters*" (attached) and using the Class Discussion Board, answer all the discussion questions posted by 11 PM Saturday. In addition, interact with your peers regarding their answers and their questions at least 3 times by 11 PM Tuesday.

Developing expertise in drafting a code of ethics: • Draft a code of ethics for a chosen organization.	*OBJECTIVE 13* draft a code of ethics for a chosen organization (Alignment SLO F).	• Activity # 2 and Assignment # 11: Choose a company or organization and investigate if it uses a code of ethics. If so, examine the code in light of the exemplary cases offered in Reading 5 and your Assignment # 11. If not, draft a brand new code of ethics that includes both deontological and teleological components and that suits the needs of this company or organization. Of course, you may use the examples shown in Reading 5 as models or references. Attach your report or draft as *Assignment # 11_Your last name* by 11 PM Tuesday. • Team Discussion # 4: After reading the following case: *Selling Medical Ultrasound Technology in Asia* (pp. 433-436), post your answers to the 2 questions listed in Discussion Board by 11 PM Saturday and, then, interact with your peers at least three times by either asking questions or posting answers to somebody else's questions during the week (not just the last day).
Week 6 (Nov 25 – Dec 1): Tools for Organizational Ethical Decision-Making: Other Organizational Instruments **Evaluating ethical training:**	*OBJECTIVE 14*: identify the need and forms of ethical training for personnel in the organization (Alignment SLO F).	• Activity # 3 and Assignment # 12: Choose a company or organization and investigate if it uses ethical training for its employees. If so, examine the form used and compare it to the one suggested in *Power Point Set 3* (as needed). If not, draft a new plan for ethical training of the personnel of the chosen company or organization. Attach your report or draft as *Assignment # 12_Your last name* by 11 PM Saturday.
• Analyze the need and forms of exemplary ethical training for personnel in the organization. **Evaluating ethical committees:** • Analyze the need and format of exemplary ethical committees in the organization. **Evaluating ethical audits:**	*OBJECTIVE 15*: identify the need and format of ethical committees in the organization (Alignment SLO F).	• Activity # 4 and Assignment # 13: Choose a company or organization and investigate if it uses ethical committees. If so, examine the format used and compare it to the one suggested in *Power Point Set 3* (as needed). If not, draft a new plan for establishing ethical committees in the chosen company or organization. Attach your report or draft as *Assignment # 13_Your last name* by 11 PM Saturday. • Team Discussion # 5: After reading the following case: *Google Goes to China* (pp. 436-440), post your answers to the 2 questions listed in Discussion Board by 11 PM Saturday and, then, interact with your peers at least three times by either asking questions or posting answers to somebody else's questions during the week (not just the last day).

• Analyze the need and components of exemplary ethical audits for the organization.	*OBJECTIVE 16*: identify the need and components of ethical audits for the organization (Alignment SLO F).	• Activity # 5 and Assignment # 14: Choose a company or organization and investigate if it uses ethical audit. If so, examine the components used and compare them to the ones suggested in *Power Point Set 3* (as needed). If not, draft a new plan for establishing ethical audits in the chosen company or organization. Attach your report or draft as *Assignment # 14_Your last name* by 11 PM Tuesday.
Week 7 (Dec 2 – Dec 9): Application of Tools for Organizational Ethical Decision-Making to a Chosen Industry	*OBJECTIVE 17*: apply the appropriate organizational tools to the industry of my choice, such as those related to finance, marketing, or environmental sustainability (Alignment SLO G).	• Proposal of Organizational Tools: Alone or in partnership with a class mate, choose an industry or business area, such as product safety, pricing, advertising and targeting, environmental protection, diversity and discrimination, international business and globalization, and propose an ideal set of organizational tools (codes of ethics, ethical training, ethical committee, ethical audit) aimed at improving, if not correcting, its approach to ethical decision making. But you may choose an industry other than those mentioned. Attach your proposal as *Proposal_Your last name* by 11 PM Monday (12/7/20). The instructor will evaluate your proposal following the *Rubric for Organizational Tools Proposal*.
Applying organizational tools to a chosen industry: • Apply appropriate organizational tools to a chosen industry. **Showing comprehensive knowledge:**	*OBJECTIVE 18*: show comprehensive knowledge of business ethics and show expertise in its applications to the organization (Alignment SLO A through G).	• Assessment: Essay exam. Take the essay exam that will be posted in the morning of the last Saturday (December 5). Alternatively, you may choose a date earlier or later, neither before December 3 nor after December 7. Attach your answers as *Essay Exam_Your last name* by 11 PM that same day.

• Grasp comprehensive knowledge of business ethics and show expertise in its applications to the organization.	OBJECTIVE 19: round up a passing grade after accomplishing the previous 18 objectives of the course (Alignment SLO A through G).	• Your final grade will be computed as follows:
		
		   o Assignments (10 x 10): 100 points
		   o Activity and Assignments combined (4 x 20): 80 points
		   o Class Discussions (5 x 10): 50 points
		   o Team Discussions (5 x 10): 50 points
		   o Essay exam: 40 points
		   o Organizational Tools (Proposal): 40 points
		   o TOTAL: 360 points
		TOTAL GRADE: 360 points (100%) Breaks: A = 324 – 360 points (90% and above)
		B = 288 – 323 points (80 – 89.9%) C = 252 – 287 points (70 – 79.9%)
		F = below 252 points (below 70%)

Technical Skills Required:

Students must be able to effectively use computer and Internet browser software. In addition, students must be proficient in Word, Excel and Power Point software. Viruses can spell disaster. Consequently, you must use a reputable anti-virus program for participation in this course. You should also consider backing up your files to avoid losing them to events like "my hard drive crashed" or "my modem doesn't work."

Netiquette Guidelines:

The following ground rules will help you perform accomplished work in this course and go much more smoothly.

Netiquette is Internet etiquette, or a set of expectations that describe appropriate behaviors when interacting online. It is important to understand that you will be held to the exact same standards of students taking a face-to-face course. In fact, for 100% online courses, your online classroom behavior may be the only interaction you have with your faculty and classmates, therefore making your netiquette even more important. Remember, you only get to make a first impression once, irrespective of the course delivery method.

Be courteous.

You only get one chance for an online first impression. Make it count. Do not say or do anything in an online classroom that you would not do in a face-to-face classroom. This includes not "YELLING" (typing in all caps), not "flaming" (attacking someone, such as insults and name-calling), and/or not dominating the discussion.

Be a good classmate.

Remember your own role as a student. Follow your instructor's directions at all times. Be authentic and collaborative with fellow students. Be aware of cyberbullying and make every attempt to eliminate it. Appreciate the diversity and different communication styles of your peers. Remember, since this class is online, you may have classmates from all over the world.

Be professional.

Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally-charged writing, as tone can be difficult to translate online. Profanity and offensive language will not be tolerated. Do not use abbreviations (2moro, 2T, B@U) or emoticons in your online class unless your professor approves and supports such writing styles.

UTRGV's Student Services and Resources:

UTRGV and COLTT offer a variety of student services and resources that can help you succeed as learner. For specific problems in any of the areas below or for further information go to the corresponding sidebar or link for assistance:

- *UTRGV Resources* will help find UTRGV services that are available to students. CLICK ON SIDEBAR of course.
- *COLTT Help Desk*: *Center for Online Learning Teaching and Technology.* There are experts on all tools used in BB Learn available to help.
  - Location: Education Building Room 2.202
  - Phone: 956-665-2979.
  - Submit a Helprequest: http://coltt.utrgv.edu/helpme

UTRGV Institutional Policies:

STUDENTS WITH DISABILITIES:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu). The online student course evaluations for this course will be available to students sometime before the end of the semester. Submitting your course evaluation will allow you early access to your grades. If you have any questions, please send a message to courseevals@utrgv.edu

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including

confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class.

STUDENT SERVICES:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

Center Name	Brownsville Campus	Edinburg Campus
Advising Center AcademicAdvising@utrgv.edu	BMAIN 1.400 (956) 665-7120	ESWKH 101 (956) 665-7120
Career Center CareerCenter@utrgv.edu	BCRTZ 129 (956) 882-5627	ESSBL 2.101 (956) 665-2243
Counseling Center Counseling@utrgv.edu	EUCTR 109 (956) 665-2574	BSTUN 2.10 (956) 882-3897
Learning Center LearningCenter@utrgv.edu	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
Writing Center WC@utrgv.edu	BUBLB 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538