

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title:	Business Ethics and Society
Course Code:	GE2204
Course Duration:	One Semester
Credit Units:	3
Level:	A2, B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input checked="" type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	Class/tutorial participation, group project, final exam
Prerequisites: <i>(Course Code and Title)</i>	None
Precursors: <i>(Course Code and Title)</i>	None
Equivalent Courses: <i>(Course Code and Title)</i>	Generally none
Exclusive Courses: <i>(Course Code and Title)</i>	None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course is designed to provide students with intellectual tools to identify and approach moral choices in the business context. It also helps students to understand and resolve ethical dilemmas in the treatment of competitors, customers, clients, colleagues and the wider community, as well as in the collection and use of confidential and privileged information. Research on business ethics, cases related to real business problems, and experiential learning exercises will be used as the basis to accomplish the course objective. There will also be a group project devoted to examining specific practical issues in areas of business that are controversial. Students will survey different ethical theories that can be applied to decision-making in real organizations.

This course aims to

- To provide an overview of the key concepts and theories in business ethics
- To develop skills in applying those concepts and theories to understanding and analyzing various individual, interpersonal, group, and organizational processes underlying ethical behavior
- To provide hands-on practice with a number of critical skills such as case analysis and group work
- To improve various skills for behaving ethically in organizations, including critical thinking, interpersonal skills, and communication skills.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate knowledge of the origins of modern ethical theory, its relation with classical thoughts in moral philosophy, the significance of deontology and utilitarianism, as well as the basis of these concepts in individual conscience, individual rights	20%		✓	
2.	Explain the relevance of modern ethical theory to business in serving stakeholders, and apply ethical theory to a range of issues having to do with managing the workforce, the physical environment, confidential and privileged information, problems of industrial safety and miscellaneous issues of investment and industrial development, and business ethics and international business.	40%			✓
3.	Employ moral reasoning and code of ethical conduct on a range of ethical dilemmas which they might encounter at work, such as responding to unfair and unreasonable demands, whistle-blowing, transparency, accountability and the right to dissent.	25%			✓

4.	Exercise good communication and interpersonal skills in carrying out project work to analyze ethical issues in business	15%	✓		
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Seminars	<ul style="list-style-type: none"> Students will acquire guidance on their reading and research as well as acquiring knowledge of ethical theory and practice. Students, by responding to questions and performing exercises, will develop their analytical and critical capabilities related to ethical issues and moral choices in the business context. The seminars will be supplemented by the inclusion of videos and newspaper articles related to relevant current events to which students will be asked to apply critical analysis. Students will research and give presentations on selected topics and cases in the field of business ethics. 	✓	✓	✓	✓			3
Team Project	Learning through interactive problem solving and conducting a team project about real business ethics issues	✓	✓	✓	✓			0.5-1
Guest Seminars	<ul style="list-style-type: none"> Speakers from College of Business and other relevant disciplines will be invited to present the views from their disciplines or join a panel 		✓	✓				~0.2

	discussion. <ul style="list-style-type: none"> Speakers from industries will be invited to present their experiences or join a panel discussion. 							
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4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 70%							
Class attendance, participation & in-class exercises		✓	✓	✓		30%	will test students' ability to apply ethical theory to a range of business issues and employ moral reasoning and code of ethical conduct on ethical dilemmas in the business context.
Group Project & Presentation		✓	✓	✓		40%	<ul style="list-style-type: none"> will test students' ability to apply ethical theory to a range of business issues and employ moral reasoning and code of ethical conduct on ethical dilemmas in the business context, will assess students' ability to process, synthesize and present information effectively as a team.
Examination: 30% (duration: 2 hours, if applicable)							
Final Examination	✓	✓	✓			30%	will test students' understanding of the origins and relevance of modern ethical theory together with their ability to think critically and analytically in applying ethical theory and moral reasoning to given business situations.
						100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assessing and Grading Class Attendance, Class Contribution and weekly exercises		<p>Student is always punctual and attends full-time with no missing attendance. Student proactively contributes to class by offering ideas and asking questions more than once per class. This could be in group work, to the teacher only, or in the whole class sharing. Student always listens when others talk, both in groups and in whole class sharing. Student incorporates and builds off the ideas of others in assignments and/or discussion. Student is always prepared for class</p>	<p>Student is always punctual and attends full-time with only a few days late and/or missing attendance (less than 70%). Student contributes to class by offering ideas and asking questions once per class. This could be in group work, to the teacher only, or in the whole class sharing. Student listens when others talk, both in groups and in whole class sharing most of the time. Student can occasionally incorporate and build off the ideas of others in assignments</p>	<p>Student shows difficulty in arriving class on time and with some missing attendance. Student occasionally contributes to class by offering ideas and asking questions. Student is quiet and not focused in class sometimes. Student sometimes listens when others talk, both in groups and in whole class sharing. Student rarely incorporate and build off the ideas of others in assignments and/or discussion. Student is rarely prepared for class with assignments and required class materials. Student may occasionally displays disruptive</p>	<p>Student is always late in arriving class on time and with numerous missing attendance. Student never contributes to class and do not offer ideas or ask question. Almost most of the time, student is quiet and not focused most of the time. Student rarely listens when others talk, both in groups and in whole class sharing. Student does not incorporate and build off the ideas of others in assignments and/or discussion. Student is mostly unprepared for class with assignments and required class materials. Student almost always displays disruptive or disturbing behaviour during class.</p>	<p>Student fails to attend class the majority of the time.</p>

		with assignments and required class materials. Student almost always displays facilitative behaviour during class.	and/or discussion. Student is mostly prepared for class with assignments and required class materials. Student displays some facilitative behaviour during class.	behaviour or disturbing behaviour in class.		
2. Assessing and Grading Group Project & Presentation		Interesting and complex account of the ethical issue or dilemma and its contemporary relevance, comprehensive grasp of related theory and what questions need to be asked. As in Good but going well beyond standard resources and references, stating an original point of view. Summary leads to a surprise or novel conclusion, thoroughly grounded in the arguments and generating new issues.	A well-rounded account of the ethical issue or dilemma and its contemporary relevance, good grasp of theory and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, well-structured and convincing, leading to a well reasoned conclusion. Comprehensive references showing care in	Describes the issue or dilemma, refers to related theory and the contemporary relevance. Draws on points from prevalent models or conceptual frameworks, presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Evidence of some search skills with use mainly of standard references. Satisfactory presentation skills including reasonable eye-	Presents enough to describe what the ethical issue or dilemma is about. Some points made but descriptive in nature, arguments unconvincing and based on few mainstream references. Summary is incomprehensive and lacking in balance. Sparse evidence of library skills. Unsatisfactory presentation skills including poor eye-contact with audience, verbal delivery, visual aids and time management. On-time submission but marginal quality outlook of presentation	Demonstrates lack of understanding about ethical issue or dilemma. The work fails to observe most of the requirements and/or the group fails to submit & present the work.

		Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management. On-time submission and professional outlook of presentation materials with no grammatical and syntax errors. There is high level of audience engagement maintained by the presenting group.	research. Effective presentation skills including good eye-contact with audience, verbal delivery, visual aids and time management. On-time submission and good outlook of presentation materials with minor grammatical and syntax errors. There is some audience engagement maintained by the presenting group	contact with audience, verbal delivery, visual aids and time management. On-time submission but fair outlook of presentation materials with grammatical and syntax errors. There is few audience engagement maintained by the presenting group. The presentation shows fair use visual aids and reasonable time management.	materials with numerous grammatical and syntax errors. There is almost no audience engagement maintained by the presenting group.	
3. Assessing and Grading Final Examination		Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.	Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.	Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Origins and scope of modern ethical theory:

Deontology and utilitarianism, individual conscience, moral choices and moral reasoning

Corporate social responsibility:

Code of ethical conduct, rights of business stakeholders (shareholders, suppliers, customers, employees, government, the wider community), bribery and corruption, insider trading, confidentiality and secrecy, individual safety, management of the physical environment

Ethical issues in a wider business context:

Human resources and industrial development, business ethics for international business

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Business Ethics: Ethical Decision Making & Cases 11th Edition, by O. C. Ferrell, John Fraedrich and Linda Ferrel, Cengage Publishing
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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