

UC 1180912F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change ²⁰¹⁴
 Core Category: PLD Effective Fall 2013

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Marketing and Entrepreneurship College: BUS
 2. Faculty Contact Person: Joaquin Diaz-Saiz Telephone: 34713 Email: jdiaz-saiz@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
GENB / 4350 / Business Law and Ethics
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
GENB / 4350 / BUSINESS LAW AND ETHICS
 • SCH: 3.00 Level: SR CIP Code: 52.0101.00.16 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 11 2012

4. Justification for adding/changing course: To more accurately reflect course content/level

5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 • Instructional Area / Course Number / Long Course Title:
 _____ / _____ / _____
 • Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): BBA
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
GENB / 4350 / Business Law and Ethics
 • Course ID: 23428 Effective Date (currently active row): 08/25/2008

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ~~Prerequisite:~~ GENB 3301 or 3302 (formerly 2301) and declared business major, or approval by program director, and a 2.0 gpa or higher. Description (30 words max.):
Commercial laws surrounding business transactions and the ethical aspect of organizational decision-making within these contexts. Includes contracts, business organizations, agency, and property transactions. Writing intensive.

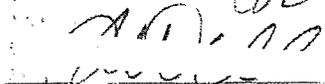
10. Dean's Signature: [Signature] Date: 10-10-12
 Print/Type Name: Teri Elkins Longacre

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: C.T. Bauer College of Business

Person Making Request: Daniel Currie  Telephone: x34806

Email: dcurrie@uh.edu

Dean's Signature: 

Date: January 29, 2013

Course Number and Title: GENB 4350 Business Law and Ethics

Please attach in separate documents:

- Completed CBM003 Add/Change Form with Catalog Description
- Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

-- To provide perspective in business ethics to improve your ability to recognize ethical issues and give you the tools to act with appropriate ethical insights when the time comes for you to do so;

-- To teach some of the most important aspects of commercial law with a special focus on contracts and property. Our goal is to sensitize the student to the legal issues arising in business and make them a better consumer of legal services in your business life; and to

-- Give students the opportunity to improve their writing ability.

Component Area for which the course is being proposed (check one):

*Note: If you check the Component Area Option, you would need to also check a Foundational Component Area.

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

See Assignment 4 attached and specifically, rubric at pages 5 and 6.

Communication Skills:

See Assignment 4 attached and specifically, rubric at pages 5 and 6.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

Click here to enter text:

See Assignment 4 attached

Personal Responsibility:

Click here to enter text:

See Assignment 4 attached

Will the syllabus vary across multiple section of the course? Yes No

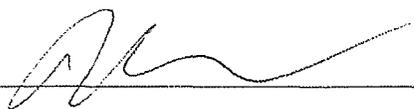
If yes, list the assignments that will be constant across sections:

All sections of the course are taught from the same syllabus.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments

such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:  _____

GENB 4350, Business Law & Ethics

Assignment 4

Due date: Friday 11/16 at 10am

1. Task

You work in the Ethics Department for ABC Company (ABC). Your department is dedicated to advising its employees about their ethical obligations in the corporate setting. All communications you receive in this capacity are confidential.

Luke, an employee of ABC, comes to you with the following scenario and asks for your advice. He wants to fully consider the situation. Your task is to advise him on all perspectives on the situation. Below are the facts that Luke provides to you.

Luke has been asked to work on a project that involves developing land recently purchased by ABC to build an adult entertainment retail store. According to the plan, the land is located on the corner of the neighborhood where Owen, Luke's brother, lives.

Luke knows that as soon as the plans for the store are made public, property values for the surrounding neighborhood will decrease significantly. ABC plans to publicly announce the project one month from today.

Luke is concerned about his obligations of confidentiality to his company. However, Luke is also very close to Owen, who recently told Luke that he received an offer to sell his house at an "okay" price given the current real estate market. Owen is considering selling but hasn't made any final decision yet. He wonders if he might get a better offer a few years from now when the real estate market improves.

What is the ethical issue, why is this an issue, and what should Luke do about it?

For assignment 4, prepare a memo to the Ethics Department file that considers the following four theories that were discussed in class, in the online lecture on ethical reasoning, and your readings – Utilitarianism, Universal Ethics (i.e., Kant's categorical imperative), The Golden Rule and Virtue Ethics.

You may consider any of the resources provided in your text, and online lectures. However, it is advised that you DO NOT consult the internet. Your papers will be graded based on the required resources for GENB 4350. Additionally, most of the accidental plagiarism cases have arisen from students using internet sources and failing to properly cite the work used.

Finally, remember that Assignments 2 and 3 are considered "drafts" for Assignment 4. So you will combine your writings in Assignments 2 and 3 to create Assignment 4.

2. Format

- a. Use Microsoft Word, 12 font, times new roman, single spacing.
- b. Use the format demonstrated in the sample paper called “Sample Assignment 3” provided under Writing Resources. This format incorporates the use of headers that distinguish the different areas of thought within the memo. Additionally, you may incorporate additional headers or sub-headers if necessary to more effectively convey your ideas. The basic headers you must include are:
 1. Facts
 2. Issue
 3. Analysis (note- this is where you may want to use additional headers to further organize your thoughts)
 4. Recommendation
- c. Paper should be *around* 1,400-2,000 words. This is merely a guide. The purpose of the guide is to help you understand whether you have thought deeply enough about the topic. Your grade does not depend on the number of words written. However, your grade will be affected by whether or not you have fully analyzed the issue and fully supported your conclusion/decision. If you find that you are significantly over this range of words, you should edit your paper so that your ideas and words are conveyed in the most concise manner. This does not mean eliminating key arguments. It just means editing your wording so that it is more concisely written.
- d. Inside your document – DO NOT include any personal information inside your document (such as name, PeopleSoft ID, etc). We will not remove this information before submitting it for assessment.
- e. Save your Word document with the following file name EXACTLY (with no additional spaces, dashes, or characters):

Your name_PSIDA4 Example: LoriWhisenant_0123456A4

A4 – stands for “assignment 4” so that you can easily keep track of your papers

POINTS MAY BE DEDUCTED FOR NOT FOLLOWING THE INSTRUCTIONS ABOVE: If you save your document with any other file name, we will have to rename your file (which results in unnecessary administrative time added to the grading process). To encourage you to comply with this request, 3 points may be deducted grade from your paper grade for not following these instructions.

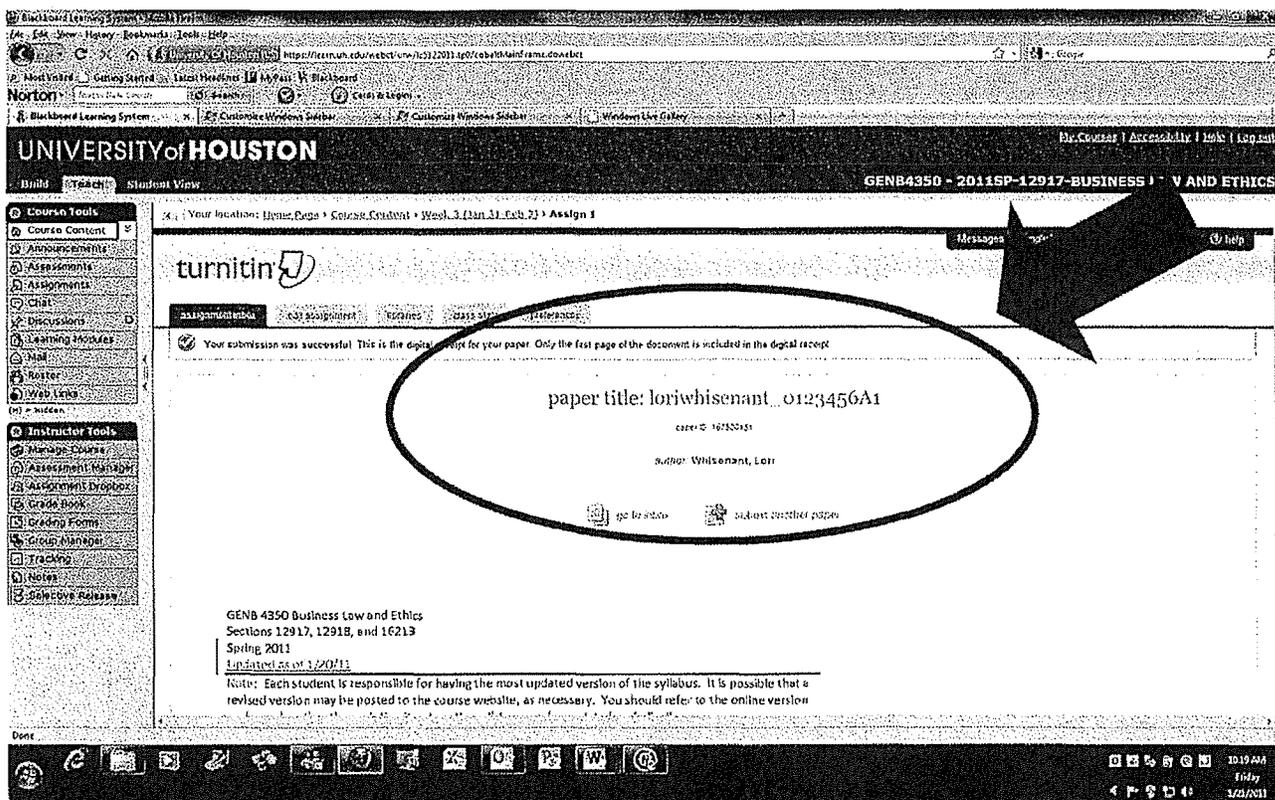
3. Submitting your assignment into the link in BB

- a. Be sure your Word document is properly named first.
- b. Upload your Word document into the Turn It In link provided in Blackboard (under the same Week in which the instructions were handed out).

- c. You will be asked to provide a name for your document. You can use any name, but it may be a good idea to use the same assignment title as your Word file name so you don't get confused. This is not critical and no points will be deducted for using some other name here.

All assignments must be submitted using the assigned link in Blackboard (into the Week's folder under Course Content in Blackboard). We will not accept papers sent via email or delivered by hand.

It is your responsibility to ensure that your paper has been submitted properly AND on time. When you properly submit your paper, you will see a screen that provides you with a Paper ID. Write down this paper ID. Without it, you will not receive credit for your work. Here is an example of the screen you will see after a proper submission:



4. Feedback and grades

Feedback is provided by your instructor with help from RichFeedback (as discussed in the syllabus). All grades are issued by Daniel Currie (the course administrator). You may access your feedback via Blackboard 10-12 days after the due date (give or take a day or so). Your grade will be posted into the grade book shortly thereafter. Your grade on your paper and in the grade book may differ. You

should check both. Your paper with feedback will be returned to you in the same Weekly Folder where you submitted your paper.

For example, you will submit Assignment 1 under Week 3. Your paper with feedback will be returned to you also under Week 3 in a folder called "Assignment 3 feedback."

5. Late assignments

The due date is noted above. The assignment link will close promptly at 10:00AM (Blackboard time).

If your assignment is LATE FOR ANY REASON, you may submit your paper into the Late Assignment folder for partial credit (up to 50 points) by Monday at 10:00 am following the assignment's due date. After this time, no credit will be issued for any reason.

6. Academic honesty (discussing the papers, cheating, and plagiarism)

All assignments, including this one, are individual assignments. This means that you are prohibited from discussing any part of the assignment with other people. Your analysis and work must be original. This means that you must use proper citations (and quotations, where necessary) throughout your paper and may not submit a paper that you used in a prior class.

We will analyze your papers using www.turnitin.com. This website checks your paper to determine the similarity of your paper to other students' papers, internet or book resources, and papers found commercially on the internet. If your paper is sufficiently similar to another student's paper or other resource, you will be reported for violating the academic honesty code. This may result in earning an F in the class or expulsion from the university.

Citations **MUST BE** provided for any information used or relied upon that is not your original idea. There are plagiarism presentations posted on the course website. It is your responsibility to review this to be sure you fully understand what constitutes plagiarism, how to properly paraphrase and cite, and when to use quotations. If this information is not sufficient for you to understand how to provide a proper citation, you may want to visit the following website:
<http://www.uh.edu/writecen/Resources/GrammarAndDocumentation.php>.

You may use MLA or APA or any other format as long as (1) you clearly identify that the work is attributable to another source, AND (2) we can easily locate the original source.

7. Grading rubric/chart

This assignment is worth 100 points allocated as shown below. Please review each assignment's grading rubric as each assignment may be different.

Written communication 50%
 Critical thinking and knowledge application 50%

A	B	C	D	F
90-100 points	80-89 points	70-79 points	60-69 points	0-59 points
Written communication	Written communication	Written communication	Written communication	Written communication
Clearly arranged and organized; Professional tone (<i>i.e.</i> , appropriate choice of words for business writing); Sentences are easily understood, concise, direct, and effective; No noticeable editing errors; AND Paper follows required format.	For the most part... Clearly arranged and organized; Professional tone; Sentences are functional; AND/OR Very few editing errors.	In many places... Confusing due to unclear sentences or paragraphs, and/or lack of organization; Many sentences are overly simple or needlessly complicated; AND/OR Several editing errors.	In most places... Confusing due to unclear sentences or paragraphs, and/or lack of organization; Most sentences are overly simple or needlessly complicated; AND/OR So many editing errors that paper is difficult to read.	Wholly ignores assignment instructions; Sentences are incoherent or nonsensical; AND/OR Paper is difficult to read, careless, irresponsible.
Critical thinking and knowledge application	Critical thinking and knowledge application	Critical thinking and knowledge application	Critical thinking and knowledge application	Critical thinking and knowledge application
Event discussed represents most pressing ethical issue; Full understanding of the ethical theories discussed (including appropriate discussion of criticisms or disadvantages of each ethical lens applied); Full consideration of the issues and application of the facts to the theories;	For the most part... Full understanding of the ethical theories discussed; Full consideration of the issues; Demonstrates a full understanding of the ethical theories applied; Arguments and sentences are well-	In many places... Lacks full understanding of the ethical theories discussed; Lacks full consideration of the issues; Arguments and sentences are not rational or well-supported; Arguments may not be presented in a logical order; Conclusion may not	In most places... Lacks full understanding of the ethical theories discussed; Lacks full consideration of the issues; Arguments or sentences are not rational or well-supported; Arguments may not be presented in a logical	Most of the paper remains unfinished; Rambles incoherently; AND/OR; Paper has very little original thought because most of the analysis is from quoted sources.

<p>Arguments and sentences are well-supported and rational;</p> <p>Logical flow of arguments;</p> <p>Conclusion follows rationally from the arguments presented; AND</p> <p>Paper presents mostly original thought (with use of occasional quotes, if appropriate).</p>	<p>supported and rational;</p> <p>Logical flow of arguments;</p> <p>Conclusion follows rationally from the arguments presented;</p> <p>Paper presents mostly original thought (with use of occasional quotes, if appropriate).</p>	<p>follow rationally from the arguments presented; AND/OR</p> <p>Paper has little original thought because most of the analysis is from quoted sources.</p>	<p>order;</p> <p>Conclusion may not follow rationally from the arguments presented; AND/OR</p> <p>Paper has very little original thought because most of the analysis is from quoted sources.</p>	
---	--	---	---	--

8. Rubric interpretation

- a. Most pressing ethical issue – You must describe the issue in 1-2 succinct sentences, and then explain what makes the issue an ethical one. In other words, what makes the issue an ethical one (as opposed to just a regular business decision)? Considering this will help you determine the most pressing ethical issue to be discussed (and provide a context for your arguments).
- b. Arguments are well-supported and rational – You should fully define the ethical lens/theory used, discuss it, tell how it will apply in the case, then apply the facts to the lens/theory. Definition and introductory discussion of the theories should be brief (approximately ¼ of your paper).
 1. Application of the facts to the theories – This is the most critical part of your paper and should consist of approximately ¾ of your paper. You must consider criticisms to applying the theories. For example, what is a disadvantage to using theory “x”? This is where making an outline can really help to organize your thoughts and ensure you cover all of the topics necessary.
 2. You should include a brief conclusion after each lens/theory analysis. This will provide the reader closure on your analysis for each lens.
- c. Writing directly and concisely – If you feel that you are well over the suggested number of words, eliminate what is not necessary to argue your points. Most papers can cut out at least 100 words by eliminating unnecessary words/phrases/sentence and still retain all of the arguments required to support your conclusion.
- d. Conclusion – This should directly answer the question you asked AND make sense given your analysis. You should not restate any arguments here. This is where you tell us your final conclusion, after considering the different lenses.

Example of Graded paper with feedback Assignment 4, GENB4350 Business Law & Ethics

Feedback on your paper is based on two learning objectives – written communication, and critical thinking and knowledge application. The number of comments provided does not necessarily correspond to your performance on each objective. The quality of each comment may better reflect your grade than the number of comments. For example, a single comment on organization and clarity may hold greater weight than two comments on professional tone.

Papers fall into one of the following categories:

Grade	Comments
A – or higher	Very well written paper.
B – to B +	Well written paper.
C – to C+	Fairly well written paper.
D – to D+	Needs much improvement.
F	Unacceptable work.

Additionally, we may have noted areas of text where language and/or grammar issues exist. These are represented in blue. Other areas within your paper may have contained similar issues.

Legend:

Noun: (n.)	Preposition: (prep.)	Punctuation: (punc.)
Pronoun: (pro.)	Articles: (art.)	Word choice: (wc.)
Verb: (vb.)	Spelling: (sp.)	Sentence structure: (ss.)

For further clarification regarding the feedback provided, please visit your instructor in Suite 330 of Melcher Hall.

Facts

Luke, an employee of ABC Company, is involved on a project, where they bought land to develop an adult entertainment retail store. The land is located on the neighborhood where Luke's brother, Owen, lives. Owen is analyzing if he should sell the house, since he is getting good offers for it, without knowing about the plans of ABC Company. Once the store plans are made public, the values of the properties will decrease. ABC Company plans to announce the plans in one month.

Issue

Luke is presented with an ethical predicament the moment the company informs him of the project. Luke must decide between being loyal to the company and being honest to his brother. If Luke decides to be loyal to the company, he will preserve his job and the company's plans will not be affected in any way. Also, if his brother finds out that Luke knew about the construction and how it would affect the housing prices, it would probably ruin their relationship. On the other hand, if Luke is honest with his brother, he could lose the job at the company and/or affect the company's project. In this situation, the stakeholders are Luke, Owen, and their families, ABC Company and its employees and the community. There are four theories that should be considered in the analysis and decision: the golden rule, virtue ethics, utilitarianism and universal ethics. [F1]

Analysis

Golden Rule

The golden rule is based on the idea of reciprocity; an individual should treat others as he or she would like to be treated. The golden rule is based on a mutual exchange, which would only work if the parties are highly ethical. The theory allows a person or group to show empathy toward other people, because they will have the ability to identify themselves in others. [F2] If Luke chooses to base his decision in the golden rule, he would have to take into consideration what would he like the other party to do for him. On the one hand, as an employee for ABC Company, he would be risking the company's stability and other people's jobs if he would share the information of the new development. He would have to analyze if he would be okay with the decision of sharing information with people outside the company if it was someone else making it and it was his job on the line.

On the other hand, his brother is going to be affected with the new store in the neighborhood, due to the decrease in the property's value. If the situation were reversed, would Luke expect Owen to tell him? Luke's decision will be based on which of the two scenarios he would be most betrayed by (logic unclear). [F3]

Virtue Ethics

Virtue Ethics is a theory that bases ethical decisions on a person's character, motivation, intention and integrity. The principles, rules, and consequences are only considered in a way that would appraise the person's character. The surroundings of a person are a key factor to the development of their character. Thus, a person has to take into consideration their different surroundings (job, house, church, etc.) when making ethical decisions. Within this theory there is no right or wrong answer, many factors, personal and/or community benefits as well as your

intentions, will determine the best decision. In this theory, Luke can relate to two different communities: the professional community (coworkers and company), and his family. If Luke chooses the company over his brother, it will reflect that Luke is unsympathetic, uncaring and selfish towards his family. On the positive side, in his professional life he is highly ethical, loyal and devoted. If Luke chooses Owen over his job, it would seem as he was not a responsible and reliable employee by putting his family's needs over the company. It may also mean that Luke is unable to perform his job, which could put his future with the company in jeopardy. Luke's decision hinges on his willingness to accept a tarnished business reputation from revealing the business plans to his brother. Luke will have to analyze which decision would showcase his character and principles more accurately. [✎ F4]

Utilitarianism

Utilitarianism reflects a theory that bases ethical decisions on the amount of stakeholders it will benefit, while minimizing negative consequences. The theory forces one to evaluate the consequences for each stakeholder, and decide which alternative will generate the greatest good for the largest number. If Luke decides to base his decision on this theory, he will have to weigh the effects of his choice on all the parties involved. If he chooses to withhold the company's plans from his brother, he will ensure the company's plans are kept secret, allowing them a competitive advantage over their competitors. Giving the company the best chance to succeed can increase the likelihood of job security for himself and the other employees. However, if he does decide to tell Owen, he would allow his family the best chance at selling their home at the highest price, before property value drops. If Owen shares this information with the community they will also reap these benefits. The spread of this information would not bode as well for Luke's company. With their business plans made public outside stakeholders such as other companies and the community, would be able to make attempts to stop the development of the store. [✎ F5]

Universal Ethics

Universal Ethics, also known as Categorical Imperative by philosopher Kant, says that any ethical decision one considers should be appropriate and fitting to everyone else, similar to a universal law. Applying the theory would make the decision more difficult, since Luke has to ask himself if the choice he makes would be appropriate for every person if placed in this scenario. If Luke shares the information with his brother, he will be breaking the company's ethical and confidential code. He has to evaluate if it would be acceptable for all other employees within ABC Co. and universally, to share confidential information when a conflict of interest is present. At this moment, he should disregard the other consequences of this decision, but focus on what would be the universally accepted choice. [✎ F6]

Recommendation/Conclusion

Finally, if Luke decides to choose the golden rule, his analysis would more likely conclude that the best decision is to maintain the information within the company. It's more plausible that he would want his coworkers to be highly ethical when it comes to confidential information from the company's projects. He would not want someone else to put his job in jeopardy, so he should not do it by sharing the company's information.

Similarly, within the virtue ethics theory, the best decision would be to stay true to the company. By choosing his professional community, he would show that he is a loyal person and respects his job and all the responsibilities that come with it. All of these are important and defining factors of one's character. By deciding to keep ABC's plans confidential, his job and the company are safe and his reputation will be intact. In regards to his brother, Owen needs to understand that Luke is bound by his responsibilities as an employee. Deviating from respecting his employer's wishes for confidentiality is not only going to affect him and his family but many others. Luke's intentions are in the right place, he looked farther at what was the best decision for the community as a whole. Remaining faithful to the company will most likely reap benefits such as promotions in the near future due to the right qualities he has demonstrated.

Utilitarianism would challenge Luke on making a decision that would benefit the greatest number of people. In this case, not sharing the information with Owen will provide the outcome necessary. ABC Co. and their employees would not be exposed to any setback that could be cause(d) by the sharing of confidential information with outsiders. If Luke decides to make the company his priority, the stakeholders that would benefit are ABC Co. and its employees and himself.

Universal ethics is probably the most difficult theory to apply; Luke has to think beyond the consequences and ask himself what would be the right thing to do. The universal choice would be stay loyal to the company, providing stability in the professional world. Otherwise, if Luke chooses his brother, and everyone else does that, we would be living in an unethical world, where personal feelings are above rules. In order to maintain an ethical world, he must look at the big picture.

After careful consideration, whichever theory Luke chooses, the decision should be the same for a highly ethical person, keep loyal to the company. Overall, this decision provides the more benefits, not only to the company but also to Luke. Luke's character will stay ethical, his job will be safe and he will bring stability to his family. [✨ F7] [✨ F8]

Score card:

Student Learning Outcome	Weighting	Grade
Written communication	50%	A-
Critical thinking & Knowledge Application	50%	A-
Overall		A-

Legend:

✎ - Written Communication	✎ - Critical Thinking & Knowledge Application
---------------------------	---

Criteria	ID	Focus	Feedback	References
✎	[F1]	Critical thinking & Knowledge application	Great job! Ethical dilemma is identified correctly. You have also aptly described the competing pulls on Luke and brought out the ethical dilemma he faces here.	Trevino & Nelson, 2006, ch. 4
✎	[F2]	Written communication	Theory has been well explained and its limitations indicated. Now, to applying it correctly to the case facts.	Assignment Guidelines
✎	[F3]	Critical thinking & Knowledge application	Some good arguments made towards applying the theory to Luke's case, but these are not complete. In the end, you also needed to discuss the limitations in the application of the theory. And, finally, you needed to consider if that has any influence on your recommendations to Luke on what he must do, per this theory.	Trevino & Nelson, 2006, ch. 4
✎	[F4]	Critical thinking & Knowledge application	Good arguments made here. You have considered the perspective of both his professional and personal communities, but you needed to more clearly argue what Luke must finally do as per his character and virtues. That may have helped you to make a more convincing recommendation to Luke. You could have mentioned about the guidance from the Disclosure Rule, too.	Trevino & Nelson, 2006, ch. 4
✎	[F5]	Critical thinking & Knowledge application	Theory has been correctly explained and applied correctly for most part. However, application is not complete. Arguments do not clearly bring out the sum total of ALL benefits (and harms) resulting from Luke disclosing this information to Owen, or not disclosing the information. What about the criticism to applying the theory? Without this discussion, your analysis is incomplete.	Trevino & Nelson, 2006, ch. 4

Criteria	ID	Focus	Feedback	References
			Finally, you needed to tell me what Luke must do as per the theory.	
✎	[F6]	Critical thinking & Knowledge application	Arguments are on the right lines and you bring out the difficulty in applying this theory because of its limitation about no exceptions to the rule. Perhaps, Luke's primary responsibilities in this situation could help you decide even more carefully applying this theory.	Trevino & Nelson, 2006, ch. 4
✎	[F7]	Critical thinking & Knowledge application	Well concluded! You have supported your decision with your discussion of all four ethical theories applied earlier. While concluding, it would also have been helpful to consider the inherent criticisms or challenges to applying these theories. Some of the theories could be applied a little more fully here, as indicated above.	Trevino & Nelson, 2006, ch. 4
✎	[F8]	Written communication	Well done! For the most part, paragraphs are clearly arranged and organized, and reflect your ability to develop the different points logically. Some of the arguments also needed to be developed more FULLY to support application of the theories to bring out their key principles more clearly.	Assignment Guidelines

Syllabus

Business Law and Ethics GENB 4350

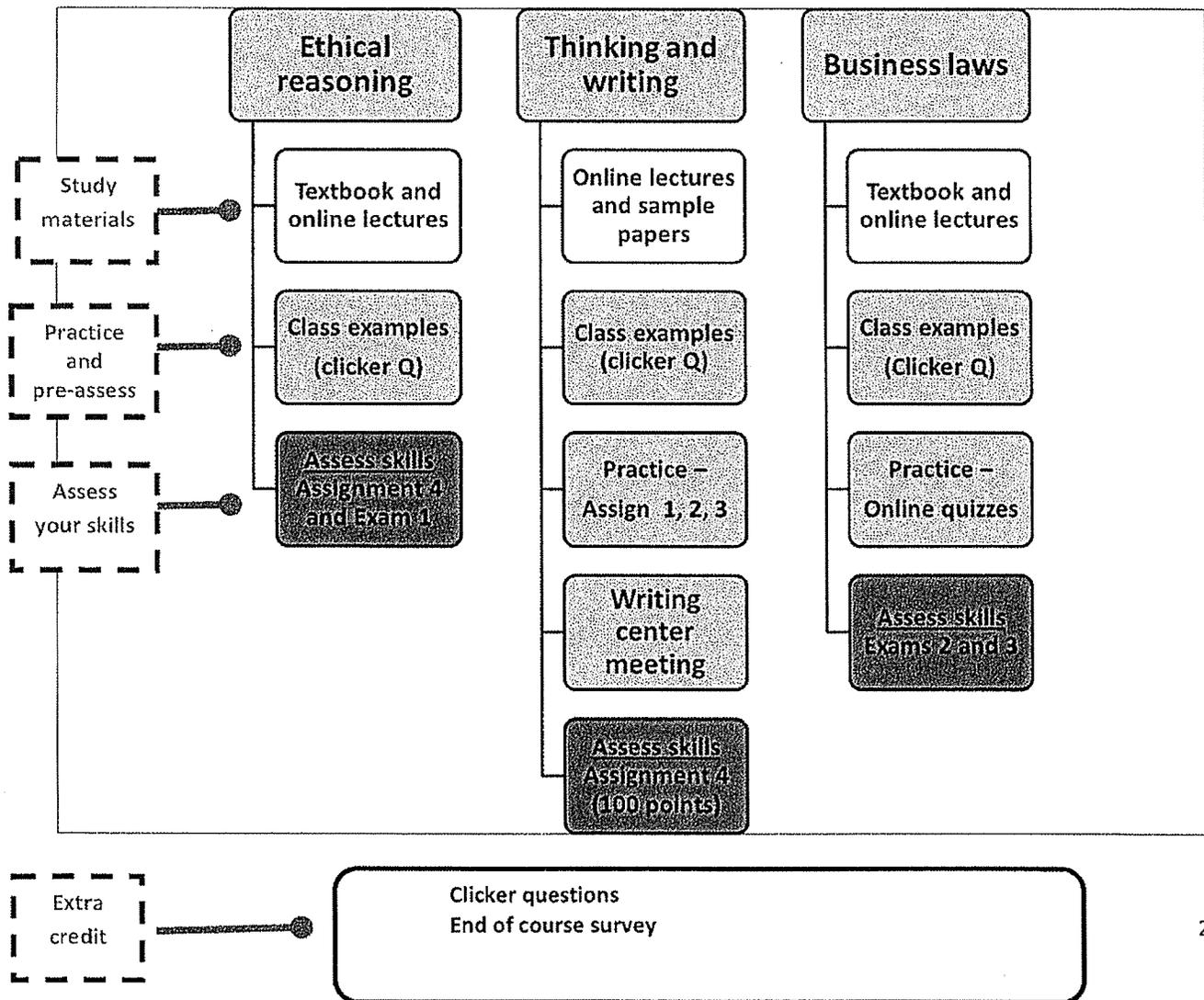
Table of Contents

Course objectives	2
Instructors, Course Administrator, and TA	3
Required textbooks and materials	3
Optional materials - Clickers	4
Course calendar	5
Bauer Code Quiz	9
Syllabus Quiz	10
Exams	10
Exam Administration	10
Initial Registration to access Online Scheduler:	10
How to make a reservation to take an Exam	11
Exam day Procedures:	11
What are the instructions for the day of my exam?	11
Blackboard Log-in - STUDENTS MUST KNOW THEIR BLACKBOARD LOGIN TO ACCESS THEIR EXAM	12
Missed exams	13
Writing assignments	13
Submission of writing assignments	15
LATE and MISSED assignments	16
Feedback and grading on writing assignments	16
Mandatory Meeting with the UH Writing Center	17
The role of feedback (versus editing services)	19
Graded disputes - for all graded items	20
Attendance	20
Announcements/Information	20
Classroom etiquette	21
Discussion boards	21
In the classroom	21
Extra credit	22
ACADEMIC INTEGRITY ALERT	23
Accommodations for Students with Disabilities	23
ACADEMIC HONESTY POLICY	24
Summary of course requirements and due dates	25
Total POSSIBLE points (after dropping 1 assignment and 1 exam) 380	25
Final Grades	25

Note: Each student is responsible for having the most updated version of the syllabus. The most updated version is posted on the course syllabus. It is possible that the syllabus will be revised. If so, an updated version will be posted to the course website. You should refer to the online version each week, rather than printing it out, as the syllabus may be updated periodically.

Course objectives

The following chart describes the course learning goals, how to achieve these goals, and method of assessing your level of learning on these goals.



Instructors, Course Administrator, and TA

Daniel Currie (instructor and course administrator)
Sections 12411 and 15307 [Wednesday classes]
Class room: 170 MH
Office: 402C UCBB
Office: 713-743-4806
Email: genb4350@bauer.uh.edu
Office Hours: After class or by appointment.

Steven R. Natenberg (instructor)
Section 12410 (Monday class)
Class Room: 170MH
Office: 402F UCBB
Email: genb4350@bauer.uh.edu
Office Hours: After class or by appointment.

Michael Fillingame (TA) –
Office: 402D UCBB
Email: genb4350@bauer.uh.edu
Office hours: TBA

NOTE: when contacting your TA via BB email, PLEASE type the name “Michael Fillingame” instead of selecting “teaching assistants” in the email name box. This will help us better manage the course, which will, in turn, enable us to respond faster to your questions.

Also Appearing: Lori Whisenant [online lectures]
Professor Whisenant was formerly the course administrator and instructor, in case you wonder why you’re listening to her.

Required textbooks and materials

1. **GENB 4350 Business Law and Ethics**

Special Edition for the University of Houston

(Anthony L. Liuzzo) ISBN 978-0-07-780791-7

Available through the UH Bookstore or the publisher’s site: [McGraw Hill, Purchase the GENB 4350 text.](#)

This book, in loose-leaf format, is based on the 8th edition of Liuzzo’s text *Essentials of Business Law*. We have eliminated several chapters not covered in class to reduce your cost. You may also buy the full 8th edition if you choose – there may be used copies available since it was used last semester.

With the 8th edition in print, you will have exactly the same content plus several chapters that we don't cover in class.

2. Managing Business Ethics, 5th Edition
(Trevino, Linda K. and Nelson, Katherine A.)

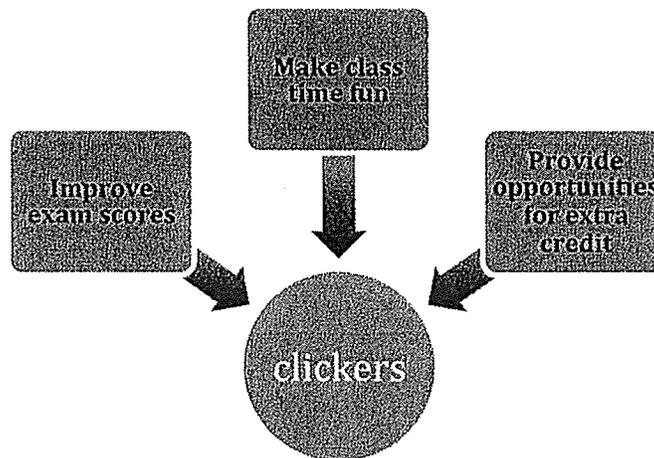
You may purchase an ebook directly from the Wiley website
http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470571764,descCd-interstitial_ebook.html

ISBN 978-0-470-57176-7

If you prefer the print edition it is available online from various sources but we have not asked the bookstore to order it.

Optional materials - Clickers

Clickers, will be used during lectures. The purpose of using Clickers is to:



We'll use these to help you better understand the subjects studied and help you on the exam. We want you to do well in the course!

The use of Clickers is NOT MANDATORY. However, if you want to earn extra credit, you must have a Clicker and register it with the GENB 4350 class before the time stated below (no exceptions.)

Course calendar

Week	Dates	Required readings Required online lectures (These should be read/watched BEFORE coming to class)	Required writing center meetings	Required quizzes Required exams
	2013			
1	Jan 14/16 Mandatory attendance You may be dropped for missing this class	<p>Class focus</p> <ul style="list-style-type: none"> - Course intro - Syllabus policies - Navigating BB, TII, and clickers <p>Read before class</p> <ul style="list-style-type: none"> - Read Syllabus - Browse course website in Learn - All documents in Clicker folder (if you choose to participate in the extra credit requiring the use of Clickers) <p>Watch/listen</p> <ul style="list-style-type: none"> - Bauer Code of Ethics - Plagiarism 1 - Plagiarism 2 <p>Practice only (not graded)</p> <ul style="list-style-type: none"> - Practice assignment submission (use this to practice uploading documents into TII) 		<p>Plan ahead:</p> <ul style="list-style-type: none"> • Assignment 1 due Thursday, Jan 24 @ 11:59 pm • Bauer Code quiz in BB due Thursday, Jan 24 @ 11:59 pm • Syllabus quiz due Thursday, Jan 24 @ 11:59 pm • Clicker registration due Thursday, Jan 24 @ 11:59 pm
2	Jan 21/23	<p>MLK Holiday CLASSES DO NOT MEET THIS WEEK</p> <p>Read this week</p> <ul style="list-style-type: none"> - Trevino (ch 1) - Liuzzo (chapter 2) 		<p>Due this week</p> <ul style="list-style-type: none"> • Assignment 1 • Bauer Code quiz in BB • Syllabus quiz • Clicker registration • All due Thursday, Jan 24 @ 11:59 pm <p>Note: After this date, no clickers will be allowed to register. Without a registered clicker you will not be eligible for extra credit.</p>

				<p>Scantrons or other paper will not be accepted. ☹</p> <p>See clicker registration link on BB Learn.</p>
3	<p>Jan 28/30</p> <p>This is clicker practice week to test your clicker to make sure it is registered and working</p>	<p>Class focus</p> <ul style="list-style-type: none"> - Ethics and the Individual - Deciding what's right – prescriptive and psychological approaches <p>Read before class</p> <ul style="list-style-type: none"> - Trevino (ch 2, 3) <p>Watch/listen</p> <ul style="list-style-type: none"> - Critical thinking for GENB 4350 - Writing for GENB 4350 - Ethical reasoning module 1 <p>Practice only</p> <ul style="list-style-type: none"> - Quizzes on Liuzzo chapter - Sample papers under "Writing Resources" (course website home page) 		
4	<p>Feb 4/6</p> <p>Start earning clicker extra credit this week</p>	<p>Class focus: Ethics and the Individual</p> <ul style="list-style-type: none"> - Addressing Individual's Common Ethical Problems <p>Read before class</p> <ul style="list-style-type: none"> - Trevino (ch 4) <p>Watch/listen</p> <ul style="list-style-type: none"> - Ethical reasoning module 2 		

5	Feb 11/13	<p>Class focus: Managing Ethics in the Organization</p> <ul style="list-style-type: none"> - Ethics as Organizational Culture - Managing Ethics and Legal Compliance <p>Read before class</p> <ul style="list-style-type: none"> - Trevino (ch 5, 6) <p>Watch/listen</p> <ul style="list-style-type: none"> - Ethical reasoning Module 2 	<p>Writing center meetings</p> <p>Feb 11 - 15 and Feb 18 - 22 for students whose last name starts with A-H only.</p>	
6	Feb 18/20	<p>Class focus: Managing Ethics in the Organization</p> <ul style="list-style-type: none"> - Managing for Ethical Conduct - Ethical Problems for Managers <p>Read before class</p> <ul style="list-style-type: none"> - Trevino (ch 7, 8) 	<p>Writing center meetings</p> <p>Feb 11 - 15 and Feb 18 - 22 for students whose last name starts with A-H only.</p>	<p>Assignment 2 Due Thursday, Feb 21 @ 11:59 pm</p>
7	Feb 25/27	<p>*EXAM 1 -- [No class meeting this week]</p> <p>Covers All materials assigned for reading, watching/listening, and any materials discussed in class</p>	<p>*EXAM 1</p> <p>Make appointment and take exam this week at testing center in UCBB, 2nd floor.</p>	<p>*EXAM 1 – One-time CASA REGISTRATION REQUIRED</p> <p>You must have registered with CASA and make an appointment to take the exam in the testing center</p>
8	Mar 4/6	<p>Class focus</p> <ul style="list-style-type: none"> - Contracts (intro, offer, acceptance, mutual agreement) <p>Read before class</p> <ul style="list-style-type: none"> - Liuzzo (ch 7, 8 and 9) <p>Watch/listen</p> <ul style="list-style-type: none"> - Contracts 1 - Intro to contracts - Contracts 2 – Offers and acceptances - For practice only, no credit: Quizzes on Liuzzo chapters 	<p>Writing center meetings</p> <p>March 4 - 8 and 18 - 22 for students whose last name starts with I-P only</p>	
9	Mar 11/13	Spring Holiday		

10	Mar 18/20	<p>Class focus</p> <ul style="list-style-type: none"> - Contracts (consideration, competency, legality) <p>Read before class</p> <ul style="list-style-type: none"> - Liuzzo (ch 10, 11 and 12) <p>Practice only</p> <ul style="list-style-type: none"> - Quizzes on Liuzzo chapters 	<p>Writing center meetings</p> <p>March 4 - 8 and 18 - 22 for students whose last name starts with I-P only</p>	<p>Assignment 3 Due Thursday March 21 @ 11:59 pm</p>
11	Mar 25/27	<p>Class focus</p> <ul style="list-style-type: none"> - Contracts (statute of frauds, operation, discharge) <p>Read before class</p> <ul style="list-style-type: none"> - Liuzzo (ch 13, 14 and 15) <p>Watch/listen</p> <ul style="list-style-type: none"> - Contracts 3 - Statute of frauds <p>Practice only</p> <ul style="list-style-type: none"> - Quizzes on Liuzzo chapters 	<p>Writing center meetings</p> <p>March 25 - 29 and April 1 - 5 for students whose last name starts with Q-Z only</p>	
12	April 1/3	<p>*EXAM 2</p> <p>Covers</p> <ul style="list-style-type: none"> - All materials assigned for reading, watching/listening, and anything discussed in class AFTER Exam 1 - Plus, 10-20% of the materials covered before this date - The questions covering prior materials may be different from those on Exam 1 	<p>*EXAM 2</p> <p>Make appointment and take exam this week at testing center in UCBB, 2nd floor.</p> <p>Writing center meetings</p> <p>March 25 - 29 and April 1 - 5 for students whose last name starts with Q-Z only</p>	<p>*EXAM 2</p>
13	April 8/10	<p>Class focus</p> <ul style="list-style-type: none"> - Contracts (UCC sales) - Review for exam <p>Read</p> <ul style="list-style-type: none"> - Liuzzo (ch 17) <p>Practice only</p> <ul style="list-style-type: none"> - Quizzes on Liuzzo chapters 		<p>Assignment 4 Due Thursday April 11 @ 11:59 pm</p>

14	April 15/17	<p>Class focus</p> <ul style="list-style-type: none"> - Agency and business organizations <p>Read before class</p> <ul style="list-style-type: none"> - Liuzzo (ch 19,20) <p>Practice only</p> <p>Quizzes on Liuzzo chapters</p>		
15	<p>April 22/24</p> <p>Last Week of Classes</p>	<p>Class focus</p> <ul style="list-style-type: none"> - Property and bailment <p>Read before class</p> <ul style="list-style-type: none"> - Liuzzo (ch 24, 25) <p>Practice only</p> <ul style="list-style-type: none"> - Quizzes on Liuzzo chapters - 		<p>Assignment 5</p> <p>Due Thursday April 25 @ 11:59 pm</p>
	May 1/9	<p>*EXAM 3</p> <p>Covers</p> <ul style="list-style-type: none"> - All materials assigned for reading, watching/listening, and any materials discussed in class AFTER Exam 2 - Plus, 10-20% of the materials from subjects covered prior to this date - The questions covering prior materials may be different from those on Exams 1 and 2. 	*EXAM 3	*EXAM 3

Note: No points are “earned” for the UH Writing Center meeting. However, points will be deducted for missing the appointment, for being marked as a “no show” and for not attending (see below under Mandatory Writing Center Meeting).

Bauer Code Quiz

This is located under “Assignments and Quizzes” in the Learn menu (left side.)

You may take this as many times as you want until the due date. You will receive a different set of questions each time you retake the quiz. This quiz must be completed as individuals (not as partners or groups). To do otherwise will be considered academic dishonesty.

You should watch the Bauer Code Presentation prior to attempting the quiz.

Syllabus Quiz

This is located under “Assignments and Quizzes” in the Learn menu (left side.)

You may take this as many times as you want until the due date. You will receive a different set of questions each time you retake the quiz. This quiz must be completed as individuals (not as partners or groups). To do otherwise will be considered academic dishonesty.

The Syllabus Quiz is designed to ensure that you fully understand the course requirements, course policies, and what is expected of you this semester. There are many policies discussed within this document. Although you don’t need to memorize them, you should have a very good understanding of the most important rules so you are in the best position to do well in the class. When in doubt, always refer to this document to determine what is expected of you. Your instructors will do the same.

We really want you to do well in this course (and to do so you must fully understand your responsibilities in the course)!

Exams

There will be 3 exams. Each exam will consist of 50-70 multiple choice and/or true false questions.

- Exam 1 – covers materials assigned before this date
- Exam 2 – covers materials assigned after Exam 1 (and 10-20% of prior materials)
- Exam 3 – covers materials assigned after Exam 2 (and 10-20% of prior materials)

Exams will cover ALL required assigned reading materials and online lectures.

Exam Administration

Exams will be administered online through Learn in a University Academic Testing Lab (ATL.)

Initial Registration to access Online Scheduler:

- All students required to test in the Academic Testing Labs (ATL) must have a reservation prior to entering the labs. In order to make a reservation, you will need to follow the steps below in order to have access to the Online Scheduler.
- The Academic Testing Labs uses the same Online Scheduler as CASA; therefore, students required to take exams in the Academic Testing Labs will need to first, create an account using the CASA online scheduler and then visit CASA to register their photo and fingerprints into the system.
- If you do not have an account with CASA, then you will need to go to the CASA website at <http://www.casa.uh.edu/> and register to obtain your Log-in ID and Password. Click on “NEW USERS: Click here to register”.

- After creating an account, students are required to visit CASA located on the second floor of the Garrison Gym, Room 222 to register their photo and finger print into the system. This should be completed at the beginning of the semester to avoid delay at check-in on the day of your exam.

How to make a reservation to take an Exam

- Once you have access to the Online Scheduler, you will be able to make a reservation to take an exam in the Academic Testing Labs.
- Log-in to your Courseware account at <http://www.casa.uh.edu/>, click on the course for which you want to schedule a test, click on “Proctored Exams” and select a date and time.
- You will need to pay attention to which ATL lab location your exam will be administered at. It will indicate either Agnes Arnold Hall or Classroom and Business Building.
- You will have approximately two weeks before the exam during which you can make your reservation. Reservations are on a first come, first served basis in the system. It is recommended to not wait until the day of the exam to make a reservation.

Exam day Procedures:

- Do not enter the ATL if you do not have a reservation to take an exam because you will not be accommodated.
- Make sure that you have your red UH CougarCard upon check-in.
- Check in begins 15 minutes before your reservation time until 10 minutes after their reservation time based on the front desk wall clock. Students who arrive more than 10 minutes late for their reservation will be required to make a new reservation to test in the ATL.

What are the instructions for the day of my exam?

- Students must check all of their personal belongings with the lab assistant at the bag check station. Personal items include, but are not limited to: cell phones, iPods/MP3 players, headphones, backpacks, purses, laptops, notes, pencils/pens, keys,. All cell phones must be on silent!!!
- Students will need to keep their red UH CougarCard with them. Students will receive a number after turning in their personal items.
- Then, students will check in at the front desk. Hand your card to the lab assistant who will swipe your card, and return it back to you. You will also receive a card indicating Blackboard Vista or Blackboard Learn.
- Once you are checked in, you will walk quietly to the testing room. At this point you will have three items in your hand – your red UH CougarCard, the Blackboard Card (Vista or Learn) and the bag number which will also be your seat number.

- Sit at the number on the seat number card. (Example: A – 1 means Row A, Seat 1). Ask a proctor for assistance if you cannot find your assigned seat.
- Once at your station, the proctor will set your computer to the correct exam setting, and give you a scratch piece of paper and pencil. Do not otherwise tamper with the computer. If you need a new sheet of scratch paper, raise your hand and a proctor will exchange your scratch sheet with a new sheet.
- Log-in to your Blackboard Course. i. If you are encountering log-in issues and are unable to log-in to your exam, then raise your hand and a proctor will escort you to the password reset station. ii. If you are required to reset your password, then you will need to wait for the appropriate amount of time before logging into Blackboard. iii. The designated waiting area is next to the front desk. Check the wall clock to keep track of your time. iv. You will not be allowed to access your studying material or leave the testing lab since you have already checked in. v. Depending on the volume of students using the lab, you may not be accommodated for lost time on your exam.
- Take your exam. If you encounter a technical error with your exam, then raise your hand and a proctor will assist you. You will not be able to leave your seat for any reason without completing your exam.
 - You will be required to fill out a technical report which will be submitted to your instructor.
- After completing your exam, you will need to log-out of your account. Collect your red UH CougarCard ID, the Blackboard card, the seat number card, your scratch paper and pencil.
- Walk to the back of the testing lab to the check-out station. A lab assistant will again swipe your red UH CougarCard to check-out. At this time, hand the lab assistant your scratch paper and pencil, and the Blackboard card. You will keep the seat number card and your red UH CougarCard.
- After checking out of the testing lab, you will exit and take a left. You will now need to go to the Bag Return window. Return your seat number to the lab assistant in order to retrieve your personal belongings.

Blackboard Log-in – STUDENTS MUST KNOW THEIR BLACKBOARD LOGIN TO ACCESS THEIR EXAM

- If your course is in Blackboard Vista, you will need to know your seven digit PeopleSoft ID (eg. 0123456) and password. Make sure that you are able to access your course through this link: <http://www.uh.edu/blackboard>
- If your course is in Blackboard Learn, you will need to know your CougarNet ID (eg. jsmith123) and password. Make sure that you are able to access your course through this link: <https://elearning.uh.edu>

- It is important that all students are familiar with their log-in information. Failure to log-in properly may result in getting locked out of your account, and up to a 30 minute wait period to log back into your account. In this case, students may not be accommodated for lost time on their exam.
- Students will not be able to access their course in the Academic Testing Labs via AccessUH at <https://accessuh.uh.edu>
- To find out what your PeopleSoft or CougarNet information is, please visit <http://www.uh.edu/infotech/index.php>.

Missed exams

There are NO MAKE UP exams for ANY REASON.

To allow flexibility, your lowest exam score will be dropped. For example, if you take exams 1 and 2, and are satisfied with your grades, you may decide not to take exam 3 (and it will count as your dropped exam score). If you miss more than one exam, you may be dropped from the course.

Writing assignments

Writing assignment instructions and submission links are located under “Assignments and Quizzes” in the Blackboard Learn menu (left side) and in the “Week by Week” folder for the relevant week.

The writing assignments are designed to provide you an opportunity to (1) analyze ethical dilemmas by applying the ethical reasoning theories studied at the beginning of the semester, and (2) practice thinking and writing skills within a business context.

Instructions for each assignment are also posted under Course Material in the “Week by Week Content” folder in Blackboard.

Here is a summary of the purpose and learning goals for each of the writing assignments:

Assignment	Task	Purpose/learning goals	Level of difficulty
Assignment 1	Describe an ethical dilemma YOU faced and how/why you made the decision you did	Practice writing about an easy subject Initial assessment of basic thinking and writing skills	Easy
Assignment 2	You will be given a short case to analyze using 2 ethical theories we study	View a business case through 2 ethical lenses Understand how to apply ethical reasoning	Moderate

		to business case	
Assignment 3	Using the same short case as in assignment 2, you will analyze the same case using 2 different ethical theories	View a business case through 2 different ethical lenses Understand how to apply ethical reasoning to business case	Moderate
Assignment 4	Combine your efforts on assignments 2 and 3 into Assignment 4	Understand how to apply ethical reasoning to business case Learn how to improve thinking and writing skills by engaging in revising and editing process Final assessment of ethical reasoning of business case	High
Assignment 5	Analyze the same ethical dilemma you faced in assignment 1 using 2 of the ethical theories we studied	Opportunity to reflect on your personal ethical dilemma by applying potentially different perspectives Final assessment of thinking and writing skills	Moderate

ACADEMIC INTEGRITY ALERT: All assignments are individual assignments and must be analyzed and written by individual students. This means that there shall be no collaboration on any of the writing assignments. Students must not discuss the case with anyone prior to the late due date, or share their papers with anyone. Assignments 2, 3, and 4 are treated as a single assignment. Therefore, there shall be no discussion of these assignments until Assignment 4 has been graded.

This includes a prohibition against discussing the contents of the assignments on the discussion board. However, if you have general questions about the assignments, you may post them in the boards. For specific questions, please contact the course TA, your instructor, or the course administrator.

Submission of writing assignments

All assignments must be saved in Microsoft Word using a file name that includes the exact combination of your name, PeopleSoft ID, and assignment name that is provided in each assignment instructions. For example, assignment 1 must be saved in the following format (replacing your information for the information below):

FirstnameLastname_PeopleSoftIDA1 (with no additional spaces, dashes or extra characters)
Example: LoriWhisenant_1234567A1

Grade note: Points may be deducted from each assignment for using any other format.

Additionally, all assignments must be submitted using the assigned www.turnitin.com link in Blackboard. It is your responsibility to ensure that your paper has been submitted properly. No papers will be submitted via any other manner.

You have properly submitted your paper when you see a screen that looks like this (note the paper ID below the paper title). Write down this paper ID. Without it, you will not receive credit for your work.

The screenshot shows a web browser window displaying the Turnitin submission confirmation page. The page is titled "turnitin" and contains the following text:

Your submission was successful. This is the digital receipt for your paper. Only the first page of the document is included in the digital receipt.

paper title: loriwhisenant_0123456A1
user ID: 91550151
author: Whisenant, Lori

Below the paper title and user ID, there are two buttons: "go to editor" and "submit another paper".

At the bottom of the page, there is a footer with the following text:

GENB 4350 Business Law and Ethics
Sections 12917, 12918, and 16213
Spring 2011
Updated as of 1/22/11

A note at the bottom of the page reads: "Note: Each student is responsible for having the most updated version of the syllabus. It is possible that a revised version may be posted to the course website, as necessary. You should refer to the online version."

The screenshot also shows the Blackboard Learning System interface, including the "UNIVERSITY of HOUSTON" logo, the course title "GENB4350 - 2011SP-12917-BUSINESS LAW AND ETHICS", and a sidebar with "Course Tools" and "Instructor Tools".

LATE and MISSED assignments

All assignments are due Thursday at 11:59 pm (according to the clock used by www.turnitin.com). There are NO MAKEUPS for missed assignments.

If your assignment is LATE for ANY REASON (including illness, work obligations, etc.), you may earn partial credit (as determined by the assignment's instructions) as long as the paper is submitted into the Late Assignment folder by Monday at 10AM after the Thursday due date. After that time, no credit will be issued for any reason. Usually, credit for late papers is limited to half of the original points.

The late deadlines are strictly enforced. An assignment must be submitted into www.turnitin.com via Blackboard to be eligible for grading and feedback.

NOTE: If you submit your paper into the LATE folder, it will be considered late, regardless of the time on your watch or computer's clock. The submission folders are set up so that the on time folder closes when the due date has passed. Then the late folder will open. If your paper is in the late folder, it is LATE – no exceptions.

Feedback and grading on writing assignments

Programmatic assessment

GENB 4350 has been designated by the University of Houston as a “writing in the disciplines” course, and meets that CORE requirement. Along with the Business Writing Evaluation (BWE) administered through GENB 2301, this course provides programmatic assessment of written communication skills, which is one of the four learning goals for our accreditation agency, AACSB International.

To assist with this evaluative process, all papers will be sent to a recognized educational assessment service called RichFeedback. The *initial* assessment of GENB 4350 papers will include “suggested” scoring and calibration using assignments and a grading rubric designed and controlled by the GENB 4350 course administrator. This initial assessment is used to determine the *final* grade for GENB 4350 purposes, but only after the course administrator reviews and approves all grades, in the same manner as an instructor who works with university teaching assistants to grade papers. Grades may be adjusted from time to time for various reasons, such as to more accurately connect what is being taught in the class with the papers, to make necessary adjustments to maintain consistency in grading.

Feedback on learning goals

You will receive feedback on three learning objectives – (1) critical thinking, (2) written communication, and (3) knowledge application. Feedback will be tailored to your individual needs and designed to encourage improvement in critical thinking and writing, which means that feedback will often consist of asking you questions designed to prompt you to consider other issues or think more deeply about the problem. Rarely will feedback offer you exact instructions on what to do to improve your writing. We take this approach

since it is the BEST method to help you improve your thinking and writing! 😊 For help with “how” to use the feedback to improve, you will be asked to attend a meeting with a writing center consultant (see below). You may also contact the course TA or the course administrator (Daniel Currie) for assistance.

RichFeedback serves in same capacity as teaching assistants for the course administrator

The course administrator works directly with the assessors at RichFeedback to provide students feedback on all papers. Together, we strive to provide the most consistent and useful feedback given the course learning goals and time constraints within which to achieve these goals. Additionally, we strive to return your feedback as quickly as possible so that you have adequate time to review the feedback. Please note that we prefer to return feedback to the entire class at the same time, rather than return papers on a first in first out basis, so we can offer each student the same amount of time to review the feedback prior to the next assignment. Although we typically have over 650 papers to review for each assignment, our goal is to return feedback to you within 10-12 days after the late due date. The subsequent assignment due dates are structured to take this time frame into account.

Final grades on papers

Finally, it is important to note that it is the course administrator, not RichFeedback, who assigns and calibrates all final grades on papers.

Mandatory Meeting with the UH Writing Center

About the meeting

You will meet with a UH Writing Center (WC) consultant once during the semester as part of your course requirements. The purpose of the meeting is to provide you with an opportunity to help you improve your written communication skills by assisting you in better understanding the feedback received on your paper and how to incorporate changes in this regard.

The WC does not grade the papers or have any authority to determine whether your paper will earn a particular grade. Moreover, the WC will not assist you with improving your critical thinking or knowledge application skills. Think of the writing center consultants as guides to improving “how” you are saying something (but not “what” you are saying). They are not content specialists.

For assistance on better understanding the course content, please refer to the online lectures on ethical reasoning and/or your instructor or TA. Most of the time, students who earn poor grades on critical thinking do so because they don’t understand the ethical theories or how to apply them to the case. Reading the textbook chapters assigned, attending class, and watching the online lectures on ethical reasoning significantly improves scores on papers.

When the meeting occurs

Please schedule your meeting in accordance with the dates shown in the Course Calendar, above.

How to schedule your appointment

Appointments must be scheduled **2 days in advance** through the Writing Center's website:
<https://uh.mywconline.com>.

Note: To earn credit for attending, you must select "GENB 4350" not "General Consultation" on the pull-down menu. If you have already attended a "GENB 4350" meeting, and would like to receive more help from the writing center, please schedule your next meeting under "general consultation" not "GENB 4350" so the Bauer College is not billed for the second meeting.

Missed appointments (and rescheduling)

The Bauer College is charged for every appointment made by GENB 4350 students. Therefore, it is important to attend a meeting that you have scheduled. If you are marked as a NO SHOW, the Bauer College still pays for your meeting.

You will be marked as a NO SHOW if any of the following apply:

1. You make an appointment and don't show up for it;
2. You arrive/sign in for your meeting 10 minutes after the scheduled meeting time;
3. You make an appointment and you don't have the proper materials with you (*i.e.*, 2 printed copies of your assignment with written feedback).

If you are marked as a NO SHOW, the following consequences apply.

Marked as NO SHOW one time (even if you have already attended and the "no show" is for your second meeting)	Five (5) points deducted from final points in class. Also, you may not be eligible for the final grade curve at the end of the semester
Marked as NO SHOW more than one time	Ten (10) points deducted from final points in class Also, you may not be eligible for the final grade curve at the end of the semester
No attendance under GENB 4350 at all during the semester	Ten (10) points deducted from final points in class Also, you may not be eligible for the final grade curve at the end of the semester

Advice: It is better to reschedule your appointment than to not show up. If you can't make the appointment, you should try to reschedule it via the online scheduler. If the system does not allow you to

do so, it is probably because you are attempting to reschedule less than 2 days prior to your appointment. Generally speaking, if you call to reschedule or cancel within 30 minutes of your appointment, you should be able to avoid being marked as a no-show. However, this is up to the writing center's sole discretion.

The Writing Center has the final authority to determine whether you will be marked as a NO SHOW. If you experience difficulty signing up or rescheduling your appointments, please contact Ben Lummis directly at 713-743-2143 for assistance. If Ben is unavailable, you can call the Writing Center's front desk at 713-743-3016.

Writing Center location

The Writing Center is located in room 234 of the University Classroom and Business Building (UCBB) behind Melcher hall.

Credit for writing center meeting attendance

Shortly after the last writing center meeting dates, a note will be posted into the grade book that tells you whether or not points will be deducted for being marked as a NO SHOW. Grades are determined SOLELY by the list sent to the course administrator by the UH Writing Center.

You should keep your writing center receipt to ensure that you receive credit for your attendance. You do not need to turn in your receipt. However, if there is a discrepancy between the writing center's records and yours, a receipt is the ONLY way to resolve the error.

Think of the Turn It In paper ID and Writing Center receipts in the same way – they are the only proof that you have turned in your paper or met with the writing center. Without them, you may not earn credit for your work.

The role of feedback (versus editing services)

It is important to distinguish "feedback" versus "editing." Feedback consists of noting some areas within your paper that may present thinking and/or writing problems. Feedback is provided to provoke your own thoughts about how to improve your own thinking and writing. You are both the writer and editor.

The person providing feedback (*i.e.*, your instructor, TA, or writing center) should be considered only a guide on your journey to improve your own thinking and writing. You should expect the person providing feedback to comment on only parts of your paper. However, the best papers take note of the feedback and apply those same principles to the rest of the paper.

Additionally, feedback is not designed to be comprehensive, whereas the purpose of an editing service is to provide comprehensive and detailed recommendations for improvement. In this class, you are both the writer and editor and are solely responsible for writing clearly, concisely, directly, with professional tone, and with no grammatical errors.

Questions about the feedback provided on the paper should be directed to the course TA or administrator.

Graded disputes – for all graded items

Grades for any item (exam, paper, quiz, writing center attendance etc.) may be disputed within 1 week of the return of your grade on the item. Therefore, it is your responsibility to check the grade book frequently. Generally speaking, we do not post announcements regarding when grades are posted.

To **dispute a grade on a written assignment**, you must submit your grade dispute to the course administrator by Blackboard email within 1 week of the grade posting date. Your dispute must include the following:

1. A copy of your paper with a detailed description of the reasons you believe your grade was inappropriately assigned. This will be used to determine whether your grade should be changed. You must **FULLY** consider your assignment **AND** the grading rubric to prepare your arguments;
2. A proposed adjusted grade.

NOTE: A dispute may raise or lower your grade on the assignment, as appropriate based on application of the grading rubric only. Although effort spent writing the paper is extremely important, it will not serve as a basis for a grade since the assignments are not “completion” assignments.

To **dispute a grade on an exam, writing center attendance credit, or any other graded item**, you must contact the course TA by Blackboard email within 1 week of the grade posting date. If your dispute relates to credit for attending the required writing center meeting, your dispute must also include a copy of the writing center receipt or other documentation supporting your position that you attended the writing center meeting.

Attendance

Attendance is **MANDATORY** only on the date(s) noted in the class calendar. You may be dropped for missing this class. Attendance the rest of the semester will not be monitored.

As long as there is room for the officially enrolled students, you may attend any class lecture ☺ – except for exams (you must attend the section in which you are enrolled).

Announcements/Information

Because this is a hybrid course, half of the course is taught online via the discussion boards and online lectures. There may be information that is discussed online via the discussion boards that is tested on the exams.

Therefore, you are required to watch the online lectures **AND** read the announcements and discussion boards. Your grade in the class depends on your watching these online lectures and reading

announcements and the discussion board postings. It is your responsibility to keep up with online announcements and discussion board postings.

Classroom etiquette

Discussion boards

Discussion board categories on law, ethics, writing, and syllabus/administration are set up to facilitate the learning process and provide virtual office hours during the semester. These boards are for posting of questions for your instructors or the TA.

Ethical use of Blackboard email and discussion boards will help contribute to the success of the class.

1. Before you post a question on the discussion board, please read the following items first before posting to ensure that your question has not already been answered:
 - a. Syllabus, FAQ, or assignment instructions
 - b. Discussion board postings/answers (students are expected to these each week)
2. Please proofread your discussion board/email before posting/sending to make sure it is clear, concise, and free of spelling/grammar errors. This is a good habit to develop anyway since you will compose many email messages to business associates, clients, etc. It is good practice for when you graduate.

P.S. A non-GENB 4350 related discussion board is available for you to chat with your classmates on any issues you desire. Your instructors/TA may not monitor or respond to these postings.

In the classroom

Before you step into the classroom each day, please try to remember the following:

1. Be considerate.
 - Try to arrive on time and not leave early. If you must arrive late or leave early, please sit at the back. If you miss a clicker question because you are late or leave early, you will not be able to make up the missed questions – no exceptions.
 - Avoid distractions such as reading newspapers or surfing the internet, for example.
 - Try to remember to turn your cell phone off. If you must have it on, please use vibrate mode.
2. Be respectful.
 - Everyone has a valuable opinion and should be heard.

- Please refrain from conversations with your neighbors, as it is distracting to other students and your instructor.
3. Be responsible for your own learning.
- Please read the assignment instructions and/or syllabus before asking questions. There is also an FAQ posted on the Home Page of the course website.
 - Read/watch your assignments BEFORE coming to class. Earning credit on the clicker questions depends on your advance preparation.
 - Bring your clicker and have it on your desk, ready to use!

Extra credit

The only extra credit currently planned for the course includes the following:

1. End of Course Survey
 - a. Survey is located under “Assignments and Quizzes” in the Blackboard Learn menu (left side.)
 - b. Awards 1 point extra credit for completion.
 - c. This will be visible and available only between 12/06 (10am) and 12/13 (10am).
 - d. Credit will be posted into the grade book for completing the survey when final grades are calculated.

2. Clicker Questions
 - a. Questions will be asked during class which relate to the week’s reading and watching assignments. This is optional. You are not required to participate. However, if you do participate, you will be most successful if you prepare before class.
 - b. You must use a clicker to answer the questions. We will not accept a paper record of your answers.
 - c. You must register your clicker with the GENB 4350 class by 11:59 pm, Thursday.
 - i. Instructions on how to register your clicker are posted on the course website under the folder call Clickers.
 - ii. There are NO extensions for this deadline.
 - iii. If you miss the registration date, you will not be eligible for extra credit.
 - d. There will be between 20-40 questions asked throughout the semester. You may earn the following extra credit points:

Number questions answered correctly	Extra credit points
80%	10
70-79%	8
60-69%	5

0-59%	zero
-------	------

- c. Some questions will be “opinion” questions and not count toward extra credit. These will be clearly marked during class.
- d. You may attend any section to earn credit, but you may answer only once during the week. Also, it is solely your responsibility to ensure that your clicker is working properly. Read the instructions on how to use the clicker posted on the course website under a folder called Clickers. Each week’s credit for answering questions will be posted into the grade book before the start of the following week. Any questions about clickers or the credit associated with them should be directed to the course TA (Joseph Guajardo).
- e. There are no make ups for missed quizzes. Also, there is no credit for forgotten, lost, or non-working clickers. You should bring back up batteries to class. We will not accept a paper record of your responses.

Note: We recognize that problems do occur. To accommodate these situations, we have adopted lenient scoring in that you only need to answer 80% of the questions correctly to earn 100% of the extra credit points. In other words, you get 20% free misses!

ACADEMIC INTEGRITY ALERT

Each student is responsible for his/her own clicker. It is a violation of the academic honesty policies to:

1. Use someone else’s clicker to record answers in class
2. Give your clicker to someone else to record your answers
3. Attempt to answer clicker questions in more than one class
4. Giving another student or receiving from another student the clicker question and/or answer from a class session

Accommodations for Students with Disabilities

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to the course administrator in a timely manner.

Academic Honesty Policy

The University of Houston Academic Honesty Policy is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook:

http://www.uh.edu/provost/policies/Academic_Honesty/uhhonpol_article3.html.

You are expected to read the above policy and understand your obligations in this course.

Specifically, in this course, academic dishonesty includes (but is not limited to):

1. Representing another's work as your own without proper citation (*i.e.*, copying or paraphrasing textbooks, articles, the internet, another student, or any other resource without providing a proper citation). This includes using resources from the internet and not providing a proper citation. You must use quotations where necessary, and/or properly paraphrasing the work. You also must provide a citation to the source in both cases.
2. Using the same or substantially the same paper you submitted to a class other than GENB 4350.
3. Recording or printing questions and/or answers from an online or paper exam or quiz.
4. Using any unapproved materials on an exam, assignment, or other graded item.
5. Discussing the exam questions and answers during the exam week before exam grades are posted.
6. Discussing Assignments 2, 3, or 4 with another student before grades on Assignment 4 have been returned.
7. Using a clicker to record another student's answers during class (or having someone else use your clicker to record your answers).
8. Answering clicker questions in more than one class during a week.
9. Giving another student or receiving from another student the clicker question and/or answer from a class session.

We check the originality of your papers using www.turnitin.com. This website compares your paper to every paper submitted into the www.turnitin.com, as well as resources found on the internet. If your paper is sufficiently similar to another student's paper in any area or relies on resources without proper credit, you will be reported to the college for academic dishonesty.

There are **REQUIRED** plagiarism presentations posted on the course website. It is each student's responsibility to fully understand what constitutes plagiarism within this class. If you don't understand how to properly cite, please ask.

You may earn an **F in the class** or be **expelled** from the university for plagiarizing, cheating, or otherwise violating the academic honesty policies in this class, depending on the circumstances.

Summary of course requirements and due dates

Assignment*/Exam**	Due date	Points
Bauer Code quiz	Thursday Jan 24 @ 11:59 pm	20
Syllabus contract quiz	Thursday Jan 24 @ 11:59 pm	10
Assignment 1 *	Thursday Jan 24 @ 11:59 pm	50
Assignment 2 *	Thursday Feb 21 @ 11:59 pm	50
Exam 1**	Week of Feb 25	50
Assignment 3 *	Thursday Mar 21 @ 11:59 pm	50
Exam 2**	Week of April 1	50
Assignment 4 (cannot be dropped)	Thursday Apr 11 @ 11:59 pm	100
Assignment 5 *	Thursday Apr 25 @ 11:59 pm	50
Exam 3**	Week of May 1	50

Total POSSIBLE points (after dropping 1 assignment and 1 exam) 380

*Lowest assignment grade dropped (Assignment 4 is mandatory and cannot be dropped)

**Lowest Exam grade dropped

Note: No points are “earned” for the UH Writing Center meeting. However, points will be deducted for missing the appointment, for being marked as a “no show” and for not attending the meeting.

Final Grades

Final grades will be awarded based on this scale:

Letter Grade	Percentage (%)	Points Needed/380
A	92	349
A-	88	334
B+	85	323
B	80	304
B-	78	296
C+	75	285
C	68	258
C-	65	247

D+	60	228
D	58	220
D-	55	209
F	50	190

[Don't forget when you're calculating your final point total that you must deduct (drop) 1 assignment and 1 exam score no matter how much you've become attached to them.]

Good luck to you in your studies and your career. For those of you graduating this semester, I'll look for you at commencement.

Daniel Currie