

**General Education Course Approval Form**

**Date of Submission:** 4/14/10

**1. Check which area(s) this course applies to.**

Inquiry - Arts & Creativity

Composition & Communications - II

Inquiry - Humanities

Quant Reasoning - Math

Inquiry - Nat/Math/Phys Sci

Quant Reasoning - Stat

Inquiry - Social Sciences

Citizenship - USA

Composition & Communications - I

Citizenship - Global

**2. Provide Course and Department Information.**

Department: B&E

Course Prefix and Number: B&E 327 Credit hours: 3

Course Title: Larger World Issues in Business

Expected Number of Students per Section: 35 Course Required for Majors in your Program? no

Prerequisite(s) for Course? Part of the Global Scholars Program

Departmental Contact Information Date: 4/14/2010

Name: Nancy Johnson Email: nbj@uky.edu

Office Address: 235 B&E Phone: 7-2976

**3. In addition to this form, the following must be submitted for consideration:**

- A major course change form for revision of existing courses or a new course form for new courses.
- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative that explains: 1) how the course will address the General Education and Course Template Learning outcomes; 2) active learning activities for students; and 3) the course assignment(s) that can be used for Gen Ed course assessment.

**4. Signatures**

Department Chair: N/A Date: \_\_\_\_\_

Dean: Nancy Johnson Date: 4/14/10

Submit all proposals electronically to:  
**Sharon Gill**  
Office of Undergraduate Education  
Sharon.Gill@uky.edu

### How B&E 327 Addresses The Learning Outcomes Of Global Dynamics

By the end of the semester students should be able to 1) explain differing perspectives and approaches to complex real world business-society challenges, 2) assess the implications of managing such issues through those varied approaches, and 3) produce comprehensive managerial recommendations for a balanced approach to these challenges within the framework of a team-based methodology.

Specifically, students will

1. explain varied perspectives on the origins and impacts of cultural, demographic and cognitive diversity;
2. integrate their understanding of their varied societal responsibilities into their analysis of complex business challenges and opportunities;
3. use a variety of approaches for evaluating and coping with the ethical dilemmas, conflicts, and trade-offs inherent in individual and collective decision-making in the intersection of business and society;
4. demonstrate an awareness of major elements of non-US cultures and their relationship to the business management and societal leadership;
5. link ways in which local cultural, social and economic factors interact with national and global trends that mutually shape one another, and
6. describe ways in which civic engagement, cross-national and comparative issues, and political power and resistance shape business decision-making.

### How Students Will Be Actively Engaged in B&E 327

B&E 327 – Larger World Issues in Business – explores the nexus between business and social issues of today, thereby focusing students' attention on

1. their role and place in the world by emphasizing their endowments, opportunities and responsibilities as educated citizens and future leaders in all aspects of society;
2. the dynamic interaction between local and global processes by incorporating issues that affect our communities, our nation, and our broader world;
3. understanding and appreciating cultural diversity and globalization, as well as the interaction of world cultures, by requiring them to interview dozens of leaders from nations and cultures other than their own;
4. heightening students' awareness of their own culture and society, as well as political and socio-economic structures and policies, by examining the roots of Democracy and capitalism vis-à-vis the assumptions and founding premises of other political economies;
5. environmental concerns by incorporating readings, interviews, discussions and critical thinking assignments that examine corporations' challenges and efforts toward addressing issues surrounding sustainability, energy, climate, etc., and
6. public health by incorporating readings, interviews, discussions and critical thinking assignments that examine corporations' challenges and efforts toward addressing issues surrounding product safety, diet and nutrition, employee working conditions, etc.

The non-US focus in B&E 327 will constitute at least 50% of the course by using readings from leading international business and public policy journals, by using multinational corporations based outside of the United States as key case examples, and by having students interview leaders from cultures and nations other than the United States.

## **How The B&E 327 Summative Assignment Addresses The Learning Outcomes Of Global Dynamics**

Students will complete a team project accounting for 25% of the course grade that explores corporate ethics and social responsibility from a global perspective. Each team will interview a diverse cross-section of community and business leaders regarding key issues and principles regarding managerial ethics and corporate social responsibility. The pool of interviewees must be 50% from business and 50% from other areas, 50% women and 50% men, 50% white Americans and 50% people of color or other nationalities. Topics to be covered will include: Personal and Corporate Ethics, The Role of Business in Society, Corporate Reputation, Bribery & Corruption, Moral Hazards, Corporate Philanthropy, Societal Welfare, Public Health, The Natural Environment, and Diversity.

## COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>					
a. Submitted by the College of:		<u>Business &amp; Econ.</u>		Today's Date: <u>2/23/10</u>	
b. Department/Division:		<u>B&amp;E</u>			
c. Is there a change in "ownership" of the course?				YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition)					
e. Contact Person Name:		<u>Nancy Johnson</u>		Email:	<u>nbi@uky.edu</u>
				Phone:	<u>7-2976</u>
f. Requested Effective Date:		<input type="checkbox"/> Semester Following Approval		OR	<input type="checkbox"/> Specific Term <sup>2</sup> : <u>Fall 2010</u>
<b>2. Designation and Description of Proposed Course.</b>					
a. Current Prefix and Number:		<u>B&amp;E 227</u>		Proposed Prefix & Number: <u>B&amp;E 327</u>	
b. Full Title:		<u>Larger World Issues in Business</u>		Proposed Title: <u>Larger World Issues in Business</u>	
c. Current Transcript Title (if full title is more than 40 characters): _____					
c. Proposed Transcript Title (if full title is more than 40 characters): _____					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:		<u>2</u> Lecture		____ Laboratory <sup>5</sup>	
		____ Recitation		____ Discussion	
		____ Indep. Study		____ Clinical	
		____ Colloquium		____ Practicum	
		____ Research		____ Residency	
		____ Seminar		____ Studio	
		____ Other – Please explain:		_____	
Proposed:		<u>3</u> Lecture		____ Laboratory	
		____ Recitation		____ Discussion	
		____ Indep. Study		____ Clinical	
		____ Colloquium		____ Practicum	
		____ Research		____ Residency	
		____ Seminar		____ Studio	
		____ Other – Please explain:		_____	
f. Current Grading System:		<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
Proposed Grading System:		<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
g. Current number of credit hours:		<u>2</u>		Proposed number of credit hours: <u>3</u>	

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

<b>h.</b>	<b>Currently, is this course repeatable for additional credit?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES: Maximum number of credit hours:</i> _____		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>i.</b>	<b>Current Course Description for Bulletin:</b>	<u>COURSE DESCRIPTION: A case-based course that explores the nexus between business and the social issues of the day (e.g., poverty, the environment). Student activities include a case competition exercise where they examine a social issue in business and hone their analytical and oral presentation skills. Prerequisite: Acceptance into Global Business Leadership certificate program.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>COURSE DESCRIPTION: A case-based course that explores the nexus between business and the social issues of the day (e.g., poverty, the environment). Student activities include a case competition exercise where they examine a social issue in business and hone their analytical and oral presentation skills. Prerequisite: Acceptance into Global Scholars program.</u>	
<b>j.</b>	<b>Current Prerequisites, if any:</b>	<u>Acceptance into the Global Business Leadership certificate program.</u>	
	<i>Proposed Prerequisites, if any:</i>	<u>Acceptance into the Global Scholars program.</u>	
<b>k.</b>	<b>Current Distance Learning(DL) Status:</b>	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l.</b>	<b>Current Supplementary Teaching Component, if any:</b>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<b>3.</b>	<b>Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>4.</b>	<b>Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	<i>If YES, explain and offer brief rationale:</i>		
	<u>RATIONALE FOR THE CHANGE FROM THE 200-LEVEL TO THE 300-LEVEL: Dealing with the complexities and ambiguities of ethical and societal issues requires 1) broad exposure to the wide range of challenges and opportunities facing business and society today, 2) a foundation built upon central principles of Economics, Political Science, Law, Philosophy and Management, 3) sophistication in balancing the multiple perspectives of diverse stakeholders, and 4) competence in higher order critical thinking. Such requirements are better understood by students at a more advanced level. The additional credit hour allows the addition of a comprehensive team based project which will help to solidify the comprehension of course content.</u>		
<b>5.</b>	<b>Course Relationship to Program(s).</b>		
<b>a.</b>	<b>Are there other depts and/or pgms that could be affected by the proposed change?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES, identify the depts. and/or pgms:</i> _____		
<b>b.</b>	<b>Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

## COURSE CHANGE FORM

	If YES <sup>7</sup> , list the program(s) here: _____	
<b>6. Information to be Placed on Syllabus.</b>		
<b>a.</b>	<input type="checkbox"/>	Check box if <u>changed to 400G or 500.</u> If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and you must include the <i>differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>7</sup> In order to change a program, a program change form must also be submitted.

# COURSE CHANGE FORM

## Signature Routing Log

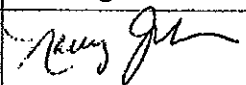

**General Information:**

Course Prefix and Number: B&E 327  
 Proposal Contact Person Name: Nancy Johnson Phone: 72976 Email: nbj@uky.edu


**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Undergraduate Studies Committee	3/5/06	Nancy Johnson / 72976 / nbj@uky.edu	
<i>GATTON FACULTY</i>	<i>3/26/10</i>	<i>MEAL HACIGBART 171627/M. hawkboort @uky.edu</i>	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council	<i>4/13/2010</i>		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



**PROPOSED SYLLABUS**  
**B&E 327 – Larger World Issues in Business**  
**Spring 2012**  
**Tuesdays & Thursdays 2:00 – 3:15 p.m.**  
**Classroom 315 B&E Building**

Gordon Holbein, Ph.D.  
B&E 455-J  
257-6455 (Office)  
257-3080 (Secretary)  
[g.holbein@uky.edu](mailto:g.holbein@uky.edu)

Office Hours:  
Tuesday 11:00–12:30  
Thursday 11:00–12:30  
or by appointment

**COURSE OVERVIEW**

This course is designed to give you the basic tools for learning to become ethical and socially responsible workers, managers, leaders and citizens in all kinds of contexts. Our world is very complex and dynamic, so you will need to be conscious of the many challenges facing you, your work organizations, and the communities and world in which you work and live. You need to be very aware of various options you have for addressing the challenges ahead. We will begin by examining foundational principles upon which business and society are established. Then we will move toward understanding diverse lenses and approaches for coping with ethical, societal and economic opportunities and challenges facing firms today.

**STUDENT LEARNING OUTCOMES**

By the end of the semester you should be able to 1) explain differing perspectives and approaches to complex real world business-society challenges, 2) assess the implications of managing such issues through those varied approaches, and 3) produce comprehensive managerial recommendations for a balanced approach to these challenges within the framework of a team-based methodology.

**REQUIRED READINGS**

Be prepared before class to discuss the articles listed for each day. Consider the following questions:

- What is the overall thesis for the readings for the day?
- What is the author's main point?
- How does this compare with your experiences?
- What have you heard about this from friends, family, or other classes you've taken?
- Do you have any favorite quotations from this article? Why do you like them?
- Do you have any further questions about this topic?

**SCHEDULE OF CLASSES**

Thrs.	1/14	Overview of the Course
Tues.	1/19	<b><u>Ethical Management</u></b>  "A Crisis of Ethic Proportions." John C. Bogle. <i>Wall Street Journal</i> . New York, N.Y.: Apr 21, 2009. pg. A.19  "Moral Character Revisited." Jeffrey Gandz. <i>Ivey Business Journal Online</i> . London: Mar/Apr 2009. Vol. 73, Iss. 2
Thrs.	1/21	<b><u>Ethical Management – continued</u></b>  "M.B.A. Track: Recruiters Seek M.B.A.s Trained In Responsibility." Ronald Alsop. <i>Wall Street Journal</i> . New York, N.Y.: Dec 13, 2005. p. B.6

"The Buck Stops (and Starts) at Business School." Joel M Podolny. *Harvard Business Review*. Boston: Jun 2009. Vol. 87, Iss. 6; p. 62

Tues. 1/26 **Ethical Management** -- continued

"What's Needed Next: A Culture of Candor." James O'Toole, Warren Bennis. *Harvard Business Review*. Boston: Jun 2009. Vol. 87, Iss. 6; p. 54

"Baking Ethics Into Company Culture." Christopher Bauer. *Financial Executive*. Morristown: May 2009. Vol. 25, Iss. 4, p. 18

Thrs. 1/28 **The Role of Business In Society**

<http://www.colorado.edu/studentgroups/libertarians/issues/friedman-soc-resp-business.html>

"Confessions of a CSR Champion." Allen L White. *Stanford Social Innovation Review*. Stanford: Winter 2009. Vol. 7, Iss. 1, p. 31

Tues. 2/2 **Societal Welfare**

"The Economy; Business: Will 'Social Responsibility' Harm Business?" Alan Murray. *Wall Street Journal*. New York, N.Y.: May 18, 2005. p. A.2

Thrs. 2/4 **Societal Welfare** -- continued

"CSR what's it worth?" Kate Hilpern. *Personnel Today*. Sutton: May 26, 2009. pg. 14

"The Do-Good Marketplace." Leslie Lenkowsky. *Wall Street Journal*. New York, N.Y.: Jan 2, 2009. pg. A.13

Tues. 2/9 **Corporate Reputation**

"What Price Reputation?; Many savvy companies are starting to realize that a good name can be their most important asset--and actually boost the stock price." By Pete Engardio, Michael Arndt. *Business Week*. New York: Jul 09, 2007. p. 70

Thrs. 2/11 **Corporate Reputation** -- continued

"Does It Pay to Be Good?" Remi Trudel, June Cotte. *MIT Sloan Management Review*. Cambridge: Winter 2009. Vol. 50, Iss. 2, p. 61  
(Google this; or go to <http://sloanreview.mit.edu/the-magazine/files/saleable-pdfs/50213.pdf>)

"Corporate Social Responsibility: CSR is not consumers' priority." *Marketing Week*. London: Apr 26, 2007. p. 36

Tues. 2/16 **EXAM ONE**

Thrs. 2/18 **Corporate Governance**

"The 7 Signs Of Ethical Collapse." Marianne M Jennings. *European Business Forum*. London: Summer 2006. p. 32

"Governance as a Form of Social Responsibility." Anonymous. *The Journal for Quality and Participation*. Cincinnati: Oct 2009. Vol. 32, Iss. 3; pg. 21

Tues. 2/23

**Workplace Diversity**

"Is there a business case for diversity?" Dianah Worman. *Personnel Today*. Sutton: May 17, 2005. p. 27

"How to Connect Diversity to Performance." Tyrone A Holmes. *Performance Improvement*. Silver Spring: May/June 2005. Vol. 44, Iss. 5; p. 13

Thrs. 2/25

**Workplace Diversity – continued**

"Link Diversity to Business Goals for Best Results." Anonymous. *HR Focus*. New York: Jan 2010. Vol. 87, Iss. 1, p. 5

"Diversity: The art of innovation." Jude-Martin Etuka. *Training Journal*. Ely: Sep 2009. p. 54

Tues. 3/2

**Workplace Diversity – continued**

"Attributes of Diversity & Inclusion." Paul Sweeney. *Financial Executive*. Morristown: Nov 2009. Vol. 25, Iss. 9, p. 18

"Managing Across Cultures at Home." Kathleen Begley. *HR Magazine*. Alexandria: Sep 2009. Vol. 54, Iss. 9, p. 115

"The Case for Cognitive Discrimination." Ed Bernacki. *Nonprofit World*. Madison: Jan/Feb 2009. Vol. 27, Iss. 1, p. 10

Thrs. 3/4

**Global Management**

"Worlds Of Difference." Jonathan Katz. *Industry Week*. Cleveland: Dec 2007. Vol. 256, Iss. 12, p. 39

"Managing Talent in a Global Work Environment." Ann M Bohara. *Employment Relations Today*. Hoboken: Fall 2007. Vol. 34, Iss. 3, p. 27

Tues. 3/9

**Global Management -- continued**

"Challenge Match: The Stakes Grow Higher for Global Leaders." Shannon Cranford, Sarah Glover. *Leadership in Action*. San Francisco: Jul/Aug 2007. Vol. 27, Iss. 3, p. 9

Thrs. 3/11

**The Natural Environment**

"Beyond The Green Corporation; Imagine a world in which eco-friendly and socially responsible practices actually help a company's bottom line. It's closer than you think." *Business Week*. New York: Jan 29, 2007. p. 50

"Is Corporate Green Getting a Yellow Light?" Jeffrey Marshall. *Financial Executive*. Morristown: Jun 2009. Vol. 25, Iss. 5; pg. 25

Tues. 3/23

**Global Warming**

"Naked Copenhagen." Richard Muller. *Wall Street Journal*. New York, N.Y.: Dec 12, 2009. p. A.19

"Time for a Smarter Approach to Global Warming." Bjorn Lomborg. *Wall Street Journal*. New York, N.Y.: Dec 15, 2009. p. A.21

"Time for a Climate Change Plan B." Nigel Lawson. *Wall Street Journal*. New York, N.Y.: Dec 22, 2009. p. A.23

- Thrs. 3/25      **EXAM TWO**
- Tues. 3/30      **Corporate Philanthropy**
- "Philanthropy (A Special Report) --- Tough Times, New Tactics: With cash tight, corporations have had to rethink their philanthropic strategies." Shelly Banjo. *Wall Street Journal*. New York, N.Y.: Nov 9, 2009. pg. R.2
- "What Gives In Philanthropy?" James Taylor. *Management Today*. London:Aug 2009. p. 42
- Thrs. 4/1        **Social Entrepreneurship**
- "Everybody wants to save the world." Pamela Ryckman. *Financial Times*. London (UK): Feb 5, 2008. p. 8
- "M.B.A.s who want to save the world." Colin Campbell. *Maclean's*. Toronto: Sep 22, 2008. Vol. 121, Iss. 37; p. 72
- Tues. 4/6        **Social Entrepreneurship -- continued**
- "The edge of reason." Chris Haughton. *Director*. London: Feb 2008. Vol. 61, Iss. 7; p. 70
- "Capitalism With a Human Face." Steve Hamm. *Business Week*. New York: Dec 8, 2008., Iss. 4111; pg. 48
- Thrs. 4/8        **Social Entrepreneurship -- continued**
- "How Venture Philanthropists Use Design Thinking To Help Solve Real-World Problems." By Jessi Hempel. *Business Week*. New York: Mar 12, 2007. p. 9
- "Moral behaviour." Jane Simms. *Director*. London: Jun 2008. Vol. 61, Iss. 11; pg. 52
- Tues. 4/13      **Public Health**
- "The Pepsi Sustainability Challenge." Anonymous. *Business and the Environment*. New York:May 2009. Vol. 20, Iss. 5, p. 4
- Thrs. 4/15      **Public Health -- continued**
- "Who Is Rick Scott Trying To Heal?" Nina Easton. *Fortune*. New York:Apr 27, 2009. Vol. 159, Iss. 8, p. 68
- "Why Small Biz Is Skittish." Amy S. Chol. *Business Week*. New York:Aug 10, 2009. Iss. 4142, p. 45
- Tues. 4/20      **Public Health -- continued**
- "Why Health Insurers Are Winning." Chad Terhune, Keith Epstein. *Business Week*. New York:Aug 17, 2009. Iss. 4143, p. 34
- "The Reformer." David Whelan. *Forbes*. New York:Aug 24, 2009. Vol. 184, Iss. 3, p. 30
- Thrs. 4/22      **Public Health -- continued**
- "Leadership Lessons For Difficult Times." Robert W MacDonald. *Best's Review*. Oldwick:Oct 2009. Vol. 110, Iss. 6, p. 81

"Boss Talk: Humana CEO Keeps Eye on Health-Care Reform Signposts Ahead."  
Avery Johnson. *Wall Street Journal*. New York, N.Y.:Nov 23, 2009. p. B.1

Tues. 4/27

**TEAM PRESENTATIONS**

Thrs. 4/29

**TEAM PRESENTATIONS**

Thrs. 5/6

**FINAL EXAM: 1:00 – 3:00 p.m. In our regular classroom**

## UNIVERSITY OF KENTUCKY SENATE RULES – SEPTEMBER 2009

Complete Rules of the University Senate are available at <http://www.uky.edu/USC/>.

**6.3.0 ACADEMIC OFFENSES AND PROCEDURES** Students shall not plagiarize, cheat, or falsify or misuse academic records. (US: 3/7/88; 3/20/89)

### 6.3.1 Plagiarism

“All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

“When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

“Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

“When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.”

A link to a paper "Plagiarism: What is it?" may be found at the UK Ombud web site or can be accessed at <http://www.uky.edu/Ombud/Plagiarism.pdf>.

The Ombud web site also includes a link to a Prentice Hall Companion Website "Understanding Plagiarism" [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0.6622.427064-.00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0.6622.427064-.00.html).

### 6.3.2 Cheating

“Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating.”

**I am very willing to discuss these matters with you if you have any questions.**

**Do not hesitate to contact me with your concerns.**

## GRADING

In our system of grading, numeric scores are assigned to essays, papers, and class contribution as follows:

### **Clearly Outstanding – 100**

Your work is unique, extraordinary, and nearly perfect. Above and beyond what is expected below, you taught me to see things in a new and better way. I learned a lot from what you presented.

### **Excellent – 95**

Your work stands out above most others. Throughout your work you use sound logic and reasoning, correctly apply course principles, tools and terminology, think beyond what you were given in class and in our readings, and significantly generate new independent insights.

### **Very Good – 90**

Your work is distinctively above the average in more than one respect. Throughout your work you use sound logic and reasoning, correctly apply course principles, tools and terminology, and clearly think beyond what you were given in class and in our readings. However, you do not generate significant new independent insights.

### **Well Done – 85**

Your work meets all major requirements, but does not add too much beyond that. Throughout your work you use sound logic and reasoning, and you fully and correctly apply course principles, tools and terminology. However, you do not clearly think beyond what you were given in class and in our readings, and you do not generate significant new independent insights.

### **Adequate – 80**

Your work is ordinary, commonplace, or average. There is nothing extra-mile about it. Throughout your work you do use sound logic and reasoning. However, you do not fully and correctly apply course principles, tools and terminology; you do not clearly think beyond what you were given in class and in our readings, and you do not generate significant new independent insights.

### **Fair – 75**

There are no fatal flaws in your work, but your logic and reasoning are unclear, incomplete and/or wrong. Any use of course principles, tools and terminology is mainly elementary or unsophisticated. You do not clearly think beyond what you were given in class and in our readings, and you do not generate significant new independent insights.

### **Mediocre – 70**

One or two small aspects may meet our standards, but it is mostly inadequate. You do not apply course principles, tools and terminology, or do so haphazardly.

### **Poor – 65**

Virtually every aspect of your work is insufficient and/or off-track. If you do apply course principles, tools and terminology, you do so incorrectly.

### **Lacking Merit – Below 65**

Your work is unacceptable in a corporate or professional setting. It is clearly unprofessional.

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## NOTE

Inasmuch as UK policy stipulates that a semester grade of A represents "exceptionally high achievement," a semester average above 90 and above the class average, is required to earn an A in B&E 327.

**GENERAL EXPECTATIONS FOR COURSE WORK:** Your work will be graded based on its...

**Thoroughness**, meaning that you completed all parts of the assignment without omission. Also, this means that you apply a range of readings and examples that clearly indicate extensive learning. A high score in this dimension indicates that you have covered a broad range of issues, ideas and applications.

**Insight**, meaning that you clearly and logically added value that extends and enhances class principles. This is an indication of whether you have thought beyond what was given to you, and of your ability to generate understanding that supplements our work in class. A high score in this dimension indicates that I (and your fellow students, if applicable) have learned something new and significant from your efforts.

### **CONTRIBUTION TO CLASS LEARNING (15%)**

From now on, all the people with whom you work – your clients, superiors, and peers – will look to you to make significant contributions to meetings, and all work-related discussions. Only dynamic workers will get, keep, and progress in important and interesting jobs.

In order to prepare you for the demands of a professional career, to allow you to become truly “world ready,” and to help you fully understand the complexity and richness of our world, classes will be run as management meetings, with **extensive discussion**.

It is expected that students will take personal responsibility for their learning by actively contributing to our discussions in every meeting. **You must initiate discussion**, and you will be called on at any time. You will be graded based on 1) the amount you **voluntarily initiate**, 2) the degree that we **learn new things** from what you offer, and 3) your **attendance**.

I will be more than happy to personally help you develop your discussion skills throughout the semester.

As in real world companies, **attendance is required**. This is especially important given the dominant role that discussion plays in building your understanding. You are allowed one unexcused absence for any reason other than valid university approved absences. **Each unexcused absence** beyond the first one will reduce your class contribution score by **5 points**.

The following are valid **excused absences**: significant illness of the student or serious illness of a member of the student's household or immediate family; the death of a member of the student's household or immediate family; trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports, and major religious holidays. Be sure to submit **verification** for each excused absence. **Work and court are NOT excused absences**.

**Classroom Behavior, Decorum, And Civility:** Students are expected to have conduct themselves in a manner consistent with that which is expected in professional business interactions. For example:

- When class begins, please stop all conversations. And during class, only one person should speak at a time.
- Wait until class is completely over before putting your materials away in your backpack, standing up, or talking to others.
- Cell phones should be turned off. No talking on cell phones, or text messaging during class should occur. Wait until after class to return any calls received.

Repeated violation of these standards will reduce your Contribution To Class Learning score by 10-30 points.

### **MIDTERM EXAMS (20% each)**

Two midterms will be given on **Tuesday February 16<sup>th</sup>**, and **Thursday March 25<sup>th</sup>**. These will be a combination of closed notes knowledge testing, and open notes testing of your thinking. The best way to



prepare for these is to take a very active role in our class discussions, to approach me outside of class, to review and think through your class notes daily, and to study in groups prior to the exams.

### **FINAL EXAM (25%)**

The first part will be a closed notes test of your knowledge of the materials in our readings after Exam Two. The second part will be generating and justifying open note recommendations to a company that I will give you to study before the final exam.

### **TEAM PROJECT (20%)**

Your team will be interviewing a diverse cross-section of community and business leaders regarding key issues and principles regarding managerial ethics and corporate social responsibility.

Your pool of interviewees must be 50% from business and 50% from other areas, 50% women and 50% men, 50% white Americans and 50% people of color or other nationalities. The larger your pool, the better your grade will be. This is NOT an interview on each individual's personal ethics. Instead, it is about their views in general terms. I will provide you with a list of questions which you should supplement.

By 9:00 AM on Wednesday April 21<sup>ST</sup>, you will have emailed me a 12 – 15 page synthesis of your findings. It will not be a word-for-word transcript of the actual interviews. You will need to digest, process, analyze and critique your findings.

Approximately one-third of your paper should be devoted to comparing ways in which your findings are similar to our in-class learning. One-third should contrast ways in which your findings differ from our in-class learning. And the final third should be a synthesis of your own original thinking from this project. Please include a list of your interviewees, their demographic information, and which team member interviewed each person. Your paper will count for 55% of your project score.

During the last week of class, your team will present your project to our class. You will be graded on 1) how much you open our eyes, minds and hearts, and 2) how stimulating, energetic, enjoyable and professional your presentation is. This in-class presentation will count for 45% of your project score (15% on the overall presentation, and 30% on your personal contribution).

### **GRIEVANCE PROCEDURES**

Anyone feeling that a dispute exists after the grading of any assignment or exam may submit a written grievance. This grievance should identify the item in dispute and arguments supporting the student's position. Successful arguments typically use supporting documentation (e.g., cites from the readings or lectures) and are based upon course content. Grievances must be submitted in writing in the class following the return of the assignment. I will return a written response to the student's grievance within one class period from receipt of the grievance.

### **DISABILITY ACCOMMODATIONS**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

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### **NOTE**

If you have any questions or concerns about our schedule, assignments, academic integrity, grading, or other matters, please contact me sooner rather than later as that may afford us more flexibility in working through any problems.