

Current Information:I. A.) COURSE NUMBER, and TITLE: BUL 4443 Ethics in Global BusinessB.) CREDIT HOURS: 2 C.) PREREQUISITES: None

D.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None2. Writing Requirement: E2 E4 E6 None3. Math Requirement: M None**Requests:**

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P SB.) Effective Date: Fall Spring Summer _____ (year) 1-time Approval _____ (year)
OrIII. WRITING REQUIREMENT MATH REQUIREMENT A.) Requested Classification E2 E4 E6B.) Effective Date: Fall Spring Summer 2013 (year) 1-time Approval _____ (year)
Or

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

 Grade Corrections _____ Drafts _____ Other

2.) Will a published rubric be used? Yes

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

A.) Submitted by (Signature of Instructor): _____

Print Name Michelle R. Darnell Date 26 November 2012

B.) Department Approval (Signature): _____

Print Name _____ Date _____

C.) College Approval (Signature): _____

Print Name _____ Date _____

D.) Committee Action: Approved Denied Tabled Date _____

Department of Management Warrington College
University of Florida
BUL 4443 Ethics in Global Business (Sections XXXX)
Fall 2013, Mod I

I. Locator Information:

Instructor: Dr. Michelle Darnell

Class Meets:

XXX

Office hours: XXX,

and by appointment

Office: STZ 219c

Office Phone: 392-8138

Email address:

michelle.darnell@warrington.ufl.edu

Online Resources: <https://lss.at.ufl.edu/> (Sakai)

II. Course Description:

Catalog Description: Explores issues involving the role of individuals, citizens, business, and government in promoting profitable but responsible commerce and socially beneficial business activity.

Instructors Description: One person's values have significant impact on the lives of others; business decisions that are based on such values, particularly given the global community we find ourselves in, have far reaching effects. This course is designed as an opportunity for reflection on what grounds and justifies values, increasing awareness of the ethical dimension of business, understanding both the diversity of ethical values and the problematic nature of ethical relativism in business, and improving critical thinking skills used in ethical decision making.

A Special Note on the Writing Requirement for BUL 4443: This course may be used toward the completion of the University's Writing Requirement; specifically, this course satisfies 4000 words of the total 24,000 words required of UF students. Thereby, it is expected that select writing assignments, namely "Written Reflections" and the "Individual Case Study" (see assignment descriptions, below), will "contain extended analysis and develop original, sophisticated ideas, not merely present hastily written or cursory thoughts. UF Writing Requirement assignments should include such elements as well-crafted paragraphs, a thesis or hypothesis, a persuasive organizational structure (e.g., introduction, body, conclusion; introduction, methods, results, discussion), well-supported claims, and appropriate and effective stylistic elements." Grading for this course will "now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course." The Writing Requirement Rubric to be used in the evaluation of student writing is available on our Sakai site, under "Resources/Course Information", along with several other documents designed to help you with successfully completing Written Reflections.

"The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning." Accordingly, with respect to the Written Reflections, your instructor will evaluate the submitted assignments not only on content (i.e. demonstration of learning outcomes related to the specific topic of this course, namely Business Ethics), but also with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization. Feedback on these assignments will be provided to students before the last week of class. Students are strongly encouraged to both utilize the UF Reading and Writing Center (find out more about this center at: <http://www.at.ufl.edu/rwcenter/>), and discuss assignments/feedback with your instructor. Students should be aware that it is typical for editors to vary widely in terms of their required writing style,

however in this course it is recommended that students use the APA style, which is the standard for writing in social sciences. A copy of the full manual may be found at Library West ([Z253 .A517p 2010](#)) as well as a number of publications containing “concise rules” of APA style. Additionally, a tutorial of the APA style may be found at <http://www.apastyle.org/>, and the Online Writing Lab (OWL: <http://owl.english.purdue.edu/owl/>), hosted by Purdue University, explains the APA style in a user friendly format (<http://owl.english.purdue.edu/owl/resource/560/01/>). It should be noted that Purdue’s OWL site contains significant information that students might find helpful during the writing process, and students are encouraged to use this site as an additional resource.

III. Disabled Student Services: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

IV. Textbook:

A course packet of our readings is available at Target Copy (1412 West University Ave). Additional readings may be provided on Sakai (under “Resources/Additional Readings”)

V. Student Learning Outcomes:

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

- Describe and critically evaluate multiple ethical theories (e.g. Utilitarianism, Kantian ethics, Virtue Theory)
- Identify ethical aspects of business activity
- Apply theoretical considerations to specific business scenarios
- Critically analyze business case studies with respect to their ethical dimensions
- Develop a value framework to guide ethical decision making
- Argue in favor of particular ethical decisions in business scenarios

VI. Course Requirements and Evaluation Criteria: Your final grade will be determined on the basis of the following formal requirements:

Participation: 10% This course is discussion based. Accordingly, student participation is essential for the success of this course. Students will be assigned 0-1 points per class meeting for participation (excluding the first and second days of class). Participation includes being on time to class and remaining present for the full class period, and it is each student’s responsibility to sign the attendance sheet at each class meeting (neglecting to sign the attendance sheet will be recorded as an absence). *Attendance alone does not constitute earning full participations points.* Full participation also includes contributing to a classroom environment that is conducive to learning. Accordingly, students who do not regularly positively contribute to discussions, or who engage in distracting behaviors, will not earn maximum points even if present for each day of class. “Positive contributions” include providing insights into assigned material, raising questions, and answering questions raised by others. Distracting behaviors include (but are not limited to) engaging in side conversations, readings newspapers, texting, etc.

Because of the potential distractions that arise from the use of laptops and smart phones, these and similar electronic devices may not be used during class (this includes use for taking notes). Phones must be silenced before entering the classroom. Recording of lectures/classroom discussions requires explicit permission of the instructor.

It should be noted that a thorough reading of all assigned material, on the dates assigned, is a necessary condition for meaningful participation in discussions. Because class discussions will be textually based, students should bring a copy of the course packet and any additional assigned readings to each class period.

Ethics can be a very personal subject. It is essential that every student both feels comfortable sharing her/his views and is respectful of the views of others. If a student is unable to maintain a mature and respectful demeanor during discussions, she/he will be asked to leave the classroom.

Written Reflections: $10\% \times 2 = 20\%$ Each student must submit a total of 2 written reflections. Students will sign up for specific dates for their submissions, though each student must complete at least 1 reflection before class meeting 8 (reflections are to be written on that day's reading assignment – either primary or applied readings - and submitted during that day's class period; students may not submit a reflection that is *primarily* about material discussed on previous class days), though it should be obvious that all students must be prepared to discuss each day's reading assignment. Feedback on reflections will be provided to students within one week of assignment submission, and will include reference to grammar, punctuation, usage of standard written English, clarity, coherence, and organization.

Students are permitted to rewrite reflection #1 for a score no higher than 7.5. If a student chooses to rewrite her/his first reflection, the rewrite is due no later than one week after feedback has been given to the student.

Written reflections are intended to encourage critical analysis of reading assignments, and are additionally designed to facilitate a more sophisticated level of classroom discussion and student understanding of the material, which is also consistent with the general education writing requirements. Namely, this assignment requires students to present a narrowly focused "analysis" of an assigned reading and "develop original, sophisticated ideas, not merely present hastily written or cursory thoughts". Furthermore, in order to earn full points on this assignment, each reflection "should include such elements as well-crafted paragraphs, a thesis, and a persuasive organizational structure (e.g., introduction, body, conclusion), well-supported claims, and appropriate and effective stylistic elements." As such, written reflections should not be mere summaries, rather they should focus on one or two specific concerns, questions, or particularly important points that the student has noted as a result of careful reading.

Because the scoring on these reflections is primarily correlated with the level of critical thinking displayed (with secondary correlation pertaining to communication skills, timeliness of submission, etc.), consideration of what constitutes "critical thinking" will likely assist the student in maximally benefiting from the assignment of writing a critical reflection. While not the only taxonomy, Bloom's taxonomy is generally recognized among educators as a well validated and useful tool.

The table below presents Bloom’s taxonomy in a manner that can be used to recognize the presence of various levels of critical thinking, and the levels of critical thinking outlined below directly correlate to the provided grading scale for this assignment. Specifically, the table below shows an increase in cognitive level from “knowledge” to “evaluation”. It should be noted, of course, that even basic levels of cognitions can be demonstrated at less or more sophisticated levels (e.g. with respect to “knowledge”, the ability of a university student to describe an article will likely be much more sophisticated than the ability of a student in middle school to perform the same task). Accordingly, it is expected that the sophistication with which a student is able to comprehend an article after reading it on his or her own will be lower than the comprehension had by the same student after a classroom discussion. Still, the purpose of writing a critical reflection on an assigned text is to encourage cognition beyond simple “knowledge” or “comprehension” for the individual student, and to raise the level of classroom discussion, so that analysis, synthesis, and evaluation can occur. As stated above, the success of a critical reflection is determined by the level of critical thinking that is displayed and the ability to communicate this critical thinking to others in written form. Consequently, students should, for example, attempt to actively assemble, construct, create, design, develop, and formulate new approaches to the assigned texts, as well as appraise, argue, defend, judge, select, support, value, and evaluate material under consideration.

Bloom’s Taxonomy of Critical Thinking

Level of Critical Thinking (increasing)	General outcome expected at this level of critical thinking	Active verbs associated with this level of critical thinking
Knowledge	Memorizing verbatim information; being able to remember but not necessarily fully understanding the material	Recognize, recall, recite, define, describe
Comprehension	Restating in your own words	Summarize, paraphrase, translate, give examples, restate
Application	Using information to solve problems; transferring abstract or theoretical ideas to practical situations; identifying connections and relationships and how they apply	Show, transfer, use, apply
Analysis	Identifying components; determining arrangement, logic, and semantics	Analyze, Deduce, Diagram, Discriminate, Distinguish, Examine, Outline
Synthesis	Combining information to form a unique product; requires creativity and originality	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Produce, Propose
Evaluation	Making decisions and supporting views; requires understanding of values	Appraise, Argue, Assess, Choose, Conclude, Critique, Decide, Evaluate, Judge, Justify, Prove

Material from previous readings may be included in a reflection (if, for example, a comparison is being drawn) but the primary focus of a reflection must clearly be on the material assigned for the current day. *Students may not seek or use any secondary sources* for issues raised in reflections; rather, reflections are to be the result of the student’s own considerations. Reflections must be typed (double spaced, 12

point font, approximately 1 inch margins). To meet the writing requirements for this course, each reflection must be a minimum of 1250 words (approximately 5 pages) in length. Include the total word count for your analysis in the bottom right corner of the last page of your report. A hard copy of each reflection is due at the beginning of the class period. Formal citation of any material directly taken from another source (including our course packet) must be provided. It is recommended that students use the APA style of writing when completing this assignment. Resources for this style have been provided on this syllabus, though questions about the proper use of citations or any other aspect of academic honesty should be directed to the instructor.

Each reflection will earn 0-10 points, in .25 increments where:

- 9.5 - 10 pts (A): *Evaluation* of readings offered and presented argument is cogent/sound
- 9 - 9.25 pts (A-): Assigned material(s) are *synthesized* with other readings in order to propose a more developed approach to business ethics
- 8 - 8.75 pts (B): Text(s) *analyzed*, permitting implicit premises, weaknesses, or strengths to be recognized
- 7 - 7.75 pts (C): *Application* of readings to business situations offered
- 6- 6.75 pts (D): Basic *comprehension* of assigned material demonstrated
- 0-5.75 pts (F): No or limited *knowledge* of reading demonstrated

More Specific Guidance in Writing A Reflection (getting started): As you are reading the assigned texts, make note of any questions you have, any points that seem consistent or inconsistent with another perspective we have already discussed, any points with which you initially agree or disagree, and any points that you see especially pertaining to contemporary issues in business. After completing your initial reading, confirm that you understood the basic point of the text and that you can summarize the material, taking the time to review any sections of the text that you found confusing. Then, review the notes you took during your reading that identified points which you believe could be developed (e.g. development might be possible in terms of drawing a connection to another author we read, or identifying a weakness in the presented view and discussing the implications of that weakness, etc.). If this process has yielded an idea around which you can build an evaluation of the text, then begin writing your reflection. If you still do not have an idea about which to write, then see the handout on “engaging in an ethical analysis”, attempt to apply the questions to the assigned text, and use the “answer” to one of the posed questions as the conclusion of your reflection. For example, after reading the article by Milton Friedman, one might: question what implied concept of ethics Friedman is relying on, and whether this is an appropriate concept, or question whether Friedman is appropriately applying the concept of ethics to organizations, etc. When writing your reflection, it might be helpful to think of the process of writing this reflection as developing a sustained argument, with the conclusion of your argument being the idea you have formed about the reading.

Start of Class/End of Class Understanding of Business Ethics: 2.5% x 2 = 5%. Students are required to reflect on their current understanding of business ethics, and submit a 1-2 paragraph description of this understanding through Sakai (“assignments”), once at the beginning of the course and a second time at the end of the course. The first report of the student’s understanding of business ethics must be

submitted no later than 5:00 pm on the Friday of week 1 of the class. Students will be required to repeat this exercise during the last week of class, with a submission deadline of 5:00 pm on the Friday of the last week of class. More information about this assignment is on Sakai.

(Shared) Discussion Leadership: 10% x 2 = 20% Each student must work collaboratively with two other students to lead two classroom discussions (these will occur during the second period of the course, approximately 20 minutes will be used for each discussion) on a provided current issue/case study; each set of leaders must be unique (you cannot work with the same students twice). Students must “sign up” to lead a discussion no later than on the second class period; alterations to the sign-up sheet will not be made after this date (except to add newly registered students, as needed). Discussion leaders should present a central question, the answering of which should be the goal of the discussion; note that *simply asking “Is Organization X being ethical” is too vague of a question*, and should be replaced with a more focused question (e.g. “When Organization X does y, is this maximizing happiness for all stakeholders?”, “When Organization X does y, is this treating employees as a means only?”, “Who is morally responsible for y: Organization X, the consumer, or the government?”, etc.). To arrive at an answer to the posed question, the discussion leaders should be prepared to elicit from their peers what information (both theoretical and empirical) is needed to justify an answer to this question, be prepared to lead their peers in the consideration of the material presented in the case study and previous class periods to gather the needed information, and finally use that information to answer the originally posed question. It is not expected that every student will agree with the “answer” that most students arrive at; dissenting voices should be encouraged throughout the discussion insofar as these voices might point out potential weaknesses in the larger group’s reasoning, or limitations to the group’s answer.

Students will be graded on: their demonstrated understanding of the assigned current issue/case study; the types of prompts the students raise to others in the classroom (particularly to ensure that the discussion leads to a critical inquiry of the current issue/case study); their ability to elicit feedback from, and respond to questions raised by, others in the classroom; and their general facilitation skills (see supplement “Group Discussion Rubric” on Sakai (“Resources/Course Information”). In addition to discussion facilitation in the classroom, each set of students must submit a hardcopy of their notes *at the beginning of the discussion*.

Each leadership event will earn a student 0–10 points; earning full points requires an obvious demonstration of preparation (each leader must be actively engaged in the preparation for the discussion), presentation of correct information, ability to situate the material discussed into a larger context of business ethics, raising of challenging questions/discussion prompts, ability to interact well with the co-presenter as well as others in the classroom; and submission of prepared notes that are consistent with the in class demonstration of understanding. Grades and limited feedback will be provided through Sakai’s “Gradebook”; more detailed feedback can be obtained by meeting with the instructor during office hours. Students may also meet with the instructor, during office hours, prior to their discussion leadership for assistance in organizing a discussion.

Individual Case Studies (Midterm): 25% A written analysis of a case study must be completed by each student (individually) at approximately mid-term. In order to meet the writing requirements for this course, the case study must be at least 1500 words (approximately 6 pages) in length, though it is likely that a complete analysis will require approximately 6-8 pages. Additional information about this assignment will be given at the beginning of week 4 of the class; this assignment will be submitted

electronically through Sakai, and will be due at the beginning of week 5 of the class. Feedback on this assignment will be given to students no later than during week 6 of the class, and will include reference to grammar, punctuation, usage of standard written English, clarity, coherence, and organization.

Group Case Study (Final): 20% Students will form groups of 3 - 5 members to complete a case study analysis; no more than 5 groups may exist. Some time will be set aside during the regular class period to work on this assignment, though it is also expected that additional work outside of the class period will be required. The format of this assignment will be very similar to the format of the individual case study (see above). More details about this assignment will be provided no later than at the beginning of week 7. It is important to remember that in organizational settings, individuals must be able to work with others to solve problems, and it is common to be required to work with individuals that have varying skills and values. Accordingly, while the majority of your final grade on this assignment will be based on the product resulting from this case study, the interpersonal and team leader/member exchange skills each student displays will also be considered. Students will be required to conduct peer and self evaluations, which will be reflected in an individual student's final grade for this assignment.

Late Work: "Make ups" will ONLY be accepted in accordance with the UF policy on "acceptable reasons for absence" (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Students that provide documentation that their absence was for one of these "acceptable reasons" will be allowed to make up all assignments without penalty. If it is known in advance that a personal obligation (not covered in UF's policy on "acceptable reasons for absence") exists that conflicts with an assignment, it is the student's responsibility to inform the instructor at least 2 business days before the scheduled assignment; the instructor will then work to arrange an alternate day/time to complete the assignment early. Any exceptions to this are at the discretion of the instructor, though, at minimum, the student must provide objective documentation that shows the (reasonable) inability of the student to complete an assignment on time, if the instructor is to consider making an exception.

Grading Scale: Note that the formal requirements listed above total 100% when added together. The grading scale for this course will be: 100%-94% = A, 93%-90% = A-, 89%-87% = B+, 86%-83% = B, 82%-80% = B-, 79%-77% = C+, 76%-73% = C, 72%-70% = C-, 69%-67% = D+, 66%-63% = D, 62%-60% = D-, 59% - 0% = E. The instructor reserves the right to assign a higher grade than outlined by this scale if there is *strong* evidence of significant and continuous improvement by the student over the course term, or if there is significant reason to believe a single anomalous grade is inappropriately affecting the student's course grade. However, any deviation from the above scale will be considered only if the student is less than 1% away from the next grade designation, and no deviation will be greater than a single grade designation (e.g. an 86.1%-86.9% may be evaluated for a change from a "B" to a "B+", but nothing higher than a "B+" is possible). The above is consistent with current UF grading policies for assigning grade points, which may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Academic Honesty: Academic dishonesty will not be tolerated, and may result in a failing grade for the course and additional disciplinary action at the College or University level. Each student should be aware of the University's Honor Code (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>) and have an understanding of how to properly cite others' work.

VIII. Course Outline and Assignment Schedule: This course meets XXX - XXX. Readings must be completed before coming to class on the date the material is to be discussed. This schedule is subject to change at the instructor's discretion; any changes will be announced in class. "Primary Readings" and "Applied Considerations" are located in the Course Packet. Students should bring a hard copy of all readings to class meetings.

Class meeting 1*: Introduction to course.

Suggested Readings: Review Syllabus and familiarize yourself with the course Sakai site.

Class meeting 2: What ethics is, and is not (the relations between ethics, law, religion and manners).

Suggested Readings: Review material provided Sakai/Resources/Course Information

Class meeting 3: Generally, is ethics worthy of our consideration? Taking an Existential Approach

Primary Readings: Plato, *The Republic*; Beauvoir, *Ethics of Ambiguity*

Class meeting 4: Is business ethics an oxymoron?

Primary Readings: Friedman, Milton. "The Social Responsibility of Business is to Increase its Profits"; Freeman, R.E., Wicks, and Parmar. "Stakeholder Theory and 'The Corporate Objective Revisited'"

Applied Readings: Rosenbloom, Stephanie and Michael Barbaro. "Environmental sustainability, now at Wal-Mart"; Schultz, Howard, "Starbuck's First Mate", *Entrepreneur*, October (2008): 1-3.

Class meeting 5: Effects of being an Ethical Business: Ethics, Profits, and Government Regulations

Primary Readings: Sen, "Does Business Ethics Make Economic Sense?" Reichheld, "Bad Profits, Good Profits, and the Ultimate Question"

Applied Considerations: Baertlein, Lisa. "Law curbs McDonald's Happy Meal Toys"; Gillette, Felix. "The Casino Next Door: How slot machines snuck into the mall, along with money laundering, bribery, shootouts, and billions in profits"

Class meeting 6: The Challenges of Relativism, Global Diversity, and Moral Muteness

Primary Readings: Pojman, "A Critique of Ethical Relativism" Bird and Waters, "The Moral Muteness of Mangers"

Applied Considerations: Silver-Greenberg, Jessica, "Land Rush in Africa"; Sorkin, Andrew Ross, "Origins of Lehman's Repo 105"; and O'Grady, Mary Anastasia, "U.S. Greens vs. Chile's Poor; Environmental groups in America lobby to block Chilean energy development"

Class meeting 7: Producing Good Ends: Teleology in Business

Primary Readings: Mill, *Utilitarianism*

Applied Considerations: Moore, Malcolm. "Inside Foxconn's suicide factory"; Culpan, Tim, et al, "Foxconn: How to Beat the High Cost of Happy Workers"

Class meeting 8: Autonomy and Privacy

Primary Readings: Kant, "Groundwork for a Metaphysics of Morals"; Pfeffer, "People, Profits, and Perspectives"; Crisp, "Persuasive Advertising, Autonomy and the Creation of Desire"

Applied Considerations: Thurm, Scott and Y Kame, "Your Apps are Watching You"; Lashnisky, Adam, "Google is Number 1"

Class meeting 9: Showing Strong Character in Business

Primary Readings: Aristotle, *Nicomachean Ethics*

Applied Considerations: "Six people charged in insider trading case Billionaire Raj Rajaratnam, five others charged in case"; Barrett, Paul M. "Transocean: No Apologies Over Gulf Oil Spill"

Class meeting 10: Distributive, Procedural, and Interactive Justice

Primary Readings: Rawls *Theory of Justice*

Applied Considerations: Simpson, Gemma, "Brits See Offshoring as a Menace"; Drucker, Jesse. "How to Pay No Taxes",

Class meeting 11: Sustainability and the Environment

Primary Readings: DesJardins

Applied Considerations: Patagonia (review <http://www.patagonia.com/us/environmentalism>)

Class meeting 12: Creating an Ethical Framework: Reflections on the Course

Primary Readings: Kohlberg, Lawrence "The Claim to Moral Adequacy of a Highest Stage of Moral Judgment" (excerpts); Reeves, M. Francis "Applying Bloom's Taxonomy..."

Class meeting 13: Reserved for Completion of Group Case Analysis

Finals Week: Group Case Study Analysis due.

*NOTE: The exact number of class meetings may vary, due to official school holidays, as posted on the University Academic Calendar. The above was planned based on history of classes taught in previous Modules, and the exact number of class meetings was taken from the schedule for Module I, Fall 2011.