

**Current Information:****I. A.) COURSE NUMBER, and TITLE:** BUL 4443 Ethics in Global Business**B.) 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)

Or

 1-time Approval \_\_\_\_\_(year)**III. WRITING REQUIREMENT** **MATH REQUIREMENT** A.) Requested Classification  E2  E4  E6B.) Effective Date:  Fall  Spring  Summer 2013 \_\_\_\_\_(year)

Or

 1-time Approval \_\_\_\_\_(year)**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 \_\_\_\_\_ Date \_\_\_\_\_

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)  
Spring 2013, Mod III

**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](mailto: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 may choose to use the standard style manual she/he is most comfortable with, including manuals for Chicago,

MLA, and APA styles. Quick guides for the style manuals may be found at the following sites:

Chicago: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

MLA: <http://owl.english.purdue.edu/owl/resource/747/01/>

APA: <http://owl.english.purdue.edu/owl/resource/560/01/>.

It will be noted that the latter two websites listed above are from the Online Writing Lab (OWL: <http://owl.english.purdue.edu/owl/>), hosted by Purdue University; this OWL website 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 includes (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 a 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: 5% x 4 = 20%* Each student must submit a total of 4 written reflection. For three of the reflections, students will be assigned specific dates for their submissions (reflections are to be written on that day's reading assignment, 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. For the fourth required reflection, students will be able to choose the date of their submission (though again, the reflection must be submitted on the day that the material covered in the reflection is discussed in class). If your last name begins with the letters **A-F** you are assigned to complete reflections on the material on: *Class meeting days 3, 6, 9 and an additional self-chosen date*. If your last name begins with the letters **G-M** you are assigned to complete reflections on: *Class meeting days 4, 7, 10 and an additional self-chosen date*. If your last name begins with the letters **N-Z** you are assigned to complete reflections on the material on: *Class meetings 5, 8, 11 and an additional self-chosen date*. Each submitted reflection must include the date of submission on the first page, *as well as the number (1-4) of the reflection*. Feedback on reflections will be provided to students within one week of assignment submission.

Students are permitted to rewrite reflection #1 for a score no higher than 4.25. If a student chooses to rewrite her/his first reflection, the rewrite is due no later than when reflection #2 is submitted.

Written reflections are designed to facilitate a more sophisticated level of classroom discussion and student understanding of the material. 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 (see supplement "Writing a Critical Reflection" on Sakai/Resources/Course Information/Critical Reflections). 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 625 words (approximately 2 ½ 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. Students may use any one of the "standard" citation styles, including APA,

MLA, and Chicago styles. Resources for these different citation styles has been provided to 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 0-5 points, where:

- 4.75 - 5 pts (A): Evaluation of readings offered and presented argument is cogent/sound
- 4.5 pts (A-): Assigned material(s) connected to other readings in order to propose a more developed approach to business ethics
- 4 – 4.25 pts (B): Text(s) analyzed, permitting implicit premises, weaknesses, or strengths to be recognized
- 3 – 3.75 pts (C): Application of readings to business situations offered
- 2 – 2.75 pts (D): Basic comprehension of assigned material demonstrated
- 0-1.75 pts (F): No or limited knowledge of reading demonstrated

A handout on writing critical reflections is available on Sakai (“Resources/Course Information”).

*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 (during the second period of the course, approximately 20 minute 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; after this date, alterations to the sign-up sheet will not be made. 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 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.

*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:** Late work or “make ups” will NOT be accepted. If it is known in advance that an obligation 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 rule of no late work or make ups 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 even consider making an exception. Under no circumstances will work be accepted after the last day of class.



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).

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 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.

**Writing Assessment Evaluation Rubric BUL 4443**

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

## BUL 4443 Midterm/ Individual Case Study Instructions

Imagine that you have been hired by members of upper level management in a specific organization as an ethics consultant, in order to help with the situation described in the provided case study. As a consultant, you are to analyze the situation and offer some guidance, in the form of a written report, to the managers who have hired you. Your analysis must include the following components, which correspond to the procedural steps provided in the handout on “engaging in ethical analysis”.

1. What is the ethical issue in this case study?
2. Why is the issue you’ve identified an *ethical* issue?
3. What should be done to resolve the issue? Keep in mind why the issue arose in the first place – your resolution should address not only the particular instantiation of this issue, but the conditions under which the issue arose.
4. What is your justification for believing in the solution you’ve offered? (Your justification should be connected to the reading materials we have discussed in our course.)
5. What practical steps must be taken to institute the resolution you’ve offered?
6. Identify and address any anticipated difficulties with, or concerns about, the resolution you’ve offered.

You must report your findings in an organized manner, but the exact format is a decision left to you. The only organizational requirement is that an executive summary (1 paragraph) is to be presented at the very beginning of your report

This assignment is to be submitted through Sakai no later than (specific date entered here), and you will be required to use the “Turninit” option, as well as electronically confirm your adherence to the UF Academic Honesty Policy. *Late work will not be accepted under any circumstances.* This assignment must be typed, double spaced with approximately 1” margins, and a standard font (e.g. Times New Roman, Arial) must be used.

While reviewing for the final case study, you may have conversations with other students about the cases, but the analysis itself must be written by each student individually. This assignment is designed to demonstrate each student’s own understanding of the material presented in class, and her or his ability to apply this understanding in a realistic scenario. Any two or more analyses that closely resemble each other, to the degree that there is evidence that an analysis was jointly performed (or otherwise shared) during the completion of this assignment, will receive 0 points. It is not expected that students will need to consult any written materials outside of the course packet in preparation for the final case study. Formal citation of any material directly taken from another source (including our course packet) must be provided. Students may use any one of the “standard” citation styles, including APA, MLA, and Chicago styles. Resources for these different citation styles has been provided to on the syllabus for this course, though questions about any aspect of academic honesty should be directed to the instructor.

This assignment comprises 25% of your grade for BUL 4443, and the rubric that will be used to grade this assignment is provided on Sakai. Additionally, this assignment is used to (partially)

meet the writing requirement for this course. As stated in the syllabus, this case study must consist of at least 1500 words (approximately 6 pages), though it is reasonable to expect that a thorough analysis will likely be approximately 6-8 pages in length. Include the total word count for your analysis in the bottom right corner of the last page of your report. A separate rubric is used to evaluate the student's meeting of the writing requirements for this course, which is also provided on Sakai. Keep in mind that, despite the minimum word count condition for this assignment, quality of your written analysis is more important than quantity of words used. The entire report, including any (optional use of) exhibits, such as illustrations/graphs/charts, must not be longer than 10 pages (your instructor will essentially "stop reading" after ten pages; if a cover sheet is used this will not be included in the ten page count). Your grade will be determined on the strength of your analysis, not on the particular values you espouse. As a matter of practical consideration, your understanding of the material we have discussed in our course up to this point is being evaluated in this assignment.