

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

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| Course Title | BUSINESS ETHICS | Instructor | SHENG-HSIUNG CHANG |
| Course Class | TLFBB2A DIVISION OF GLOBAL COMMERCE, DEPARTMENT OF INTERNATIONAL BUSINESS (ENGLISH- TAUGHT PROGRAM), 2A | Details | <ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 Credits |
| D e p a r t m e n t a l A i m o f E d u c a t i o n | | | |
| <p>I . To instill the university motto of "Simplicity, Firmness, Perseverance, and Fulfillment" into students.</p> <p>II. By integrating the "Five Disciplines" of education, the qualities of conduct, intelligence, physical education, teamwork, and beauty into the professional, core, and extracurricular curriculum, the department helps to produce well-rounded students skilled in identifying and solving problems.</p> <p>III. To oversee the trend and foresee the development of global economy, the department aims to produce the graduates with expertise in the fields of International Business and Trade.</p> | | | |
| D e p a r t m e n t a l c o r e c o m p e t e n c e s | | | |
| <p>A. Breeding professionals with expertise in general International Trade and International Business.</p> <p>B. Consisting of Globalization, Information-Oriented and Future-Oriented education.</p> <p>C. Producing graduates with capability of foreseeing and analyzing the development of Global Economy.</p> <p>D. Breeding professionals with expertise in Marketing and Financial Management.</p> | | | |
| Course Introduction | <p>Recent scandals such as Enron indicate us that even in business there' s a lot more at stake than the bottom line. Some sense of ethical behavior is needed as well. In this course, I' ll lecture some of the ethical issues facing international businesses .I will also lead to explore the question, "How can I be a good person and a good businessperson?" as well as the dark side of business ethics.</p> | | |
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The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

| No. | Teaching Objectives | Relevance | |
|-----|--|------------------|-------------------------------|
| | | Objective Levels | Departmental core competences |
| 1 | At the end of the course, you should be able to not only identify possible ethical problems in business contexts, but generate ideas for programs and practices to solve ethical problems. | C4 | ABCD |
| 2 | At the end of this semester, you should be able to understand several ethical issues facing businesses and business people in today's world and the context surrounding them. At final, you should be able to define leadership and begin to develop thoughts on ethical leadership. | C1 | ABCD |
| 3 | This Course aims to teach Business Ethics. | C4 | ABCD |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|--|---|-------------------------------------|
| 1 | At the end of the course, you should be able to not only identify possible ethical problems in business contexts, but generate ideas for programs and practices to solve ethical problems. | Lecture, Discussion, Appreciation, Visit, Problem solving | Written test, Report, Participation |
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| 2 | At the end of this semester, u should be able to understand several ethical issues facing businesses and business people in today' s world and the context surrounding them. At final , you should be able to define leadership and begin to develop thoughts on ethical leadership. | Lecture, Discussion, Appreciation, Simulation, Problem solving | Written test, Report, Participation |
| 3 | This Course aims to teach Business Ethics. | Lecture, Discussion, Appreciation, Simulation, Problem solving | Written test, Practicum, Report, Participation |

This course has been designed to cultivate the following essential qualities in TKU students

| Essential Qualities of TKU Students | Description |
|---|---|
| ◇ A global perspective | Helping students develop a broader perspective from which to understand international affairs and global development. |
| ◇ Information literacy | Becoming adept at using information technology and learning the proper way to process information. |
| ◇ A vision for the future | Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision. |
| ◇ Moral integrity | Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. |
| ◇ Independent thinking | Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically. |
| ◇ A cheerful attitude and healthy lifestyle | Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life. |
| ◇ A spirit of teamwork and dedication | Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems. |
| ◇ A sense of aesthetic appreciation | Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process. |

Course Schedule

| Week | Date | Subject/Topics | Note |
|------|--------------------------|--|---------------------|
| 1 | 106/02/13 ~ 106/02/19 | Course Orientation | |
| 2 | 106/02/20 ~ 106/02/26 | CHAPTER 1 – THE IMPORTANCE OF BUSINESS ETHICS | Team Building |
| 3 | 106/02/27 ~ 106/03/05 | CHAPTER 2 – STAKEHOLDER RELATIONSHIPS, SOCIAL RESPONSIBILITY, AND Corporate Governance | |
| 4 | 106/03/06 ~ 106/03/12 | CHAPTER 3 – EMERGING BUSINESS ETHICS ISSUES | |
| 5 | 106/03/13 ~ 106/03/19 | Enron Week:The smartest Guys in the room | Assignment 1(10pts) |

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| 6 | 106/03/20 ~ 106/03/26 | CHAPTER 5 – ETHICAL DECISION MAKING | |
| 7 | 106/03/27 ~ 106/04/02 | The Gambler | Assignment 2 (10 pts) |
| 8 | 106/04/03 ~ 106/04/09 | spring break | |
| 9 | 106/04/10 ~ 106/04/16 | Guest Speaker week | Assignment 3 (10pts) |
| 10 | 106/04/17 ~ 106/04/23 | Midterm Exam Week | |
| 11 | 106/04/24 ~ 106/04/30 | Outdoor Activity /Ch.7 | |
| 12 | 106/05/01 ~ 106/05/07 | CHAPTER 8 – DEVELOPING AN EFFECTIVE ETHICS PROGRAM | |
| 13 | 106/05/08 ~ 106/05/14 | CHAPTER 9 –MANAGING AND CONTROLLING ETHICS PROGRAMS | |
| 14 | 106/05/15 ~ 106/05/21 | Group presentation week | |
| 15 | 106/05/22 ~ 106/05/28 | Group presentation week | |
| 16 | 106/05/29 ~ 106/06/04 | Group Presentation week | |
| 17 | 106/06/05 ~ 106/06/11 | Course Review | |
| 18 | 106/06/12 ~ 106/06/18 | Final Exam Week | |
| Requirement | <p>note: Mark of Usual pts refers to the assignments</p> <p>Active participation means making contributions to the “intellectual” conversation. My interest is not based on the “right” or “wrong” , it is based on if you have make a contribution to the development of the issues under study by the class (group), and whether you have moved the class (group) forward.</p> <p>Failure to participate penalizes you and the class in depriving all of us from your insights into the course. That is, you lose the chance to learn from others, and eventually you will lose incentive to learn from the course.</p> <p>To maximize the communication outcomes, students are required to submit individual background information and choose group partners after the first class. I will help to organize your team structure and inform you by the end of the second class.</p> <p>2 Group Presentation</p> <p>Each group is required to choose one course-related topic to provide oral presentation/debate in the end of this semester. The topic for presentation will be discussed in theclass. Each group’ s presentation shall be limited by 30 minutes. There is no need for the presentation group to submit an extra written-report.</p> | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | Fraedrich et al, 2015, Ethical Decision Making for Business, 11th edition, South Western. | | |
| Reference(s) | Ferrell, O.C., Fraedrich, John, and Ferrell, Linda (2010). Business Ethics, Ethical Decision Making & Cases, 8th Edition. Boston, MA: Prentice Hall. ISBN: 978-1-4390-4223-6 | | |
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| Number of Assignment(s) | 2 (Filled in by assignment instructor only) |
| Grading Policy | ◆ Attendance : 10.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 20.0 % ◆ Other (Presentation&Assigns) : 50.0 % |
| Note | This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications. |