



# MOTT COMMUNITY COLLEGE

## PHIL 271- Ethics in Business Syllabus

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**Course Information**<sup>1</sup>

**Semester:** Fall 2019

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<sup>1</sup> Instructor reserves the right to alter the syllabus.

**Course #:** PHIL 271

**Course Name:** Ethics in Business

**Instructor:** Dr. Tyler Klaskow

**Email:** tyler.klaskow@mcc.edu

**Office Hours:** TBD

**Office Location:** CM 1102

**Office Phone:** (810) 762-0547

### **Required Materials**

- *Business Ethics* 7th edition by Richard T. DeGeorge (ISBN: 978-0-205-73193-0)

### **Course Description**

This course is an intensive study of the moral issues in business. The course will examine moral theories and their implications for moral conduct in business. Course issues will include topics such as workers' rights; corporate responsibility; truth in sales, marketing, and advertising; globalization, international business, and global awareness in business; and executive compensation. This course will prepare students to solve moral problems in the workplace and for subsequent study in philosophy. This course will be of appeal to students in business, marketing, entrepreneurship, finance and accounting, economics, and to students with an interest in ethics.

### **Student Learning Objectives**

Students who successfully complete the course should be able to

- Define basic ethical concepts
- Distinguish between basic theoretical perspectives
- Evaluate moral arguments.
- Apply basic ethical concepts to business contexts.
- Analyze ethical problems in business.
- Recommend socially responsible action and practices in business.
- Persuade others about socially responsible conduct and practices in business
- Generate moral arguments

### **Workload**

From Mott Community College's [website](#): "Plan two hours of study time for every hour spent in class. There are exceptions, but this is a good general rule. Students making the transition from high school or community college are often unaware of the increased workload expected of them. The benefits of following the rule will be apparent at exam time."

### **Class Conduct**

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. I expect you to

- come to class **prepared** (do all reading and come prepared to discuss it; do all homework)
- offer support and encouragement to your classmates
- treat all class participants (including yourself) with respect
- listen to others carefully before offering your opinion
- talk to me outside of class if anything that happens during class bothers you

In order to maintain a productive work environment, I expect you to refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Use of laptops and cell phones for purposes **other than** note taking and class-relevant activities is not permitted.

### **Academic Integrity**

From Mott Community College's website:

In an academic institution, every member of the community must demonstrate the highest standards of academic honesty; one must produce work that is wholly one's own, whether it is in the form of taking a test, writing an essay or report, conducting an experiment, or completing an assignment.

Taking another's work and presenting it as one's own, falsifying data or other information, helping others to cheat, depriving others of the resources they need to complete their work, or presenting work from a previous course to fulfill the requirements of another course, violate MCC's Academic Honesty Policy.

Individual faculty members may have different guidelines for their course, and it is the student's responsibility to clarify each instructor's expectations for the course. For example, some instructors may allow students to collaborate or to present previously submitted work to fulfill a course requirement. Students must read, understand, and follow the syllabi, test directions, and any other instructor policies pertaining to academic honesty.

Violations of Mott's academic integrity policy include the following:

- a. cheating
- b. fabrication
- c. facilitating academic dishonesty
- d. plagiarism (for more information refer to <https://www.plagiarism.org/>)
- e. denying others access to information or material
- f. unauthorized use of electronic devices
- g. multiple submissions
- h. misrepresentation of academic records.

For more information or if you have any questions please go to this link:

[https://www.mcc.edu/policies/student\\_acad\\_integrity.shtml](https://www.mcc.edu/policies/student_acad_integrity.shtml)

Academic dishonesty will not be tolerated in this course. Students are responsible for knowing what constitutes a violation of academic integrity. Ignorance of the rules will not be accepted as an excuse. If you don't know the rules, please ask the instructor or consult the link above. A violation of academic integrity will result in a penalty proportionate to the seriousness of the offense. This will be determined at the discretion of the instructor. Possible penalties include, but are not limited to, a grade of zero for the assignment, or failing grade for the course. All violations of academic integrity will result in a Report of Academic Dishonesty to the MCC Registrar.

## **Netiquette**

### **General**

The following policy is consistent with Mott Community College's Civility Policy:

When posting and communicating online, consider the conversations as having the same norms of politeness and etiquette as any real-life interactions. This means no **trolling, baiting, or bullying**. In online interactions you are expected to be **prepared**, offer **support** and **encouragement** to your classmates, treat all class participants (including yourself) with **respect**, read and think **carefully** before offering your position, contact me separately if anything bothers you. Within these guidelines, our online interactions should be an enjoyable and productive. For more guidance please refer to Mott's [Civility Policy](#).

### **Email**

**Students are responsible for checking their Mott email account at least once a day.** The subject line of your emails to me should contain the course and section # (PHIL 295-01). All emails sent should begin by addressing the person to whom it is sent (e.g., "Hi Professor Klaskow"), use complete sentences, employ appropriate grammar and punctuation, and close with your first and last name. Emails are more formal than text messages. If you email me after business hours (M-F 8-5) I may not be able to respond to your email before the next business day. For questions about your grade please check Blackboard before emailing me.

### **Blackboard**

Please familiarize yourself with how to use Blackboard. Blackboard is a resource for completing quizzes, uploading your papers, checking your grade, communicating with other students, locating the syllabus and course schedule, and locating other course materials. If the course schedule changes during the semester I will notify you (either in class, by email, or both) and the new schedule will be posted on Blackboard. You are responsible for following new versions of the schedule when it is posted.

## **Grading**

Grading in this course follows official MCC policy:

4.0 Superior (90%-100%)

3.5 Very good (86%-89%)

3.0 Good (80%-85%)

2.5 Above Average (76%-79%)

2.0 Average (70%-75%)

1.5 Below Average (66%-69%)

1.0 Poor (60%-65%)

0.0 Failure (less than 60%)

I-Incomplete: Credit and final grade delayed for up to one year.

S-Satisfactory: Credit toward graduation but not GPA.

U-Unsatisfactory: No credit toward graduation or GPA.

W-Withdrawal: No credit. Student must withdraw at Registration Office

N-Audit: No credit.

X-Non-attendance (given at mid semester only)

M-Missed Grade: No credit.

NS-No Show: No credit. Not sufficient instructor contact

## **Grade Components**

Exam 1= 17.5%

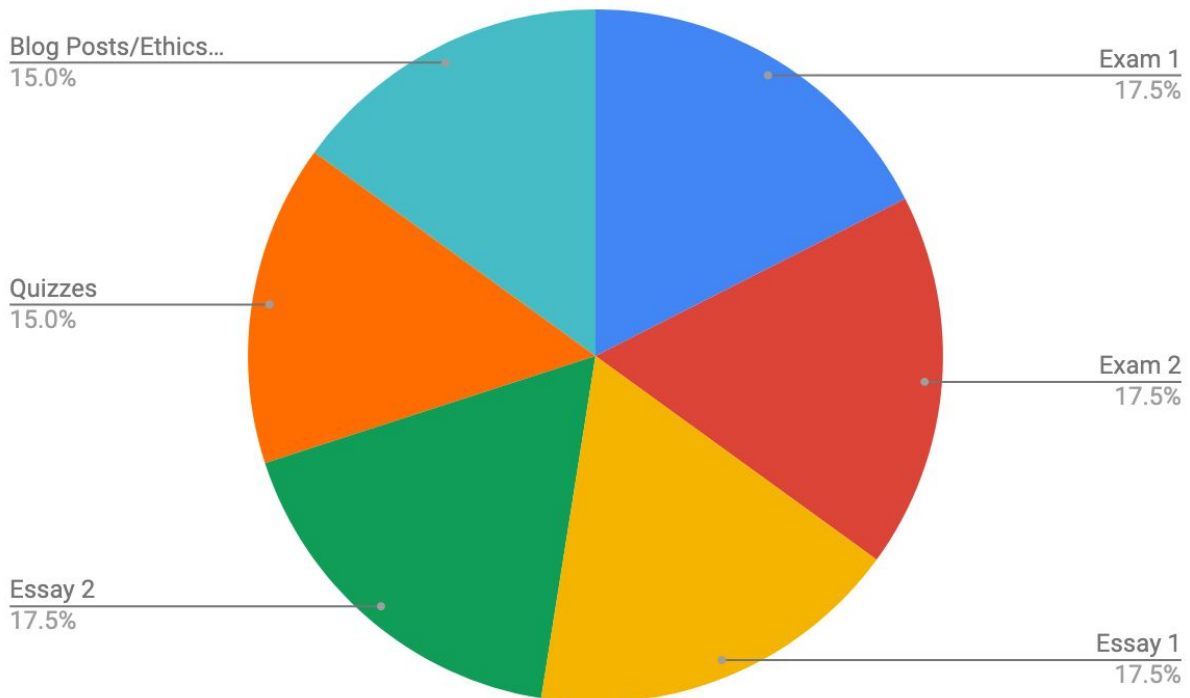
Exam 2= 17.5%

Essay 1= 17.5%

Essay 2= 17.5%

Quizzes= 15%

Blog Posts/Ethics Journal= 15%



### Exams= 35%

Exams will consist of multiple choice questions and will be completed on Blackboard.

### Quizzes= 15%

Quizzes are to be completed on Blackboard. Students must complete a quiz once they have started. Quiz duration is 60 minutes. After 60 minutes the quiz will automatically submit. Each quiz will be due by 11:59 PM on its respective due date. Students are required to complete quizzes without help from others, but may use textbooks and notes from class. **No credit will be awarded for quizzes that are completed late. Quizzes cannot be made up. Your lowest quiz grade will be dropped** (will not be used to calculate your average).

### Blog Posts/Ethics Journal= 15%

We will use Blackboard's Blogging Tool to write blog posts throughout the semester. You are also required to **read** and **comment** on at least one of your classmates' posts each week. For each assigned blog post you must post an ethical analysis of a current business news item (appearing in your source within the past week). Your post must include a link to the original source of the news item (your newspaper of choice). Below the link give a brief summary of the situation. Then provide an **extended analysis** of the situation using concepts learned in class. Each post should consist of approximately **40%** summary and **60%** ethical analysis. Be sure to **define all relevant terms** and **explain** how moral concepts are **relevant/apply to** the situation. You may choose to suggest what the agents in the situation could have done differently had they better knowledge of ethics, and why this action would proceed from such knowledge. In your blog post explain how the concept(s) apply to the situation and how a better knowledge of these concepts could have improved the situation. Posts will be evaluated on how accurately the moral concepts are employed and how well the analysis captured the morally salient features of the situation.

While we are building and refining our ethical knowledge you may choose to focus on common ethical concepts such as rights (e.g., workers' rights, consumers' rights), duties (e.g., a business' duties to its shareholders/stakeholders or community), obligations, virtues (e.g., honesty, charity, etc.), vices (e.g., greed, dishonesty, etc.), justice/fairness (e.g., discrimination, social injustice).

After blog post 5 you have the option of creating a video or audio blog post which you will upload to YouTube or SoundCloud and then post a link on the Blackboard blog.

#### Additional guidelines:

- Each post is due by \_\_\_AM its due date.
- No late blog posts will be accepted.
- Begin the title of each post with the BP# (e.g. BP 4)
- Your posts should refer to at least one recent reading from the course.
- You are not permitted to blog on a topic/ news story someone else has already posted on unless your ethical analysis is significantly different from the existing post (focuses on different issues or disagrees about the issues)
- Your blog posts must be 250-300 words (or 3-4 minutes) in length.
- Many newspapers have several sections dedicated to business news; important/breaking business news is also often posted on newspapers' main page. You may have to explore the newspaper's website to find a news item that interests you.

### Essays= 35%

As a way to develop your skills in philosophical writing, this course requires two essays. The assignments are designed to help students build skills in argumentation, analysis, synthesis, application, and evaluation. Essays will be 650-1300 words in length. Prompts and instructions will be posted on Blackboard. See the last pages of the syllabus for a rubric and grading key.

### PHIL Paper Rubric<sup>2</sup>

Superior Papers (90%-100%): superior papers are those that are truly outstanding. They are accurate, insightful, and creative. Superior papers require more than hard work. They require an insightful engagement with the topic/issue/claim. This type of paper will go far beyond simply a restatement of the issues. Rather, it will show significant thought and reflection on the issue.

- Organization: The paper is clearly written and easy to follow. The claim is clearly presented and the paper stays on that topic throughout. The transitions are smooth, the argumentation is clear, and the author speaks with a clear voice. Each of the paragraphs 'does work' for the claim. There is no fluff. Citations are correctly formatted throughout the paper and the bibliography is correctly formatted and complete.
- Content: The claim of the paper is clearly presented and successfully/persuasively argued. The author has something to say and defends it well. The paper demonstrates insight into the issue as well as an ability to present the philosophical arguments in clearly articulated manner. The issue/topic is thoroughly explored through the lens of the claim (given the constraints of paper length) and each conclusion is well-supported by evidence and reasons.
- Style: The paper has minimal typos. The grammar and writing are clear.

Very Good Papers (86%-89%): a very good paper is similar to a superior paper except that it has made an error or errors in explication or failed to carry through an argument for the claim. A very good paper typically is original and creative; it falls short of an superior paper in terms of its execution.

- Organization: This paper stays on point. The claim is clearly articulated in the introductory paragraph and it gives the reader a sense of the organization of the paper. There may be occasional digressions, but the paper largely flows logically. All of the parts fit together.
- Content: This paper makes a good effort at a philosophical argument. However, there may be problems with the explication of the issue, insufficient support may be given for conclusions and the main claim, or terms may remain undefined (define terms in your own words). The paper has a generally strong grasp of the philosophical issue and the analysis and argument are adequate.
- Style: The paper is easy to read and follow. Transitions are clear. There may be a few grammatical or typographical errors. There may be lapses in the clarity of expression.

Good Papers (80%-85%): A good paper is a solidly explained and argued paper, but the originality and insight are diminished slightly compared to a very good paper. The author of a good paper clearly understands the material but does not add to the in-class discussion of the topic. The difference here lies in the quality of the argument. This is a worthy paper that simply need more thought or precision.

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<sup>2</sup> Adopted and modified from Deborah Heikes and Luca Ferrero

<http://collegeofliberalarts.uah.edu/philosophy/heikes/101/howtowriteanpaper.pdf>



Above Average Papers (76-79%): These papers are competent but want for improvement in a number of areas. In above average papers the author clearly understands the basic requirements of a philosophy paper, and there are no egregious misunderstandings of the topic or argument. However, these papers exhibit weaker or minimal arguments. Sometimes the only problem is laziness of thought, an easily correctable problem.

- Organization: This paper has a clear thesis, but the author may make serious digressions from the thesis or make claims that are contradictory to or inconsistent to the thesis. The argument in this paper is discernible, but needs to be developed and/or made more explicit. Steps in reasoning may be missing or facts may be misused.
- Content: This paper is generally clear and accurate in explicating the issues, although there is some confusion or misunderstanding evident. The author has a basic grasp of the issue, but there is less philosophical insight. There may even be a tendency to dogmatic assertion, hyperbolic claims, or pedantic ranting.
- Style: The writing may be clear or there may be some incomprehensibility evident. Typos, spelling mistakes, and/or grammatical errors are more evident—and may interfere with the clarity of the expression.

Average Papers (70%-75%): These papers are acceptable, however there are some serious problems in explication, or argument, or there is some significant misunderstanding of the issue or philosophical views involved. Serious misunderstandings of the material or minimal effort at argument are the hallmarks of average papers. Improvement may only a matter of coming to understand how to explain, organize, and defend a position.

- Organization: This paper may lack clear structure. The claim may be poorly articulated, or lost in places. The paper can wander and lose sight of the fact that all the elements of the essay should be producing an argument for some conclusion.
- Content: The tendency to dogmatic assertion, hyperbolic claims, or pedantic ranting seen in above average papers may be more pronounced here.
- Style: Average papers typically have a significant number of grammatical, writing, or spelling errors. These errors can typically be remediated with time and practice

Below Average Papers (61-69%): a below average paper typically exhibits fundamental errors in explication and usually includes almost no argument. There may be no thesis or the thesis is seriously confused or unintelligible. This grade indicates a major misunderstanding of how to write a philosophy essay. What distinguishes these papers from poor essays is that there is evidence of genuine effort (despite the misunderstandings) and, usually, some merit in explication. Whatever the problems with these papers, they can be overcome with work. I advise you to come see me or visit the writing center if you earn a below average grade

- Organization: These essays are unclear and unfocused, either barely on topic or rambling. There may be a claim (or not), but the paper lacks unity and is hard to read.
- Content: Here there is little evidence of argument and a serious misunderstanding of the material. Any argument that is evident is unfocused and poorly supported. Entire views may be misrepresented, and little effort in understanding or explaining the material is evident.

- **Style:** The writing and grammar may make sentences completely incomprehensible. There are serious typos and a clear lack of any effort to re-read and correct mistakes. These problems probably interfere with understanding the ideas being expressed.

**Poor Papers (less than 60%):** poor papers have serious flaws that usually stem from a combination of little effort and little understanding of the material. Either they are not on topic, they do not fulfill the assignment, they show little (if any) effort, or there are serious misunderstandings of the material.

**PHIL Essay Comments Grading Key**

The following key describes the shorthand notation I use to make comments on your essays. Please refer to this when reading my comments on your essays.

symbol	What it means...
t	<b>Thesis.</b> This seems to be your thesis. This thesis should be the conclusion/claim of your argument. Every part of your paper should be dedicated to: <ol style="list-style-type: none"> <li>1. Developing and presenting and the premises of this argument.</li> <li>2. Explaining how your conclusion/claim follows from your premises/reasons.</li> <li>3. Responding to objections to the premises and/or thesis.</li> </ol> <b>Tip:</b> clearly articulate your claim in the introduction & conclusion of your paper.
✓	✓ = good, ✓✓✓ = very good, ✓✓✓✓ = excellent
dev	<b>Develop.</b> Ooo! This is interesting. Say more, provide more detail, offer more support, consider objections, etc.
up	<b>Upshot.</b> You've started making a point, but you haven't finished. What's the upshot? Signpost the upshot, i.e., "This means that..."
sup	<b>Support.</b> This claim is not well-supported. Try showing: <ol style="list-style-type: none"> <li>1. How your claim is supported by your evidence.</li> <li>2. How the opposite of your claim is impossible or implausible</li> <li>3. How the claim follows from intuitively plausible (i.e., uncontroversial) principle(s).</li> <li>4. I'm How your claim jibes with the accepted meaning of the relevant concept(s)</li> </ol>
#	Make the connection to your claim more <b>explicit</b> . Why/how does what you say here support your claim. It is ok to be obvious.
~~	Not quite, but sort of. Either you're misunderstanding this or you understand it, but you're not writing clearly enough. <b>Tip:</b> test out your understanding of the material in class or office hours. E.g., "Does so-and-so's argument for _____ rely on the claim that _____?"
??	Confusing or <b>awkward</b> . I've read this multiple times to figure out what you mean and I still don't know. Proofreading tip: would e.g., your grandmother understand what you're saying? If not, look for ways to be more clear.
df	<b>Definition.</b> Given the nature of this assignment, you should define this term. Don't refer to the dictionary. Define it based upon how it was used in class or the readings.
wc	<b>Word Choice.</b> This probably isn't the best word or phrase for this.

dis	<b>Disconnect.</b> It seems like you think these things are related in a way that they are not. If I am wrong, then this means that you need to make your point more clearly (see also “?”).
rel	It’s not clear how these thoughts are <b>related</b> , so this hard to follow. Explain the connection between each point you make.
ww	This part is <b>well-written</b> . It was a delight to read. Thanks!
rq	<b>Rhetorical Question.</b> Assert instead of ask.
ex	Give and <b>example</b> to illustrate your point.
!	This claim (or its implication) is <b>too strong</b> . Strong claims do not always make for strong arguments. The stronger the claim (or its implication), the harder it is to defend. Don't make a claim that you cannot defend.
arg	Problem with your characterization of the <b>argument</b> . This error was discussed in the reading or in class
pc	<b>Partially correct.</b> Missing key parts
x	This is <b>incorrect</b> .
cf	see _____ or confer with _____
ddt	<b>Don't do this.</b> Common mistakes: <ol style="list-style-type: none"> <li>1. "The dictionary defines X as..."</li> <li>2. Science proves/disproves ..., "</li> <li>3. Since the beginning of ..., "</li> <li>4. [So-and-so] was born in such and such ..." etc.</li> </ol>
--	<b>Subtract.</b> Try being more concise. This should be said with fewer words. Shorter sentences are usually preferable in PHIL papers.
trans.	<b>Transition.</b> Guide your reader through your thought process by explicitly transitioning between your points. e.g. "X relates to Y because of Z" or "I think X because Y" or "After considering X we have to consider Y because Z."
cite	This needs to be <b>cited</b> . Use in-text parenthetical citations. If necessary accompany with a works cited list.
err	<b>Writing error.</b> Common errors that should not occur in your papers: <ol style="list-style-type: none"> <li>1. Spelling</li> <li>2. Grammar (<a href="#">subject-verb agreement</a>, <a href="#">possessives</a>/apostrophes, <a href="#">subjunctive</a>).</li> <li>3. Syntax (<a href="#">run on sentence</a>, incomplete sentence, <a href="#">comma splice</a>).</li> <li>4. <a href="#">Informal style</a> (e.g. lol, imho, wtf, expletive).</li> <li>5. Missing/repeated word.</li> </ol>
fluff	<b>Fluff.</b> Every sentence in your essay should be doing work for your claim/thesis. If you're not (1) describing a premise/conclusion, (2) explaining how premises lead to a conclusion, (3) supporting a premise, (4) objecting to a premise/conclusion, (5) explaining the upshot of something, or (6) or responding to an objection, then you're adding fluff.
¶	New <b>paragraph</b> here. Including multiple (slightly related) points in a paragraph makes for

difficult reading. Paragraph breaks help your reader transition between each part of your thought process.
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### **Attendance and Participation**

Philosophy is done in conversation. In order to fully engage in a philosophy course such as ours, you must participate in the conversation. A necessary, though not sufficient, condition of this is attending class. Students who are disruptive to class by, e.g., arriving late, leaving early, not being prepared to answer questions when called upon, not attentively listening to lecture or discussion, being disrespectful to other students, being off task during group activities or class discussion, not bringing materials to class, etc. harm others' learning opportunities. Excessive disruptions to class may constitute a violation of academic integrity. Students who contribute to class discussion by asking or answering questions, attentively listening to lecture and discussion, staying on task during activities, etc. facilitate others' opportunity to learn.

**Attendance will be taken at the beginning of each class meeting. If you are late to class it is your responsibility to remind the instructor to mark you as present on the roll at the end of class.**

Classroom doors at MCC lock automatically. Students who arrive to class late will be permitted to enter at the instructor's discretion. Please refer to the Title IV Policy below for more information.

### **Other Grading Policies**

Make up policy: The only assignments in this course that can be made up or receive credit after the due date/time are essays. Students may make-up or submit assignments late only if they have a legitimate reason for missing the assignment. The legitimacy of the reason for the student's reason will be determined by the instructor's discretion. Make ups/ late submissions will occur at the instructor's discretion and must be scheduled as soon as possible.

### **College Policies**

#### **Withdrawal Policy**

Students who withdraw from college are recommended to see a counselor in the Counseling Center, PCC 2030. Students are still required to complete a [class schedule worksheet PDF document](#) form listing the classes from which they are withdrawing.

#### **Title IV Policy**

Students who drop or withdraw from their classes will have their student accounts adjusted according to Mott's [tuition refund policy](#). If a student finds it necessary to drop/withdraw during a semester, they must notify the [Registration Office](#) to complete the necessary drop/withdrawal paperwork. For more information see: [MCC Financial Aid](#)

#### **Emergency College Closing**

Website: [Closing Policy](#)

Phone: 810.232.8989

### Disability Services

Email: [disabilityservices@mcc.edu](mailto:disabilityservices@mcc.edu)

Phone: 810-232-9181

Mott Community College is committed to providing equal opportunity for participation in all programs, services, and activities and adheres to Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act, as amended (2008) to provide effective auxiliary aids and services for qualified students with documented disabilities. Requests for accommodations by students with disabilities may be made by contacting Disability Services at 810-232-9181 or on the website at [disabilityservices@mcc.edu](mailto:disabilityservices@mcc.edu). Once your eligibility for an accommodation has been determined, you will be issued an Instructor Notification Letter. Please present Instructor Notification Letters to instructors at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

### MCC Title IX Policy

Email: [titleix@mcc.edu](mailto:titleix@mcc.edu)

Phone: 810-762-0024

Consistent with Title IX of the Education Amendments of 1972, Mott Community College will provide appropriate adjustments and/or support to pregnant and parenting students. With medical documentation from a physician, the adjustments and accommodations may include providing a larger classroom desk or a designated lactation room, allowing frequent trips to the restroom, permitting temporary access to elevators, providing opportunities for making up missed work, allowing the student to submit work after a missed deadline due to absences related to pregnancy or childbirth, or providing a leave of absence for a period of time.

For questions about your rights pursuant to Title IX and other non-discrimination related compliance matters, contact the Title IX Coordinator – Chris Engle, Dean of Enrollment, Retention and Registrar/Title IX Coordinator at 810-762-0024 or at [titleix@mcc.edu](mailto:titleix@mcc.edu).

### Care Team

Website: [www.mcc.edu/care](http://www.mcc.edu/care)

Email: [careteam@mcc.edu](mailto:careteam@mcc.edu)

Phone: 810.762.0439

If you or someone you know needs support, is distressed, or exhibits concerning behavior, help by making a referral to the Care Team. The Mott Community College Care Team is committed to improving the safety and well-being of the college community through proactive and supportive interventions. As your instructor, I may contact the Care Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. You may contact the Care Team by filling out a referral at [www.mcc.edu/care](http://www.mcc.edu/care). In case of an emergency, please call 9-1-1.

### **Additional College Resources**

#### Writing Center

Website: [Writing Center](#)

Phone: 810.762.0229

The Writing Center is sponsored by the [Humanities Division](#) and provides one-on-one assistance to students, faculty and MCC staff with any writing project, from understanding assignments and gathering information, to developing ideas and tightening documents. We believe that writing is a social process, and the Writing Center serves as a place and catalyst to enable that process.

#### Math Empowerment Center

Website: [Math Empowerment Center](#)

Phone: 810.762.0178

The Math Empowerment Center (MEC) was established to offer free math support to MCC students.

#### ITS Help Desk

Phone: 810.762.4357

Email: [2help@mcc.edu](mailto:2help@mcc.edu)

Located in CM 1208 for password reset, Blackboard technical assist, and minor computing technical aid

#### eSupport

Website: [eSupport](#)

Tips and Tricks, Troubleshooting and Tutorials available online for students.

#### Library

Website: [Library](#)

#### Computer Labs

Website: [Lab Hours & Info](#)

#### Tutoring

Website: [Peer Tutoring](#)

#### Learning Center

Email: [learningcenter@mcc.edu](mailto:learningcenter@mcc.edu)

Phone: 810.762.0399

#### Testing Center

Email: [testingcenter@mcc.edu](mailto:testingcenter@mcc.edu)

Phone: 810.762.0406

**PHIL 101 Schedule**  
**Fall 2019**

Week 1 (September 1-7)

Mon. no class- Labor Day  
Wed. in class- Course Intro

Week 2 (September 8-14)

Sun. due- post 1 question about the syllabus on Bb  
Mon. read- Chapter 1- Ethics & Business pgs. 1-20  
Wed. read- Chapter 2- Conventional Morality & Ethical Relativism pgs. 21-42

Week 3 (September 15-21)

Sun. due- Quiz 1 on Bb by 11:59 pm  
Sun. due- Blog Post (BP) 1 on Bb by 11:59 pm  
Mon. read- Chapter 3- Utility & Utilitarianism pgs. 43-60  
Wed. read- Chapter 4- Moral Duty, Rights, & Justice pgs. 61-81

Week 4 (September 22-28)

Sun. due- Quiz 2 on Bb by 11:59 pm  
Sun. due- BP 2 on Bb by 11:59 pm  
Mon. read- Chapter 5- Virtue Ethics & Moral Reasoning pgs. 82-97  
Wed. read- Chapter 6- Moral Responsibility: Individual & Corporate pgs. 98-113

Week 5 (September 29- October 5)

Sun. due- Quiz 3 on Bb by 11:59 pm  
Sun. due- BP 3 on Bb by 11:59 pm  
Mon. read- Chapter 7- Justice & Economic Systems pgs. 114-133  
Wed. read- Chapter 8- American Capitalism: Moral or Immoral? pgs. 134-158

Week 6 (October 6-12)

Sun. due- Quiz 4 on Bb by 11:59 pm  
Sun. due- BP 4 on Bb by 11:59 pm  
Mon. read- Chapter 9- The International Business System, Globalization, & Multinational Corporations pgs. 159-184  
Wed. read- Chapter 10- Corporations, Morality, & Corporate Social Responsibility pgs. 185-210

Week 7 (October 13-19)

Sun. due- Quiz 5 on Bb by 11:59 pm  
Sun. due- BP 5 on Bb by 11:59 pm  
Mon. in class- Essay 1 Prep  
Wed. in class- Exam 1 Practice Test

Week 8 (October 20-26)

Sun. due- Exam 1 on Bb by 11:59 pm

Sun. due- Essay 1 on Bb by 11:59 pm

Mon. read- Chapter 11- Corporate Governance, Disclosure, & Executive Compensation pgs. 211-238

Wed. read- Chapter 12- Finance, Accounting, and Investing pgs. 239-269

Week 9 (October 27- November 2)

Sun. due- Quiz 6 on Bb by 11:59 pm

Sun. due- BP 6 on Bb by 11:59 pm

Mon. read- Chapter 13- Safety, Risk, & Environmental Protection pgs. 270-297

Wed. read- Chapter 14- Whistle-Blowing pgs. 298-318

Week 10 (November 3-9)

Sun. due- Quiz 7 on Bb by 11:59 pm

Sun. due- BP 7 on Bb by 11:59 pm

Mon. in class- Essay 2 Prep

Wed. in class- Essay 2 Prep

Week 11 (November 10-16)

Sun. due- Quiz 8 on Bb by 11:59 pm

Sun. due- BP 8 on Bb by 11:59 pm

Mon. read- Chapter 15- Marketing, Truth, & Advertising pgs. 319-347

Wed. read- Chapter 16- Workers' Rights: Employment, Discrimination, & Affirmative Action pgs. 348-375

Week 12 (November 17-23)

Sun. due- Quiz 9 on Bb by 11:59 pm

Sun. due- BP 9 on Bb by 11:59 pm

Mon. read- Chapter 17- Workers' Rights & Duties Within a Firm pgs. 376-404

Wed. read- Chapter 18- Workers' Rights & International Business pgs. 405-427

Week 13 (November 24-30)

Sun. due- Quiz 10 on Bb by 11:59 pm

Sun. due- BP 10 on Bb by 11:59 pm

Mon. read- Chapter 19- The Information Age: Property & New Technologies pgs. 428-454

Wed. read- Chapter 20- Information, Computers, the Internet & Business pgs 455-479

Week 14 (December 1-7)

Mon. read- Chapter 21- Global Issues & International Obligations pgs. 480-506

Wed. read- Chapter 22- The New Moral Imperative for Business pgs. 507-522



Week 15 (December 8-14)

Mon. in class- Essay 2 Prep

Wed. in class- Exam 2 Practice Test

Week 16 (December 15-21)

Sun. due- Exam 2 on Bb by 11:59 pm

Mon. film viewing- The Big Short

Wed. film viewing- The Big Short

Wed. due- Essay 2 on Bb by 11:59 pm