



## 1. General Information

Course Subject	BUSI
Course Number	2814
Course Title	Business Ethics
Academic Years	2024-2025
Grading Method	Letter

## 2. Instructors

Professor BISHOP, David Lorin  
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Office: 3917 4215  
Subclasses: 1A,2B

## 4. Course Description

Course Description	<p>The purpose of this course is to help you reach your full potential as an ethical leader in your home, workplace, and community. You will likely face a variety of ethical challenges during your life. By drawing on articles, readings, cases, our collective experience, lectures, class discussion, guest speakers, and other material, we will explore ways to deal with such challenges.</p> <p>Ultimately, what we learn in this course will be relevant irrespective of what career path you choose. Most importantly, you should leave this course with a deep belief that you have the ability to influence those around you through your ethical leadership and decision-making. As such, this course will require you to reflect on your own aspirations as you consider the type of influence you want to have as an ethical leader.</p>
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## 5. Course Objectives

1. Improved understanding of the broad nature of ethical issues that arise in a variety of business contexts.
2. Enhanced situational awareness and decision-making skills.
3. Improved leadership skills and understanding of the importance of ethics in becoming an effective leader.
4. Improved research, debate, problem solving, communication, and analytical skills through analysis of ethical problems in both group and individual settings.
5. A better sense of purpose and future aspirations.

## 6. Faculty Learning Goals

- Goal 1: Acquisition and internalization of knowledge of the programme discipline
- Goal 2: Application and integration of knowledge

6. Faculty Learning Goals
Goal 3: Inculcating professionalism
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes						
Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Gain the ability to recognize and analyze ethical issues in business situations.	✓	✓	✓	✓		✓
CLO2. Understand the pervasive nature of ethical dilemmas in a business environment.	✓	✓	✓			✓
CLO3. Develop a leadership vision and inculcate ethical behavior as part of that vision.	✓	✓	✓	✓	✓	✓
CLO4. Demonstrate effective verbal and written communication skills through analysis of case studies and other real-life situations by guiding and contributing to class discussions and through a series of written reflection pieces that inculcate course principles.			✓		✓	✓

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lecture	36	26.5
T&L2. Written Assignments	30	22.1
T&L3. Final Assessment/Final Written Assignment	20	14.7
T&L4. Independent Study	50	36.7
	Total: 136	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Participation and Case Analysis Presentations	Students will be assessed on their participation and case analysis presentation. Additionally, it is expected that there will be substantial discussion during each lecture as well as during role-playing, simulations, and other collaborative activities that we may conduct in class from time to time. Consequently, personal Internet use during class should be limited. We will also occasionally have guest speakers and it is expected that students will be especially focused and engaged on these days. As mentioned above, it is expected that the course will be highly interactive and to ensure meaningful class discussion and shared learning, students need to be well-prepared by	25%	1,2,3,4

## 9. Assessment Methods

	reading assignments prior to class and more importantly, thinking through the implications of what was read before each class. Each student will have the opportunity to present at least one case during the course. Additionally, students will regularly engage in different interactions some of which may be unstructured (e.g., discussion regarding a question that was raised in class) or structured (e.g., a role play situation or presenting a case). Students will be assigned number marks throughout the duration of the course for each activity that qualifies under A1, which will be compiled and analyzed at the end of the semester to comprise their assessment for participation and case analysis presentation. Quality and insight of comments are more valued than the quantity of comments		
A2. Written Assignments	It is expected that students will complete a number of written assignments during the course. Specifically, students will select a book from a list of possible options, and will be responsible to read, reflect, and offer a response to the book in light of course principles. Additionally, students will write two reflection pieces based on core questions that are discussed in class. We will also have guest speakers in the course, and students are required to complete two guest speaker response papers. Detailed information regarding each assignment will be provided during class. Students will receive teacher feedback on these written tasks.	35%	1,2,3,4
A3. Final Written Assignment	Students will summarize and reflect on the learning experience in this class through a final written assignment. Detailed information regarding the final written assignment will be provided during class.	40%	1,2,3,4
A4. Final Exam		0%	

## Assessment Rubrics

A1. Participation and Case Analysis Presentations	Case Analysis (50%) Presentation of Case study (50%)
A+,A,A-	
B+,B,B-	
C+,C,C-	
D+,D	
F	
A2. Written Assignments	Content (60%) and Writing (40%)
A+,A,A-	
B+,B,B-	

Assessment Rubrics	
C+,C,C-	
D+,D	
F	
A3. Final Written Assignment	Content (60%) and Writing (40%)
A+,A,A-	
B+,B,B-	
C+,C,C-	
D+,D	
F	

10. Course Grade Descriptors	
A+,A,A-	Demonstrate evidence of original thought, strong analytical and critical abilities as well as a thorough grasp of the topic from background reading and analysis; should demonstrate excellent organizational, rhetorical and presentational skills.
B+,B,B-	Demonstrate evidence of critical and analytical thinking but not necessarily original in their thinking; show adequate grasp of the topic from background reading and analysis; should demonstrate strong organizational, rhetorical and presentational skills.
C+,C,C-	Demonstrate evidence of a reasonable grasp of their subject but most of their information is derivative, with rather little evidence of critical thinking; should demonstrate fair organizational, rhetorical and presentational skills.
D+,D	Demonstrate evidence of being able to assemble the bare minimum of information, poorly digested and not very well organized in presentation. There is no evidence of critical thinking.
F	Demonstrate evidence of poor knowledge and understanding of the subject, a lack of coherence and organization, and answers are largely irrelevant. Work fails to reach degree level.

11. Course Content and Tentative Teaching Schedule		
Topic/Session	Content	Assignments
1	Course Introduction and the Foundations of Business Ethics <ul style="list-style-type: none"> <li>• Why business ethics?</li> <li>• Ethics and its relationship to philosophy, law, and business</li> </ul>	Participation & Case Analysis Presentations
2	Ethics and the Firm <ul style="list-style-type: none"> <li>• Considering a firm's stakeholders</li> <li>• What is the purpose of business?</li> <li>• Key issues: the environment, sustainability, and governance</li> <li>• The role of organizational culture</li> </ul>	<ul style="list-style-type: none"> <li>• Participation &amp; Case Analysis Presentations</li> <li>• Guest Speaker Reflection</li> <li>• Personal Reflection Piece</li> </ul>
3	Ethics and the Individual <ul style="list-style-type: none"> <li>• Ethical decision-making: what factors influence the choices we make?</li> <li>• Ethical leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Participation &amp; Case Analysis Presentations</li> <li>• Guest Speaker Reflection</li> <li>• Personal Reflection Piece</li> <li>• Book Response</li> </ul>

## 11. Course Content and Tentative Teaching Schedule

- Architect a life with purpose

## 12. Required/Recommended Readings & Online Materials

Reading	Additional course readings will be uploaded to Moodle. I try to incorporate current events as much as possible, so there is a “living” aspect to the course. Those materials will also be uploaded to Moodle.
Textbook	Business Ethics: Ethical Decision Making and Cases, An Asia Edition, David L. Bishop, David S. Lee, O.C. Ferrell, John Fraedrich, and Linda Ferrell (2019, Cengage Learning Asia). (REQUIRED) (electronic version of the book is also available and will be discussed in class)

## 13. Means / Processes for Student feedback on Course

✓	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
✓	Others
	<p>After class queries, email, or scheduled appointments;</p> <ul style="list-style-type: none"><li>• Time permitting, I am happy to discuss questions before/after class or during class breaks.</li><li>• Generally, I am very responsive to email and will normally reply within 24 hours (usually much quicker, unless it's Sunday or I'm traveling). When emailing, please be sure to write as clearly and professionally as possible.</li><li>• I am always happy to meet/chat with students. If you require an appointment, please email first.</li></ul> <p>Informal mid-semester course evaluation conducted by instructor</p>

## 14. Course Policy

**Live an honorable life. Ultimately, you are your reputation.**

### Academic Honesty and Integrity

You are expected to do your own work whenever you are supposed to. Incident(s) of academic dishonesty will NOT be tolerated. Cheating or plagiarism of any kind will result in an automatic F grade for the course plus strict enforcement of all Faculty and/or University regulations regarding such behavior.

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>.

Academic dishonesty is a behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

- a. *Plagiarism* - The representation of someone else's ideas as if they are your own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be acknowledged.
- b. *Unauthorized Collaboration on Out-of-Class Projects* - The representation of work as solely one's own when in fact it is the result of a joint effort.
- c. *Cheating on In-Class Exams* - The covert gathering of information from other students, the use of unauthorized notes, unauthorized aids, etc.
- d. *Unauthorized Advance Access to Assessment Materials* - The representation of materials prepared at leisure, as a result of unauthorized advance access (however obtained), as if it were prepared under the rigors of the exam setting. This misrepresentation is dishonest in itself even if there are not compounding factors, such as unauthorized uses of books or notes.

## 15. Additional Course Information

This course will utilize MOODLE and all key course information is usually posted there. We hope to offer this course inclass during the semester depending on relevant guidelines and the health situation at the time. Any changes to the course will be discussed and shared during the course to ensure we can have a meaningful experience.

Unless you have discussed and received permission from me, please do not record (audio or video) during our course.

If you are late to class, please, please be respectful when entering and finding a seat (i.e., try not to distract your classmates or me when entering). Additionally, please keep unnecessary, non-course related discussion to a minimum, as it can be distracting for both your classmates and me.

Research has shown technology use during class, usually leads to less learning, so please be responsible users of technology.

The course will have a few guest speakers during the semester. Please remember to be engaged and respectful when guest speakers join us.

Every semester, I am asked questions that are covered in the syllabus. If you ask me such a question, I reserve the right to refer you back to the syllabus. If it's still unclear, then please follow-up with me.

**If for whatever reason you are having problems, please communicate such issues to me as early as possible. The longer you wait to inform me of issues you are facing the less options are available.**