

Business Ethics

North Brunswick Township Public Schools

Acknowledgements

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Course Description

Business Ethics is an introductory course that will attempt to increase the students' awareness and understanding of ethical issues in business. Students will learn how to make ethical decisions, not only in the workplace but in every day life. Students will focus on issues such as Social Responsibility, Process of Moral Development, Ethics in The Workplace, New Technologies and Workplace Privacy, Whistle-Blowing, Environmental Protection, Bioethics, and Entertainment and Censorship. This hands-on collaborative course will allow students to analyze ethical cases and be given the opportunity to role-play the many ethical dilemmas that occur in the workplace. Students will learn the ethical decision-making process and arrive at their own moral conclusions. Students will be required to watch and analyze movies that deal with the issues of ethics.

COURSE OF STUDY

Chapter or Unit: 1 Topic: Introduction to Ethics and Social Responsibility

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define ethics and identify ethical and moral principles. - Recognize ethical dilemmas. - Understand ethics and its role in society. - Understand the differences in legally right or wrong actions. - Understand the differences in morally right or wrong actions. - Identify and evaluate sources of ethical beliefs. - Identify similarities and differences in standards of ethics, etiquette, and law. 	<ul style="list-style-type: none"> • Ethics Workbook. • Reading: The Parable of The Sadhu. 	<ul style="list-style-type: none"> • Analyze and answer seven questions requiring ethical decisions. • Debate concepts that are morally right or morally wrong. • Think-Pair-Share of ethical principles or rules that have been personally adopted for your life. • Media Scavenger Hunt for stories or advertisements with ethical issues. • Create an “ethics collage” poster. • Analyze and debate The Parable of The Sadhu. 	<ul style="list-style-type: none"> • Definitions. • Evaluation of student output and/or participation. • Collage poster. • Student portfolio. 	2 Weeks	<p>CTE 9.1 A.1, A.3</p> <p>CTE 9.2 A.1, A.2, A.4, C.1, C.2, D.1, D.2, D.3, D.4</p>

Chapter or Unit: 2 Topic: Process of Moral Development

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the concept of moral development. - Identify the six stages of moral development in The Justice Model. - Identify the three stages of moral development in The Caring Model. - Evaluate strengths and weaknesses in both models. - Apply information from the models to case studies. 	<ul style="list-style-type: none"> • Ethics Workbook. • Song: “Hero”. • Case Study: Juanita. 	<ul style="list-style-type: none"> • Think-Pair-Share: Answer questions pertaining to the song, “Hero”. • Debate whether right and wrong exist in the nature of people. • Develop a social contract representing deepest values and beliefs. • Search for articles, television shows, or movies that illustrate ethical or unethical actions and identify the stages of moral development. 	<ul style="list-style-type: none"> • Critical Thinking Exercises. • Social contract. • Student portfolio. 	<p>2 Weeks</p>	<p>CTE 9.1 A.1, A.3</p> <p>CTE 9.2 A.1, A.2, A.4, C.1, C.2, D.1, D.2, D.3, D.4</p>

Chapter or Unit: 3 Topic: New Technologies and Workplace Privacy

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify current ethical issues regarding today's technologies. - Apply critical thinking skills to questions relevant to computer technology. - Recognize unethical copying and piracy of software and music. - Understand the impact of computer viruses and computer hacking. - Describe ethical guidelines for computer use and identify individual privacy rights. 	<ul style="list-style-type: none"> • Ethics Workbook. • Case Study: Is The Boss Spying Via Technology? • Movie: The Truman Show. 	<ul style="list-style-type: none"> • Debate unethical music and software copying and piracy. • Class discussion and debate of the case studies. • Interview several people who use computers regularly to record computer-related ethical issues. • Develop a Code of Ethics for computer users. • Watch The Truman Show and discuss and reflect upon individual ethical opinions. 	<ul style="list-style-type: none"> • Critical Thinking Exercises. • Evaluation of student output and/or participation. • Code of Ethics. • Self-Reflection writings. • Student portfolio. 	<p>3 Weeks</p>	<p>CTE 9.1 A.1, A.2, 3, A.4, A.4, A.5, B.1, B.2, B.3, B.4, B.5</p> <p>CTE 9.2 A.1, A.2, A.4, C.1, C.2, D.1, D.2, D.3, D.4, D.5</p>

Chapter or Unit: 4 Topic: Ethics in The Workplace

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define business ethics and identify the top 10 reasons for being ethical in the workplace. - Recognize the relationship between ethics and success in business. - Identify ethical issues common in the workplace environment. - Identify employee duties and employee rights. - Understand the ethical and legal consequences of whistle blowing versus employee loyalty. - Understand laws regulating employers and employees. 	<ul style="list-style-type: none"> • Ethics Workbook. • Gandhi’s Seven Sins. • Case Study: The Tobacco Industry. • Movie: The Insider. • Books, articles, Internet. 	<ul style="list-style-type: none"> • Brainstorm for reasons to be ethical in the workplace. • Class discussion and debate of the case studies. • Write a biographical paper about an American leader whose ethics impacted their career or personal life. • Watch The Insider and discuss and reflect upon individual ethical opinions. 	<ul style="list-style-type: none"> • Definitions. • Evaluation of student output and/or participation. • Biographical paper. • Student portfolio. 	<p style="text-align: center;">3 Weeks</p>	<p>CTE 9.1 A.1, A.2, 3, A.4, A.4, A.5, B.1, B.2, B.3, B.4, B.5</p> <p>CTE 9.2 A.1, A.2, A.4, C.1, C.2, D.1, D.2, D.3, D.4, D.5</p>

Chapter or Unit: 5 Topic: Environmental Protection

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define environmental ethics. - Identify ethical issues relevant to the relationship between people and the natural environment. - Evaluate different views regarding environmental ethics. - Evaluate ethical issues relevant to the treatment of animals by humans. - Evaluate differing views of animals and animal ethics. - Analyze current laws and regulations surrounding environmental protection. 	<ul style="list-style-type: none"> • Ethics Workbook. • Case Study: Exxon and Alaska. • Case Study: The Drowning of The Dogs. • Movie: Medicine Man. 	<ul style="list-style-type: none"> • Brainstorm to project living conditions for people, plants, and animals in the year 3000. • Debate “How Should People Treat Animals”. • Class discussion and debate of the case studies. • Watch The Medicine Man and discuss and reflect upon individual ethical opinions. • Choose an environmental topic. Identify the environmental issues and what should be done to address the problem. 	<ul style="list-style-type: none"> • Critical Thinking Exercises. • Reinforcement Exercises. • Environmental issue paper. • Student portfolio. 	<p>3 Weeks</p>	<p>CTE 9.1 A.1, B.1, B.2</p> <p>CTE 9.2 A.1, A.2, A.A.3, A.4, A.5, C.1, C.2, D.2, D.3, D.4, D.5</p>

Chapter or Unit: 6 Topic: Bioethics

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Define bioethics and apply it to current scientific advancements. - Analyze the four categories of euthanasia. - Recognize recent advances and future concerns of genetic engineering. - Learn about future concerns of genetic engineering and their impact on society. - Identify ethical questions and issues relevant to genetic engineering. - Apply critical thinking skills to specific bioethical issues. 	<ul style="list-style-type: none"> • Ethics Workbook. • Case Study: Lou Hansen. • Internet and Current Articles. 	<ul style="list-style-type: none"> • Brainstorm to identify current scientific advancements in bioethics. • Conduct Internet research to find articles or advertisements on recent advances in genetic engineering. • Provide examples for each of the four categories of euthanasia. • Conduct a mock jury trial based on the case study of Lou Hansen. 	<ul style="list-style-type: none"> • Critical Thinking Exercises. • Evaluation of student participation in mock jury trial. • Student portfolio. 	2 Weeks	<p>CTE 9.1 A.1, A.5, B.1, B.2</p> <p>CTE 9.2 A.1, A.2, A.4, C.1, C.2, D.2, D.3, D.4</p>

Chapter or Unit: 7 Topic: Entertainment and Censorship

OBJECTIVES	MATERIALS/ MANIPULATIVES	SUGGESTED ACTIVITIES	ASSESSMENT	PACING	NJ CORE CURRICULUM STANDARD
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify ethical issues relevant to entertainment. - Analyze violence and objectionable content in entertainment. - Define censorship and the principles of legislation. - Learn how to apply the constitution to censorship laws. - Apply critical thinking skills to develop a self-guidance plan in entertainment. 	<ul style="list-style-type: none"> • Ethics Workbook. • Case Study: Beavis, Butthead, and MTV. • Case Study: The Rock Music Warning Labels. 	<ul style="list-style-type: none"> • Participate in Entertainment Opinion Survey. • Brainstorm to ascertain media-related ethical issues. • Debate violence and objectionable content in the media. • Internet research. • Think-Pair-Share: Discuss and debate the case studies. • Apply Critical Thinking Model for ethical issues relevant in entertainment. 	<ul style="list-style-type: none"> • Definitions. • Entertainment Self-Guidance Plan. • Critical Thinking Model. • Student portfolio. 	<p>3 Weeks</p>	<p>CTE 9.1 A.1, A.3, A.5, B.1, B.2, B.3, B.5</p> <p>CTE 9.2 A.1, A.2, A.4, C.1, C.2, D.4, D.5</p>

BUSINESS ETHICS

COURSE PROFICIENCIES

Grades 9-12

2.5 Credits - Semester

Course Description:

Business Ethics is an introductory course that will attempt to increase the students' awareness and understanding of ethical issues in business. Students will learn how to make ethical decisions, not only in the workplace but in every day life. Students will focus on issues such as Social Responsibility, Process of Moral Development, Ethics in The Workplace, New Technologies and Workplace Privacy, Whistle-Blowing, Environmental Protection, Bioethics, and Entertainment and Censorship. This hands-on collaborative course will allow students to analyze ethical cases and be given the opportunity to role-play the many ethical dilemmas that occur in the workplace. Students will learn the ethical decision-making process and arrive at their own moral conclusions. Students will be required to watch and analyze movies that deal with the issues of ethics.

Proficiencies:

Upon completion of this course the students should be able to:

1. Define ethics and identify ethical and moral principles.
2. Understand the differences in legally and morally right or wrong actions.
3. Explain the justice and caring models of moral development.
4. Recognize unethical copying and piracy of software and music.
5. Describe ethical guidelines for computer use and identify individual privacy rights.
6. Recognize the relationship between ethics and success in business.
7. Understand the ethical and legal consequences of whistle blowing versus employee loyalty.
8. Define environmental ethics and recognize civilization's responsibilities toward the planet.
9. Recognize recent advances and future concerns of genetic engineering.
10. Identify ethical questions and issues relevant to genetic engineering.
11. Analyze violence and objectionable content in entertainment.
12. Develop a self-guidance plan in entertainment.

Course Requirements:

Students will be expected to:

1. Maintain a high level of respect for themselves, their classmates, the teacher, and all items within the classroom.
2. Attend class regularly and on time. Class attendance and timeliness will be counted as part of the weekly performance grade.
3. Be prepared each day to actively participate in classroom and group discussions.
4. Demonstrate a cooperative attitude and contribute to the learning process of the class.
5. Read all assigned chapters, articles, and case studies.
6. Complete all assignments.
7. Develop a business ethics portfolio that will count as the portfolio grade.
8. Do what is necessary outside of class meetings to complete assignments.
9. Abide by the district's Acceptable Use Policy for computer use and Internet accessibility.

Evaluation Procedures:

Weekly Grades	10%
Class Participation	20%
Quizzes	20%
Portfolio	50%