

## Seminar – Business & Society (BUS 682):

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San Francisco State University, Fall 2020  
Instructor: Dr. Oscar Jerome Stewart  
Class Time: Wed 12:30-3:15  
Thur 3:30 pm – 6:15 pm / 6:30 pm – 9:15 pm  
E-mail: [stew0259@sfsu.edu](mailto:stew0259@sfsu.edu)

Office Hours via Zoom by appointment. I also am available after our synchronous Zoom Room sessions.

### COURSE DESCRIPTION

Immense problems such as widening inequality and the degradation of the natural environment continue largely unabated. We explore these issues and many others by exploring businesses' role in exacerbating or rectifying those issues. Mainly, we examine *The Responsible Business* and its role in creating *inclusive prosperity*.

This course will be of value for students who are interested in exploring the role of business in the wider society around them. It will differ from (many of) your other business classes by challenging assumptions of prevailing and prominent models of capitalism and by exploring alternative, successful ways to organize business. We will accomplish our goals via a focus on values-based ethical decision-making as well as a (normative) stakeholder management perspective.

1. We begin the class by examining our own purpose as “business” professionals. We do this by reading extensively on values and the role of values in our decision-making.
2. We then examine the purpose of business and the nature of business and capitalism itself. We explore the purpose of these institutions, both descriptively and prescriptively/normatively.
3. Once we have honed in on the purpose of business, we can debate/discuss repurposing what we think Responsible Business looks like today and how it interacts with stakeholders. We then spend the rest of the course considering this idea of repurposing Business. We begin by examining alternate ways of organizing Responsible Business (namely worker cooperatives and B Corps). We then examine how a Responsible Business treats its most important stakeholders, namely its employees, labor in supply chains more generally, its local communities, and the natural environment.

### STUDENT LEARNING OUTCOMES

Our goal is to awaken your ability to reason and engage in moral reflection about the role of business in society.

1. Students will articulate the purpose of business within the context of its ability to deliver inclusive prosperity.
2. Students will demonstrate an ability to think critically, develop morally, and articulate reasoned, informed (i.e. backed up by data) positions on complex and ethical business and legal issues.
3. Students will learn how to debate issues in ways that maintain civility and bring greater clarity and understanding to the various perspectives on an issue.
4. Students will present arguments in a professional and convincing way to hone their written communication skills
5. Students will present case material in a professional and critical manner to hone their oral communication skills.
6. Students will develop individual, organizational, & systemic strategies toward a more cooperative, responsible business.

### MATERIALS REQUIRED

This is a Zero Cost Course. Readings posted on iLearn weekly

## GRADING

Assignment	Point value	Percent of grade
(1) <a href="#">Exams (40 / 50 points)</a>	90	18%
(2) <a href="#">Learning Reflections, 10 pts (10 total, I drop the 2 lowest)</a>	80	16%
(3) <a href="#">Weekly Quizzes, 10 pts (10 total, I drop the 2 lowest)</a>	80	16%
(4) <a href="#">Weekly Participation (9 total, I drop the lowest)</a>	80	16%
(5) <a href="#">Professional Values Project (10/10/30)</a>	50	10%
(6) <a href="#">Group Facilitation</a>	50	10%
(7) <a href="#">Micro-Visual Blog</a>	50	10%
(8) <a href="#">Fireside Chat Reflections (2 chats)</a>	20	4%
<b>Total Points</b>	<b>500</b>	<b>100%</b>
(9) <a href="#">Extra Credit</a>	30 points max	

### Grading scale

93-100%	=	A	73-76.99%	=	C
90-92.99%	=	A-	70-72.99%	=	C-
87-89.99%	=	B+	67-69.99%	=	D+
83-86.99%	=	B	63-66.99%	=	D
80-82.99%	=	B-	60-62.99%	=	D-
77-79.99%	=	C+	< 60%	=	F

SFSU expects at least two hours of study in preparation for each hour of class (see *SFSU Grading Policy and Systems*). So you should expect to spend at least 6 hours per week outside of class to complete work for BUS 682.

### Exams

- Purpose: To recall, explain, and synthesize course material
- There are two exams.
  - They are only exams in format. In spirit, they are take-home assignments that give you a chance to think more systematically about the material. I open each exam on the day of class and you get 24 hours to complete it.
  - The first exam will consist of four short answer questions and 15 multiple-choice questions.
  - The second exam has six short answer questions and 20 multiple-choice questions. The short answer questions cover material from the entire class while the multiple-choice questions will only come from material after exam #1.
  - **There will be material on exams from lectures and that is not in the book or in assigned iLearn readings.** This means that to do well on the exams, you have to come to class. **In addition, content that is in readings but not covered in class will also be on the exams.**
- Each exam is two parts.
  - Part 1 is the development of workplace scripts to handle tough conversations at work. In the weeks leading up to each exam, we will collectively create roughly 10 short answer questions based course material. To prepare for the exams, you should write out answers for each question in the form of a script, persuasively answering the question and creating a script you can return to in the workplace. On the day of the exam, you'll have 24 hours to copy your answers into TurnItIn.
  - Part 2 of each exam is a simple multiple-choice exam. I administer part 2 online, via iLearn. Exams have time limits. You must complete them *alone*.
    - How iLearn Exams Work: I will open the exam during the entire day, i.e. 12:00 am to 11:55pm. *If you are testing when the clock hits 11:55pm, the exam will close and your grade is based on what you have completed to that point.* Students access each exam on the course iLearn site. Once you start an exam, you have *exactly* the time allotted to finish. You cannot start the exam, stop, and finish later.
    - NOTE: Malfunctioning technology is YOUR responsibility. To ensure the exam goes smoothly, prepare early and find a secure internet connection (e.g. coffee shops are not the best idea, whereas a campus computer lab probably has a more reliable internet).

- I give make-up exams only under extraordinary circumstances (e.g., medical emergencies). All decisions regarding make-ups and exceptions, including what constitutes an ‘extraordinary circumstance’, fall under my discretion. Furthermore, for your situation to be considered for a make-up, you **must contact me in advance (i.e., before the scheduled exam).**

## Learning Reflections

- Purpose: To engage with the week’s material and to find intersections and connections between the material. As you read and listen to the material and take notes, you should be connecting the readings, making evaluations, having “aha” moments, etc. These reflections are what make up your writing each class period.
- Deliverables:
  - Reflection paper (submitted on iLearn in the forum for the week)
  - **Due by 11:59 pm the night before class.** I need time to read/skim them before class.
  - Submit this in the Turnitin link under the appropriate class section.
- Requirements: Each reflection (or response) must be 500 to 750 words. Submit in the appropriate forum for each week for your class. Please write it in paragraph form in Microsoft Word and then paste it, so it is legible for the rest of us! Grammar is important. Each reflection should be written better than the last. You get full points if you do your best with grammar and if you attempt to integrate the readings. You’ll get better each week at this. Remember, when you explain an idea that is not your own, be sure to cite the appropriate paper.

## Professional Values Project (2)

- Purpose:
  1. To develop your professional profile
  2. To develop a professional identity via a statement of personal values
  3. To develop and professionally express your core values
- Deliverables:
  1. Part 1 is a 1-on-1 career advising & resume work with [COB Career Services](#) or [CSLD](#) for 10 points. The first 5 points are for having booked an appointment. **Submit evidence of this by 12/13 for another 5 points.**
  2. Part 2 is a succinct ONE paragraph personal values statement to go on the top of your resume and on LinkedIn. This paragraph is a succinct statement about who are you and what values you will bring to an organization (as an employee, a consultant, a partner, etc.), setting you apart from the sea of bland resumes and LinkedIn profiles. **Due on the day of class on 9.23/9.24**
  3. Part 3 is your art project. This project is an artistic representation of your professional values statement (part 2). This piece of art should be a reflection on our class activities so far and should include a manifestation of your moral philosophy. This assignment can take many forms and be as complex as you’d like to make it. **Due on the day of class on 9.23/9.24 (Via FlipGrid link on iLearn)**
    - My hope is that by creating an artistic rendering of your professional values, you’ll give your workplace values more thought and take the exercise seriously.
    - The end result can be whatever you’d like it to be. Students often create: Poems, drawings/paintings (From charcoal to pencil sketches), collages, t-shirt designs, etc.

## Group Facilitation

- Purpose:
  - To apply course knowledge and blend multiple ideas into one coherent facilitation.
  - To demonstrate the knowledge and ideas referenced above in an engaging teaching session.
- I will place each student in a group of four or five (roughly) at the beginning of the semester and assign each group a topic to teach to the class. See iLearn for your assigned case and facilitation day.
- As upper-division students, this facilitation should incorporate your learning thus far at San Francisco State. The skills and knowledge you’ve gained as a college student is more than enough for you to intelligently present to and educate your classmates on a case study.

- Each group’s deliverable is an asynchronous facilitation of roughly 40 minutes. The key consideration should be for you to sufficiently analyze the topic considering the rubric below. Facilitations are an analysis of an issue that \*roughly\* follow a structure of telling the class what the ethical issue is (including pertinent background information), what ought to be the proper action in an ideal world, and how to get to that ideal state.
- **The virtual lesson is due on the Sunday before the week of your material.**
- A five criteria rubric is below:

Criteria (20% each)	Exemplary 90-100%	Good-Adequate 70-85%	Inadequate <70%
<b>(1) Identified issues &amp; concepts, explained significance of issue/case</b>	Very clear; abundant information; well-developed context for discussion	Largely clear, sufficient background for discussion	Concepts and issues remain somewhat unclear; context for discussion is vague
<b>(2) Took a clear position/argument</b>	Excellent insights on subtle nature of the case and implications. Took a stand	General argument that indicates position, no strong arguments.	Tepid argument, attempts at “objectivity” and “neutrality”
<b>(3) Presented in an engaging and professional manner</b>	Group is well-rehearsed and engaging (not boring lecture). Facilitation is professional (e.g. no spelling errors) and includes multiples delivery formats	Sufficient engagement with class, decent material. Facilitation was not as well thought out and not very helpful.	Little rehearsal, lack of engagement, poor facilitation material.
<b>(4) Explored alternative solutions &amp; potential advantages and disadvantages</b>	Recognizes wide range of options, fair and accurate depiction of pros & cons; excellent insights drawn from at least 10 legit sources.***	Some solutions discussed with largely fair & accurate comments on pros and cons. Insights from 10 sources is clear.	Few solutions identified, very little insights about their pros and cons. The presenters clearly did not cover adequate sources.

\*\*\*Note that part of this category’s grade will hinge on your group’s ability to gather robust information on the issue. In addition to whatever sources I provide, your group should identify and use **10 additional sources of data**. You should email the 10 sources to me before your facilitation is due.

## Weekly Participation

- Purpose: to engage in the week’s learning material with each other
- Each week during our Zoom sessions we will have one to two activities that will count toward that week’s participation. These activities will be different every week and can range from creating exam questions in groups to writing tweets summarizing key learning points.

## Quizzes

- Purpose: To demonstrate reading comprehension
- I will assign weekly quizzes. Each quiz is worth 10 points.
- Like the exams, quizzes will be on iLearn. Thus, you will need an electronic device in class (a smartphone, tablet, or laptop). **The quizzes are closed book.** You may [borrow a laptop from the library](#).
- Material on the quizzes comes primarily from the assigned reading for the week. Previous class discussion material is also on the quizzes.
- **The quiz must be completed before class each week. I open it Monday morning until the night before class.**

## Micro-Visual Blogging Project

- **Due on 12.9/12.10.**
- The purpose of this assignment is to develop an Instagram post that will raise awareness and shift public perception about a particular issue related to BUS 682: Business & Society.
- This assignment is an opportunity for you to conduct research about a particular issue and its effect on different stakeholder communities and organizations. This assignment is also an opportunity to engage with a target audience that might be interested in, yet under-informed about, this particular issue.
- This assignment fulfills the following learning objectives:
  - Conduct research to gather and evaluate evidence about a particular issue

- Identify a target audience (including their potential areas of knowledge, curiosity, skepticism, defensiveness, opposition, and resistance)
- Develop strategies for persuading your target audience to shift their perspective and take action
- Deepen skills related to perspective taking, social influence, and strategic communication
  1. To apply course knowledge and blend multiple ideas in a creative manner.
  2. To learn to *professionally* express and explain ideas.
- Specific Instructions
  - Choose an issue that is relevant to BUS 682
  - Conduct background research to learn more about this issue, including relevant research as well as common perspectives and prevailing misconceptions that people tend to hold. Locate a minimum of 5 sources that will help you understand your topic, clearly explain your issue, and provide supporting evidence (e.g., statistics, quotes, organizational examples, current events, anecdotes/testimonials, infographics, photographs, cartoons, memes, etc.). Note: A fun way to check the bias of some of your sources: <https://mediabiasfactcheck.com/>
  - Develop an Instagram post (3-5 images + caption) that includes the following elements:
    4. **An opening statement** where you identify yourself and address your target audience
    5. **Problem statement** that clearly states/explains the core issue, key perspectives, common misconceptions, etc.
    6. **Examples** of the issue from current events and/or organizational case studies
    7. **Call to action** that provides concrete solutions or action items for audience members
  - 3-5 images: The final images for the project can take any artistic form you'd like. The following are common forms for the assignment: paintings, drawings, sculptures, collages, and images either taken from the internet (be careful which images you take) and digital images you create.

### Profe Stew's Fireside Chats

- On 10/18 and 12/6, I'll record two roughly sixty minute fireside chats (or podcasts, we'll see) with two different guests. These guests will be industry experts who will teach us a little bit about their field, answer (pre-prepared) questions from you all, and reflect on our class (e.g., what do they think about worker cooperatives? About capitalism? About discrimination in the workplace? About CSR? Etc.)
- After listening/watching each, you should reflect on the chat/podcast and submit a reflection similar to the weekly reflections (same rubric).

### Extra Credit

- You can earn up to 30 points extra credit.
  - 5 points for completing the welcome survey before 8/29.
  - 3 points for completing the FlipGrid introduction before 8/29.
  - 2 points for putting your picture on iLearn before the second week's Zoom Zoom Room. To get the points, this must be a picture you would use as your professional LinkedIn picture. Just use your cell phone, find a decent background, put on portrait mode, smile, and make it happen.
  - You can get 5 points for watching a documentary and turning in a deliverable (up to you what that is).
  - You can get 5 points for attending a campus activity (virtually) that relates to course material.
  - You can get 5 points for visiting and learning about a worker cooperative.
  - That leaves 5 more points for us to play with during the semester.

## SCHEDULE FALL 2020

Week	Date	Topic & Activities	Pre-class assignments
1	8/26 8/27	- Introduction to course - Foundations & Business Ethics	
2	9/2 9/3	<b>What's your Purpose? Values</b>  <ul style="list-style-type: none"> <li>• Quiz #1</li> <li>• *2 points extra credit if your picture is on iLearn <i>before class</i></li> <li>• Learning reflection #1</li> </ul>	- iLearn Material: 1. <a href="#">Bryan Stevenson</a> , (TED Talk) 2. McFall on Integrity - skip highlighted (academic article) 3. Koehn, Confucian Trustworthiness - skip highlighted parts (academic article)  <u>Optional Learning</u> <ul style="list-style-type: none"> <li>• Buddhist Ethics</li> <li>• Catholicism &amp; Ethics</li> </ul>
3	9/9 9/10	<b>What's your Purpose? Values &amp; Morality (Week 2)</b>  <ul style="list-style-type: none"> <li>• Quiz #2</li> <li>• Learning reflection #2</li> </ul>	- iLearn Material: 1. Yoruba Ethics 2. Business Ethics <ul style="list-style-type: none"> <li>• “Three Questions for Thinking about Ethics”</li> <li>• Approaches to Business Ethics</li> </ul> 3. Indigenous Values & Business Values Alignment (academic article)  <u>Optional Learning (More on iLearn)</u> <ul style="list-style-type: none"> <li>• Greenleaf, Servant Leadership (Skip pages 10 &amp; 11)</li> <li>• GVV Article</li> </ul>
4	9/16 9/17	<b>The Purpose of Business</b>  <ul style="list-style-type: none"> <li>• Quiz #3</li> <li>• Learning reflection #3</li> <li>• Group Facilitation #1: MLM (Due 9/13)</li> </ul>	- iLearn Material: 1. Stout, The Purpose of Business (academic article) 2. Freeman, The New Story of Business (academic article) 3. <a href="#">Blackrock Letter to CEOs (2019)</a> 4. <a href="#">Pitchfork Economics</a> (TED Talk) 5. Group #1 Facilitation – The case of MLMs  <u>Option Learning</u> <ul style="list-style-type: none"> <li>• Friedman - corporate social responsibility (academic article)</li> <li>• Marcoux, (Stakeholder Rejection, support for SVI)</li> <li>• <a href="#">Business Roundtable statement</a></li> <li>• Rethinking the Business Case for CSR</li> </ul>
5	9/23 9/24	<b>Professional Values Project Due (only an appt. for Part 1)</b> <b>(No synchronous class)</b>	
6	9/30 10/1	<b>Re-Purposing Business:</b> - B Corps (Greyston Bakery case)  <ul style="list-style-type: none"> <li>• Quiz #4</li> <li>• Learning reflection #4</li> <li>• Group Facilitation #2: B Corps (Due 9/27)</li> </ul>	- iLearn material: 1. Why Become a B Corp? 2. <a href="#">B Corps (TED Talk)</a> 3. Greyston Bakery Case 4. Group Facilitation on B Corps  <u>Optional Learning</u> (more on iLearn)
7	10/7 10/8	<b>Re-Purposing Business:</b> <b>Organizational-Level Changes</b> - Worker Cooperatives  <ul style="list-style-type: none"> <li>• Quiz #5</li> <li>• Learning reflection #5</li> <li>• Group Facilitation #3: Worker Cooperatives (Due 10/4)</li> </ul>	- iLearn Material 1. Worker Cooperative chapter 2. <a href="#">Cooperative Economics</a> *TEDTalk* 3. Publix Case (skip the sections noted on the PDF) 4. Revolution without Ideology (Short case) 5. Group Facilitation on Worker Cooperatives  <u>Optional Learning (more on iLearn)</u> <ul style="list-style-type: none"> <li>• <a href="#">Cooperative Organization - Stok Organizational Structure</a></li> <li>• <a href="#">Mondragon (35 minute lecture)</a></li> </ul>
8	10/14 10/15	<b>Midpoint Assessment/Exam</b> <b>Fireside Chat #1 (Due 10/18)</b>	

<b>(No synchronous class)</b>			
9	10/21 10/22	<p><b>Labor Rights and Employee Treatment in Responsible Business</b></p> <ul style="list-style-type: none"> <li>• Quiz #6</li> <li>• Learning reflection #6</li> <li>• Group Facilitation #4 : Employee Rights &amp; Treatment during the Pandemic (Due 10/18)</li> </ul>	<p>- iLearn Material:</p> <ol style="list-style-type: none"> <li>1. Bowie (A Kantian approach to respecting humanity)</li> <li>2. Changing nature of employment (Intro, tables)</li> <li>3. <a href="#">CareCentrix - Giving Employees Human Dignity</a></li> <li>4. Group Facilitation on Employees &amp; the Pandemic</li> </ol> <p><u>Optional Learning (More on iLearn)</u></p>
10	10/28 10/29	<p><b>Organizational Discrimination</b></p> <ul style="list-style-type: none"> <li>• Quiz #7</li> <li>• Learning reflection #7</li> <li>• Group Facilitation #5: Sexism at work (Due 10/25)</li> </ul>	<p>iLearn Readings:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Creating a Racially Just Workplace</a></li> <li>2. <a href="#">Whitened Resumes</a> (HBR article)</li> <li>3. <a href="#">Kimberlé Crenshaw on Intersectionality</a> (Ted Talk)</li> <li>4. <a href="#">Gender Inequality at work</a></li> <li>5. Keep Your Mouth Shut About Your Pay!</li> <li>6. Group Facilitation on Gender Discrimination at work</li> </ol> <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> <li>• Sexism in Tech case</li> <li>• Beauty is Beastly</li> <li>• <a href="#">Becoming an antiracist</a></li> <li>• <a href="#">Racial inequality amidst the Pandemic</a></li> <li>• <a href="#">Fragility &amp; Microaggressions</a> (Webinar) (skip to the 5 minute mark, stop after her talk, 51 minute mark)</li> </ul>
11	11/4 11/5	<p><b>The Global Economy in Responsible Business</b></p> <ul style="list-style-type: none"> <li>• Quiz #8</li> <li>• Learning reflection #8</li> <li>• Group Facilitation #6: Human Rights (Due 11/1)</li> </ul>	<p>iLearn Readings:</p> <ol style="list-style-type: none"> <li>1. Wettstein (Silence &amp; Complicity)</li> <li>2. Ciulla (Exploitation)</li> <li>3. Corporations and Human rights</li> <li>4. Group Facilitation on organizations &amp; Human Rights</li> </ol>
12	11/11 11/12	<p><b>(No synchronous class)</b> <b>VETERAN'S DAY (Wednesday)</b> <b>Values-Based Decision-Making Applied: Business &amp; the Local Community (From urban development to gentrification)</b></p> <ul style="list-style-type: none"> <li>• Weekly Quiz #9</li> <li>• Learning reflection #9</li> </ul>	<p>iLearn Material:</p> <ol style="list-style-type: none"> <li>1. <a href="#">The Economist on Housing</a> (short article)</li> <li>2. <a href="#">Moms 4 Housing background</a> (short article)</li> <li>3. <a href="#">Moms 4 Housing KOED</a> (Podcast)</li> <li>4. <a href="#">NPR Interview – The Color of Law</a> (Text or podcast)</li> <li>5. <a href="#">Reimagining Gentrification</a> (Ted Talk)</li> <li>6. <a href="#">Michael Sandel, The limits of markets</a> (Ted Talk)</li> </ol>
13	11/18 11/19	<p><b>Environmental Sustainability in Responsible Business</b></p> <ul style="list-style-type: none"> <li>• Quiz #10</li> <li>• Learning reflection #10</li> <li>• Group Facilitation #7: Fast Fashion</li> </ul>	<p>- iLearn Material:</p> <ol style="list-style-type: none"> <li>1. <a href="#">What Business Students Need to Know on Climate Change</a></li> <li>2. <a href="#">Ray Anderson on Sustainability</a> (Ted Talk)</li> <li>3. H&amp;M reading</li> <li>4. <a href="#">The Deadly Cost of Fashion</a> (Video link)</li> <li>5. Group Facilitation on Fast Fashion</li> </ol> <p><u>Optional Learning</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Fast Fashion</a> (Ted Talk)</li> <li>• Sagoff (Not all Questions are Economic)</li> </ul>
14	11/25 11/26	<b>FALL BREAK for ThanksTaking</b>	
15	12/2 12/3	<p><b>(No synchronous class)</b> <b>Exam #2</b> <b>Fireside Chat #2 (Due 12/6)</b></p>	
16	12/9 12/10	<p><b>(No synchronous class)</b> <b>Creative Project Due (Micro-Visual Blogging)</b></p>	

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## RULES OF THE GAME (THINK OF EACH CLASS AS A BUSINESS MEETING)

### Academic Misconduct

Academic misconduct is defined as follows:

1. **Cheating:** An unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an exam or class exercise); assuming another student's identity to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
2. **Plagiarism:** The unauthorized use (i.e., representing as one's own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
3. **Fabrication:** The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
4. **Deception:** Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.

### Disciplinary Sanctions

Two major types of sanctions may be imposed for any academic misconduct: Academic and Administrative. Academic sanctions are actions concerned with the coursework and grades which are the jurisdiction of the instructor. Administrative sanctions are related to a student's status on campus and are governed by the Office of Student Conduct (OSC). The imposition of one form of sanction will not rule out the imposition of the other.

1. **Academic Sanctions:** Upon verification of academic misconduct by personal observation and/or documentation, an instructor reserves the right to take one or more of the following actions:
  - a. **Reprimand:** A verbal or written notification of unacceptable behavior, violating the student honor code. Reprimand may be considered for any academic misconduct at the discretion of an instructor.
  - b. **Modification of Grade:** A student may be failed in the evaluation instrument (assignment or exam), may receive a reduced course grade, or may fail the course.

**Administrative Sanctions:** Academic integrity is essential to the educational process. Traditional academic practices require that faculty members address cases of academic dishonesty in the classroom. Executive Order 1078, Article III, K, Cases Involving Academic Dishonesty, insists that, in addition, CSU faculty members report any infractions to a central location so that a student can be held accountable for multiple academic violations and the campus can recognize any patterns of misconduct. Cases of academic dishonesty for cheating and plagiarism should be reported to their respective department chairs who should then report it to the Associate Dean or designee of the College. The Associate Dean or designee will then instruct the faculty member to complete the Confidential Faculty Report of Academic Dishonesty form. The form, which goes directly to the OSC, will ask for the following information: names of students, SFSU ID #s, date of incident, class name/number/section, instructor's contact information, type of incident- cheating or plagiarism, etc.

### Housekeeping

- Check your SFSU email *daily* for any announcements, changes, or handouts.
- I reserve the right to modify the syllabus at any time if necessary. I'll announce changes in class, via email, and on iLearn. I may frequently update the syllabus. I would not recommend printing the syllabus. Rather, simply check it regularly on iLearn.
- **Disability access:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The [Disability Programs and Resource Center](http://www.sfsu.edu/~dprc) (DPRC) is available to facilitate the reasonable accommodations process (<http://www.sfsu.edu/~dprc>). The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).



- **Student disclosures of sexual violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:
  - [The SAFE Place](http://www.sfsu.edu/~safe_plc/) - (415) 338-2208 ([http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/))
  - [Counseling and Psychological Services Center](http://psyservs.sfsu.edu/) - (415) 338-2208 (<http://psyservs.sfsu.edu/>)
  - For more information on your rights and available resources: <http://titleix.sfsu.edu>
- **Observance of Religious and Cultural Holidays:** If a conflict exists between important religious/cultural holidays and your course schedule, please consult [Academic Senate policy S19-212](#)
- **Withdrawal from classes:** Students wishing to withdraw from one or more classes during a semester should follow guidelines provided in [Academic Senate policy S19-196](#)
- **Classroom behavior and academic conduct:** Students are expected to uphold SFSU standards of classroom behavior and academic conduct, and should understand the nature and consequences of misconduct
  - [SFSU Student Code of Conduct](#)
  - [LFCoB standards of academic conduct](#)
- **Tutoring and Academic Support Center (TASC) (LIB 220):** For assistance in completing specific assignments or strengthening overall academic skills, contact the [Tutoring and Academic Support Center](#).
- **Student Resources in [Lam Family College of Business](#)**
  - **Career Services and Professional Development Center (BUS 137):** Students wishing assistance with securing internships, part-time employment, or career placement should visit the LFCoB [Career Services & Professional Development Center](#).
  - **Student Success Center (BUS 112):** For information regarding academic advising, graduation, scholarships, study abroad, or the Metro Program, visit the LFCoB [Student Success Center](#).

## Attendance

- Attendance is not only important for exams; it is also important for learning. Class sessions offer you the opportunity to discuss issues and make thoughtful inquiries regarding the material. I expect you to be familiar with the material we discuss in class and to make comments and ask questions. Class sessions cannot be successful without everyone's participation.
- If you miss a class due to illness, employment, personal emergency, business or athletic team travel, or any other reason, you are responsible for getting missed notes from a classmate (so make a friend).
- This class requires active participation. If you miss the class, you miss the learning experience and, perhaps more importantly, you jeopardize the learning of your classmates. If you do not attend class regularly it is unlikely that you will do well on the exams

## Professionalism

- Professionalism and courtesy include a variety of behaviors that are strongly related to your success in the course AND to our classes being fun and informative. I will use your professionalism and citizenship to determine borderline grades; and, in cases of gross unprofessionalism and/or poor citizenship, you may have points deducted from your final grade.
- Be considerate and respectful and make a genuine effort. We will have debates and discussions and it's critical that we all display tact and sensitivity toward others while disagreeing with others in a respectful, professional manner. Additionally, effort matters. Show me that you care about the class and your performance, and I'll do everything I can to help you succeed.
- Academic Standards: Academic Dishonesty applies to all class work - cheating (copying, sharing information, submitting parallel work, or looking at/using another current or past student's work); plagiarism (copying any wording from a source, the text or other books, or internet websites; deception (false information). Academic dishonesty by any student will result in 0 points grading on that assignment and may result in an F (failing grade) in the course. See plagiarism resource on iLearn course home page.
- Respect your colleagues – their personal views, differences, disability, gender, race, sexual orientation, age, culture, ethnicity, political and religious convictions. There is an expectation of your use of appropriate language, tone, and respect for your colleagues and the subject matter under discussion. Respect differing arguments – it is

called learning! This point acknowledges Title IX of the Education Amendments of 1972, and certain other federal and state laws, which prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University.

- Some more ideas that exemplify what a professional class should be:
  - Demonstrate active listening: Put your phone away during class; Take your ear buds out! No laptops at inappropriate times.

Be respectful of our space: Arrive on time, try not to leave early, & don't pack up until we finish.