



# PHIL201

## Business and Professional Ethics

S1 External 2018

*Dept of Philosophy*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	13
<u>Graduate Capabilities</u>	14
<u>Changes from Previous Offering</u>	19

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor

Matthew Millar

[matthew.millar@mq.edu.au](mailto:matthew.millar@mq.edu.au)

Contact via email

Credit points

3

Prerequisites

(12cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description

This unit provides students with an introduction to some of the main ethical issues raised by the activities of businesses and corporations in contemporary society and introduces some central topics in professional ethics. The first part of the unit examines the roles and responsibilities of businesses and corporations in relation to individuals and society. We ask whether corporations have moral responsibilities to stakeholders other than shareholders and examine competing accounts of economic justice related to this question. Other topics in this section include the ethics of discrimination and affirmative action and the influence of business on government. The second part of the unit begins with an examination of the responsibilities of business in relation to the environment. Other topics in this section include justice and globalization, conflicts of interest in medicine, the ethics of advertising, and whistleblowing. This unit is relevant to students in accounting and business studies as well as those in the humanities and social sciences.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate good general knowledge of the major issues in contemporary business and professional ethics

Understand the major ethical concepts and theories that inform the business and

professional ethics literature

Analyse and critically evaluate theories and arguments in the relevant literature

Relate ethical concepts and theories to relevant case studies and current events

Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit

Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

## General Assessment Information

### Unit Requirements and Expectations

#### Attendance

**Attendance at lectures is compulsory for internal students.** Absences must be supported by medical certificates or equivalent.

**Internal students must attend at least 75% (18 of 24) of lectures to be eligible for a participation mark.**

Students who fail to meet the attendance requirements for lectures will receive 0 for participation.

Students can request an exemption from the lecture attendance requirement on grounds of timetable clashes, work commitments or for other reasons the unit convenor deems acceptable. Supporting documentation must be provided. **Exemption requests must be made in writing (email) to the unit convenor by the end of week 3. Requests made after this date will not be accepted.**

**External students:** There is no on-campus session for this unit. External students are expected to contribute to the online discussion board on a regular basis. You will only be eligible to receive a participation mark if you contribute to at least 7 of the 10 weeks. External students who fail to meet the online participation requirement will receive 0 for participation.

**Note:** Online contributions must be made during the relevant week. Late posts will not be accepted.

#### Results

Results shown in iLearn, or released directly by your unit convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](mailto:ask.mq.edu.au).

#### Assignment submission

Written work must be submitted via the PHIL 201 iLearn homepage. A Turnitin link will be made available for each assignment.

Details will be provided with the assignment instructions. Marked work will be returned to

students online.

## Extensions and late penalties

All work must be submitted on time unless an extension has been granted. Requests for extensions must be made in writing BEFORE the due date and will only be considered on serious grounds. Extensions will not be given unless good reasons and appropriate evidence (e.g., medical certificates, counsellor's letters) are presented at the earliest opportunity. Please note that work due concurrently in other subjects is NOT an exceptional circumstance and does not constitute a legitimate reason for an extension.

If the assessment is submitted after the due date and an extension has not been granted then the assessment will have 2% deducted from the student's grade for that task for each day the assessment is late. No assignments will be accepted more than seven 7 days (incl. weekends) after the original submission deadline.

**To obtain an extension you must submit a Special Consideration application.** See below for details.

## Special Consideration Policy

The University recognises that students may experience events or conditions that adversely affect their academic performance.

If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

<https://students.mq.edu.au/study/my-study-program/special-consideration>

Applications must be made within five working days of the assessment task due date. Lodge Special Consideration applications through AskMQ.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through Campus Wellbeing and Support Services.

## Five essential factors of Special Consideration

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Preparation and Engagement</u>	30%	No	weekly
<u>Moral Reasoning Assignment</u>	25%	No	22/03/18
<u>Essay</u>	40%	No	07/06/18
<u>Attendance and Participation</u>	5%	No	continuous

### Preparation and Engagement

Due: **weekly**

Weighting: **30%**

All students are expected to engage with the essential unit readings and lectures on a weekly basis. Each week you will need to review the readings prescribed for tutorial and forum discussions and either provide a discussion topic or answer a question based on the readings.

This task will be assessed by the following criteria: demonstration of familiarity with and understanding of the relevant unit readings and topics; adequacy of discussion topics and answers to questions; understanding of relevant concepts and arguments; written expression.

Further instructions will be provided in a detailed task outline and marking rubric for this task.

On successful completion you will be able to:

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
- Understand the major ethical concepts and theories that inform the business and professional ethics literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

### Moral Reasoning Assignment

Due: **22/03/18**

Weighting: **25%**

All students must complete an initial assignment of 800-900 words. The aim of this exercise is to help you become familiar with the techniques of moral reasoning and to encourage you to think

critically about moral issues in relation to current events. This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A marking rubric and detailed task outline for this task will be supplied on iLearn.

On successful completion you will be able to:

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
- Understand the major ethical concepts and theories that inform the business and professional ethics literature
- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

## Essay

Due: **07/06/18**

Weighting: **40%**

All students must complete an essay of 1800 words. Essays develop your ability to engage with a topic in detail and to express, analyze and organize key ideas clearly and systematically. This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A marking rubric and detailed task outline will be supplied on iLearn.

On successful completion you will be able to:

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
- Understand the major ethical concepts and theories that inform the business and professional ethics literature
- Analyse and critically evaluate theories and arguments in the relevant literature
- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

## Attendance and Participation

Due: **continuous**

Weighting: **5%**

**Tutorials (internal students) and online forums (external students):** Contributions to tutorial and online discussions are an important part of this unit. This means doing assigned readings, coming with questions and engaging constructively with peers. This task will be assessed by the following criteria: demonstration of familiarity with and understanding of the relevant readings and topics; quality of contribution to class/online discussion and group work. A marking rubric and detailed task outline will be supplied for this task on iLearn.

**Note:** Internal students must attend at least 75% of the lectures to be eligible to receive a mark for Attendance and Participation. External students will only be eligible to receive a mark for Attendance and Participation if they contribute online to at least 7 of the 10 tutorial weeks. See General Assessment Information for further details.

On successful completion you will be able to:

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
- Understand the major ethical concepts and theories that inform the business and professional ethics literature
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

## **Delivery and Resources**

### **CLASSES**

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

**Lecture 1: Monday 11.00-12.00**

**Lecture 2: Wednesday 10.00-11.00**

### **REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

All required readings and most supplementary readings are available electronically via Leganto. A link will be provided on the iLearn homepage.

Consult the unit schedule on the iLearn homepage for a week by week outline of required readings and supplementary readings.

### **UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED**

The unit uses the following technology: iLearn, Echo 360, web discussion board, Leganto.

Online units can be accessed at: <http://ilearn.mq.edu.au>

## Unit Schedule

### Week 1

#### Introduction: Ultimate Values, Business and the Professions

##### Essential Reading:

\*\*Peter Singer, 'The Ultimate Choice,' in *How are We to Live? Ethics in an age of self-interest*, (Mandarin: Melbourne, 1995), pp. 1-25.

##### Further Reading:

\*\*Robert Solomon, 'Business Ethics', in Peter Singer (ed.) *A Companion to Ethics*, (Blackwell:Oxford, 1991), pp. 354-365.

\*\*Michael D. Bayles, 'The Professions', in *Professional Ethics*, 1981. Reprinted in Joan C. Callahan (ed.), *Ethical Issues in Professional Life*, (Oxford University Press: Oxford, 1988), pp. 27-30.

### Week 2

#### Ethics and the Nature of Moral Reasoning

##### Essential Reading:

\*\*Stephen Cohen, 'Top-down and Bottom-up Reasoning' and 'Reflective Equilibrium,' in *The Nature of Moral Reasoning*, (Oxford: Oxford University Press 2004), pp. 59-74.

\*\*Joan C. Callahan (ed.), 'Some Major Distinctions and What Morality is Not' and 'Kinds of Moral Principles' in *Ethical Issues in Professional Life*, (Oxford University Press: Oxford), 1988, pp. 10-14 and 19-21.

\*\*Damian Grace and Stephen Cohen, 'Consequentialism', 'Nonconsequentialism', 'Virtue Ethics', and 'Relativism', in *Business Ethics*, (Oxford University Press: Oxford, 2010), pp. 15-27.

##### Further Reading:

James Rachels, *The Elements of Moral Philosophy*, 3<sup>rd</sup> ed., Boston: McGraw-Hill College, 1999. See especially chapters 5, 7, 9 & 10. (Reserve collection) (This is a very accessible introduction to moral philosophy)

\*\*Peter Singer, 'What ethics is: one view', in *Practical Ethics*, (Cambridge University Press, Cambridge, 1979), pp. 8-13.

### Week 3

#### The Social Responsibility of Business: The Narrow View

##### Essential Readings:

\*\*Albert Z. Carr, 'Is Business Bluffing Ethical?' *Harvard Business Review*, January- February, 1968. Reprinted in Tom Beauchamp & Norman Bowie (eds.). *Ethical Theory and Business*, 6th edition, (Prentice Hall, 2001), pp. 501-506.



**\*\*Milton Friedman, 'The social responsibility of business is to increase its profits', *New York Times Magazine*, September, 1970. Reprinted in George D. Chryssides & John H. Kaler, *An Introduction to Business Ethics*, (Chapman & Hall, London, 1993), pp. 249-254.**

**\*\*Mark Dowie, 'Pinto Madness', reprinted in Lisa H. Newton & Maureen M. Ford (eds.). *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society*, 8<sup>th</sup> edition, (McGraw Hill, 2004) pp. 248-262.**

### **Further Reading:**

**\*\*Norman Bowie, 'Changing the Egoistic Paradigm', *Business Ethics Quarterly*, Vol. 1. (Jan., 1991), pp. 1-21.**

Norman Chase Gillespie, 'The Business of Ethics', in

*Profits and Professions: Essays in Business and Professional Ethics*. edited by Wade L. Robison, Michael S. Pritchard, and Joseph S. Ellin (Clifton, NJ. Humana Press, 1983), pp. 133-40.)[This is an interesting critique of Carr's essay. Search author and title of the article to find online versions.]

T. Mulligan, "A critique of Milton Friedman's essay 'The social responsibility of business is to increase its profits'." *J Bus Ethics*, 5(4), (1986) pp.265-269.

## **Week 4**

### **The Social Responsibility of Business: Broader Views and Stakeholder Theory**

#### **Essential Readings:**

**\*\*William M. Evan & R. Edward Freeman, 'A stakeholder theory of the modern corporation: Kantian capitalism'. Reprinted in George D. Chryssides & John H. Kaler, *An Introduction to Business Ethics*, (Chapman & Hall, London, 1993), pp. 254-266.**

#### **Further Reading:**

**\*\*K. E. Goodpaster, 'Business Ethics and Stakeholder Analysis', *Business Ethics Quarterly*, Vol. 1, No. 1. (Jan., 1991), pp. 53-73.**

**\*\*Neil A. Shankman, 'Reframing the Debate between Agency and Stakeholder Theories of the Firm', *Journal of Business Ethics*, Vol. 19, No. 4 (May, 1999), pp. 319-334.**

**\*\*Lynn Stout, 'How Shareholder Primacy gets Corporate Economics Wrong', Chapter 3, *The Shareholder Value Myth: How putting shareholders first harms investors, corporations, and the public*, (Berrett-Koehler Publishers, San Francisco 2012), pp. 33-46.**

Lynn Stout, 'Response: The Toxic Side Effects of Shareholder Primacy', *University of Pennsylvania Law Review*, Vol. 161: 2003, pp. 2003-2023.

## **Week 5**

### **Justice, Markets and Equality**

#### **Essential Reading:**

**\*\*William H. Shaw & Vincent Barry, 'Justice and Economic Distribution', Chap. 3 in Shaw & Barry**

(eds.) *Moral Issues in Business*, 6<sup>th</sup> edition, (Wadsworth, Belmont, CA, 1995), pp. 101-126.

**Further Reading:**

\*\*Richard Norman, 'Arguments for Equality', in *Free and Equal*, (Oxford University Press, Oxford, 1987), pp. 65-88.

\*\*Peter Singer, 'From equality of opportunity to equality of consideration', in Chap. 2 of *Practical Ethics*, (Cambridge University Press, Cambridge, 1979), pp. 34-39.

\*\*Peter Singer, 'Rights and the Market', in *Justice and Economic Distribution*, John Arthur and William Shaw (eds.), Prentice Hall, Inc, (Englewood Cliffs, New Jersey, 1978), pp. 207-221.

\*\*Wilkinson and Pickett, 'Poverty or Inequality?' Chap. 2 of *The Spirit Level: Why Equality is Better for Everyone*, (Penguin Books, London, 2010), pp. 15-30.

**Week 6**

**Ethical Issues in Advertising**

**Essential Reading:**

\*\* Robert L. Arrington, 'Advertising and Behavior Control' in William H. Shaw and Vincent Barry, *Moral Issues in Business*. 8th edition (Belmont, CA: Wadsworth, 2001.) pp. 529-535.

\*\*Richard L. Lippke, 'Advertising and the Social Conditions of Autonomy' in William H. Shaw and Vincent Barry, *Moral Issues in Business*. 8th edition (Belmont, CA: Wadsworth, 2001.) pp. 536-541.

**Further Reading:**

Tom L. Beauchamp, 'Manipulative Advertising,' *Business and Professional Ethics Journal* 3 (Spring/Summer 1984), 1-22.

Damian Grace and Stephen Cohen, Chapter 5, 'Marketing and Advertising Ethics,' in *Business Ethics*. 4<sup>th</sup> edition, (Oxford University Press: Oxford, 2010), pp. 116-143.

David M. Holley, 'A Moral Evaluation of Sales Practices' n William H. Shaw and Vincent Barry, *Moral Issues in Business*. 8th edition (Belmont, CA: Wadsworth, 2001.) pp. 522-529.

Barbara J. Phillips, 'In Defence of Advertising: A Social Perspective,' *Journal of Business Ethics* 16, (1997), pp. 109-118.

**Week 7**

**Business and the Environment**

**Essential Reading:**

\*\*Partick G. Derr and Edward M. McNamara, 'A Word about Ethical Theories' in *Case Studies in Environmental Ethics* xv-xxi, Oxford: Rowman and Littlefield Publishers Incorporated, 2003.

\*\*Joe DesJardins, 'Corporate Environmental Responsibility' in *Journal of Business Ethics* 17, 1998, pp. 825-838.

**Further Reading:**

**\*\*S. Salman Hussain, 'The Ethics of "Going Green": The Corporate Social Responsibility Debate' in *Business Strategy and the Environment* 8, 1999, pp. 203-210.**

Damian Grace and Stephen Cohen, Chapter 8, 'The Environment,' in *Business Ethics*. 4<sup>th</sup> edition, (Oxford University Press: Oxford, 2010), pp. 191-214.

W. Michael Hoffman, 'Business and Environmental Ethics,' *Business Ethics Quarterly* 1, (April 1991), pp. 169-184.

## **Week 8**

### **Corporate Influence on Government**

#### **Essential Readings:**

**\*\*B. Hourigan, 'Who Pays? Political Donations and Democratic Accountability', *IPA Review*, 2006, 58(3), pp. 12-15.**

**\*\*Leonard J. Weber, 'Citizenship and Democracy: The Ethics of Corporate Lobbying,' *Business Ethics Quarterly*, 1996, Vol. 6, 2, pp. 253-259.**

#### **Further Readings:**

Miguel Alzola, 'Corporate Dystopia: The Ethics of Corporate Political Spending,' *'Business and Society*,' 2013 52(3), 388-426.

**\*\*Sally Young and Joo-Cheong Tham, 'Private Funding of Political Parties', Ch. 2 in *Political Finance in Australia: a skewed and secret system?* (Canberra: Australian National University, 2006), pp. 8-35.**

## **Week 9**

### **Industry Relations with the Professions**

#### **Essential Reading:**

**\*\*Wendy Rogers and Angela Ballantyne, 'Justice in Health Research: What is the Role of Evidence-Based Medicine?' *Perspectives in Biology and Medicine* 52, 2, 2009, pp. 188-202.**

**\*\*Dana J, Loewenstein G. A social science perspective on gifts to physicians from industry. *JAMA*. 2003; 290(2):252-255. 15.**

#### **Further Reading:**

##### **a) Relations with the Pharmaceutical Industry**

**\*\*Elliott, C. 2004. Pharma goes to the laundry. *Hastings Cent Rep* 34 (5):18-23.**

**\*\*Elliott, C. 2008. Guinea-pigging: healthy human subjects for drug safety trials are in demand. But is it a living? *New Yorker* 7:36-41.**

**\*\*Healy, D., and D. Cattell. 2003. Interface between authorship, industry and science in the domain of therapeutics. *Br J Psychiatry* 183:22-7.**

**\*\*Wazana A. Physicians and the pharmaceutical industry: is a gift ever just a gift? *JAMA*. 2000;283 (3):373-380.**

## **b) Conflicts of Interest**

**\*\*Carson TL.** Conflicts of *interest and self-dealing in the professions: a review essay*. *Business Ethics Quarterly* 2004; 14 (1): 161-182.

**\*\*David M.** Conflict of Interest. *Encyclopedia of Applied Ethics*, Vol 1 pp 589-595.

**\*\*Pritchard M.** Conflicts of Interest: conceptual and normative issues. *Academic Medicine* 1996; 71 (12): 1305-1313.

**\*\*Stark A.** Comparing conflict of interest across the professions. In Davis and Stark (eds) *Conflict of Interest in the Professions*. NY: OUP; 2001, pp 335-351.

**\*\*Warner TD and Roberts LW.** Scientific integrity, fidelity and conflicts of interest in research. *Current Opinion in Psychiatry* 2004; 17: 381-385.

## **Week 10**

### **Justice and Globalisation**

#### **Essential Reading:**

**\*\*Denis G. Arnold and Norman E. Bowie,** 'Sweatshops and Respect for Persons', *Business Ethics Quarterly*, 2003, Vol. 13, Issue 2, pp. 221-242.

**\*\*Susan Black and Allen Myerson** 'Are Sweatshops Necessarily Evil?' Ch. 16 of Lisa Newton and Maureen Ford (Eds) *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society*, (New York, McGraw-Hill, 2004) pp. 306-315.

#### **Further reading:**

**\*\*Thomas Pogge,** 'Moral Universalism and Global Economic Justice', Chapter 4 of *World Poverty and Human Rights* (Oxford, Blackwell, 2002), pp. 91-117.

**\*\*Peter Singer,** 'One Economy', ch. 3 in *One World – the Ethics of Globalisation*, (Melbourne, Text, 2002), pp.58-119.

**\*\*Joseph Stiglitz,** 'The Promise of Global Institutions', ch. 1 in *Globalization and its Discontents*, (London, Allen Lane, 2002), pp. 3-22.

## **Week 11**

### **Discrimination and Affirmative Action**

#### **Essential Readings:**

**\*\*Richard De George,** 'Discrimination, Affirmative Action, and Reverse Discrimination', Ch. 16 of Richard de George, *Business Ethics*, 4th edition, (New Jersey, Prentice Hall, 1995), pp. 421- 450.

#### **Further Reading:**

**\*\*Edwin C. Hettinger,** 'What is Wrong with Reverse Discrimination?' in W. Michael Hoffman, Robert E. Frederick & Mark Schwartz (eds.) *Business Ethics: Readings and Cases in Corporate Morality*, 4th edition (New York, McGraw-Hill, 2001), pp. 315-322

Madeline E. Heilman, 'Sex Discrimination and the Affirmative Action Remedy: The Role of Sex

Stereotypes,' *Journal of Business Ethics* 16 (1997): 877-899.

Irving Thalberg, 'Themes in the Reverse-Discrimination Debate,' *Ethics* 91 (October 1980): 138-150.

## Week 12

### Ethical Business Models and Moral Managers

#### Essential Reading:

\*\*Leo E. Strine Jr. 'Making it Easier for Directors to "Do the Right Thing"?' *Harvard Business Law Review* Vol. 4, 2, 2014, pp. 235-253.

#### Further Reading:

L.R. Boatright, 'Presidential Address: Does Business Ethics rest on a mistake?', *Business Ethics Quarterly* 9, 1999, pp. 583-592.

John Hendry, 'Morality and Markets: A Response to Boatright,' *Business Ethics Quarterly* 11, 2001, pp. 537-545.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcomes**

- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

### **Assessment tasks**

- Preparation and Engagement
- Moral Reasoning Assignment
- Essay
- Attendance and Participation

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcomes**

- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

### **Assessment tasks**

- Preparation and Engagement
- Moral Reasoning Assignment
- Essay
- Attendance and Participation

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue



knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcome**

- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit

### **Assessment tasks**

- Preparation and Engagement
- Moral Reasoning Assignment
- Essay

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
- Understand the major ethical concepts and theories that inform the business and professional ethics literature

### **Assessment tasks**

- Preparation and Engagement
- Moral Reasoning Assignment
- Essay
- Attendance and Participation

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to



critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Understand the major ethical concepts and theories that inform the business and professional ethics literature
- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

## **Assessment tasks**

- Preparation and Engagement
- Moral Reasoning Assignment
- Essay
- Attendance and Participation

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

## **Assessment tasks**

- Preparation and Engagement

- Moral Reasoning Assignment
- Essay
- Attendance and Participation

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

### Assessment tasks

- Preparation and Engagement
- Moral Reasoning Assignment
- Essay
- Attendance and Participation

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcome

- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit

### Assessment tasks

- Preparation and Engagement
- Moral Reasoning Assignment

- Essay

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcome

- Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit

### Assessment tasks

- Preparation and Engagement
- Moral Reasoning Assignment
- Essay

## Changes from Previous Offering

A new assessment task called Preparation and Engagement replaces the second reading assignment.