Dr Santo D Marabella

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Office hours:  Tues: 11:30am - 12:00pm  
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               Thurs: 4:00pm to 5:00pm  

Notes:  
Other times available by appointment. While students may "drop in" at any time during office hours, scheduled appointments are highly recommended. Please contact Ms. Matuczinski, 610-861-1591, to make an appointment.

Sat, Aug 27, 2005 -- IDIS296.FA05: Welcome!  
Welcome to the coursesite for IDIS 296 - Doing Good at Work with Dr Santo D Marabella! Please familiarize yourself with this site, as it contains all of the relevant information you will need for our course.

Course Description
This course is built upon the premise that organization policies and practices that promote, advance or incorporate “doing good” – that is, philanthropy, ethical codes of conduct, voluntarism, social responsibility, environmental stewardship – are not only the morally correct thing to do, but the right way to conduct oneself at work. In addition, the more individuals in the organization who “do good,” the more likely the organization will succeed on economic, social, and mission-related levels/goals. Students will learn about the philosophy and history of “doing good”, and models for “doing good” at work; they will be engaged in debate about the dilemmas that “doing good” can create; and, they will integrate what they have learned and what they believe to develop their own model for “doing good” that they can work and “live with.”

Course Goals

1. Present an interdisciplinary theoretical framework for reflecting upon a moral life which explores the psychology and philosophy behind charitable and philanthropic works; the dynamic of “free riding”; the role of self-interests and self-preservation in one’s journey in the “world of work”; the rationale for corporate social responsibility; the perceived conflict between “doing good” and the “profit motive.”

2. Help students apply the knowledge from this framework to an analysis of their own past experiences, as a way to understand organizational behavior and as a strategy to build their own model for “doing good” at work.

Course Outcomes

The outcomes that are sought upon the completion of the course are:

Near term:

1. exposure to knowledge about ethics in the workplace that is drawn from social work, management, psychology and philosophy.
2. opportunities to challenge one’s “mental model” about doing good at work
3. identification of one’s position on a continuum that describes the compatibility of doing
good at work and being profitable where one pole is “incompatible” and the opposite pole is “compatible”

4. creation of a personal model for doing good at work

**Longer term:**

1. more conscious, purposeful deliberation to ensure that making decisions at work always consider “doing good” as well as making profit
2. willingness to “witness” for doing good by speaking up, taking initiative, setting examples.

**Course Materials**

**Required Course Textbook:**
Ethics on the Job, Pfeiffer & Forsberg, 3rd edition, 2005

**Required Course Readings:**
Articles found in the "Article Readings" section of this course website

**Required Reference:**

This reference is essential in preparing all written assignments for this course, and should be helpful in preparing assignments for other courses as well.

**Research Guidelines**

**APA Info Link** (50886 Bytes)

It is important that classroom and textbook learning are augmented by literature, data and information that has been obtained or developed by credible, quality outside (in the field or from the "academy") sources.

The Internet is an excellent tool for identifying and acquiring research effectively and efficiently. It can save time and connect you with quality sources of literature and information. However, websites sponsored by organizations or individuals normally have little credibility or value in providing literature or information about anything other than the sponsoring individual or organization. The exception is if the website contains data from professional research studies or projects sponsored by the website owner, in which case it will be clear that the information is research rather than opinion or propaganda.

All research that students do needs to be cited according to the 2001 (5th edition) of the APA Publication Manual.

The research you consult should be listed as citations for References. Unlike citations for Bibliographies that may permit all consulted sources, References include only those sources you have actually used. Citations are listed in a References list at the end of a written work or paper in alphabetical order, with the second line of text indented. Citations listed in the text of your work are listed as (last name and year) e.g. (Smith, 2005) or last name (year) e.g. Ramirez (2005).

**Sample Citation**

Sample APA citation format for the articles in the Article Reading sections of this course website, when you cite them in any assignments:


**Course Expectations**

**Readings**

Students will be responsible for preparing the assigned Reading(s) for each class. Assigned readings are indicated in the "Assignment" column of the Course Schedule. Students should be prepared to discuss Readings on the date listed for that particular topic.
Total Quality Participation

Students are expected to attend all class sessions and participate in class discussions. Participation quality is measured by a student's classroom activity (e.g. responsiveness to questions) and initiative (e.g. preparing additional reading and sharing this with the class).

Students begin the semester with the maximum points possible for Quality Participation. Attendance will be taken and absences recorded. Points will be deducted for each session a student does not attend and does not have an Excused Absence (an illness, a medical or family emergency; a scheduled athletic game/match, a professional obligation). Students are not penalized for Excused Absences which are approved by the Instructor and accompanied by appropriate documentation. Each semester, students are permitted one free pass (absence from class without excuse and for any reason). A free pass may not be used during a class session in which an exam is given, or any group presentation is being made.

In any case, a student should inform the Instructor of anticipated absences in advance (whenever possible) so that it can be determined if an absence will be excused. A student using a free pass should inform the instructor before or after the absence. Also, a student who misses a class session for any reason is responsible for preparing readings, obtaining discussion notes and handouts and completing and submitting (on time) assignments for the session missed.

Grading Policies

Measurement & Grading:

| “RESOLVEDD” Strategy (3-person team, presentation) | 20% |
| Doing Good Model (individual, paper, panel presentation) | 30% |
| Quizzes (2) | 30% |
| Total Quality Participation | 20% |
| **TOTAL** | **100%** |

Numerical & Corresponding Letter Grades:

93 and above - A [Distinguished performance]
Exceptional performance in all aspects of the course; highest level of learning, effort and participation are consistently demonstrated

90 - 92 - A-

86 - 89 - B+ [Very Good]
High levels of learning, effort and participation are often demonstrated

80 - 85 - B [Good]
Sound performance in all aspects of the course

76 - 79 - C+

70 - 75 - C [Average Performance]
Acceptable level of learning, effort and participation are frequently demonstrated

65 - 69 - D [Marginal Performance]
Low or inconsistent levels of learning for most course topics; however, effort and/or participation is demonstrated consistently
64 and below - F
Little or no evidence of an acceptable level of learning, or effort

**Academic Honesty:**
Integrity and honesty are qualities considered to be the "norm" among students. However, any students who choose to deviate from that "norm," risk automatic failure in the course.

**Managing a Marabella Course**

**For Class:**
- Always notify the Instructor in advance if you will be absent from class (if advance notice is not feasible, as soon as possible).
- Ask the Instructor, rather than assume, if anything in class or in this syllabus is unclear.

**For Written Assignments:**
- Do not use title pages or fancy covers.
- Always number pages, beginning with page two.
- Type section headings as described in the syllabus.
- Staple pages. Do not use paper clips.
- Use APA style of citing sources correctly.

If any of the above guidelines are not followed, the paper will be returned and points deducted.

**Student Expectations**

**Expectations of the Course:**
- talk about real-world issues
- ways to promote one's ideas without shutting people down
- discuss ways to become a co-worker that others respect
- add-value to my development as a student and professional
- learn things we can use today
- learn how to deal with problems that arise in the workplace
- be effective without compromising our beliefs
- effective communication throughout the workplace

**Expectations of the Instructor:**
- help us see different perspectives
- personal experiences to give a more realistic perspective
- make us do critical thinking
- give us feedback on ways to improve and our strengths
- be organized and prepared for class everyday
- create an environment where student-to-student learning occurs
- give us a break half-way through the session
- give detailed deadlines related to assignments and tests
- be available during office hours
- be open to new opinions and ideas

Be the Consummate Student
The Consummate Student (22528 Bytes)

Assignments Overview

The following Assignments are required for this course:

- "RESOLVEDD" Strategy (3-person team, presentation, 25%)
- Doing Good Model (individual, paper, panel presentation, 30%)
- 2 Quizzes (format includes multiple choice, short-answer, essay, 30%)
- Total Quality Class Participation (20%)
- Weekly Journal (shared with class; ungraded)

RESOLVEDD Strategy

Each student will participate in a two to three-person team that will present an analysis of one of the cases (#1 to 45) found in Chapter 6 (p. 67-150) of Ethics on the Job. The team will use the RESOLVEDD Strategy (Chapter 3, p. 31-42), paying particular attention to the Checklist found on p. 40-42.

Format

Prepare a 3 to 4 page, typewritten research paper and a 10-minute maximum oral presentation (you will be timed!). The presentation and written paper (which may be in outline form) should be organized according to the following format, and the written paper should also contain the headings listed below:

- **Review**
  - Review the history, background and details of the case.

- **Ethical Problem**
  - State the main ethical problem or issue present in the case.

- **Solutions**
  - List the main possible solutions to the case.

- **Outcomes**
  - State the important and probable outcomes or consequences of each main solution.

- **Likely Impact**
  - Describe the likely impact of each main solution on people’s lives.

- **Values**
**Doing Good Model**

**Background:**
Using the knowledge gained from the course, observations from personal experience and journal reflections of that experience, as well as outside research, students will draft, critique, refine and defend their personal model for doing good.

**Objective:**
To develop a model that you can live and work with that guides you to do good.

**Components:**
List the:
- Theories you have researched that informed your thinking about the development of your model
- ethical principles you believe
- value judgments spawned by your ethical principles
- behaviors – decisions, actions, stances – you will practice as a result of these value judgments
- practical applications of how this model will work at work
- outcomes – costs, benefits and development – that will result

**Format:**
1. This Personal Model for DG (PMDG) will count as the FINAL EXAM. Therefore, all students must attend all presentations of the PMDG, or risk failing the Final Exam.

2. The PMDG will be completed by each student individually in the format of a written paper that will be no more than 10 pages, excluding appendices, exhibits, etc. The paper will be prepared according to the following format and with the following “headings”:
   - Title of Model
   - Theoretical Foundation
   - Ethical Principles
   - Value Judgments
   - Behaviors
   - Applications
   - Outcomes

3. Participate in a panel presentation of PMDG during the last two weeks of the semester.

**Grading:**
The grading for this assignment will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panel Participation</td>
<td>5</td>
</tr>
<tr>
<td>Research</td>
<td>8</td>
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<tr>
<td>Model Development</td>
<td>17</td>
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<tr>
<td>Total</td>
<td>30</td>
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</table>

**Quizzes**
Two (2) quizzes will be given. Format may be short answer, multiple choice, essay. Each quiz will contribute about 15% toward the final grade. [30% of final grade]

**Weekly Journal**
Students will maintain a weekly journal (i.e. containing 16 entries) of reflections on experiences of "doing good" or "observing bad", reactions to readings or outside research, difficulties with learning or resistance to content.

Each entry should be one to two-typed pages. For each entry, there should be two components: content or issue and reflection. The content or issue should constitute 40% of the entry, while 60% of the entry should be constituted by the student's reflection on the content or issue. That is, most of the entry should focus on what the student thinks, feels, and learns about the content.

While the journal will not be graded, all students are required to maintain them as they will be essential for in-class discussion. Each week, a portion of the class discussion will be devoted to student journals. One or more students will be asked to share one of their journal entries with the class.

**Total Quality Participation**
Students will be responsible for meaningful and consistent participation (assumes full class attendance) in class discussions, activities and experiences. Challenging assumptions – including the instructors, their classmates and their own – in productive and respectful ways is inherent to the notion of meaningful participation. [20% of final grade]
I: Meaning of Work - Article #1


I: Meaning of Work - Article #2


I: Meaning of Work - Article #3


II: Doing Good Cuz It Pays Off - Article #4


II: Doing Good Cuz It Pays Off - Article 5


II: Doing Good Cuz It Pays Off - Article #6


II: Doing Good Cuz It Pays Off - Article #7


III: Limitations of an Economics-Based Model - Article #8


III: Limitations of an Economics-Based Model - Article #9


III: Limitations of an Economics-Based Model - Article #10


III: Limitations of an Economics-Based Model - Article #11


IV: Doing Good Cuz It's Right - Article #12


IV: Doing Good Cuz It's Right - Article #13


<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>TEXT</th>
<th>Articles</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30/05</td>
<td>Course Overview</td>
<td>Chapter 1</td>
<td></td>
<td>Review syllabus; discuss Personal Model, RESOLVEDD Strategy and journals</td>
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<td></td>
<td></td>
<td>Process of ethical decision-making</td>
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<td>2</td>
<td>9/06/05</td>
<td>Ethical principles, rights and duties, justice, codes of ethics &amp; ECI</td>
<td>Chapter 1</td>
<td></td>
<td>Assign RESOLVEDD Strategy Teams &amp; topics; schedule group meetings with professor</td>
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<td>(cont’d)</td>
<td>(cont’d) Chapter 2</td>
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<tr>
<td>3</td>
<td>9/13/05</td>
<td>The Meaning of Work</td>
<td>I: #1, 2 &amp; 3</td>
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<td></td>
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<tr>
<td>4</td>
<td>9/20/05</td>
<td>The RESOLVEDD Strategy of ethical decision-making</td>
<td>Chapter 3, 4</td>
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<td>Submit Personal Model outline &amp; references</td>
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<td>5</td>
<td>9/27/05</td>
<td><strong>Quiz #1</strong></td>
<td>II: #4 &amp; 5</td>
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<td>Doing Good Cuz It Pays Off</td>
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<td>6</td>
<td>10/04/05</td>
<td>Doing Good Cuz It Pays Off Applying the RESOLVEDD Strategy</td>
<td>Chapter 6</td>
<td></td>
<td>RESOLVEDD Strategy Presentations A: TBD</td>
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<td>7</td>
<td>10/11/05</td>
<td><strong>FALL BREAK – No Class</strong></td>
<td>III: #8, 9, 10 &amp; 11</td>
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<td>RESOLVEDD Strategy Presentations B, C &amp; D: TBD</td>
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<td>8</td>
<td>10/18/05</td>
<td>Limitations of an Economics-Based Model</td>
<td>Chapter 6</td>
<td></td>
<td>RESOLVEDD Strategy Presentations D, E &amp; F: TBD</td>
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<td>9</td>
<td>10/25/05</td>
<td>Doing Good Cuz It's Right</td>
<td>Chapter 6</td>
<td>IV: #12 &amp; 13</td>
<td>RESOLVEDD Strategy Presentations G, H &amp; I: TBD</td>
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<td>10</td>
<td>11/01/05</td>
<td>Individual Responsibility to Do Good</td>
<td>Chapter 6</td>
<td>V: #14, 15, 16 &amp; 17</td>
<td>RESOLVEDD Strategy Presentations J, K, L: TBD</td>
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<td>11</td>
<td>11/08/05</td>
<td><strong>Quiz #2</strong></td>
<td>Chapter 6</td>
<td></td>
<td>RESOLVEDD Strategy Presentations J, K, L: TBD</td>
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<td>Guest Speakers: Personal Models of Doing Good</td>
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<td>12</td>
<td>11/15/05</td>
<td>Guest Speakers: Personal Models of DG</td>
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<tr>
<td>WEEK</td>
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<td>TOPIC</td>
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<td>13</td>
<td>11/22/05</td>
<td>Guest Speakers: Personal Models of DG</td>
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<td>14</td>
<td>11/29/05</td>
<td>Panel Presentations of Personal Models</td>
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<td>Personal Model final paper due</td>
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<td>15</td>
<td>12/06/05</td>
<td>Panel Presentations of Personal Models</td>
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<tr>
<td>16</td>
<td>12/13/05</td>
<td>FINAL EXAMS</td>
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