



UWS Business Ethics

Monday and Wednesday: 2:30-3:50 PM (We will only have one class during conference weeks)

Instructor: Professor Rourke

Classroom:

Student Hours: Monday and Wednesday 1:15-2:15 PM and by appointment

Email: lrourke@brandeis.edu

Introduction:

This course introduces students to the power of writing as a means of communication and a process of thinking and understanding. As students complete a series of writing assignments, they will engage in a process of reading, drafting, reviewing and revising, working in peer groups and individually with their instructors.

First Year Experience:

UWS is the centerpiece of the First Year Experience, which introduces students to the rich intellectual life of the university. As part of the UWS, students will attend one Critical

Conversation between faculty from different departments. The goals of the Critical Conversations are to build first year cohort identity and introduce students to Brandeis' scholarly discourse and the variety of ways in which our faculty engage with the world and each other. Each seminar will also assign a brief experiential learning activity to expand the boundaries of the conventional classroom. All students taking UWS are encouraged to participate in faculty-led small group discussions as a way to connect with faculty and other members of your cohort.

UWS Goals:

The University Writing Seminar introduces you to the power of writing as a means of communication and as a process of thinking and understanding. You will formulate meaningful arguments, support them with observations and evidence, and convey them clearly and persuasively. You will gain the tools to be a successful and confident writer in any discipline and become an active participant in critical conversations across the University and beyond. Most importantly, these skills will prepare you to engage as an informed citizen in a global society.

UWS Outcomes:

Students will be able to:

- Understand writing as a recursive process of thinking and communication
- Articulate elements of effective writing and integrate them into their own work
- Participate in critical conversations by responding to openings, problems or contradictions in existing scholarship
- Assess their own and others' writing with respect to audience and purpose
- Generate original questions and pursue independent research
- Identify and evaluate sources and use them responsibly
- Develop awareness of disciplinary differences in writing and adapt their writing to different genres and contexts

Required Course Texts

To promote equity and successful outcomes for all students, the Brandeis Writing Program has implemented a zero-cost program. All required materials will be available on latte.

Course Requirements

Major assignment 1: Lens essay. For this essay, you will analyze the film *The Big Short* through the lens of a theoretical essay by Milton Friedman or Karl Marx and make a claim about how concepts from the essay help to shape your understanding of *The Big Short*.

Major assignment 2: Research proposal. After selecting a case study of your choice, you will write an in-depth proposal for your research essay that includes your research questions, a literature review and an annotated bibliography.

Major assignment 3: Research essay. For this assignment you will use your research proposal as a guide to make an argument about how your case study reflects societal norms and values.

Portfolio: At the end of the semester you will assemble all of your work (including pre-draft assignments, rough drafts, final drafts, and peer review sheets) in an electronic Word document and upload it to latte, together with a letter describing how your understanding of yourself as a writer has changed over the course of the semester and the ways that you will use the skills from this class in other disciplines. **This means that you need to save electronically all your writing from the semester.**

Drafting:

Four steps lead up to the final draft of each essay:

- **Pre-draft assignments.** Each essay will be preceded by two or three pre-draft assignments—short pieces of writing designed to help you develop ideas. These assignments will receive either a check or a note telling you to redo the work and will count as part of your overall grade. You can re-submit any work until the end of the unit.
- **First drafts.** You are required to turn in a first draft of each paper. These drafts are important opportunities for you to receive feedback from me and your classmates in

peer review. I do not expect these drafts to be polished, but I do expect them to be complete—otherwise we cannot give you useful advice.

- **Peer Review.** After the first draft of each paper is due you will form a group with two of your classmates and read each other's drafts. In class you will give your partners feedback. I will collect your peer review letters and they will count as part of your grade. These activities increase your sense of audience awareness and give you an opportunity to reflect on the concepts we have discussed in class.
- **Conferences.** Each student will have two twenty-minute zoom conferences with me over the course of the semester, one to discuss the first draft of each major assignment. Attendance is required; missing a conference is the equivalent of missing a class. Sign-up sheets will be distributed in class. Note that we will only have one class during conference weeks.

Class participation: Your consistent participation in class sessions constitutes a significant portion of your grade and is the most critical component of a successful course. Class participation includes:

- Your prompt, prepared, alert, consistent attendance
- The completion of reading assignments by the dates listed in the syllabus
- Your thoughtful contributions to class discussions

Writing Center: The Writing Center offers free online help in two formats: [60 minute face-to-face appointments](#) over Zoom and [an e-Tutoring document drop service](#) for written feedback. Writing Center feedback balances larger writing issues, such as organization and use of evidence, with more mechanical concerns, such as sentence structure and syntax. For both options, feedback will be guided by issues that you raise. Regardless of your chosen format, you will receive clear steps to improve your writing from a trained consultant.

Students who take advantage of this service will receive a form during their tutorial that will entitle them to a 24-hour extension on either the draft OR revision of their essay.

Essays will be due electronically by 11:55 PM on the following day. Only one extension is

allowed per essay (either the draft or revision). Click [here](#) for more information about Writing Center consultations and workshops.

Grades

Researched Essay: 40%

Lens Essay: 25%

Writing Community Membership: 20% (Attendance & Engagement breakdown below)

· Attendance: 10%

· Participation: 10%

Research Proposal: 5%

Portfolio (Pre-Drafts, Peer Letters, Reflective Cover Letter): 10%

Formatting

Please submit all essays to latte in Word (no pdfs!) and to your peers in a google doc. **Microsoft Office is available to all Brandeis students for free.** You can download it from the internet using your Brandeis login. Essays must use 1-inch margins and 12-point Times New Roman font. Do not enlarge your punctuation—I can tell. Essays must have a title and be double-spaced. For every written piece of work please have your name, date, course name and my name in the upper left hand corner.

Late Work, Extensions and Minimum Page Requirements

I am usually willing to offer extensions, given legitimate reasons. **If you are afraid your work will not be completed in time, please contact me more than 24 hours before the due date and arrange for an extension. You are entitled to a 24-hour extension on either the draft OR revision of their essay but not both.** Otherwise, late work, including first submissions, will lead to a reduction of third of a grade per day (B+□B□B- and so on) on the final paper. If a paper is due electronically at 11:55 PM and you submit it at 11:56 PM, it is late. In addition, final papers that do not meet minimum page requirements will receive a third of a grade reduction for each page that the paper falls short.

Writing Community Membership (20%)

Participation (10%)

You are a valued and integral part of our writing community and, as such, have important responsibilities to our class regarding on-time arrival and consistent participation. Your primary obligation is social in nature: your commitment is to our course community and to making it work well. Thus, you are expected to contribute to a community atmosphere that promotes a supportive exchange of insights and ideas. Before class, complete and puzzle over assigned reading and/or viewing and finish all homework and/or other assignments. Since much of our class time will be spent in class activities and workshops, your preparation is critical both to your success and the success of others. While in class, (1) volunteer meaningful comments and contribute to small group discussions to move discussions forward, (2) listen actively, (3) give useful and thoughtful input to members of our writing community, and (4) welcome all community members to share, learn, think, and grow. Each of you has something exceptional to contribute, and we look forward to learning from you.

Attendance (10%)

Your experience in our UWS writing community relies on collective attendance. Studies show that academic student success is highly correlated to attendance. One of the benefits of the UWS is its small class size, and this benefit is best realized when everybody regularly attends. That said, you are permitted to miss up to 3 classes. There is no distinction between excused and unexcused absences. Each additional absence beyond those permitted will lower your attendance grade by one full letter grade. For example, if you miss 4 classes you'd earn a B. If you miss a class, it is your responsibility to get the assignments, class notes, and course changes from a classmate. It is also your responsibility to keep track of and complete the missing work.

Laptops

Bring your laptops to class so that you can access materials on latte.

Academic Honesty

You are expected to be honest in all of your academic work. The University policy on academic honesty is distributed annually in section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty will be forwarded to the Department of Student Rights and

Community Standards. Potential sanctions include failure on the essay, failure in the course and suspension from the University. If you have any questions about my expectations, please ask.

Accommodations

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in class, please see me right away.

Email Etiquette

When you write to me or another professor or professional, please include a greeting (“Dear Professor Rourke”), full sentences, proper punctuation, and your name at the bottom of the email. **Always** include a brief note with an attachment. This is good practice for when you enter the world beyond college.

Teaching Continuity

Current events have reminded us all that campus closures, long-term absences, and other disruptions are possible at any time. As your instructor I will communicate with you about any changes to our course schedule and assignments via email and via our course LATTE page’s “Announcements” section, located near the top of the page. I also expect you to communicate with me about any unforeseen circumstances that might affect your performance in the class. If you have any questions about how unforeseen events might be impacting our course, please let me know in person, via email, or via our LATTE page forum.

Four-Credit Course

Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

SCHEDULE OF CLASSES

Unit 1: Lens essay

Week 1

Mon. Aug 29 Read: Syllabus and introduction to *The Cult of We*

Write: Fill out questionnaire. In addition, bring to class a few answers to the following questions: 1) why do you think I assigned this? 2) What do the authors do that make you want to read the rest of the book? In other words, what tactics do they employ that encourage you to keep reading?

In-Class: Introductions, syllabus, *The Cult of We* introduction, close reading

Wed. Aug 31 Read: “Normative Ethical Theory 1.4” pp. 5-20 (Beauchamp), “2008 Housing Crisis Background,” and *The Big Short* summary

Write: From the Beauchamp reading post to latte a paragraph explaining the different perspectives (such as Utilitarianism) that individuals use to determine what it is that makes acts right. Cite at least one piece of evidence with page number in your response. **Due by Tuesday, 8/30 by 5:00 PM.**

In-Class: Lens assignment sequence, frameworks for ethical problem solving, close reading, what is a lens

NO CLASS MONDAY, SEPTEMBER 5 (LABOR DAY)

Week 2

Wed. Sep 7 Read/Watch: *The Big Short*, “Elements of the Academic Essay by Gordon Harvey,” “What is a good thesis,” and “Motivating Moves under “Lens Unit Handouts” on latte

Write: **Pre-draft 1.1 due on latte on Tuesday, 9/6 by 11:55 PM.** In addition, post to latte two questions you have about *The Big Short*. **Posts are due by 5:00 PM on Tuesday, 9/6.**

In-Class: *The Big Short*, thesis, motive

Week 3

Mon. Sep 12 Read: Milton Friedman's "The Social Responsibility of Business is to Increase its Profits" and pp. 61-74 from Karl Marx and Friedrich Engel's *The Communist Manifesto*

Write: **pre-draft 1.2 reverse outlines due on latte on Sunday, 9/11 by 11:55**

PM--also have them available on your laptop for in-class discussion

In-Class: Friedman and Marx

Wed. Sep 14 Read: *Write Now* essay "The Relative Truth" by Sydney Carim

Write: **Pre-draft 1.3 mini-lens analysis due on Tuesday, 9/13 by 11:55 PM.** In addition, post a paragraph to latte in which you summarize the argument and comment on the ways that the writer integrates the primary and lens texts for the *Write Now* essay. Cite at least one piece of evidence with a page number. Posts are due **on Tuesday, 9/13 by 11:55 PM.**

In-Class: Matching Friedman, Marx, and *The Big Short*, *Write Now*

Email me your motive and thesis by 11:55 PM on Wednesday 9/14. I will respond by Thursday afternoon

Sun. Sept 18 Pre-draft 1.4 (outline) due on latte by 11:55 PM

Week 4

Mon. Sep 19 Read:

Write: Work on lens drafts

In-Class: Citing dialogue, titles, audience, snowman structure, paragraph structure exercise

Wed. Sep 21

Read: Stephen Pinker article on audience

Write: **Lens essay draft with cover letter due on latte by 11:55 and in a google doc to your peers**

In-Class: Introductions and conclusions workshop, audience, comma workshop, career objectives

Week 5

Unit 2: Comparative Genre Analysis (CGA)

Mon. Sep 26 **No class (Rosh Hashana)**

Wed. Sep 28 Read: Your peers' essays. Read/skim: Business and Psychology articles
Write: Write peer letters and mark up peer essays by 11:55 PM on
Tuesday, 9/27. Post peer letters to latte and email them to your peers. Also
take notes on the articles using the worksheet in the CGA assignment
sequence

In-Class: Experiential assignment, revision, passive voice, job cover letter, peer review

Week 6

*****CONFERENCES ON MONDAY (10/3) AND TUESDAY (10/4)*****

Mon. Oct 3 **No class (conferences)**

Wed. Oct 5 No class (Yom Kippur)

Thur. Oct 6 Please indicate the instructor you will interview in the Google document on latte
under "lens handouts" **by 11:55 PM on Thursday, October 6**

Week 7

During the week of October 10, interview one of your professors about the role that writing has played in their personal and professional life.

Mon. Oct 10 No class (Indigenous People's Day)

Tues. Oct 11 **Lens essay revisions and cover letter due to latte by 11:55 PM**

Wed. Oct 12 Read: History and English articles

Write: Take notes about the articles using the assignment sequence worksheet and **post the worksheet to latte with notes on all four articles by 11:55 PM on Tuesday, 10/11.**

In-Class: Comparative Genre Analysis, research assignment sequence, scholarly sources

Attend: Critical Conversation (How our brains can mislead us) at 5:30 in the Sherman Function Hall

Thur. Oct 13 Read: Review CGA article notes

Write: None

Download: Zotero links on our latte page

In-Class: CGA wrap-up, Zotero

Week 8

Mon. Oct 17 **No class** (Shmini Atzeret)

Tues. Oct 18 **Enter the name of your research topic and primary text into the google doc on latte by 11:55 PM on Tuesday, 10/18.** In addition, submit a writeup of the interview with your professor by **11:55 PM on Tuesday, 10/18.**

Wed. Oct 19 Read/Watch: Research proposal guidelines in assignment sequence, sample research proposal on gene editing in "handouts," and watch OREMS (Online Research Education Modules) "brainstorming keywords" and "choosing a database"

Write: Complete OREMS quizzes and **post CGA reflection letter to latte by 11:55 PM on Tuesday, 10/18**

In-Class: Research proposal overview, scholarly sources, evaluating sources, library session

Week 9

Mon. Oct 24 Read: NYT article, “Should College Athletes Get Paid?”
Watch: 3 minute video on “Narrowing your research topic”
Write: **Post your Critical Conversation reflection to latte by 11:55 PM on Sunday, 10/23**

In-Class: Source functions across the disciplines,
narrowing your research topic, writing a literature review

Wed. Oct 26 Read: Research proposal on gene editing and disabilities AND *Write Now* research essay on gene editing and disabilities
Write: Write a two paragraph response to the Write Now essay explaining the author’s argument and how she uses sources to support it. Cite at least one piece of evidence. What was effective and what was less effective?
Due on latte by **5:00 PM on Tuesday, 10/25**

In-Class: *Write Now*, Library session to search for sources for your topic

Between 10/24-10/28, either go to the library research help desk or make an appointment to meet with Laura to find sources for your paper

Week 10

Mon. Oct 31 Read: NYT article “The Epic Rise and Fall of Elizabeth Holmes” (Theranos)
Write: One paragraph response with two or more questions and observations about how this article explores and reflects societal norms and values by **11:55 PM on Sunday, 10/30**

In-Class: Articulating your research project, presentation guidelines, modeling a research essay

Wed. Nov. 2 Read: Your sources and handout on integrating quotations from outside sources
Write: Bring to class a draft of your research proposal (whatever you have so far) that should include at least 3 sources in your annotated bibliography
In-Class: Research proposal workshop, integrating outside sources, summarizing, paraphrasing and quoting, short presentations of paper topics

Thur. Nov. 3 **Pre-draft 2.1 (research proposal) due on latte by 11:55 PM**

Week 11

*****CONFERENCES ON MONDAY (11/7) AND TUESDAY (11/8)**

Mon. Nov 7 No class (conferences)

Wed. Nov 9 Read: None
Write: None
In-Class: Using evidence in different disciplines, counter-arguments

Week 12

Mon. Nov 14 Read: None
Write: **Pre-draft 2.2 (introduction) due on latte by 11:55 PM on Sunday, November 13**
In-Class: Introductions workshop, style exercise

Wed. Nov 16 Read: Harvard's guide to using sources
Write: None
In-Class: Plagiarism Jeopardy

Fri. Nov 18 **Pre-draft 2.3 (outline) due to latte by 11:55 PM**

Week 13

Mon. Nov 21 Read: Portfolio instructions, counter-argument handout

Write: None

In-Class: Short presentations on research paper

Wed. Nov 23 **No class-Thanksgiving break**

Week 14

Mon. Nov. 28 Read: Common Zotero citation errors and how to fix them (handouts),
and review Zotero citation guide

Write: None

In-Class: Common Zotero errors, short presentations on research paper

Wed. Nov 30 Read: None

Write: **Research essay draft with cover letter due on latte by 11:55 PM and in
google doc to your peers**

In-Class: Titles, short presentations on research paper

Friday. Dec 2 Sign up for an **optional** research conference on Tuesday, December 6

Week 15

Mon. Dec 5 Read: Your peers' essays

Write: Peer review letters and comments on their essays due by **5 PM on Sunday,
12/4**. Email your peers their letters and essays and also post the peer letters to latte
by **5 PM on Sunday, 12/4**

In-Class: Peer review, short presentations on research papers

Tues. Dec 6 Optional research conferences

Wed. Dec 7 Read: None

Write: None

In-Class: Wrap-up, discussion on business ethics topic of class choice

Fri. Dec 9 **Portfolios due on latte by 11:55 PM (must be in one document), including: portfolio cover letter, final research cover letter and final research essay. See portfolio handout for order of assignments**



Avoid Plagiarism - Source: Pirillo & Fitz (webcomic)

“The only kind of writing is rewriting”

Ernest Hemingway