

PHIL 3344: Ethical Leadership

The University of Texas At Tyler

Course Information

Semester	Spring 2020
Credit Hours	3
Format	100% Online
Dates	01.13.20 – 02.28.20
Instructor	Jeff Cervantez, PhD
Email	jcervantez@uttyler.edu
Course TA	Mark Howard mhoward6@patriots.uttyler.edu
Phone	none
Office	home office
Office Hours	by appointment
Prerequisites	none
Supervisor	Greg Bock, PhD gbock@uttyler.edu

Course Description

A study of moral philosophy as it applies to leadership and issues in the workplace.

Required Readings

1. Johnson, C. E. (2017). *Meeting the ethical challenges of leadership: Casting light or shadow* (6th ed.). Thousand Oaks, CA: Sage.
2. Various articles, all of which will be posted to the course Canvas site for download

Course Outcomes

Upon completion of the course, students will be able to...

1. Recognize the ethical demands of leadership,
2. explain core moral principles from prominent ethical theories,
3. evaluate the strengths and weaknesses of each ethical theory,
4. apply ethical theories to issues in the workplace,
5. explain prominent normative leadership theories,
6. evaluate each leadership theory,
7. analyze professional case studies for their morally salient features,
8. defend a point of view on a moral issue,
9. list the characteristics of an ethical organization,
10. list the character traits of a good leader,
11. identify the character traits of bad leaders.

Assignments

1. Weekly Reading Quizzes: There are seven quizzes. One quiz for each week. The weekly quizzes are based on the required reading and videos for that week’s module. All quizzes are completed on Canvas. Questions may include T/F, multiple-choice and/or short answer.
2. Weekly Case Study Analysis: Several cases are included at the end of each chapter in the Johnson textbook. Students will select one case per week and post a reflection and analysis of the case study. In doing so, students will make connections with material in the textbook and present their own point of view. Each case study analysis will be posted to Canvas. To complete this assignment students must:
 - a. Write 400 – 500 words. I will not accept less or more. Word counts must be included at the bottom of your post.
 - b. Commentary and analysis only – no summary of case. However, student’s may use Johnson’s discussion questions to launch their own critical inquiry.
 - c. Clear connections made with textbook.
 - d. Parenthetical citations, e.g. (Johnson, 165).
 - e. Comment on, reply to, engage with, at least two of your peer’s posts.
3. Weekly Assignments: Self-assessment and reflection assignments are completed weekly and uploaded to Canvas. More information is available on Canvas about these assignments.
4. Paper: One term paper is submitted at the end of the course. Students will research a famous (or infamous) leader and analyze their virtues and/or vices. This is not just a biography. This is a character analysis that explores a leader’s moral choices and character traits, making connections with material in the course. More information about this assignment will be posted on Canvas.

Assignment Rubrics

1. Weekly Case Study Analysis:

RUBRIC FOR CASE STUDIES	
20 points	<ul style="list-style-type: none"> • Clear point of view • Strong argumentation • Multiple and relevant connections with course readings • Exhibits a tone of respect for other points of view (does not preclude disagreement) • Follows the instructions • Proper citations
19 - 18 points	<ul style="list-style-type: none"> • Clear point of view • Good argument • Some connections with course readings • Exhibits a tone of respect for other points of view (does not preclude disagreement)

	<ul style="list-style-type: none"> • Follows the instructions • Proper citations
17 - 16 points	<ul style="list-style-type: none"> • Point of view may not be clear • Argument may be weak or missing • Possibly only one connection with course readings • Exhibits a tone of respect for other points of view (does not preclude disagreement) • Follows the instructions except for maybe in one case • Proper citations
15 - 14 points	<ul style="list-style-type: none"> • Point of view may not be clear • Argument may be weak or missing • Possibly no connections with course readings • Exhibits a tone of respect for other points of view (does not preclude disagreement) • May not follow the instructions • Citations may be incorrect
13 - 1 point	<ul style="list-style-type: none"> • Point of view may not be clear • Argument may be weak or missing • No connections with course readings • May not exhibit a tone of respect for other points of view • May not follow instructions • Citations may be absent
0 points	<ul style="list-style-type: none"> • Plagiarism or no submission

2. Weekly Assignments:

SELF-ASSESSMENT AND REFLECTION ASSSIGNMENT RUBRIC	
20 points	<ul style="list-style-type: none"> • Complete Assignment • Strong evidence of reflection • Point of view is expressed clearly and in detail
19 - 16 points	<ul style="list-style-type: none"> • Complete Assignment • Strong evidence of reflection • Point of view is expressed clearly but is somewhat underdeveloped
15 - 14 points	<ul style="list-style-type: none"> • Assignment may be incomplete • Reflection may be weak in places • Possibly little evidence of reflection • Possibly point of view is expressed unclearly or with a lack of detail
13 – 7 points	<ul style="list-style-type: none"> • Assignment may be incomplete • Assignment may be weak in more than one place • Possibly little to no evidence of reflection • Possibly incomplete point of view expressed or it is unclear and/or lacks detail
1-6 points	<ul style="list-style-type: none"> • Assignment is deeply inadequate • Reflection may be severely deficient • No evidence of reflection • Point of view is expressed unclearly and/or with a lack of detail
0 points	<ul style="list-style-type: none"> • Plagiarism or not present for presentation • Did not turn in assignment

3. Paper:

TERM PAPER RUBRIC	
140-126	<ul style="list-style-type: none"> • Excellent analysis of leadership qualities • Point of view is expressed clearly • Multiple relevant connections with course material • Exhibits clear understanding of the leader • Solid biography chosen • Cites sources properly • Writing is clear and academic • Guidelines and assignment expectations are followed
125-112	<ul style="list-style-type: none"> • Good biography chosen • Clear analysis of leadership qualities • Point of view is expressed with some clarity • Some connections with course material • Mostly cited properly • Writing is mostly clear and academic • Guidelines and assignment expectations are mostly followed
111-98	<ul style="list-style-type: none"> • Acceptable biography • Somewhat clear analysis of leadership qualities • Point of view is expressed with some clarity • Possibly no or little or inadequate connections with course material • Possibly incorrect or missing citations • Possibly inferior sources used • Possibly partly unclear or nonacademic writing • Possibility guidelines and assignment expectations are not adequately followed
97-84	<ul style="list-style-type: none"> • Poor biography • Analysis of leadership qualities might be unclear or missing • Point of view may not be expressed • Possibly no connections with course material • Possibly no citations or unacceptable sources • Did not adhere to the assignment guidelines
0 points	<ul style="list-style-type: none"> • Plagiarism or not present on assigned day

Grading Scale Percentages

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or below

Grade Distribution

Weekly Quizzes: 25% of Final grade
 Case Analysis Posts: 25% of Final Grade
 Self-Assessments: 25% of Final Grade
 Paper: 25% of Final Grade

Points	Grade
560 - 504	A
503 - 448	B
447 - 392	C
391 - 336	D
335 - 0	F

Reading and Assignments Schedule

Week	Topic	Reading	Assignments
1	Bad Leadership	Johnson, Chapters 1 & 2	1. Quiz 1 2. Case Analysis 1 3. Self-Assessment 1
2	Character and Leadership	Johnson, Chapters 3 & 4	1. Quiz 2 2. Case Analysis 2 3. Self-Assessment 2
3	Ethical Theories	Johnson, Chapter 5	1. Quiz 3 2. Case Analysis 3 3. Self-Assessment 3
4	Ethical Decision Making & Moral Influence	Johnson, Chapters 6 & 7	1. Quiz 4 2. Case Analysis 4 3. Self-Assessment 4
5	Leadership Theories	Johnson, Chapter 8	1. Quiz 5 2. Case Analysis 5 3. Self-Assessment 5
6	Ethical Organizations	Johnson, Chapters 9 & 10	1. Quiz 6 2. Case Analysis 6 3. Self-Assessment 6
7	Meeting the Ethical Challenges of Leadership	Johnson, Chapters 11 & 12	1. Quiz 7 2. Case Analysis 7 3. Self-Assessment 7 4. Paper

Course Policies

1. Plagiarism policy: “Plagiarism” is passing off someone else’s work as your own. This includes the work of your classmates, as well as ideas you might find in books or on the Internet. Consulting outside sources is admirable. Copying and pasting language from outside sources without noting them as a source and/or failing to place direct quotes within “quote marks” is not admirable, and will earn you a zero for the assignment, and/or an F for the course.
2. Late work policy: assignments must be completed on Canvas by the deadline. No late assignments will be accepted. So, no make-up assignments, quizzes or papers are permitted. Please, do not ask. This policy will be waived only under extraordinary circumstances (e.g. a serious illness accompanied by a doctor’s note).
3. Technology policy: We've all experienced this, you are rushing to finish an assignment that is due in an hour and your computer crashes, or you accidentally delete a nearly finished assignment, or the power or the internet went out while you are taking a test, or your cat walks over your keyboard and accidentally submits your quiz when you are not finished.... It's devastating. I know. I've been there. These incident, as unfortunate as they sound, are NOT acceptable excuses to extend a deadline. It is your responsibility as a diligent student to manage your time, plan and make sure that you do not miss deadlines. A responsible student avoids cramming. (Full disclosure here: I am also a crammer and my mind works better when I have a looming deadline over my head, but this still will not excuse my action should I have technical problems.) Always communicate ahead of time with your professor if unforeseen technological issues impact your ability to complete assignments. However, please do not harass or berate your professor, when hours or minutes before a deadline you have technological issues. Remember: A lack of preparation on your part does not constitute an emergency on mine. Should you have technological issues before a deadline, take action right away! I am not an IT expert. So, please do not contact me about technology issues. Contract tech support by phone at 903.565.5555 or email at itsupport@uttyler.edu.
4. Communication policy: The best way to communicate with the instructor outside of class is through Canvas e-mail or during office hours. Students can expect replies within 48 hours excluding weekends and holidays. Students who do not receive a reply within this timeframe should attempt to contact the instructor again.
5. Participation policy: Students are expected to be active in the learning management system (Canvas) by logging into the course regularly, contributing to the discussion forums and discussing material with their peers.

6. Extra credit policy: Extra credit may be offered by the instructor from time to time, but extra credit is not given on demand or by request. Students do not have a right to it; for example, the instructor is not obligated to provide extra credit opportunities that work with a student's schedule or as make-up for a missed opportunity.
7. Final grade policy: Grades are final once the final grade percentage has been posted in Canvas at the end of the semester. No changes will be made unless the instructor has made a mistake. Grades are not bumped up unless the student is within .5% of the next letter grade. For example, an 89.5% is an A. An 89.4% is a B.

Student Support Services

1. Technology Support: Ph: 903.565.5555; Fx: 903.566.7159; email: itsupport@uttyler.edu; web: <https://www.uttyler.edu/it/>
2. Disability Statement: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.
3. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
4. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
5. UT Tyler Counseling Center (903.566.7254)

University Information

1. UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

2. **Campus Carry** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>
3. **UT Tyler a Tobacco-Free University** All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free
4. **Grade Replacement/Forgiveness and Census Date Policies** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:
 - Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
 - Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
 - Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
 - Being reinstated or re-enrolled in classes after being dropped for non-payment
 - Completing the process for tuition exemptions or waivers through Financial Aid.
5. **State-Mandated Course Drop Policy** Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions

must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. **Student Absence due to Religious Observance** Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. **Student Absence for University-Sponsored Events and Activities Revised 01/18** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

7. **Social Security and FERPA Statement** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

8. **Emergency Exits and Evacuation** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.