MGT 166: Business Ethics and Corporate Social Responsibility Syllabus, Spring 2024

Do you want to have a career with a purpose? One where you are doing engaging, well-compensated work that aligns with your values? A career that delivers value to society as well as to your employer? We will show you how you can have a career that meets all these criteria.

Thank you for enrolling in this course. Your teaching assistant and I look forward to working with you and getting to know you in the process. Welcome to the class!

-- Cathy Moran, Lecturer

> *"Corporate social responsibility is a hard-edged business decision. Not because it is a nice thing to do or because people are forcing us to do it... because it is good for our business."*
>
> Niall Fitzerald, Former CEO, Unilever

Course Description

You will explore the challenges inherent in creating and leading organizations that perform well financially as well as environmentally and socially. The course will examine contemporary challenges in ethics, corporate social responsibility (CSR) and sustainability and evaluate the potential and the limits of CSR as part of corporate strategy to promote sustainable development. In class, you will work frequently with your peers to apply what you are learning and solve problems. This is where you will practice the skills needed to engage and influence others.

Learning Objectives

At the conclusion of MGT 166, you will be able to:

1. Demonstrate ethical awareness (the ability to identify moral or ethical issues and the inclination to apply moral reasoning and do something about them).

2. Explain the concepts of corporate social responsibility (CSR) and sustainability, their relevance in business and society today, and make the business case for both.

3. Locate information on and evaluate organizational performance of businesses from a variety of perspectives: financial, social, environmental, and governance.

4. Differentiate the roles played by business, non-governmental organizations (NGOs), governments and standards organizations in CSR and analyze the interactions among these groups.

5. Identify and assess the potential impact of social, economic, and environmental issues and opportunities on a geographic region, an industry, or a business over time.

Additionally, throughout the quarter, you can expect to grow in personal awareness, critical thinking and communication skills, and your ability to work in a team.

Course Information

Spring 2024	Section A00	Section B00	Section C00
Section ID	443017	443045	443046
Class Hours	Tuesdays and Thursdays, 11:00 – 12:20 p.m.	Tuesdays and Thursdays, 2:00 – 3:20 p.m.	Tuesdays and Thursdays, 3:30 – 4:50 p.m.
Location	Otterson Hall 1E107	Otterson Hall 1S113	Otterson Hall 1S113
Final Exam	Tuesday, June 11 11:30 a.m. – 1:30 p.m.	Tuesday, June 11 3:00 – 5:00 p.m.	Monday, June 10 3:00 – 5:00 p.m.
Instructor		Cathy Moran, (760) 822-2741 Office: Otterson Hall 2E111 (in the Undergraduate Programs Office) Office Hours: • T/Th 12:30 – 1:45 p.m., Zoom link • T/Th 5:00 – 5:45 p.m., Zoom link (text if doors locked) Also by appointment. Request an appointment via Canvas email.	

	Section A00	Section B00	Section C00
	Natalie Sokolowska (505) 440-2462	Chloe Margulis (609) 306-1861	Oluwatomi (Tomi) Oginni (626) 421-4449
Instructional Assistants			

Inclusion

My commitment

I will work to foster an inclusive and diverse learning environment where every student feels safe, valued, heard, and empowered to excel. Your instructional assistants know that I expect the same from them. Our commitment includes:

- Respect and Dignity: We will treat all members of this class with respect, courtesy, sensitivity, and consideration, regardless of race, ethnicity, gender, gender identity, sexual orientation, religion, age, nationality, socioeconomic status, neurodivergence, and other dimensions of diversity.
- Open Dialogue: We encourage open and honest discussions about diversity and inclusion, recognizing that everyone has a unique viewpoint shaped by their background and experiences. We aim to create a safe space for sharing and learning from different perspectives.
- Equity and Fairness: Our assessments, activities, and policies are designed to be fair and impartial, providing every student with an equal opportunity to succeed.
- Empathy and Allyship: We encourage students to practice empathy and be allies for one another. This means listening, understanding, and advocating for each other's needs and concerns.

Expectations of you

- Participation: We value active engagement in class discussions and activities. Please share your experiences, ideas, and insights, and be open to learning from others.
- Respectful Communication: Treat your peers, instructors, and instructional assistants with courtesy and respect. Disagreements are an opportunity for growth, but they must be expressed in a constructive and respectful manner.
- Feedback and Accountability: If you believe that any aspect of this course is not aligning with my commitment to inclusion and diversity, please let me know. I am open to feedback and dedicated to continuous improvement.

Active Learning Approach

This course uses a student-centered "[flipped classroom](#)" approach in which the responsibility for learning is on the student, often working in collaboration with classmates and with instructor guidance. In active learning, teachers are facilitators rather than one-way providers of information. The presentation of facts in lecture is deemphasized in favor of class discussion, experiential learning, problem solving, role play, peer-to-peer learning, and peer feedback. Case studies, readings, debates, and individual and small group activities will be used.

Before many class sessions, you will view a videotaped lecture which is not repeated in class. Come to class prepared to apply what you have learned by completing the preparation for each class.

To have a deep understanding of the material in this course and retain your learning, I strongly recommend you **take notes by hand on paper** in class and as you read/watch/listen to materials in preparation for class. Studies show that students who do so have a better understanding of the material and retain twice as much information compared to those who take notes by typing on a device like a laptop.

Class Format

Preparing for Class

- To be successful in this class, it is important that you complete the preparation for each class *before* class. There are generally 2-4 readings, videos, or audios per week. Study guides are provided for all these materials. Frequently, there are pre-class video lectures.
- In the course Schedule at the end of this syllabus and on Canvas, you will see estimates of how long it will take to complete each element of class preparation.
- An abridged presentation will be available on Canvas before class in case you want to use when taking notes. The full presentation shown in class will be available on Canvas at the end of the class day.

In Class

- Class discussions will expand on, integrate, and apply learnings from the class preparation content. Your thoughtful engagement in discussions is a key component of your course grade.
- ***Plan to take notes in class by hand, on paper.*** Electronic devices may not be used in class.

Teamwork

- Throughout the quarter, you will be part of a team. Teams have two significant deliverables for the quarter: a Debate and the Team Project.
- Teams will have several in-class assignments related to their project. Team members are expected to do more work together throughout the quarter outside of the classroom.

Grading

This course is graded on a curve. Scores will be recorded in Canvas throughout the quarter, and at the end of the quarter, course scores will be calculated. A curve will be applied to those course scores to determine course grades.

The table below shows that, with a curve, the threshold for each grade differs from that of the traditional grade scale. Typically, a score for this course *will earn a higher grade* than it would in a course using the traditional grade scale.

	Tradi-tional Scale	Historic Course Scores and Corresponding Grades by Quarter								
		WI24	FA23	SP23	WI23	FA22	SP22	WI22	FA21	SP21
A+	97+	90+	92+	90+	90+	90+	90+	90+	90+	90+
A	94-96	84-89	88-91	85-89	85-89	85-89	86-89	86-89	85-89	85-89
A-	90-93	82-83	85-87	82-84	83-84	82-84	83-85	84-85	83-84	83-84
B+	87-89	78-81	79-84	76-81	78-82	78-81	78-82	79-83	76-82	75-82
B	84-86	74-77	76-78	71-75	72-77	72-77	73-77	74-78	73-75	71-74
B-	80-83	69-73	72-75	67-70	67-71	69-71	69-72	72-73	70-72	69-70
C+	77-79	65-68	70-71	65-66	65-66	66-68	65-68	68-71	64-69	64-68
C	74-76	62-64	62-69	63-64	63-64	62-65	63-64	64-67	60-63	60-63
C-	70-73	57-61	57-61	57-62	57-62	58-61	58-62	59-63	57-59	57-59
D	65-69	54-56	54-56	54-56	54-56	54-57	54-57	54-58	53-56	54-56
F	0-64	0-53	0-53	0-53	0-53	0-53	0-53	0-53	0-52	0-53

Course Grade Percentage by Learning Activity

Class Engagement – 20%
- **Contributions to in-class discussions (14%)**
  - Direct contributions that add significant value to discussions
  - In the News presentation (live or video recorded, up to three during the quarter for credit, time permitting. Up to two points per presentation.)
  - Alternative: Lead a discussion with the instructor during her visiting hours on a topic in CSR or questions on course materials (up to six times for credit during the quarter)
    - Say this is reason for visit when you arrive.
    - State the topic(s) you will lead discussion on.
    - Be prepared to spend up to 15 minutes leading the discussion.
- **Individual assignments, activities, quizzes, and attendance (5%)**
- **Rady Behavioral Lab Studies (1%):** Participate in two studies, each no more than one hour.
- Disrespectful classroom behavior can result in points being deducted.

Applied Learning – 50%
- **Papers (20%):** Submit four papers throughout the quarter, each approximately one page long. This course requirement involves reading (or watching/listening), reflection, and analysis. Detailed instructions are provided for each Paper.
- **Team Debate (10%):** Each team will participate in one debate during the quarter. If a class section is small and therefore has fewer Debates, the class may choose an additional learning opportunity with an assignment.
- **Team Project (20%):** Teams will evaluate the performance of a company and its CSR and make recommendations for improvement. This project has deliverables throughout the quarter and includes a presentation to the class at the end of the quarter. For details on this requirement, read "Team Consulting Project – Requirements and Scoring Criteria", on Canvas.
  - Assignments (3%)
  - Team Consulting Project Paper (10%)
  - Presentation to the Class (7%)

Exams – 30%
- Midterm (10%): comprehensive; multiple choice, true/false, multiple answer
- Final (20%): comprehensive; short answer, multiple choice, true/false, multiple answer

Materials

A variety of readings, audios and videos are used to provide relevant and timely content. You will be accessing materials directly on the web and from sources listed below.

A. Canvas

Canvas is UCSD's online system for class content and management. Log in at coursefinder.ucsd.edu using your UCSD Academic Computer Services username and password. UCSD Extension students should obtain a registration token from Extension's student services or the ACMS Help Desk and register for a Concurrent Enrollment Computer Account.

B. UCSD Library Electronic Course Reserves (Course Reserves)

To access other required readings and material, sign in to Digital Reserves using your Active Directory (AD) login. If you are off campus, you will need to connect to the campus network using a VPN. Find instructions for this on the Connecting from Off-Campus page.

C. Harvard Business Publishing Course Pack

Two required readings for this course are published in a Harvard Course Pack that costs $12.85. Purchase the Course Pack here: https://hbsp.harvard.edu/import/1161879

D. Scantron form 882-E

You will need five Scantron form 882-E (or compatible forms), sharpened #2 pencils and an eraser for quizzes and exams. These forms may not be available on campus, so buy them early. Your team may want to buy a package and share them.

E. Recommended books to help you improve your communication skills
1. Sbertzer, Margaret. The Elements of Grammar. Pearson, September 11, 1996.
2. Garner, Bryan A. The HBR Guide to Better Business Writing: Engage Readers,Tighten and Brighten, Make Your Case. Boston, MA: Harvard Business Review Press, January 29, 2013.

Course Policies

Classroom

- You are expected to attend every class and be ready to begin at the time the class begins. You are also expected to stay until the end of class. If you are ill, do not come to class.
- Use of technology in the classroom is not allowed. This includes cell phones and their cameras. An exception is for in-class work when the instructor gives permission for its use. You will be advised to bring a laptop or tablet for these classes.
- Cell phones are to be turned off, put away, and out of site during class.
- Food and drinks, except for water, are not allowed in Rady School classrooms.

Course Work

- All student submissions must be primarily the independent thoughts and ideas of the student writer(s).
- Late penalties apply to work submitted after the deadline for submission.
- When content is from a source other than those assigned in the course, attribution must be included via a footnote and/or bibliography. (Use the Modern Language Association (MLA) citation method.)
  - Use of artificial intelligence-based resources and text generators (e.g., ChatGPT, GPT-4, Bing, CheggMate, Sudowrite, Jasper AI, Bard, Chinchilla, LLaMA) in any context for this course is prohibited. It is academic misconduct and will result in disciplinary action.

- o Use of third party crowdsourced online learning platforms (e.g., Chegg, Course Hero, Course Sidekick, StudyBlue, StuDocu) is prohibited. Posting your work for MGT 166 to one of these platforms is a violation of academic integrity and will result in disciplinary action.

- Using information summarized or annotated by someone else (e.g., Wikipedia) is unacceptable. Gathering information from these sites is essentially obtaining analyses done by someone else rather than doing the work yourself. You may use such sites to identify primary sources of information and then use those sites if credible.

- You will submit most of your work via Canvas. Files must be in Microsoft Word (.doc or .docx), PDF (.pdf), or Microsoft Powerpoint (.pptx) file format. Work that is unreadable due to the use of an unaccepted file format will not be accepted. NOTE: Apple's .pages is not an accepted format.

Other Policies

- Canvas "Announcements" are used frequently to communicate with you. You are responsible for reading announcements which are sent to you via email so plan on checking your email at least daily. Check your Canvas notifications settings to be sure you get announcements.

- The course syllabus is subject to change. If a change is made, you will be notified. Students are responsible for knowing the content in the revised syllabus.

- If you have a scheduling conflict, it is your responsibility to resolve it. For example, if you are enrolled in a class that has a final exam at the same time as your MGT 166 final exam, you are responsible for resolving the conflict so that you can take your MGT 166 exam as scheduled.

- The deadline for disputing a score is two weeks after the score is posted. Discrepancies must be addressed with the instructor via email before this deadline.

- Respect copyrights. All course materials are protected by copyright and by university policy[1]. Examples of course materials are lectures, presentation files, Canvas content, quizzes, and tests. Picture taking and other image capture of course content is not permitted.

- You may take notes and make copies of course materials for your own use and to share only with other students enrolled this quarter in the same course section that you are enrolled in. You may not reproduce, sell, distribute or display (post/upload) lecture notes, recordings, or course materials or allow others to do so without the written consent the instructor. Course materials and derivative works[2] (e.g., Quizlets, flash cards) may not be posted to the internet or shared with others.

Academic Integrity

Academic Integrity is expected of everyone at UC San Diego. This means that students must be honest, fair, responsible, respectful, and trustworthy in all their actions. Lying, cheating or any other forms of dishonesty, as well as facilitating these actions by another person, will not be tolerated because they

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[1] UCSD Ownership of Course Materials Policy available here: https://copyright.universityofcalifornia.edu/resources/ownership-course-materials.html. Use of these materials is restricted, and sale prohibited as per the "Use of Recordings of Course Presentations" University of California Policy.

[2] Derivative work refers to content that comes from another copyrighted work. Derivative works may only be created with the permission of the copyright owner or from works in the public domain.

undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help someone else get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions which can include an F in this class and suspension or dismissal from the University. If a student is unsure if an action is okay, they should ask the instructor, TA/Tutor or the Academic Integrity Office. View the complete UCSD Policy on Integrity of Scholarship.

If you become aware of someone committing or facilitating academic misconduct, report your suspicion to the instructor or tell the Academic Integrity Office via https://academicintegrity.ucsd.edu/take-action/report-cheating/form-student-report.html.

By taking this course, students agree that all required projects, assignments, and other work submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity.

Academic Accommodations

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities. Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department IN ADVANCE of any exams or assignments.

Learning and Academic Support

Rady Undergraduate Advising *Meet with an Academic Advisor during drop-in advising or by scheduling an appointment.*	**Office of Academic Support & Instructional Services (OASIS)** *Intellectual and personal development support*
Course Reserves Information *Find supplemental course materials.*	**Writing Hub Services in the Teaching + Learning Commons** *One-on-one online writing tutoring and workshops on key writing topics*
English Language Resources *For visiting students who would like to improve their English language reading, writing, listening, and speaking/conversation skills.*	**Tutoring – Content** *Drop-in and online tutoring through the Academic Achievement Hub*
Ask a Librarian: Library Support *Chat or make an appointment with a librarian to focus on your research needs.*	**Student Success Coaching Program** *Peer mentor program that provides students with information, resources, and support in meeting their goals*
Triton Transfers *Supporting transfer students with resources, services, and programs*	

Support for Well-being and Inclusion

Basic Needs at UCSD
Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@.ucsd.edu | basicneeds@ucsd.edu | (858) 246-2632

Counseling and Psychological Services (CAPS)
Confidential counseling and consultations for psychiatric service and mental health programming.

Triton Concern Line
Report students of concern: (858) 246-1111

Office for Students with Disabilities (OSD)
Supports students with disabilities and accessibility across campus.

Undocumented Student Services
Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence.

Office of Equity, Diversity, and Inclusion
As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus.
(858).822.3542 | diversity@ucsd.edu

Office for Prevention of Harassment & Discrimination
Provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination: ophd@ucsd.edu |(858) 534-8298

CARE at the Sexual Assault Resource Center *provides confidential assistance for sexual and gender-based violence:* sarc@ucsd.edu |(858) 534-5793

Get Involved
Student organizations, clubs, service opportunities, and many other ways to connect with others on campus

Schedule

Color key: Team Project; Paper; Debate; Individual Assignment; Quiz/Exam

Week	Date	Complete the following before class	Learning Objectives and In-class Activities
Week 1	Class 1 TUES 4/2	**Read** (on Canvas) (70 mins) 1) Syllabus (60 mins) 2) Paper 1 Instructions (10 mins) **Watch** Pre-class Video Lecture A (17 mins) **Verify** that you can access the course material on electronic reserve. Instructions are in this Syllabus in the "Materials" section, item B. **Look through** the content in the "Resources" module on Canvas (10 min) **Sign up** with the Rady Behavioral Research Lab.	Learning Objective 2

Week	Date	Complete the following <u>before</u> class	Learning Objectives and In-class Activities
Week 1	Class 2 THUR 4/4	**Read** 1) Study Guide for "How to Speak Up About Ethical Issues at Work" and White-collar Crime audio (10 mins) 2) "How to Speak Up About Ethical Issues at Work" (Course Reserves) (15 mins) **Listen to** "To the Point - The Psychology Behind White-collar Crime", available on Canvas (9 mins) **Watch** 1) Pre-class Video Lecture B in Media Gallery on Canvas (36 mins) 2) "A Guide to Critical Thinking" video (9 mins)	Learning Objectives 1, 2, and 5
Week 2	MON 4/8	**Submit Paper 1** by 11:59 p.m. See Paper 1 instructions on Canvas.	Learning Objectives 1, 2, and 5
	Class 3 TUES 4/9	**Read** 1) Study Guide for Union Carbide Case Study on Canvas (10 mins) 2) Union Carbide Case Study Part A in Harvard Course Pack (90 mins) **Watch** Pre-class Video Lecture Q on Canvas (13 mins) **Prepare for a quiz** on the Union Carbide case study and course content to date (30 mins) **Bring** a Scantron 882-E and a #2 pencil for the quiz.	Learning Objectives 1, 2, 3, 4, and 5 **Quiz**
	Class 4 THUR 4/11	**Read** 1) Study Guide for Thinking in Systems, on Canvas (10 mins) 2) "Thinking in Systems", pages 11 – 17, up to "Bathtubs 101". (Course Reserves) (15 mins) 3) Paper 2 Instructions (10 mins) **Watch** Pre-class Video Lectures C and E on Canvas (52 mins)	Learning Objectives 1, 2, 3, 4, and 5
Week 3	Class 5 TUES 4/16	**Read** 1) Study Guide for What is Life Cycle Assessment (10 mins) 2) What is Life Cycle Assessment? (20 mins) 3) List of companies to choose from for Team Project (10 mins) **Watch** 1) Pre-class Video Lecture G on Canvas (11 mins) 2) Video "Which Bag Should You Use?" (5 mins) 3) "CSV: Competitive Advantage through Social Impact" (26 mins)	Learning Objectives 1, 2, 3, 4, and 5 **Teams created and work together.**
	WED 4/17	**Submit** your team's ranked list of company preference for team project by 11:59 p.m.	

Week	Date	Complete the following <u>before</u> class	Learning Objectives and In-class Activities
	Class 6 THUR 4/18	**Read** 1) Team Project Instructions on Canvas (20 mins) 2) Team Contract assignment instructions on Canvas (10 mins) **Prepare for a quiz** on creating shared value and course content to date (30 mins). **Bring** a Scantron 882-E and #2 pencil to class.	Learning Objectives 1, 2, 3, 4, and 5 **Quiz** **Team assignment**
	FRI 4/19	**Submit Team Contract assignment** by 11:59 p.m.	Learning Objective 1
Week 4	MON 4/22	**Submit Paper 2** by 11:59 p.m. See Paper 2 instructions on Canvas.	Learning Objectives 1, 2, 4, and 5
	Class 7 TUES 4/23	**Watch** Pre-class Video Lectures F on Canvas (mins TBD) **Read** Team Project Financial Analysis assignment instructions (10 mins)	Learning Objectives 1, 3, 4, and 5 **Team assignment**
	Class 8 THUR 4/25	**Read** 1) Debate A materials (on Canvas) (20 mins) 2) Team Project Business Model assignment instructions (10 mins) **Prepare** questions to ask during the debate	Learning Objectives 1, 2, 3, 4, and 5 **Debate A** **Team assignment**
	FRI 4/26	**Submit Financial Analysis and Business Model assignments** by 11:59 p.m.	Learning Objectives 3 and 5
Week 5	Class 9 TUES 4/30	**Read** 1) Study Guide for "What Is a Benefit Corporation?" (10 mins) 2) "What Is a Benefit Corporation?" (in Course Reserves) (5 mins) 3) Debate B materials (on Canvas) (20 mins) **Watch** Pre-class Video Lecture J Canvas (time TBD) **Prepare** questions to ask during the debate	Learning Objectives 1, 2, 3, 4, and 5 **Debate B** **Individual assignment**
	Class 10 THUR 5/2	**Read** 1) Study Guide for "Towards a Circular Economy…" (10 mins) 2) Ellen MacArthur Foundation, "Towards a Circular Economy: Business Rationale for an Accelerated Transition" (in Course Reserves) (90 mins) 3) Debate C materials (on Canvas) (20 mins) 4) Paper 3 Instructions (10 mins) **Watch** 1) Butterfly diagram animation (<5 mins) 2) Ray Anderson: The business logic of sustainability (17 mins) **Prepare** questions to ask during the debate	Learning Objectives 1, 2, 3, 4, and 5 **Debate C**

Week	Date	Complete the following <u>before</u> class	Learning Objectives and In-class Activities
Week 6	Class 11 TUES 5/7	**Prepare** for the midterm exam. **Bring** Scantron 882-e form, sharpened #2 pencils, and eraser	**Midterm Exam**
	Class 12 THUR 5/9	**Watch** <u>Circular Business Models 1 and 2</u> (<9 mins)	Learning Objectives 1, 2, 4, and 5
Week 7	Class 13 TUES 5/14	**Watch** Pre-class Video Lectures D (23 mins) and K (30 mins) on <u>Canvas</u> **Read** Team Project CSR Issues and Research Plan assignment instructions (10 mins) **Work as a team** to draft CSR issues using the team's research. Begin listing data/information to be collected about the company and competitors. (60 mins)	Learning Objectives 1, 2, 3, 4, and 5 **Team assignment**
	WED 5/15	**Submit CSR Issues and Research Plan assignment** by 11:59 p.m.	Learning Objectives 1, 3, and 4
	Class 14 THUR 5/16	**Read** 1) Global Reporting Initiative (GRI) Content. See the Study Guide for specifics. (90 mins) 2) Team Project Data Collection assignment instructions (10 mins) **Watch** Pre-class Video Lecture L on <u>Canvas.</u> (13 mins)	Learning Objectives 1, 2, 3, 4, and 5 **Two team assignments**
	FRI 5/17	**Submit Paper 3** by 11:59 p.m. See Paper 3 instructions on <u>Canvas</u>. **Submit Data Collection assignment** by 11:59 p.m.	Learning Objectives 1, 2, 3, 4, and 5
Week 8	Class 15 TUES 5/21	**Read** 1) Study Guide for Loop case study (10 mins) 2) "Loop: Eliminating Single-Use Plastic through Reusable Packaging and the Circular Economy", (<u>Harvard Course Pack</u>) (45 mins) 3) Debate D materials (on <u>Canvas</u>) (20 mins) 4) Paper 3 Instructions (10 mins) **Prepare** questions to ask during the debate **Prepare for a quiz** on "Loop: Eliminating Single-Use Plastic…" and course content to date (30 mins) **Bring** a Scantron 882-E and a #2 pencil for the quiz.	Learning Objectives 1, 2, 3, 4, and 5 **Quiz** **Debate D**
	Class 16 THUR 5/23	**Watch** Pre-class Video Lectures M and N on <u>Canvas</u> (30 mins total) **Read** 1) Debate E materials (on <u>Canvas</u>) (20 mins) 2) Team Project Analysis, Recommendations, and Success Metrics assignment instructions (10 mins) **Prepare** questions to ask during the debate	Learning Objectives 1, 2, 3, 4, and 5 **Debate E** **Team assignment**

Week	Date	Complete the following <u>before</u> class		Learning Objectives and In-class Activities
	FRI 5/24	**Submit Analysis, Recommendations, and Success Metrics assignment** by 11:59 p.m.		Learning Objectives 1, 2, 3, 4, and 5
Week 9	SUN 5/26	**Optional Extra Credit - Submit** the Irresponsible Marketing assignment by 11:59 p.m. (30 mins)		Learning Objectives 1 and 2
	Class 17 TUES 5/28	**Watch** Pre-class Video Lectures M and N on Canvas (30 mins total) **Read** Debate F materials (on Canvas) (15 mins) **Prepare** questions to ask during the debate		Learning Objectives 1, 2, 3, 4, and 5 **Debate F** **Individual assignment**
	WED 5/29	**Submit Paper 4** by 11:59 p.m. See Paper 4 instructions on Canvas.		
	Class 18 THUR 5/30	**Read** 1) Study Guide for "The 5 most important races for the Arctic" (10 mins) 2) "The 5 most important races for the Arctic" (in Course Reserves) (10 mins) **Listen to** Russia is sending crude through the Arctic to China (4 mins) **Watch** Pre-class Video Lecture P on Canvas (13 mins)		Learning Objectives 1, 2, 3, 4, and 5 **Individual assignment** Final Exam Review
Week 10	SUN 6/2	**Submit** Team Project paper and presentation files by 11:59 p.m. See instructions on Canvas.	**Team Project paper and presentation files due before the end of the day**	
	Class 19 TUES 6/4	Practice Team Project Presentation	Learning Objectives 1, 2, 3, 4, and 5 **Team Project Presentations** **Submit Evaluations of Student Presentations**	
	Class 20 THUR 6/6	Practice Team Project Presentation	Learning Objectives 1, 2, 3, 4, and 5 **Team Project Presentations** **Submit Evaluations of Student Presentations**	