

# **BUS 351 - 1**

## **Corporate Social Responsibility**

Number of credits: 3

Prerequisite:  
BUS 201, PH 202, or REL 372

Semester: Winter 2015  
Days: Wednesday and Fridays  
9:45 – 11:00 a.m.  
Room: L2084

Instructor: Randy Poon  
Email: rpoon@ambrose.edu  
Phone: 403-410-2000 (ext. 6513)  
Office: L2055  
Office hours: • Wednesday and Friday  
11:15—12:30  
• Wednesday  
1:00—2:00  
• By appointment

### **Course Description:**

Businesses are facing increasing stakeholder pressure to respond to societal expectations on how businesses should operate in a more environmentally friendly and socially responsible manner. This course examines corporate social responsibility (CSR) from multiple perspectives. It focuses on identifying the tensions between business and societal goals, addressing the major social responsibilities of business in the context of globalization, and creating shared value through CSR strategies. Through the use of case studies, students will be exposed to CSR issues across various industries and countries, and will be expected to develop solutions for responsible management practices.

### **Important Dates:**

- First day of classes: January 7, 2015
- Registration revision period: January 18, 2015
- Last day to request revised examination: March 2, 2015
- Last day to withdraw from course: March 20, 2015
- Last day to apply for time extension for coursework: March 30, 2015
- Last day of classes: April 10, 2015

**Final Exam: Thursday, April 16**  
**Time: 9:00 – 12:00**  
**Room: L2100**

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## Expected Learning Outcomes:

The course has two primary objectives. The first objective is to provide students with an overview of corporate social responsibility (CSR), its history, what it is becoming, how it is being implemented, its role in corporate strategy and creating shared value, along with some of the key issues facing companies and their implementation of these strategies.

The second objective is to continue the process of developing each student's business skills. Key skills or competencies include: critical thinking and problem solving; verbal and written communication skills; team work; personal initiative; and ethical, social, and global awareness. To help students develop these skills, the course will involve group work, case study analysis and presentations, class discussions, and guest lecturers working in the field of CSR and shared value.

## Course Requirements and Evaluation:

Course grading and evaluation will be conducted according to the following:

<b>Corporate Social Responsibility Report</b>	15%
<b>Group Case Studies</b>	25%
<ul style="list-style-type: none"><li>• Each case study will be worth 12.5%</li><li>• The grade will be based 65% on report; 35% on presentation</li></ul>	
<b>Midterm Exam</b>	20%
<b>Final Exam (non-cumulative)</b>	25%
<b>Class Participation/Attendance</b>	15%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

## Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. All electronically submitted written assignments (i.e., briefing notes, case study write-ups and analysis) must be submitted in Word or Pages format (and **NOT** as PDF files). Note: this doesn't apply to presentations. Assignments submitted late may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

## Textbook and Readings:

### Required:

Visser, W. (2011). *The age of responsibility: CSR 2.0 and the new DNA of business*. London: Wiley.

### Selected required readings:

Chandler, D. & Werther, W.B. (2014). *Strategic corporate social responsibility: Stakeholders, globalization, and sustainable value creation*. Thousand Oaks, CA: Sage.

The *Case Study Method Outline* will be posted in Moodle

Additional assigned readings (TBD)

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## **Outline:**

### **Corporate Social Responsibility Report**

Each student will undertake a scholarly research and writing project culminating in a fully researched and documented paper on any topic of your choosing within the field of Corporate Social Responsibility or Shared Value. Your paper must be thoroughly researched and must demonstrate your engagement with the scholarship on your subject. It must follow correct APA or MLA style for documentation and citation of your sources. You should have at least ten scholarly sources in your paper. You are also free to cite from web-based sources provided that these are in addition to the ten scholarly sources.

The length of this paper is to be around 4000 words (about 12 pages), double-spaced, 12-point font, 1-inch margins and is due in Moodle (by 11:59 p.m.) on Tuesday, April 7th, 2015. Late papers will not be accepted. The written portion of this assignment is worth 15% of your final grade.

I will serve as a project advisor to each you. I will read your first draft, make suggestions for revision, and provide timely benchmarks for building the paper sequentially over the term.

#### **Topics**

Topics should be chosen by February 6, 2015. Feel free to meet with me to discuss the topic.

#### **Provisional Thesis**

Your provisional thesis should emerge while completing your working bibliography. The working thesis should be drafted and submitted no later than February 27, 2015.

### **Group Case Studies**

There will be two group case studies that will bring further depth to the lecture and reading material.

Each case study will involve a written analysis (following the structure and the formatting set out in the *Case Study Method Outline* which will be posted in Moodle) and a 12-15-minute, in-class presentation. The written reports should be between 12-14 pages, 12-point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page, and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles.

The in-class presentations should summarize your analysis and recommendations for the case study. Please pay attention to the grading rubric as to what I am looking for when presenting. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

## Assignment Rubrics:

### Grading Rubric – Written Reports (includes Case Studies)

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
<b>Purpose and Content (30%)</b>	The written document has a well-developed and supported thesis. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	The written document has a workable thesis. Arguments are mostly supported. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	The written document has some elements of a thesis but it is largely undeveloped or unclear. Arguments are somewhat supported. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The written document is lacking in elements required with many gaps in the information presented. Arguments are not supported. The assignment needs more details on every level (main ideas, specific ideas, and examples).
<b>Critical Thinking (30%)</b>	Goes above and beyond identifying the most obvious issues and arguments and raises intriguing issues that are well supported. Challenges existing assumptions. Thoughtfully and thoroughly analyzes and evaluates alternative (beyond the major) points of view	Raises all the key issues and identifies relevant arguments (largely the most obvious ones) and their pros and cons. Offers thorough analyses and evaluations of the major points of view.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not address the key issues and does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
<b>Structure and Organization (20%)</b>	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.

<b>Mechanics (20%)</b>	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise. All arguments are properly cited.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work. Most arguments are properly cited.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Paper lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.
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*Grading Rubric – Case Study Presentations*

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
<b>Communication and Delivery (50%)</b>	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.

<p><b>Creativity, Graphics, Structure and Mechanics (50%)</b></p>	<p>Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.</p>	<p>A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation. Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation has between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors</p>
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## Class Participation and Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either nonprofit or for-profit). The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

### Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Attendance (50%)</b> (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Misses no more than one class (100%); misses two or three classes (85%)	Misses four classes (75%).	Misses five classes (60%)	Misses six classes (40%); misses seven or more classes (0%)
<b>Group Discussions and Contribution Quality (50%)</b> Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.  Uses electronic devices for non-class related purposes or distracts others through use of electronic devices (0%).

### Grade Summary:

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	Good
80% to 84%	B+	
76% to 79%	B	
72% to 75%	B-	Satisfactory
68% to 71%	C+	
64% to 67%	C	
60% to 63%	C-	Minimal Pass
55% to 59%	D+	
50% to 54%	D	
0% to 49%	F	Failure

## Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	Text chapters
Jan 7 <sup>th</sup>	Course Overview	
Jan 9 <sup>th</sup>	Definitions of CSR	Assigned readings
Jan 14 <sup>th</sup>	The Ages and Stages of CSR	Visser, Ch. 1-3
Jan 16 <sup>th</sup>	The Ages and Stages of CSR	Visser, Ch. 4-5
Jan 21 <sup>st</sup>	CSR: Whose Responsibility?	Selected readings from Chandler & Werther, Ch. 3
Jan 23 <sup>rd</sup>	Principles of CSR: Creativity	Visser, Ch. 6-7
Jan 28 <sup>th</sup>	Principles of CSR: Scalability	Visser, Ch. 8
Jan 30 <sup>th</sup>	Principles of CSR: Responsiveness	Visser, Ch. 9
Feb 4 <sup>th</sup>	Principles of CSR: Glocality	Visser, Ch. 10
Feb 6 <sup>th</sup>	Principles of CSR: Circularity CSR Paper Topic due in Moodle	Visser, Ch. 11
Feb 11 <sup>th</sup>	Guest Lecture – CSR in Practice (note: dates may vary depending upon availability of guest speaker)	
Feb 13 <sup>th</sup>	Midterm Exam	
Feb 16-20	No Classes: Reading Break	
Feb 25 <sup>th</sup>	Strategy and CSR	Selected readings from Chandler & Werther, Ch. 2
Feb 27 <sup>th</sup>	Strategy and CSR CSR Paper Thesis due in Moodle	Selected readings from Chandler & Werther, Ch. 4
Mar 4 <sup>th</sup>	Guest Lecture – Strategy and CSR (note: dates may vary depending upon availability of guest speaker)	



Mar 5 <sup>th</sup>	<b>Case Study 1 Analysis due in Moodle prior to 11:59 p.m.</b>	
Mar 6 <sup>th</sup>	<b>Case Study 1 Presentations</b>	
Mar 11 <sup>th</sup>	<b>Implementing CSR</b>	Selected readings from Chandler & Werther, Ch. 5
Mar 13 <sup>th</sup>	<b>Creating Shared Value</b>	Assigned readings
Mar 18 <sup>th</sup>	<b>Creating Shared Value</b>	Assigned readings
Mar 20 <sup>th</sup>	<b>Guest Lecture – Creating Shared Value (note: dates may vary depending upon availability of guest speaker)</b>	
Mar 25 <sup>th</sup>	<b>CSR: Economic, Organizational, and Societal Issues</b>	Selected readings from Chandler & Werther, Ch. 6-8
Mar 27 <sup>th</sup>	<b>CSR: Economic, Organizational, and Societal Issues</b>	Selected readings from Chandler & Werther, Ch. 6-8
Mar 31 <sup>st</sup>	<b>Case Study 2 Analysis due in Moodle prior to 11:59 p.m.</b>	
Apr 1 <sup>st</sup>	<b>Case Study 2 Presentations</b>	
Apr 3 <sup>rd</sup>	<b>No Class – Good Friday</b>	
Apr 7 <sup>th</sup>	<b>CSR/Shared Value Papers due in Moodle prior to 11:59 p.m.</b>	
Apr 8 <sup>th</sup>	<b>Discussion of Papers and the Future of CSR</b>	Visser, Ch. 12-13
Apr 10 <sup>th</sup>	<b>Discussion of Papers and the Future of CSR</b>	

*Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.*

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## Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

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### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Please note that all assignments submitted via Moodle (with the exception of journal-style assignments that disclose personal information) are subject for submission into Turnitin, an online service used to identify and prevent plagiarism. The service maintains a digital repository or database of submitted student papers, Internet pages, books, journals, and periodicals. Assignments are checked against this repository and in turn, become part of the database for an indefinite period, so that other submissions are also compared with it for originality. Assignments are stored both in an original form and in an "electronic fingerprint" form. The original form of the document is only available to the original author and the instructor of the course from which the document was submitted. Other documents submitted to Turnitin are compared to the electronic fingerprint. If a future document submitted to Turnitin matches a student's assignment, the student's privacy will be maintained and as such, his or her name will not be disclosed. Students also retain copyright to the works submitted into Turnitin.

Students are strongly advised to retain this syllabus for their records.