

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	LGT5T21/LGT5R01
Subject Title	Academic Integrity and Ethics in Business
Credit Value	1
Level	5
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	<ol style="list-style-type: none"> 1. Raise students' awareness of the importance of adhering high standards of academic integrity in business studies 2. Enhance students' ability to critically analyse ethical issues in business and make appropriate ethical decisions. <p>The subject contributes to the following Intended Learning Outcomes for the MSc Programme(s):</p> <p>MSc in Global Business and Decision Analysis</p> <p>MSc/PgD in Global Supply Chain Management</p> <p>MSc/PgD in International Shipping and Transport Logistics (Mixed mode/Full-time Stream)</p> <p>MSc in Operations Management</p> <p>#3 or #5 Practise business ethics</p> <p>MSc in Quality Management (Hangzhou)</p> <p>#5 Be able to advocate for academic integrity and ethics in business</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the concepts and principles of academic integrity and ethics. 2. Demonstrate awareness and ability to analyse academic integrity and ethical issues, such as copyright and plagiarism, and act properly to avoid academic and ethical misbehaviours. 3. Recognise important ethical issues and practices in a university context.

	<p>4. Understand the implications and concerns on academic integrity raised by the latest technology, such as ChatGPT and other Generative Artificial Intelligence (GenAI) tools.</p> <p>5. Identify and deal with complex ethical and professional issues in business settings, and be able to communicate effectively the issues to the stakeholders and the public.</p>																																														
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ul style="list-style-type: none"> • What academic integrity is and why it is important • Academic integrity raised by the latest technology • The need for ethics training and the meaning of ethical behavior • Philosophy and codes of ethics and their origins • Culture, religion and the law—how these relate to ethical codes of conduct • Obtaining ethical approval for a research project (where appropriate): procedures and processes • Ethics in business • Recent ethical issues affecting Hong Kong and the society in general • Ethical use of information in thesis or assignment writing: understanding copyright, plagiarism and proper citation 																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>Lecture/seminar/workshop; or case teaching approach</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="497 1039 1385 1792"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Case study sharing on Academic Integrity/Ethics in Business</td> <td>60%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Commenting on other groups' case study</td> <td>25%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>3. Attendance and class participation</td> <td>15%</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p><i>To pass this subject, students are required to obtain Pass in the overall subject grade.</i></p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Business scenario/case study analysis/essay will assess ability to identify and analyze academic integrity and ethical issues in business and to present a coherent and detailed critique and plan on how these could be avoided or 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						1	2	3	4	5		1. Case study sharing on Academic Integrity/Ethics in Business	60%	√	√	√	√			2. Commenting on other groups' case study	25%	√	√			√		3. Attendance and class participation	15%			√				Total	100 %						
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	<p>resolved (giving sources and written work accompanied by a Turnitin Report). The assignment will assess the student’s ability to identify, discuss and analyze academic integrity and ethical principles and issues from a wide perspective, and evaluate how individual, professions and societies benefit from following ethically acceptable behavior and practices.</p> <ol style="list-style-type: none"> 2. Oral presentations will assess the students’ ability to present and argue points in support of their rationale. 3. The attendance and class participation will ensure students are present in class to absorb the core principles and concepts of the course. 	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture/seminar/workshop/oral presentation 	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Self-study and group work 	13 Hrs.
	<ul style="list-style-type: none"> ▪ Assignment preparation 	13 Hrs.
	Total student study effort	39 Hrs.
Reading List and References	<p>Articles: Fanelli, D. (2009). How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. <i>PloS one</i>, 4(5), e5738.</p> <p>John, L. K., Loewenstein, G., & Prelec, D. (2012). Measuring the prevalence of questionable research practices with incentives for truth telling. <i>Psychological science</i>, 23(5), 524-532.</p> <p>Lund, B. D., Wang, T., Mannuru, N. R., Nie, B., Shimray, S., & Wang, Z. (2023). ChatGPT and a new academic reality: Artificial Intelligence-written research papers and the ethics of the large language models in scholarly publishing. <i>Journal of the Association for Information Science and Technology</i>, 74(5), 570-581.</p> <p>Swazey, J. P., Anderson, M. S., Lewis, K. S., & Louis, K. S. (1993). Ethical problems in academic research. <i>American Scientist</i>, 81(6), 542-553.</p> <p>Tsui, A. S., & McKiernan, P. (2022). Understanding scientific freedom and scientific responsibility in business and management research. <i>Journal of Management Studies</i>, 59(6), 1604-1627.</p>	

	<p>Websites:</p> <p>International Center for Academic Integrity (ICAI). (2021). The Fundamental Values of Academic Integrity. (3rd ed.). https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf</p> <p>Northwestern University Principles Regarding Academic Integrity https://www.northwestern.edu/provost/policies-procedures/academic-integrity/principles.html</p> <p>University of Oxford Academic Integrity in Research https://hr.admin.ox.ac.uk/academic-integrity-in-research</p> <p>Hong Kong Polytechnic University Student Guide on Academic Integrity: https://www.polyu.edu.hk/ous/docdrive/Academic_Integrity/Student_Guide.pdf</p> <p>Hong Kong Polytechnic University Pao Yue-Kong Library guide on Academic Integrity: https://www.lib.polyu.edu.hk/research-support/academic-integrity</p> <p>Hong Kong Polytechnic University Educational Development Center: Generative AI https://teaching.cornell.edu/generative-artificial-intelligence/ai-academic-integrity</p> <p>Hong Kong Polytechnic University Educational Guidelines for Students on the Use of Generative Artificial Intelligence (GenAI): https://www.polyu.edu.hk/ar/students-in-taught-programmes/use-of-genai/</p> <p>Materials from the Hong Kong Business Ethics Development Centre website: https://hkbedc.icac.hk/en</p> <p>Materials from EthicsWeb.ca: http://www.ethicsweb.ca/resources/professional/issues.html</p> <p>Retraction Watch: https://retractionwatch.com/</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020

(5 Dec 2023)