

**BUSI 4334-115, CRN 80255, Employment Law**

Fall 2017

Texas A&M University-Central Texas

**Instructor: D. Tevis Noelting, MBA, JD, Attorney at Law (AZ)**

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For more, see "Student-instructor interaction" below.

**Office Hours:**

Tuesdays & Thursdays 1430 - 1730 and by appointment for F2F or virtual meetings.

**Mode of instruction and course access:**

This course meets face-to-face, (with supplemental materials, and an assignment posting area made available in the Tamuct Canvas Learning Management System <<https://tamuct.instructure.com/>>). **Note:** All exams are face to face.

***A F2F course with web access offers great flexibility*** for students.

- **Note:** *Technology issues are not an excuse for missing a course requirement or deadline – make sure your computer is configured correctly and address issues well in advance of deadlines.*

Specific technical guidelines for using online course materials in TAMUCT's Canvas classroom are available below in the "**TECHNOLOGY REQUIREMENTS AND SUPPORT**" section. under the "Home" tab on the left-hand panel (course menu) when you log into the classroom.

- Tutorials for using Canvas can be found under the "Canvas Help" tab in the online classroom.
- To check browser specifications: <https://community.canvaslms.com/docs/DOC-10720-67952720329>
- To check computer specifications: <https://community.canvaslms.com/docs/DOC-10721-67952720328>

Though no specific legal knowledge is required as a prerequisite to this course, it will be essential that you have a familiarity with the use of Adobe Acrobat Reader, Power Point, Microsoft Word, the Internet, copying and pasting information and attaching documents at a minimum.

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**Technology Requirements.**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

### **Student-instructor interaction:**

During the office hours listed above, I will be available for drop-in face-to-face consultation in my office as well as virtual conversations via Skype, Messenger, or other modes. Please contact me during office hours to ask questions about course activities, course work, course concepts, and/or to review grade status in the course. If you wish to meet at a different time either face to face or virtually, please email me with a time “window” during which you will be available and I will respond with a confirmed time. I check my emails daily during weekdays and will respond to your messages within 24-48 hours. *Occasionally, a University meeting or conference travel will preempt a prompt response to your message. When this occurs, I will post a message via an Instructor Announcement in Canvas.*

### **911 Cellular:**

Emergency Warning System for Texas A&M University – Central Texas

911 Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

**Course Overview and description:** The study of the principles of law concerning the employment relationship between an employee and their employer, the protections provided in the workplace by the government, and the rights of workers and employers.

### **Course Objectives and Outcomes:**

*At the conclusion of the course the student should be able to* at an acceptable level per the grading scale found in syllabus section "Grading Information" (minimum of 700 points):

- 1** – Obtain a basic overview of employment law and be able to fully explain the employment-at-will doctrine and its exceptions.
- 2** – Learn the commonly committed workplace torts and how they work and understand what privacy rights employees have in the 21st Century
- 3** – Learn how employment law works on an international level and be able to have a basic understanding of immigration law and policy. Also, learn the policy, processes, and penalties of the Occupational Health and Safety Act
- 4** – Be able to fully understand the employee's safety nets that are unemployment compensation, workers' compensation, social security, and the employee retirement income security act. Also, discuss how the Fair Labor Standards Act protects certain employees' wages.
- 5** – Understand who is protected by Title VII of the Civil Rights Act and how cases proceed under it and learn about gender and family issues in employment law.
- 6** – Discuss how discrimination based on religion and national origin is generally prohibited. Also, understand the Age Discrimination in Employment Act.
- 7** – Be able to describe and discuss how the ADA works.
- 8** – Have a basic understanding of other EEO and Employment Legislation on the state and federal
- 9** – Maintain professionalism in communications. (Discussions, Journals, All Communications)

### **Student Weekly Learning Outcomes:**

- 1) Gain an overview of employment law.
- 2) Describe the history and rise of employment law in America.
- 3) Define the concept of employment-at-will
- 4) Be able to list and apply the exceptions to the employment-at-will doctrine
- 5) Understand what privacy rights employees have in the workplace
- 6) Learn what rights employers have to monitor their employees' computers, phones, and other electronic devices
- 7) Discuss how employment law works on an international level

- 8) Have a basic understanding of immigration law and policy
- 9) Be able to explain the policy and processes of the Occupational Safety and Health Act
- 10) Be able to discuss the citations, penalties, abatement and appeals under the Occupational Safety and Health Act
- 11) Define the benefits of unemployment compensation
- 12) Understand the workers' compensation process
- 13) Have an understanding of how social security works
- 14) Learn what protections are offered by ERISA
- 15) Be able to list who is protected by Title VII of the Civil Rights Act
- 16) Understand the difference between disparate impact and intentional discrimination
- 17) Learn the defenses to discrimination under Title VII of the Civil Rights Act
- 18) Learn how cases proceed under Title VII of the Civil Rights Act
- 19) Have an understanding of what gender discrimination is.
- 20) Be able to discuss the rights employees have under the FMLA
- 21) Have a working understanding of an employer's liability for sexual harassment in the workplace.
- 22) Learn what is considered discrimination based on religion
- 23) Understand what discrimination based on national origin is
- 24) Learn the defenses and burdens of proof in discrimination cases involving religion and national origin.
- 25) Understand the protections, procedures, and remedies under ADEA.
- 26) Be able to discuss who is a qualified individual with a disability and what reasonable accommodations are actually reasonable under the ADA
- 27) Learn the defenses and processes under the ADA.
- 28) Be able to discuss the Civil Rights Acts of 1866 and 1870

**Competency Goals Statements (certification or standards): N/A**

**Required Reading and Textbook(s):**

**1. Textbook**

Cihon, P. J. & Castagnera, J.O. (2017). *Employment and Labor Law* (9<sup>th</sup> ed.). Mason, OH:

Cengage South-Western, Cengage Learning (ISBN- 10: 130558001X; ISBN- 13: 978-1305580015).

**NOTE:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

## 2. Other Materials

### **Reference Guide for Professional Writing**

American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, D.C.: Author. ISBN-13: 978-1-4338-0561-5

- Proper citation, both in-text and references, are a critical part of academic writing.
- Proper citation involves diligent research of relevant previous work from credible sources, accurate representation of those credible sources, and proper attribution to those sources (i.e. giving credit where credit is due).
- Hence, in this course you are required to properly cite your sources, in-text and in a reference list, for all assignments. The APA guideline listed above will help you generate a consistent format of citations and references. For online help formatting your citations, consult the [Owl at Purdue](#).

### **Equipment**

A properly configured computer, per the previous technology requirements section above in this syllabus, with: speakers or a headset (to listen to audio/video files should I be unavailable to teach a particular class session), reliable Internet access, MS Word, Adobe Acrobat Reader, and PowerPoint.

### **Articles**

For these, good Internet access, MS Word, and Adobe Acrobat for pdf files are required.

### **Instructional Software**

Both normal **power point slide notes** and **audio presentations (for times when I am away at a conference)** of my lectures for that chapter, in Canvas in the relevant (weekly) module. The lectures are very large files, but do open fairly quickly generally.

\*\*\*Additional material provided in audio lectures if I am unavailable to teach a session, are required and testable material. \*\*\*

## **COURSE REQUIREMENTS**

*The assessments below will measure the applicable Course Learning Objectives (CLOs) and Weekly Learning Outcomes (WLOs) stated above. In some instances, a particular outcome may be assessed by multiple methods, ex. homework and an exam question.*

**General Note:** Use **APA-style citations** to cite the sources of your information in all assignment submissions. If you are unacquainted with APA citation style, the reference guide listed (in 2. Instructional Materials) above in this syllabus is helpful for writing and citation. **All assignments**

**must be submitted in a .doc or .docx format.**

### **Late Assignments**

1. Chapter presentations and Team presentation – NO credit will be given for late presentations.
2. Homework and written Team Critical Analysis Project - will be reduced by 10 points per day.
3. Exams - if you fail to take an exam without notifying me prior to the exam, you can score no higher than the lowest grade a class member received who took it on time and only if I feel the excuse warrants allowing a make-up.

*Below, you will find summary information concerning assignments and exams. Assignment details are outlined in Appendices to this syllabus.*

### **Participation**

It is imperative for you to attend face-to-face class sessions because exams cover not only the text and other reading materials, but also class discussion material. ***Participation facilitates the mastery of assignments and thus, all Course Objectives & Outcomes.***

*Participation consists of interactions that add to the class learning - new ideas, perspectives, on-point follow-up questions, etc. relating to the weekly learning topics. I expect your classroom participation to be polite and engaging, as well as reflect critical thought and demonstrate that you read the assigned readings.*

Both quantity and quality are important considerations when participating. **Quantity** is important simply because in a large class, that is how I will get to know you. **Quality** matters because participation is only valuable if it adds something of substance to the class learning (again – this may include a good *substantive* question). Simply restating what the instructor or other students have said or asking off-topic questions, for example, do not add value.

This will be an interactive face to face class, and regular, consistently high-quality participation can bump a student to the next higher letter grade if I am confident that the higher letter grade better reflects the student's overall knowledge and effort, as evidenced to me by regular quality participation in class discussions.

### **Syllabus Quiz (5 points)**

**1. Syllabus Quiz (5 points):** Please complete the syllabus quiz to understand both the structure and content of this course. You will find the link for the quiz in the Week 1 Module (Click on the 'Modules' link on the Canvas course menu) *This assignment assesses CLO 9, and will be due Sunday, September 3.* **Grading:** A student can do this assignment until 100% is achieved.

### **Homework Assignments (50 point each (100 total))**

You will complete two Homework (HW) Assignments. These are not group assignments. The HW assignments consist of T/F, multiple choice and short answer questions. Their purpose is to both

**facilitate your mastering of the Weekly Learning Outcomes (WLOs) relevant to the particular chapter assignment topic**, and also to facilitate your becoming comfortable with the type of questions that will be on the exams. **Assignment details** can be found in the Canvas classroom (click on Modules (on the (left) Course Menu to find weekly assignments). *These assignments, taken as a whole, assess all CLOs.* You will submit this assignment online in the Canvas classroom. **See Course Schedule for due dates. Grading: You will have one attempt to do this assignment – answers should reflect concepts in the text & class lectures.**

**Chapter Presentations (100 points (two at 50 points each)):** *This assignment assesses CLOs 1- 9 depending on the particular chapters chosen. Assignment details are presented below. See Course Schedule for chapter due dates. Grading: Teams will do this assignment until 100% is achieved.*

**Requirements:**

Each student will choose (first come, first serve) two chapters for presentation (see Schedule for chapters covered and dates).

Presentations should include: An introduction of the chapter topic, a summary of which course CLOs and student WLOs are relevant; a summary of the main concepts and terms in the chapter; a summary of any relevant legislation and case law (present this using PowerPoint slides & handouts thereof for students); and any important examples (company, person, etc. that demonstrates the chapter concepts & applicable law. Late presentations are not accepted, and an alternate chapter choice & date may not be available depending on other student choices.

**Team Contract 40 point**

The contract is designed facilitate the sharing of each group member’s expectations in regard to group work generally and for each group assignment. Your group should structure the group contract so as to ensure each group member’s commitment and contribution to the group work on the **team project deliverables:** current employment law issue topic selection, statutory and case law research & analysis, evaluation of two alternative solutions, recommended solution, and team presentation along with submission of written project.

Each team will:

Develop a contract to structure and ensure member commitment and contribution to the group work.

In the group contract, you are advised to specify the **role and work** (based on deliverables listed above) that each individual is going to take on and an individual who is in charge of the final submission of the final written group work. *The team must also choose three employment law issues and state which is preferred for project purposes (I will try to honor your choice).*

**Note:** Designing a good team contract requires the group to put forward a ‘Plan B’ for dealing with issues that arise.

Submit as a group, one written contract as well as the documentation of group member interaction. It can be a picture of face-to-face group meeting, messaging records, a chat-record

or recording of meetings, or other means.

**Team Contract Details and a sample contract can be found in Appendix A** at the end of this Syllabus, and will also be posted in Canvas (Click on Modules and then Assignments. You will submit the team contract online in the Canvas classroom in your group assignment area. *This assignment assesses CLO 9. See Course Schedule for due dates. Grading: Teams will do this assignment until 100% is achieved.*

### **Team Critical Analysis Project (150 points (100 written & 50 presentation))**

***You will work as a team to produce the following deliverables to a company that has asked for your advice:***

***First***, teams will develop a contract as described above. ***Second***, teams will select with instructor approval, an employment law topic (the text is a good source of ideas). ***Third***, teams will conduct research to find a company that is currently dealing with an employment law issue consistent with the topic chosen by the teams (for example, choosing title 7 as a topic, teams would look for companies currently dealing with a title 7 issue – tech companies are currently a good source). ***Fourth***, teams will conduct research to learn how the issue developed and formalize a statement of the issue. ***Next***, using statutory and case law that the teams have found in their research, teams will analysis two alternative solutions to the stated issue (potential solutions should fit the chosen company’s culture and circumstances)., ***Finally***, teams will evaluate the two proposed solutions and recommend with justification, why one is better than the other. Finally, teams will submit to the instructor a write-up using the format below, and then present their project using PowerPoint slides.

***The Critical Analysis project facilitates the mastery of CLOs 2-9. Critical Analysis Project Details and a grading rubric can be found in Appendix B*** at the end of this Syllabus, and will also be posted in the Canvas classroom – click on **Modules to find the weekly assignments**. You will submit this assignment online in the Canvas classroom and present your recommendations to the class. ***See Course Schedule for due date.***

#### **Written Project Format:**

***Problem:*** Describe both the history of the issue at the company and the current state of the issue. End this section with a one-sentence statement of the issue.

***Alternatives:*** Using statutory and case law relevant to the issue, develop two potential alternative solutions to present to the company, in your role as consultants.

***Recommendation:*** Evaluate which potential solution is more feasible (i.e. can be successfully implemented) at this company given its culture and resources available to support implementation, and recommend the solution that is most feasible of the two proposed solutions.

#### **Team Presentation:**

Each group will present a brief summary of its project using PowerPoint slides and the written format above to structure its presentation.

**Peer Evaluations (5 points):** Team members need to individually fill out the evaluation rating the other group members before I can post the individual grade for the team project. The evaluation is based on a 4-point scale. Individuals need to have an average rating of above 2.5 to be able to receive the full group grade. When an individual has an average rating of below 2.5 and above 1.5 from other group members, the individual is receiving 60% of the group grade. If an individual receives an average rating below 1.5, the individual will receive zero on the group assignment and put on a probationary period.

**Examinations (600 points)**

There are two exams- a midterm and a final. Exams may be comprised of multiple choice, T/F, matching, short answer and essay questions at my discretion, and will not be comprehensive.

**Grading:** For full credit on essay questions, you must use the proper vocabulary from the text and lectures. *Exams facilitate the assessment of one’s mastery of all Course Outcomes.*

Make-up exams are allowed on a case by case basis, and only in extreme cases.

**Please schedule around the available time window.** If there is an unavoidable conflict, you must let me know **ahead of time**, not after. You cannot retake the exam or reschedule the exam after the fact unless you have documentation of an extenuating circumstances outside of your control. Make-up exams if permitted, will be an entirely different structure (all essay), so it is important to contact me before an exam. *If you fail to take an exam without notifying me prior to the exam window, you can score will no higher than the lowest grade a class member received who took it on time and only if I feel the excuse warrants allowing a make-up.*

For in-class exams you may have one sheet of notes (8.5x11), front and back or two single sided sheets. Bring a #2 pencil, since the questions will be answered on a Scantron sheet that you will bring. **On occasion, you may have to take an exam online in the Canvas classroom.** You may have one sheet of notes (8.5x11), front and back or two single sided sheets, but you may not use another person’s help or the Internet. **The online exam** may be accessed via the “Quizzes” link on the left side of Canvas. **See Schedule below for due dates.**

**Grading Criteria Rubric and Conversion to Letter Grade**

<b>Graded Coursework</b>	<b>Points/Percentage Weight</b>
Syllabus Quiz	5 Points = .5%
Homework (two / 50 points each)	100 Points = 10%
Chapter Presentations (two / 50 points each)	100 Points = 10%
Team Contract	40 Points = 4%
Team Critical Analysis Project	150 Points = 15%
Peer Evaluation	5 Points = .5%
Exams (two/300 points each)	600 Points = 60%
<b>Total Points &amp; Weight:</b>	<b>1000 Points = 100%</b>

It is vital for business success to be able to communicate courteously and professionally, as saying the wrong thing to the wrong person could ruin one's career, thus we have CLO #9. As such, I reserve the right to reduce the grade of a student who communicates in a grossly unprofessional manner (email, classroom, Canvas, etc.) with respect to another student or myself. Example – Giving teachers a link to a medical center to have testosterone levels checked, because a teacher is a grumpy grader and must need help, or telling teachers after receiving a grade, “You will regret it.” – Yes, these actually happened in 2016. We can disagree with one's view or judgment, but we must learn how to do so respectfully in order to maintain employment and be successful in business today.

Disrespectful communication in class & team interactions, course messaging, email, and class interaction using other communication modes can result in a lower grade, and if severe enough, will be reported to the university for action consistent with university policy (see below section: university policies).

**Grading Scale and Adjustments:** Note the C, D, and F ranges

895-1000 = A - Excellent

795-895 = B - Good

715-795 = C – Acceptable

645-715 = D – Needs Improvement

645 or less = F – Unacceptable

**Posting of Grades**

- Generally, assignment feedback and grades will be available in Canvas under the “Grades” tab, allowing you to monitor your progress during the semester.
- I endeavor to give you feedback within a week of due dates, though in exam weeks this may vary somewhat.
- Grades may also be adjusted at the end of the semester based on class results. This means that an average may qualify for a higher letter grade than the scale normally provides for, to facilitate an appropriate grade distribution.

**Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

**COURSE OUTLINE AND CALENDAR**

**Import University Dates:**

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes  
September 1, Priority Deadline to Submit Graduation Application  
September 4, Labor Day, CAMPUS CLOSED  
September 5, Last day to drop 1st 8-week classes with no record  
September 13, Last day to drop 16-week classes with no record  
September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W  
October 6, Deadline to submit graduation  
October 20, Last day to withdraw from the University (1st 8-week classes WF)  
October 23, Add/Drop/Late Registration begins, 2nd 8-week classes  
October 26, Add/Drop/Late Registration ends, 2nd 8-week classes  
October 30, Last day to drop 2nd 8-week classes with no record  
November 10, Veteran's Day  
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)  
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W  
November 23-24, Thanksgiving, CAMPUS CLOSED  
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)  
December 15, Last day to file for Degree Conferral (Registrar's Office)  
December 15, Commencement  
December 25-January 1, WINTER BREAK

### **Tentative Course Schedule**

The following course schedule is provided to assist you in keeping up to date in your studies and in completion of your assignments. **Note** that changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

**Class meetings:** We meet on Tuesday and Thursday each week from 6 – 8:45 PM.

**Assignments:** Our weeks generally begin on Monday and end on the following Sunday (except for week 8).

All Assignments are due as stated below. Pay attention, as there are multiple things due many weeks and all times are Central Standard Time.

***Tentative Schedule is on the next page***

BUSI 4334 Fall 2017 Tentative Course Schedule			
Week	Dates	Readings & Activities	Assignments & Due Dates
1	Aug. 29 Aug. 31	Ch. 1 Overview Ch. 2 Employment contracts Ch. 2 Employment contracts Ch. 3 Workplace Torts	Syllabus Discussion Team Selection (topic & company choice <u>due Aug. 31 in class</u> (All CLOs) <b>Chapter choice</b> <u>due Aug. 31 in class</u> (All CLOs) <b>Syllabus Quiz</b> <u>due Sept. 3 in Canvas by 23:59</u> (CLO 9)
2	Sept. 5 Sept. 7	Ch. 3 Workplace Torts Ch. 4 Employee Privacy Ch. 4 Employee Privacy Ch. 5 The Global Perspective	<b>Chapter presentations</b> (All CLOs) <b>Team Contract</b> <u>due Sept. 8 in Canvas by 23:59</u> (CLO 9)
3	Sept. 12 Sept. 14	Ch. 5 The Global Perspective Ch. 12 Labor: The Regulatory Process Ch. 20 OSHA	<b>Chapter presentations</b> (All CLOs) <b>Homework (HW) 1</b> <u>due Sept. 15 in Canvas by 23:59</u> Company issue stmt.
4	<b>Sept. 19</b> Sept. 21	<b>Midterm Exam</b> Ch. 21 Employee Safety Nets	Chapters 1 – 5, 12, 20 <b>Chapter presentations</b> (All CLOs) Legal research & alt. solutions
5	Sept. 26 Sept. 28	Ch. 21 Employee Safety Nets Ch. 22 FLSA Ch. 22 FLSA Ch. 6 Title VII – Race Discrimination	<b>Chapter presentations</b> (All CLOs) Solution evaluation
6	Oct. 3 Oct. 5	Ch. 6 Title VII – Race Discrimination Ch. 7 Title VII – Gender & Family Issues Ch. 7 Title VII – Gender & Family Issues Ch. 8 Title VII – Religion & National Origin	<b>Chapter presentations</b> (All CLOs) Recommend. dev.
7	Oct. 10 Oct. 12	Ch. 9 Title VII – Age Ch. 10 Title VII – Disability Catch-Up & <b>Team Presentations</b>	<b>Homework (HW) 2</b> <u>due Oct. 13 in Canvas by 23:59</u> <b>Team Project</b> <u>due Oct. 13 in Canvas by 23: 59</u>

8	Oct. 17	<b>Team Presentations</b>	<b>Peer Evaluations <i>due Oct. 17 by 23: 59</i></b>  Chapters 21-22 & 6– 10
8	<b>Oct. 19</b>	<b>Final Exam</b>	
<b>Post-Class</b>	-----	<b>Grades posted: Oct. 23</b>	<b>Have you registered for the Fall 2017 session 2 classes?</b>

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**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

**Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [Imdavis@tamuct.edu](mailto:Imdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

**The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage \[https://www.tamuct.edu/departments/compliance/titleix.php\]](https://www.tamuct.edu/departments/compliance/titleix.php).

Appendices are on the next page....

**Team contract (40 points)**

**Purpose:** In this class, *group work* is for the purpose of facilitating completion of the Team Critical Analysis Project, in which you will work as a group to research an Employment Law issue that a particular company faces. The *group contract* is designed to formalize group members' expectations in regard to group work. Such formalization is similar to the business world, which relies on contracts to enforce agreed upon behaviors. An additional purpose of the group contract is to promote and enforce academic integrity among all group members. *Development of the contract facilitates the achievement of all course outcomes.*

**Due Date:** *Sept. 8, in Canvas, by 23:59 CST.*

**Length and Form:** Review the sample below, and add to it in order to customize it to your needs. Be sure to incorporate a Plan B (See Course Requirement/Team Contract section of the Syllabus above for details of team work and team member roles).

**Parameters:** What follows are the steps you need to take in order to create a group contract which fairly allocates group work, group roles, group processes, rules, and consequences when a group member fails to abide by the contract.

*First*, your group will select a group name that is best representative of your group spirit.

*Second*, all group members will supply their detailed contact information. A phone number and a reliable email address are mandatory information. Other contact information may also be shared - your group can decide if you want to use other forms of social media for communication, such as Facebook or Twitter, for example.

*Third*, the group must decide how to meet the deadline for all the group tasks needed to complete each group assignment (assignment due dates listed in the syllabus are ***firm deadlines***). You will need to discuss what group roles are needed, what processes are needed, and what rules are needed to enforce what the group has agreed to.

- Realistically, to help group members avoid procrastination, the group should establish an earlier due date for individual completion of the assigned tasks, giving the group some time to review the work and edit prior to the due date stated in the syllabus.

*Fourth*, your group will discuss a *list of expected behavior* for group members to assure courteous interaction.

*Fifth*, After the contract is typed up by the group, each member electronically signs it, keeping a copy. Post the contract in Bb in your group assignment folder and one group member should email the instructor a copy. I will periodically check in with the group and see how well the contract is being fulfilled.

**Note:** If group members do not follow the contract, this can result a grade of "F" for the non-conforming group member based on the results of the Peer Evaluation.

**Behavior and Expectations**

(The listed behaviors (see Work Table below) are for illustration. Your group needs to list

detailed expectations)

**GROUP CONTRACT**

**Group name:** \_\_\_\_\_

As a group member, I \_\_\_ agree with the following listed expectations to ensure smooth group coordination and generate excellent group work.

- Everyone needs to participate and communicate.
- Help your other group members if they are struggling with something.
- Group members have the right by consensus to approach a group member who is not participating and ask them to leave the group at his/her loss.

I assume the responsibility for doing my task in the project and fulfilling the responsibilities assigned to my role in the group (see Work Table).

**Electronic Signatures and**

**Date** \_\_\_\_\_

Group member information						
Group member full name	Preferred name	Phone	Email	Study schedule (designated time to study for this class)	Preferred time for group coordination	Preferred media for communication

(Note that the roles listed in the table are only for illustration and your group should discuss how you will proceed with the group work and who is responsible for each role)

Work Table				
Tasks	Due Date	Individual completion date	Member Role	Group members
EL topic and company issue	Aug. 31			
Company issue research	NA			
Relevant statutes & cases	NA			
Two alternative solutions & analysis	NA			
Solution evaluation & recommend.	NA			
Written Project & Team presentation	Oct. 13			

**Appendix B on next page**

## Appendix B

### Team Critical Analysis Project

**Due Dates:** Oct. 13

**Length and Form:** A maximum of 3 single - spaced pages not including the title or reference list pages. 12 font - Times New Roman. All sources must be cited in the body of your paper (*no footnotes*), using APA style. The Reference List should list sources alphabetically – on a separate page. You should use credible research to support your analysis, evaluations, and recommendations and convey this using APA citations to the credible sources used.

**Purpose:** To collaborate as a team to analyze an employment law issue, develop potential solutions, and evaluate which solutions are most feasible; and to present the team research an recommendations to class members, This project facilitates mastery of the Course-level Objectives & Outcomes 2-9.

**Parameters:** Your goal is to collaborate as a team effectively to produce original content that demonstrates your research, analysis, evaluation vis-à-vis a current employment law issue facing a company that you choose, all for the purpose of presentation (in the role of consultants) to the company.

**Written Format:** You should organize the written project according to the format below. Discussion in each section should clearly, concisely, and cogently communicate the required content. APA citations should be used throughout. Include a Reference List on a separate page showing the full APA citation for each source cited in your paper.

**Grading:** *Your points will be calculated based on the rubric below. **Late assignments** are assessed a 10-point deduction per day, unless prior coordination is conducted with the instructor.*

**Grade Value:** *The Team Critical Analysis Project is worth 150 (out of 1000) points*

**Project rubric is on next page.....**

**Project Grading Rubric**

<b>Criteria</b>	<b>Needs Improvement (0-69%)</b>	<b>Proficient (70-89%)</b>	<b>Exemplary (90-100%)</b>
<b>Content 20%</b> <ul style="list-style-type: none"> <li>• Issue development</li> <li>• Issue statement</li> </ul>	Gaps in discussion of history of the issue and current state at the company impede cogency, and/or issue statement exceeds length or is missing.	The history of the issue and current state at the company are mostly explained. Issue is one-sentence	Both the history of the issue and current state at the company are fully explained. Issue is one-sentence.
<b>Content (20%)</b> <ul style="list-style-type: none"> <li>• Statutory &amp; case research</li> </ul>	Some or limited evidence of critical, careful selection of statutes and case information researched.	Evidence of critical, careful selection of most aspects of the statutes & case information researched.	Abundance of evidence of critical, careful selection of information researched for all aspects of the statutes & cases relevant to the issue.
<b>Content (20%)</b> <ul style="list-style-type: none"> <li>• Statute, Case analysis</li> <li>• Alternative Solution development</li> </ul>	Limited evidence of critical analysis of the statutes & cases and/or Solutions do not evidence a rational relationship to issue and relevant law.	Sufficient and coherent analysis of the statutes & cases relevant to the issue stated, and Solutions evidence a rational relationship to issue and relevant law.	Detailed and coherent analysis of the statutes & cases relevant to the issue stated. Solutions evidence a rational relationship to issue and relevant law.
<b>Content (20%)</b> <ul style="list-style-type: none"> <li>• Solution analysis</li> <li>• Recommendation</li> </ul>	There is little analysis of solutions that demonstrates attention to the company culture and resources available, and/or The recommendation do not flow logically and cogently from the statutes/case law and is feasible given the current culture of the company.	The analysis of solutions mostly demonstrates attention to the company culture and resources available and/or The recommendation mostly flows logically and cogently from the statutes/case law and/or is somewhat feasible given the current culture of the company.	The analysis of solutions demonstrates close attention to the company culture and resources available. The recommendation flows logically and cogently from the statutes/case law and is feasible given the current culture of the company.
<b>Structure (10%)</b> <ul style="list-style-type: none"> <li>• Format</li> <li>• Flow of thought</li> <li>• Transitions</li> </ul>	There is little or no apparent organization to the discussion and/or digressions, ambiguities, or irrelevances make it difficult to follow and Frequent rereading needed and/or No or poor transitions and/or Rambling or no format	Discussion has a clear organizational structure with only some digressions, ambiguities or irrelevances and the discussion is Easily followed. Basic transitions and a Structured format	Discussion is logically organized, Easily followed with effective, smooth, and logical transitions, and a Professional format

<p><b>Clarity, mechanics, and citations (10%)</b></p> <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Punctuation/mechanics</li> <li>• Proper Attribution to avoid Plagiarism</li> <li>• Correct Form</li> </ul>	<p>Uses simple or choppy sentences and/or Many punctuation and/or mechanical errors and/or Little or no factual informational cited and/or Citations mostly do not adhere to the required APA citation style</p>	<p>Uses complex sentences with Few punctuation or mechanical errors and most factual informational is cited with Citations that mostly adhere to the required APA citation style</p>	<p>Manipulates complex sentences for effect/impact with No punctuation or mechanical errors. All factual informational is cited and Citations completely adhere to the required APA citation style</p>
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**Appendix C on the next page**

## Appendix C

### **Team Presentation Assignment and Grading Rubric**

**Purpose:** I understand it can be challenging to put together a group presentation, given group members' schedule conflicts particularly in an online course. However, developing such capability is going to enhance your ability to work in teams. *This assignment facilitates mastery of all Course Outcomes.*

**Due Date:** Oct. 12 or 17 (Team choice)

- Teams will present the group's research & recommendation, using PowerPoint slides *by Thursday Oct. 12 or Tuesday Oct. 17 in class, face-to-face (23:59 CDT).*

- As an individual student, you will post a peer evaluation at the link given *by Tuesday Oct. 17 (23: 59 CDT).*

**Length and Form:** Group presentations should be 15 minutes in length and should cover key points. It is not necessary to present every detail if your written project. Your goal should be to present your recommendation in an interesting and fun manner, thus you should focus on a sub-sample of the most interesting and relevant points of your research, analysis, and evaluation such that class members (in the role of the company) want to accept your recommendations. Proper APA citations should be used in slides and in the last slide(s) listing the references used.

*A set of Power Point slides meet the required minimum level of communication intensity for the team presentation.* All group members need the opportunity to practice presentation skills. You should:

- Arrange a time for all group members to physically meet and practice the presentation together. The study rooms in the Library at Killeen campus have very nice facilities for this purpose.
- Alternatively, arrange a time to meet on Collaborate (Skype or Hangout offered by Google) to practice the presentation together.
- Be sure that all group members participate in the presentation. Slides should be put together as a group.
- Prepare for the group presentation – You should rehearse!
  - The coordination and integration of the information from all members' work product is important to produce a coherent and concise presentation.

**Parameters:** The company will vote as to whether the recommended solution is feasible.

***Assume that you do not get paid if the company does not accept your recommendations.***

- Please note that some past groups downplayed the importance demonstrating why one solution is more feasible than the other given the company culture and resources. This could be the major reason for receiving a less than satisfying grade. The recommendation should coherently follow from your analysis and should be cogent (convincing) in that the company believes it is feasible. ***See assignment grade rubric on next page.***

**Team Presentation Grade Rubric**

<b>Criteria</b>	<b>Needs Improvement (Below 0 -60 %)</b>	<b>Proficient (70 - 89%)</b>	<b>Exemplary (90 -100%)</b>
<b>Time (5%)</b>	Over three minutes away from the allotted time.	Within one minute of the allotted time.	Within 30 seconds of the allotted time.
<b>Subject Matter Knowledge (50%)</b>	The information presented is partially or completely erroneous.	The information presented is mostly accurate.	The information presented is accurate and concise.
<b>Presentation Slides Appearance (20%)</b>	Presentation slides were unprofessional in appearance and/or had multiple grammatical issues. They may also have been very difficult read to due font size or colors.	Presentation slides aids were professionally acceptable (colors, backgrounds, etc.) and/or may have had one or two minor grammatical issues. The information was readable, but may have had minor issues with font size or text color.	Presentation slides appeared professional (colors, backgrounds, etc.), were completely grammatically accurate, and all information was easy to read.
<b>Creativity (20%)</b>	Over, under, or no utilization of image, animation, music in the presentation. Little or no utilization of other creative means or format of presentation.	Adequate use of image, animation, music in the presentation. The utilization of other media or format of presentation does not add clarity to the presentation nor arouse audience interests.	Effective use of image, animation, and music in the slide presentation. Utilize other media or format of presentation, such as recording of interview and role play, to engage audience and adequately present the material.
<b>Paralanguage (5%)</b>	Student voice was low and/or student mumbled, incorrectly pronounced terms. The pacing may also have been entirely too slow or fast such that the understanding was negatively impacted.	Student's voice was mostly clear, s/he pronounced most words correctly, and the volume was acceptable for all to hear comfortably. The pacing was acceptable, but could be sped up or slowed down a little.	All words were pronounced correctly and the pacing was perfect for maximum understanding.

....End of syllabus