

BUSI 4334-110, CRN 10267, Employment Law

Spring 2018

Texas A&M University-Central Texas

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

Office: Virtual

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Email: dnoelting@tamuct.edu or Canvas "Inbox". It is recommended that you keep course-related communication inside Canvas (Click on "Inbox" and then on the icon to compose a new message). Use TAMUCT email only when Canvas is not available.

Office Hours:

By appointment for virtual meetings via Skype (d.noelting), What's App, or similar.

Mode of instruction and course access:

- This course is a 100% online course using TAMUCT's Canvas Learn system (<https://canvas.instructure.com>). ***An online course offers great flexibility but only students with strong self-discipline can enjoy the benefit and succeed in passing the course.*** Students often find an online course more time consuming than a traditional face-to-face course. Specific guidelines for taking an online course using TAMUCT's Canvas classroom are available under the "Modules" tab on the left-hand menu (then click "Orientation").
- **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 and under the "Modules" 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>

Student-instructor interaction:

During office hours listed above, I will be available for virtual conversations via Skype, Messenger, or other modes. If you wish to meet by phone or web-conference, please email me with a time "window" 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. I check Canvas daily, M – F, but less frequently Saturday and Sunday. *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.

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:

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

24 hours a day, 7 days a week:

Email: 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.

2. 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.

3. For issues with McGraw-Connect

- CALL: (800) 331-5094
- EMAIL & CHAT: mhhe.com/support
 - MONDAY-THURSDAY: 24 hours
 - FRIDAY: 12 AM - 9 PM EST
 - SATURDAY: 10 AM - 8 PM EST
 - SUNDAY: 12 PM – 12 AM EST

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

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: 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** – Identify legal resources for employment law and describe how to read legal cases; and be able to fully outline an overview of employment law, and explain the employment-at-will doctrine, its exceptions, and recognize commonly committed workplace torts.
- 2** – Discuss the legal implication of creating the employment relationship, including current federal immigration law and policy, explain the role of alternative dispute resolution, and discuss the legal and managerial implications of employment law protections.
- 3** – Describe the history and framework of Title VII of the 1964 Civil Rights Act, as amended, and explain who is protected, and how cases proceed under it.
- 4** – Fully explain the protections under Title VII for race, color, national origin, ethnicity, religion, gender, and sexual orientation, as well as the additional protections are provided by the ADEA, ADA, and the FMLA.
- 5** – Discuss what privacy rights employees have in the 21st Century, and describe the role of the GINA legislation.
- 6** – Fully explain employee safety nets, such as unemployment compensation, social security, ERISA, COBRA, and HIPPA.
- 7** – Describe the policy, processes, and penalties under the Occupational Health and Safety Act, and describe the protections under the FLSA, the Equal Pay Act, and other EEO and Employment Legislation on the state and federal levels, for example workers’ compensation laws.
- 8** – Analyze current employment law issues, evaluate alternatives that legally and ethically resolve the issues, and recommend company action consistent with law, company policy, and culture.
- 9** – Maintain professionalism in communications. (All Class Activities, All Communications).

Student Weekly (module/unit) Learning Outcomes:

- 1) Gain an overview of employment law.
- 2) Evidence in discussions and assignments, the ability to read legal cases and locate legal resources.
- 3) Demonstrate professionalism in all class activities and communications.
- 4) Explain the concept of employment-at-will.

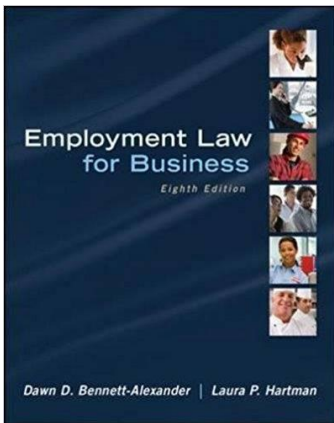
- 5) List and apply the exceptions to the employment-at-will doctrine.
- 6) Recognize commonly committed workplace torts.
- 7) Explain how agency law impacts the employer-employee relationship.
- 8) Explain the legal rights and obligations of the employer-employee relationship in regard to recruitment, selection, performance evaluation, pay, and discipline.
- 9) Compare and contrast alternative dispute resolution tools available, and discuss their effectiveness in the employer-employee relationship relative to traditional lawsuits.
- 10) Explain how current federal immigration law and policy impacts the employer-employee relationship.
- 11) Describe the historic development of the Civil Rights Act of 1964 including the Civil Rights Acts of 1866 and 1870.
- 12) Describe who is protected by Title VII of the Civil Rights Act, as amended.
- 13) Describe how cases proceed under Title VII of the Civil Rights Act, and the role of various types of alternative dispute resolution used by the EEOC.
- 14) Outline the defenses to discrimination under Title VII of the Civil Rights Act.
- 15) Recognize the difference between disparate impact and intentional discrimination.
- 16) Discuss the design and history of Affirmative Action.
- 17) Distinguish among judicial, voluntary, and executive order affirmative actions, as well as Veterans ' affirmative action rights.
- 18) Fully explain the protections under Title VII against discrimination based on race, color, national origin, and ethnicity.
- 19) Define what national origin is, and recognize the defenses and burdens of proof in discrimination cases involving national origin.
- 20) Fully explain the protections under Title VII against discrimination based on gender, gender identity, and sexual orientation.
- 21) Describe the relationship between gender discrimination and sexual harassment.
- 22) Discuss the employer's liability for sexual harassment in the workplace.
- 23) Describe what is considered discrimination based on sexual orientation and gender identity.
- 24) Fully explain the protections under Title VII against discrimination under the Pregnancy Discrimination Act, and discuss the rights employees have under the Family Medical Leave Act (FMLA).
- 25) Fully explain the protections under Title VII against discrimination based on religion, and the defenses and burdens of proof in discrimination cases involving religion.
- 26) Fully explain the protections under Title VII against discrimination based on age, and describe the procedures and remedies under Age Discrimination in Employment Act (ADEA).

- 27) Fully explain the protections under the ADA amendments to Title VII against discrimination based on disability.
- 28) Discuss who is a qualified individual with a disability, define what reasonable accommodation means under the Americans with Disabilities Act (ADA), recognize the defenses and processes for enforcing rights under the ADA, and identify impact of recent cases and statutory amendments.
- 29) Describe the policy behind workers' compensation legislation, and discuss its role as a protection against disability.
- 30) Discuss what privacy rights employees have in the workplace and outside of work.
- 31) Describe what rights employers have to monitor their employees' computers, phones, and other electronic devices.
- 32) Distinguish between public sector and private sector employee privacy rights.
- 33) Describe the rights employees have in regard to genetic testing, and the protections under the Genetic Information Non-discrimination Act (GINA).
- 34) Describe the policy and processes of the Occupational Safety and Health Act.
- 35) Discuss the citations, penalties, abatement and appeals available under the Occupational Safety and Health Act.
- 36) Describe the Fair Labor Standards Act (FLSA) in regard to its statutory basis, who is covered, and its minimum wage, overtime, child labor, and retaliation provisions.
- 37) Discuss the protections under the Equal Pay Act, and explain its relationship to the FLSA.
- 38) Describe the legal framework of unemployment compensation benefits.
- 39) Explain the social security and Medicare protections under the Federal Insurance Contributions Act (FICA).
- 40) Explain the protections offered under the Employee Retirement Income Security Act (ERISA).
- 41) Explain the protections offered under the Consolidated Omnibus Budget Reconciliation Act (COBRA).
- 42) Explain the protections offered under the Health Insurance Portability and Accountability Act (HIPAA).
- 43) Describe the legal, managerial, and policy implications of employment law protections.
- 44) Analyze the development of and current nature of employment law issues in US and multinational companies.
- 45) Evaluate alternative solutions to current workplace employment law issues using legal, ethical, and cultural criteria.
- 46) Recommend company action to resolve current workplace employment law issues, consistent with law, company policy, and company/country culture.

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

Required Reading and Textbook(s):

1. Textbook



Bennett-Alexander, D. D. & Hartman, L.P. (2015). *Employment Law for Business* (8th ed.). New York, NY: McGraw-Hill Education (Loose-leaf version with Connect Access Card ISBN#: 9781259686528).

This is a loose-leaf version of the text with Connect access to complete online assignments that is being carried by our bookstore.

To access Connect assignments:

Step 1: Sign into Canvas account

Step 2: From Courses, click on course name.

Step 3: On Canvas course home page, locate and click on Assignments (via course navigation menu).

Step 4: Click on the Connect assignment.

Step 5: Click on Begin.

Step 6: Do you already have a Connect account?

- If so, enter you email address and password and click Sign In.
- If you need to create a Connect account, click Register.

Step 7: Enter email address then click Submit.

Step 8: You have three registration options.

- REGISTRATION CODE: Enter Connect registration code and click Submit.
- PURCHASE ONLINE: Click on Buy Online to use a credit card or PayPal.

Step 9: If you do not have a Connect account, you will be prompted to create an account.

- It is recommended to use your school/institution email address when creating an account.

There is at least a one-week free trial available if your book is late in arriving to get you started.

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), reliable Internet access, MS Word, Adobe Acrobat Reader, and PowerPoint.

Instructional Software

Both publisher **power point slide notes** and **audio presentations** of chapter lectures, in Canvas, located in the relevant (weekly) module. The lectures are very large files, but do open fairly quickly.

Note: All material in the Text, PowerPoint slides, Audio Presentations, Videos, posted articles, and other material posted in Canvas are beneficial for both general knowledge and exam success, and are fair game for exams.

COURSE REQUIREMENTS

The assessments below will measure the applicable Course Learning Objectives (CLOs) and Weekly Learning Outcomes (WLOs) stated above. Particular outcomes 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. McGraw Connect Homework & Quizzes – Late Assignments are not accepted (a certain number (low-grade or not completed) will be dropped at the end of the term).
2. Discussions - Late Discussions are accepted up to three days after the due date, but will lose 10% per day late.
3. Journal Entries: No Late submissions are accepted.

4. Critical Analysis Project – Late projects are accepted but will be reduced by 10 points per day.
5. 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 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.

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 Module 1 (Click on the ‘Modules’ link on the Canvas course menu) *This assignment assesses CLO 9/WLO 3.*

Grading: A student can do this assignment until 100% is achieved. The Syllabus Quiz *is due Sunday, Jan. 28 by 23:59 CST.*

Discussions – 35 points (5 points each) – During each two-week module work period, you will have the opportunity to get to know one another and share thoughts concerning various employment law concepts, events, and issues. You will find the link for Discussions by clicking on the ‘Modules’ link on the left Canvas menu, and then on relevant weekly module. *Discussions, taken together, assess all CLOs & WLOs.*

Grading: In order to receive full credit for each discussion, you must at least **(1)** submit a thoughtful substantive and relevant **original post** (2.5 points) **and**, in a separate post **(2) reply** substantively to another student’s post. Administrative posts like “I agree” do not earn points (2.5 points). *Discussions will be due Saturdays by 23:59 CST. See Course Calendar for specific due dates.*

Journal Postings – 50 Points (10 points each) – Every few chapters (5 total entries), you will reflect on what you have learned from the chapters and what you found troubling or confusing in the following manner. You may access the Journal assignments by clicking on ‘Modules’ in Canvas, and then on the relevant module to see the chapters covered during that two-week period. The link for each journal will open for the module that it is due. *Journals taken together, assess all CLOs & WLOs.*

Grading: In order to receive full credit, you must at least **(1) thoughtfully & substantively** reflect on what you learned in the past two weeks or found interesting, in at least two sentences. In a separate paragraph, **(2) state** what you found confusing (muddiest issue) and either write any questions that you have or, if you have no questions on the material, write “I have no questions” or something similar. Finally, you must **(3) type your journal post in the text box and do not attach** your journal in a Word document (journals submitted as attachments or not in the textbox will not be graded). I will generally respond to Journal posts within a week of their due date and if you have any questions, I will answer by replying directly to your journal entry. There are no format requirements for requirement #2, other than it appearing separately from requirement #1. You will lose 2 points if you do not state whether you have questions or not. Each Journal

entry should only consider material covered during the two-week period (4 points will be taken off if you stray from the chapter topics covered during that period). *Journals will be due Sundays by 23:59 CST. See Course Calendar for specific due dates.*

McGraw Connect Homework & Quizzes - (150 points) - Each week you will utilize Connect to complete Homework (HW) questions and quizzes related to the chapter(s) covered that week. Connect HW (10 pts. each) and Quizzes (5 pts. each) cover 15 chapters, but the worst HWs and the worst quizzes will be dropped, leaving a total of 150 points available. HW and quizzes come with short time limitations, so you need to be very familiar with the content prior to completing them. *Taken together, these assess all CLOs.*

Grading: Answers are either right or wrong. Connect gives you immediate grade feedback on each of the quizzes and exercises. *Connect HW & Quizzes are due Mondays by 23:59 CST. See Course Calendar for due dates.*

Team Contract - (10 points) - The team contract is designed facilitate the sharing of each team member's expectations in regard to group work generally and for the team assignment. A **Team Contract form** can be found in **Appendix A** at the end of this syllabus. You can access the assignment link in Canvas (Click on Modules and then on the relevant weekly module to find the assignment). *This assignment assesses CLO 9/WLO 3.*

Each team should structure the team contract to ensure each team member's **timely** commitment and contribution to the **team project deliverables**: The team contract should specify the internal due dates for member submission of draft deliverables; outline how the team will revise and edit the individual submissions in order to develop the final team version to be submitted for a grade; identify who is responsible for each aspect of revising and editing; specify that member non-performance will result in a negative peer evaluation, and identify the team member(s) in charge of the final submission of the final written version. Finally, *the team must also choose three employment law issues/companies and state which is preferred for project purposes (I will try to honor your choice).*

Grading: Teams will do this assignment until 100% is achieved. In the Canvas classroom in your group assignment area, you will submit one written team contract *along with the documentation of group member interaction* (messaging records, chat-records or recording of meetings, or other means). Submit the team's three proposed employment law topic/issue/company at the top of the contract. *See Course Calendar for due date.*

Team Critical Analysis Project - (150 points) - The project has several interrelated components. **Project Details** and a **Grade Rubric** can be found in **Appendix B** at the end of this Syllabus. You can access the assignment link in Canvas (Click on Modules and then on the relevant weekly module to find the assignment). *The Critical Analysis project facilitates the mastery of CLOs 1-9 and WLOs 2-3 and 43-46.*

Grading: You will work as a team and earn a team grade. Submit this assignment online in the Canvas classroom in your team area. *Your points will be calculated based on the **Grade Rubric** (on next page). **Late assignments** are assessed a 10-point deduction per day, unless prior*

coordination is conducted with the instructor. Individual member grades will be reduced for non-performance, late performance, and poor performance based on: the assignment requirements; team contract; and peer evaluations. See Course Schedule for due date.

Examinations (600 points)

There are three exams. Exams may be comprised of multiple choice, T/F, matching, short answer and essay questions at my discretion, and will not be comprehensive. The link for exams will be visible in Canvas shortly before the exam begins. ***Exams facilitate the assessment of one's mastery of CLOs and WLOs.***

Grading: Exam answers are either right or wrong (partial credit may be given for essay question answers). You have one attempt to answer questions, and exams are timed. You can access the exam link when the window opens by clicking on 'Modules' in Canvas, and then on the relevant module week. Exam links are not visible until an exam window opens. Exam windows open for a 48-hour period. ***Check the Course Calendar for due dates and for when exam windows open & close.***

Note: Make-up exams are allowed on a case by case basis, at my discretion. Make-up exams if permitted, will be an entirely different structure (all essay). Normally, you may not make up an exam unless: **(1)** You inform me prior to the exam and make arrangements with me for an alternative date within one week of the scheduled exam date, **(2)** In extreme cases when you cannot inform me because of events outside of your control, and for which you produce acceptable documentation, **or (3)** *In certain circumstances, if you fail to take an exam without notifying me prior to the exam window, and I do allow a makeup exam, you can score no higher than the lowest grade a class member received who took it on time.*

Grading Criteria Rubric and Conversion to Letter Grade

Graded Coursework	Points/Percentage Weight
Syllabus Quiz	5 Points = .5 %
Discussions (7 @ 5 points each)	35 points = 3.5 %
Journals (5 @ 10 points each)	50 Points = 5 %
Team Contract	10 Points = 1 %
Team Critical Analysis Project	150 Points = 15 %
McGraw Connect Assignments (15 HW / 15 quizzes)	150 points = 15 %
Exams (three 200 points each)	600 Points = 60 %
Total Points & Weight:	1000 Points = 100%

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 & WLO 3. I reserve the right to reduce the grade of a student who communicates in a grossly unprofessional manner with respect to another student or myself (email, classroom activities, Canvas messaging, etc.) We can disagree with each another, however we must learn to do so respectfully in order to maintain employment and be successful in business today. Thus, disrespectful communication in class & team interactions, course messaging, email, in class

activities, and even when 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

Important University Dates:

January 2018

January 2, (Tuesday) Winter Break Ends

January 2, (Tuesday) Priority Deadline for Admissions applications

January 5, (Friday) VA Certification Request Priority Deadline

January 11, (Thursday) Convocation

January 12, (Friday) Tuition and Fee payment deadline (16 week)

January 15, (Monday) Martin L. King Jr. Day

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week)

January 23, (Tuesday) Last day to drop 1st 8-week classes with no record

January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application

February 15, (Thursday) Last day to apply for Clinical Teaching

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program

March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation

March 9, (Friday) Deadline for Admissions applications

March 12, (Monday) Spring Break Begins

March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)

March 16, (Friday) Spring Break Ends

March 19, (Monday) Summer Advising Starts

March 19, (Monday) Class Schedule Published

March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies

April 2, (Monday) Scholarship Deadline

April 2, (Monday) Registration begins

April 5, (Thursday) Priority Deadline for International Student Admission Applications

April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

April 27, (Friday) Student End of Course Survey Opens (16 Week)

May 2018

May 7-11, Finals Week

May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)

May 11, (Friday) Spring Term Ends

May 11, (Friday) Last day to withdraw from the university (16 week)

May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)

May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.

May 13, (Sunday) Student End of Course Survey Closes (16 Week)

May 14, (Monday) Minimester begins

May 15, (Tuesday) Last Day to clear Thesis Office

May 5, (Tuesday) Final grades due from faculty by 3pm (16 week)

May 21, (Monday) Priority Deadline for Admissions applications

May 25, (Friday) VA Certification Request Priority Deadline

May 28, (Monday) Memorial Day

Tentative Course Schedule (Available on the next page)

The following course schedule is provided to assist you in keeping up to date in your studies and in completion of your assignments. These dates are also reflected in the Canvas Course Calendar. 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. **NOTE:** Our weeks generally begin on Monday and end on the following Sunday (except for week 1 and week 16). **All times are Central Standard Time.**

BUSI 4334.110 Tentative Course Schedule*			
Module	Dates	Topic	Assignments & Due Dates (23:59 CST)
1	Jan. 16 – 29	Read Syllabus Read and Listen to Ch 1 <i>The Regulation of Employment</i> Read Ch 2 (page 42-63 & 79-80) <i>The Employment Toolkit</i> Review Chapter PowerPoints	Discussion 1 due Saturday Jan. 27, by 23:59 CST (CLO 9/WLO 3) Discussion 2 due Saturday Jan. 27, by 23:59 CST (CLO 1/WLO 1-6) Syllabus Quiz due Sunday Jan. 28, by 23:59 CST (CLO 9/WLO 3) Connect HW & Quiz due Monday Jan. 29 by 23:59 CST (CLO 1/WLO 1-5) Post team membership preferences if any, due Sunday, Jan. 29, by 23:59 CST (CLO 9/WLO 3)
2	Jan. 30– Feb. 12	Read Ch 2 (page 64-78) <i>The Employment Toolkit</i> Read and Listen to Ch 3 <i>Title VII of the Civil Rights Act of 1964</i> Read and Listen to Ch 4 <i>Legal Constr. of the Employment Env.</i> Review Chapter PowerPoints	Discussion 3 due Saturday Feb. 10, by 23:59 CST (CLO 2-3/WLO 7-15) Team Work: Develop Team Contract (due in two weeks) Journal Entry #1 (Ch. 1-4) due Sunday, Feb. 11 by 23:59 (CLO 1-2/WLO 1-15) Connect HW & Quiz due Monday Feb. 12 by 23:59 (CLO 2-3/WLO 7-15)
3	Feb. 13** – 26	Exam 1: Chapters 1-4 Read and Listen to Ch 5 <i>Affirmative Action</i> Read and Listen to Ch 6 <i>Race & Color Discrim.</i> Read and Listen to Ch 7 <i>National Origin Discrim.</i> Review Chapter PowerPoints	Exam 1 window opens at 12:01 AM (00:01) on Tuesday, Feb. 13 and will close on Thursday, Feb. 15 (23:59, CST) Discussion 4 due Saturday, Feb. 24, 23:59 (CLO 4/WLO 16-19) Team Contract & Company/Employment Law Issue due Sunday Feb. 25, by 23:59 CST (CLO 9/WLO 3) Journal Entry #2 (Ch. 5-7) due Sunday, Feb. 25 by 23:59 (CLO -4/WLO 16-19) Connect HW & Quiz due Monday day Feb. 26 by 23:59 (CLO 4/WLO 16-19)
4	Feb. 27 – March 12	Read and Listen to Ch 8 <i>Gender Discrim.</i> Read and Listen to Ch 9 <i>Sexual Harassment</i> Read and Listen to Ch 10 <i>Sexual Orientation & Gender Identity Discrim.</i> Review Chapter PowerPoints	Discussion 5 due Saturday, March 10, 23:59 (CLO 4/WLO 20-24) Team member draft (1. Individual research results (with reference list of sources) describing how the issue developed at the company and the present situation facing the company; 2. A draft statement of the specific issue the company faces) due Sunday, March 11, 23:59 (CLO 8-9/WLO 3, 44) Journal Entry #3 (Ch. 8-10) due Sunday, March 11, 23:59 (CLO 4/WLO 20-24) Connect HW & Quiz due Monday March 12 by 23:59 (CLO 4/WLO 20-24)
SPRING BREAK	March 12 - 18	Optional Activities	Class: Study for Exam 2 (chapters 5-10) Team Members: Work ahead on your draft contributions.

BUSI 4334.110 Tentative Course Schedule, <u>continued</u> *			
Module	Dates	Topic/Activity	Assignments & Due Dates (23:59 CST)
5	March 19 – April 2	Read and Listen to Ch 13 Disability Discrim. Read and Listen to Ch 14 Employee privacy in the 21st Century Review Chapter PowerPoints Exam 2: Chapters 5-10 Read and Listen to Ch 11 Religious Discrim. Read and Listen to Ch 12 Age Discrim. Review Chapter PowerPoints	Exam 2 window opens at 12:01 AM (00:01) on Tuesday, March 20 and will close on Thursday, March 22 (23:59, CST) Discussion 6 due Saturday, March 31, by 23:59 CST (CLO 4/WLO 25-26) Team member draft (3. Individual research results (with a reference list of sources) describing the statutes and case law relevant to the employment law issue that the company currently faces; 4. A draft analysis of two alternative solutions in terms their potential for resolving the issue – each solution should resolve the issue based on these criteria: legally compliant, consistent with company culture and policy) due Sunday, April 1 by 23:59 CST (CLO 8-9/WLO 3, 45) Journal Entry #4 (Ch. 11/12) due Sunday, April 1 by 23:59 CST (CLO 4/WLO 25-26) Connect HW & Quiz due Monday April 2 by 23:59 (CLO 4/WLO 25-26)
6	April 3 – 16	Read and Listen to Ch 13 Disability Discrim. Read and Listen to Ch 14 Employee privacy in the 21st Century Review Chapter PowerPoints	Discussion 7 due Saturday, April 14 by 23:59 CST (CLO 4-5/WLO 27-33) Team member draft (5. A draft evaluation of the two solutions, discussing which solution best fits with the company’s culture and circumstances, and; 6. A draft recommendation choosing one alternative solution - with justification of why one is better than the other in terms its potential for successful implementation at the chosen company (you must do a little research to learn about the company’s culture and resources (human and other), in order to be convincing) due Sunday, April 15 by 23:59 CST (CLO 8-9/WLO 3,46) Journal Entry #5 (Ch. 13-14) due Sunday, April 15 by 23:59 CST (CLO 4-5/WLO 27-33) Connect HW & Quiz due Monday April 16 by 23:59 CST (CLO 4-5/WLO 27-33)
7	April 17 – 30	Read and Listen to Ch 16 Selected Employment Benefits Review Chapter PowerPoints	Team Work: Revise & Edit team member contributions and develop the final version of the Team Critical Analysis Project, due in Module 8 (CLO 8-9.WLO 3, 43-46) Connect HW & Quiz due Monday April 30 by 23:59 CST (CLO 6-7/WLO 34-42)
8	May 1 – May 11	Exam 3: Chapters 11-14 & 16 Finalize your Team Critical Analysis Project. Complete your Peer Evaluation	Team Critical Analysis & Peer Evaluation due Saturday, May 5 by 23:59 CST (CLO 8-9/WLO 43-46) Exam 3 window opens at 12:01 AM (00:01) on Monday, May. 7 and will close on Wednesday, May. 9th (23:59, CST)
Post-Course	nlt May 15	Have you registered for Summer Semester 2018 classes?	

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](#), 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.

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 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.

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/].

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....

APPENDIX A: Team contract (10 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 team to research and resolve an Employment Law issue that a particular company faces. The *team contract* is designed to formalize team members' expectations in regard to team work. Such formalization is similar to the business world, which relies on contracts to enforce agreed upon behaviors. An additional purpose of the team contract is to promote and enforce academic integrity among all group members. *Development of the contract facilitates the achievement of CLO 9/WLO 3.*

Due Date: Sunday, Feb. 25, in Canvas, by 23:59 CST.

Format: Use the contract form below, and add to it in order to customize it to your needs.

Parameters: What follows are the steps you need to take in order to create a group contract.

First, 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.

Second, the group must decide on internal team due dates, fairly allocates the work to be done as a team, specify who is responsible for each part of the team's work to be done (**team work product deliverables are on page 9/10 of Course Syllabus**), and clarify the team processes, rules and consequences for members who fail to meet team contract deadlines. **Note:** Team project due dates listed in the syllabus are ***firm deadlines***. Realistically, to help team members avoid procrastination, the team should establish earlier due dates for individual team member drafts as well as for completion of the final version of the project. The team needs time to review, revise, and edit member draft contribution for the final version of the written team critical analysis prior to the due date stated in the syllabus.

Third, each member electronically sign it by typing both name and date where indicated on the contract form (next page). Post one copy of the contract in your team assignment area and one team member should email the instructor a copy.

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 assignment requirements, team contract, and Peer Evaluation results. *I will periodically check in with the team and see how well the contract is being fulfilled.*

Behavior and Expectations

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

TEAM CONTRACT FORM

Team Member Names: _____

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

- Every team member needs to participate and communicate.
- Each member should help other team members if they are struggling with something.
- Team members have the right by consensus to approach the professor about a team member who is not abiding by the team contract.

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

If my individual work is not submitted, late, or of poor quality, I accept that the team will penalize me in the peer evaluation and cause me to earn a lower grade than the team grade.

Electronic Signatures and Date _____

Preferred Team member name	Phone	Email	Preferred time for group coordination	Preferred media for communication

Teams should discuss internal deadlines for graded work, how members will proceed with the team work to be done, who is responsible for each aspect of ‘team’ work.

Work Table			
Tasks	Class Due Date	Internal Due Date	Team Member Responsible
Team Contract	Feb. 25		ALL – Submit one contract
EL topic, current issue and company	Feb. 25		ALL – Submit with contract
Company issue research	March 11		ALL – each member submits a draft
Relevant statutes & cases research	April 1		ALL – each member submits a draft
Draft alternative solutions & analysis	April 1		ALL – each member submits a draft
Draft evaluation & recommendation	April 15		ALL – each member submits a draft
Team Written Project - final version (put detail here: team process for how member drafts will be revised/edited in order to create the final version)	May 5		(put detail here: who will do what in order to create the final version)
Peer Evaluation	May 5	NA	Each member completes, individually

Appendix B on next page

APPENDIX B: Team Critical Analysis Project and Rubric (150 points)

Due Dates: Friday May 5, by 23:59 CST

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. You can access the assignment link in Canvas (Click on Modules and then on the relevant module week to find the assignment). *This project facilitates mastery of the Course-level Objectives & Outcomes (CLOs 8-9) and Weekly Learning Outcomes (WLOs43-46).*

Grading: You will work as a team and earn a team grade. Submit this assignment online in the Canvas classroom in your team area. *Your points will be calculated based on the **Grade Rubric** (on next page). **Late assignments** are assessed a 10-point deduction per day, unless prior coordination is conducted with the instructor. **Individual member grades will be reduced for non-performance, late performance, and poor performance based on: the assignment requirements; team contract; and peer evaluations. See Course Schedule for due date.***

Parameters: Your goal is to collaborate as a team, effectively demonstrating your research, analysis, evaluation, and decision-making skills vis-à-vis a current employment law issue facing a company that you choose (with instructor approval).

The project has several interrelated components. **Project Details** and the written project format are described below and a **Grade Rubric** is on the next page.

1. Develop Team Contract & Select Company/EL Issue:

Teams will develop a contract **using the contract form in Appendix A** and select - with instructor approval - a current employment law topic, issue, and company (teams should propose three topics/issues/companies). The company you choose must be **currently** dealing with an employment law issue (for example, choosing Title VII gender discrimination as a topic, teams would look for companies currently dealing with a gender discrimination issue – tech companies are currently a good source).

Once your team contract and the employment law topic/issue/company are approved, teams can start work on the team project, as follows.

2. Team Members submit to the team, draft Work Product Deliverables:

In the team assignment area, **each team member** will post a **timely draft** of the following **individual team member work product deliverables**: **(1)** Individual research results (including a reference list of sources) concerning how the issue developed at the company and the present situation facing the company. **(2)** A draft statement of the specific issue the company faces. **(3)** Individual research results (including a reference list of sources) concerning the statutes and case law relevant to the employment law issue that the company currently faces.

(4) A draft analysis of two alternative solutions in terms their potential for resolving the issue – each solution should resolve the issue based on these criteria (legally compliant, consistent with company culture and policy). (5) A draft evaluation of the alternative solutions discussing which solution best fits with the company’s culture and circumstances, and (6) A draft recommendation choosing one alternative solution - with justification of why one is better than the other in terms its potential for successful implementation at the chosen company (you must do a little research to learn about the company’s culture and resources (human and other), in order to be convincing).

3. Team Work Product Deliverables:

As agreed in the team contract - teams will revise and edit team member contributions to create the final written team critical analysis project that will be submitted to the instructor for a grade.

Written Format: You should organize the final written version of the team project according to the format below, using each section as a sub-header in your paper. 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.

Issue: Describe how the employment law issue at the company developed, and the current state of the issue at the company. End this section with a one-sentence statement of the issue.

Alternatives: Using statutory and case law relevant to the issue, present your analysis of two potential alternative solutions, discussing how each meets the criteria for successful resolution (legally compliant, and consistent with company culture, policy, and resources).

Recommendation: Evaluate each alternative solution for feasibility *at the chosen company, given its culture, policy, and resources available to support implementation.* End with a specific recommendation - choose one of the two alternative solutions, and discussing why it is the better of the two, for successful implementation.

Reference List: The Reference List should list sources alphabetically – on a separate page. You should use credible research to support your analysis, evaluation, and recommendation, using APA citation format.

4. Peer Evaluations:

Individually, each team member will complete a peer 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 receives 60% of the group grade. If an individual receives an average rating below 1.5, the individual will receive zero on the group assignment. Peer Evaluation forms will be visible in Canvas, in your team area. **Project rubric is on next page**

Project Grading Rubric

Criteria	Needs Improvement (0-69%)	Proficient (70-89%)	Exemplary (90-100%)
Content 20% <ul style="list-style-type: none"> • Issue development (15) • Issue statement (15) 	Gaps in discussion of history of the issue and current state of issue at the company impede cogency, and/or issue statement exceeds length or is missing.	The history of the issue and current state of the issue 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.
Content (20%) <ul style="list-style-type: none"> • Statute/Case research (15) • Statute/Case analysis (15) 	Some or limited evidence of credible research and/or critical, careful analysis of statutes and cases.	Evidence of credible research and critical, careful analysis of most aspects of the statutes & cases researched.	Evidence of credible research and abundance of critical, careful analysis of information researched for all aspects of the statutes & cases relevant to the issue.
Content (20%) <ul style="list-style-type: none"> • Alternative Solution Analysis (30) 	Limited evidence of critical analysis of the solution for conformance with criteria (legal compliance, and company ethical policy, and culture) and/or Solutions do not evidence a rational relationship to issue.	Sufficient and coherent critical analysis of solutions for conformance with criteria (legal compliance, and company ethical policy, and culture) and Solutions evidence a rational relationship to issue.	Detailed and coherent analysis of the solutions for conformance with criteria (legal compliance, and company ethical policy, and culture) and Solutions evidence a rational relationship to issue.
Content (20%) <ul style="list-style-type: none"> • Recommendation Evaluation (15) • Recommendation Justification (15) 	There is little or no evaluation of recommended solution feasibility, and/or recommendation is not justified in terms of fit to the company culture and resources available .	Evaluation of the recommended solution is based on feasibility and mostly demonstrates attention to required fit with the company culture and resources available.	The evaluation of the recommended solution demonstrates close attention to the company culture and resources available and the recommendation is feasible given the current culture of the company.

Grade Rubric continues on next page.

<p>Structure (15 pts / 10%)</p> <ul style="list-style-type: none"> • Format • Flow of thought • Transitions 	<p>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</p>	<p>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</p>	<p>Discussion is logically organized, Easily followed with effective, smooth, and logical transitions, and a Professional format</p>
<p>Clarity, mechanics, and citations (15pts / 10%)</p> <ul style="list-style-type: none"> • Sentence structure • Punctuation/mechanics • Proper Attribution to avoid Plagiarism • Correct Form 	<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>

...End of syllabus