

Noelting Syllabus BUSI 4334.115 Summer 2018

Online BUSI 4334-115, CRN 60127, Employment Law

Summer 2018

Texas A&M University-Central Texas

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

Office: Virtual - Online

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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 A&M-Central Texas Canvas Learning Management System [<https://tamuct.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.

- Helpful guidelines for taking an online course using TAMUCT's Canvas classroom are available in the Canvas classroom, under the 'Modules' tab on the left-hand menu (then click 'Start Here').
 - Tutorials for using Canvas can be found in the online Canvas classroom under the 'Help' tab on the left-hand menu.

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.* The 'Start Here' module will help you do this.

- 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:

As an adjunct teacher, my office hours include virtual conversations via Skype, texting via What's App, 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

- Technical guidelines for using TAMUCT’s Canvas classroom are available under the ‘Modules’ tab on the left-hand course menu when you log into the Canvas classroom. Below, is a summary of those guidelines.

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

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- SATURDAY: 10 AM - 8 PM EST
- SUNDAY: 12 PM – 12 AM EST

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

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 715 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 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, 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.

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- 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).

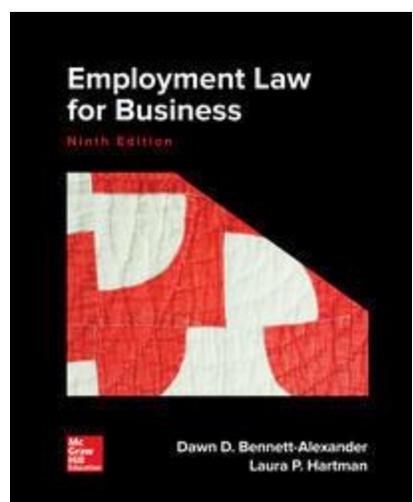
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- 42) Explain the protections offered under the Health Insurance Portability and Accountability Act (HIPAA).
- 43) Describe the legal, managerial, and policy implications of employment law protections.
- 44) Analyze the development of and current nature 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* (9th ed.). New York, NY: McGraw-Hill Education (Loose-leaf version with Connect Access Card ISBN#: 9781260664492).

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 Modules (via course navigation menu).

Step 4: Click on a module to see the Connect assignments due in that module.

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

	<p>card or PayPal.</p> <p>Step 9: If you do not have a Connect account, you will be prompted to create an account.</p> <ul style="list-style-type: none"> • It is recommended to use your school/institution email address when creating an account. <p>There is at least a one-week free trial available if your book is late in arriving to get you started.</p>
<p><i>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.</i></p>	

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 and discussion submissions. If you are unacquainted with APA citation style, the reference guide (listed above in 2. Instructional Materials) 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 of low-grade or not completed Connect assignments will be dropped at the end of the term. Late Connect assignments have the status of ‘not completed’.
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. *Preliminary team member drafts are not accepted late.*
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 the excuse warrants allowing a make-up.

Below, you will find summary information concerning assignments and exams. Assignment details are outlined in the Canvas classroom, in the relevant Module. The appendices to this syllabus contain the Discussion and project rubrics.

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, June 10 by 23:59 CST.*

Discussions – 40 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 – 60 Points (15 points each) – Every few chapters (4 total entries), you will reflect on what you have learned from the chapters and what you found troubling or confusing. 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 two-week period of the module that it is due in. *Journals taken together, assess all CLOs & WLOs.*

Grading: In order to receive full credit, you must at least **(1) thoughtfully & substantively** reflect, in at least two sentences, on what you learned or found interesting from the chapters covered in the two week period of the relevant module. 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. 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. 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.* 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. *Journals will be due Sundays by 23:59 CST. See Course Calendar for specific due dates.*

McGraw Connect Homework & Quizzes - (150 points) - Each module (a two-week period), 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 enough low-point HWs and quizzes will be dropped to leave a total of 150 points. 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 - (15 points) - *Within the defined assignment parameters for the team project assignment, the team contract is designed to facilitate the written expression of the team’s expectations for the team critical analysis project assignment, in regard to each team member’s participation, work to be done, and internal team due dates for member submissions. A Team Contract form can be found in Appendix B at the end of this syllabus. You can access the team project assignment link in Canvas (Click on Modules and then on Team Critical Analysis Project). 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 critical analysis 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 team member 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 a current (unresolved) employment law issues facing two specific companies, and state which company is the team's preferred choice for project purposes (I will try to honor your choice).*

Grading: Teams will negotiate the team contract 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 employment law issue, along with two proposed companies facing that issue, at the top of the team contract.* **See Course Calendar for due date.**

Team Critical Analysis Project - (130 points) - The project has several interrelated components. **Project Details** and a **Grade Rubric** can be found in Appendix C at the end of this Syllabus. You can access the same assignment information in Canvas (Click on Modules and then on the Team Critical Analysis Project). *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. One team member will submit this the final version of the project assignment online, in the Canvas classroom. *Your points will be calculated based on the **Grade Rubric** (Appendix C of the syllabus).* **Late team project assignment submissions are assessed a 10-point deduction per day, unless prior coordination is conducted with the instructor.** Team member draft submissions are not accepted late. **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 two 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 (8 @ 5 points each)	40 points = 4 %
Journals (4 @ 15 points each)	60 Points = 6 %
Team Contract	15 Points = 1.5 %
Team Member Draft	25 Points = 2.5%
Team Critical Analysis Project	100 Points = 10 %
Peer Evaluation	5 Points = .5%
McGraw Connect Assignments (15 HW / 15 quizzes)	150 points = 15 %
Exams (two 300 points each)	600 Points = 60 %
Total Points & Weight:	1000 Points = 100%

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.)

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.

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 'My 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 grade may qualify for a higher letter grade than the scale normally provides for, to facilitate an appropriate grade distribution.

Copyright Notice.

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Copyright. (2018) by (D. Tevis Noelting) at Texas A&M University-Central Texas, (College of Business); 1001 Leadership Place, Killeen, TX 76549; (254-501-5933 or 254-519-5437); (dnoelting@tamuct.edu)

COURSE OUTLINE AND CALENDAR**Important University Dates:**

June 2018

- **Fri, 1st** | Minimester ends
- **Fri, 1st** | Priority Deadline to Submit Graduation Application
- **Fri, 1st** | Tuition and Fee Payment Deadline (10-week, 8-week, 1st 5-week sessions)
- **Mon, 4th** | Class begins (1st 5-week, 10-week and 8-week)
- **Mon, 4th** | ADD/DROP/LATE REGISTRATION BEGINS (10-week, 8-week, & 1st 5-week sessions) (\$25 fee assessed for late registrants)
- **Thu, 7th** | Last day to drop 1st 5-week classes with no record
- **Mon, 11th** | Last day to drop 8-week classes with no record
- **Tue, 12th** | Last day to drop 10-week classes with no record
- **Fri, 22nd** | Last day to drop a 1st 5-week class with a Q or withdraw with a W
- **Fri, 22nd** | Student End of Course Survey Opens (1st 5-Week Classes)
- **Fri, 29th** | Deadline for Admissions applications
- **Fri, 29th** | Deadline for submission of final committee-edited theses with committee approvals/signatures to Office of Graduate Studies
- **Fri, 29th** | Last day to drop a 8-week class with a Q or withdraw with a W

July 2018

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- **2nd-6th** | FinalsWeekFirst5weeksession
- **Mon,2nd** | DeadlinetosubmitapplicationtoTeacherEducationProgram
- **Wed,4th** | IndependenceDay
- **Thu,5th** | Lastdaytowithdrawfromtheuniversity(1st5-weeksessionstudents)
- **Fri,6th** | 1st5weekclassesend
- **Fri,6th** | DeadlinetoSubmitGraduationApplicationforCeremonyParticipation
- **Sun,8th** | StudentEndofCourseSurveyOpens(1st5-WeekClasses)
- **Mon,9th** | 2nd5weekclassesbegin
- **Mon,9th** | Gradesduefromfacultyby3pm(1st5weekclasses)
- **Mon,9th** | ADD/DROP/LATE REGISTRATION (2nd5-week sessions) (\$25feeassessedforlateregistrants)
- **Thu,12th** | Lastdaytodrop2nd5-weekclasseswithnorecord
- **Fri,13th** | StudentEndofCourseSurveyOpen(8-WeekClasses)
- **Fri,20th** | Lastdaytodropa10-weekclasswithaQorwithdrawwithaW
- **23rd-27th** | FinalsWeek-Summer8weeksession
- **Fri,27th** | Lastdaytodropa2nd5-weekclasswithaQorwithdrawwithaW
- **Fri,27th** | LastdaytowithdrawfromtheUniversity(8weeksessionstudents)
- **Fri,27th** | 8weekclassesend
- **Fri,27th** | Deadlineforsubmissionoffinalcommittee-editedthesewithcommitteeapprovalsignaturestoOfficeofGraduateStudies
- **Sun,29th** | StudentEndofCourseSurveyClose(8-WeekClasses)
- **Sun,29th** | StudentEndofCourseSurveyOpens(10-Weekand2nd5-WeekClasses)
- **Mon,30th** | Gradesduefromfacultyby3pm(8weekclasses)

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 modules are two-week periods, that begin on Tuesday and end on the following Monday (except for module 1). **All times are Central Standard Time.**

BUSI 4334.115 Tentative Course Schedule Part 1			
Module	Dates	Reading & Learning Topics	Assignments & Due Dates (23:59 CST)
1	June 4 – 18	<p>Read Syllabus</p> <p>Read and Listen to Ch 1 The Regulation of Employment</p> <p>Read Ch 2 The Employment Toolkit</p> <p>Read and Listen to Ch 3 Title VII of the Civil Rights Act of 1964</p> <p>Read and Listen to Ch 4 Legal Constr. of the Employment Env.</p> <p>Review Chapter PowerPoints</p>	<p>Syllabus Quiz due Sunday June 10, by 23:59 CST (CLO 9/WLO 3)</p> <p>Discussion 1 (Introduce Yourself) due Saturday June 16, by 23:59 CST (CLO 9/WLO 3)</p> <p>Discussion 2 due Saturday June 16, by 23:59 CST (CLO 1/WLO 1-6)</p> <p>Discussion 3 due Saturday June 16, by 23:59 CST (CLO 2-3/WLO 7-15)</p> <p>Journal Entry #1 (Ch. 1-4) due Sunday, June 17 by 23:59 (CLO 1-2/WLO 1-15)</p> <p>Team Contract & Company/Employment Law Issue due Monday June 18, by 23:59 CST (CLO 9/WLO 3)</p> <p>Connect HW & Quiz due Monday June 18 by 23:59 CST (CLO 1-3/WLO 1-5 & 7-15)</p>
2	June 19 – July 2	<p>Read and Listen to Ch 5 Affirmative Action</p> <p>Read and Listen to Ch 6 Race & Color Discrim.</p> <p>Read and Listen to Ch 7 National Origin Discrim.</p> <p>Read and Listen to Ch 8 Gender Discrim. Discrim.</p> <p>Review Chapter PowerPoints</p>	<p>Discussion 4 due Saturday, June 30, 23:59 (CLO 4/WLO 16-19)</p> <p>Discussion 5 due Saturday, June 30, 23:59 (CLO 4/WLO 20-24)</p> <p>Journal Entry #2 (Ch. 5-8) due Sunday, July 1 by 23:59 (CLO -4/WLO 16-23)</p> <p>Team member Draft due Monday, July 2, 23:59 (CLO 8-9/WLO 3, 44-45)</p> <p>Connect HW & Quiz due Monday July 2 by 23:59 (CLO 4/WLO 16-23)</p>

BUSI 4334.115 Tentative Course Schedule Part 1			
Module	Dates	Reading & Learning Topics	Assignments & Due Dates (23:59 CST)
3	July 3 – 16	<p>Exam 1: Chapters 1-8</p> <p>Read and Listen to Ch 9 Sexual Harassment</p> <p>Read and Listen to Ch 10 Sexual Orientation & Gender Identity</p> <p>Read and Listen to Ch 11 Religious Discrim.</p> <p>Read and Listen to Ch 12 Age Discrim.</p> <p>Review Chapter PowerPoints</p>	<p>Exam 1 window opens at 12:01 AM (00:01) on Thursday, July 5 and will close on Saturday, July 7 (23:59, CST)</p> <p>Team Work: Revise & Edit team member drafts and develop the final version of the Team Critical Analysis Project, due in Module 4 (CLO 8-9. WLO 3, 43-46)</p> <p>Discussion 6 due Saturday, July 14, 23:59 (CLO 4/WLO 20-24)</p> <p>Discussion 7 due Saturday, July 14, by 23:59 CST (CLO 4/WLO 25-26)</p> <p>Journal Entry #3 (Ch. 9-12) due Sunday, July 15, 23:59 (CLO 4/WLO 24-26)</p> <p>Connect HW & Quiz due Monday day July 16 by 23:59 (CLO 4/WLO 24-26)</p>
4	July 17 – 27	<p>Read and Listen to Ch 13 Disability Discrim.</p> <p>Read and Listen to Ch 14 Employee privacy in the 21st Century</p> <p>Read and Listen to Ch 16 Selected Employment Benefits</p> <p>Review Chapter PowerPoints</p> <p>Exam 2: Chapters 9-14 & 16</p>	<p>Discussion 8 due Saturday, July 21, by 23:59 CST (CLO 4/WLO 25-26)</p> <p>Journal Entry #4 (Ch. 13, 14, 16) due Sunday, July 22 by 23:59 CST (CLO 4/WLO 27-42)</p> <p>Team Critical Analysis & Peer Evaluation due Sunday, Jul 22 by 23:59 CST (CLO 8-9/WLO 43-46)</p> <p>Connect HW & Quiz due Monday July 23 by 23:59 (CLO</p> <p>Exam 2 window opens at 12:01 AM (00:01) on Tuesday, July 24 and will close on Thursday, July 26 (23:59, CST)</p>

Post-Course	NLT July 31	<i>Have you registered for Fall Semester 2018 classes?</i>
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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/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

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-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced

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writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#) at [<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 85,000 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 24 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](#) [<http://tamuct.libguides.com/index>].

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

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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].

APPENDIX A: Discussion Grading Rubric
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Post	Unacceptable	Needs Improvement	Acceptable	Excellent
Original post (50%)	No posting was made (0 points)	Though it is a "paragraph," the sentences are short and choppy and/or the writing is simplistic and/or repeats most of the phrasing from the topic/question addressed. There may also be significant grammatical issues. (1 point)	Student exhibited some thought and reflection, but could have done more. The post also may have one or two noticeable grammatical errors. (2 points)	Student exhibits exceptional thought and reflection, likely causing the reader to reflect deeper on the subject or truly appreciate having read it. The post is a substantive, solid paragraph in length (4-5 solid sentences) and is free of noticeable grammatical errors. (2.5 Points)
Response (50%)	No posting was made (0 points)	Student met the bare minimum requirements (2 or 3 short sentences) and the writing does not advance the conversation or is mostly "I agree." There may also be significant grammatical issues. (1 point)	There was some connection to the original post, but it was not deep. Some of the writing may be superficial and some repetition is seen. The response also may have one or two noticeable grammatical errors. (2 points)	Student thoughtfully reflected on the student's post. There was more than mere agreement/repetition and the discussion was further advanced. Also, the response is free of noticeable grammatical errors. (2.5 Points)
Total	0 Points	2 points	4 points	5 Points

APPENDIX B: Team contract (15 points)

Purpose: In this class, *group work* is for the purpose of facilitating completion of the Team Critical Analysis Project. You will work as a team to research and resolve a current-unresolved 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: Monday, June 18, in Canvas, by 23:59 CST.

Format: Use the contract form below, adding to it – by team consensus - 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 fill out the contract form below. The contract should: reflect a fair allocation of 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: a team contract, member drafts, editing & revising activity, and final version of team critical analysis paper**), clarify the team processes, rules and consequences for members who fail to meet team contract deadlines, and specify internal team due dates. **Note:** Team project due dates (member drafts and final team paper) listed in the Schedule section of the syllabus are **firm deadlines**. Realistically, to help team members avoid procrastination, the team should establish earlier internal due dates for individual team member drafts as well as for the editing/revising work needed 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 must electronically sign the contract by typing both name and date where indicated on the contract form (next page). Post one copy of the contract (link is in the Team Critical Analysis Project module) and one team member should send me a copy via Canvas messaging.

Note: If group members do not follow the contract, this can result a grade of "F" for the non-conforming group member based on my assessment of the assignment requirements together with the 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	June 18		ALL – Submit one contract
EL topic, current issue and company	June 18		ALL – Submit with contract
Team member drafts (issue statement; Relevant statutes & cases research; two alternative solutions & analysis of each; evaluation against success criteria & recommendation)	July 2		ALL – each member submits a draft to me, I will comment for the team to see for revision/editing purpose
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, internal due dates, statement that consequences for member non-performance)	July 22		(put detail here: who will do what in order to create the final version)

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include a poor peer evaluation)			
Peer Evaluation	July 22	NA	Each member completes

Appendix B on next page

APPENDIX C: Team Critical Analysis Project and Rubric (130 points*)

*** Drafts: 25 points (due July 2); Team project: 100 points (due July 22); Peer evaluation: 5 points (July 22).**

Due Dates: Sunday July 22, 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 (WLOs 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.***

Parameters: Your goal is to collaborate as a team, effectively demonstrating your research, analysis, evaluation, and decision-making skills vis-à-vis a current-unresolved 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 B** and select - with instructor approval - a current-unresolved employment law issue and company (teams should propose two companies – I will try to honor your first choice). 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 issue/company are approved, teams can start work on the team project, as follows.

2. Team Members submit drafts to me:

Each team member will post a **timely draft** of: **(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 statement of the specific issue the company faces. **(3)** Individual research results (including a reference list of sources) concerning the statutes and case law applicable to the employment law issue that the company currently faces. **(4)** An 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)** An evaluation of which alternative solution best fits with the company’s culture and circumstances, and **(6)** A recommendation choosing the one alternative solution that your evaluation demonstrates 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 drafts 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 discuss 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

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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 Issue statement 	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 Statute/Case analysis 	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 	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 Recommendation Justification 	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.

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<p>Structure (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 (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