

**Online BUSI 4334-110, CRN 80305, Employment Law**

Fall 2019

Texas A&M University-Central Texas

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

**Office:** Virtual - Online

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**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 in several short topics under the “Modules” tab on the left-hand menu (then click “Canvas LMS 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 of this syllabus and in the same topic in the TAMUCT’s Canvas classroom under the “Modules” tab on the left-hand menu (then click “Canvas LMS Orientation”).
  - 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 meetings via Skype (d.noelting), What’s App, or similar. If you wish to meet by phone or web-conference, please email me your availability 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.*

**Warrior Shield:**

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] 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](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

2. For issues with Canvas,

- Select “chat with Canvas support,”
- Submit a support request to “Report a Problem” 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](http://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 Learning Objectives (CLOs):** 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):

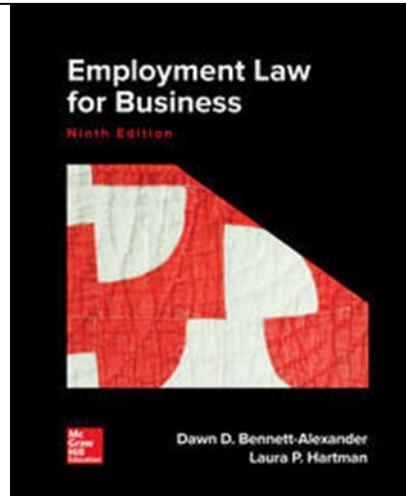
- 1 – Identify legal resources for employment law and describe how to read legal cases; and be able to fully outline an overview of employment law, and explain the employment-at-will doctrine, its exceptions, and recognize commonly committed workplace torts. (*relates to* MLO 1-6)
- 2 – Discuss the legal implication of creating the employment relationship, including agency law, current federal immigration law and policy, explain the role of alternative dispute resolution, and discuss the legal and managerial implications of employment law protections. (MLO 7-10)
- 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. (MLO 11- 17)
- 4 – Fully explain the protections under Title VII for race, color, national origin, ethnicity, Gender, sexual orientation, religion, as well as the additional protections are provided by the FMLA, ADEA, and ADA. (MLO 18-29)
- 5 – Discuss the privacy rights that public and private-sector employees have in the 21st Century, and describe the role of the GINA legislation. (MLO 30-33)
- 6 – 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 federal and state levels, for example unemployment and workers’ compensation laws. (MLO 34-38)
- 7 – Fully explain employee safety nets, such as social security, ERISA, COBRA, and HIPPA.(MLO 39-42)
- 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. (MLO 43-46)
- 9 – Maintain professionalism in communications. (All Class Activities, All Communications). (MLO 1-46)

**Student Module Learning Outcomes (MLOs):**

- 1) Discuss an overview of employment law (*relates to* CLO 1).
- 2) Evidence in discussions and assignments, the ability to read legal cases and locate legal resources (CLO 1).
- 3) Demonstrate professionalism in all class activities and communications (CLO 9).
- 4) Explain the concept of employment-at-will (CLO 1).
- 5) List and apply the exceptions to the employment-at-will doctrine (CLO 1).
- 6) Recognize commonly committed workplace torts (CLO 1).
- 7) Explain how agency law impacts the employer-employee relationship (CLO 2).

- 8) Explain the legal rights and obligations of the employer-employee relationship in regard to recruitment, selection, performance evaluation, pay, and discipline (CLO 2).
- 9) Compare and contrast alternative dispute resolution tools and discuss their effectiveness in the employer-employee relationship relative to traditional lawsuits (CLO 2).
- 10) Explain how current federal immigration law and policy impacts the employer-employee relationship (CLO 2).
- 11) Describe the historic development of the Civil Rights Act of 1964 including the Civil Rights Acts of 1866 and 1870 (CLO 3).
- 12) Describe who is protected by Title VII of the Civil Rights Act, as amended (CLO 3).
- 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 (CLO 3).
- 14) Outline the defenses to discrimination under Title VII of the Civil Rights Act (CLO 3).
- 15) Recognize the difference between disparate impact and intentional discrimination (CLO 3).
- 16) Discuss the design and history of Affirmative Action (CLO 3).
- 17) Distinguish among judicial, voluntary, and executive order affirmative actions, as well as Veterans ' affirmative action rights (CLO 3).
- 18) Fully explain the protections under Title VII against discrimination based on race, color, national origin, and ethnicity (CLO 4).
- 19) Define what national origin is and recognize the defenses and burdens of proof in discrimination cases involving national origin (CLO 4).
- 20) Fully explain the protections under Title VII against discrimination based on gender, gender identity, and sexual orientation (CLO 4).
- 21) Describe the relationship between gender discrimination and sexual harassment (CLO 4).
- 22) Discuss the employer's liability for sexual harassment in the workplace (CLO 4).
- 23) Describe what is considered discrimination based on sexual orientation and gender identity (CLO 4).
- 24) Fully explain the protections under Title VII against discrimination based on religion, and the defenses and burdens of proof in discrimination cases involving religion (CLO 4).
- 25) 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) (CLO 4).
- 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) (CLO 4).
- 27) Fully explain the protections under the ADA amendments to Title VII against discrimination based on disability (CLO 4).

- 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 (CLO 4).
- 29) Describe the policy behind workers' compensation legislation and discuss its role as a protection against disability (CLO 4).
- 30) Discuss what privacy rights employees have in the workplace and outside of work (CLO 5).
- 31) Describe the rights employers have to monitor their employees' computers, phones, and other electronic devices (CLO 5).
- 32) Distinguish between public sector and private sector employee privacy rights (CLO 5).
- 33) Describe the rights employees have in regard to genetic testing, and the protections under the Genetic Information Non-discrimination Act (GINA) (CLO 5).
- 34) Describe the policy and processes of the Occupational Safety and Health Act (CLO 6).
- 35) Discuss the citations, penalties, abatement and appeals available under the Occupational Safety and Health Act (CLO 6).
- 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 (CLO 6).
- 37) Discuss the protections under the Equal Pay Act, and explain its relationship to the FLSA (CLO 6).
- 38) Describe the legal framework of unemployment compensation benefits (CLO 6).
- 39) Explain the social security and Medicare protections under the Federal Insurance Contributions Act (FICA) (CLO 7).
- 40) Explain the protections offered under the Employee Retirement Income Security Act (ERISA) (CLO 7).
- 41) Explain the protections offered under the Consolidated Omnibus Budget Reconciliation Act (COBRA) (CLO 7).
- 42) Explain the protections offered under the Health Insurance Portability and Accountability Act (HIPAA) (CLO 7).
- 43) Describe the legal, managerial, and policy implications of employment law protections (CLO 8).
- 44) Analyze the development of and current nature of employment law issues in US and multinational companies (CLO 8).
- 45) Evaluate alternative solutions to current workplace employment law issues using legal, ethical, and cultural criteria (CLO 8).
- 46) Recommend company action to resolve current workplace employment law issues, consistent with law, company policy, and company/country culture (CLO 8).

**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* (9<sup>th</sup> 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

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, for exam McGraw-Hill:*

<<https://www.mheducation.com/highered/product/labor-relations-striking-balance-budd/M9781259412387.html>>

## 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 [4](#).

### **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 Module Learning Outcomes (MLOs) stated above. Particular CLOs and MLOs 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 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 (low-grade or missing) will be dropped at the end of the term).
2. Journal Entries: No Late submissions are accepted.
3. Syllabus Quiz – Late Submissions are accepted through the end of Module 1.
4. Discussions - Late Discussions are accepted up to three days after the due date, but will lose 10% per day late.
5. Critical Analysis Project – Late drafts are not accepted. Late final projects are accepted but will be reduced by 10 points per day.

6. 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 approve the excuse as warranting a make-up.

*Below, you will find summary information concerning assignments and exams. Assignment details are outlined in the Appendices to this syllabus, as well as in the Canvas classroom (in Canvas, click on the relevant “Module” to find the current assignments).*

**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 syllabus quiz in Module 1 (Click on the “Modules” link on the Canvas course menu) *This assignment assesses CLO 9/MLO 3.*

**Grading:** A student can do this assignment until 100% is achieved. See Canvas Calendar for 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 & MLOs.*

**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 Fridays by 23:59 CST. See Course Syllabus and Course Calendar for due dates.*

**Discussions – 35 points (7 @ 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 & MLOs.*

**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). A **Grade Rubric** can be found in **Appendix A** at the end of this Syllabus. *Discussions will be due Saturdays by 23:59 CST. See Course Calendar for specific due dates.*

**Journal Postings – 50 Points (5 @ 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 & MLOs.*

**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 about the concepts covered (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.*

**Team Contract - (25 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. **Assignment details** and a **Team Contract form** can be found in **Appendix B** at the end of this syllabus. Details are also located in Canvas (Click on “Modules” and then on the current module to find the assignment). *This assignment assesses CLO 9/MLO 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 *what team member is accountable for what specific work related to revising the individual draft submissions* into a coherent team paper submitted to me for a grade (**Note**: Little or no member participation in the creation of the team paper will result in a negative peer evaluation as well as a lower individual grade, i.e. less than the team grade); *identify the team member(s) in charge of submitting the team paper*. Finally, *the team contract must state three potential team choices for*: The topic (must be a current unresolved employment law issue); and for the company (must be a company that is facing the current issue you choose). I will try to honor your choice based on a first come, first serve basis. *Put the team’s three choices at the top of the contract.*

**Grading:** Teams will negotiate until 100% of the required contract elements stated above, are agreed upon. In the Canvas classroom, teams will have a group area to negotiate, post files, *document group member interaction* (messaging records, chat-records or recording of meetings, or other means), etc.. Team members will submit the written team contract to me, for grading (**Note**: Little or no participation in team contract negotiations will lower your team contract grade). *See Course Schedule for due date.*

**Team Member Draft - (30 points)** - **Each** team member will post a **timely draft** with the following content: **(1) Issue:** A *draft discussion* of how the employment law issue developed at the company, the present situation facing the company, **and** a one-sentence statement of the specific issue the company faces (5 points). **(2) Alternatives:** A *draft analysis* of two separate (stand-alone) alternative solutions, specifically addressing each solution’s potential for resolving the employment law issue in a legally compliant and ethical manner; and then a *draft evaluation* of each solution, specifically addressing why it is consistent with the company’s culture, ethical policy, and resources - you must do a little research to learn about the company’s culture, ethics code, and resources (human and other), in order to be convincing (15 points). **(3) Recommendation:** A *draft justification* explaining why one solution is a better fit than the other in terms its potential for successful implementation at the chosen company, given its culture, ethical policy, and resources (you must choose **one** alternative solution) (5 points). **(4) References:**

An annotated list, briefly describing each source. *Your sources must include both statutes and case law relevant* to the employment law issue that the company currently faces. You need at least 10 credible sources, APA formatted (5 points).

**Grading:** The points assigned above to each section of the draft will be awarded if each section is completed with the content described above. Missing sections or missing content will mean points lost. *See Course Schedule for due date.*

**Team Critical Analysis Paper- (100 points)** - The project has several interrelated components, including the team contract described directly above. **Paper Details** and a **Grade Rubric** can be found in **Appendix C** at the end of this Syllabus. Details are also located in Canvas (Click on “Modules” and then on the current module to find the assignment). *The Team Critical Analysis paper facilitates the mastery of CLOs 1-9 and MLOs 2-3 and 43-46.*

**Grading:** You will work as a team to create the final team paper using the drafts created by each team member. Each member will submit the team paper in the Canvas classroom. The paper will earn a team grade. *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; responsibilities agreed to in the team contract; and the peer evaluations.** *See Course Schedule for due date.**

**Peer Evaluation (5 Points)** - Individually, each team member must 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 team member 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. *This assignment fulfills CLO 9 / MLO 3.*

**Grading:** You earn 5 points by completing the Peer Evaluation. *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. Exam links are not visible until an exam window opens. You can access the exam link when the window opens by clicking on ‘Modules’ in Canvas, and then on the relevant module week. Exam windows open for a 48-hour period. *Check the Course Calendar for due dates and for when exam windows open & close.*

**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 (it will auto-submit after the exam time ends). You may use your text and any current class notes to assist you, but you may not consult another student in any form or fashion or the Internet. *Exams facilitate the assessment of one’s mastery of CLOs and MLOs.*

**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 %
McGraw Connect Assignments (15 HW / 15 quizzes)	150 points = 15 %
Discussions (7 @ 5 points each)	35 points = 3.5 %
Journals (5 @ 10 points each)	50 Points = 5 %
Team Contract	25 Points = 2.5 %
Team Member Draft	30 Points = 3 %
Team Critical Analysis Paper	100 Points = 10 %
Peer Evaluations	5 Points = .5%
Exams (three @ 200 points each)	600 Points = 60 %
<b>Total Points &amp; Weight:</b>	<b>1000 Points = 100%</b>

**Communications Note (CLO 9):** 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
<u>715-795 = C - Acceptable</u>
<u>645-715 = D - Needs Improvement</u>
<u>645 or less = F - Unacceptable</u>

### Posting of Grades

- Generally, assignment feedback and grades will be available in Canvas, allowing you to monitor your progress during the semester (click on "Grades" on the course menu).
- 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), noted on each. 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:**

August 26, Classes begin

August 28, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

### **September 2, Labor Day, CAMPUS CLOSED**

September 3, Last day to drop 1st 8-week classes with no record

September 11, Last day to drop 16-week classes with no record

October 4, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 4, Deadline to submit graduation

October 18, Last day to withdraw from the University (1st 8-week classes WF)

October 21, Add/Drop/Late Registration begins, 2nd 8-week classes

October 23, Add/Drop/Late Registration ends, 2nd 8-week classes

October 28, Last day to drop 2nd 8-week classes with no record

November 8, Last day to drop with a Q or withdraw with a W (16-week classes)

### **November 11, Veteran's Day (Observed), No Class**

### **November 28-29, Thanksgiving**

November 29, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

December 13, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 13, Last day to file for Degree Conferral (Registrar's Office)

December 13, Commencement

December 23 - January 1, WINTER BREAK University is closed

### **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. **Note** that changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

**Class Week:** Except for Module 1, our class week begins on Tuesdays.

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

BUSI 4334.110 Tentative Course Schedule			
Module	Dates	Learning Topics	Assignments & Due Dates (23:59 CST)
1	Aug. 26 – Sept. 9	Read <b>Syllabus</b> Read and Listen to <b>Ch 1</b> <i>The Regulation of Employment</i> Read <b>Ch 2 (page 42-63 &amp; 79-80)</b> <i>The Employment Toolkit</i> Review Chapter <b>PowerPoints</b>	<b>Connect HW &amp; Quiz</b> due Friday Sept. 6 by 23:59 CST (CLO 1/WLO 1-5) <b>Discussion 1</b> due Saturday Sept. 7, by 23:59 CST (CLO 9/WLO 3) <b>Discussion 2</b> due Saturday Sept. 7, by 23:59 CST (CLO 1/WLO 1-6) <b>Project: Post team membership preferences</b> if any, due Sunday, Sept. 8, by 23:59 CST (CLO 9/WLO 3) <b>Syllabus Quiz</b> due Monday Sept. 9, by 23:59 CST (CLO 9/WLO 3)
2	Sept. 10–23	Read <b>Ch 2 (page 64-78)</b> <i>The Employment Toolkit</i> Read and Listen to <b>Ch 3</b> <i>Title VII of the Civil Rights Act of 1964</i> Read and Listen to <b>Ch 4</b> <i>Legal Constr. of the Employment Env.</i> Review Chapter <b>PowerPoints</b>	<b>Connect HW &amp; Quiz</b> due Friday Sept. 20 by 23:59 CST (CLO 2-3/WLO 7-15) <b>Discussion 3</b> due Saturday Sept. 21, by 23:59 (CLO 2-3/WLO 7-15) <b>Journal Entry #1</b> (Ch. 1-4) due Sunday, Sept. 22 by 23:59 (CLO 1-3/WLO 1-15) <b>Project: Develop Team Contract</b> (due in two weeks)
3	Sept. 24 – Oct. 7	<b>Exam 1: Chapters 1-4</b> Read and Listen to <b>Ch 5</b> <i>Affirmative Action</i> Read and Listen to <b>Ch 6</b> <i>Race &amp; Color Discrim.</i> Read and Listen to <b>Ch 7</b> <i>National Origin Discrim.</i> Review Chapter <b>PowerPoints</b>	<b>Exam 1 window opens</b> at 12:01 AM (00:01) on Tuesday, Sept. 24 and will close on Wednesday, Sept. 25 by 23:59, CST (CLO 1-3/WLO 1-15) <b>Connect HW &amp; Quiz</b> due Friday day Oct. 4 by 23:59 (CLO 4/WLO 16-19) <b>Discussion 4</b> due Saturday, Oct. 5, by 23:59 (CLO 4/WLO 16-19) <b>Journal Entry #2</b> (Ch. 5-7) due Sunday, Oct. 6 by 23:59 (CLO -4/WLO 16-19) <b>Project: Team Contract &amp; Company/Employment Law Issue</b> due Monday Oct. 7, by 23:59 (CLO 9/WLO 3)
4	Oct. 8 – 21	Read and Listen to <b>Ch 8</b> <i>Gender Discrim.</i> Read and Listen to <b>Ch 9</b> <i>Sexual Harassment</i> Read and Listen to <b>Ch 10</b> <i>Sexual Orientation &amp; Gender Identity Discrim.</i> Review Chapter <b>PowerPoints</b>	<b>Connect HW &amp; Quiz</b> due Friday Oct. 18 by 23:59 CST (CLO 4/WLO 20-24) <b>Discussion 5</b> due Saturday, Oct. 19, by 23:59 (CLO 4/WLO 20-24) <b>Journal Entry #3</b> (Ch. 8-10) due Sunday, Oct. 20, by 23:59 (CLO 4/WLO 20-24) <b>Project: Team member draft 1. A)</b> Individual research results (with reference list of sources) describing how the issue developed at the company and the present situation facing the company; <b>B)</b> A draft statement of the specific issue the company faces. due Monday, Oct. 21, by 23:59 (CLO 8-9/WLO 3, 44)

BUSI 4334.110 Tentative Course Schedule			
Module	Dates	Learning Topics	Assignments & Due Dates (23:59 CST)
5	Oct. 22 – Nov. 4	<b>Exam 2: Chapters 5-10</b> Read and Listen to <b>Ch 11 Religious Discrim.</b> Read and Listen to <b>Ch 12 Age Discrim.</b> Review Chapter <b>PowerPoints</b>	<b>Exam 2 window opens</b> at 12:01 AM (00:01) on Tuesday, Oct. 22 and will close on Wednesday, Oct. 23 by 23:59, CST (CLO 4, 8-9/WLO3, 16-24, 44) <b>Connect HW &amp; Quiz due Friday Nov. 1</b> by 23:59 (CLO 4/WLO 25-26) <b>Discussion 6 due Saturday, Nov. 2,</b> by 23:59 (CLO 4/WLO 25-26) <b>Journal Entry #4</b> (Ch. 11/12) <i>due Sunday, Nov. 3</i> by 23:59 (CLO 4/WLO 25-26) <b>Project: Team member draft 2. A)</b> 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; <b>B)</b> 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. <i>due Monday, Nov. 4</i> by 23:59 (CLO 8-9/WLO 3, 45)
6	Nov. 5 – 18	Read and Listen to <b>Ch 13 Disability Discrim.</b> Read and Listen to <b>Ch 14 Employee privacy in the 21<sup>st</sup> Century</b> Read and Listen to <b>Ch 16 Selected Employment Benefits</b> Review Chapter <b>PowerPoints</b>	<b>Connect HW &amp; Quiz due Friday Nov. 15</b> by 23:59 CST (CLO 4-7/WLO 27-42) <b>Discussion 7 due Saturday, Nov. 16</b> by 23:59 (CLO 4-5 /WLO 27-33) <b>Journal Entry #5</b> (Ch. 13-14) <i>due Sunday, Nov. 17</i> by 23:59 (CLO 4-5/WLO 27-33) <b>Project: Team member draft 3. A)</b> A draft evaluation of the two solutions, discussing which solution best fits with the company's culture and circumstances, and; <b>B)</b> 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) <i>due Monday, Nov. 18</i> by 23:59 (CLO 8-9/WLO 3,46)
7	Nov. 19 – Dec. 2	<b>Exam 3: Chapters 11-14 &amp; 16</b> Finalize your Team Critical Analysis Project	<b>Exam 3 window opens</b> at 12:01 AM (00:01) on Tuesday, Nov. 19 and will close on Wednesday, Nov. 20 by 23:59, CST (CLO 4-5, 8-9/WLO 25-46) <b>Project: Teams Revise &amp; Edit team member draft contributions in order to develop the final version of the Team Critical Analysis Paper, due in Module 8</b> (CLO 8-9/WLO 3, 43-46)
8	Dec. 3 - 13	Finalize your Team Critical Analysis Project. Complete your Peer Evaluation & post your Team Paper	<b>Project: Teams Revise &amp; Edit team member draft contributions in order to develop the final version of the Team Critical Analysis Paper</b> <b>Team Critical Analysis &amp; Peer Evaluation due Monday, Dec. 9</b> by 23:59 CST (CLO 8-9/WLO 43-46)
Post-Course	nlt Dec. 18	<i>Have you registered for Spring Semester 2020 classes?</i>	

## 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 Academic 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **Important information for Pregnant and/or Parenting Students.**

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, 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 Associate Dean in 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. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

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](mailto: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 support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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 [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **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) [http://tamuct.libguides.com/index].

### **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>].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](#) online [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Appendix A is on the next page.

<b>APPENDIX A: Discussion Grade Rubric</b>				
Post	Unacceptable	Needs Improvement	Acceptable	Excellent
Original post (50%)	No posting was made	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.	Student exhibited some thought and reflection, but could have done more. The post also may have one or two noticeable grammatical errors.	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.
Response (50%)	No posting was made	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.	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.	Student thoughtfully reflected on the students post. There was more than mere agreement/repetition and the discussion was further advanced. Also, the response is free of noticeable grammatical errors.

*Appendix B on next page*

## APPENDIX B: Team Contract & Grade Rubric (25 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:** *See Course Calendar for due date.*

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

**Parameters:** What follows are the steps you need to take in order to create a team contract. Each team should structure the team contract to ensure each team member's *timely* commitment and contribution to the *team* (**Note:** If a team member does not behave as agreed in the team contract, this can result a grade of "F" for the non-conforming team member based on: the assignment requirements, the team contract, and the peer evaluation results. *I will periodically check in with the team and see how well the contract is being fulfilled).*

*First*, all group members will supply the team with 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 (for all graded team assignments, documentation of member participation/contribution is necessary, so choose a communication method that makes it easy to post documentation into your Canvas group area).

*Second*, the team contract should specify the *internal due dates* for member submission of draft deliverables. **Note:** Team project due dates listed in the Course Schedule & Canvas Calendar 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*, the team contract should *fairly allocate the work to be done* – *specifically identifying who is responsible for each part of the team work to be done* (**Note:** Team work product deliverables for the team paper are outlined in the “Team Critical Analysis Paper” assignment details in **Appendix C** of this Syllabus).

*Fourth*, the team contract should *identify the team member(s) in charge of submitting the team paper*.

*Fifth*, *the team contract must state three potential team choices for:* The topic (must be a current unresolved employment law issue); and for the company (must be a company that is facing the current issue you choose). I will try to honor your choice based on a first come, first serve basis. *Put the team's three choices at the top of the contract.*

*Finally*, each team member electronically sign the team contract by typing both name and date where indicated on the contract form (see next page of this syllabus for Team

Contract Form)

**Grading Rubric:** Teams will negotiate until 100% of the required contract elements stated above, are agreed upon. In the Canvas classroom, teams will have a group area to negotiate, post files, *document group member interaction* (messaging records, chat-records or recording of meetings, or other means), etc.. Each member will submit a signed written team contract to me, for grading (**Note:** Little or no participation in team contract negotiations will lower your team contract grade). *See Course Schedule & Canvas Calendar for due date.*

**Behavior and Expectations** (Teams: List detailed expectations in the form below)

**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

Work Table: Teams should discuss internal deadlines for graded work, and who is responsible for each aspect of ‘team’ work (Team Contract and Draft responsibilities are set – do not change)

Work Table			
Tasks	Class Due Date	Internal Due Date	Team Member Responsible
Team Contract			All: Negotiate details & Sign
Draft			All: Each member submits a draft
Team Paper			(put detail here: <b>Who</b> will do <b>what</b> : Each member must contribute to the revise/edit process for completing the team paper)
Peer Evaluation		NA	Each member completes, individually

***Appendix C on next page***

## APPENDIX C: Team Critical Analysis Paper and Grade Rubric (100 points)

**Due Dates:** See Course Schedule for due date

**Length and Form:** A maximum of 4 **single - spaced pages** not including the APA title or reference list pages. 12-font - Times New Roman. All sources in the list of References must be cited in the body of your paper (*no footnotes*), using APA style. The Reference list should list sources alphabetically – on the last (separate) page. You should use a minimum of 15 credible research sources to support your analysis, evaluations, and recommendations and convey this using “in-text” 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 Learning Objectives (CLOs 8-9) and Module Learning Outcomes (MLOs 43-46).*

**Grading:** You will work as a team and earn a team grade. Each member will submit the team paper online in the Canvas classroom. *Team 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:

### **1. Develop Team Contract & Select Company/EL Issue (25 points):**

Teams will develop a contract **using the contract form in Appendix B** 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 Member Paper Draft (30 points):**

*Each* team member will post a **timely draft** with the following content: **(1) Issue:** A *draft discussion* of how the employment law issue developed at the company, the present situation facing the company, **and** a one-sentence statement of the specific issue the company faces (5 points). **(2) Alternatives:** A *draft analysis* of two separate (stand-alone) alternative solutions, specifically addressing each solution’s potential for resolving the employment law issue in a legally compliant and ethical manner; and then a *draft evaluation* of each solution, specifically addressing why it is consistent with the company’s culture, ethical policy, and resources

available - you must do a little research to learn about the company's culture, ethics code, and resources (human and other), in order to be convincing (15 points). **(3) Recommendation:** A *draft justification* explaining why one solution is a better fit than the other in terms its potential for successful implementation at the chosen company, given its culture, ethics, and resources (you must choose **one** alternative solution) (5 points). **(4) References:** An annotated list, briefly describing each source. *Your sources must include both statutes and case law relevant* to the employment law issue that the company currently faces. You need at least 10 credible sources in your draft (5 points).

### 3. Team Paper:

You will work as a team to create the final team paper using the drafts created by each team member (**Note:** My feedback on member drafts will be visible to the entire team). Each member will submit the team paper in the Canvas classroom for a team grade.

**Written Team Paper 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 of the 15 credible sources 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, specifically addressing each solution's potential for resolving the employment law issue in a legally compliant and ethical manner; and then present your *evaluation* of each solution, specifically addressing why it is feasible given the company's culture, ethical policy, and resources available - you must do a little research to learn about the company's culture, ethics code, and resources (human and other), in order to be convincing.

***Recommendation:*** Choose **one** solution and discuss your *justification* explaining why one solution is a better fit than the other in terms its potential for successful implementation at the chosen company, given its culture, ethics, and resources.

***Reference List:*** The Reference List should list sources alphabetically – on a separate page. You should use at last 15 credible research sources to support your analysis, evaluation, and recommendation, using APA citation format.

### 4. Peer Evaluations (5 points):

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. **Grade rubric is on next page**

**Team Paper Grading Rubric**

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

**Grade Rubric continues on next page.**

<p><b>Structure (10%)</b></p> <ul style="list-style-type: none"> <li>● Format</li> <li>● Flow of thought</li> <li>● Transitions</li> </ul>	<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/poor transitions and/or rambling and/or little professional formatting</p>	<p>Discussion has a clear organizational structure consistent with written format requirements, with some digression, ambiguities or irrelevances. Discussion is easily followed. Basic transitions and a professional format</p>	<p>Discussion is logically organized according to written format requirements. Easily followed with effective, smooth, and logical transitions, and a professional format</p>
<p><b>Clarity, mechanics, and citations (10%)</b></p> <ul style="list-style-type: none"> <li>● Sentence structure</li> <li>● Punctuation/mechanics</li> <li>● Proper Attribution to avoid Plagiarism</li> <li>● Correct Form</li> </ul>	<p>Uses simple or choppy sentences and/or Many punctuation, mechanical errors and/or little or no factual informational used or cited. Citations mostly do not adhere to the required number of credible sources and/or APA citation</p>	<p>Mostly complex sentences used. Few punctuation or mechanical errors. Mostly factual informational is used and cited. Citations mostly adhere to the required number of credible sources and APA citation style</p>	<p>Manipulates complex sentences for effect/impact with no punctuation or mechanical errors. An abundance of factual information is used and cited. Citations completely adhere to the required number of credible sources and APA citation style</p>

...End of syllabus