

BUSI 4344-110 CRN 10238 Employment Law
Spring 2019
Texas A&M University – Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 14, 2019 - May 6, 2019
6:00 PM to 8:45 PM
Founder's Hall, Room 304

Mode of instruction and course access:

This course meets face-to-face, with supplemental materials, and an assignment posting area made available via TAMUCT's Canvas Learn system (<https://canvas.instructure.com>).

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

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

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

Though no specific legal knowledge is required as a prerequisite to this course, it will be essential that you have a familiarity with the use of Microsoft Word, at a minimum.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Grace Anne Wilhelm, J.D.

E-mail: gwilhelm@tamuct.edu or Canvas Inbox.

For more information, see "Student-Instructor Interaction" below.

The views of this professor do not represent the views of the United States Department of Agriculture. As a federal employee, I am not allowed to give legal advice to members of the general public as it may complicate my ability to continue to represent the federal government. This means that I cannot answer personal legal questions such as "My boss is discriminating against me. What should I do?" I can, of course, always explain the material in the book in more detail or in a different way or give you more examples.

Office Hours: I am available by appointment for face to face or virtual meetings.

Student-instructor interaction:

If you need more help on any of the material covered during the class or have any questions, please do not hesitate to email me. I check my emails daily during weekdays and will respond to your message within 24-48 hours. If you wish to meet either in person or virtually, please email me with a time "window" during which you will be available and I will respond with a confirmed time and location.

911 Cellular:

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

911Cellular 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 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

The study of the principles of law concerning the employment relationship between an employee and 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 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. (WLO 1-6)
- 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. (WLO 7-11)
- 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. (WLO 11- 17)
- 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. (WLO 18-29)
- 5 – Discuss what privacy rights employees have in the 21st Century, and describe the role of the GINA legislation. (WLO 30-33)
- 6 – Maintain professionalism in communications. (All Class Activities, All Communications). (WLO 1-33)
- 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. (MLO 34-38).
- 8 – Fully explain employee safety nets, such as unemployment compensation, social security, ERISA, COBRA, and HIPPA. (WLO 39-42).

9 – 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. (WLO 43-46).

Student Weekly Learning Outcomes (WLOs):

- 1) Discuss an overview of employment law.
- 2) Evidence in discussions and assignments, the ability to read legal cases and locate legal resources.
- 3) Demonstrate professionalism in all class activities and communications.
- 4) Explain the concept of employment-at-will.
- 5) List and apply the exceptions to the employment-at-will doctrine.
- 6) Recognize commonly committed workplace torts.
- 7) Explain how agency law impacts the employer-employee relationship.
- 8) Explain the legal rights and obligations of the employer-employee relationship in regard to recruitment, selection, performance evaluation, pay, and discipline.
- 9) Compare and contrast alternative dispute resolution tools available, and discuss their effectiveness in the employer-employee relationship relative to traditional lawsuits.
- 10) Explain how current federal immigration law and policy impacts the employer-employee relationship.
- 11) Describe the historic development of the Civil Rights Act of 1964 including the Civil Rights Acts of 1866 and 1870.
- 12) Describe who is protected by Title VII of the Civil Rights Act, as amended.
- 13) Describe how cases proceed under Title VII of the Civil Rights Act, and the role of various types of alternative dispute resolution used by the EEOC.
- 14) Outline the defenses to discrimination under Title VII of the Civil Rights Act.
- 15) Recognize the difference between disparate impact and intentional discrimination.
- 16) Discuss the design and history of Affirmative Action.
- 17) Distinguish among judicial, voluntary, and executive order affirmative actions, as well as Veterans' affirmative action rights.
- 18) Fully explain the protections under Title VII against discrimination based on race, color, national origin, and ethnicity.
- 19) Define what national origin is and recognize the defenses and burdens of proof in discrimination cases involving national origin.
- 20) Fully explain the protections under Title VII against discrimination based on gender, gender identity, and sexual orientation.

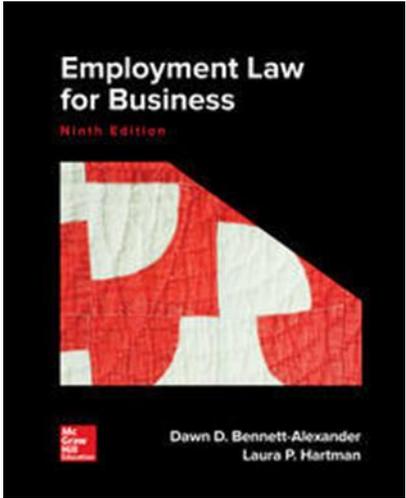
- 21) Describe the relationship between gender discrimination and sexual harassment.
- 22) Discuss the employer's liability for sexual harassment in the workplace.
- 23) Describe what is considered discrimination based on sexual orientation and gender identity.
- 24) Fully explain the protections under Title VII against discrimination under the Pregnancy Discrimination Act, and discuss the rights employees have under the Family Medical Leave Act (FMLA).
- 25) Fully explain the protections under Title VII against discrimination based on religion, and the defenses and burdens of proof in discrimination cases involving religion.
- 26) Fully explain the protections under Title VII against discrimination based on age and describe the procedures and remedies under Age Discrimination in Employment Act (ADEA).
- 27) Fully explain the protections under the ADA amendments to Title VII against discrimination based on disability.
- 28) Discuss who is a qualified individual with a disability, define what reasonable accommodation means under the Americans with Disabilities Act (ADA), recognize the defenses and processes for enforcing rights under the ADA, and identify impact of recent cases and statutory amendments.
- 29) Describe the policy behind workers' compensation legislation and discuss its role as a protection against disability.
- 30) Discuss what privacy rights employees have in the workplace and outside of work.
- 31) Describe what rights employers have to monitor their employees' computers, phones, and other electronic devices.
- 32) Distinguish between public sector and private sector employee privacy rights.
- 33) Describe the rights employees have regarding 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 Consolidated Omnibus Budget Reconciliation Act (COBRA).
- 41) Explain the protections offered under the Employee Retirement Income Security Act (ERISA).

- 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

| | |
|--|--|
|  | <p>Bennett-Alexander, D. D. & Hartman, L.P. (2015). <i>Employment Law for Business</i> (9th ed.). New York, NY: McGraw-Hill Education (Loose-leaf version with Connect Access Card ISBN#: 9781260664492).</p> <p>This is a <u>loose-leaf version of the text with Connect access</u> to complete online assignments that is being carried by our bookstore.</p> <p>Please note: There are NO online assignments for this section. However, you may find the supplemental materials found on Connect to be helpful.</p> <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

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 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. Outcomes may be assessed by multiple methods, ex. participation and an exam question.

Late Work Penalties:

1. Quizzes – Quizzes are given at the beginning of each class. As we discuss the answers once everyone is finished there are no make-up or late quizzes accepted.
2. Case Brief & Presentation – If you fail to turn in your brief on the day you present your case in class, you can score no higher than a C on this assignment. You must present your case on the assigned class day or you will receive no credit for this assignment.
3. If you fail to take an exam without notifying me *PRIOR TO* the exam, you can score no higher than the lowest grade a class member received who took it on time and only if I feel the excuse warrants allowing a make-up.
4. Participation – It is imperative for you to attend face-to-face class sessions because exams cover not only the text, but the class discussion material. Participation is necessary for the mastery of assignments and the Course Objectives & Outcomes. Please note that it is logistically impossible for you to try to fulfill your Participation grade late. If you feel that you need to do so, please see me before or after class.

1. Quizzes – 150 total points – Each week at the beginning of class there will be a short quiz on that week's reading. **Grading:** Answers are either right or wrong. We will discuss the answers in class. Taken together, these assess all the CLOs/WLOs.

2. Case Brief & Presentation – 150 points – Each student is required to submit a two (2) page case brief on a case that will be assigned on the first day of class. Each student will present their case to the class on the day that case is covered in class and will be prepared to answer questions regarding this case in class. The purpose of the case brief is to ensure that you understand how to find the rule of the case and properly analyze the facts of the case according to the rule. (CLO 1, WLOs 1-46): Please see the rubric attached to this syllabus as Appendix A.

3. Required Class Participation – 200 total points – (CLOs 1-9, WLOs 1-46) - This class is heavily based on in-class discussion and analysis of hypothetical problems (hypos) during class. Each week I will spend no more than half the class lecturing on that week's chapter. Students will be called on to present their brief on the week when we study the chapter which contains that case. We will spend the remainder of the class solving hypothetical problems together. Solving hypothetical problems will help you to understand the material better and will prepare you for the essay portion of the exams – which will be hypothetical problems like those we solve in class. **Grading:** Participation will be graded based on your attempt – not whether your answer is right or wrong. Each student is required to solve two hypotheticals in class this semester to receive 200 points (100 points per hypo). Solving a hypothetical involves answering a series of questions posed by me which are intended to lead you to the rule which applies to the case and to correctly apply the rule to the facts, which will lead you to the correct conclusion.

Don't worry – there are no wrong answers. Unexpected answers just lead to new steps in the path to the correct answer. However, rudeness, disrespect, or any language which I determine to be offensive or harassing of any member our class will not be tolerated. As the moderator of our class discussions, I will ask any class member who chooses to engage in such behavior to step out of the classroom and rejoin us in the next class session.

4. Voluntary Class Participation (100 points) (CLOs 1-9, WLOs 1-46) – This item involves additional in-class participation, such as volunteering to solve hypos in excess of your required hypos, participating in class discussion, and answering questions posed to the class. Grading: Voluntary class participation will be graded on the attempt – not on whether your answer is right or wrong.

5. Exams – 400 points (200 points each) – (CLOs 1-9, WLOs 1-46) There will be a midterm exam covering Chapters 1-7 and a final exam covering Chapters 8-14. The exams will be given during class – please see the Course Schedule below for due dates.

Exams are not easy and will be comprised of multiple choice, T/F questions, and essay questions. Plan for “long” exams since you will be tested over 6 or 7 chapters at a time and I want to make sure to cover the important material. You will have the entire class period to complete the exam.

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, 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 |
|------------------------------------|--------------------------|
| Quizzes | 150 Points = 15% |
| Case Brief and Presentation | 150 Points = 15% |
| Class Participation | 200 Points = 20% |
| Voluntary Class Participation | 100 Points = 10% |
| <u>Exams (2 @ 200 points each)</u> | <u>400 Points = 40%</u> |
| Total Points & Weight: | 1000 Points = 100% |

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

895-1000 = A – Excellent
795 – 894 = B – Good
715-794 = C – Acceptable
645-714 = D – Needs Improvement
644 or less = F - Unacceptable

Posting of Grades

- Generally, assignment feedback and grades will be available in Canvas under the “Grades” tab, allowing you to monitor your progress during the semester.
- I will endeavor to give you feedback at the next class, 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 grade than the scale normally provides for, to facilitate an appropriate grade distribution.

Copyright Notice

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

COURSE OUTLINE AND CALENDAR

Important University Dates:

- January 14, Add/Drop/Late Registration begins
- January 14, Classes Begin
- January 16, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
- January 21, NO CLASS FOR MLK DAY
- January 30, Last day to drop 16-week classes with no record
- March 1, Deadline to submit graduation application
- March 11-15, Spring Break
- April 5, Last day to drop with a Q or withdraw with a W (16-week classes)
- May 10, Last day to file for Degree Conferral (Registrar's Office)
- May 11, Commencement

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

All Assignments are due as stated below.

Course Schedule (Subject to change)

You must be present and prepared to present your assigned case on the assigned class day.

You must read the chapter in the textbook that we will discuss PRIOR TO CLASS. For example, if the syllabus says that we will discuss Chapter 5 on February 4, 2019, you must have read Chapter 5 before class. There will be a quiz on Chapter 5 and we will do hypothetical problems based on Chapter 5 in that class.

| Date | Topic/Activity | WLOs Addressed | Assignments | CLOs Addressed |
|--------|--|----------------|--|----------------|
| Jan 14 | Syllabus How to Brief a Legal Case Chapter 1-2 | 1-11 | Before class: Read Chap. 1-2 Participate in discussion of Chap. 1-2 | 1,2,6 |
| Jan 28 | Chapter 3-4 | 6-15 | Before class: Read Chap. 3-4 Chap. 3-4 Quiz Participate in discussion of Chap. 3-4 | 3,6 |
| Feb 4 | Chapter 5 -6 | 16-18 | Before class: Read Chap. 5-6 Chapter 5-6 Quiz | 3,4,6 |

| | | | | |
|-----------|---------------|-------|--|-------|
| | | | Participate in discussion of Chap. 5-6 | |
| Feb 11 | Chapter 7 | 19 | Before class: Read Chap. 7 Chapter 7 Quiz Participate in discussion of Chap. 7 | 4,6 |
| Mar 4 | Midterm Exam | 1-19 | IN CLASS Midterm Exam | 1-4,6 |
| Mar 11-15 | SPRING BREAK | | NO CLASS | |
| Mar 18 | Chapter 8 | 20-21 | Before class: Read Chap. 8 Chapter 8 Quiz Participate in discussion of Chap. 8 | 4,6 |
| Apr 1 | Chapter 9-10 | 21-24 | Before class: Read Chap. 9-10 Chapter 9-10 Quiz Participate in discussion Chap. 9-10 | 4,6 |
| Apr 8 | Chapter 11 | 25 | Before class: Read Chap. 11 Chapter 11 Quiz Participate in discussion of Chap. 11 | 4,6 |
| Apr 15 | Chapter 12 | 26 | Before class: Read Chap. 12 Chapter 12 Quiz Participate in discussion of Chap. 12 | 4,6 |
| Apr 22 | Chapter 13-14 | 27-33 | Before class: Read Chap. 13-14 Chapter 13-14 Quiz Participate in discussion of Ch. 13-14 | 4-8 |
| Apr 29 | Chapter 15-16 | 34-46 | Before class: Read Chap. 15-16 Chapter 15-16 Quiz Participate in discussion of Ch. 15-16 | 4-8 |
| May 6 | Final Exam | 20-46 | IN CLASS Final Exam | 4-8 |

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas (<https://tamuct.instructure.com>).

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

Password: Your MyCT password

Technology Support:

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

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

2. For issues with Canvas,

- Select "chat with Canvas support,"

- Submit a support request to Canvas Tier 1, or
- Call the Canvas support line:1-844-757-0953
Links to all are found inside of Canvas using the “Help” link.

3. For issues with McGraw-Connect

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

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

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

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

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

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

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

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the

72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

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

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

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

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

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].

End of Syllabus.

Appendix A

Case Brief and Presentation Grading Rubric for _____

Date Presented: _____

Total Points: _____

Case Style: _____

| Case Brief (120 points) | Unacceptable | Acceptable | Excellent | Points Awarded |
|-------------------------------------|---|--|--|---------------------------|
| Facts (30) | Not attempted, fails to identify the facts (0) | Identifies the facts of the case, including the parties. (20) | Identifies the facts of the case, including the parties. Points out which facts were most important to the court's decision. (30) | |
| Rules (30) | Not attempted, fails to identify the rules (0) | Identifies the rules of the case. (20) | Identifies the rules of the case. Points out which rules were most important to the court's decision. (30) | |
| Analysis (30) | Not attempted, fails to identify the analysis (0) | Identifies the court's analysis of the facts as applied to the rules of the case. (20) | Identifies the court's analysis of the facts as applied to the rules of the case. Properly identifies only the most important analysis and is not side-tracked by off-topic analysis. (30) | |
| Conclusion (10) | Not attempted, fails to identify the conclusion (0) | Identifies the conclusion of the case. (7) | Identifies the conclusion of the case. States what will happen next for the case (affirmed, remanded, etc.). (10) | |
| Formalities (20) | Not attempted, handwritten, incoherent (0) | Over or under the page limited, disorganized, hard to read. (15) | Two pages, typed, 12 pt. Times New Roman font, well-organized (20) | |
| Presentation (30 points) | Not attempted, incoherent (0) | Completed (25) | Completed, exceptional public speaking (30) | |

