Online BUSI 4334-110, CRN 80305, Employment Law  
Fall 2020: August 24 – December 11, fully-online 16-week course  
Texas A&M University-Central Texas

**Instructor:** D. Tevis Noelting, MBA, JD, Attorney at Law (AZ)  
**Office:** Virtual – Online  
**Phone:** (Tamuct Office Admin) 254-501-5933 or 254-519-5437; (Cell) 480-612-5506  
**Email:** dnoelting@tamuct.edu or Canvas “Inbox”. It is recommended that you keep course-related communication inside Canvas (Click on “Inbox” and then on the icon to compose a new message). Use TAMUCT email only when Canvas is not available.

**Office Hours:**  
By appointment (via Canvas Messaging) for virtual meetings using Skype (d.noelting), What’s App, or similar.

**Student-instructor interaction:**  
I am available for virtual meetings, by appointment via Canvas Messaging, using Skype (d.noelting), What’s App, or similar. If you wish to meet by phone or web-conference, please message 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.

**Mode of instruction and course access:**  
- This course is a 100% online course using TAMUCT’s Canvas Learn system ([https://tamuct.instructure.com/](https://tamuct.instructure.com/)). An online course offers great flexibility but only students with strong self-discipline can enjoy the benefit and succeed in passing the course. Students often find an online course more time consuming than a traditional face-to-face course. 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.

- **Online Proctored Testing:** A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. The technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.
  
  - During week 1, you need to install the Proctorio Remote Proctoring extension (<https://getproctorio.com/>) for Google Chrome (Note: You need the Chrome browser and the Proctorio extension installed on Chrome in order to take exams).

- It will be essential that you have a properly configured computer (see technology
requirements section in this syllabus) with: webcam, speakers or a headset (to listen to audio/video files and to take exams using Proctorio), reliable Internet access, and familiarity with the general use of Power Point, Excel, Microsoft Word, and Adobe Reader for pdf files.

- 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 (below) 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”).
  
  o Tutorials for using Canvas can be found under the “Canvas Help” tab in the online classroom.
  o To check browser specifications: https://community.canvaslms.com/docs/DOC-10720-67952720329
  o To check computer specifications: https://community.canvaslms.com/docs/DOC-10721-67952720328

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] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms,
hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

✓ If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT e-mail address). Password: Your MyCT password

Online Proctored Testing
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. The technology requirements for Proctorio are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

- During week 1, you need to install the Proctorio Remote Proctoring extension <https://getproctorio.com/> for Google Chrome (Note: You need the Chrome browser and the Proctorio extension installed on Chrome in order to take exams).

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**,  
   - Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. Then 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  
     - 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 contracts 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 under the Pregnancy Discrimination Act, and discuss the rights employees have under the Family Medical Leave Act (FMLA) (CLO 4).

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 (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).

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

1. **Textbook**


   **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 your 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.**

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*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/employment-law-business-bennett-alexander-hartman/M9781259722332.html](https://www.mheducation.com/highered/product/employment-law-business-bennett-alexander-hartman/M9781259722332.html)*

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2. Other Materials

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

**Equipment**
A properly configured computer, per the previous technology requirements section above in this syllabus, with: webcam, speakers or a headset (to listen to audio/video files), reliable Internet access, MS Word, Adobe Acrobat Reader, and PowerPoint. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

  • During week 1, you need to install the Proctorio Remote Exam Proctoring extension [https://getproctorio.com/](https://getproctorio.com/) for Google Chrome (Note: You need the Chrome browser and the Proctorio extension installed on Chrome in order to take exams).
**Instructional Software**
You will find both publisher power point slide notes and audio presentations of chapter lectures located in Canvas, 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. *Late Submissions are accepted through the end of Module 1. See Canvas Calendar for exact due date.*

**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 Mondays by 23:59 CST. Late Assignments are not accepted.* See *Course Syllabus and Course Calendar for exact due dates.*

**Journal Postings – 40 Points (4 @ 10 points each)** – Every few chapters (4 total entries), you will reflect on what you have learned from the chapters and what you found troubling or confusing 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 Thursdays by 23:59 CST. No late submissions are accepted* *See Course Calendar for specific due dates.*

**Discussions – 60 points (6 @ 10 points each + 1 EC @ 10 points)** – 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:** A discussion grading rubric is provided at the end of this syllabus, in *Appendix A.* In order to receive full credit for each of the two posted discussion topics (in Discussions 2-7) you must at least (1) submit a thoughtful substantive and relevant *original post to one discussion* (6 points each) and, in a separate post to the *other* discussion (2) *reply* substantively to another student’s post (4 points). Administrative posts like “I agree” do not earn points. *Discussions will generally be due Saturdays by 23:59 CST. Late Discussions are accepted up to three days after the due date but will lose 10% per day late.* *See Course Calendar for specific due dates.*

**Critical Analysis Paper Project:** The following activities are required to complete the project.

*Critical Analysis Employment Law Topic Preference* - This zero-point assignment allows you to post three potential paper topic preferences for both the employment law issue & the company that
you would like to research and write. I will attempt to honor your choice. Note: The issue you choose must be a current, unresolved issue for the company you choose.

**Paper Draft 1 - (10 points)** - Post Draft 1 with the following content: (A) Research results for articles about the issue at your chosen company, relevant employment law statutes, and court case results at other companies experiencing this issue. Use an APA-formatted Annotated Reference list of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used (you must find relevant employment-law statutes and cases and you need at least 10 credible sources). (B) A draft discussion of the employment-law issue: How the employment law issue developed at the company and the present situation facing the company, and a one-sentence statement of the specific employment law issue facing the company that you will resolve. Paper draft 1 fulfills CLO 8-9 and MLO 2-3, 43.

**Paper Draft 2 – (10 points)** – Post Draft 2 with the following content: (A) Revised research results A) Revised research results articles about the issue at your chosen company, relevant employment law statutes, and court case results at other companies experiencing this issue. Use an APA-formatted Annotated Reference list of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used (you must find relevant employment-law statutes and cases and you need at least 10 credible sources). B) A one-sentence statement of the specific issue the company faces. Paper draft 2 fulfills CLO 8-9 and MLO 2-3, 43.

**Paper Draft 3 – (10 points)** – Post Draft 3 with the following content: A) Revised research results articles about the issue at your chosen company, relevant employment law statutes, and court case results that you can use as support for your proposed alternatives Use an APA-formatted Annotated Reference list of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used; B) Propose and analyze two alternative solutions based on these criteria: How does each solution resolves the one-sentence issue statement? Are your alternatives legally compliant and also ethical? Paper draft 3 fulfills CLO 8-9 and MLO 2-3, 43-44.

**Paper Draft 4 – (10 points)** – Post Draft 4 with the following content: A) Revised research results about the issue at your chosen company, relevant employment law statutes, and court case results that you can use as support for your proposed alternatives. Use an APA-formatted Annotated Reference list of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used; B) Discuss your evaluation of the two alternative solutions you propose, using these criteria: Does the alternative solution fit with the company’s culture and, are there enough company resources to implement the solution. Paper draft 4 fulfills CLO 8-9 and MLO 2-3, 43, 45.

**Paper Draft 5 – (5 points)** – Post Draft 5 with the following content: A) Revised research results about the issue at your chosen company, relevant employment law statutes, and court case results that you can use as support for your proposed alternatives). Use an APA-formatted Annotated Reference list of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used; B) Discuss your recommendation (you may choose only one of the two alternative solutions you proposed) using these criteria: Justification of why one is a better fit than the other in terms of its potential for successful implementation at the chosen
company given its culture and resources (you must do a little research to learn about the company’s culture and resources (human and other), in order to be convincing) Paper draft 5 fulfills CLO 8-9 and MLO 2-3, 43, 46.

**Grading:** The points assigned above to each draft will be awarded if each section is completed with *all of* content listed above for each draft. Missing sections or missing content will mean points lost. Draft assignment details are also located in Canvas (Click on “Modules” and then on the current module to find the assignment). *Late drafts are not accepted* See Course Schedule for specific due dates.

**Critical Analysis Paper - (100 points) – Final Paper Details** and a **Grade Rubric** 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). The Critical Analysis paper facilitates the mastery of CLOs 9 and MLOs 2-3 and 43-46.

**Grading:** You will submit the paper in the Canvas classroom. **Points will be calculated based on the Grade Rubric (Appendix B). Late assignments are assessed a 10-point deduction per day, unless prior coordination is conducted with the instructor, See Course Schedule for due date.**

**Proctorio Practice Exam (Pre-requisite to admission to Exam 1)** – This zero-point practice quiz of 5 questions allows you to experience the Proctorio exam set-up prior to the real exam. **During week 1, you need to install the Proctorio Remote Proctoring extension <https://getproctorio.com/> for Google Chrome (Note: You need the Chrome browser and the Proctorio extension installed on Chrome in order to take exams).**

**Proctorio is a Learning Integrity Platform**
This course will use Proctorio, a remote proctoring solution designed to protect the integrity of this course’s assessments.

**Equity and Fairness**
The reason I’ve chosen Proctorio for this course is to make education more equal, by giving each student an opportunity to earn the grades they deserve. The US Federal Government also requires that all schools have a process in place for verifying student identity to protect against Federal Student Aid (FSA) fraud.

**Privacy**
Proctorio is a trusted platform for remote proctoring because of its commitment to student privacy. Proctorio uses single sign-on through our LMS and only I or approved individuals, here at our institution, will have access to your exam data. Proctorio never requires personally identifiable information from students and Proctorio will never sell your data to third parties. Read more about [Proctorio’s approach to privacy](#).

**Security**
Proctorio only runs as an extension in your browser. This means that Proctorio works within a sandbox and has limited access to your computer system unlike traditionally installed software applications that have complete access to your computer’s hard drive, or other resources. Proctorio only runs while you are taking your exam. After your exam
ends, you may uninstall the extension by right-clicking on it, to bring you peace of mind. Just remember, you’ll need to reinstall the extension again before starting your next exam. All student data is kept safe using zero-knowledge encryption, meaning student data is scrambled and unreadable by anyone outside of our institution’s learning platform. Even Proctorio cannot see your exam data. Read more about Proctorio security.

Getting Started
Before getting started on your first exam, make sure to follow the instructions in Proctorio’s Quick Start Test Taker Guide for the extension. To verify your computer system meets the requirements, take the practice quiz. This will ensure that everything will run smoothly on the day of the exam. If after reading the Quick Start Test Taker Guide if you have any trouble while using Proctorio, you can reach out to Proctorio support for troubleshooting. Proctorio support is available 24/7 and can assist in troubleshooting any extension related issues before, during and after your exam. You can contact Proctorio support via email at support@proctorio.com or by starting a live chat by clicking the Proctorio extension’s shield icon.

Examinations (600 points: Three @ 190 each + one @ 30 points) - There are four proctored 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.

- To take the exams, you will need a webcam, functioning audio (speakers, mic, or a headset), your ID card, and completion of the Proctorio Practice Exam.

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) There are extreme cases when you cannot inform me because of events outside of your control, and for which you produce acceptable documentation. In certain exceptional 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

<table>
<thead>
<tr>
<th>Graded Coursework</th>
<th>Points/Percentage Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5 Points = .5 %</td>
</tr>
</tbody>
</table>
**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 other, 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*

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>895-1000</td>
<td>A - Excellent</td>
</tr>
<tr>
<td>795-895</td>
<td>B - Good</td>
</tr>
<tr>
<td>715-795</td>
<td>C - Acceptable</td>
</tr>
<tr>
<td>645-715</td>
<td>D - Needs Improvement</td>
</tr>
<tr>
<td>645 or less</td>
<td>F - Unacceptable</td>
</tr>
</tbody>
</table>

**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:**

| McGraw Connect Assignments (15 HW / 15 quizzes) | 150 points = 15% |
| Discussions (6 @ 10 points each + 1 EC @ 10 points) | 60 points = 6% |
| Journals (4 @ 10 points each) | 40 Points = 4% |
| Critical Analysis Paper Drafts (5) | 45 Points = 4.5% |
| Critical Analysis Paper | 100 Points = 10% |
| Exams (three @ 190 points each + one @ 30 points) | 600 Points = 60% |

**Total Points & Weight:**

| 1000 Points = 100% |
August 24, Classes begin
August 26, Add/Drop/Late Registration ends, 16-week classes and first 8-week classes

**September 7, Labor Day, CAMPUS CLOSED**
September 9, Last day to drop 16-week classes with no record
October 2, Deadline to drop first 8-week classes with Quit (Q) or Withdraw (W)
October 16, Classes end for first 8-week session.
October 16, Deadline to withdraw from University for first 8-week classes.
October 19, Class Schedule Published for Spring Semester 2021
October 19, Add/Drop/Late Registration begins, 2nd 8-week classes
October 19, Classes begin for second 8-week classes.
October 21, Add/Drop/Late Registration ends, 2nd 8-week classes
October 26, Last day to drop 2nd 8-week classes with no record
October 30, Deadline to submit Fall graduation application

**November 11, Veteran’s Day (Observed), No Class – university closed**
November 26-27, Thanksgiving, No Class – university closed
November 27, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
December 11, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 11, Last day to file for Degree Conferral (Registrar’s Office)
December 11, Fall 2020 semester ends
December 11, Commencement (tentative)
December 24 - 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

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Learning Topics</th>
<th>Assignments &amp; Due Dates (23:59 CST)</th>
</tr>
</thead>
</table>
| 1      | Aug. 24 – Sept. 7 | Read Syllabus  
Read and Listen to Ch 1 The Regulation of Employment  
Read Ch 2 The Employment Toolkit  
Review Chapter PowerPoints  
Review articles and videos for chapters 1-2 | Syllabus Quiz due Monday, Aug. 31, by 23:59 CST (CLO 9/MLO 3)  
Proctorio Extension installation and Canvas computer check due Monday, Aug. 31, by 23:59 CST (CLO 9)  
Proctorio Practice Exam due Monday, Aug. 31, by 23:59 CST (CLO 1-3/MLO 1-11)  
Project: Post employment law issue topic & company preferences, due Tuesday, Sept. 1, by 23:59 CST (CLO 9/MLO 3)  
Introduction Discussion 1 due Saturday, Sept. 5, by 23:59 CST (CLO 9/MLO 3) |
| 2      | Sept. 8–21  | Read and Listen to Ch 3 Title VII of the Civil Rights Act of 1964  
Read and Listen to Ch 4 Legal Constr. of the Employment Env.  
Review Chapter PowerPoints  
Review articles and videos for chapters 3-4  
Exam 1: Chapters 1-4 | Connect HW & Quiz due Monday Sept. 14, by 23:59 CST (CLO 1-3/WLO 12-15)  
Project: Draft 1 - A) Individual research results for articles about the issue at your chosen company, relevant employment law statutes, and court case results at other companies experiencing this issue (use an annotated reference list of sources); B) Discussion of how the issue developed at the company and the present situation facing the company, due Tuesday, Sept. 15, by 23:59 (CLO 8-9/MLO 2-3, 43)  
Journal Entry #1 (Ch. 1-4) due Thursday, Sept. 17 by 23:59 (CLO 1-3, 9/WLO 3, 1-15)  
Discussion 2, due Saturday, Sept. 19, by 23:59 CST (CLO 1-3, 9/MLO 3, 12-15)  
Exam 1 (Ch. 1-4): 48-hour window opens at 12:01 AM (00:01) on Sunday, Sept. 20 and will close on Monday, Sept. 21 by 23:59, CST (CLO 1-3, 9/MLO 3, 1-15) |
## BUSI 4334.110 Tentative Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Learning Topics</th>
<th>Assignments &amp; Due Dates (23:59 CST)</th>
</tr>
</thead>
</table>
| 3      | Sept. 22 – Oct. 5      | Read and Listen to **Ch 5** Affirmative Action  
Read and Listen to **Ch 6** Race & Color Discrim.  
Read and Listen to **Ch 7** National Origin Discrim.  
Review Chapter **PowerPoints**  
Review **articles and videos** for chapters 5-7 | **Connect HW & Quiz** *due Monday day Sept. 28 by 23:59 (CLO 3-4/WLO 16-19)*  
**Project: Draft 2 - A) Revised** Individual research results articles about the issue at your chosen company, relevant employment law statutes, and *court case results at other companies experiencing this issue* (use an annotated reference list of sources);  
**B) A one-sentence statement of the specific issue** the company faces *due Tuesday, Sept. 29, by 23:59 (CLO 8-9/WLO 2-3, 43)*  
**Discussion 3, due Saturday, Oct. 3, by 23:59 CST (CLO 3-4, 9/MLO 3, 16-19)* |
| 4      | Oct. 6 – 19            | Read and Listen to **Ch 8** Gender Discrim.  
Read and Listen to **Ch 9** Sexual Harassment  
Read and Listen to **Ch 10** Sexual Orientation & Gender Identity Discrim.  
Review Chapter **PowerPoints**  
Review **articles and videos** for chapters 8-10  
**Exam 2:** Chapters 5-10 | **Connect HW & Quiz** *due Monday Oct. 12 by 23:59 CST (CLO 4, 9/WLO 3, 20-24)*  
**Project: Draft 3 - A) Revised** Individual research results articles about the issue at your chosen company, relevant employment law statutes, and *court case results that you can use as support for your proposed alternatives* (use an annotated reference list of sources);  
**B) An analysis of two alternative solutions based on these criteria:** Discuss how each solution resolves the one-sentence issue statement and; how each is legally compliant, and also ethical, *due Tuesday, Oct. 13 by 23:59 (CLO 8-9/WLO 2-3, 43, 44)*  
**Journal Entry #2** (Ch. 5-10) *due Thursday, Oct. 15, by 23:59 (CLO 4, 9/WLO 3, 16-24)*  
**Discussion 4 due Saturday Oct. 17, by 23:59 (CLO 4, 9/WLO 3, 20-24)*  
**Exam 2 (Ch. 5-10): 48-hour window opens** at 12:01 AM (00:01) on Sunday, *Oct. 18 and will close on Monday, Oct. 19 by 23:59, CST (CLO 3-4, 9/MLO 3, 16-24)* |
<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Learning Topics</th>
<th>Assignments &amp; Due Dates (23:59 CST)</th>
</tr>
</thead>
</table>
| 5      | Oct. 20 – Nov. 2 | Read and Listen to Ch 11 Religious Discrim.  
Read and Listen to Ch 12 Age Discrim.  
Review Chapter PowerPoints  
Review articles and videos for chapters 11-12 | **Connect HW & Quiz due Monday Oct. 26 by 23:59 CST**  
(*CLO 3-4/WLO 25-26*)  
**Project: Draft 4 - A)** Revised Individual research results about the issue at your chosen company, relevant employment law statutes, and court case results that you can use as support for your proposed alternatives (use a reference list of sources);  
**B)** Discuss your evaluation of the two alternative solutions you propose, using these criteria: Does the alternative solution fit with the company’s culture and, are there enough company resources to implement the solution, due Tuesday, Oct. 27 by 23:59 CST  
(*CLO 8-9/WLO 2-3, 43, 45*)  
**Discussion 5 due Saturday, Oct. 31, by 23:59 CST**  
(*CLO 3-4, 9/WLO 3, 25-26*) |
| 6      | Nov. 3 – 16 | Read and Listen to Ch 13 Disability Discrim.  
Read and Listen to Ch 14 Employee privacy in the 21st Century  
Review Chapter PowerPoints  
Review articles and videos for chapters 13-14  
**Exam 3**: Chapters 11-14 | **Connect HW & Quiz due Monday Nov. 9, by 23:59 CST**  
(*CLO 5-6/WLO 27-33*)  
**Project: Draft 5 - A)** Revised Individual research results about the issue at your chosen company, relevant employment law statutes, and court case results that you can use as support for your proposed alternatives (use a reference list of sources);  
**B)** Discuss your recommendation (you may choose only one of the two alternative solutions you proposed) using these criteria: Justification of why one is better than the other in terms of its potential for successful implementation at the chosen company (you must do a little research to learn about the company’s culture and resources (human and other), in order to be convincing), due Tuesday, Nov. 10 by 23:59 CST  
(*CLO 8-9/WLO 2-3, 43, 46*)  
**Journal Entry #3 (Ch. 11-14) due Thursday, Nov. 12 by 23:59 CST**  
(*CLO 5-6, 9/WLO 3, 25-33*)  
**Discussion 6 due Saturday, Nov. 14 by 23:59 CST**  
(*CLO 5-6, 9/WLO 3, 27-33*)  
**Exam 3 (Ch. 11-14): 48-hour window opens** at 12:01 AM (00:01) on Sunday, Nov. 15 and will close on Monday, Nov. 16 by 23:59, CST  
(*CLO 3-6, 9/MLO 3, 17-33*) |
### BUSI 4334.110 Tentative Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Learning Topics</th>
<th>Assignments &amp; Due Dates (23:59 CST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Nov. 17 – 30</td>
<td>Read and Listen to Ch 16 Selected Employment Benefits</td>
<td><strong>Connect HW &amp; Quiz</strong> due Monday Nov. 23, by 23:59 CST (CLO 7-9/WLO 3, 34-42)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Chapter PowerPoints</td>
<td><strong>Discussion 7</strong> due Saturday, Nov. 28 by 23:59 (CLO 7-9, 9/WLO 3, 34-42)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review articles and videos for chapters 16</td>
<td><strong>Project:</strong> Use instructor feedback on drafts 1-5 to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work on Critical Analysis Paper</td>
<td>1) Ask questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Write the final version of the Critical Analysis Paper, due in Module 8 (CLO 8-9/WLO 3, 43-46)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Project:</strong> Critical Analysis Paper due Tuesday, Dec. 8 by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23:59 CST (CLO 8-9/WLO 3, 43-46)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exam 4 (Ch. 16): 48-hour window opens at 12:01 AM (00:01) on <strong>Wednesday</strong>, Dec. 9 and will close on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Thursday</strong>, Dec. 10 by 23:59, CST (CLO 7 9/MLO 3, 34-42)</td>
</tr>
<tr>
<td>Post-Course</td>
<td>nlt Dec. 16</td>
<td></td>
<td><strong>Have you registered for Spring Semester 2021 classes?</strong></td>
</tr>
</tbody>
</table>

### UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

#### Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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).

**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 Canvas page (log-in required) [https://tamuct.instructure.com/courses/717](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 Student Affairs [https://www.tamuct.edu/student-affairs/index.html](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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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
making an appointment via WCONline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at 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).

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) to access our virtual reference help and our current hours.

**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/compliance/titleix.html).
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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [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 – Discussion Grade Rubric is on the next page
## APPENDIX A: Discussion Grade Rubric

<table>
<thead>
<tr>
<th>Post</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original #1</td>
<td>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. (6 Points)</td>
<td>Student exhibited some thought and reflection, but could have done more. The post also may have one or two noticeable grammatical errors. (4 points)</td>
<td>Though it is a “paragraph,” the sentences are short and choppy and/or the writing is simplistic and/or repeats most of the phrasing from the topic/question addressed. There may also be significant grammatical issues. (1 point)</td>
<td>No posting was made (0 points)</td>
</tr>
<tr>
<td>Response</td>
<td>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. (4 Points)</td>
<td>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. (3 points)</td>
<td>Student met the bare minimum requirements (2 or 3 short sentences) and the writing does not advance the conversation or is mostly “I agree.” There may also be significant grammatical issues. (1 point)</td>
<td>No posting was made (0 points)</td>
</tr>
<tr>
<td>Total</td>
<td>10 Points</td>
<td>7 points</td>
<td>2 points</td>
<td>0 Points</td>
</tr>
</tbody>
</table>

Appendix B – Critical Analysis Paper Requirements and Grade Rubric is on the next page
APPENDIX B: Critical Analysis Paper Requirements 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 a minimum of 10 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 analyze an employment law issue, develop potential solutions, evaluate whether each solution is feasible, and to make a well-reasoned recommendation of one solution. *This project facilitates mastery of the Course Learning Objectives (CLOs 8-9) and Module Learning Outcomes (MLOs 43-46).*

**Grading:** You will submit the final paper online in the Canvas classroom (You can access the assignment link in Canvas. Click on “Modules” and then on Module 8 to find the Final Paper assignment link). **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. *See Course Schedule for due date.*

**Parameters:** Your goal is to effectively demonstrate 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 parts – choosing a topic & company to investigate (I will try to honor your choices on a first come, first serve basis), writing five drafts and then, the final paper.

1. Choose **one potential employment law issue** that you wish to research and write about – use your textbook table of contents. Then choose **three potential companies** to investigate.

   ✓ The companies you select must currently be experiencing this issue.

2. **Paper Drafts:**

   **Paper Draft 1 - (10 points)** - Post Draft 1 with the following content: (A) **Research results** for articles about the issue at your chosen company, relevant employment law statutes, and court case results at other companies experiencing this issue. Use an APA-formatted **Annotated Reference list** of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used (you must find relevant employment-law statutes and cases and you need at least 10 credible sources). (B) A **draft discussion of the employment-law issue:** How the employment law issue developed at the company and the **present situation** facing the company, and a one-sentence statement of the specific employment law issue facing the company that you will resolve. **Paper draft 1 fulfills CLO 8-9 and MLO 2-3, 43.**

   **Paper Draft 2 – (10 points)** – Post Draft 2 with the following content: (A) **Revised research results** A) **Revised** research results articles about the issue at your chosen company, relevant employment law statutes, and court case results at other companies experiencing this issue. Use an APA-formatted **Annotated Reference list** of credible sources (how-to at the Owl at
Purdue website)– briefly explain how each credible source will be used (you must find relevant employment-law statutes and cases and you need at least 10 credible sources). B) A one-sentence statement of the specific issue the company faces. Paper draft 2 fulfills CLO 8-9 and MLO 2-3, 43.

**Paper Draft 3 – (10 points)** – Post Draft 3 with the following content: A) Revised research results articles about the issue at your chosen company, relevant employment law statutes, and court case results that you can use as support for your proposed alternatives. Use an APA-formatted Annotated Reference list of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used; B) Propose and analyze two alternative solutions based on these criteria: How does each solution resolves the one-sentence issue statement? Are your alternatives legally compliant and also ethical? Paper draft 3 fulfills CLO 8-9 and MLO 2-3, 43-44.

**Paper Draft 4 – (10 points)** – Post Draft 4 with the following content: A) Revised research results about the issue at your chosen company, relevant employment law statutes, and court case results that you can use as support for your proposed alternatives. Use an APA-formatted Annotated Reference list of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used; B) Discuss your evaluation of the two alternative solutions you propose, using these criteria: Does the alternative solution fit with the company’s culture and, are there enough company resources to implement the solution. Paper draft 4 fulfills CLO 8-9 and MLO 2-3, 43, 45.

**Paper Draft 5 – (5 points)** – Post Draft 5 with the following content: A) Revised research results about the issue at your chosen company, relevant employment law statutes, and court case results that you can use as support for your proposed alternatives. Use an APA-formatted Annotated Reference list of credible sources (how-to at the Owl at Purdue website)– briefly explain how each credible source will be used; B) Discuss your recommendation (you may choose only one of the two alternative solutions you proposed) using these criteria: Justification of why one is a better fit than the other in terms of its potential for successful implementation at the chosen company given its culture and resources (you must do a little research to learn about the company’s culture and resources (human and other), in order to be convincing) Paper draft 5 fulfills CLO 8-9 and MLO 2-3, 43, 46.

**Grading:** The points assigned above to each of the five drafts will be awarded if each section is completed with all of content listed above for each draft. Missing sections or missing content will mean points lost. Draft assignment details are also located in Canvas (Click on “Modules” and then on the current module to find the assignment). Late drafts are not accepted See Course Schedule for specific due dates.

3. **Final Critical Analysis Paper (100 points):** You will create the final paper using the material in drafts 1-5, as well as my feedback in each draft (points are deducted for not making corrections suggested in my feedback).

**Paper Format:** You should organize the final written version of the critical analysis paper 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 10 credible sources cited in your paper.

**Issue:** Describe how the employment law issue developed at the company, the present situation facing the company, **and** a one-sentence statement of the specific employment law issue facing the company that you will resolve.

**Alternatives:** Discuss your **analysis** of two separate (stand-alone) alternative solutions. Your discussion should specifically address 1) each solution’s potential for resolving the employment law issue in a legally compliant and ethical manner; and 2) your **evaluation** of each solution, specifically addressing how each is consistent with the company’s culture and resources available to implement each solution - you must do a little research to learn about the company’s culture and resources (human and other), in order to be convincing.

**Recommendation:** *Choose one solution* and discuss your well-reasoned **justification** explaining why one solution is a better fit than the other in terms its potential for successful implementation at the chosen company.

**Reference List:** The Reference List should list sources alphabetically – on a separate page. You should use at last 10 credible research sources to support your analysis, evaluation, and recommendation, using APA citation format.

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**Critical Analysis Paper Grade rubric** is on next page
## Final Paper Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement (0-69%)</th>
<th>Proficient (70-89%)</th>
<th>Exemplary (90-100%)</th>
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<tbody>
<tr>
<td><strong>Content 20%</strong></td>
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<tr>
<td>• Issue history and present situation</td>
<td>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.</td>
<td>The history of the issue and current state of the issue at the company are mostly explained. Issue is one-sentence</td>
<td>Both the history of the issue and current state at the company are fully explained. Issue is one-sentence</td>
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<td>• (one-sentence) Issue statement</td>
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<tr>
<td><strong>Content (20%)</strong></td>
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<tr>
<td>• Statute/Case research</td>
<td>Some or limited evidence of credible research and/or critical, careful analysis of statutes and cases.</td>
<td>Evidence of some credible research and critical, careful analysis of most aspects of the statutes &amp; cases researched.</td>
<td>Evidence of credible research and abundance of critical, careful analysis of information researched for all aspects of the statutes &amp; cases relevant to the issue.</td>
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<tr>
<td>• Statute/Case analysis</td>
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<tr>
<td><strong>Content (20%)</strong></td>
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<tr>
<td>• Alternative Solution Analysis</td>
<td>Limited evidence of critical analysis of the solution and missing details regarding conformance with criteria (legal compliance, company ethical policy, company culture &amp; resources) and/or Solutions do not evidence a rational relationship to issue.</td>
<td>Mostly coherent critical analysis of solutions with some details regarding conformance with criteria (legal compliance, company ethical policy, company culture &amp; resources) and/or Solutions evidence a rational relationship to issue.</td>
<td>Detailed and coherent analysis of the solutions for conformance with criteria (legal compliance, company ethical policy, company culture &amp; resources) and Solutions evidence a rational relationship to issue.</td>
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<td>• Alternative Solution Evaluation</td>
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<td><strong>Content (20%)</strong></td>
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<tr>
<td>• Recommendation Justification</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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Critical Analysis Paper Grade Rubric continues on next page.

<table>
<thead>
<tr>
<th>Structure (10%)</th>
<th>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</th>
<th>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</th>
<th>Discussion is logically organized according to written format requirements. Easily followed with effective, smooth, and logical transitions, and a professional format</th>
</tr>
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<tbody>
<tr>
<td>• Format</td>
<td>• Flow of thought</td>
<td>• Transitions</td>
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<tr>
<td>Clarity, mechanics, and citations (10%)</td>
<td>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 style</td>
<td>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</td>
<td>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</td>
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<tr>
<td>• Sentence structure</td>
<td>• Punctuation/mechanics</td>
<td>• Proper Attribution to avoid Plagiarism</td>
<td>• Correct APA formatting</td>
</tr>
</tbody>
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….End of syllabus