Online BUSI 4334-115, CRN 60158, Employment Law  
Summer 2020, 8-Week 100% Online Course  
June 1 – July 24, 2020  
Texas A&M University-Central Texas

Instructor: D. Tevis Noelting, MBA, JD, Attorney at Law (AZ)  
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Preferred Email: Use Canvas Messaging. When Canvas is not accessible: dnoelting@tamuct.edu

Office Hours:  
By Appointment – As an adjunct, I do not have scheduled office hours. By appointment, I will be available for virtual conversations via Zoom, WebEx, or similar. Please send me a message, via Canvas Messaging, with your available time “windows” and I will respond with a confirmed time.

Student-instructor interaction:  
Due to my status as an adjunct, it’s best to reach me via the Canvas ‘Inbox’. I check my Canvas ‘Inbox’ daily, M – F, but less frequently Saturday and Sunday. I also check my faculty email, however please use email only when you cannot access Canvas Messaging. I normally respond to your messages within 24 hours (48 hours if I am traveling). Occasionally, University, work-related meetings, and conference travel will preempt a prompt response to your message. When this occurs, I will make an announcement in the Canvas classroom if I will be out of contact for an extended period of time. Thus, pay attention to the “Announcements” in general.

Mode of instruction and course access:  
- This course is a 100% online course using TAMUCT’s Canvas Learn system (https://canvas.instructure.com). Students often find an online course more time consuming than a traditional face-to-face course. An online course offers great flexibility but only students with strong self-discipline can enjoy the benefit and succeed in passing the course.
- 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.
- It will be essential that you have a familiarity with the general use of Power Point, Excel, Microsoft Word, and Adobe Reader for pdf files. As well, 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). As well, for this course, you need a working webcam and microphone in order to take the proctored exams The instructions that follow (directly below) will assist you with gaining access to the course, and technical support.
- Specific technical guidelines for using online course materials in TAMUCT’s Canvas
classroom are available in the TECHNOLOGY REQUIREMENTS AND SUPPORT section of this syllabus and in the CANVAS ORIENTATION Module in TAMUCT’s Canvas classroom under the “Modules” tab on the left-hand menu (then click “Canvas Orientation”).

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

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the “@” in your MyCT e-mail address)
Password: Your MyCT password

Technology Support:
1. For log-in problems, students should contact Help Desk Central.
   
   24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: [http://hdc.tamu.edu]
   Please let the support technician know you are an A&M-Central Texas student.

2. For issues with Canvas,
   - Select “chat with Canvas support,”
   - Submit a support request to “Report a Problem” or
   - Call the Canvas support line: 1-844-757-0953
   - Links to all are found inside of Canvas using the “Help” link.

3. For issues with McGraw-Connect
CALL: (800) 331-5094

EMAIL & CHAT: mhhe.com/support
  - 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 BUSI 4334.115 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 based on religion, and the defenses and burdens of proof in discrimination cases involving religion (CLO 4).

25) Fully explain the protections under Title VII against discrimination under the Pregnancy Discrimination Act, and discuss the rights employees have under the Family Medical Leave Act (FMLA) (CLO 4).

26) Fully explain the protections under Title VII against discrimination based on age and describe the procedures and remedies under Age Discrimination in Employment Act (ADEA) (CLO 4).

27) Fully explain the protections under the ADA amendments to Title VII against discrimination based on disability (CLO 4).

28) Discuss who is a qualified individual with a disability, define what reasonable accommodation means under the Americans with Disabilities Act (ADA), recognize the defenses and processes for enforcing rights under the ADA, and identify impact of recent cases and statutory amendments (CLO 4).

29) Describe the policy behind workers’ compensation legislation and discuss its role as a protection against disability (CLO 4).

30) Discuss what privacy rights employees have in the workplace and outside of work (CLO 5).

31) Describe the rights employers have to monitor their employees’ computers, phones, and other electronic devices (CLO 5).

32) Distinguish between public sector and private sector employee privacy rights (CLO 5).

33) Describe the rights employees have in regard to genetic testing, and the protections under the Genetic Information Non-discrimination Act (GINA) (CLO 5).

34) Describe the policy and processes of the Occupational Safety and Health Act (CLO 6).

35) Discuss the citations, penalties, abatement and appeals available under the Occupational Safety and Health Act (CLO 6).

36) Describe the Fair Labor Standards Act (FLSA) in regard to its statutory basis, who is covered, and its minimum wage, overtime, child labor, and retaliation provisions (CLO 6).

37) Discuss the protections under the Equal Pay Act, and explain its relationship to the FLSA (CLO 6).

38) Describe the legal framework of unemployment compensation benefits (CLO 6).

39) Explain the social security and Medicare protections under the Federal Insurance Contributions Act (FICA) (CLO 7).

40) Explain the protections offered under the Employee Retirement Income Security Act (ERISA) (CLO 7).

41) Explain the protections offered under the Consolidated Omnibus Budget Reconciliation Act (COBRA) (CLO 7).
42) Explain the protections offered under the Health Insurance Portability and Accountability Act (HIPAA) (CLO 7).

43) Describe the legal, managerial, and policy implications of employment law protections (CLO 8).

44) Analyze the development of and current nature of employment law issues in US and multinational companies (CLO 8).

45) Evaluate alternative solutions to current workplace employment law issues using legal, ethical, and cultural criteria (CLO 8).

46) Recommend company action to resolve current workplace employment law issues, consistent with law, company policy, and company/country culture (CLO 8).

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

Required Reading and Textbook(s):

1. Textbook


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

   To access Connect assignments:
   Step 1: Sign into Canvas account
   Step 2: From Courses, click on course name.
   Step 3: On Canvas course home page, locate and click on Assignments (via course navigation menu).
   Step 4: Click on the Connect assignment.
   Step 5: Click on Begin.
   Step 6: Do you already have a Connect account?
   • If so, enter you email address and password and click Sign In.
   • If you need to create a Connect account, click Register.
   Step 7: Enter email address then click Submit.
   Step 8: You have three registration options.
   • REGISTRATION CODE: Enter Connect registration code and click Submit.
   • PURCHASE ONLINE: Click on Buy Online to use a credit card or PayPal.
   Step 9: If you do not have a Connect account, you will be
A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

2. Other Materials

**Reference Guide for Professional Writing**


- 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) under the APA tab.

**Equipment**

A properly configured computer, per the previous technology requirements section above in this syllabus with: speakers or a headset (to listen to instructional materials and required for proctored exams), a webcam (required to sit for proctored exams), reliable Internet access, installation of the Chrome browser and the Proctorio Remote Proctoring extension, MS Word, Adobe Acrobat Reader, and PowerPoint (during week 1, you need to install the Proctorio Remote Proctoring extension [https://getproctorio.com/](https://getproctorio.com/) for Google Chrome

**Instructional Software**

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

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

**COURSE REQUIREMENTS**

The assessments below will measure achievement of the applicable Course Learning Objectives (CLOs) and Student Module Learning Outcomes (MLOs) stated above. Particular CLOs and MLOs may be assessed by multiple methods, e.g. 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. Instead, 5 low-grade or missing assignments will be dropped at the end of the term.

2. Journal Entries: Late submissions are not 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.

5. Critical Analysis Project – Late drafts and late final projects are accepted but will be reduced by 10 points per day.

6. Proctorio Practice Exam – Late practice exams are not accepted.

7. Exams - if you fail to take an exam without notifying me prior to the exam, you can score no higher than the lowest grade a class member received who took it on time and only if I the 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 (Click on the relevant “Module” to find the current assignments).

Syllabus Quiz – (10 points) - Please complete the syllabus quiz to understand both the structure and content of this course. You will find the link for the syllabus quiz in Module 1 (Click on the “Modules” link on the Canvas course menu) This assignment assesses CLO 9/MLO 3.

Grading: A student can do this assignment until 100% is achieved. See Course Schedule & Canvas Calendar for due dates.

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

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

Discussions – 60 Points (4 @ 15 points each) – During each two-week module work period, you will have the opportunity to get to know one another and share thoughts concerning various employment law concepts, events, and issues in an introduction and four other discussions. 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 three posted discussions (in Discussions 1-4) you must at least (1) submit a thoughtful substantive and relevant original post to two discussions (5.5 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. See Course Calendar for specific due dates.*

**Journal Postings – 45 Points (3 @ 15 points each)** – Every few chapters (3 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 should appear 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 generally be due Fridays by 23:59 CST. See Course Calendar for specific due dates.*

**Project:** This zero-point assignment allows you to post your preference for both the employment law issue topic & the company for the paper that you will write.

**Paper Draft 1 - (15 points)** - Post Draft 1 with the following content: (1) An Annotated Reference list of credible sources, APA formatted (use the Owl at Purdue website) briefly explaining how each credible source will be used (you must have employment law statutes and cases among your sources and you need at least 10 credible sources). (2) **Issue:** A draft discussion of how the employment law issue developed at the company, the present situation facing the company, and a one-sentence statement of the specific employment law issue facing the company that you will resolve. *Paper draft 1 fulfills CLO 9 and MLO 2, 3, 43, 44.*

**Paper Draft 2 – (20 points)** – Post Draft 2 with the following content: (1) **Alternatives:** A draft analysis of two separate (stand-alone) alternative solutions, specifically addressing each solution’s potential for resolving the employment law issue in a legally compliant and ethical manner; and then a draft evaluation of each solution, specifically addressing why it is consistent with the company’s culture, ethical policy, and resources - you must do a little research to learn about the company’s culture, ethic code and resources (human and other), in order to be convincing. (2)
**Recommendation:** A *draft justification* explaining why one solution is a better fit than the other in terms of its potential for successful implementation at the chosen company, given its culture (you must choose one alternative solution). *(3) Reference list:* A *revised annotated Reference list,* of credible sources, APA formatted (use the Owl at Purdue website) briefly explaining how each source will be used (you must have employment law statutes and cases among your sources and you need at least 10 credible sources). *Paper draft 2 fulfills CLO 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 described above.* Missing sections or missing content will mean points lost. *See Course Schedule for due date.*

**Critical Analysis Paper - (100 points)** - The project has three parts – two drafts and the final paper. *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 (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.*

**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. As your instructor, I’ve chosen the secure exam settings required by this course and only I will make a judgment as to any potential academic integrity violation.

**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) - There are three 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 72-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>10 Points = 1 %</td>
</tr>
<tr>
<td>Discussions (4 @ 15 points each)</td>
<td>60 points = 6 %</td>
</tr>
<tr>
<td>Journals (3 @ 15 points each)</td>
<td>45 Points = 4.5 %</td>
</tr>
<tr>
<td>Critical Analysis Paper Drafts (2)</td>
<td>35 Points = 3 %</td>
</tr>
<tr>
<td>Critical Analysis Paper</td>
<td>100 Points = 10 %</td>
</tr>
<tr>
<td>McGraw Connect Assignments (15 HW / 15 quizzes)</td>
<td>150 points = 15 %</td>
</tr>
<tr>
<td>Exams (four @ 150 points each)</td>
<td>600 Points = 60 %</td>
</tr>
<tr>
<td><strong>Total Points &amp; Weight:</strong></td>
<td><strong>1000 Points = 100 %</strong></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 another, however we must learn to do so respectfully in order to maintain employment and be successful in business today. Thus, disrespectful communication in class & team interactions, course messaging, email, in class activities, and even when using other communication modes can result in a lower grade, and if severe enough, will be reported to the university for action consistent with university policy (see below section: university policies).

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

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

Posting of Grades

- Generally, assignment feedback and grades will be available in Canvas under the “Grades” tab, allowing you to monitor your progress during the semester.
- I endeavor to give you feedback within a week of due dates, though in exam weeks this may vary somewhat.
- Grades may also be adjusted at the end of the semester based on class results. This means that an average may qualify for a higher letter grade than the scale normally provides for, to facilitate an appropriate grade distribution.

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s) 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 relevant to BUSI 4334.115:**
- June 1, Classes begin
- June 8, Last day to drop 8-week classes with no record
- July 3 Deadline to submit graduation
- July 10, Last day to drop 8-week classes with a Q or withdraw with a W
- July 14 Student End of Course Survey opens
- July 24 Classes end for 8-week session
- July 24, Last day to withdraw from the University (8-week classes)
- July 30 Deadline for Faculty submission of grades.
- August 7 Commencement Ceremony (tentative)

**Tentative Course Schedule:**

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.

**Tentative Course Schedule** (Available on the next page)
<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>2</td>
<td>June 16–29</td>
<td>Read and Listen to Ch 5 Affirmative Action Read and Listen to Ch 6 Race &amp; Color Discrim. Read and Listen to Ch 7 National Origin Discrim. Read and Listen to Ch 8 Gender Discrim. Review Chapter PowerPoints Work on Draft 1 Exam 2: Chapters 5-8</td>
<td>Connect HW &amp; Quiz due Monday, June 22 by 23:59 CST (CLO 4, 8-9/MLO 3, 16-21) Project: Draft 1 due Tuesday, June 23, by 23:59 (CLO 9/MLO 3, 44) Journal Entry 2 (Ch. 5-8) due Friday, June 26 by 23:59 (CLO 4, 8-9/MLO 3, 16-21, 44) Discussion 2 due Saturday, June 27, by 23:59 (CLO 4, 8-9/MLO 3, 16-21) Exam 2 window opens at 12:01 AM (00:01) on Sunday, June 28 and will close on Tuesday, June 30 by 23:59, CST (CLO 4, 8-9/MLO 3, 16-21)</td>
</tr>
<tr>
<td>Module</td>
<td>Dates</td>
<td>Learning Topics</td>
<td>Assignments &amp; Due Dates (23:59 CST)</td>
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<tr>
<td>3</td>
<td>June 30–July 13</td>
<td>Read and Listen to Ch 9 Sexual Harassment&lt;br&gt;Read and Listen to Ch 10 Sexual Orientation &amp; Gender Identity Discrim&lt;br&gt;Read and Listen to Ch 11 Religious Discrim.&lt;br&gt;Read and Listen to Ch 12 Age Discrim.&lt;br&gt;Review Chapter PowerPoints&lt;br&gt;Work on Paper Draft Exam 3: Chapters 9-12</td>
<td>Connect HW &amp; Quiz due Monday July 6 by 23:59 (CLO 4-9/WLO 22-27)&lt;br&gt;<strong>Project: Draft 2 due Tuesday, July 7, by 23:59 (CLO 8-9/WLO 3, 43-46)</strong>&lt;br&gt;Journal Entry 3 (Ch. 9-12) due Friday, July 10 by 23:59 (CLO 4-9/WLO 22-27)&lt;br&gt;Discussion 3 due Saturday, July 11, by 23:59 (CLO 4-9/WLO 22-27)&lt;br&gt;Exam 3 window opens at 12:01 AM (00:01) on Sunday, July 12 and will close on Tuesday, July 14 by 23:59, CST (CLO 4-9/WLO 22-27)</td>
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<td>4</td>
<td>July 14–24</td>
<td>Read and Listen to Ch 13 Disability Discrim.&lt;br&gt;Read and Listen to Ch 14 Employee privacy in the 21st Century&lt;br&gt;Read and Listen to Ch 16 Selected Employment Benefits&lt;br&gt;Work on Critical Analysis Paper&lt;br&gt;Complete Course Evaluation</td>
<td>Course Evaluation window opens at 12:01 AM (00:01) on Tuesday, July 14 and will close on Friday, July 24 by 23:59, CST (CLO 9/WLO 3)&lt;br&gt;Connect HW &amp; Quiz due Sunday July 19 by 23:59 (CLO 4-9/WLO 27-42)&lt;br&gt;Discussion 4 due Tuesday, July 21 by 23:59 (CLO 1, 8-9/WLO 42)&lt;br&gt;Critical Analysis Paper due Wednesday, July 22 by 23:59 CST (CLO 8-9/WLO 43-46)&lt;br&gt;Exam 4 window opens at 12:01 AM (00:01) on Tuesday, July 21 and will close on Thursday, July 23 by 23:59, CST (CLO 4-9/WLO 22-27)</td>
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| Post-Course | nlt July 29 | Have you registered for Fall Semester 2020 classes? |

**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,
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 Summer 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.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to
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].

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, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, 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. (5.5 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. (2.5 points)</td>
<td>No posting was made (0 points)</td>
</tr>
<tr>
<td>Original #2</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. (5.5 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. (2.5 points)</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. (2 points)</td>
<td>No posting was made (0 points)</td>
</tr>
</tbody>
</table>

**Total** 15 Points 11 points 7.5 points 0 Points

*Appendix B – Critical Analysis Paper Requirements and Grade Rubric is on the next page*
APPENDIX B: Project: 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 paper online in the Canvas classroom (You can access the assignment link in Canvas. Click on “Modules” and then on Module 4 to find the 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 – two drafts and a final paper:

1. Choose **employment law issue topic** – use your textbook table of contents.
   
2. Choose **two potential companies** to investigate: Each must currently be experiencing this issue.

3. **Paper Draft 1 (15 points):** Post **Draft 1** with the following content: (1) An **Annotated Reference list** of credible sources, APA formatted (use the Owl at Purdue website) briefly explaining how each credible source will be used (you must have employment law statutes and cases among your sources and you need at least 10 credible sources). (2) **Issue:** A *draft discussion* of how the employment law issue developed at the company, the present situation facing the company, and a one-sentence statement of the specific employment law issue facing the company that you will resolve.

4. **Draft 2 – (20 points)** – Post **Draft 2** with the following content: (1) **Alternatives:** A *draft analysis* of two separate (stand-alone) alternative solutions, specifically addressing each solution’s potential for resolving the employment law issue in a legally compliant and ethical manner; and then a *draft evaluation* of each solution, specifically addressing why it is consistent with the company’s culture, ethical policy, and resources - you must do a little research to learn about the company’s culture, ethic code and resources (human and other), in order to be convincing. (2) **Recommendation:** A *draft justification* explaining why one solution is a better fit than the other in terms its potential for successful implementation at the chosen company, given its culture (you must choose one alternative solution). (4) **Reference list:** A *revised annotated Reference list,* of credible sources, APA formatted (use the Owl at Purdue website)
briefly explaining how each source will be used (you must have employment law statutes and cases among your sources and you need at least 10 credible sources).

**Draft 1 & 2 Grading:** The points assigned above to each draft will be awarded if each section is completed with all of content described above. Missing sections or missing content will mean points lost. **See Course Schedule for due date.**

5. **Final Paper (100 points):** You will create the final paper using the material in drafts 1 & 2, 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 why it is consistent with the company’s culture, ethical policy, and resources - you must do a little research to learn about the company’s culture, ethic code 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.

**Final 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content 20%</strong>&lt;br&gt;• Issue development&lt;br&gt;• Issue statement</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>
</tr>
<tr>
<td><strong>Content (20%)</strong>&lt;br&gt;• Statute/Case research&lt;br&gt;• Statute/Case analysis</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><strong>Content (20%)</strong>&lt;br&gt;• Alternative Solution Analysis&lt;br&gt;• Alternative Solution Evaluation</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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<tr>
<td><strong>Content (20%)</strong>&lt;br&gt;• 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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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>
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<tr>
<td>• Format</td>
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<tr>
<td>• Flow of thought</td>
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<tr>
<td>• Transitions</td>
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<tr>
<th>Clarity, mechanics, and citations (10%)</th>
<th>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</th>
<th>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</th>
<th>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</th>
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<tbody>
<tr>
<td>• Sentence structure</td>
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<tr>
<td>• Punctuation/mechanics</td>
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<td>• Proper Attribution to avoid Plagiarism</td>
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<tr>
<td>• Correct Form</td>
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….End of syllabus