

**Online BUSI 3332. CRN 10300 Legal Environment of Business**

Spring Session 2, 2020, 7 - Week 100% Online Course

March 23 – May 8, 2020 (**Classes cancelled March 16-21, due to risk from the Corona Virus**)

Texas A&M University - Central Texas

**INSTRUCTOR AND CONTACT INFORMATION**

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

**Office:** Virtual - Online

**Phone:** (COBA Office) 254-519-5437; (Cell) 480-612-5506

**Preferred Email:** Use Canvas Messaging. When Canvas is not accessible: [dnoelting@tamuct.edu](mailto: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 Skype, Messenger, or other apps. 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 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 normally 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 and uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]. Students often find an online course more time consuming than a traditional face-to-face course. ***Thus, online courses offer great flexibility but only students with strong self-discipline can enjoy this benefit and succeed in passing.***

Though no specific legal knowledge is required as a prerequisite to this course, it will be essential that you have a familiarity with the general use of Power Point, Microsoft Word, the Internet, copying and pasting information and attaching documents for submission at a minimum. The instructions that follow (below) will assist you with gaining access to the course, and technical support.

- Tutorials for using Canvas can be found under the “**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>
- Once you are in Canvas, **click on the “Modules” tab on the left menu (First click on Start Here). Then review other modules. Each has additional resources you will need during the semester.**
- **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.*

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements:

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

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

Password: Your MyCT password

### Technology Support:

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

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

2. For issues with Canvas,

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

3. For issues with Cengage MindTap assignments

- CALL: (800) 354-9706
- EMAIL & CHAT: [www.support.cengage.com](http://www.support.cengage.com)

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

### 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.

## COURSE INFORMATION

**Course Overview and description:** The study of principles of law relating to the development and sources of law, dispute resolution, ethics, torts, intellectual property, criminal law, contracts, agency, business entity formation, and international law issues in the 21st century.

**Course Level Objectives (CLO’s):** At the conclusion of the course, the student should be able to, at an acceptable level per the **Grading Scale** section in this syllabus, below (Minimum of 715 Points):

1. Extrapolate key legal information from a recent Supreme Court decision.
  - a. (Chapter 1-3 - Supreme Court Brief Assignment)
2. Evaluate an ethical dilemma utilizing different ethical decision-making frameworks.

- a. (Chapter 5 – Exam #1)
3. Locate sources of legal information that are useful in their daily lives.
  - a. (Getting to Know the Law Assignment)
4. Demonstrate knowledge of the following legal areas:
  - a. Dispute Resolution (Chapters 1-3 – MindTap & Exam #1)
  - b. Constitutional Impacts on Business (Chapter 4 – MindTap and Exam #1)
  - c. Torts (Chapter 6 & 7 – MindTap and Exam #2)
  - d. Intellectual Property (Chapter 8 – MindTap and Exam #2)
  - e. Criminal Law (Chapter 10 – MindTap and Exam #2)
  - f. Contracts (Chapters 11-12 (MindTap & Exam #2),
  - g. Contracts (Chapters 13-16, 18-19 – MindTap & Exam #3), and Agency (Chapters 32-33 - MindTap & Exam #3)
5. Discuss the legal considerations involved in conducting business globally
  - a. (Chapter 24 – Exam #2).
6. Apply the principle characteristics of the various business entities to a hypothetical business formation situation.
  - a. (Chapters 36-39 & Business Entity Assignment)
7. Maintain professionalism in communications. (Discussions, Journals, & Course Communications)

### **Weekly Learning Objectives (WLO's):**

At the conclusion of the course the student should be able to, at an acceptable level per the **Grading Scale** section in this syllabus, below (Minimum of 715 points):

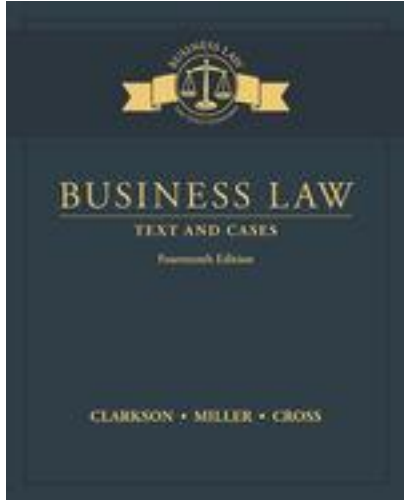
- 1) Classify a law according to its type (Chapter 1).
- 2) Explain the concepts of legal precedence and *stare decisis* (Chapter 1).
- 3) Identify the different types of judicial opinions (Chapter 1).
- 4) Discuss the way the Constitution is interpreted (Chapter 1 - Discussion #1).
- 5) Describe when a court may properly exercise jurisdiction (Chapter 2).
- 6) Explain how the US Supreme Court functions (Chapter 2 - Discussion #1).
- 7) Contrast the various methods of dispute resolution (Chapter 2).
- 8) Identify and explain select dimensions of the trial process (Chapter 3).
- 9) Describe the applicability of the Commerce Clause on businesses (Chapter 4).
- 10) Identify where preemption applies (Chapter 4).
- 11) Discuss the extent of freedom of speech (Chapter 4 - Discussion #1).
- 12) Define ethics (Chapter 5).
- 13) Differentiate between duty based and outcome based ethical decision making (Chapter 5).
- 14) Classify torts (Chapter 6).
- 15) Identify where negligence has occurred (Chapters 6 and 7).
- 16) Discuss the duty owed to business invitees/customers (Chapter 6 – Discussion #2).
- 17) Identify the issues in products liability cases (Chapter 7).
- 18) Discuss the extent to which companies should be held liable in products liability cases (Chapter 7 – Discussion #2)
- 19) Identify the differences between trademarks, patents, copyrights and trade secrets (Chapter 8).
- 20) Discuss the protection system we have for IP (Chapter 8 – Discussion 2).

- 21) Explain the potential criminal liability of corporations and their officers (Chapter 10).
- 22) Properly classify crimes based on factual scenarios (Chapter 10).
- 23) Identify proper defenses to criminal liability, including Constitutional safeguards (Chapter 10).
- 24) Differentiate between the principles of comity, the act of state doctrine and sovereign immunity (Chapter 24).
- 25) Identify unique contractual considerations in the international setting (Chapter 24).
- 26) Describe when laws apply extraterritorially (Chapter 24).
- 27) Identify the required element to form a valid contract (Chapter 11).
- 28) Classify a contract according to its type (Chapter 11).
- 29) Discuss the issue of legalese in contracts (Chapter 11 – Discussion #3)
- 30) Identify the requirements/circumstances for an effective offer, acceptance, revocation and rejection (Chapter 12).
- 31) Identify when consideration is legally sufficient (Chapter 13).
- 32) Using a fact pattern, discuss whether or not promissory estoppel may apply (Chapter 13 – Discussion #3).
- 33) Discuss whether the doctrine promissory estoppel should be allowed to be used by judges (Chapter 13 – Discussion #3).
- 34) Analyze a contractual situation to determine if the parties had capacity and legal obligations under contract law (Chapter 14).
- 35) Discuss the boundary of “unconscionability” in contracts (Chapter 14 – Discussion #3).
- 36) Explain the enforceability of a covenant not to compete (Chapter 14).
- 37) Identify when a mistake may provide a legal excuse to contract performance (Chapter 15).
- 38) Identify if fraudulent misrepresentation has occurred (Chapter 15).
- 39) Identify when a contract is subject to the statute of frauds (Chapter 16).
- 40) Describe when the parol evidence rule applies (Chapter 16).
- 41) Identify the impact of conditions on contractual obligations (Chapter 18).
- 42) Classify the level to which a contract has been performed, including what constitutes a material breach of contract (Chapter 18).
- 43) Explain why a contract may be discharged (Chapter 18).
- 44) Identify the remedies available for breach of contract (Chapter 19).
- 45) Explain the difference between an employee and independent contractor (Chapter 32).
- 46) Discuss the concept of vicarious liability and the duties owed between agents and principals (Chapter 32)
- 47) Using agency law, describe the responsibility of the principal and agent for contracts and torts of the agent (Chapter 33).
- 48) Identify the proper category of authority at play in factual scenario (Chapter 33).
- 49) Discuss why one chooses to become an entrepreneur (Chapter 36).
- 50) Explain the key characteristics of a sole proprietorship (Chapter 36).
- 51) Identify the responsibilities and rights of the parties in a franchise contract (Chapter 36).
- 52) Compare the General Partnership, the Limited Partnership and the Limited Liability Partnership (Chapter 37).

- 53) Identify the rights and duties of partners under Texas law (Chapter 37).
- 54) Identify partnership duties in the absence of express agreement to be partners (Chapter 37).
- 55) Explain the key characteristics of a LLC (Chapter 38).
- 56) Describe the key defining aspects of the special business forms including the joint venture, syndicate, joint stock company and cooperative (Chapter 38).
- 57) Describe the steps involved in forming a corporation (Chapter 39).
- 58) Classify a corporation by definition and status (Chapter 39).
- 59) Explain possible shareholder liability, including piercing the corporate veil (Chapter 39).

### Required Reading and Textbook(s):

#### 1. Textbook(s):

	<ol style="list-style-type: none"> <li>1. Bundle: Business Law: Text and Cases, <b>Loose-Leaf Version</b>, 14th + LMS Integrated MindTap® Business Law, 1 term (6 months) Printed Access Card, 14th Edition – Authors Clarkson, Miller &amp; Cross – ISBN - 9781337374491 *The cost appears to be around \$130.</li> <li>2. If you choose to acquire a complete bound text through another source (not our bookstore), be sure it comes with MindTap access. The above options are the most financially feasible as the full bound text with MindTap is over \$400.</li> <li>3. Cengage also now offers an all-inclusive bundle featuring all of their digital content (every digital textbook in their entire library) for one low price (starting around \$119 I believe, per semester), including the opportunity to rent a paper copy of the text at a very low cost. It's called Cengage Unlimited. See the link for more information: <a href="https://www.cengage.com/unlimited">https://www.cengage.com/unlimited</a></li> </ol> <p>It is my understanding that our bookstore may be able to sell this product as well.</p> <p><b>There is a two- week free trial available if you cannot immediately purchase your text and access.</b></p> <p>MindTap registration instructions will be available in Canvas.</p>
<p><i>A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.</i></p>	

#### 2. Other Materials & Equipment

**Equipment:** A properly configured computer, per the stated technology requirements in the syllabus section above, with speakers or a headset (to listen to audio/video files), **reliable Internet access**, a media-player app, MS Word, Adobe Acrobat Reader, and PowerPoint.

**Instructional Software:** Both normal **power point slides** as well as **video and audio presentations** for chapter concepts are accessible in the Canvas classroom by clicking on the relevant Module. Some are very large files, however all should generally open fairly quickly.

**Reference Guide for Professional Writing:** American Psychological Association. (2010). 5

**Publication manual of American Psychological Association (6th ed.).** Washington, D.C. (ISBN-13: 978-1-4338-0561-5)

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

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

## COURSE REQUIREMENTS

*The assessments below will measure the applicable Course Learning Objectives (CLOs) and Weekly Learning Outcomes (WLOs) stated above. In some instances, a particular outcome 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 this syllabus is helpful for writing and citation. **All assignments must be submitted in a .doc or .docx format.**

\*\*\*\*\***There is one bonus assignment.** You may access this assignment by clicking on ‘Modules’ in Canvas, and then on the relevant (weekly) module. **Check the Course Calendar for due date.** *Be sure to comply with the deadline stated. You are ineligible for bonus credit if you have more than two late or missing assignments, MindTap excluded, without documentation and my approval of circumstances, which are not under your control.* \*\*\*\*\*

### Late Assignments:

**Note:** The best way to know what is due is to use the calendar view in Canvas (the **outline view** is the default, and not reliable). If you are offline, consulting the syllabus is effective.

1. Discussions, Journals, MindTaps, and Bonus – NO credit will be given for late Discussions, Journals, MindTaps, and Bonus completions.
2. Getting to Know the Law, the Supreme Court Brief, and the Business Entity assignments are accepted up to three days after the due date but will lose 10% per day late. **12:01 AM CST is technically late by one day**
3. If you fail to take an exam without notifying me *prior to* the exam, you can score no higher than the lowest grade a class member received who took it on time and *only if* I approve the excuse as warranting a make-up.

*Below, you will find summary information concerning assignments, exams, and points. Assignment details are outlined in Appendices to this syllabus.*

1. **Syllabus Quiz – (15 points)** - Please complete the syllabus quiz to understand both the structure and content of this course. You will find the link for the quiz in Module 1 (Click on the ‘Modules’ link on the Canvas course menu) *This assignment assesses CLO 7.*

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

2. **Getting to Know the Law Assignment (GTKL) – 90 points** - You may access this assignment by clicking on ‘Modules’ in Canvas, and then on the relevant (weekly) module. *If you’re looking to get ahead or for work to do if you don’t have your book yet, this would be one assignment you can do now.* This assignment generally has very high grades, but also takes quite a bit of time to complete. *This assignment assesses CLO 3 & WLO 1.*

**Grading:** A student should achieve 100% if the correct links & information are located. It is up to each student to verify that the links are correct for each answer submitted. **See Canvas Calendar for specific due date**

3. **MindTap Assignments – 105 total points**- Each week you will utilize MindTap to complete quizzes and sometimes application exercises related to the chapter(s) covered that week. We cover 24 chapters and have 24 MindTap quizzes/exercises. Each quiz/exercise will be worth 5 points. Thus, there are really 120 points available, so you have three “free” ones built in. Quizzes do come with short time limitations, so you need to be very familiar with the content prior to taking them. There are minimal hint/answer checks programmed in. **MindTap reveals the correct answers at 5:00 PM CST on the day they are due.** I also opened many additional exercises for you in MindTap for practice, **but they don’t count grade wise.**

Be sure to use the calendar view in MindTap to show what specific assignments are due in each Module. The specific due dates are also in the Course Schedule section of this syllabus. *Taken together, the MindTap assignments assess all CLOs and WLOs.*

**Grading:** Answers are either right or wrong. MindTap gives you immediate grade feedback on each of the quizzes and exercises. *MindTap assignments will generally be due on Sundays.* **See Canvas Calendar View (not the outline view), for specific due dates.**

4. **Discussions – 70 points (Introduction at 10 points and four at 15 points each)** - You will be required to contribute and participate in **an introduction and four discussions** throughout the semester. You will access **three postings for each of the discussion assignments** by clicking on the ‘Modules’ link on the left Canvas menu, and then on relevant weekly module. *Discussions, taken together, assess all CLOs & WLOs.*

**Grading:** 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, 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 Mondays by 23:59 CST.* **See Canvas Calendar for specific due dates.**

5. **Journals – 60 Points (20 points each)** – In weeks 2, 4 and 6, you will be required to reflect on what you have learned and what you found troubling or 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 & WLOs.*

**Grading:** The rubric for grading Journals is as follows - In order to receive full credit, you must at least **(1) thoughtfully & substantively** reflect, in at least two sentences, on what you learned and found interesting in the past two weeks. In a separate paragraph, **(2) state** what concepts you found

confusing (muddiest issue) and either write any questions that you have or, if you have no questions on the material, write “I have no questions” or something similar. 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 muddy point 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 (5 points will be taken off if you stray from the chapter topics covered during that period). *Journals will generally be due Saturdays by 23:59 CST. See Canvas Calendar for specific due dates.*

6. **Supreme Court “Briefing” Assignment – 80 Points** - As we talk about the Supreme Court, it is vitally important that you read and try to understand one of their cases. Whenever an opinion is issued, the law may change. Businesses have to be ready to understand the changes and react accordingly. You may access this assignment by clicking on ‘Modules’ in Canvas, and then on the relevant (weekly) module. *This assignment assesses CLO 1 & WLO 2-6.*

**Grading:** Assignment details and the S Ct Briefing grading rubric are provided at the end of this syllabus, in Appendix B. *See Canvas Calendar for specific due date.*

7. **Business Entity Assignment - 80 Points** -- In your life, it is highly possible that you or a family member may start a business. One of the major decisions facing entrepreneurs is to how to organize their business. This assignment will apply what you have learned to a hypothetical business scenario. *This assignment assesses CLO 6 & WLO 52-59.*

**Grading:** Assignment details and the Business Entity assignment grading rubric are provided at the end of this syllabus, in Appendix C. *See Canvas Calendar for specific due date*

8. **Exams - 500 points (167 points each)**

There are three exams. Exams may be comprised of multiple choice, T/F, matching, short answer and essay questions at my discretion, and will not be comprehensive.

You can access the exam link when the window opens by clicking on ‘Modules’ in Canvas, and then on the relevant (weekly) module. **Exam windows open for a 72-hour period.** Exam links are not visible until an exam window opens. The link for exams will be visible in Canvas shortly before the exam begins. *Exams facilitate the assessment of one’s mastery of the CLOs and WLOs shown in the Course Information section of this syllabus for each chapter.*

**Grading:** Exam answers are either right or wrong (partial credit may be given for essay question answers). You have one attempt to answer questions, and exams are timed. You may use your text, and all materials in the Canvas classroom to assist you, but you may not use another person’s help or the Internet! If you do so, you will earn no points for your answer, and it will be reported as an academic integrity violation. *Check the Canvas Calendar for due dates and for when exam windows open & close.*

**Note:** Make-up exams are allowed on a case by case basis, at my discretion. Make-up exams if permitted, will be an entirely different structure (all essay). Normally, you may not make up an exam unless: **(1)** You inform me prior to the exam and make arrangements with me for an alternative date within one week of the scheduled exam date, **(2)** In extreme cases when you cannot inform me because of events outside of your control, and for which you produce acceptable documentation (of extreme illness, funerals, sudden necessary trips (like a last-minute purchase receipt), or field exercises.



“Vacations” are not a valid excuse to turn in work late), **or (3)** *In certain circumstances, if you fail to take an exam without notifying me prior to the exam window, and I do allow a makeup exam, you can score no higher than the lowest grade a class member received who took it on time.*

### Grading Criteria Rubric and Conversion to Letter Grade

Graded Coursework	Points/Percentage Weight
Syllabus Quiz	15 Points = 1.5%
Discussions (10 Intro, 15 Other Four)	70 points = 7 %
Journals (3 @ 20 points each)	60 Points = 6 %
Supreme Court Brief	80 Points = 8 %
GTKL	90 Points = 9 %
Business Entity Assignment	80 Points = 8 %
Cengage MindTap Assignments	105 points = 10.5 %
Exams (three)	500 Points = 50 %
<b>Total Points &amp; Weight:</b>	<b>1000 Points = 100%</b>

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 7. 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

795-894 = B - Good

715-794 = C – **Acceptable**

645-714 = 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). 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.

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## COURSE OUTLINE AND CALENDAR:

### Important University Dates (Spring 2020 – second 8-week session)

January 13, 2020	Classes Begin for Spring Semester
January 15, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 20, 2020	Martin Luther King, Jr Day (University Closed)
January 21, 2020	Deadline to Drop First 8-Week Classes with No Record
January 29, 2020	Deadline to Drop 16-Week Classes with No Record
February 21, 2020	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2020	Deadline for Teacher Education and Professional Certification Applications
March 6, 2020	Classes end for 1st 8-Weeks
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 13, 2020	Spring Break (University Closed)
March 10, 2020	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 15, 2020	Deadline for Clinical Teaching/Practicum Applications
March 16, 2020	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
<b>March 16, 2020 to March 21, 2020    Classes Cancelled due to Corona Virus</b>	
March 23, 2020	Classes Begin for Second 8-Week Session
March 16, 2020	Class Schedule Published for Summer Semester
March 18, 2020	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 23, 2020	Deadline to Drop Second 8-Week Classes with No Record
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration opens for all students for the Summer and Fall Semesters
April 24, 2020	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 8, 2020	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends

### 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 weeks 1 & 7, our class week begins on Tuesdays and end on the following Monday (again - except for week 1 of Module 1 and week 1 of Module 4). All times are Central Time.

All Assignments are due on the dates stated below, by 11:59 Central Time. Pay attention, as there are multiple things due many Modules.

BUSI 3332.125 Tentative Course Schedule			
Module	Dates	Topic / Reading	Assignments & Due Dates (23:59 CT)
1	March 23 – April 6	<p>Read <b>Syllabus</b></p> <p>Read:</p> <p><b>Ch 1 Law &amp; Legal Reasoning</b></p> <p><b>Ch 2 Courts &amp; ADR</b></p> <p><b>Ch 3 Court Procedures</b></p> <p><b>Ch 4 Business &amp; the Constitution</b></p> <p><b>Ch 5 Business Ethics</b></p> <p>Review &amp; Listen to: Chapter <b>PowerPoints &amp; Videos/Audio LecSups</b></p> <p><b>Exam 1: Chapters 1-5</b></p>	<p><b>Syllabus Quiz due Saturday March 28 by 23:59 CST (CLO 7)</b></p> <p><b>Intro Discussion due Saturday March 28, by 23:59 CST (CLO 7)</b></p> <p><b>MindTap Assignments (Quizzes + Exercises) due Sunday March 29 by 23:59 CST (CLO 2-4a-b/WLO 1-13)</b></p> <p><b>Discussion 1 due Monday March 30, by 23:59 CST (CLO 4a-b/WLO 2-4)</b></p> <p><b>Journal Entry #1 (Ch. 1-5) due Saturday April 4, by 23:59 (CLO 2, 4a-b/WLO 1-13)</b></p> <p><b>Getting to Know the Law Assignment due Sunday, April 5 by 23:59 (CLO 3, 7)</b></p> <p><b>Exam 1</b> window opens at 12:01 AM (00:01) on Sunday, April 5 and will close on Tuesday, April 7 (23:59, CST)</p>
2	April 7 – April 20	<p>Read:</p> <p><b>Ch 6 Tort Law</b></p> <p><b>Ch 7 Products Liability</b></p> <p><b>Ch 8 Intellectual Property</b></p> <p><b>Ch 10 Criminal Law</b></p> <p><b>Ch 24 International Law</b></p> <p><b>Ch 11 Terminology</b></p> <p><b>Ch 12 Agreements (in Traditional Contracts - No E-contracts material)</b></p> <p>Review &amp; Listen to: Chapter <b>PowerPoints &amp; Videos/Audio LecSups</b></p> <p><b>Exam 2: Chapters 6-8, 10 &amp; 24, and 11 &amp; 12</b></p>	<p><b>MindTap Assignments (Quizzes + Exercises) due Sunday April 12 by 23:59 (CLO 1, 4c-f, 5/WLO 14-30)</b></p> <p><b>Discussion 2 due Monday April 13, by 23:59 CST (CLO 1,4c-f, 5/WLO 14-30)</b></p> <p><b>Journal Entry #2 (Ch. 6-8, 10 &amp; 24, 11&amp; 12) due Saturday April 18, by 23:59 (CLO 4c-f, 5/WLO 14-30)</b></p> <p><b>Supreme Court Brief Assignment due Sunday April 19 by 23:59 CST (CLO 1 &amp; 7/WLO 2-6)</b></p> <p><b>Exam 2</b> window opens at 12:01 AM (00:01) on Sunday, April 19 and will close on Tuesday, April 21 (23:59, CST)</p>

Schedule continues on the next page

<b>BUSI 3332.125 Tentative Course Schedule, <u>continued</u></b>			
<b>Module</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignments &amp; Due Dates (23:59 CST)</b>
<b>3</b>	<b>April 21- May 2</b>	Read: <b>Ch 13 Consideration</b> <b>Ch 14 Capacity &amp; Legality</b> <b>Ch 15 Mistake, Fraud, Voluntary Assent</b> <b>Ch 16 The Writing Requirement</b> <b>Ch 18 Performance &amp; Discharge</b> <b>Ch 19 Breach &amp; Remedies</b> <b>Ch 32 Agency Law</b> <b>Ch 33 Agency Liability &amp; Termination</b> <b>Ch 36 Small Business &amp; Franchises</b> Review & Listen to: Chapter <b>PowerPoints</b> & <b>Videos/Audio</b> <b>LecSups</b> <b>Exam 3: Chapters 13-16, 18-19, 32 &amp; 33, &amp; 36.</b>	<b>MindTap Assignments (Quizzes + Exercises) due Sunday April 26 by 23:59 (CLO 4g, 6, 7/WLO 31-51)</b>  <b>Discussion 3 due Monday, April 27, 23:59 (CLO 4g, 6, 7/WLO 31-51)</b>  <b>Journal Entry #3 (Ch. 11-16, 18-19, 32-33 &amp; 36) due Saturday May 2, by 23:59 (CLO 4g, 6, 7/WLO 31-51)</b>  <b>Optional Bonus Assignment (see Syllabus Course Requirements section to determine if you are eligible to do this assignment) due Saturday May 2, by 23:59 (CLO 7/WLO 1-59)</b>  <b>Exam 3</b> window opens at 12:01 AM (00:01) on Saturday, May 2 and will close on Monday, May 4 (23:59, CST)
<b>4</b>	<b>May 3 - 8</b>	Read: <b>Ch 37 Partnerships</b> <b>Ch 38 Limited Liability Companies</b> <b>Ch 39 Corporations</b> Review & Listen to: Chapter <b>PowerPoints</b> & <b>Videos/Audio</b> <b>LecSups</b>	<b>MindTap Assignments (Quizzes + Exercises) due <u>Wednesday</u>, May 6 by 23:59 (CLO 6/WLO 52-59)</b>  <b>Discussion 4 due <u>Thursday</u>, May 7, 23:59 (CLO 6/WLO 52-59)</b>  <b>Business Entity Assignment (Chapters 37-39) due <u>Friday</u>, May 8 by 23:59 (CLO – 6, 7/WLO 52-59)</b>
<b>Post-Course</b>	<b>nlt May 15</b>	<b><i>Have you registered for Summer Semester 2020 classes?</i></b>	

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy.

#### Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, 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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### Academic Accommodations (due to the Corona Virus, for the Spring 2020 second session 8-week courses, all tutoring will be online, so call the office)

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

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

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

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's

Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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 (due to the Corona Virus, for the Spring 2020 second session 8-week courses, all tutoring will be online, so call the office)**

Tutoring is available to all A&M-Central Texas students, both on-campus and online). Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto: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. Access Tutor.com through Canvas.

**University Writing Center (due to the Corona Virus, for the Spring 2020 second session 8-week courses, all tutoring will be online, so call the office)**

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

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

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.



**University Library (due to the Corona Virus, for the Spring 2020 second session 8-week courses, all tutoring will be online, so call the office)**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

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

**A Note about Sexual Violence at A&M-Central Texas (due to the Corona Virus, for the Spring 2020 second session 8-week courses, all tutoring will be online, so call the office)**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**Behavioral Intervention (due to the Corona Virus, for the Spring 2020 second session 8-week courses, all tutoring will be online, so call the office)**

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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) 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 Grading Rubric**

Post	Unacceptable	Needs Improvement	Acceptable	Excellent
Original #1	No posting was made (0 points)	Though it is a “paragraph,” the sentences are short and choppy and/or the writing is simplistic and/or repeats most of the phrasing from the topic/question addressed. There may also be significant grammatical issues. (2.5 points)	Student exhibited some thought and reflection, but could have done more. The post also may have one or two noticeable grammatical errors. (4 points)	Student exhibits exceptional thought and reflection, likely causing the reader to reflect deeper on the subject or truly appreciate having read it. The post is a substantive, solid paragraph in length (4-5 solid sentences) and is free of noticeable grammatical errors. (5.5 Points)
Original #2	No posting was made (0 points)	Though it is a “paragraph,” the sentences are short and choppy and/or the writing is simplistic and/or repeats most of the phrasing from the topic/question addressed. There may also be significant grammatical issues. (2.5 points)	Student exhibited some thought and reflection, but could have done more. The post also may have one or two noticeable grammatical errors. (4 points)	Student exhibits exceptional thought and reflection, likely causing the reader to reflect deeper on the subject or truly appreciate having read it. The post is a substantive, solid paragraph in length (4-5 solid sentences) and is free of noticeable grammatical errors. (5.5 Points)
Response	No posting was made (0 points)	Student met the bare minimum requirements (2 or 3 short sentences) and the writing does not advance the conversation or is mostly “I agree.” There may also be significant grammatical issues. (2 points)	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)	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)
Total	0 Points	7.5 points	11 points	15 Points

Appendix B is on the next page....



**Appendix B: Supreme Court Brief Assignment (80 points)**

**Purpose:** The Supreme Court is an incredibly powerful governmental body, as they have the ability to change the Constitution on a daily basis. Each term many cases are decided that have major business impacts. It is important that you are able to read and understand a Supreme Court case due to the potential lasting impact on our lives each one decision brings. Think about the *Obergefell* case in recent memory that established the national right to same sex marriage. Though this case won't have the impact of *Obergefell*, it is from this most recent term (with published 'final' opinions) and will tie into the Courts and ADR discussion in Chapter 2. The case is titled *Lamps Plus Inc. v. Varela, No.17-988*. **This assignment assesses CLO 1 & WLO 2-6.**

- You need to use the case posted with the assignment in Canvas – click on Module 2 to find the case (a pdf file). Do NOT use the Internet and other sources. **Note:** We are aware of the case briefs, summaries, and other 'help' on the Internet for Supreme court cases. Using such information will not earn you any points.
- Use of case briefs, summaries, or in fact, any information from the internet or sources other than the case opinion posted with this assignment will mean lost points.

**Form:** You should use Times New Roman 12-font, and your APA citation for each question should refer to the case attached to the assignment, not Internet sources.

**Format:** Read the case material and answer the following questions. This assignment is worth 70 total points and the value of each question will be stated following the question. **Put your answer under each question.**

1. Who wrote the majority opinion? (3)
2. Discuss the background of the case: The facts that led to the case, the District Court's decision, and the 9<sup>th</sup> Circuit Court of Appeals decision. (15)
3. What essential legal issue was the US Supreme Court addressing? (5)
4. What did the US Supreme Court ultimately decide and (procedurally) do with the case? (5)
5. What was the basis/reasoning for the US Supreme Court's decision? (10)
6. Concerning Justice Ginsburg's dissent:
  - Why does she join Justice Kagan's dissent? (2)
  - How is her "Pelion on Ossa" metaphor relevant? (5)
  - Which recent developments ameliorate the harm of the Court's decision? (5)
7. In the first Para. of section IIIA of the majority decision, "pre-emption" is discussed by the majority. Review this, and then briefly explain what Justice Thomas has to say about the majority's reliance on "pre-emption. (5)
8. Concerning Justice Kagan's dissent:
  - What does she say the majority's opinion is rooted in? (2)
  - Justice Kagan states that CA law applies unless "pre-empted". Describe her argument against pre-emption, i.e. that CA state law does apply and is not pre-empted by the FAA. (10)
9. In Section IIIB the Majority says that "Our opinion today is far from the watershed that Justice Kagan claims it to be". Does Justice Kagan actually say that the Majority opinion is a watershed?

**Grading:** *The Supreme Court Brief Grade Rubric is on the next page*

**From Syllabus Appendix B Supreme Court Brief Grade Rubric (80 points)**

	<b>Unsatisfactory:</b> Retake the Bar 0-69 %	<b>Partially proficient:</b> Probably an Ethics Complaint 70-79 %	<b>Proficient:</b> Paying the Bills 80-89 %	<b>Exemplary:</b> Going to be the next TV star! 90-100 %
Correct objective answers 20%	Mostly incorrect - there is no way these answers should have been chosen, given the facts in the case opinion.	Numerous incorrect answers, given the facts in the case opinion.	A few incorrect answers, given the facts in the case opinion.	Two or fewer incorrect (objective) answers, given the facts in the case opinion.
Analysis 60%	Accuracy issues were rampant compared to actual case opinion and the paper deviated significantly into other matters.	There were significant accuracy issues compared to actual case opinion.	There were a few minor errors with regards to analytical accuracy based on the actual case opinion.	In all cases, the analysis is consistent with the actual case opinion.
Citation 10%	No factual information cited in Analysis, and citations do not adhere to the required APA citation style.	Little factual information cited in Analysis, and citations infrequently adhere to the required APA citations style.	Some factual information cited in Analysis, and citations mostly adhere to the required APA citation style.	All factual information cited in Analysis, and Citations completely adhere to the required APA citation style.
Grammar 10%	Rampant issues with grammar.	Numerous grammatical issues per page on average.	There are two grammatical mistakes per page on average.	The paper contains no more than one grammatical mistake per page on average.

**Appendix C is on the next page....**

### Appendix C: Business Entity Assignment (80 points)

***Fact Pattern:***

You just passed the bar and are working at a small firm in College Station when a new client strolls into your office with the following situation:

Dan owns all rights to develop manufacture and sell a new computer he believes will perform better and cost less than other computers of equal capacity. Dan has two wealthy friends, Wyatt and Mark, who are interested in investing in this business with him. Each of the three would invest \$100,000. There may be a substantial risk in this new business and the investors do not want their family fortunes at risk.

In setting up the business there are three principal objectives the investors want to accomplish:

1. To limit the liability of each investor to the \$100,000 that each contributed;
2. To give each investor assurance of an equal voice in the management and operation of the business without exposing them to personal liability beyond the amount of their investment;
3. To ensure that the profit and loss resulting from the business can be reported as income or taken as a deduction directly on the individual's federal tax returns of the investors without being taxed first to the entity; and cost in forming should also be a consideration for sure

The investors wish to consider **only** the following four business entities:

- General Partnership
- Limited Partnership
- LLC
- C Corporation

Your task is to draft a memo to the client expressing your opinion as to what he should do with regards to the organization of his business given the circumstances described. You should discuss completely the business entity you recommend and also explain why you might not have felt that the others were very appropriate. *This is your chance to show that you can apply the class concepts and terminology appropriately.*

**Format:**

This **memo (look up general memo formatting if you don't know how)** is to be typed in Times New Roman, 12-point font. Memos are generally single spaced. The correct length is whatever it takes to adequately explain your recommendation to the client and briefly discuss exactly why you would not recommend the others. I doubt a quality paper will be much less than 1.5 pages, but should not exceed 3.

**Note:** Grammar issues are worth 25%. This includes using memo format and citing (internally) where appropriate, as well as including references at the end. As a new legal professional, you should also be correctly using basic grammar conventions with regards to spelling, punctuation, and proper phrasing.

**Grading:** *The Business Entity Assignment grading rubric is on the next page...*

**Business Entity Assignment Grade Rubric(80 points)**

	<b>Retake the Bar 0-60</b>	<b>Probably an Ethics Complaint 70-79</b>	<b>Paying the Bills 80-89</b>	<b>Going to be the next TV star! 90-100</b>
<b>Grammar 25%</b>	Not in memo format and/or has rampant issues with grammar.	Issues with proper memo format and/or numerous grammatical issues per page on average.	There may be a slight format issue and/or there are two grammatical mistakes per page on average.	The paper is in proper memo format and contains no more than one grammatical mistake per page on average.
<b>Entity Choice 25%</b>	There is no way this entity should have been chosen.	Did not choose an appropriate entity.	The entity could work given the facts, but is not the best.	Recommended the most correct entity given the facts.
<b>Analysis 50%</b>	Accuracy issues were rampant and/or business entities were not the focus and the paper deviated significantly into other matters.	There were significant accuracy issues in discussing the entities and/or multiple entities were not mentioned.	There were a few minor errors with regards to the entity discussion and/or one key entity may have either been left out or needed to be discussed more.	In all cases the entity characteristics were discussed accurately and there was good analysis as to why the other entity forms were not recommended.

...end of Syllabus