



GA 3351 – Business Law
FALL 2020
Course Syllabus



QEP

Compass: Navigating Excellence
through Effective Communication

Instructor:	R. E. Steele
Office Hours:	TBA
Office Location:	TBA
Telephone:	
Email Address:	robert.steele@sulross.edu BUT preferred is r_e_steele@msn.com
Class Schedule:	2:00 – 3:15 Tu Th
Classroom Location:	BAB 317
Required Texts:	<u>Business Law</u> , West Academic Publishing
Supplemental Texts for Student Reference	

Section I. Introduction

This is a one semester survey course in business law. It also includes discussion on how a business relates to its community, employees, stockholders, vendors, competitors, and others.

“No man [one] is an island”



Section II. Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:



Section III. QEP Student Learning Outcome

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

Section IV. Course Objectives

Students gain understanding of ethics, law, the legal environment and the business environment.

Section V. Student Learning Outcomes

1. Students will leave this course with a greater knowledge of specific laws and regulations affecting today’s managers, as well as the ability to spot and effectively avoid many legal problems that arise in the ever-changing global business environment.
2. Students will see ethical implications of decisions and laws.
3. Students will be able to identify business impacts of laws and regulations.
4. Student will be able to describe how social and technological change leads to change in the law.
5. Students will be able to evaluate possible trends and future changes.
6. Students will be able to predict outcomes for common issues.

Section VI. Marketable Skills

Critical Thinking
Written Communication
Legal Awareness

Section VII. Course Requirements and Grading

Requirement	Points Possible	

Mid Term Exam	200
Final	200
Major Paper	200
Four Minor Paper/Short Essays	100 each



Possible Points depends on number of short essays

Section VIII. Course Assignments

Mid Term Exam

Final Exam

Major Paper

Writing prompt will be given.

Topical legal issues such as Boeing 737 Max, Blue Bell listeria contamination,

Short Essays as assigned

Examinations will be open-book, open-notes, part multiple choice, part short answer. Dates and times for exams will be announced in the lecture immediately preceding the exam. **UNLESS there are special circumstance, there will be no written make-ups for exams.** Should you miss the final exam *contact me immediately*..

Section IX. Policies

Attendance. Your attendance and high-quality participation in class discussion is expected in this class. You should be prepared to intelligently discuss the topic of the day when called on (and you will be called upon), and you should feel free to *volunteer* your thoughts and questions during the class. **Some material that is assigned for reading will not be discussed in class and much of the lecture material for this course is not in the required readings. All material assigned or discussed is fair game for examinations.** It should go without saying (but I'm saying it anyway), that it behooves you both to read the assignments and attend class regularly.

1. **Read the assigned chapters closely before lecture.** This exposes you to many (but not all) of the ideas we will cover in class. You are not expected to understand everything from reading the chapter, but you will be able to come to class having identified the topics you do not understand.
2. **Come to class.** This is your second opportunity to learn about the material in the book and your only opportunity to hear the additional material I will present. Since you have read the chapter and identified what you do not understand, hopefully lecture will clarify things.
3. **Do some of the end of chapter problems** in the book. Restrain yourself from peeking at the provided answers until you have actually answered the questions yourself. If you do not get the right answer re-read the book, review your notes, take a walk and think about the problem. The book offers you basic problems so you can get your feet wet. The problems in class tend to focus on more challenging problems that will allow you will learn how to apply the basic ideas from the book in richer context. This learning process takes time, so to benefit fully you must get started on the problems immediately. Do not wait until a day before the final to start the problems.
4. Read, watch, listen, and surf to **connect course material to the real world.** Consider reading the *Wall Street Journal*, *Barron's*, *Business Week*, and listening to the *Bloomberg Law* podcast available at <http://www.bloomberg.com/podcasts/law/>.
5. Students who actively try to connect the course material to the real world remember it longer, understand it more deeply, offer more breadth to employers when they graduate, and beat their peers on exams.

Classroom Demeanor. Students are expected to be civil in their discussions. Students must be considerate of other students. Disruptive behavior will not be tolerated and you will be asked to leave the classroom if you are disruptive.

Academic Integrity. Unless otherwise stated, all work must be your own.

Grading. Points are earned by submitting assignments on time. I reserve the right to use a grading curve based upon points earned.

Late Work. *You must contact the professor as soon as you know that you cannot submit an assignment on time.*

Section X. Notes on University Programs and Services

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and

we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Section XI. SRSU Safety Pledge - One University/One Community

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.
- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

COPYRIGHT NOTICE:

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I or the developer are the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission. ©2020

THIS COURSE IS NOT LEGAL ADVICE.

OPINIONS ARE THOSE OF THE INSTRUCTOR ONLY

The opinions expressed in class are the opinions of the instructor and may not reflect the opinions of Sul Ross State University, The Graduate School of Business Administration, you, your friends, or that lawyer you once met at a party somewhere.

CALENDAR

(This calendar is subject to change)

Class Meeting	WEEK DATE	TOPICS and ASSIGNMENTS Numbers refer to chapter numbers	

1/2	1 8/27,28	INTRODUCTION, “Big Picture” Class Discussion on Objectives Ethics 1 US Legal System Alternative Dispute Resolution (ADR) 2	<ul style="list-style-type: none"> • Develop nuances for the course framework based upon student career plans • Develop understanding of the philosophy of law and the court system
3/4	2 9/3,5	Business Forms 3	<ul style="list-style-type: none"> • Understand different forms of a business entities, differences, advantages, disadvantages
5/6	3 9/10,12	Business Forms	<ul style="list-style-type: none"> • Corporation • S-Corp • LLC • Partnership • Sole Proprietorship
7/8	4 9/17,19	Contracts 4	<ul style="list-style-type: none"> • When do you have a contract? • Enforcement? • Requirements • Defenses • Remedies

9/10	5 9/24,26	Contracts 4	<ul style="list-style-type: none"> • Damages
11/12	6 10/1,3	UCC Article 2 5	<ul style="list-style-type: none"> • Buy Sell Goods
13/14	7 10/8,10	UCC Article 9 Secured Transactions Creditor Debtor Issues 6	<ul style="list-style-type: none"> • Financing Statement • Security agreements • Commercially reasonable sale
15/16	8 10/15,17	review Mid-Term	<ul style="list-style-type: none"> • Bring your questions about the material we have covered
17/18	9 10/22,24	Torts 7	<ul style="list-style-type: none"> • Intentional, • Negligence, • Strict Liability • Products Liability
19/20	10 10/29-11/1	Torts 7	<ul style="list-style-type: none"> • Duties & Liabilities •
21/22	11 11/5,7	Intellectual Property 8	<ul style="list-style-type: none"> • Patents • Copyrights

23/24	12 11/12,14	Agency 9	<ul style="list-style-type: none"> • Principal Agent • Liabilities • Authority
25/26	13 11/29,21	Employment Law 10 Business Relations 11	
27	14 11/26	Regulatory / Administrative 12	Licenses Permits Requirements
28/29	15 12/3,5	Criminal Law 13	<ul style="list-style-type: none"> • Liabilities • Personal • Corporate • Mens Rea
		Topics may be added by request.	
	TBA	FINAL EXAM:	

The Final Exam is TBA

QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposefully organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.



QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	Exemplary	Satisfactory	Developing	Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility or authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.