QEP
Compass: Navigating Excellence
through Effective Communication

| Instructor: | R. E. Steele |
|---|---|
| **Office Hours:** | TBA |
| **Office Location:** | TBA |
| **Telephone:** | |
| **Email Address:** | r_e_steele@msn.com |
| **Class Schedule**: | 12:30 – 1:45 Tu Th |
| **Classroom Location:** | BAB 318 |
| **Required Texts:** | Business Law,  BVT Publishing |
| Supplemental Texts for Student  Reference | |

### Section I. Introduction

This is a one semester survey course in business law.  It also includes discussions on ethics and 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 | Grading Scale |
|---|---|---|
| Mid Term Exam | 200 | |
| Final | 200 | |
| Major Paper | 200 | |
| Four Minor Paper/Short Essays | 100 each | |
| **Possible Points** | **1000** | |

**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, Covid impacts….
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 <u>assigned</u> or <u>discussed</u> 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* and listening to the *Bloomberg Law* podcast available at [http://www.bloomberg.com/podcasts/law/](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.
6. *Classroom Demeanor*.
   a. Students are expected to be respectful and professional in their discussion board posts and their presentations. Students should demonstrate good etiquette and manners towards other students.

*Academic Integrity*.  Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

*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**

**ADA Statement**

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. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartze, LPC, 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 mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832.

**Library Information**

The Bryan Wildenthal Memorial Library in Alpine 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 logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

**SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the

course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

## Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

## Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

**COPYRIGHT NOTICE:**
My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I or BVT Publishing 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 of myself and / or BVT publishing. 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.  ©2022 Robert E Steele

**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<br><br>Numbers refer to chapter numbers | |
|---|---|---|---|
| 1/2 | 1 | **INTRODUCTION, "Big Picture" Class Discussion on Objectives Ethics  2 US Legal System  3 Alternative Dispute Resolution (ADR) 5 Constitutional Basis for Regulating Business 6** | • **Develop nuances for the course framework based upon student career plans** <br> • **Develop understanding of the philosophy of law and the court** |
| 3/4 | 2 | **Business Forms   3 (see below also)** | • **Understand different forms of a business entities, differences, advantages, disadvantages** |
| 5/6 | 3 | **Business Forms   35, 36, 37 Corporation   37, 38, LLC  3\*** | • **Corporation** <br> • **S-Corp** <br> • **LLC** <br> • **Partnership** <br> • **Sole Proprietorship** |

| | | | |
|---|---|---|---|
| 7/8 | 4 | **Contracts 16,17, 18, 19, 20, General, Agreement, Consideration, General Assent, Illegality, Written, Rights 3rd Parties, Performance** | • **When do you have a contract?**<br>• **Enforcement?**<br>• **Requirements**<br>• **Defenses**<br>• **Remedies** |
| 9/10 | 5 | **Contracts continued** | • **Damages** |
| 11/12 | 6 | **Sales Contracts, UCC Article 2 5** | • **Buy Sell Goods** |
| 13/14 | 7 | **UCC Article 9 Secured Transactions Creditor Debtor Issues 28, Creditor 29, Bankruptcy 30** | • **Financing Statement**<br>• **Security agreements**<br>• **Commercially reasonable sale** |
| 15/16 | 8 | **review**<br><br>**Mid-Term** | • **Bring your questions about the material we have covered** |
| 17/18 | 9 | **Torts 8** | • **Intentional,**<br>• **Negligence,**<br>• **Strict Liability**<br>• **Products Liability** |
| 19/20 | 10 | **Torts 9** | • **Duties & Liabilities**<br>• |
| 21/22 | 11 | **Intro to Property, Personal Property 10 Real Property 11** | • **Personal and Real Property**<br>• **Patents** |
| 23/24 | 12 | **Agency 31, 32,** | • **Principal Agent**<br>• **Liabilities**<br>• **Authority** |

| | | | |
|---|---|---|---|
| 25/26 | 13 | **Employment Law          33**<br>**Employment Discrimination  36** | |
| 27 | 14 | **Regulatory / Administrative  40, 41,**<br>**Anti Trust  42**<br>**Consumer 43**<br>**Environmental 44** | **Licenses**<br>**Permits**<br>**Requirements** |
| 28/29 | 15 | **Criminal Law    7** | • **Liabilities**<br>• **Personal**<br>• **Corporate**<br>• **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 purposely 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 | 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 | 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 |