



## Syllabus

### **SCHOOL OF BUSINESS AND MANAGEMENT** **BSC 403: Legal Issues in the Workplace**

5 Credits  
Effective: Summer 2014/2015

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

BSC 403 Legal Issues in the Workplace focuses on the legal environment of business. The course covers major issues for any business, including contracts, torts, business organizations, and the regulatory environment, including issues arising from expansion internationally. Employee issues such as labor law, employee relationships, and discrimination are also examined. Students will be able to identify legal and regulatory issues and know how to solve the problems that they present.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

## **CITYU LEARNING GOALS**

This course supports the following City University learning goals:

## **COURSE OUTCOMES**

In this course, learners:

- Identify potential legal problems and develop and assess appropriate preventive alternatives to such problems
- Develop deductive critical thinking skills by applying appropriate legal rules to “real world” situations
- Compare, contrast, and discuss legal concepts
- Defend a position persuasively in writing
- Identify and use legal terminology properly.

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- agency
- Alternative dispute resolution
- constitutional law
- Constitutional protections
- contract performance, breach & remedies
- contracts - formation
- Creditor-Debtor Relations and Bankruptcy
- Deductive critical thinking skills
- Elements of a contract

- Environmental Law
- Ethics and law
- Immigration and Labor Law
- Judicial procedures
- Land Use Control and Real Property
- Lateral thinking skills to develop alternatives that prevent legal problems from arising
- Limited Liability companies, Limited partnerships, Corporations
- negligence/intentional torts
- Performance and discharge
- Remedies
- Schedule
- test

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Legal Analysis	20%
Case Studies- two equally weighted	20%
Argumentative Essay	20%
Examination(s)	20%
Instructor-determined assignments and/or discussions	20%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Legal Analysis

Description: The process of legal analysis, i.e. the I-R-A-C format, is the analysis which all lawyers will doubtless feel comfortable with. It should be emphasized that this type of analysis is not limited solely to legal analysis. It can (and should) be applied in any situation in which a knowledgeable person attempts to apply that knowledge to a specific life experience. The following description of the I-R-A-C process may be helpful: In the I-R-A-C process the student is required to do the following: A. Issue: Identify the question which best addresses the problem posed by the facts presented (There should be a direct link between the question raised in the Issue and the general “rule” set out in the Rule. For example, if the facts presented raise a question whether one party made an “offer” to the other party, the Issue could be stated, “Did X make an offer to Y?”) B. Rule: Identify and state the legal rule(s) verbatim (word-for-word) from the text which apply in the situation or fact pattern given. (Again, there should be a direct link between the question raised in the Issue and the general “rule” set out in the Rule. For example, if the issue is “Did X make an offer to Y?”, then the Rule would be a definition of an offer: “Under the common

law, three elements are necessary for an offer to be effective: “1. The offeror must have a serious intention to become bound by the offer. “2. The terms of the offer must be reasonably certain, or definite so that the parties and the court can ascertain the terms of the contract. “3. The offer must be communicated by the offeror to the offeree, resulting in the offeree’s knowledge of the offer.”) C.

Application: Apply the legal rule(s) identified to the given fact pattern. The analysis should proceed in a step-by-step logical fashion and connect each point raised in the rule to the facts given in the fact pattern. Students should use the words in the Rule to shape the discussion in the Application. They should identify who in the facts presented is: the “offeror”, “terms of the offer”, “parties”, and “offeree”. Those connections are relatively easy to do. In addition, however, they should explain why: the offeror had “serious intention to become bound”; the terms are “reasonably certain, or definite so that the parties and the court can ascertain the terms of the contract”; and the “offer” was communicated. These connections require developing the habit of explaining their thinking fully and clearly. D. Conclusion Make a conclusion based upon the analysis. Be sure that the conclusion is logically supported by the analysis (There is no need to repeat what was said in the Application. The best Conclusion is a one word answer to the question raised in the Issue – yes or no.)

<i>Components</i>	<i>% of Grade</i>
Identification of Issue	20%
Application of Rule to Facts	40%
Make a conclusion based upon preceding analysis	10%
Identification of Appropriate Rule	20%
Writing Mechanics	10%
<b>TOTAL</b>	<b>100%</b>

Case Studies- two equally weighted

Description:

The Case Studies allow a student or a student’s team (if the instructor chooses to make either or both assessments a team project) to express themselves as clearly and fully as they are capable of doing. The exercises call on students to develop good practical thinking that shows their understanding of how business people should think and discuss decisions before proceeding with a business decision. The student(s) may choose (or instructor may assign) any Case Problem at the end of any of the assigned chapters (including any of the Case Problems used in the I-R-A-C analyses) as the basis for each of the Case Studies. The Case Study is an entirely different thinking process than I-R-A-C. In I-R-A-C exercises, the student(s) should focus on the issue set out in the text by the text’s authors and analyze that issue using the I-R-A-C method. In I-R-A-C exercises, the student(s) should consider themselves a judge, NOT an advocate for only one position. In the I-R-A-C exercises, we are looking at events that have already occurred. ON THE OTHER HAND, in each of the Case Studies, the student(s) should not consider themselves a judge or an advocate but rather a counselor trying to help their client avoid getting into a dispute. In each of the Case Studies, the student(s) should NOT use the I-R-A-C method. They should be developing PREVENTIVE solutions (lateral thinking skills).

In the Case Studies, the student must:

1. identify the “client” (tell the instructor which of the two parties in the Case Problem they would help).
2. provide background to problem. Summarize the facts set out in the Case Problem.
3. identify the “client’s” “problem”. Tell the instructor what the party in the Case Problem did that led to a disagreement that was so large the parties needed to go to court for judgment of the disagreement.
4. develop 4 “alternative courses of action” which would have helped the client not get into the "problem" discussed in the Case Problem. (The idea of the Case Studies is to learn from the mistakes of others). Our “client” is not bound by what happened in the “real” case. In fact, we want to prevent what happened in the “real” case. We are “pretending”. We are thinking about “what if”. We are going back in time and helping a client who doesn’t realize that if they don’t think carefully, they will end up in a disagreement.

We are trying to give advice that will prevent that “problem” from arising. The student(s) must find 4 preventive alternatives. If the student(s) are not able to think of 4 preventive alternatives for the problem, they should look for another Case Problem to work on. Picking the right Case Problem to discuss is a very important part of the assignment. Describe each of the alternatives fully. The Case Studies should show us that if we think early enough in the process, we may avoid problems that lead parties to litigation. The student(s) should use their business experience and what they’re learning from our textbook to create ideas. Alternatives should be based on the facts of the case and should not be “generic”. For example, it is always a good idea (and so, “generic”) to “discuss/negotiate the problem with the other side” or to “hire a lawyer”. Those are not valid alternatives for these assignments. They will not earn credit.

5. evaluate each of the 4 alternatives. In the evaluations, the focus should be on how each of these alternatives work in helping the client AVOID getting into the same type of problem that led the parties to court. In the evaluation, the student(s) should weigh the advantages and disadvantages of each alternative, comparing and contrasting each to the others. As business people they know very well that there is no such thing as a “perfect” solution. Every idea has “good” points and “bad” points. Again, some evaluations apply to most ideas. For example, “time” and “cost” are always considerations. It is OK to include time and cost but they cannot be the only points in the evaluation. Finally, the student(s) should take the assignments seriously. They should not provide mechanical presentations. They should provide more than one advantage and one disadvantage for each alternative. Business decisions are complex. They should act as if their job depended on the ideas they develop. Again, choosing the right case is as important as developing the alternatives. The best grades will be awarded to those which present interesting alternatives and thoroughly explain the strengths and weaknesses of each alternative.

<i>Components</i>	<i>% of Grade</i>
Identification of client and problem	10%
Quality of 4 preventive alternatives	40%
Quality of evaluation of each alternative	40%
Grammar, spelling & syntax	10%
<b>TOTAL</b>	<b>100%</b>

### Argumentative Essay

In your argumentative essay you will write a paper advocating legislative change in an area chosen by your instructor. In U.S. the areas might include one of following:

legalize use of marijuana;  
 raise capital gains tax;  
 U.S. withdrawal from NAFTA;  
 lower the age of majority to 16;  
 abolish the distinction between ownership and risk of loss in U.C.C. sales of goods;  
 abolish punitive damages in tort actions;  
 place cap on “pain and suffering” in tort actions;  
 reassert the principle of privity of contract in product liability law;  
 abolish the principle of proximate cause in negligence cases;  
 reduce period of copyright protection to 6 years;  
 abolish shareholder limited liability;  
 limit rights of corporations to give contributions to political candidates;  
 overturn Title VII of the Civil Rights Act of 1964;  
 or other topic(s) chosen by your instructor

In this essay, you should combine your own thoughtful analysis of the topic with information from your

sources. Keep in mind, however, that this is to be an argumentative essay, not a research paper or simply a summary of your reading. A common mistake is to rely too heavily on the use of quotes. A quote can sometimes be helpful but the instructor is looking for your thoughts and your construction of the essay, not some authority's statements.

Begin by doing some preliminary reading for your essay early in the course. Your instructor may ask you to submit a 1- to 2-page proposal for your essay. The proposal should suggest your topic, propose an arguable thesis, and give your instructor some idea of how you intend to research and develop your thesis. This proposal would be ungraded, but you should approach it seriously; it can greatly enhance your chances for writing a successful essay.

Your essay should be five to eight pages in length.

Your essay must be word-processed, double-spaced, with 11- or 12-point font and one-inch margins. Your instructor will specify other requirements such as how current the publications from which you draw your references must be.

Your essay must contain an annotated Reference List. Each reference to be used in support of the research paper's argument is to be annotated. The criticism, explanation or general comments about each source should be limited to a few sentences. Each source should be identified by author, title, place published, publisher, date and pages in proper APA form, and be typed.

You must retain at least one copy of your essay in case the first copy is lost or misplaced. We recommend that you also retain your research notes so that if a question arises as to an actual source and its location, you will be able to address that question in a timely manner.

<i>Components</i>	<i>% of Grade</i>
Acknowledgement and refutation of objections and counterarguments	30%
Writing Mechanics	10%
Depth, appropriateness and use of research	20%
Purpose/Thesis Statement	10%
Development of argument	30%
<b>TOTAL</b>	<b>100%</b>

### Examination(s)

The instructor will determine the time allotted for exams and the grading criteria for the examinations. The student should be prepared to answer multiple choice questions, essays, analytical problems using the I-R-A-C format, and matching-type questions.

When writing the exams, the student should provide clear, well-labeled answers. Partial credit may be earned based on the work and methodologies demonstrated.

The instructor will provide additional information about exams as necessary.

<i>Components</i>	<i>% of Grade</i>
Clear grasp of major issues posed by the questions	20%
Valid arguments; appropriate supportive detail	20%
Appropriate analysis, evaluation, and synthesis	20%
Demonstrated ability to employ terms, concepts, and frames of reference from texts, lectures, and other course materials	20%
Proper organization and logical flow of responses	20%
<b>TOTAL</b>	<b>100%</b>

#### Instructor-determined assignments and/or discussions

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of law. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

<i>Components</i>	<i>% of Grade</i>
Appropriateness and quality of submittal	100%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

LATE ASSIGNMENT

### **Participation**

PARTICIPATION

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Title IX Statement**

City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify CityU's Title IX coordinator and share the basic fact of your

experience. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

To view CityU'S sexual misconduct policy and for resources, please visit the [Campus Safety and Title IX Page](#) in the my.cityu.edu portal.

### **Scholastic Honesty**

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking**

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request your user name and password.